

MODEL SARB APPLICATION WORKSHOP

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“I don’t have enough time...”

“I don’t know where to begin...”

“Too many other duties as
assigned...”

“The application is too complicated...”

“Who is going to help me?”

“Where do I find data?”

“My SARB isn’t ready yet...”



REDUCING APPLICATION ANXIETY

- The Model School Attendance Review Board (SARB) Recognition Program identifies and recognizes outstanding and innovative results-based school attendance and behavior improvement programs.
- Outstanding SARBS serve as models and mentors for other SARBS in the state which are reducing chronic absenteeism, suspension and expulsion rates, and improving graduation rates.
- **Eligibility Criteria:** The SARB is created and operated according to California *Education Code* Section 48321. SARBS may apply for Model SARB distinction every other year.



MODEL SARB PROGRAM OVERVIEW

<i>Activities</i>	<i>Date/Month</i>
Model SARB Application available	November 2020
Model SARB Application Webinars	November 16, 2021
Applications due to CDE by 4:00pm (online)	February 4, 2022
Applications reviewed and scored	February/March 2022
Notification of winners	March 2022
Recognition Ceremony during CASCWA Conference	May 11-13, 2022

TIMELINE FOR MODEL SARB PROGRAM

Formatting

- 8 ½” by 11” paper
- 12-point Arial font
- Spell out acronym the first time it is used
- Check spelling and grammar

Content Areas

- All Content Areas are **required**
- **Score of 90+/100 to be recognized as Model SARB**

Submission (in order)

- Certification Form
- Content Areas #1-4
- No more than 5 pages of supplemental materials
- Application must be submitted online to CDE by 4:00 pm on 2/4/22

APPLICATION INSTRUCTIONS

Scoring

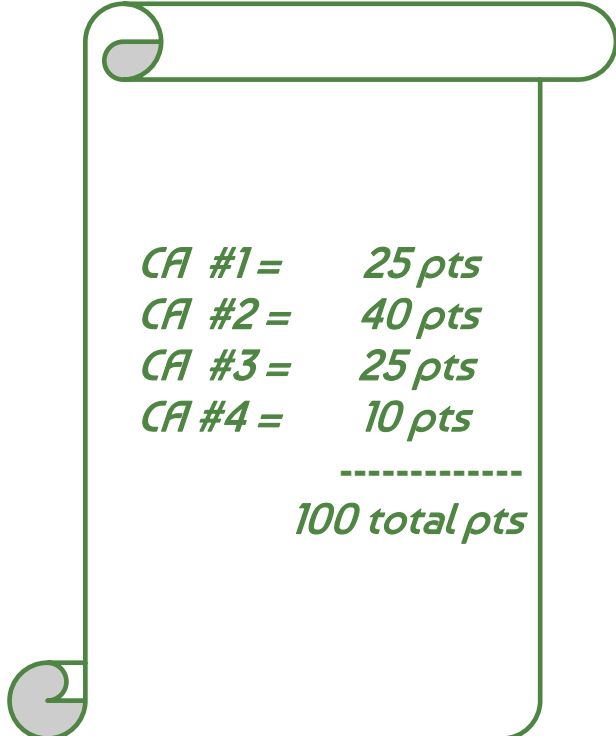
- Content Areas will be scored numerically; fall into categories of “Excellent”, “Adequate” or “Needs Improvement”
- A rating of “Needs Improvement” may result in an application being eliminated from consideration

Approval

- Final Model SARB Candidates will be approved at the subsequent quarterly State SARB meeting

Notification

- Applicants who will be recognized will be contacted by State SARB Chairperson
- Applicants not meeting the criteria will also be notified to discuss areas of improvement and recommend a Model SARB mentor



<i>CA #1 =</i>	<i>25 pts</i>
<i>CA #2 =</i>	<i>40 pts</i>
<i>CA #3 =</i>	<i>25 pts</i>
<i>CA #4 =</i>	<i>10 pts</i>
	<i>-----</i>
	<i>100 total pts</i>

REVIEW AND EVALUATION PROCESS



- Recruit a team to assist with writing the Model SARB application
- Highlight all of the wonderful things that your SARB is doing – this is not the time to be modest!
- You are not competing against other SARBs – you are trying to score 90% or higher on the rubric
- Ask Model SARB mentors for advice 😊

WORDS OF WISDOM

MODEL SARBS

- Alameda USD
- Alhambra USD
- Alvord USD
- Anaheim ESD
- Bakersfield City SD
- Banning USD
- Beaumont USD
- Bellflower/Paramount USD
- Berkeley USD
- Campbell Union SD
- Capistrano USD
- Centinela Valley UHSD
- Centralia ESD
- Charter Oak/Covina Valley USD
- Chino Valley USD
- Chula Vista ESD
- Colton Joint USD
- Corona-Norco USD
- Desert Sands USD



