

## JOINT INDIAN EDUCATION COUNCIL

◆ Partnership Members ◆

Santa Rosa Rancheria ~ Lemoore Union High School District ~ Central Union Elementary School District

---

### YOU ARE INVITED TO ATTEND and PARTICIPATE

Date: Tuesday, March 19, 2024

Place: Santa Rosa Rancheria, Education Center

Time: 12:00 pm - Lunch is Provided

---

### MEETING AGENDA ITEMS

#### **Parent Involvement & Attendance**

When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.

#### **Universal Pre-Kindergarten (UPK) & Expanded Learning Opportunities (ELO)**

UPK is about providing every 4-year-old with access to high quality learning the year before kindergarten. Transitional Kindergarten (TK) and Expanded Learning Opportunities are part of UPK.

#### **Student Attendance Review Board (SARB) Process (CUESD & LUHSD)**

SARB is a community-based effort to bring together resources to assist families with attendance, truancy, and behavior issues.

#### **Johnson-O-Malley Funding for Native American Students**

The purpose of the funding is to promote culture, language, academics, and school connectedness. The JOM budget is designed and monitored with input from the IEC committee.

#### **Title VI Funding for Native American Students**

The purpose of the funding is to support the Native American students in meeting the same challenging academic achievement standards as all students.

#### **Joint Indian Education Committee Reports (CUESD & LUHSD)**

Members provide academic, activities, and event updates.

#### **Guests**

All invited to attend and share information and ideas.

#### **Parents and public input**

Input is encouraged and welcomed

## JOINT INDIAN EDUCATION COUNCIL

Santa Rosa Rancheria ~ Lemoore Union High School District ~ Central Union Elementary School District

Agenda for Tuesday, March 19, 2024  
Place: Santa Rosa Rancheria Education Center  
Time: 12:00 pm ~ Lunch provided

---

### **1. Call to Order**

- a. Time
- b. Roll-Call (Sign-In sheet)
- c. Establish a Quorum of Members

Members: 3 - Parents of Indian Students: Kenny Barrios, Tonya Williams, Cecelia Torres

1 - Alternate Parent (Non-Voting Participant): Noah Ignacio

1 - Indian Student, Middle School: Bobby Martinez

1 - Indian Student, High School: Heavenly Sorondo

1 - Site Administrator: Anne Gonzales

1 - School Employee: Rodney Brumit

1 - Director of the SRR Education Department: Danny Llamas

1 - Employee of the SRR Education Department: Erika Maldonado

1 - District Representative (Non-Voting Participant): Davinder Sidhu

### **2. Additions, Deletions, and Approval of Agenda**

(A motion was made by \_\_\_\_\_ and seconded by \_\_\_\_\_.)

(All approve. Motion by saying "I".)

### **3. Approval of the Minutes from the Previous IEC Meeting**

a. November 16, 2024 – Amended March 6, 2024

b. February 20, 2024

(A motion was made by \_\_ and seconded by \_\_\_\_\_.)

(All approve. Motion by saying "I".)

### **4. Introductions of Guests**

### **5. Parent Involvement & Attendance**

### **6. Universal Pre-Kindergarten (UPK) & Expanded Learning Opportunities (ELO)**

### **7. Student Attendance Review Board (SARB) Process (CUESD & LUHSD)**

a. Central Union Elementary School District (Central & Stratford)

- b. Lemoore Union High School District (LHS & Jamison)
- c. Santa Rosa Rancheria (SRR)

**8. Johnson-O-Malley (JOM) Funding for Native American Students  
Business and Reporting (Budget to Be Provided)**

- a. Report given by CUESD Representative
- b. Budget - Review, discuss, and approval as needed

**9. Title VI Funding for Native American Students  
Business and Reporting (Budget to Be Provided)**

- a. Report given by Lemoore High School District Representative
- b. Review, discuss, and approve as needed

**10. Joint Indian Education Committee**

- a. Santa Rosa Rancheria (SRR)
- b. Lemoore Union High School District (LHS & Jamison)
- c. Central Union Elementary School District (Central & Stratford)

**11. Guests**

**12. Parent and Public Input**

**13. Adjournment**

(Motion was made by \_\_\_\_\_ to adjourn the meeting at \_\_\_\_\_ pm.)

(All approve. Motion by saying "I".)

Indian Education Council  
Amended 3/6/24 - Meeting Minutes  
11/16/2023

1. The meeting was called to order at 12:11pm by Danny Llamas. Roll call was taken and a quorum was established as all parents were present and members of the IEC were present.
2. Addition/Deletions and Approval of Agenda- The agenda was reviewed by all members. Kenny Barrios motioned to approve. Cecilia Torres seconded the motion. All approved, motion carried.
3. Minutes of Meeting for October 19, 2023 – Minutes were reviewed by all members. Kenny Barrios motioned to approve the minutes and seconded by Tonya Williams. All approved, motion carried.
4. Nominations and Elections for the following positions were held: Alternate parent, Middle School Student, and SRR Employee. A motion to approve Noah Ignacio for Native American alternate was made by Tonya Williams. The motion was seconded by Kenny Barrios. All approved, motion carried.

A motion to approved Bobby Martinez from Central School for Middle School Student was made by Anne Gonzales and seconded by Tonya Williams. All approved, motion carried.

A motion to approve Erika Maldonado from SRR for Employee of SRR was made by Rodney Brumit and seconded by Kenny Barrios. All approved, motion carried.

5. Central – Mrs. Gonzales reported tutorial services with students are taking place before and after school for students in need of extra support apart from the current deployment and intervention services during the school day. Approximately 5 teachers are currently offering services for their students during these times.

Stratford – Mrs. Gonzales reported Tier 2/3 level interventions are taking place during the school day and that the majority of staff are providing intervention services during the day as well as during after school.

Lemoore High School – attendance data and behavior and grades to get into targeted Interventions. During the 1<sup>st</sup> grading period (8/16 to 10/22) eligibility rates are being review and working with students who need assistance during the school day. Currently, the Native American student population is at 95% attendance rate.

Discussion took place regarding attendance and students missing entire periods being counted against them for the whole day. Clarification was provided regarding the policies for missing one period, missing the entire day and impacts on participation for graduation.

The following was explained to the IEC:

- Total of 126 periods A tardy counts into the 126 periods that are accounted for to be eligible for graduation. Absences can be made up but not the tardy.
- Saturday school – fills up very fast. Limit up to 30 students to attend and is very difficult for others to get in that want to get in. Sat school doesn't clear a tardy, just absences

- Summer school is another option to clear up absences so students may stay eligible for graduation participation.

Lastly, Mrs. Botelho presented possible resources at the campus which are offered to students to assist them in staying eligible for graduation during the school year.

Jamison-Mrs. Botelho reported staff has been evaluating CAASPP scores, building intensive EL tiered class services, are dispersing students based on data from essential standards and CFA's. She also reported staff is working providing students differentiated instruction and supports for English and Math. Continue to teach expectations via ROAR.

6. Dr. Sidhu reviewed the AIECE update and reported that the budgets for both Central and Stratford are completed and are in the process of CDE review. Announcement of budget proposals will take place at next month's meeting as funding information is still be sorted out.
7. Single Plan of Student Achievement – CUSD/Stratford provided an update on the progress for EL students and reviewed the overall student achievement indicators and the ongoing of implementing school wide behaviors and connectedness. A question regarding the type of parental involvement at Stratford was asked by member. Mrs. Gonzales reported the site has events such as the Color Run, family movie night, and other evening events.

Central – Mrs. Gonzales reviewed the items listed on the November calendar highlighting National Parent/Family Engagement Day activities. She reported that two of those activities had taken place earlier in the morning 1) National Parent Involvement Day celebrated at 7:20am – 8am with pastries/coffee and reading in the cafeteria and 2) Parent Academic Walk activity 8:15am – 10:30am – parents visited all classrooms and worked on “ELA Literature - Look Fors” followed by a debrief and discussion of findings.

Lemoore High – Mrs. Botelho reported staff is working on providing tutoring and intervention. , She also reported there are various teacher trainings taking place for staff development.

8. IPP – Dr. Sidhu reported she has submitted the policy to the CUSD board as annual update and had no feedback from parents who were offered the survey. It was reported that the IPP was approved by school board.

Lemoore High School submitted the IPP 10/12/23 to the school board where is was approved.

9. JOM - \$10,116.00 has been awarded to spend for the 23/24 school year. Dr. Sidhu will talk to committee regarding suggestions for spending dollars. Allocation for each site was questioned. Dr. Sidhu reported this accounting is still not complete and will be announced at next meeting.

Current funding is being used to purchase books and is used as a part of tiered intervention and select titles with adult supervision. It is also being used to support parent involvement and training efforts at Central to assist with direct services and extra tutoring for students.

10. Student Parent Compact form -Dr. Sidhu reported both Central and Stratford schools use these agreements and signed at parent conferences. She reminded the IE that the agreement includes the parent, teacher and student.

11. Title VI – Lemoore funding and budget – Mrs. Gonzales (Central) reported that the Work Plan for Math for Central 6<sup>th</sup> -8<sup>th</sup> grade students is complete and awaiting MOU development and signatures. Once complete planning for dates for direct services will begin.

11. SRR Ed Department – Reported Friends Giving, class lesson focusing on Tachi language, Celebration of Native American boys day conference, Dance group performances at Lemoore High school for native American month. Students will be visiting Pepperdine University and West Hills College will be presenting about Native American culture 11/29 at 11am to 1pm. Field trips have been scheduled to visit Alcatraz Island and Johns Incredible Pizza in December.

SRR Rec Department – BB tournament this weekend, all welcomed. A field trip for K-5<sup>th</sup> to the Fresno Chaffee Zoo Lights and Ice skating for students has been planned. Rec Department is getting ready for winter holiday parade on 12/7/23. The IEC was advised that the parks are on or near completion for softball season as renovations are currently taking place.

Jamison – Reported they have finished trimester and conferences and are in the middle of soccer season.

Lemoore – completed 11/12 nights with parents, hired new mental health provider, new learning directors hired, college applications, scholarships, all done. Parent square need to activate on it to see new information and access it. Colleges on campus and workshops are taking place to meet with potential students. LHS preventative measures for attendance and weekly intervention meetings. Informational only. Understand consequences. 11/27 juniors and seniors. SEE Fresno state handout. Yearbooks being worked on. Toys for Tots donations. Powder puff game. Blood drive at campus. Senior stars, senior walk of fame. Winter dance formal on 12/9/23 tickets sold on campus. Presented a bouquet and horticulture class.

Central – Attendance award activity – Bobby announced the remainder of the calendar for November 2023. He reported today was National Parent Involvement Day which was celebrated for Central parents and families this morning with coffee, pastries and reading time before school started at 7:20am. It was also reported that Central conducted its first Parent Academic Walk with a team of 5 parents who visited all classrooms and focused on literacy in all grade levels.

Stratford – Wrapping up soccer season, trimester awards. Parent conferences were completed and compacts were signed.

12. Public Input - Solid waste coordinator – Offered to school sites possibility of setting up presentations for students about solid waste and pollution.

13. A motion was made by Bobby Martinez to close the meeting and seconded by Kenny Barrios. Meeting was adjourned at 1:20pm.

Anne Gonzales, IEC Secretary

Amended by D. Llamas 3/6/24

Indian Education Council

Meeting Minutes

2/20/24

1. Call to order
  - a. Meeting called to Order at 12:13pm by Danny Llamas.
  - b. Roll call was taken and quorum was established.
2. Additions, Deletions, Approval of Agenda
  - a. Minutes were reviewed by members
  - b. Kenny Barrios motioned to approve agenda.
  - c. Rodney Brumit seconded the motion.
  - d. All approved and motion carried.
3. Approval of the Minutes from the Previous IEC Meetings
  - a. Minutes were reviewed for 11/16/23 meeting by all members.
  - b. Kenny Barrios motioned to approve minutes.
  - c. Cecelia Torres seconded the motion.
  - d. All approved and motion carried.
4. Elections
  - a. None
5. Student Data
  - a. Dr. Sidhu reported overall increase in NA student participation
    - i. iReady Reading 1<sup>st</sup> – 8<sup>th</sup>: 7% -> 20%
    - ii. iReady Math 1<sup>st</sup> – 8<sup>th</sup>: 3% -> 19%
6. 2024-2025 LCAP Update and Parent Engagement
  - a. Central District: Dr. Sidhu
    - i. Midyear review LCAP
      1. Monitoring conditions for learning, surveys, achievement
      2. Developing new plans for course of school year
      3. Parents invited to DAC
      4. Keep same goals for 2024-2025 School Year
      5. Highlight SEL
    - ii. Student Services (Psych) Karla Rodriguez
      1. In classroom Tier 1; Acts of Kindness Curriculum
      2. K-1<sup>st</sup> promote SEL through kindness and friendship
      3. Psychs gave lesson on suicide and self-harm (7<sup>th</sup> & 8<sup>th</sup> Grade)
      4. Supporting students through IEP & 504 Plans
      5. Trainings in de-escalation for instructional aids
      6. LMFT: behavior support aid in building relationships with students to provide support
      7. Winter Survey
        - a. Regarding student SEL: Students self reporting showed their ability to improve emotions and social awareness
        - b. Self management did not improve
        - c. Will identify classrooms that need more support

- d. Dr. Sidhu: survey gives immediate feedback
  - b. LHSD: Valerie Botelho
    - i. Focus on providing quality instruction
    - ii. Review impediments and discrepancies in CTE
    - iii. Decline in ELA scores and math has not improved
    - iv. 3 year cycle
- 7. Promotion Retention Policies (CUESD & LUHSD)
  - a. Student not meeting graduation requirements
    - i. At risk students identified by teachers in October and SST is conducted
    - ii. November Parent/teacher conferences are held
    - iii. In December site admin schedules meetings for January for identified at risk students
    - iv. April, students who are not meeting graduation criteria (at-risk)
      - 1. Will have SST, go over requirements for promotion, remediation
    - v. May, identify at risk students
      - 1. Students who are falling behind in math, ELA and attendance
      - 2. Mid may retention letters are sent out

Mrs. Gonzalez (Stratford): Interventions in place before, during and after school.

Dr. Sidhu: Sites are trying to help students in real time during school year. Teachers look at Data to help close gaps. There is little data to support retention.

Mrs. Botelho: No retention in High School. Review of credits and possible transfer to support students.

- 8. Expanded Learning Opportunity Program (ELOP): Dr. Sidhu
  - a. Program at Stratford, Central and Neutra
  - b. Student enrichment in science and art
  - c. ST Math: teaching math concepts without language
  - d. Will continue next school year
- 9. 2024-2025 School Safety Plans (CUESD & LUHSD)
  - a. Dr. Sidhu reported all sites reviewed plans. Admin shared drills/plans with teachers and parents.
  - b. Mrs. Botelho reported admin set goals for the year. Strengths need assessments and drills in place. Columbia screener used to meet students needs. Approved safety plans from Fire and Police Departments are also approved at board meeting.
- 10. 2022-2023 School Accountability Report Card (SARC)
  - Dr. Sidhu: SARC on district website. Public document with enrollment demographics and teacher qualifications.
  - Mrs. Botelho: Exact info on LHSD Website.

#### 11. Student Activity Data



Dr. Sidhu (Central): Ensures how well Native American Students are participating. Goals were met in all areas except in K-8 Academic Awards missed by .5%

Mrs. Gonzalez (Stratford): Native American students are meeting and exceeding in all areas.

Mr. Brumit (LHS): No Report

12. Title VI Funding (Mrs. Botelho)

\$6,800 spent in after school tutoring and counseling

Most spending will be done during Summer School

In process of ordering students supplies (backpacks, binder, notebooks, etc.)

Waiting on invoices for math intervention at Central and Native American student trips.

\$56,074 remaining in budget.

Deadline to spend remaining amount is June 30, 2024.

13. JOM Funding

Mrs. Gonzalez (Stratford): Purchased intervention supplies. Moby Math and ELA supplies reading and extensions.

Dr. Sidhu (Central): Intervention and tutorial materials purchased.

14. American Indian Early Childhood Education (AIECE)

Combined with #13

15. Joint Indian Education Committee (CUESD & LUHSD)

- a. SRR ED (Danny Llamas) In January SRR Ed hosted 1<sup>st</sup> college and career fair with 120 participants and 28 colleges/businesses. This will be a yearly event.  
Will host parenting classes in April.  
Recognition Dinner will be Thursday 2/22/24  
COS Native student gathering 2/23/24  
UCLA Native American Conference and basketball tournament next week.  
San Diego Dream the Impossible Conference in April.
- b. SRR REC (Donzia Morales) January 29 was the reopening of the community park.  
Biggest loser challenge underway: 12 week weight loss challenge which will tie into the 5k in May. Outing in February to see Harlem Globetrotters. Easter event March 28<sup>th</sup>.  
Currently working with Ed Dept on installing vape detectors at Coyote Corner
- c. LHS (Heavenly Sorondo – Student Rep) February is Teen Dating Violence Awareness month. Feb. 22<sup>nd</sup> is wear orange day. FFA week is Feb 20 through Feb 23. (Laura Haney) March 6 is the Renaissance Rally. Fafsa workshop in library on 2/20. Eagle days at West Hills College Lemoore on 4/19. Counselors helping 8<sup>th</sup> graders with academic plans and will be at Stratford and Central schools on 4/5. Senior Scholarship booklet is now available. Also available are AVID interview applications for 8<sup>th</sup> graders. Reminder that summer school is for students who failed courses.  
(Valerie Botelho) Parent University will be open on LHS Website March 5-6<sup>th</sup>
- d. Jamison (Nicole Mora) Reported the end of the 2<sup>nd</sup> Trimester will be Feb 23. Currently wrapping up interim LPAC testing. 2<sup>nd</sup> round of exit interviews was a success with 18

students. Wrapped up basketball league, were undefeated. Dating violence information booth on campus. Fentanyl presentation given by Police Officer from Fresno, which features powerful video interview from former Fentanyl survivor. ASVAB testing happening now.

- e. Central No report
- f. Stratford (C. Gonzalez) Basketball game in Armona. National Read Across America Day next Friday morning in the gym. End of 2<sup>nd</sup> trimester on March 1<sup>st</sup>. LHS on campus on March 5<sup>th</sup>. Report Cards mailed out on March 8<sup>th</sup>. Student awards on March 11.

16. Parent and Public Input (None)

17. Adjournment

Meeting adjourned @ 1:20pm

Respectfully Submitted by,

Erika Maldonado

**Regulation 6020: Parent Involvement**

**Status:** ADOPTED

**Original Adopted Date:** 10/26/2017 | **Last Revised Date:** 08/27/2020 | **Last Reviewed Date:** 08/27/2020

**District Strategies for Title I Schools**

To ensure that parents/guardians and family members of students participating in Title I programs are provided with opportunities to be involved in their children's education, the district shall:

1. Involve parents/guardians and family members in the joint development of a district plan that meets the requirements of 20 USC 6312 and in the development of school support and improvement plans pursuant to 20 USC 6311 (20 USC 6318)

The Superintendent or designee may:

- a. In accordance with Education Code 52063, establish a district-level parent advisory committee and, as applicable, an English learner parent advisory committee to review and comment on the district's local control and accountability plan (LCAP) in accordance with the review schedule established by the Governing Board
  - b. Invite input on the plan from other district committees and school site councils
  - c. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the plan and the opportunity to provide input
  - d. Provide copies of working drafts of the plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
  - e. Ensure that there is an opportunity at a public Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan
  - f. Ensure that school-level policies on parent/guardian and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans
2. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of Title I schools in planning and implementing effective parent/guardian and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging parents/guardians and family members in education (20 USC 6318)

The Superintendent or designee may:

- a. Assign district personnel to serve as a liaison to the schools regarding Title I parent/guardian and family engagement issues
  - b. Identify funding and other resources, including community resources and services, that may be used to strengthen district and school parent/guardian and family engagement programs
  - c. Provide training for the principal or designee of each participating school regarding Title I requirements for parent/guardian and family engagement, leadership strategies, and communication skills to assist in facilitating the planning and implementation of related activities
  - d. With the assistance of parents/guardians, provide information and training to teachers and other staff regarding effective parent/guardian involvement practices and legal requirements
  - e. Provide information to schools about the indicators and assessment tools that will be used to monitor progress
3. To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws (20 USC 6318)

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements
  - b. Involve district and school site representatives from other programs to assist in identifying specific population needs
  - c. Schedule joint meetings with representatives from related programs and share data and information across programs
  - d. Develop a cohesive, coordinated plan focused on student needs and shared goals
4. Conduct, with meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served by Title I, including identification of: (20 USC 6318)
- a. Barriers to greater participation in parent/guardian and family engagement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
  - b. The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers
  - c. Strategies to support successful school and family interactions

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications
- b. Gather and monitor data regarding the number of parents/guardians and family members participating in district activities and the types of activities in which they are engaged
- c. Recommend to the Board measures to evaluate the impact of the district's parent/guardian and family engagement efforts on student achievement

The Superintendent or designee shall notify parents/guardians of this review and assessment through regular school communications mechanisms and shall provide a copy of the assessment to parents/guardians upon their request. (Education Code 11503)

5. Use the findings of the evaluation conducted pursuant to item #4 above to design evidence-based strategies for more effective parent/guardian and family involvement and, if necessary, to revise the parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee may:

- a. Analyze data from the evaluation to identify parent/guardian and family engagement activities that have been successful and those activities that have had lower participation or less meaningful involvement by parents/guardians
  - b. Analyze parent/guardian and family participation to determine the level of participation by traditionally underrepresented groups
  - c. With the involvement of parents/guardians, recommend and draft proposed policy revisions to submit to the Board for consideration
6. Involve parents/guardians in the activities of schools served by Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee may:

- a. Include information about school activities in district communications to parents/guardians and family members
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians and family members
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

In addition, the district shall promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement by implementing the actions specified in item #7 of the section "School-Level Policies for Title I Schools" below. (20 USC 6318)

### **School-Level Policies for Title I Schools**

At each school receiving Title I funds, a written policy on parent/guardian and family engagement shall be developed jointly with the parents/guardians and family members of participating students. The school policy shall describe the means by which the school will: (20 USC 6318)

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent/guardian involvement
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent/guardian and family engagement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:
  - a. Timely information about Title I programs
  - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the achievement levels of the state academic standards
  - c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education. The district shall respond to any such suggestions as soon as practicably possible.
5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district
6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's challenging

academic achievement standards

- b. Ways in which parents/guardians will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time
  - c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
    - i. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
    - ii. Frequent reports to parents/guardians on their children's progress
    - iii. Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
    - iv. Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand
7. Promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement through the following actions:
- a. Assist parents/guardians in understanding such topics as the state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children
  - b. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement
  - c. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools
  - d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's education
  - e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand
  - f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request

In addition, the school plan may include strategies to:

- a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training
- c. Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions
- d. Train parents/guardians to enhance the involvement of other parents/guardians

- e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, in order to maximize parent/guardian involvement and participation
  - f. Adopt and implement model approaches to improving parent/guardian involvement
  - g. Establish a parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs
  - h. Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities
  - i. Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and families
  - j. Provide a master calendar of district/school activities and meetings
  - k. Provide information about opportunities for parent/guardian and family engagement through the district newsletter, web site, or other written or electronic means
  - l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions
  - m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians and family members as needed
  - n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions
  - o. Provide ongoing workshops to assist school site staff, parents/guardians, and family members in planning and implementing improvement strategies, and seek their input in developing the workshops
  - p. Regularly evaluate the effectiveness of staff development activities related to parent/guardian and family engagement
  - q. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations
8. To the extent practicable, provide opportunities for the informed participation of parents/guardians and family members (including parents/guardians and family members with limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migrant children), including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318)

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent/guardian and family engagement policy. Such evaluation may be conducted during the process of reviewing the school plan for student achievement in accordance with Education Code 64001.

The school's policy shall be periodically updated to meet the changing needs of parents/guardians and the school. (20 USC 6318)

### **District Strategies for Non-Title I Schools**

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians and family members positively in their children's education by providing assistance

and training on topics such as state academic standards and assessments to increase their knowledge and skills to use at home to support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education
  - b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter
  - c. Provide parents/guardians with information about students' class assignments and homework assignments
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment for their children at home and to encourage good study habits
  - b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing
  - c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees
3. Build consistent and effective two-way communication between the home and school so that parents/guardians and family members may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students
  - b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom
  - c. Provide information about parent/guardian and family engagement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications
  - d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
  - e. Develop mechanisms to encourage parent/guardian input on district and school issues
  - f. Identify barriers to parent/guardian and family participation in school activities, including parents/guardians and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
  - g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care
4. Train teachers, administrators, specialized instructional support personnel, and other staff to communicate effectively with parents/guardians as equal partners (Education Code 11502, 11504)



The Superintendent or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy
  - b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications
5. Integrate and coordinate parent/guardian and family engagement activities within the LCAP with other activities

The Superintendent or designee may:

- a. Include parent/guardian and family engagement strategies in school reform or school improvement initiatives
  - b. Involve parents/guardians and family members in school planning processes
-

Student Name: \_\_\_\_\_ ID# \_\_\_\_\_ Grade: \_\_\_\_\_

(Please Print)

Lemoore Union High School District  
5 Powell Avenue  
Lemoore, CA 93245  
(559) 924-6611

---

### Lemoore High School ~ Family Compact

#### **School Pledge**

*We understand the importance of the school experience to every student and our role as educators and parent liaisons. Therefore, we pledge to carry out the following responsibilities:*

- We will provide a safe, orderly, and positive environment in and out of the classroom.
- We will provide a clear explanation of student academic and behavioral expectations.
- We will provide motivating and interesting learning experiences.
- We will maintain timely two-way communication regarding academic and behavioral progress.
- We will provide equal opportunity for all students to participate and to succeed in school activities.
- We will provide a curriculum which emphasizes academic knowledge and occupational skills.
- We will provide relevant and practical instruction which addresses individual needs.
- We will provide the challenge to excel and recognition for effort and achievement.
- We will provide a program which encourages positive, ethical behavior and promotes lifelong learning and wellness.



Principal/ Designee Signature

Date: 6/9/2022

#### **Family Pledge**

*We understand the importance of our student's education, and we realize that our participation will improve his/her achievement and attitude. Therefore, we pledge to carry out the following responsibilities:*

- We will encourage our student to get involved academically, socially, athletically, and in extra curricular activities.
- We will communicate with our student regarding assignments and regularly monitor academic progress.
- We will support the school's discipline, attendance, and dress code policies.
- We will provide a quiet study time/place at home and encourage good study habits.
- We will assure that our student arrives at school on time and ready to learn.
- We will attend and support school functions involving our student.

*I understand the importance of education and realize that I am responsible for my own success in school. Therefore, I pledge to carry out the following responsibilities:*

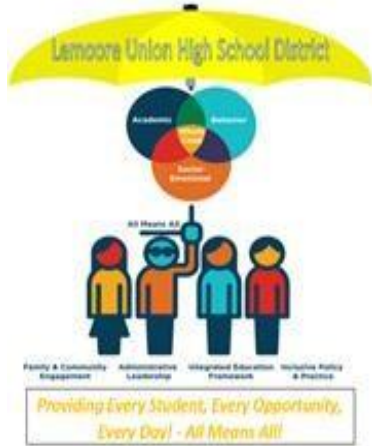
- I will arrive at school and class on time and ready to learn.
- I will communicate with my teachers and family regarding my education.
- I will follow the school's discipline, attendance, and dress code policies.
- I will be responsible for my actions.
- I will be respectful to the staff, other students, and to school property.
- I will solve complex problems by using a variety of strategies.
- I will demonstrate learned concepts through practical applications.
- I will communicate ideas in a clear, competent manner.
- I will work effectively as a member of a team.
- I will evidence good citizenship and behave in a responsible manner.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date



**ATTENDANCE  
MATTERS.  
ALL DAY, EVERY DAY**



# Lemoore Union High School District Tiered Attendance Intervention Manual



**Lemoore**  
**Online**  
College Preparatory  
High School



## Table of Contents

Acknowledgement of Receipt of Attendance Policy and Procedure Manual.....	3
Preface.....	4
Purpose.....	4
Organization of the Manual.....	4
Section 1: Attendance Overview.....	5
1.1 Introduction.....	6
1.2 Compulsory Education Laws.....	6
1.3 School Attendance and Dropout Prevention Plan.....	6
1.4 Multi- Tiered System of Supports.....	7
1.5 Overview of the Attendance Intervention Process.....	10
Section 2: Tiered Attendance (MTSS) .....	11
2.0 Using the 3-Tiered Approach for Attendance.....	12
2.1. Tier I Interventions.....	12
Core Attendance Concepts.....	14
Methods for Teaching Core Attendance Concepts.....	14
2.2 Tier II Interventions.....	15
2.3 Tier III Interventions.....	16
2.4 Truancy Interventions.....	17
2.4.1.....	17
2.4.2 School Attendance Review Team (SART).....	18
2.4.3 School Attendance Review Board (SARB).....	18
Section 3: Education Code, Penal Code, Board Policies, & Administrative Regulations.....	20
Section 4: Appendix- Forms.....	22
Blueprint for Attendance Improvement.....	24
School based Attendance Strategies: Attendance Intervention Protocols.....	25
Attendance Master Calendar Sample.....	26
School Attendance and Dropout Prevention Plan Guide.....	29
School Attendance and Dropout Prevention Plan.....	39
Attendance Program Fidelity Checklist.....	55
Attendance Contract.....	57
SARB Referral Checklist.....	61
District SARB Referral Form.....	62
KCOE SARB Forms.....	65

# LEMOORE UNION HIGH SCHOOL DISTRICT

DR. MIGUEL GUERRERO  
District Superintendent

5 Powell Avenue, Lemoore, CA 93245  
(559) 924-6610 ~ FAX (559) 924-9212 ~ [www.luhSD.k12.ca.us](http://www.luhSD.k12.ca.us)

VALERIE BOTELHO  
Assistant Superintendent  
Curriculum & Instruction

## Acknowledgement of Receipt of Attendance Manual

I hereby acknowledge receipt of and understanding of the policy, procedures and practices contained within the Lemoore Union High School District Attendance Manual. I agree to promptly review, become familiar with and implement the current policy and procedures at all times as stated within the Manual in a timely manner.

Furthermore, I understand that this Manual may be revised and it is the responsibility of each employee to stay up to date with any revisions or amendments that are provided.

I understand that revised information may supersede, modify or eliminate existing policies implemented by the Lemoore Union High School District. Should I have any questions regarding any policy, procedure, or practice within the Manual, I may contact and consult with the Student Services Department for clarification and to keep abreast of all current and necessary information as needed.

I understand and agree that I will read and comply with the policy contained in this Manual and any revisions. I am bound by the provisions contained therein and for the best interests of the district, the school, the staff and community; I will be held accountable for following the Attendance Manual.

Please complete the following and provide a copy to:

Student Services Department  
Business Services

School Name: \_\_\_\_\_

Administrator Name (Print): \_\_\_\_\_

Administrator Signature: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_



## **PREFACE**

### **Purpose**

This manual has been developed to assist school personnel to understand and put into practice procedures consistent with Federal, State, and District attendance policy and procedure requirements. It provides information on roles, tasks that must be assigned, procedure requirements to follow, and forms to utilize. It is designed to be used in accordance with State regulations and Lemoore Union High School District (LUHSD) policies. Consistent with its mission, the District is committed to ensure compliance with such policies and procedures. It is expected that District personnel will serve students and their families in a manner consistent with this manual.

The Attendance Manual: Policy and Procedures is designed to be used as a:

- Structured process for implementing the attendance policy
- Reference for answering questions
- Staff development tool
- Source for resources of support and assistance

### **Organization of the Manual**

This manual is a user-friendly guide to answer questions regarding attendance, truancy, etc. Links within this Manual have been created in the Table of Contents and Appendix List for easy access to referenced sections or appendices. When an attachment is selected the user may scroll down the document to obtain the desired level or language (if additional translations are needed contact the Director of Student Services). Web access is not required to access the links.



## **SECTION 1: ATTENDANCE OVERVIEW**



## 1.1 Introduction

This manual has been developed by the Lemoore Union High School District's Student Services Department with stakeholder input from school staff, parents/guardians, students, and community organizations to assist school personnel to understand and put into practice procedures consistent with Federal, State, and District attendance policy and procedure requirements. It provides information on roles, tasks that must be assigned, procedure requirements to follow, and forms to utilize. It is designed to be used in accordance with State regulations and Lemoore Union High School District (LUHSD) policies. Consistent with its mission, the District is committed to ensure compliance with such policies and procedures. It is expected that District personnel will serve students and their families in a manner consistent with this manual. The Tiered Attendance Intervention Manual is designed to be used as a:

- Structured process for implementing the attendance policy;
- Reference for answering questions;
- Staff development tool;
- Source for resources of support and assistance.

## 1.2 Compulsory Education Laws

Every principal is responsible for the overall efforts of school staff to enforce mandated Compulsory Education Laws and to follow the policies that ensure students are punctual and attend the full length of the school day, as designated in Education Code (E.C.) 48200. Principals are encouraged to utilize the following appendices to ensure compliance with Compulsory Education Laws, to further improve school-wide attendance, and provide the necessary foundation for attendance interventions (see Appendix):

- Blueprint for Attendance Improvement
- Attendance Intervention Protocols
- Attendance Master Calendar

## 1.3 School Attendance and Dropout Prevention Plan

Every school shall have a formal, written, proactive Attendance and Dropout Prevention Plan. E.C. 48340 encourages school districts to adopt student attendance policy based on the active involvement of parents/guardians, students, teachers, administrators, other school personnel and community members. The principal shall designate an Attendance and Dropout Prevention Team and convene with them at least twice a year to develop, review and implement a school-wide Attendance and Dropout Prevention Plan consistent with the policy set forth in [BP 5147](#). Principals are encouraged to utilize the following appendices to assist with the development and/or updating of the plan, to improve school-wide attendance, and to provide the necessary attendance interventions (see Appendix):

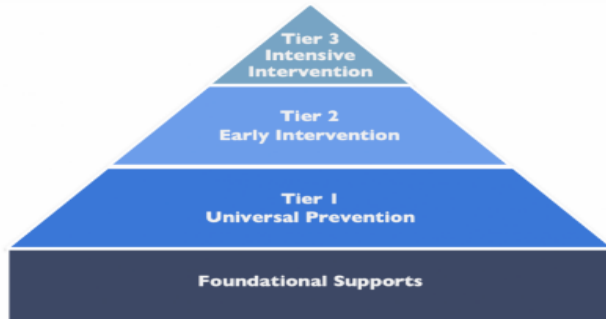
- Attendance and Dropout Prevention Plan Guide
- Attendance and Dropout Prevention Plan Template
- Attendance Responsibility Assignment





### 1.4 Multi- Tiered System of Supports

All attendance and dropout prevention plans should utilize the Multi- Tiered System of Supports (MTSS), the 3-Tiered Approach. It provides a framework for schools for incorporating strategies



www.attendanceworks.org

Physically healthy learning environment	Enrichment activities and clubs (with virtual options)	Positive relationships between school staff, students and families	Support for all families to facilitate learning at home
Access to tech equipment and connectivity	Access to Learning Supports	A schedule of classes and where/how they are held	A culture of continuous improvement
Welcoming, socially-emotionally safe, trauma informed school climate	Home rooms and/or Advisory (with virtual options)	Active engagement of parents and students in planning and problem solving	
<b>Foundational Supports</b>			



www.attendanceworks.org

and activities for prevention and intervention to support all students with daily, on-time school attendance, attitude (behavioral/social emotional learning), and academic achievement. The 3-Tiered approach emphasizes a tiered intervention model that blends school-wide support systems, targeted intervention, data analysis, comprehensive assessment and intervention, and on-going outcome evaluation into a continuum of student focused support. In practice the 3-Tiered approach involves the assessment of student school

progress in relation to the instructions and additional assistance provided by schools to support student success. The results of this evaluation are used to fine-tune instruction and intervention and determine the additional supports necessary to meet each student’s needs.