- Downey USD
- **El Dorado COE****
- Escondido USD
- Fairfield-Suisun USD
- Firebaugh-Las Deltas USD
- Fontana USD
- Fremont USD
- Fresno USD
- Glendale USD
- Grossmont UHSD
- Hacienda-La Puente USD
- Hawthorne SD/Wiseburn SD
- Hayward USD
- Hemet USD
- Huntington Beach UHSD
- John Swett USD
- Jurupa USD
- Kern HSD
- Lake Elsinore USD
- Lawndale SD

- Los Angeles USD
- Long Beach USD
- Lucia Mar USD
- McFarland USD
- Montebello USD
- Moreno Valley USD
- Mount Diablo USD
- Murrieta Valley USD
- Napa USD
- Nuvview Union SD
- Ocean View SD
- Orange USD
- Pajaro Valley USD
- Parlier USD
- Pittsburgh USD
- Pleasanton USD
- Pomona USD
- Pittsburg USD
- Redondo Beach USD/
Manhattan Beach USD/
Hermosa Beach SD/
El Segundo USD

- Riverside USD
- Romoland USD
- San Bernardino City SD
- San Diego USD
- San Jacinto USD
- San Juan USD
- San Leandro USD
- San Lorenzo USD
- Sanger USD
- Santa Ana USD
- Santa Paula USD
- **Stanislaus COE ****
- **Sutter COE ****
- Tulare City SD
- Tulare Joint Union HSD
- **Tuolumne CSOS ****
- Twin Rivers USD
- Val Verde USD
- Westminster SD
- William Hart UHSD



CONTENT AREA 1:

- ✓ *Required Content Area*
- ✓ *Maximum of 3 pages*
- ✓ *25 points*

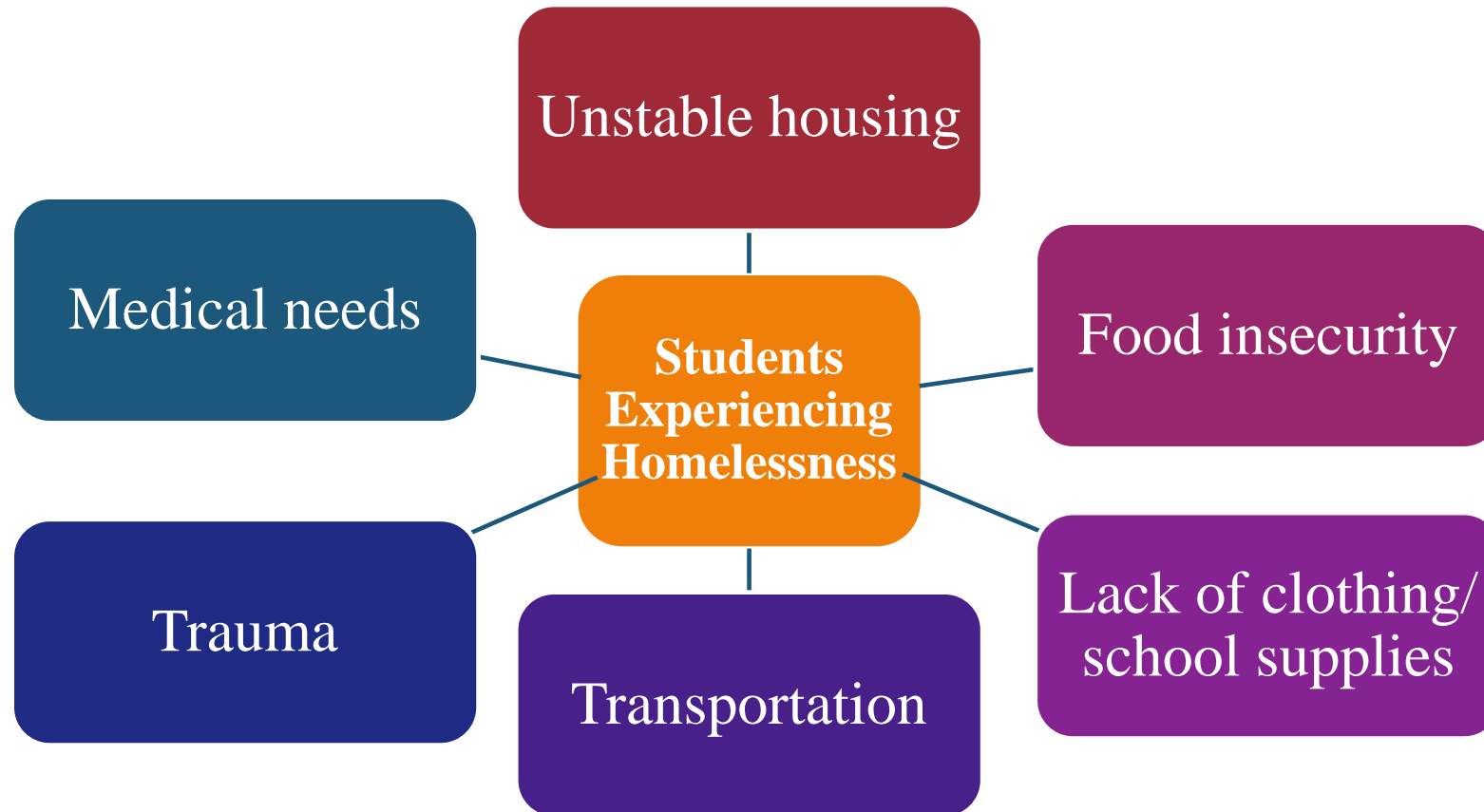


OVERVIEW OF THE SARB PROGRAM

- Include the number of SARBs in the county and the number of districts that participate in county SARB meetings.
- Describe barriers to attendance for all numerically significant student populations in the county. (*see next slide*)
- List and describe the different types of services for high-risk youth in the county, including the appropriate educational options available (such as continuation high schools, community day schools, county community schools, juvenile court schools, or any programs offered through the county office of education [COE] for high-risk youth) and gaps in service.

CONTENT AREA 1: *SPECIFICS*

Describe barriers to attendance for numerically significant student populations (example for students experiencing homelessness):



- Explain how the county SARB uses local SARB data to develop county goals/objectives, provide consultant services, and coordinate SARB activities within the county. This includes identifying patterns and appropriate change efforts to address possible systemic challenges that may undermine student engagement.
- Describe any additional data included in the county SARB report beyond what is required in *EC* Section 48273 and how the data is used to develop countywide strategies to improve school attendance and reduce in-school and out-of-school suspensions.
- Explain how compliance with *EC* Section 48273 is encouraged and provide evidence that local SARBs have complied by attaching a copy of any reports received from local SARBs and also provide a summary of reports received. (*These reports are not counted in the three-page limit for this Content Area Narrative*)

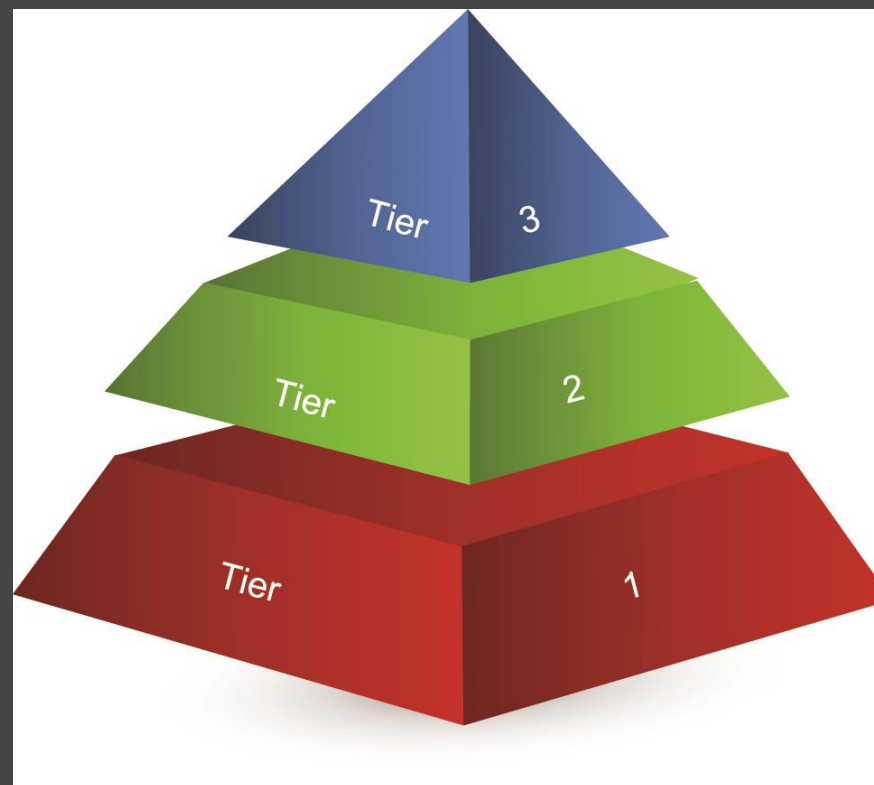
CONTENT AREA 1: *SPECIFICS*

CONTENT AREA 2:

✓ *Required Content Area*

✓ *Maximum 4 pages*

✓ *40 points*



MULTI-TIERED INTERVENTIONS FOR ATTENDANCE

- Provide a detailed description of the training in prevention, early identification, and interventions that are available to any SARBs or districts in the county.
- Explain how the county SARB encourages any local SARBs or districts to use early warning systems to identify students for early intervention.
- County SARBs that do not receive SARB referrals should describe consultant services and training to help districts develop systems for prevention, early identification, and appropriate interventions. County SARBs that do receive SARB referrals should describe the process used for screening referrals.