### A Response to Intervention Model

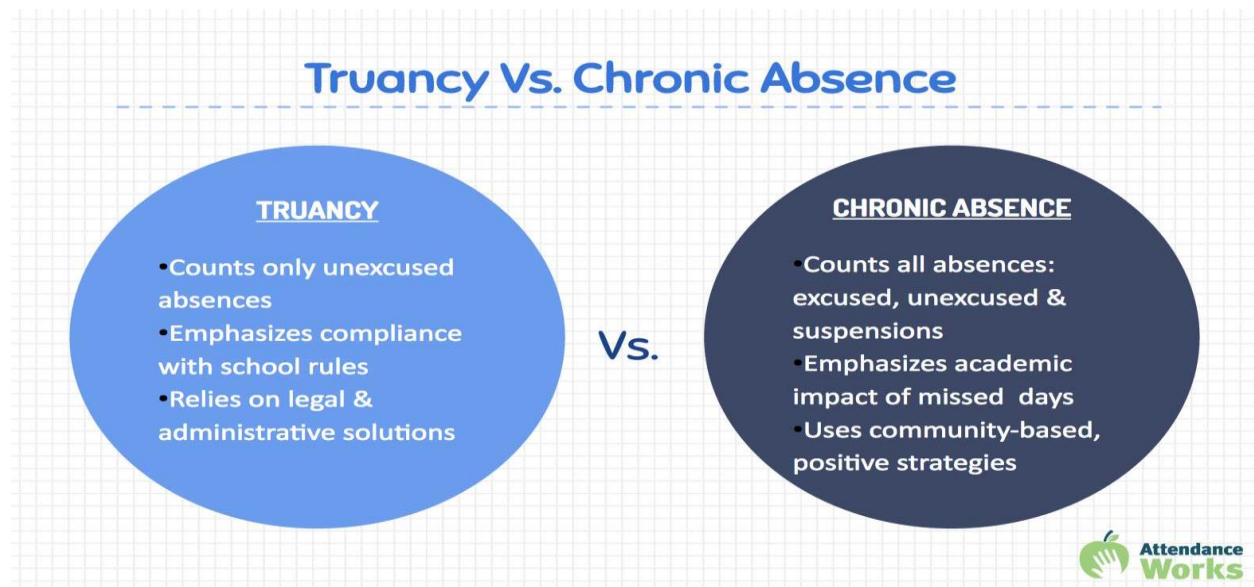
Kearney, C., & Graczyk, P. (2014). A Response to Intervention Model to Promote School Attendance and Decrease School Absenteeism.





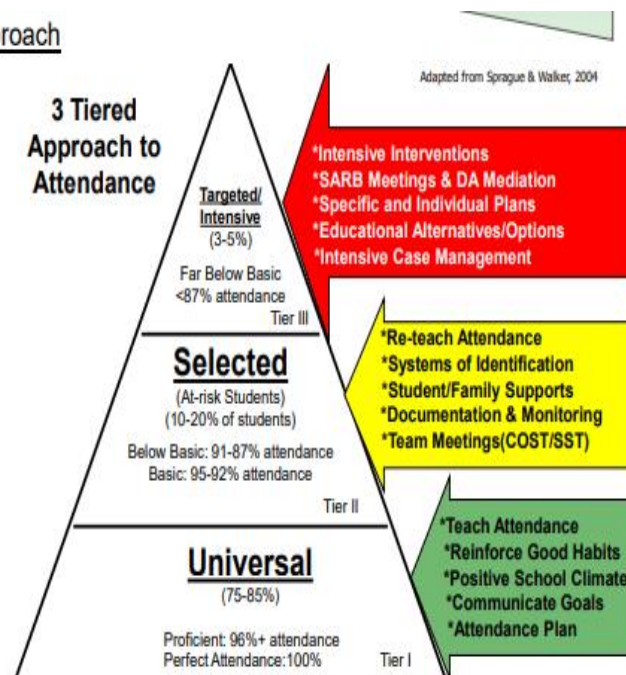
All school plans must include:

- School-wide (universal) support systems;
- Procedures to identify, assess, and intervene with at-risk students (selected);
- Procedures to identify, assess, and intervene with high-risk;
- Students (targeted), including potential dropouts;
- Mechanisms to ensure on-going data monitoring, analysis and outcome evaluation.



The foundation of the 3-Tiered Approach is universal supports, the base of the triangle. Universal supports, including strategies for teaching and reinforcing clear, positive expectations for students must be in place for all students. In addition, data must regularly be reviewed to determine the response to the intervention and to identify students who are not responding to the universal interventions and require a higher level of support. On-going data analysis and outcome evaluation are essential to affect system-wide school change and to ensure that interventions are improving outcomes. Instruction and intervention

#### The 3 Tiered Approach

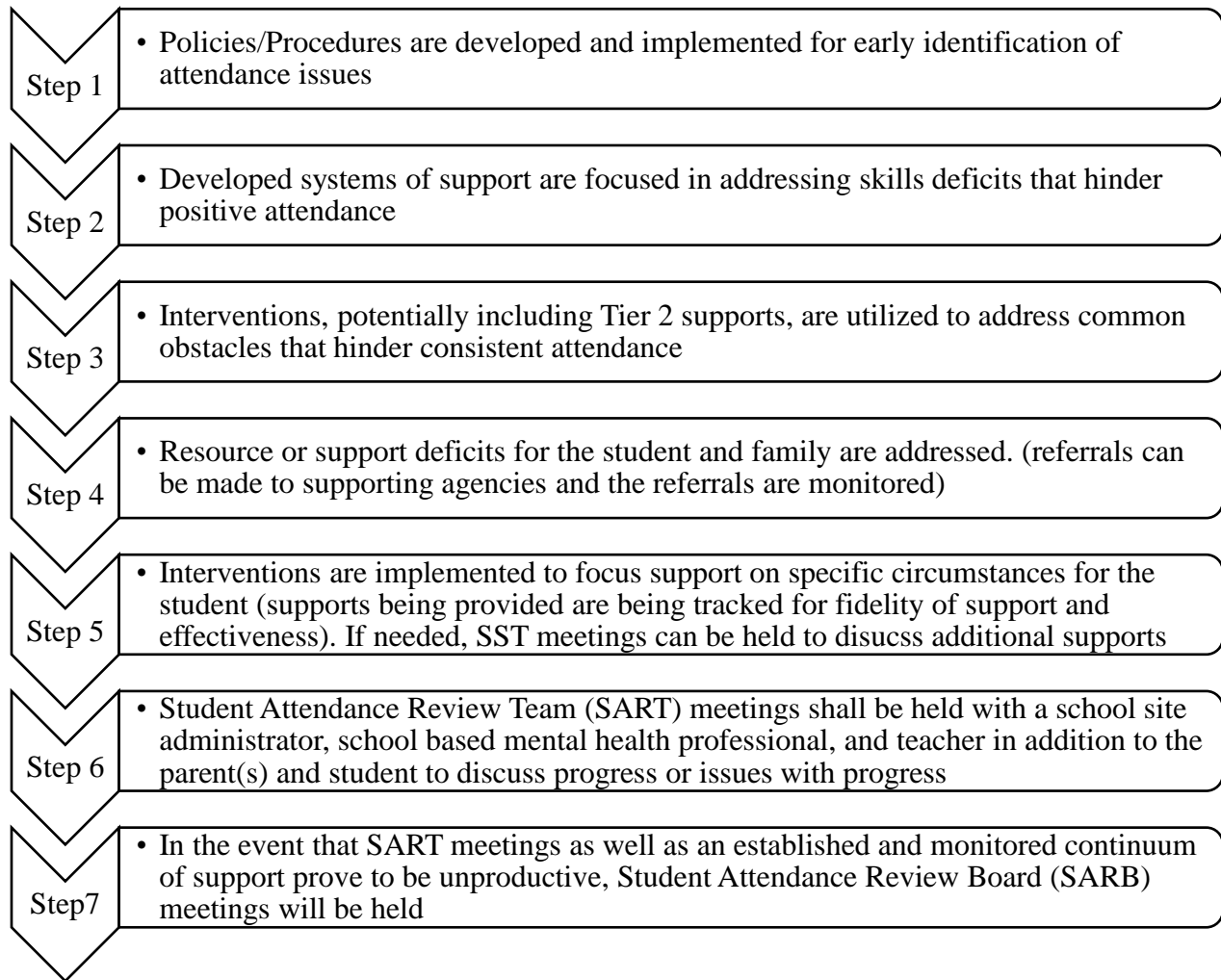




efforts must regularly be fine-tuned in response to data trends. School attendance is a learned behavior that should be taught and reinforced. The 3-Tiered approach creates a school culture that teaches and reinforces clear, positive expectations for students and staff. Students and staff who feel valued, a sense of belonging and connection to the school, are much more likely to be engaged in teaching and learning and have the desire to attend school on a daily basis. Every school shall develop a system to identify and provide interventions for students and staff who are not meeting attendance expectations. Interventions provided to individuals and groups of students who are not attending school regularly should be tracked and data should be analyzed to determine the effectiveness of the intervention efforts. There are multiple functions and/or reasons for “serious” behavior, including excessive or chronic absenteeism. Students identified as at-risk or high-risk must be appropriately assessed and referred to support services both in-school and in the community. All intervention efforts must be documented in each student’s records.



### 1.5 Overview of the Attendance Intervention Process



The steps to addressing attendance are a recommendation as best practice and broad to guide the process of increasing support. Attempts at student and parent/guardian contacts (recommended three modalities and performed consistently), truancy letters (recommended 3), and SARB letters should be sent out while following the 3-Tiered Approach of providing supports.

Interventions should focus on both barriers to positive attendance as well as skills deficits. Interventions are targeted to the barriers identified to attendance and as a result intervention(s) at higher Tiers of support will be unique to the student. The above categories are broad to accommodate the unique spectrum of policies/procedures and services that are implemented at each school site. Attendance interventions are preventative in nature; focusing available services on skills deficits and access to supports. SART meetings are held at the beginning of Tier 2 and services are monitored and adjusted as needed based on the amount of progress documented.



## **Section 2: Tiered Attendance (MTSS)**



## 2.0 Using the 3-Tiered Approach for Attendance

The following guidelines will assist school staff with implementing the 3-Tiered Approach for monitoring and improving attendance. The format for providing services to students to address attendance will be in line with Multi-Tiered Systems of Supports (MTSS). Student Services staff are available to consult, collaborate, and provide interventions in addition to those policies and procedures being implemented at the school site.

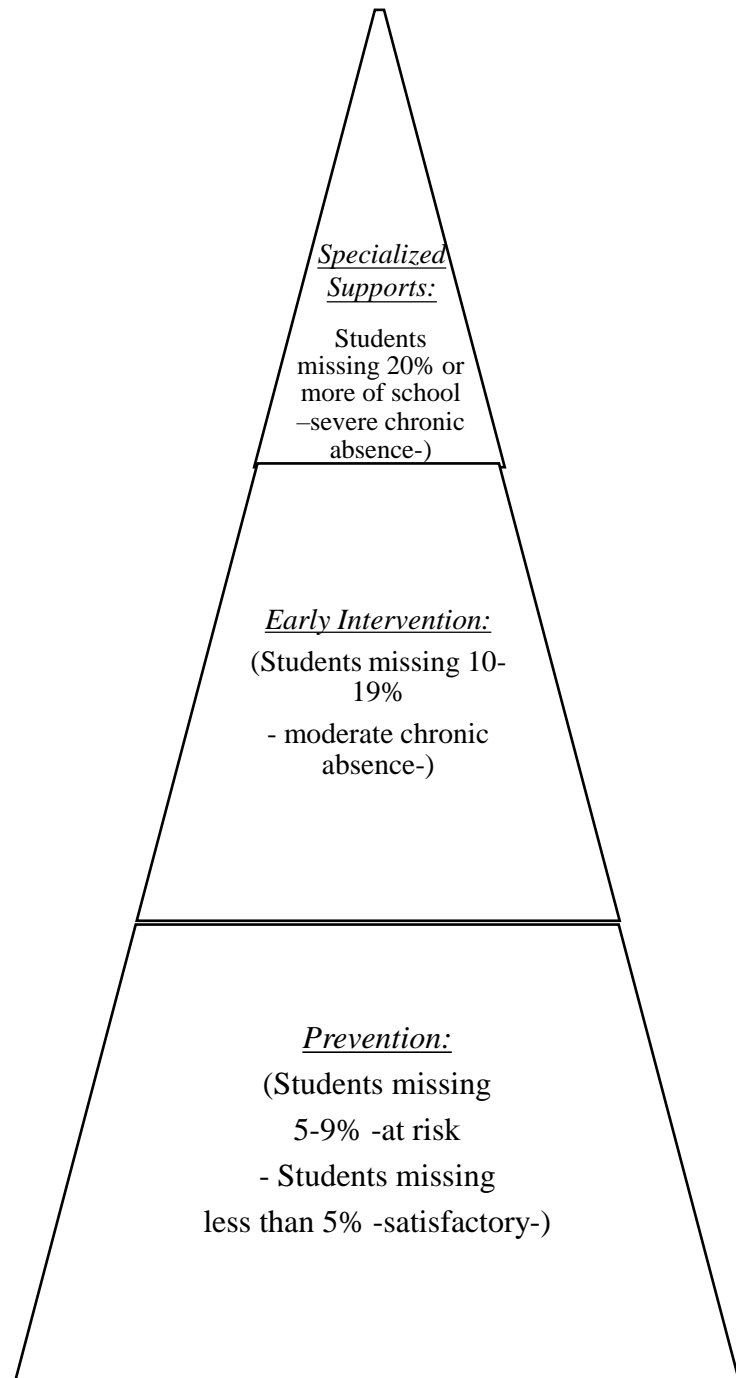
**Misconceptions:** Absences are only a problem if they are unexcused; Missing 2 days per month doesn't affect learning; Sporadic absences aren't a problem; Attendance only matters in the older grades.

**Truancy:** Counts unexcused absences; Emphasizes individual compliance with school rules; Uses legal, typically more punitive, solutions.

**Chronic Absences:** Counts all absences; Emphasizes academic impact of missed days; Uses preventative problem-solving, trauma-informed strategies.

**2.1. Tier I Interventions/Supports-Prevention** (Students missing 5-9% - at risk- Students missing less than 5% -satisfactory)

Tier I or Universal Level is the support that is provided to all students. The initial step for school staff is to evaluate the effectiveness of the educational program in addressing the universal needs of 75-85% of students in academics, attendance, and behavior. Schools staff should monitor the distribution of student





attendance rates on Aeries. Staff must determine where to distribute available resources to achieve the largest attendance gains toward the goal of all students attending at a rate of 96% or better. Effective programs and practices must be in place at the universal, selected, and targeted/intensive levels

The school site should regularly review attendance data to verify that universal practices are effective and identify students who need additional supports. If data indicates that school culture and practices are not meeting the majority of student needs the school site should evaluate why and create a plan of action to address the barriers preventing student success. The Appendix: [Attendance and Dropout Prevention Plan Template](#) should include attendance incentives that support regular attendance for all students and staff. Schools should review [BP 5137](#) and [BP 5147](#) and [BP 5149](#), and other research when creating improvement plans. Once school staff has verified that the majority of the students are responding positively to universal programs they will be able to determine which students need additional intervention.

Begin by implementing school wide universal practices that include:

- Engaging School Climate
- Positive Behavior Support
- Safe and Welcoming School Environment
- Resiliency Building Strategies
- High Quality Instruction;
- Recognition and Incentive Programs (token economy/privilege system)
  - Renaissance days (Class competition for best attendance): day extension on tests, 10% to 20% discount on school district merchandise.
  - A free item at the snack bar (chips, drinks, etc.) based on a 90% or better attendance status (as measured entering the coming month).
  - VIP line added to snack cart locations
- District meeting at DO to bring in agency representatives (Champions, KCAO, KARE Links, Kings View, Level-Up Youth Services, etc.)
- Quantifying data for chronic absenteeism that takes into account excused, unexcused absences and suspensions for early warning.
  - Social Emotional Learning Surveys
  - School Surveys/Data inquiries: (Suspension and discipline; Attendance data over time; Chronic health conditions; Behavior)
  - Empathy survey
  - Climate survey
- Encouraging teacher/student relationships (e.g., Tiger Postcards & Letters Home)
- Parent socials (coffee given in the morning during attendance awareness month)
- Posted materials (banners with PBIS and attendance information) with local agencies/businesses



Teaching Core Attendance Concepts is another crucial component of universal attendance supports. The following 10 Core Attendance Concepts should be taught and modeled for all students, their families, as well as all stakeholders in the school community. All school staff should be engaged in continually teaching and reinforcing positive attendance behavior through these core concepts.

#### CORE ATTENDANCE CONCEPTS:

1. **Clear expectations of positive attendance** (Goal = 96% in-seat attendance; fewer than 7 absences in one school year)
2. **Knowledge and understanding of Compulsory Education Laws**
3. **Benefits of good attendance** (should be motivational and relevant)
4. **Posting and providing parents/guardians with the school calendar and schedules**
5. **Importance of morning routines** (impacts on punctual attendance; what these routines look like; how to encourage at home)
6. **Importance of evening routines** (impacts on punctual attendance, what these routines look like, how to encourage at home)
7. **Support plans for coming to school** (people to support the student coming to school daily, and on-time)
8. **Creating back-up systems** (alternative plans for getting to/from school, having others support the student with transportation specifically in times of “emergencies”)
9. **Self-care** (including best practices for staying healthy, sleep requirements, mental health, managing chronic health problems such as asthma)
10. **Consequences of poor attendance** (academic, social, behavioral, legal)

The following strategies may be used to teach the Core Attendance Concepts. Teachers should incorporate the concepts into lessons and provide opportunities for students to be recognized for positive attendance habits. Other school staff should support teachers by modeling and teaching the Core Attendance Concepts to families and the community using assemblies, groups, newsletters as well as other outreach/communication methods.

#### METHODS FOR TEACHING CORE ATTENDANCE CONCEPTS

1. School-wide Assemblies
2. Classroom Instruction
3. Follow-up Assemblies
4. Parent Education
5. Community Education
6. Announcements & Notifications
  - Opening/orientation materials, kick-off activities for the new school year (back on track), Back-to-School Events





- Parent Student Handbook
  - Parent and Community Groups (formal and informal)
  - Newsletters and other printed materials
  - Blackboard Connect Notification System
  - Electronic Messaging
7. Reinforcement of Positive Attendance Behaviors
- School-wide Assemblies
  - Group recognition (classroom, grade level, etc.)
  - Individual Recognition
  - Incentives
  - Random events/moments to recognize those who comply
8. Follow-up assemblies and teaching
9. Re-teaching (use data to identify need)
- Group Counseling
  - Individual Counseling

Data should be used to identify areas that may require re-teaching, which can be done through assemblies and small groups. Attendance data must also be used to identify students needing Tier II and Tier III level supports. Schools should continuously implement supports in Tiers I - III.

## **2.2 Tier II Interventions/Supports- *Early Intervention*** (Students missing 10-19% - moderate chronic absence)

Tier II or Selected Level support is provided to at-risk students. As students are identified as having poor attendance, Tier II interventions must be provided. The goal for this selected group of students is to provide effective and efficient systematic group interventions that address their needs. These group interventions are based on the Six Assessment Points, described below, and are tracked and monitored for attendance improvement.

### Examples of Using Data to Implement Selected Interventions:

- A review of the data demonstrates that 300 of your students fall in the basic attendance level (92-95% attendance). You determine that if 277 of these students attend an additional day of school, they would move into the Proficient Attendance (96%) Level. As an intervention your school decides to hold an assembly for this Selected (Tier II) group of students and their parents/guardians.
- After speaking with students and parents and reviewing the attendance data, you determine that students who live on a particular block are facing safety concerns, which has become a barrier to regular school attendance. As an intervention, your school collaborates with parent and community groups to identify and create alternate safe routes for students to get to school.



Students exhibiting excessive absenteeism, as well as those who may be “at-risk” of dropping out will require additional, individualized interventions. These interventions can include strategies such as: monitoring, mentoring (adult and peer), skill development in critical academic areas, referrals to professionals (mental health, medical), and may include team planning and coordination meetings such as Consolidated Services Team and/or the Student Success Team (SST), which brings together staff, family and resources to develop individual plans. Students and families with multiple barriers or more intensive problems should participate in School Attendance Review Team (SART) or other multidisciplinary teams that include the student, their family and school staff. These teams develop specific attendance improvement plans that address the student’s needs. Irregular attendance is often a symptom of other underlying issues that manifest in poor school attendance behavior. Therefore, students identified at-risk should be assessed using the following Six Assessment Points:

### Assessment Points

- Medical
- Academic
- Behavior
- Social/Emotional
- Family Dynamics
- Community



### Example Tier II Supports:

- Student Success Team (SST) meeting to address attendance
  - Referral for School Social Worker services (Home visits, Referrals for supportive services, Case management, etc.)
  - Student mentors
  - Action planning addressing barriers or behaviors and increasing engagement
    - Barriers/Obstacles to school attendance: Illness, both chronic and acute; Lack of health, mental health, vision, or dental care; Trauma, Unsafe path to/from school; Poor transportation; Frequent moves or school changes; Involvement with child welfare or juvenile justice systems
  - Personalized early outreach (Individual/group goals setting, Attendance counseling)

**2.3 Tier III Interventions/Supports- Specialized Supports** (Students missing 20% or more of school –severe chronic absence-):

Tier III or Targeted Level is the support provided to students needing intensive services and intervention. This includes students who have dropped out, or have recently returned to school as well as those exhibiting extreme absenteeism, truancy and/or other behaviors that require interventions in addition to those offered in Tiers I and II. These students require highly



individualized assessments to determine the reasons for their excessive absences, truancy or dropping out and must be provided with targeted interventions to match their needs. Tier III interventions include intensive, individualized coordination of actions/resources (such as referral to School Attendance Review Board (SARB), alternative/options programming, alternative pathways to graduation) to re-engage them in school. School teams may use individualized support plans and coordinate services with multiple service providers. Schools may assign designated staff to case manage Tier III students, as they will likely require the strategic use of multiple resources, community agency involvement, and a highly individualized action and monitoring plan that includes the student and family members. Case management and intervention may also come from community-based organizations, such as Wraparound Services, Kings County Behavioral Health (KCBH), Probation, Child-Family Team Meetings (CFTM from the Department of Children and Family Services), etc. Other interventions and supports may include:

- Coordinated school and interagency response
- Assisted home visits with the School Resource Officer (SRO)
- Legal intervention (SARB) – Last Resort -
  - Representatives: Nurse, School Social Worker, School District Psychologist, KCOE Truancy Officer, West Care, Human Services (Kings County), Kings View, Champions Recovery, Santa Rosa Rancheria Liaisons, KCAO.

## **2.4 Truancy Interventions**

Truancy has long been identified as an early warning sign of potential delinquent behavior, social isolation, and educational failure. District policy mandates that school staff adheres to the full extent of E.C. 48263 and 48340 to ensure that students comply with regular attendance in order to achieve academic success. Schools should utilize their Schools' Attendance and Dropout Prevention Plan for additional interventions.

### **2.4.1 Parent Attendance Assembly**

Once the parent has been mailed the 1st Initial Truancy Letter, then the parent/guardian should be invited to a Parent Attendance Assembly. This is a meeting which targets students who are excessively absent from school.

- Depending on available Truancy Abatement Programs such as ACT (Abolish Chronic Truancy) or City Attorney Program, a hearing officer, District or City Attorneys may conduct the parent meeting. Schools without these programs can designate the School Counselor or another certificated staff member to coordinate and facilitate their own Attendance Parent Assembly. During this meeting the following should be presented:
  - Legal ramifications a parent/guardian can face if their child is excessively absent from school
  - Recommended solutions
  - Available resources within the school and in the community
  - Culmination or Graduation Requirements



- A post Parent Attendance Assembly letter should be mailed to all parents/guardians who were directed to attend the meeting, regardless of whether they were in attendance or not, summarizing all of the information discussed at the meeting.

#### **2.4.2 School Attendance Review Team (SART)**

Schools can provide parent/guardian notifications and interventions for students' excessive absences by conducting SART Meetings. A contract is signed with the parent/guardian, student(s) and SART team members. Resources are provided to parent/guardian and student(s) in order to reduce barriers to school attendance.

- If the student's attendance has not improved, the parent/guardian shall be referred to the school-site School Attendance Review Team (SART) or Student Success Team (SST). A SART Contract is developed and signed by the parent/guardian, student and committee members.
- Other case management services may be provided prior to or after the SART meeting including home visits, and referrals to appropriate school site and community resources, to eliminate barriers to school attendance.
- If after a SART contract has been signed, attendance has not improved, and all interventions have been exhausted at the school level, then the family is referred to Resource Panel by contacting the Educational Service Center School Attendance Review Board (SARB) chair and completing the Resource Panel SARB Referral Form prior to the scheduled meeting.
- Case Consultation –School staff may request suggestions for the next steps, which may resolve the case without electing to take further legal action.
- Screening for SARB – School staff who intend to pursue the case for legal action will be assisted in determining that all district alternatives have been attempted.
- During Resource Panel a determination will be made as to whether to continue providing additional interventions at the school site or to refer the family to SARB.

#### **2.4.3 School Attendance Review Board (SARB)**

The E.C. 48262 states that "If any student is a habitual truant, or is irregular in attendance at school or is habitually insubordinate or disorderly during attendance at school, the pupil may be referred to a School Attendance Review Board (SARB) which is composed of members of the Department of Children and Family Services, Department of Social Services, mental health, probation, law enforcement, community service agencies, and/or school attendance personnel. Once the family has been scheduled for SARB (E.C. 48321), the intent of the board is to:

- Divert students with school attendance or school behavior problems from the juvenile justice system.
- Provide school or community resources to student and/or family.



- Mandate that the student is required to have any future illness absences verified by a school nurse or a medical doctor. If mandated by the SARB, an absence without a medical verification will be marked as a truancy.
- Require at any time that the parent/guardian or student provide satisfactory completion of SARB Contract recommendations.

#### Post SARB Procedures

- The school will receive a summary of the hearing and the summary is to be placed in the Cumulative Record of the students whose SARB hearing has been heard. This information will also be available to view in Aeries.
- The Counselor or designated school staff shall provide a summary of attendance and contract update to the SARB Chairperson by a designated date set at the SARB Hearing.
- If there is a violation of the contract after the SARB hearing, the SARB Chair may refer the family to the District or County attendance intervention program to address systemic barriers to positive attendance.
- Students and parents/guardians who have not complied with the SARB recommendations or with the District or City Attorney mediation hearings may be referred to juvenile court and:
  - A judge may adjudicate the student as a ward of the court and find the parents/guardians as guilty of an infraction under EC 48200 and 48450.
  - Parents/guardians may also be cited for a misdemeanor under Penal Code 272, contributing to the delinquency of a minor.



## **Section 3: Education Code, Penal Code, Board Policies, & Administrative Regulation References**



### **Education Code (EDC)**

EDC 48200 - Students between the ages of 6 and 18 are required to attend school.

EDC 48260 – Defining students who are truant.

EDC 48260.5 – Outlining notification of parent or guardian regarding truancy.

EDC 48260.5(h) – Recommendation that parent(s) or guardian(s) attend class with student for one day.

EDC 48262 – Definition of habitual truancy.

EDC 48263 – Referral to SARB.

EDC 48264.5 – Penalties for truant minors.

EDC 48268 – Order to parent(s) or guardian(s) to deliver child to school for the remainder of the school term.

EDC 48290 et seq. – The school boards’ procedures in bringing complaints against parent(s) or guardian(s) for violations.

EDC 48291 – The procedure for bringing criminal complaints against parent(s) or guardian(s).

EDC 48292 – Filing and prosecuting a complaint by an attendance supervisor.

EDC 48293 – Outlining penalties for parent(s) or guardian(s) violations regarding attendance.

EDC 48320 et seq. – Intervention guidelines for School Attendance Review Boards (SARBs).

EDC 48400 et seq. – Guidelines for compulsory continuation education.

EDC 48340 et seq. – Available functions for improvement of pupil attendance (including school board policies).

### **Penal Code**

PC 270.1 – Legal penalties, against guardian(s) or parent(s), for reasonably failing to supervise or encourage the pupil’s school attendance.

PC 272 – Contributing to the Delinquency of a minor (Crimes against the person involving sexual assault, and crimes against public decency and good moral).

### **Board Policies**

BP 5137– Developing strategies for providing an orderly, caring, and nurturing educational and social environment.

BP 5147– Identifying factors that impeded student success in school and implementing integrated, systemic support, and strategies that address dropout prevention.

BP 5149– Identifying and addressing personal, social, health, and economic circumstances of children and families that sometimes place students at risk of school failure.

### **Administrative Regulations**

AR 5112.1– Exemptions from the regular education program.

AR 5112.3– Guidelines for a student leave of absence.

AR 5113 – Guidelines for absences and accepted excuses.

AR 5113.11 – Guidance for attendance supervision.

AR 5113.1 – Guidance for identifying chronic absences and truancy.

AR 5113.2 – Guidance for providing work permits.



## **Section 4: Appendix- Forms**





## **Attendance Forms**

Forms for addressing attendance are located in the appendix section of the manual and are developed based on identified best practices. The SARB referral checklist is available to document the process of following best practices to monitor and provide interventions to address poor attendance. The forms are intended to be used as a metric for monitoring and developing focused supports around attendance issues in order to give a holistic continuum of services to address all client systems.

### **Include in the appendix:**

- Blueprint for Attendance Improvement
- School based Attendance Strategies: Attendance Intervention Protocols
- Attendance Master Calendar Sample
- School Attendance and Dropout Prevention Plan Guide
- School Attendance and Dropout Prevention Plan
- Attendance Program Fidelity Checklist
- Attendance Contract
- SARB Referral Checklist
- District SARB Referral Form
- KCOE SARB Forms



*Lemoore Union High School District*

**BLUEPRINT FOR ATTENDANCE IMPROVEMENT**

**The Law**

- ▶ All students between the ages of 6 and 18 must attend school daily. Parents or guardians are responsible for sending their children to school (E.C. 48200).
- ▶ A student who is absent three full days without a valid excuse, or on three occasions is tardy or absent for more than thirty minutes, or any combination thereof, is a truant (E.C. 48260)
- ▶ Truancy can lead to severe consequences, including fines and criminal prosecution.

**Attendance Accountability**

- ✓ Every school shall develop and implement a written Attendance and Dropout Prevention Plan in collaboration with appropriate participants.
- ✓ “Attendance Intervention Protocol,”
- ✓ “Attendance Improvement Action Plan”
- ✓ “Attendance Improvement Progress Monitoring”

Note: Each Principal is ultimately responsible for improving the school’s student attendance rates.

**Mandatory Training**

- Describe Training Programs for teachers, administrators, support personnel, and classified staff regarding attendance.
- Describe parent outreach and training Programs (e.g., attendance assemblies, workshops, parent education programs).
- Indicate efforts to train parents, students, and school-site staff on the contents of the District’s Parent-Student Handbook.

**School-Site Attendance Strategies**

- Describe strategies to create a welcoming school environment and a positive school climate
- Describe incentives and attendance motivational programs for Students (e.g., prizes, certificates, and special recognitions)
- Describe incentives for teachers who improve their classroom Attendance (e.g., gift certificates, commendations, or recognitions)
- Indicate roles of school staff, as it relates to improving attendance
- Describe school efforts to implement alternatives to suspensions.
- Describe relevant after school programs (e.g., tutoring, academic enrichment, student clubs, remedial education).
- Describe alternative instructional practices for students with high numbers of unexcused absences (e.g., independent study, credit recovery programs, in-school instructional alternatives).
- Describe strategies for integrating existing District initiatives with Attendance Initiative (e.g., Professional Learning Community, CoordinateSchool Health Programs).

**Interventions for At-Risk Students and Potential Dropouts**

- Describe the school’s efforts to track past years attendance patterns, as it relates to students with excessive absences
- Describe the school’s case management system for working with at-risk students and potential dropouts
- Describe the school’s use of multi-disciplinary programs (e.g., SARTs, SSTs, and SARBs).
- Describe other existing innovative programs.

**Attendance Reports**

- Month to Month Comparisons
- Grade Span Comparisons
- Attendance by Location by Month
- Revenue Lost
- Daily Absences
- Subgroup Comparisons
- Truancy
- At-Risk Attendance
- Location Comparisons

To review attendance trends, identify students with low attendance rates (below 96%), and compare attendance-rates across schools.



### ATTENDANCE INTERVENTION PROTOCOLS

- NOTE:**
1. Every teacher must take attendance for every student in every class or class period.
  2. Each step replicates, and builds on previous actions and interventions.
  3. Each step must be specifically documented.
  4. Each school shall designate a certificated staff member for case management.

**Advanced or Proficient  
96%+ attendance**

**1<sup>st</sup> - 7<sup>th</sup>  
Absence**

- Designate appropriate staff member(s) to make personal phone calls to parent/guardian when students are absent and notify the parent/guardian that they have 10 days to clear the absence.
- Document reason(s) for absence and expected date of return.
- Ensure Blackboard Connect notifies parents twice a day of student absences.
- Assign staff to verify accuracy of all contact numbers and update disconnected/wrong numbers.
- Obtain day-time phone numbers, including cell phones, and e-mail addresses and update new information on Aeries.
- Submit attendance during the first 15 minutes of each day or period.
- Refer the family to appropriate school-based and/or social service agencies

**Basic 92% - 95%**

**8<sup>th</sup> - 15<sup>th</sup>  
Absence**

- Encourage classroom teacher to call home to inquire about student absences.
- Send e-mail messages, if available and appropriate letter to parent/guardian for any unverified/unexcused absences.
- Consult with school-based staff, when available.
- Designate a staff member to be responsible to review and correct the Initial Evaluation list for the Automated Notification of Truancy (NOT) letters (REF-5464.1).
- Refer the family to appropriate school-based and/or social service agencies.

**Below Basic 87% - 91%**

**16<sup>th</sup> - 24<sup>th</sup>  
Absence**

- Consult with school-based staff, when available, regarding appropriateness of home visitation and/or case management.
- Refer to the [Attendance and Dropout Prevention Plan](#) for specific strategies on case management.
- Designate a staff member to mail Truancy Letter #2 –request and schedule parent/guardian conference to review student’s records and to develop an intervention plan/contract.
- Refer the family to appropriate school-based and/or social service agencies.

- Designate a school staff member to review prior absences to discern existing patterns (attendance, graduation and suspension reports).
- Monitor students with excessive absences.
- Follow up with staff member responsible for casemanagement for updated information on case.
- Refer student to \*SST and \*SART.
- Consult with District/City Attorney program staff where partnership exists.
- Conduct group informational meeting with school staff regarding tracking, monitoring, and case management of students with excessive absences.
- Hold assemblies for parents/guardians of chronically absent students.
- Designate a staff member to mail Habitual Truancy Re-classification Letter #3.

- Refer the family to appropriate school-based and/or social service agencies.
- Bring student’s case to the District Resource Panel. Panel offers additional resources and screens case for SARB.
- Refer the student to \*SARB. Referral must include documentation of all interventions.



ATTENDANCE MASTER CALENDAR

The Attendance Master Calendar serves as a comprehensive sequential list of monthly related attendance and dropout prevention activities. Specific staff members should be assigned to complete each activity.

ON-GOING ACTIVITIES	
ACTIVITIES	GENERATE THE FOLLOWING REPORTS
<ul style="list-style-type: none"> <li>✓ Enforce teachers to submit attendance for each class/period the first 15 minutes</li> <li>✓ Enforce clearing of absences, tardies, early leaves (time and date)</li> <li>✓ Design/implement interventions for Tiered Approach and monitor effectiveness</li> <li>✓ Attendance Goals through assemblies and Parent Square on a monthly basis.</li> <li>✓ Promote incentive programs through memos, email, school bulletins, newsletters, etc. (monthly)</li> <li>✓ Review Truancy Letter Report and updated student attendance records on a monthly basis</li> <li>✓ Mail 2nd Truancy Notification</li> <li>✓ Mail 3rd Truancy Notification</li> <li>✓ Identify students for SARTs, resource panel, and SARBs</li> <li>✓ Review attendance and suspension data on a monthly basis</li> <li>✓ Participate in SST, IEP, 504 meetings for students with excessive absences</li> <li>✓ Review and update disconnected phone numbers in Aeries</li> <li>✓ Mail Verification of Residence Follow-up Letter to parents who signed Affidavit for Verification of Residence Form.</li> <li>✓ Utilize an enrollment log to document follow-up (on a monthly basis)</li> </ul>	<ul style="list-style-type: none"> <li>✓ AbsenceReport</li> <li>✓ Absence Detail CallList</li> <li>✓ Re-admittance RosterAttendance Incentive Report (Detail/Summary)</li> <li>✓ Truancy Letter Report</li> <li>✓ All My Data: Attendance Comparison Reports forthe previous year</li> </ul>



<b>MONTH ONE (Beginning of the School Year)</b>	
<b>ACTIVITIES</b>	<b>GENERATE THE FOLLOWING REPORTS</b>
<ul style="list-style-type: none"> <li>✓ Identify and Clear No Shows</li> <li>✓ Locate and recover all students on the Potential Dropout List (1<sup>st</sup> week October)</li> <li>✓ PD for Teachers and office staff, review the attendance policy and procedures</li> <li>✓ Hold attendance assemblies for all grade levels</li> <li>✓ Mass mail Attendance Policy and/or truancy abatement program notification, if applicable.</li> <li>✓ Review Attendance and Truancy Reports</li> <li>✓ Establish an Attendance and Dropout Prevention Team to review data and update Attendance and Dropout Prevention Plan Template</li> <li>✓ Monitor the update of emergency card information in Aeries</li> <li>✓ Continue with On-going Activities above</li> </ul>	<ul style="list-style-type: none"> <li>✓ Follow No Show procedures</li> <li>✓ No Show Reports</li> <li>✓ At-risk Attendance for the previous year</li> <li>✓ Attendance by Location by Month</li> </ul>
<b>MONTH TWO</b>	
<b>ACTIVITIES</b>	<b>GENERATE THE FOLLOWING REPORTS</b>
<ul style="list-style-type: none"> <li>✓ Conduct classroom presentations and grade level assemblies</li> <li>✓ Review status of last year's SART/ Resource Panel/SARB and mail follow-up SART/SARB reminder letter</li> <li>✓ Organize an Attendance General Assembly for students with excessive absences from the previous year</li> <li>✓ Develop SART Team &amp; establish calendar for the year</li> <li>✓ Implement Attendance Incentive Programs</li> <li>✓ Teach attendance and district's 96% attendance goal at Back to School Night, teacher-parent conferences, etc.</li> <li>✓ Mass Student Residency Questionnaire (SRQ), update homeless roster with emergency card information, and update in SIS</li> <li>✓ Continue with On-going Activities above</li> </ul>	<ul style="list-style-type: none"> <li>✓ Grade Span Comparison</li> <li>✓ At-risk Attendance</li> <li>✓ Attendance by Location by Month</li> </ul>
<b>MONTHS THREE AND FOUR</b>	
<b>ACTIVITIES</b>	<b>GENERATE THE FOLLOWING REPORTS</b>
<ul style="list-style-type: none"> <li>✓ Parent Presentations (Related to Attendance for ELAC, School Site Council, etc.)</li> <li>✓ Mass mail a letter and/or utilize Parent Square to remind parents that extended absences during the holidays are unexcused and will lead to truancy status</li> <li>✓ Provide "double" incentive awards to students who attend up until the last day of vacation/return on time from break</li> <li>✓ Utilize Parent Square to remind students of first day back</li> </ul>	<ul style="list-style-type: none"> <li>✓ Month to Month Comparison</li> <li>✓ Grade Span Comparison</li> <li>✓ Revenue Lost</li> <li>✓ Daily Absences</li> <li>✓ Truancy Classification</li> <li>✓ At-risk Attendance</li> <li>✓ Attendance by Location by Month</li> </ul>



<ul style="list-style-type: none"> <li>✓ to school from holiday vacation</li> <li>✓ Continue with On-going Activities above</li> </ul>	
<b>MONTHS FIVE AND SIX</b>	
<b>ACTIVITIES</b>	<b>GENERATE THE FOLLOWING REPORTS</b>
<ul style="list-style-type: none"> <li>✓ Locate and recover all students on the February Potential Dropout List</li> <li>✓ Continue to review Implemented targeted interventions for student groups and evaluate if interventions have proven to be successful</li> <li>✓ Review Report Card</li> <li>✓ Attendance Data</li> <li>✓ Hold first semester attendance ceremony</li> <li>✓ Organize 2<sup>nd</sup> General Assembly for 2<sup>nd</sup> phase of 10-12 absences</li> <li>✓ Continue with On-going Activities above</li> </ul>	<ul style="list-style-type: none"> <li>✓ Download Dropout Month to Month Comparison</li> <li>✓ At-risk Attendance</li> <li>✓ Attendance Incentive Report</li> <li>✓ Absence Detail Call List</li> <li>✓ Absence Audit Report</li> </ul>
<b>MONTHS SEVEN AND EIGHT</b>	
<b>ACTIVITIES</b>	<b>GENERATE THE FOLLOWING REPORTS</b>
<ul style="list-style-type: none"> <li>✓ Plan an incentive program during test weeks to include raffles and recognitions</li> <li>✓ Mass mail letter regarding Attendance and Testing</li> <li>✓ Locate/call students who are absent during testing</li> </ul>	<ul style="list-style-type: none"> <li>✓ Month to Month Comparison</li> <li>✓ At-risk Attendance</li> </ul>
<b>MONTHS NINE AND TEN</b>	
<b>ACTIVITIES</b>	<b>GENERATE THE FOLLOWING REPORTS</b>
<ul style="list-style-type: none"> <li>✓ Locate and recover all students on the May Potential Dropout List</li> <li>✓ Mass mail homeless survey, update roster and forward to the Homeless Liaison</li> <li>✓ Plan next year's incentive program/outreach, mail donation letters to community businesses and agencies</li> <li>✓ Review implemented targeted interventions for student groups to evaluate effectiveness of interventions</li> <li>✓ Prepare Case Transfers for students with excessive absences who will attend a different school</li> <li>✓ Review Enrollment packets to ensure all required forms are included</li> </ul>	<ul style="list-style-type: none"> <li>✓ Download Dropout List</li> <li>✓ Month to Month Comparison</li> <li>✓ At-risk Attendance</li> <li>✓ Grade Span Comparison</li> <li>✓ Revenue Lost</li> <li>✓ Daily Absences</li> <li>✓ Truancy Classification</li> <li>✓ Attendance by Location by Month</li> </ul>



## SCHOOL ATTENDANCE AND DROPOUT PREVENTION PLAN GUIDE

The intent of this document is to assist schools with the development of their Attendance and Dropout Prevention Plan Template. Education Code 48340 encourages school districts to adopt pupil attendance policies based on the active involvement of parents, pupil, teachers, administrators, other school personnel, and community members. As such, every school should have a formal, written, proactive plan for the improvement of student attendance. The school principal should meet annually with an attendance team to develop, review, and implement a school-wide plan consistent with District, State and Federal policies and laws.

**1. Attendance and Dropout Team Members:** Every school as directed by their principal will identify a team that includes the Principal, AP in charge of attendance, or other administrator responsible for attendance, counselor, nurse, school police officer, teacher (general and special education), attendance clerk, parent representative, student representative, community partners, and additional personnel as designated by the Principal to develop and implement a comprehensive plan to record, monitor, improve and maintain student attendance. Refer to the Appendix: Blueprint for Attendance Improvement for the suggested blueprint for the plan.

- Attendance team should meet regularly throughout the school year.
- The team should use attendance data to guide its decisions.
- At the beginning of every school year (or time of enrollment), students, parents and staff should be notified of the school-wide attendance plan and policies.
- The plan should be reviewed and updated annually and be maintained for parents and community members use in school's Main Offices, Attendance Office, and/or Website as appropriate.
- The plan should be collected and reviewed annually by relevant educational partners.

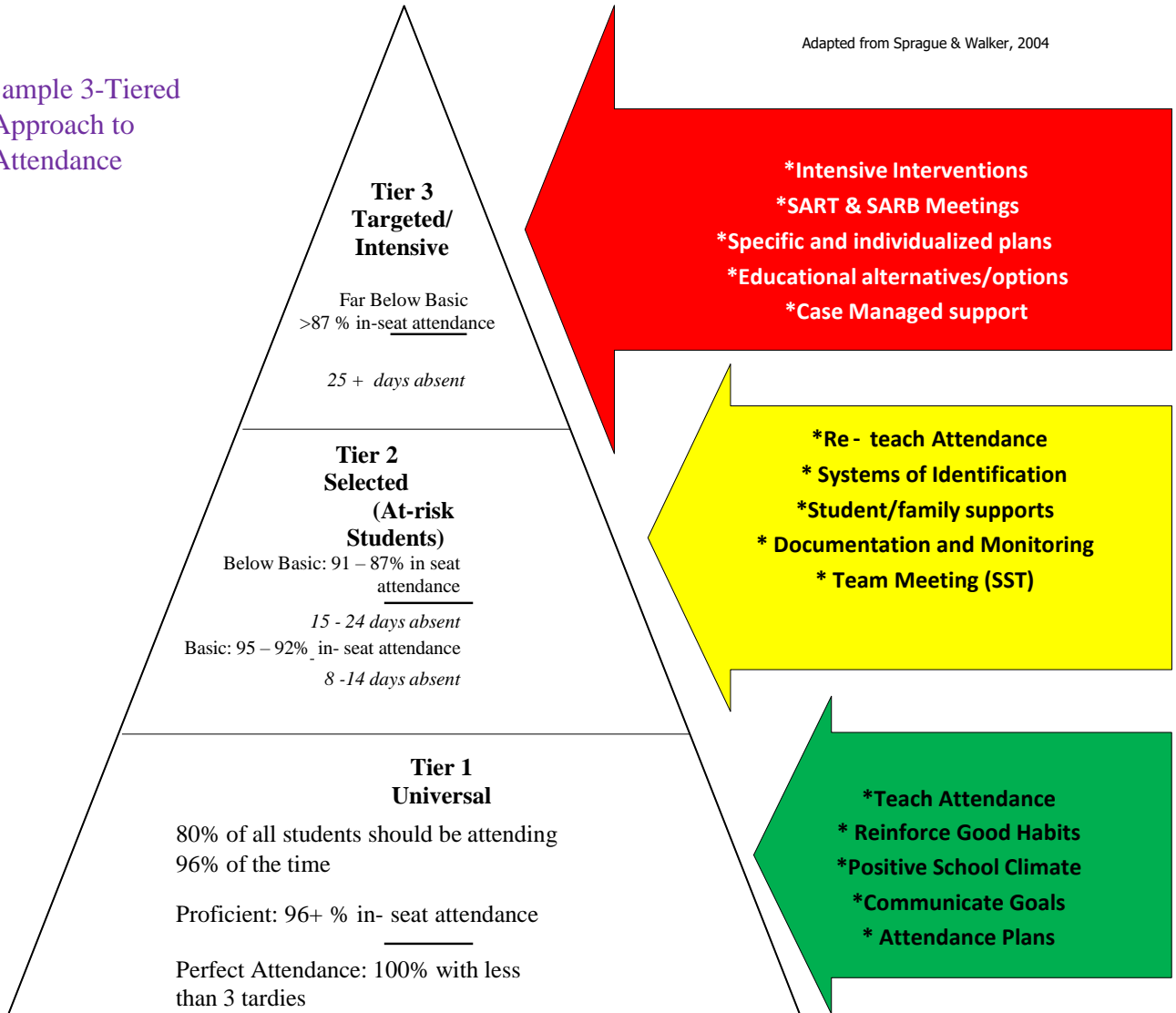
**2. LUHSD LCAP:** The responsibility to meet the annual targets/results includes school sites, charter schools, and the District Office.

**3. Using The 3-Tiered Approach for Attendance:** The following guidelines will assist school staff with implementing the Tiered Approach for monitoring and improving attendance. School site administration must then determine where to distribute available resources to achieve the largest attendance gains toward the goal of all students attending at a rate of 96% or better. Effective programs and practices must be in place at the universal, selected, and targeted/intensive levels



Adapted from Sprague & Walker, 2004

Sample 3-Tiered Approach to Attendance







### School-Site Attendance Strategies

4. *UNIVERSAL (TIER I)* Begin by implementing school wide universal practices that include:
- Positive Behavior Support
  - Safe and Welcoming School Environment
  - Resiliency Building Strategies
  - High Quality Instruction
  - Recognition and Incentive Programs
  - Parent Engagement

**Positive School Climate:** Every member of the school community must work together to create a school culture and climate for every student and family to feel welcome, safe and nurtured. There will be a common expectation that every student can succeed and will receive a high school diploma. Below is a list of some positive school climate practices:

- Teach and encourage staff and students to be welcoming, safe, culturally sensitive, responsive, clean and respectful.
- Welcoming - All school communications and staff interactions with students reflect that every student is welcome at school and is expected to do well. Make it a point to say "hello" to every parent/guardian or student you see in the halls and outside -make it your business to know his or her names.
- Safe - Every effort is made to secure the well-being of all students and staff while in the classrooms, hallways, and bathrooms, and in and around any other areas of the school.
- Set clear anti-bullying guidelines for staff and students.
- Culturally Sensitive - Staff models understanding and appreciation of the cultural diversity of the school, the neighborhood, the country, and the world. This diversity is valued, and its value is reflected in the school's curriculum.
- Responsive - Staff will make every attempt to address the many and varied needs of all students, including educational, physical, emotional, educational, social, financial, or other nature. In particular, staff will make every effort to provide services for students who display behaviors including but not limited to, bullying, hate speech, threats against others, suicidal ideation, depression, isolation, and substance abuse.
- Clean - The school is clean and the buildings, classrooms, and surroundings are well maintained.
- Respectful - Respect for others, their person and their property, is modeled by all and for all, regardless of anyone's race, gender, ability, age, religion, or sexual orientation. Respect for others includes an understanding and appreciation for people's differences, including, for example, learning styles.
- Use examples to complete the Comprehensive Student Support: Resiliency BuildingComponents Worksheet



**Increase Student Attendance:** Students with good attendance tend to have a higher rate of academic success. Every school should create an environment that supports the increase of student attendance. Finding creative ways to do this is essential. Some best practices are listed below:

- Set high expectations that students should be at school every day and on time.
- Monitor student attendance on a regular basis.
- Notify parents regarding Compulsory Education Law, the attendance policy and expectations.
- Involve students and families in recognizing good and improved attendance.
- Inform student and families regarding consequences of poor attendance.

**Attendance Incentives and Motivational Programs:** Every school should create and utilize an attendance incentive programs to improve and maintain student attendance including relevant educational activities, clearly defined accountabilities, procedures, specified responsibilities, interventions and rewards.

Examples of attendance incentives and motivational programs include, but are not limited to the following:

- Recognize and award individual students, classrooms and/or small learning communities for good and improved attendance.
- Plan school-wide activities to promote attendance. Have a specific plan for high absence dates such as during the holidays, inclement weather, testing week etc.
- Encourage friendly attendance competition between groups and individuals (classrooms, grade levels etc.)
- Recognize the importance of excellent attendance, academics and behavior as executed in athletic award ceremonies.
- Identify and recognize students that are on time to school.
- Make announcements (verbal and written) regarding the importance of attendance, acknowledge individuals and groups for good and improved attendance and provide school with any important attendance updates. Hold attendance events/assemblies. Use certificates to recognize students with good/excellent attendance and improved attendance



*SELECTED (TIER II) COMPULSORY EDUCATION*

"Each person between the ages of 6 and 18 years not exempted under provision of this chapter is subject to compulsory full-time education. Each person subject to compulsory continuation education not exempted shall attend public full-time day school or continuation school or classes for full-time designated as the length of the school day by the governing board of the school district in which residence of either parent or legal guardian is located. Each parent, guardian, or other person having control or charge of such pupil shall send the pupil to the public full-time day school or continuation school or classes for the full-time designated as the length of the school day."

"Unless otherwise provided for in this code, a pupil shall not be enrolled for less than the minimum school day established by law" Education Code 48260.

Accurate Record Keeping is essential to meeting the Compulsory Education requirement. Identify administrator and staff members responsible for each action.

**Tardy Policy and Procedures:** The Absence, Partial Day, Tardy letters are available; refer to Aeries.

Sample of a Tardy Policy:

- Tardy #1 Teacher counsel's student
- Tardy #2 Student writes/draws about the importance of being on time
- Tardy #3 Parent/Guardian are contacted
- Tardy #4 Student is referred to the counseling office
- Tardy #5 Parent/student conference



## TRUANCY

### Truancy Policy and Procedures

Identify staff that will generate, review and correct the Initial Evaluation list for the Notification of Truancy (NOT) Reports.

Truancy Parent Notifications: Schools can notify parents about their student's absences through letters, conferences, phone calls and Parent Square. Refer to Parent-Student Handbook (published annually) and the Appendix: Attendance Intervention Protocols. The protocols are best practice models describing the manner in which attendance issues will be addressed with the students and their parents. Review procedures on truancy notification and specify your school's procedures.

### 3-TIERED INTERVENTION PROGRAMS:

Students who are chronically absent from school, or habitually truant, are often at-risk of educational failure and school dropout. Some suggestions may include, but not limited to, the following:

#### Universal

- Train school staff on the importance of attendance, on attendance data and how to make appropriate educational referrals to ensure student success.
- Notify staff, students, and families and the community regarding Compulsory Education Law (distribute Opening Attendance Policy Letter, hold assemblies/parent meetings, make announcements, post information etc.)
- Communicate attendance goals and teach good attendance habits (96% or higher attendance rate, no more than 5-7 absences for school year etc.)
- Use incentives to increase and maintain good attendance (awards/certificates, school activities, Etc.).



### Selected

- Exhaust every effort/method available to assist at-risk students. Review student's records, including attendance, grades, test scores, and discipline records, to determine the most appropriate services (change class schedule, referral to tutoring, counseling etc.)
- Compile available in-school and community resources that address the various needs of students.
- Assign a case manager (such as a counselor) to coordinate, monitor, and document services offered and services utilized for students who exhibit patterns of poor attendance, social/emotional problems, or poor school adjustment.
- Form a Coordination of Services Team (COST) that documents and coordinates multidisciplinary student services that may include, but is not limited to, SST, IEP, SART, or SARB.

### Targeted/Intensive

- Exhaust every effort/method available to recover those students that have dropped out- (i.e., Contact neighbors of family to find where they may have moved to, home visits, letters, etc.)
- Schools should develop strong collaborations/partnerships with their adult schools, community colleges, skills centers, options programs, etc.
- For students not successful at a traditional comprehensive school- inform students and parents about available options.
- Compile a list of all the educational options within the student's surrounding area along with the listed requirements.

Potential Dropouts List: It is recommended that schools create a “dropout list team” to assist in clearing the potential dropout lists which is recommended to view three times per year. It is important that schools use due diligence to clear students from these lists and have a prevention/intervention program in place.

Alternatives to Suspension: It is the responsibility of site administrators to assist in the development of procedures for implementing alternatives to suspension, including any and all interventions. Pursuant to E.C. section 48911.2 (a), schools with suspension numbers that exceed 30% of their enrollment from the previous school year shall consider



implementing alternatives to suspension. Before creating and implementing alternatives to suspension. Note: By law, alternatives to suspension must be used to address problems of truancy, tardiness, and/or other attendance-related issues.

5. *TARGETED/INTENSIVE (TIER III)*- School Attendance Review Team (SART) and School Attendance Review Board (SARB)

**Truancy Abatement Partnerships:**

Schools may have partnerships with community programs to address student attendance. Sample of Abatement Partnerships:

- District/City Attorney Truancy Prevention Programs
- Partnership with Lemoore Police Department and KCOE Truancy Officer to cite students who are not in school during school hours for loitering. Schools should develop the support services needed for students cited upon their return to school.

**Educational Options:** Placing students in a school or program that best fits their need can help student successfully engage in learning and follow a path to achieving a high school diploma.

**Independent Study:** Every school shall develop an In-School Independent Study Program at the discretion of the LUHSD Superintendent.

The following Education Codes should be reviewed:

- Independent Study is a voluntary instructional strategy. No student shall be required to participate in Independent study. (EC 51747 (c) (7))
- An individual with exceptional needs may not be enrolled in Independent Study unless his/her Individualized Education Program (IEP) specifically provides for such enrollment. (EC 56026 & 51745 (c))
- The independent study curriculum shall be substantially equivalent in quality and quantity to classroom instruction. (EC 11701.5)

6. *SCHOOL RESPONSIBILITIES*

Training: Appropriate training is necessary to ensure that all staff understands the importance of attendance and how it is everyone's responsibility. All staff including administrators, teachers, support personnel, and classified must have a clear understanding of their roles, and responsibilities in the areas of attendance improvement, attendance accounting, and attendance monitoring. Some examples of trainings are listed below:

- How to utilize the reports in Aeries.
- Staff training on attendance related bulletins, laws, and policies.
- Parent/student attendance assemblies/meetings.
- Parent workshops that review the Parent-Student Handbook.



- Workshops for teachers and office personnel on accurate attendance record keeping.
- Trainings for school staff regarding strategies to implement monthly activities focused on reducing the number of truants, inactive students, and recovering dropouts.

7. Roles and Duties of School Staff: Schools should review the roles and specific duties of all school staff as they relate to improving student attendance. Schools vary in their office staff size, as such the roles and duties will vary from school to school.



**This page was intentionally left blank**





## SCHOOL ATTENDANCE & DROPOUT PREVENTION PLAN

---

(Insert Your School's Name)

---

**(Insert School Year)**



## INTRODUCTION

### COMPULSORY EDUCATION

"Each person between the ages of 6 and 18 years not exempted under provision of this chapter is subject to compulsory full-time education. Each person subject to compulsory continuation education not exempted shall attend public full-time day school or continuation school or classes for full-time designated as the length of the school day by the governing board of the school district in which residence of either parent or legal guardian is located. Each parent, guardian, or other person having control or charge of such pupil shall send the pupil to the public full-time day school or continuation school or classes for the full-time designated as the length of the school day."

"Unless otherwise provided for in this code, a pupil shall not be enrolled for less than the minimum school day established by law" Education Code 48260.

### STUDENT ATTENDANCE POLICY

This comprehensive policy focuses on implementing an attendance intervention protocol such as alternatives to suspensions, City/District Attorney Truancy Abatement Programs, identifying and assisting at-risk students/potential dropouts, staff development, parent involvement, self-audits and accountability in order to improve student in-seat attendance.

### ATTENDANCE & DROPOUT PREVENTION PLAN

This template was developed to assist schools plan, communicate, their school's student attendance goals and to meet the District benchmarks.

- Every school should develop and implement a written Attendance & Dropout Prevention Plan in collaboration with appropriate participants, refer to the Appendix: Blueprint for Attendance Improvement.
- Every school should implement the Attendance Intervention Protocols (see Appendix).

### STEPS TO FOLLOW

1. Assemble your Attendance & Dropout Prevention Team.
2. Review the items in red, discuss, create, and implement specific to your school's needs.
3. All instructions printed in red require specific school information to be inserted in the space provided.
4. Once your school's plan has been completed, provide a copy to each member of the attendance team.
5. Copies of the Attendance & Dropout Prevention Plan should be available in the principal's office and the District office.



*Please refer to the Appendix: Attendance and Dropout Prevention Plan Guide for an expanded list of recommended topics to be included in the attendance plan.*



ATTENDANCE & DROPOUT PREVENTION PLAN

**1. ATTENDANCE & DROPOUT PREVENTION TEAM MEMBERS**

The following staff members should be considered: Counselor, Principal, Assistant Principal, nurse, teachers, office clerks, parents, and students.

Team Member	Title

**2. LUHSD Performance Meter**

DATA DRIVEN DECISION MAKING-Monitoring Student Attendance

SCHOOL'S ATTENDANCE DATA

	XXXX School Year	XXXX School Year	<u>Performance Meter Target (Current Year)</u>
<b>Student Enrollment</b>			
<b>In-Seat Attendance %</b>			
<b>Graduation Rate</b>			
<b>Drop-Out Rate</b>			
<b>School Staff Attendance</b>			

School data can be found on Aeries, for dropout and graduation rates go to [www.cde.ca.gov](http://www.cde.ca.gov).

**Attendance Summary by Location**

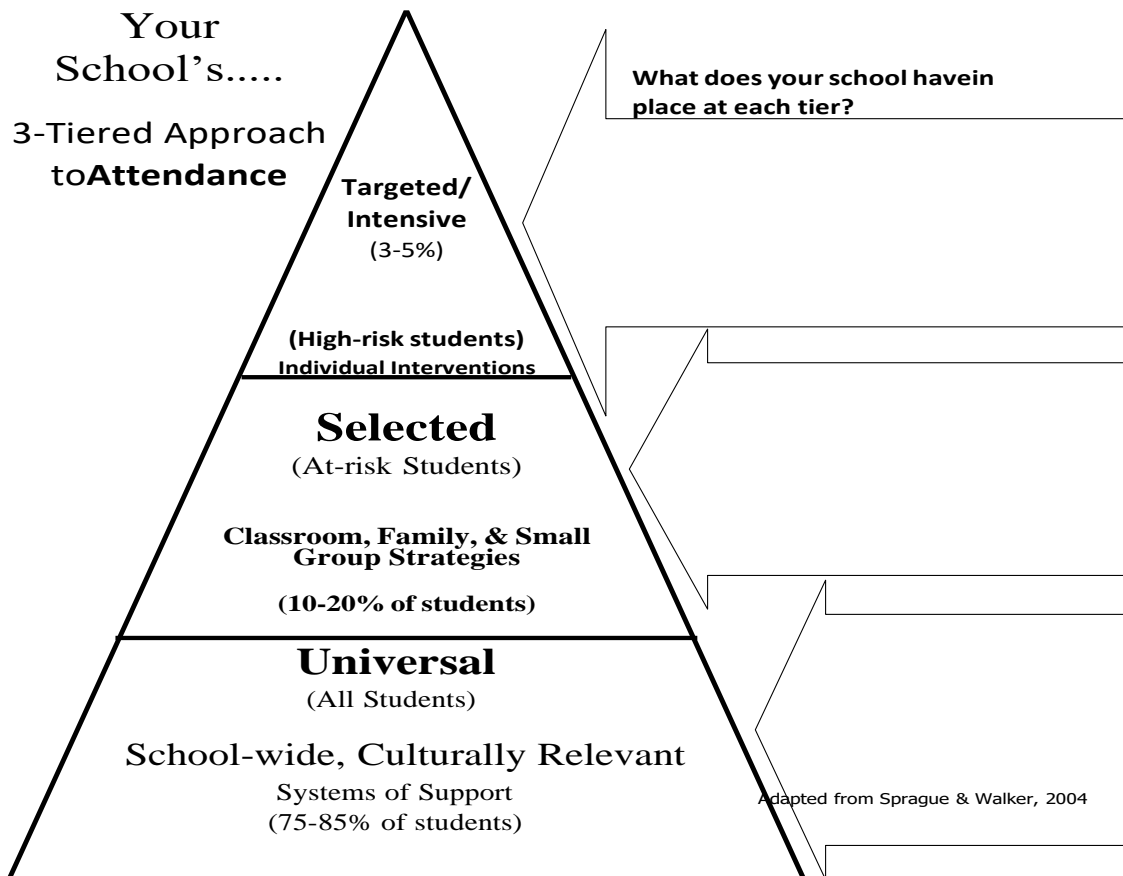
	Far Below Basic	Below Basic	Basic	Proficient	Advanced		Total
School Name	Less than 87%	87-91%	92-95%	96-99%	100%	Unknown	
Insert School Data							



*INSERT YOUR SCHOOL'S SPECIFIC PLAN TO MOVE ALL STUDENTS TOWARDS THE PROFICIENT AND ADVANCED ATTENDANCE BANDS (96% or ABOVE) HERE*

### 3. USING THE 3-TIERED APPROACH FOR ATTENDANCE

Schools can obtain their own specific numbers to determine where students fall in the Universal, Selected, and/or Targeted/Intensive Tier by going to Aeries Reports/Query.





SCHOOL-SITE ATTENDANCE STRATEGIES

4. Universal (Tier I)

POSITIVE SCHOOL CLIMATE

Every school shall develop a positive social climate. This climate should be nurturing, encourage positive human relations between staff and students, and make students feel, and believe that they are important human beings capable of making wise decisions. The classroom environment should be hospitable and should create an atmosphere in which regular school attendance and high achievement are expected of every student. A positive school climate promotes good attendance and academic achievement. Because a positive school social climate promotes in students the desire to both want to attend school on a regular basis and achieve their academic potential. Its importance cannot be taken lightly.

<b>Comprehensive Student Support: Resiliency Building Components</b> 7 Aspects of Comprehensive Student Support (CSS):	
1) Connectedness and Sense of Belonging 2) Opportunities for Meaningful Participation 3) Supportive Relationships 4) Safe and Positive Environment 5) High Expectations 6) Clear and Consistent Boundaries 7) Recognition Programs	
List the Attendance & Dropout Prevention programs in place at your school which address each of the 7 aspects of Comprehensive Student Support	Circle the CSS Aspect(s) Each Program Addresses
	1 2 3 4 5 6 7
	1 2 3 4 5 6 7
	1 2 3 4 5 6 7
	1 2 3 4 5 6 7
	1 2 3 4 5 6 7
	1 2 3 4 5 6 7
	1 2 3 4 5 6 7



---

*INSERT YOUR SCHOOL'S POSITIVE SCHOOL CLIMATE STRATEGIES HERE*

**INCREASE STUDENT ATTENDANCE**

*INSERT YOUR SCHOOL'S SPECIFIC PLAN TO INCREASE STUDENT ATTENDANCE HERE*

**ATTENDANCE INCENTIVES/MOTIVATIONAL PROGRAMS**

Schools should analyze practices that contribute to the increase of attendance or decrease of absences and develop policies and strategies to assist schools in the implementation of programs that enhance attendance.

*INSERT YOUR SCHOOL'S ATTENDANCE INCENTIVES/MOTIVATIONAL PROGRAMS HERE*



**5. SELECTED (Tier II)**

**COMPULSORY EDUCATION**

**Accurate Record Keeping:**

<b>Accurate Record Keeping Actions:</b>	<b>Administrator(s) Overseeing Action:</b>	<b>Staff Member(s) Responsible for Action:</b>
Develop site-based policies for attendance		
Train existing and new teachers on attendance procedures		
Train clerical staff who enter student data into Aeries on district policy and procedures and provide appropriate access level		
Complete and enter checkouts and new enrollees		
Print paper rosters for substitutes (when applicable) and in case of a power outage or emergency		
Verify attendance is taken during the first 15 minutes of class		
Enter and update student contact information into Aeries (i.e. emergency card updates)		
Clear unresolved absences by entering reason codes		
Collect and file absence reason notes		
Each month print a report of all students who have withdrawn to confirm their enrollment in another school		
Run a follow-up on Attendance Not Submitted Report		
Truancy Letter Report (Initial Evaluation list) is reviewed monthly and corrected		





**TARDY POLICY AND PROCEDURES**

Regular and punctual attendance is expected of all students. A student is considered tardy upon arrival to any class after the tardy bell. The following issues must be considered in creating your school's tardy policy:

Any unexcused tardy in excess of 30 minutes, may be counted toward truancy.

*INSERT YOUR SCHOOL'S SPECIFIC TARDY POLICY HERE*

**TRUANCY**

"Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse three days or tardy in excess of 30 minutes on each of more than three days in one school year is truant and shall be reported to the attendance supervisor or to the superintendent of the school district." Education Code 48260

"Any pupil is deemed a habitual truant who has been reported as a truant three or more times per school year, provided that no pupil shall be deemed a habitual truant unless an appropriate district officer or employee has made a conscientious effort to hold at least one conference with a parent or guardian of the pupil and the pupil himself, after the filing of either of the reports required by Section 48260 or Section 48261." Education Code 48262

**TRUANCY POLICY AND PROCEDURES**

*INSERT YOUR SCHOOL'S PROCESS REGARDING GENERATING, REVIEWING, AND CORRECTING THE TRUANCY REPORT HERE*



### Truancy Parent Notification

Parents and guardians have the right to be notified in their own language of the following:

- Requirements of the California Compulsory Education Laws (E. C. 48260.5).
- When students are absent from school without a valid excuse (E. C. 48260.5).
- Resources available to assist them in addressing problems that are barriers to regular school attendance.
- Access to LUHSD resources that provide the opportunity for alternative educational programs.

Education Code 48260.5 - "Upon a pupil's initial classification as a truant, the school district shall notify the pupil's parent or guardian, by first-class mail or other reasonable means, of the following:

- a) That the pupil is truant.
- b) That the parent or guardian is obligated to compel the attendance of the pupil at school.
- c) That the parent or guardian who fails to meet this obligation may be guilty of an infraction and subject to prosecution.
- d) That alternative educational programs are available in the district.
- e) That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- f) That the pupil may be subject to prosecution under Section 48264.
- g) That the pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege pursuant to Section 13202.7 of the Vehicle Code.
- h) That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

***INSERT THE PROCEDURES THAT YOUR SCHOOL FOLLOWS AFTER A STUDENT IS KNOWN TO HAVE BEEN TRUANT HERE***



**3-TIERED INTERVENTION PROGRAMS**

Every school shall develop a system to identify and assist high-risk students and potential dropouts. Implementation of the Student Success Team (SST) will serve to provide resources, assess family needs and provide interventions necessary to stabilize the student and family and return the student to regular daily attendance.

<b>UNIVERSAL Tier I</b>	<b>Activities/Programs in Place to Support Students:</b>	<b>Responsible Staff Members/Office:</b>
Parent Meetings		
Aeries- Utilize where students fall in these tiers		
Grade Level Transitions		
Matriculation between schools		
Off Track/Vacation times/Intersession		



<b>SELECTED Tier II</b>	<b>Activities/Programs in Place to Support Students:</b>	<b>Responsible Staff Member/Office</b>
Parent Meetings		
Data		
Referral list for on and off campus resources (i.e., mental health services, tutoring, food/clothing/shelter, etc.)		
Students are discussed in Multidisciplinary teams and offered support plans		
Parents/Students are informed of opportunities to engage in supplemental educational programs.		
<b>TARGETED/INTENSIVE Tier III</b>	<b>Activities/Programs in Place to Support Students:</b>	<b>Responsible Staff Member/Office</b>
Parent Meetings (SART/SARB)		
Data		
Specific and individualized plans modified to meet student needs.		
Parents/Students are informed of opportunities to engage in alternative educational programs including credit recovery options		



**Potential Dropout Lists:** Dropouts who re-enroll in another California school will be subtracted for the school's dropout count. Schools are provided instructions on downloading the lists of students who may be counted as a dropout. Identified students must be placed in a prevention/intervention program.

*INSERT YOUR SCHOOL'S AT-RISK DROPOUT PREVENTION/INTERVENTION PROGRAM  
HERE*

**ALTERNATIVES TO SUSPENSIONS**

Identify consequences that are appropriate responses to misconduct and that provide the student with an opportunity to learn the skills necessary to avoid recurrence of misconduct.

*INSERT YOUR SCHOOL'S ALTERNATIVE TO SUSPENSIONS PROCEDURES HERE*

**6. Targeted/Intensive (Tier III)**

**SART and SARB**

*INSERT YOUR SCHOOL'S SART and SARB PROCEDURES HERE*

**TRUANCY ABATEMENT PARTNERSHIPS**

Research indicates that student attendance significantly increases when school districts form strong partnerships with community programs that prevent truancy.

*INSERT YOUR SCHOOL'S TRUANCY ABATEMENT PARTNERSHIPS HERE*

**IN-SCHOOL INDEPENDENT STUDY PROGRAM**

The primary purpose of Independent Study is to design a program of study that is more responsive to the academic, personal, and social needs and interests of the individual students than some traditional approaches. All enrolled students may reach District curriculum objectives and fulfill graduation requirements outside of the regular classroom setting.

*INSERT YOUR SCHOOL'S EFFORTS TO IMPLEMENT AN IN-SCHOOL  
INDEPENDENTSTUDY PROGRAM HERE*

**7. School Responsibilities**

**TRAINING**



Appropriate training for administrators, teachers, support personnel, and classified staff is important so that all staff have a clear understanding of their roles, and responsibilities in the areas of attendance improvement, attendance accounting, and attendance monitoring.

*INSERT DESCRIPTION OF TRAINING PROGRAMS FOR SCHOOL STAFF, PARENTS, AND STUDENTS HERE*

#### DESCRIPTION OF ROLES AND DUTIES OF SCHOOL STAFF

Schools should review the roles and specific duties of all school staff as they relate to improving student attendance. Persons that should be included may include, but not limited to, the following:

- School Counselors
- Principal
- Assistant Principal(s)
- Student Services (DSS)
- Health Services
- Campus aides
- Teachers
- Attendance office clerks
- Records Clerk
- Parents/guardians
- Students
- YDO and/or school safety personnel

*INSERT ROLES AND SPECIFIC DUTIES OF ALL SCHOOL STAFF, PARENTS/GUARDIANS, AND STUDENTS HERE*



### Attendance Responsibility Assignment Chart

Responsibility	Responsible Administrator	Responsible Person(s)	How Often? Daily /Weekly
Teachers must submit attendance the first 15 minutes of each class/period			
Revise and disseminate Attendance Plan			
Continuously conduct clerical, teacher and staff in-services regarding attendance accounting procedures and updates			
Conduct group informational meetings with school staff regarding tracking, monitoring and case management of students with excessive absences			
During parent conferences discuss the impact attendance and behavior have on academic success in the classroom			
Ensure attendance for each class/period is submitted*			
Run Attendance Not Submitted (ANS) report			Daily
Create and implement student sign-ins for all offices and school activities to ensure accurate attendance record keeping			
Ensure attendance is submitted for all offices and school activities. Collect and input sign-ins for all offices and school activities. Ensure absences are cleared			
Run Aeries Extended Absence Report			
Create and input an absence log for student exclusions and extended absences			



Encourage staff to call home to inquire about student's absence and report information to attendance office			
Call home for 2-3 consecutive day absences			
Monitor students with excessive absences.			
Document reasons for absence and expected day of return			
Clear Uncleared Absences			
Mail Truancy Letter #2 after X absences without valid excuse			
Schedule parent/guardian conference to review records and develop an intervention plan/contract			
Refer students to SST, SART, SARB, and/or Truancy Prevention program			
Hold assemblies for parents/guardians of students who are truant/habitual truant.			
Mail Habitual Truant Letter # 3 after X absences without a valid excuse			
Foster Care & McKinney-Vento Liaison			
Other:			





## Attendance Program Fidelity Checklist

Modified (10/5/2020) from: *DO You Have a Leak in Your ADA?* Los Angeles County Office of Education, 1990

The following list of items are associated with fidelity in implementation of an effective attendance program.

1. **Does our school have an effective attendance policy?**  
Yes  No
2. **Is our attendance policy clear to everyone?**  
Yes  No
3. **Is the local law enforcement agency a member of our attendance team?**  
Yes  No
4. **Does our school have a wide variety of extracurricular activities?**  
Yes  No
5. **Is good attendance positively reinforced among the staff for the entire school population?**  
Yes  No
6. **Are students involved in the decisions that affect them?**  
Yes  No
7. **Does a dropout identification and prevention program exist?**  
Yes  No
8. **Are our attendance-taking procedures student-proof?**  
Yes  No
9. **Is our attendance communicated regularly to staff, students, and parents?**  
Yes  No
10. **Does our school have an effective counseling program, at the school site, with an attendance component?**  
Yes  No
11. **Do opportunities exist for the nontraditional pursuit of a high school diploma?**  
Yes  No
12. **Are there barriers to student access to nontraditional approaches to pursuing a high school diploma?**  
Yes  No
13. **Are social skills and responsibility training offered as a part of school's SEL curriculum?**  
Yes  No
14. **Is there consistent enforcement of all policies for student and staff?**  
Yes  No



15. **Does a school newsletter exist that publicizes the school's activities as well as attendance and disciplinary patterns?**  
Yes  No
16. **Do our staff members have opportunities for in service activities addressing such issues as teaching styles, cultural awareness, classroom management and skills in community relations?**  
Yes  No
17. **Is attendance taken each period?**  
Yes  No
18. **Are early detection policies or procedures being continually implemented?**  
Yes  No
19. **Are parents contacted on each absence?**  
Yes  No
20. **Are parents contacted, through a one-to-one modality of communication, for three or more absences?**  
Yes  No
21. **Are absences monitored weekly?**  
Yes  No
22. **Is attendance improvement part of the districtwide goals and objectives?**  
Yes  No
23. **Do all personnel know our current percentages of attendance?**  
Yes  No



## ATTENDANCE CONTRACT

### My Attendance Success Plan

- I have been present \_\_\_\_ days.
- I have been absent \_\_\_\_ days.
- My goal is to improve my attendance. I will ensure that I miss no more than \_\_\_\_ days for the rest of the year. (*9 or fewer absences =*

#### POSSIBLE STRATEGIES TO REACH MY ATTENDANCE GOALS

- I will make attending school every day a priority.
- I will keep track of my attendance and absences.
- I will set my alarm clock for \_\_\_\_\_ a.m.
- I will attend school every day unless I am truly sick with a temperature of 100 degrees or more.
- I will find a relative, friend or neighbor who can take me to school if I miss my bus.
- If I am absent, I will contact my teachers to find out what I missed.
- I will set up medical and dental appointments for weekdays after school. If I must make a medical appointment during the school day, I will try to attend school for the majority of the day.
- When I am struggling with a challenge that is keeping me from school I will confide in an adult at school and seek help.

To improve my attendance, I commit to the following:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

*We will review progress to meet this goal in one month.*

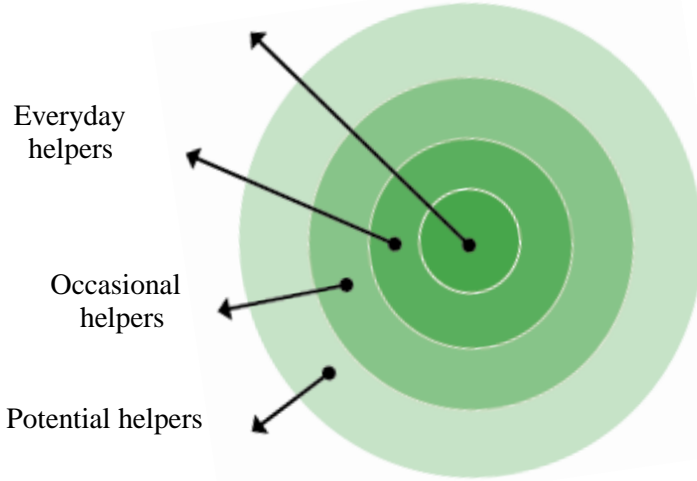
Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

School Staff Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# MY HELP BANK

My Family



1. **My Family:** List who lives in your house.
2. **Everyday Helpers:** Identify who you can call on to help you get to school or resolve a problem. These are people like friends, neighbors, school staff, and relatives who can help regularly.
3. **Occasional Helpers:** Identify people who probably cannot help every day, but can help in a pinch. Maybe it is a godparent, a relative or a friend who lives outside your neighborhood but can be there for short stints.
4. **Potential Helpers:** Identify people who are part of your school community, church or neighborhood who are able to help if you ask.

## Identify Your Support

My Family

Everyday Helpers

Occasional Helpers

Potential Helpers

If I need help getting to and from school or with a barrier to attendance, I will ask the following people to help me out.

Name: \_\_\_\_\_ Best contact Number: \_\_\_\_\_

Name: \_\_\_\_\_ Best contact Number: \_\_\_\_\_

Name: \_\_\_\_\_ Best contact Number: \_\_\_\_\_



### SST Attendance Contract

Student Name: Click or tap here to enter text.	Student Birth Date: Click or tap to enter a date.	Student Grade: Choose an item.
Student Address:	School Site: Choose an item.	
Parent/Guardian Name: Click or tap here to enter text.	Parent/Guardian Phone Number(s): Click or tap here to enter text.	

It is with complete understanding that I sign this, knowing that continued violations of attendance policy, rules, and regulations can result in further referrals to **Student Attendance Review Boards and/or Kings County District Attorney.**

**I also understand that if my child’s absences from periods exceeds 18 days of instructional time, my student will not be eligible to participate in graduation. Absences that require documentation to be excused must have the documentation to the school site within 10 days. Regularly scheduled doctor’s appointments are not cleared.**

**The Student – I will:**

- Attend all classes on time.
- Follow all classroom/school rules.
- Meet with teachers, staff members, tutors, and guidance counselors as directed.
- Follow student passport rules for check-in check-out.
- Complete all assigned homework and turn in completed work.
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

**Parent/Guardian-I will:**

- Cooperate with school/district officials when I am contacted about my child’s attendance or behavior.
- Make sure that my child attends school every scheduled day of instruction.
- Notify the school when my child will be absent and provide appropriate notes within 10 days.
- Attend school with my student as directed, if absences continue as identified by ED. Code 48900.1 and 48910
- Attend identified parent conferences when requested by the school administration/staff.
- Provide time and space at home for my child to complete homework.
- Other: Click or tap here to enter text.



Other: Click or tap here to enter text.

**School-I will:**

- Monitor student attendance and behavior.
- Contact parent regarding student attendance and behavior as necessary.
- Provide academic support to student.
- Identify and provide academic and behavioral interventions to student as needed.
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

**Signatures**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
SST Team Representative

\_\_\_\_\_  
Date



### SARB Referral Checklist

**All copies of the checklist must be submitted with other SARB documentation**

- SARB Referral form with current and accurate contact information
- Most recent report card on grades
- Documentation of the student’s transcript
- Behavior Intervention Plan (if in Special Education Program)
- Documentation of student’s Assertive Discipline
- Summarization of student attendance (K-12)
- Documentation of SART meetings with site administration

If the student/parents are not present at a SART, evidence of contact with parent/guardian and/or details of contact with persons on the emergency contact list, and contact information must be included in the SARB documentation. (Please ask the student to confirm and/or provide contact information for parents in the event the information is outdated.

- Truancy/Absence letters
- Documentation of Check-in and Check-out interventions
- Written documentation from interventions with School Based Mental Health Professionals e.g. (social developmental counseling, therapeutic counseling, SST Attendance Contracts, programs, etc.)
- Listing available service provider support (agency referrals, medical care, transportation, after school programs, mental health services, etc.)
- Copies of documentation concerning school attempts to make contact with families/students by mail, phone logs, and mandated home visits.
- Copies of the student emergency card (front and back)

Principal/Assistant Principal’s signature: \_\_\_\_\_ Date: \_\_\_\_\_

School Site Contact (staff member): \_\_\_\_\_ Position: \_\_\_\_\_

SART Chair Signature: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Print Name: \_\_\_\_\_ Date: \_\_\_\_\_

Office use only (SARB Office)

Date the referral form was received from the school site: \_\_\_\_\_

Disposition: \_\_\_\_\_ Accepted for a hearing: \_\_\_\_\_

Returned to school (reason): \_\_\_\_\_



### District SARB Referral Form

School Click or tap here to enter text.		Date Click or tap to enter a date.	
Student Name: Click or tap here to enter text.	Student Birth Date Click or tap to enter a date.	Grade Choose an item.	
Street Click or tap here to enter text.	Gender Choose an item.	Permanent Student ID # Click or tap here to enter text.	
City, State, and Zip Code Click or tap here to enter text.		Parent/Guardian Name(s) Click or tap here to enter text.	
Parent/Guardian Date of Birth Click or tap here to enter text.		Parent/Guardian Phone Number(s) Click or tap here to enter text.	
Sibling Name(s) who are school age Click or tap here to enter text. Click or tap here to enter text.	Age _____ _____	School Click or tap here to enter text. Click or tap here to enter text.	Attendance (if known) Click or tap here to enter text. Click or tap here to enter text.

Unfortunately, it has become necessary to refer this matter to the district School Attendance Review Board (sometimes known as SARB). We have exhausted all resources available to our school site and are now required to make this referral.

**Education Code Section 48621**—Subsequent Report of Truancy: Any pupil who has once been reported as a truant and who is again absent from school without a valid excuse one or more days, or tardy on one or more days, shall again be reported as truant to the attendance supervisor or the superintendent of the district.

**Education Code Section 48262**—Habitual Truant: Any pupil deemed a habitual truant and has been reported as a truant three or more times per school year, provided that no pupil shall be deemed a habitual truant unless an appropriate district officer or employee has made conscientious effort to hold at least one conference with a parent or guardian of the pupil and the pupil himself, after the filing of either of the reports required by *Education Code* Section 48260 or 48261.

**Education Code Section 48263**—If any minor in any district of a county is a habitual truant, or is irregular in attendance at school, as defined in this article, or is habitually insubordinate or disorderly during attendance at school, the pupil may be referred to a School Attendance Review Board.

**Special Factors:**

- Is a translator needed?       Yes    No
- Is the student in a 504 or Special Education Program?       Yes    No
- Is the student in another program?
  - WINGS e.g. (McKinney-Vento, Foster)    Native American    Military    Passport
  - County (specify) Click or tap here to enter text.

**Reason for SARB Referral:**

- Broken SST Attendance Contract
- SST Attendance meeting no-show





Other reason: Click or tap here to enter text.

**Interventions:**

One-to-One phone calls: 1 (date) Click or tap to enter a date. 2 (date) Click or tap to enter a date. 3 (date) Click or tap to enter a date.

Truancy/Absence letters: 1 (date) Click or tap to enter a date. 2 (date) Click or tap to enter a date. 3 (Date) Click or tap to enter a date.

SST Attendance meeting(s): 1 (date) Click or tap to enter a date. 2 (date) Click or tap to enter a date.

Home visits following lack of participation: 1 (date) Click or tap to enter a date. 2 (date) Click or tap to enter a date.

Outcome of Home Visit: Click or tap here to enter text.

Continued deterioration of attendance after corrective guidance.

Other: Click or tap here to enter text.

Other: Click or tap here to enter text.

The Governing Board believes that absenteeism, whatever the cause, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The Board desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the district.

The Governing Board believes that regular attendance plays a key role in student achievement. The Board shall abide by all state attendance laws and may use appropriate legal means to correct problems of excessive absence or truancy (EC 48200). The Board recognizes that all excessive absences, whether excused or unexcused, place students at risk of not graduating and will, therefore, make a concerted effort to keep students in school.

**This student systems (social environmental) information is required in order to submit a complete referral.**

There are many possible factors that contribute to a deterioration of attendance. The following information is vital to providing appropriate support to students and families. Please answer the following questions providing an answer, none, or unknown when necessary. (*Attach a separate document if needed*).

1. Do you know of any barriers/challenges the family is facing that are leading to chronic absenteeism?

2. What behavioral challenges are displayed at school?



3. How do parents respond to invitations to participate in meetings, home visits, or phone calls home?

4. What reasons are given by the student for not attending class/school?

5. What interventions have been implemented to improve student outcomes for attendance?

6. Are there other factors (if any) that you know of that are possibly contributing to student absenteeism e.g. (fear/intimidation by other students/low academic performance/low self-esteem/teen parenting/gang involvement/peer pressure/childhood trauma).



## Kings County Student Attendance Review Board (SARB) Documents



Local\_SARB\_Application\_19.20\_Fillable\_f



Kings\_County\_Info\_Sheet\_19.20\_Fillable

**Policy 5113.12: District School Attendance Review Board****Status:** ADOPTED**Original Adopted Date:** 06/10/2019 | **Last Reviewed Date:** 06/10/2019

The Board of Trustees recognizes that poor school attendance and behavior problems negatively impact student achievement and put students at greater risk of dropping out of school. The Superintendent or designee shall establish a comprehensive and integrated system for the early identification of attendance problems and shall implement strategies to encourage students' attendance. After other interventions have been exhausted, students with a pattern of unexcused absences may be referred to a school attendance review board (SARB), in accordance with applicable law, in order to receive intensive guidance and assistance.

The SARB shall maintain a continuing inventory of community resources, including alternative educational programs.

The Superintendent or designee shall collaborate with the SARB and appropriate community agencies, including, but not limited to, law enforcement agencies, child welfare agencies, and health services, to provide school-based and/or community-based interventions tailored to the specific needs of the student.

The Board shall appoint members to the district's SARB, who may include a parent/guardian as well as representatives of various agencies including, but not limited to, school districts; the county probation department; the county welfare department; the County Superintendent of Schools; law enforcement agencies; community-based youth service centers; school guidance personnel; child welfare and attendance personnel; school or county health care personnel; school, county, or community mental health personnel; the county district attorney's office; and the county public defender's office. (Education Code 48321)

The district's SARB shall provide support to improve student attendance and behavior through proactive efforts focused on building positive school environments and improved school connectedness, early identification and immediate intervention to re-engage students with poor attendance or behavior, and intensive intervention with students and families to address severe or persistent attendance or behavior issues.

The district's SARB shall operate in accordance with Education Code 48320-48325, the Brown Act (Government Code 54950-54963), and the bylaws of the SARB.

The SARB shall collect data and annually report outcomes on SARB referrals to the Board of Trustees, Superintendent or designee, and County Superintendent of Schools. (Education Code 48273)

**Regulation 5113.11: Attendance Supervision****Original Adopted Date:** 06/10/2019 | **Last Reviewed Date:** 06/10/2019**Status:** ADOPTED

The Superintendent or designee shall appoint an attendance supervisor and any assistant attendance supervisor(s) as may be necessary to supervise the attendance of district students. (Education Code 48240)

The Superintendent or designee shall ensure that any person appointed as an attendance supervisor has been certificated for the work by the County Board of Education. (Education Code 48241, 48245)

Such supervisors shall perform duties related to compulsory full-time education, truancy, compulsory continuation education, work permits, and any additional duties prescribed by the Superintendent or designee. (Education Code 48240)

The attendance supervisor along with site administration, shall promote a culture of attendance and establish a system to accurately track student attendance in order to achieve all of the following: (Education Code 48240)

1. Raise the awareness of school personnel, parents/guardians, caregivers, community partners, and local businesses of the effects of chronic absenteeism and truancy and other challenges associated with poor attendance
2. Identify and respond to grade level or student subgroup patterns of chronic absenteeism or truancy
3. Identify and address factors contributing to chronic absenteeism and habitual truancy, including suspension and expulsion
4. Ensure that students with attendance problems are identified as early as possible to provide applicable support services and interventions
5. Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism rates and truancy rates

The attendance supervisor, and/or site administration, may provide support services and interventions, including, but not limited to, the following: (Education Code 48240)

1. A conference between school personnel, the student's parent/guardian, and the student
2. Promotion of cocurricular and extracurricular activities that increase student connectedness to school, such as tutoring, mentoring, the arts, service learning, or athletics
3. Recognition of students who achieve excellent attendance or demonstrate significant improvement in attendance
4. Referral of the student to a school nurse, school counselor, school psychologist, school social worker, and other student support personnel for case management and counseling
5. Collaboration with child welfare services, law enforcement, courts, public health care agencies, government agencies, or medical, mental health, and oral health care providers to receive necessary services
6. Collaboration with school study teams, guidance teams, school attendance review teams, or other intervention-related teams to assess the attendance or behavior problem in partnership with the student and his/her parents/guardians or caregivers
7. In schools with significantly higher rates of chronic absenteeism, identification of barriers to attendance that may require schoolwide strategies rather than case management
8. Referral of the student for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program for a student with disabilities or creating a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973
9. Referral of the student to a school attendance review board established pursuant to Education Code 48321 or to the probation department pursuant to Education Code 48263
10. Referral of the student to a truancy mediation program operated by the county's district attorney or probation officer pursuant to Education Code 48260.6

The attendance supervisor shall annually report student attendance data to the Superintendent or designee and the Board of Trustees. Such data shall include, by school, grade level, and each numerically significant student subgroup as defined in Education Code 52052, rates of school attendance, chronic absence in which students are absent on 10 percent or more of the school days in the school year, and dropout.

**Regulation 5113.12: District School Attendance Review Board****Original Adopted Date:** 06/10/2019 | **Last Reviewed Date:** 06/10/2019**Status:** ADOPTED

Upon receiving a referral of a student with attendance and/or behavior problems, a designated member of the school attendance review board (SARB) shall review the case and may meet with school personnel to determine whether the school has provided sufficient information about the student's attendance record or behavior. If the referral is complete and is an appropriate matter for the SARB to consider, the SARB chairperson shall provide written notification to the student's

parents/guardians stating the reasons a referral has been made, explaining the SARB process, advising whether additional information is needed, and describing school-level interventions that have previously been attempted.

The SARB shall meet with the student and his/her parents/guardians, give them an opportunity to present their understanding of the problem, and discuss the school and/or community resources appropriate for the student's circumstances.

Any SARB meeting to consider matters related to an individual student shall be held in closed session unless the parent/guardian requests, in writing, that the meeting be held in open session.

The SARB shall have access to relevant student records, but shall not provide access to others without written consent of the student's parent/guardian. (Education Code 49076)

For the limited purpose of making a proper disposition of the referral of a student, the SARB may issue subpoenas pursuant to Code of Civil Procedure 1985-1997 or may request the juvenile court to issue subpoenas to require the attendance of the student, parents/guardians or other person having control of the student, the school authority referring the student, or any other person who has pertinent or material information concerning the matter. The SARB shall not issue any subpoena that includes a request for production of written materials, but may request a juvenile court to issue such subpoena for the production of written materials. (Education Code 48263, 48321.S)

The SARB shall issue written directives stating the responsibilities of all persons involved, detailed resource referrals, and follow-up dates for the school's reports on the student's progress. The written directives shall include an agreement that the student will attend school or improve classroom behavior as applicable, and shall be signed by the student, his/her parents/guardians, the SARB chairperson, and the Superintendent or designee.

When referred by the SARB, a student may be assigned to a community day school or a county community school. (Education Code 1981, 48662)

At any time, it deems proper, the SARB may require the student or his/her parents/guardians to furnish satisfactory evidence of participation in any available community services that the student or parents/guardians have been directed to use. (Education Code 48263)

Based on progress reports submitted by the school, the SARB may terminate the agreement upon the successful completion of the terms of the agreement, extend the time for completion of the agreement, or schedule another meeting with the student and his/her parents/guardians.

If the student's attendance or behavior problems cannot be resolved by the SARB, or if the student and/or the student's parents/guardians continually and willfully fail to respond to SARB directives or the services provided, the student or parents/guardians shall be referred to the appropriate agency, including law enforcement agencies when necessary. (Education Code 48263, 48290-48291)

**Central Union School District**

**Chronic Absenteeism Percentages by Month 2023-2024**

	Apr-23	May-23	Jun-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24
<b>District</b>	8.40%	9.00%	8.70%	5.60%	5.70%	3.80%	5.00%	5.20%	4.60%	4.80%				
<b>Native American</b>	17.80%	18.30%	16.80%	13.30%	9.60%	7.10%	11.10%	12.70%	11.40%	14.50%				
<b>Akers</b>	5.40%	6.10%	5.80%	4.80%	5.80%	4.10%	5.20%	4.10%	3.70%	4.40%				
<b>Central</b>	21.30%	19.00%	18.30%	15.90%	11.20%	9.70%	13.90%	13.90%	15.20%	16.20%				
<b>Neutra</b>	8.50%	9.50%	8.90%	3.50%	4.80%	1.80%	2.20%	3.80%	2.60%	1.90%				
<b>Stratford</b>	4.90%	6.70%	7.70%	2.10%	2.10%	1.00%	1.30%	2.70%	1.00%	1.00%				

**Average Daily Attendance Percentage by Month 2023-2024**

	Apr-23	May-23	Jun-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24
<b>District</b>	96.00%	95.90%	95.90%	97.80%	97.30%	97.40%	97.20%	97.00%	96.90%	96.80%				
<b>Native American</b>	94.60%	94.50%	94.50%	95.10%	96.40%	96.70%	96.20%	96.00%	95.70%	95.30%				
<b>Akers</b>	96.40%	96.30%	96.30%	98.00%	97.30%	97.20%	97.10%	97.00%	97.10%	97.00%				
<b>Central</b>	94.10%	94.10%	94.10%	94.60%	95.90%	96.00%	95.60%	95.30%	95.00%	94.80%				
<b>Neutra</b>	95.80%	95.70%	95.70%	98.20%	97.40%	97.60%	97.50%	97.30%	97.10%	97.00%				
<b>Stratford</b>	97.20%	96.80%	96.70%	99.10%	98.30%	98.70%	98.10%	97.90%	97.80%	97.50%				

**IEC Meeting**  
**March 19, 2024**

*Title VI Grant*  
*2023 – 2024 Proposed Budget*

	<b><u>Proposed Budget</u></b>	
<b>Personnel.....</b>	<b>\$3,0,202</b>	<b>(48%)</b>
	<b><i>(-\$8,594)</i></b>	
<ul style="list-style-type: none"> <li>● After School Tutoring at the SRR Education Center</li> <li>● Summer School classes</li> <li>● Counseling Services from LHS</li> <li>● Bridge Program – transition for current 8<sup>th</sup> grade students to high school</li> </ul>		
<b>Supplies.....</b>	<b>\$11,955</b>	<b>(19%)</b>
	<b><i>(-\$1,894.87)</i></b>	
<ul style="list-style-type: none"> <li>● Instructional Materials &amp; Supplies</li> <li>● Student Consumables</li> </ul>		
<b>Other Expenditures.....</b>	<b>\$18,246</b>	<b>(29%)</b>
<ul style="list-style-type: none"> <li>● Math Intervention at CUSD</li> <li>● Inspirational Speaker / Field Trip / Student Activities</li> </ul>		
<b>Indirect Cost.....</b>	<b>\$ 2,517</b>	<b>(4%)</b>
<ul style="list-style-type: none"> <li>● Indirect Cost at LUHSD</li> </ul>		
<b>Total Funding-Title VI Grant</b>	<b>\$62,920</b>	<b>(100%)</b>

***(-\$10,488.87)***

**Total Budget Remaining as of 3/11/24: \$52,431.13**





# Lemoore High School Bulletin

LIVE Google DOC- <http://bit.ly/LHSbulletin>  
(Best if viewed on desktop for formatting)

## [School Announcements](#)

**LHS News Video link:** <https://www.youtube.com/watch?v=XbVGpdngIWI>

### **Community Service Opportunity**

If you are still in need of community service hours, there will be an opportunity on March 30<sup>th</sup> to help Lemoore Parks & Recreation with their Easter event. They are looking for students to volunteer from 8:00 am- 1:00 pm to help with the egg hunt, bounce houses, and help with other tasks. If interested, please contact Niyant Upadhyay at [nupadhyay@lemoore.com](mailto:nupadhyay@lemoore.com)

### **Choir 2024-25 school year**

Take your singing from the shower to the stage! If you want the opportunity to make new friends, perform for the school and community, be creative and express yourself, go on trips, and become part of a musical family - then join choir! Simply fill out this google form and follow instructions. <https://forms.gle/y7eCC7q5ibgZXDdj6> You can email or see Ms. H in Room A1 for more information.

### **Tiger Link Crew**

Thinking about next school year already? Well... 1) If you are going to be a Junior or Senior next year, 2) are interested in helping incoming freshmen, and 3) have an extra period where you could help out a geography teacher with 9th graders... then look into Tiger Link Crew. There is a mandatory mtg with Mr. McDonald in the PC this Wednesday during intervention. How do you get invited? Text the number **81010 with the code @ba4ee3** to sign up. Complete ASAP

### **Spring Choir Concert**

Time to celebrate the talented students of the LHS Choir and support live music! The Treble Choir, Baritone Choir, Women's Chorale, and Chamber Singers will be performing their Festival selections. The cast of the "Emma-the Pop Musical" - the LHS Spring Musical - will also be giving a special preview. So, come on out, hear some live music, and have a great time! **March 19th, 2024 @ 7pm** in LHS Auditorium. General admission \$10, Students \$5, Staff and student with gold card are FREE

### **Medical Career Fair**

The California Department of State Hospitals- Coalinga will be having a Career Fair on **Saturday, March 23<sup>rd</sup>** from 10:00 AM-2:00 PM for students that are 17 and older. Please see the flyer [HERE](#) if you would like to register for the event.

## [Student Activities](#)

## MTC

Military Teen Club meeting on **March 20** during lunch in Room 113.

## Art Culture Club

Keep an eye out for a table where Art Culture Club will be selling: keychains made out of beads (range \$1-5) and croc charms at the art building (3 for \$1). They will also be selling stickers around campus for \$2 each, or 3 for \$5. These stickers are of a good quality and were designed by LHS students. Help support their field trip to a museum this year!

## Spring Blood Drive

Good morning LHS students and staff! We will be having our annual Spring Blood Drive on Friday March 22nd, the day before spring break, in the Main Gym.

We will be visiting each English classroom on **March 7th & 8th** to give out information and take student sign-ups. If you are absent during those classroom visits then go to room 15 and sign up with Mrs. Strong or use this bit.ly if you are a sophomore that recently turned 16 years old and are now eligible to help! <https://bit.ly/LHSspringblooddrive>

Appointment times will be delivered a few days before the drive. And the day of the drive don't forget to eat a good breakfast that day as well as bring your ID and signed parent permission slip

## Shamrock Cup



The Tournament of Boys Volleyball Class Teams will take place on **MONDAY March 18th**. It is free for all that want to come watch. Game times are as follows:

- 6:00 Jr vs Soph
- 6:30 Sr vs Fresh
- 7:00 Consolation
- 7:30 Championship
- 8:00 Player vs coaches

## March DRESS UP DAYS: March 3/18-22/24

Monday: "Over the Rainbow": Get ready for the shamrock cup! Wear your class colors

Tuesday: "Lucky Charms": Manifest your dream college to life and show off your favorite college apparel

Wednesday: "Green Out": Wear green and gold  

Thursday: "March Madness": Rhyme without a Reason or Jersey Day! Wear your favorite jersey or dress up with your friends as two things that rhyme — bonus points if it makes zero sense.

Friday: "Spring Snooze": Wear your cozy pajamas to school!

## Seniors

### Disney Grad Nite

The seats on these buses are filled up! For those that have already signed-up please remember:

- 1) Trip date is **Friday May 10th**
- 2) Total cost of trip is \$415

If you have not paid in full, and just did a deposit, here is a reminder of deadlines :

**\$100 payment due by Friday March 15th**

**\$100 payment** (final TOTAL amount) **due by Monday April 15th**

You can either:

- a) At bookkeepers window  
b) <https://lemoorehighschool.myschoolcentral.com>
- 3) ***Purchase DOES NOT guarantee attendance.*** Status of eligibility will be checked several times from the initial day of purchase until the date of the trip. The requirements to purchase a ticket and later attend are outlined in the student handbook. Clearing all bills with the LHS bookkeeper will also be a requirement to attend the trip. Bills will be checked and are expected to be cleared once the trip gets closer.

### **LUHSD Sober Graduation Party**

It's time to purchase your spot! Graduating seniors- you are invited to an all night Sober Grad Party after commencement ceremonies on Thursday, June 6, 2024 from 11pm to 6am the next morning in the Event Center.

Get your **\$20** entry ticket starting March 4th. Prices go up the week of graduation to **\$25**

EVENTS: ★ All Night DJ ★ Hypnotist ★ Food ★ Door Prizes ★ Rockwall ★ Mechanical Bull ★ Table Games ★ Inflatables ★ Video Game Trailer ★ \$2024 Final Prize! ★

Stop by the LHS Bookkeepers Office to buy your ticket or visit the online webstore <https://lemoorehighschool.myschoolcentral.com>

### **West Hills Application Workshop**

West Hills Advisors will be on campus every Monday starting Feb 5th to help Seniors complete their Orientations. Seniors interested in applying should stop in the Library to meet with an Advisor.

### **COS Application Workshop**

COS Advisors will be on campus in the Library on Thursday March 7th and Friday March 15th to help with Applications. Please sign up in the Career Center.

### **Financial Aid Applications**

The deadline to submit the FAFSA is April 2nd! Proof of FAFSA Submission is required in your Senior Portfolio. If you need help, please see Ms. Mitchell in the Career Center.

### **Scholarships**

## **[Our 2023-2024 Community Scholarship Handbook 2024 is open!!](#)**

The handbook will be open **until April 5th. Look through the Handbook and determine which scholarships you qualify for. Be sure to check where to turn in your scholarship and what day it is due!**

The handbook is accessible in the Career Center and on the [College and Career Center Website](#).

Be sure to attach **all** necessary documents to your application before submitting for review.

Our [Tiger Scholarship Bulletin](#) is LIVE and accessible through our [College and Career Website](#). Please visit the Scholarship Page for a list of accessible scholarships, be sure to check for due dates & requirements, then start applying!

### **Honor Cords**

## **Applications for Honor Cords are open for Seniors due March 12th in the Career Center!**

Seniors should apply by filling out the specific Google Form Application for their Industry Sector, read all requirements thoroughly, get Industry Advisor Initials, print and submit to the Career Center **March 12th no later than 4:00PM. (Students may print in the Library)**

Access the Honor Cord Applications at the [College and Career Center website](#).

### **Career Center**

<https://sites.google.com/luhsd.k12.ca.us/careercenter/home>

**Sports:** Please visit MaxPreps website [here](#) to see our upcoming game schedules

### **Ticket purchases for All LHS Sport Games**

Ticket sales for Home Games can be purchased through the GoFan website. Tickets will be scanned off your phone at the entry gate. We can still take payment at the gate though. The link is here <https://gofan.co/app/school/CA9056> but also on the school's athletic webpage.

**LHS Spring Schedules** - Below are the links to the LHS spring sports schedules which are live Google documents and will reflect any updates throughout the spring season. For those that prefer PDFs, I have attached hard copies for you as well.

[LHS Baseball - 2024](#)

[LHS Softball - 2024](#)

[LHS Swim - 2024](#)

[LHS Boys Tennis - 2024](#)

[LHS Track & Field 2024](#)

[LHS Boys Golf - 2024](#)



Central School  
March 2024

**School Activities, Events and Game Days:**

1. March 1 Trimester 2 Report Card/ PFT Physical Fitness Testing (5<sup>th</sup> & 7<sup>th</sup>)
2. March 1 Central Parent Teacher Club (PTC) Meeting @ 8:15am
3. March 4 5<sup>th</sup> Grade to Downing Planetarium/Campus Tour at Fresno State
4. March 4 - 8 Read Across America/Spirit Week (Please See Dress Up Days Schedule)
5. March 5 Lemoore High School Counselors @ Central – Complete Registration
6. March 7 Family Educational Night (Topic: Preventing Youth Substance Use) @ 5pm in Cafeteria
7. March 7 Peach Blossom Festival @ Fresno State (3<sup>rd</sup>- 4<sup>th</sup> Grade Participants - Depart @ 8:30am)
8. March 9 Saturday School
9. March 11-15 Trimester 3 Academic Screener – Kinder thru 8<sup>th</sup> Grades
10. March 14 SARB Meeting @ 8:30am District Presentation Center
11. March 14 Trimester 2 – Attendance Award Incentive Field Trip for Kinder – 4<sup>th</sup> Grades  
(Depart for John's Incredible Pizza in Fresno @ 9:30am)
12. March 15 Muffins with Moms @ 7:30am in the Cafeteria
13. March 18 Parent Spring Academic Walks @ 8:30am
14. March 19 Indian Education Council (IEC) Meeting @ Santa Rosa Rancheria
15. March 20 Trimester 2 Academic/Character Awards  
Kinder - 3rd Grades @ 8:15am in the Cafeteria
16. March 21 Trimester 2 Academic/Character Awards  
8th Grade @ 8:15am in the Cafeteria - 6th & 7th Grades in Classrooms  
4th - 5th, SDC Grades @ 8:45am in the Cafeteria
17. March 21 Trimester 2 – Attendance Award Incentive Field Trip for 5<sup>th</sup> - 8<sup>th</sup> Grades  
(Depart for John's Incredible Pizza Company in Fresno @ 10am)
18. March 22 Storybook Walk #3 – Kindergarten thru 3<sup>rd</sup> Grades @ 8:15am
19. March 22 EARLY RELEASE DAY - 1PM STUDENTS ARE DISMISSED (FRIDAY)
20. March 26-April 1st SPRING BREAK



Centrals Leadership Students 2nd Annual

# "PAWS FOR A PURPOSE" DONATION DRIVE

In support of  
Valley Animal Haven Rescue Facility

"Join us in making a difference for our furry friends at the local animal shelter! Students, bring your donations directly to your teacher between March 11th through March 21st. The class that demonstrates the most generosity will be rewarded with a goody bag!"

We are gladly accepting donations for.....

### Food Items

- Dry Kitten & Cat Food
- Dry Puppy & Dog Food
- Canned Cat Food (No Fishy Flavors Please)
- Canned Dog & Puppy Food

### Enrichment Items

- Blankets & Bath Towels
- Toys (Cat & Dog)
- Treats

### Cleaning Supplies

- Laundry Detergent
- Bleach
- Paper Towels
- Trash Bags (13 Gallon, 33 Gallon, 50 Gallon)
- Newspapers
- Pooper Scoopers
- Puppy Pads
- Cat Litter

### Monetary Items:

- Gifts cards for PetSmart, Walmart, Target, Staples, Lowes, Home Depot, Tractor Supply, Amazon.
- Cash App Mrs. Vargas: \$mrsvargas00
- Venmo Mrs. Vargas: @Martha-Vargas-56





When: Friday, March 15th  
Where: Central School Cafeteria  
Time: 7:20am – 8:00am



# Stratford Elementary School, March Update



## School Events

March 1	National Read Across America Day, Pajama Party! End of Trimester 2
March 5	LHS Registration onsite for 8 <sup>th</sup> Graders
March 8	Report Cards Sent Home
March 9	Saturday School
March 11	Trimester Awards
March 12	Spring Academic Walkthrough
March 14	3 <sup>rd</sup> Grade Farm Day Local SARB
March 15	LHS Tour, 8 <sup>th</sup> grade SPED
Mar 11-22	Spring Academic (iReady) Screener
Mar 18-22	Positive Prevention Curriculum, 8 <sup>th</sup> grade
March 22	1:00PM Early Release Day for Spring Break
Mar 25-29	Spring Break
March 30	Community Easter Egg Hunt

## Upcoming in April

April 5 <sup>th</sup>	Spring Color Run
April 12 <sup>th</sup>	Spring/Graduation Pictures
April 13 <sup>th</sup>	Saturday School
April 18 <sup>th</sup>	Lemoore Track Meet District Academic Walkthrough
April 22 <sup>nd</sup>	CAASPP Assessment Window Opens (Grades 3-8)
April 27 <sup>th</sup>	Saturday School