CONTENT AREA 2: *SPECIFICS*

- Explain how the county SARB coordinates collaborative activities related to prevention, early identification, and appropriate interventions for school districts and county agencies.
- Describe the specific, measurable goals and objectives developed by the COE to meet the needs of high-risk youth with persistent attendance and behavior problems. These goals and objectives can include prevention and intervention activities, as well as goals to reduce dropout or suspension numbers. Discuss the use of other means of correction as responses to behavioral and attendance challenges instead of suspensions and expulsions as provided by *EC* sections 48900(v), 48900(w)(1) and (2), and 48900.5.

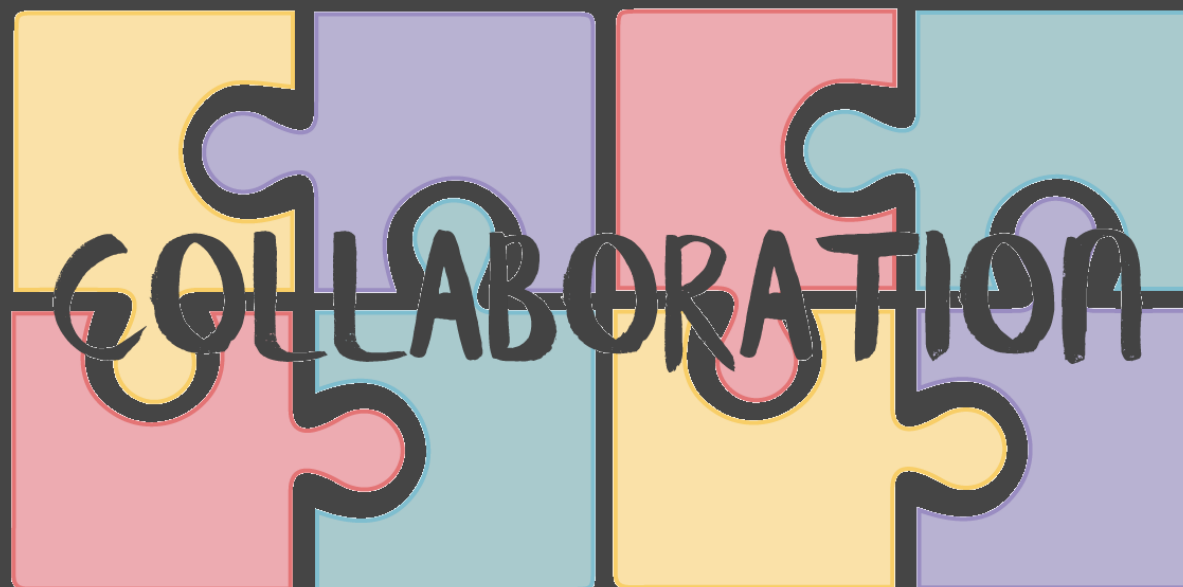
CONTENT AREA 2: *SPECIFICS*

- Describe support given to local SARBs or LEAs to assist students with unique needs, including English learners, pupils with exceptional needs, pupils in foster care, and pupils experiencing homelessness.
- Describe how the COE and the county SARB support the mental health and social and emotional well-being of pupils during the school year including students in the categories mentioned above and those who may face discrimination on the basis of race, ethnicity, religion, gender identity, etc. Describe any professional development that has been or will be provided to staff to address trauma and other impacts of COVID-19 in the county.
- Describe how the COE supports LEAs with professional development and best practices for pupil engagement and outreach when the pupils are not meeting compulsory education requirements or are not completing work in independent study (if applicable)

CONTENT AREA 2: *SPECIFICS*

CONTENT AREA 3:

- ✓ *Required Content Area*
- ✓ *Maximum 3 pages*
- ✓ *25 points*



ATTENDANCE STAFF ROLES & RESPONSIBILITIES: STAFF COLLABORATIONS & QUALIFICATIONS

- Describe how the roles and responsibilities of COE staff tasked with addressing attendance and chronic absenteeism have shifted or expanded during the pandemic.
- Describe how various departments within the COE work collaboratively to identify trends and address challenges that impact overall and student population chronic absenteeism rates.
- Provide a detailed description of how the COE supports LEAs in addressing the social-emotional needs of students, staff and families. Indicate whether additional staff positions have been created or staff roles have been modified within the COE to provide the support.
- Explain how the county SARB works with and encourages collaboration among any local SARBs and agencies in the county by building relationships.

CONTENT AREA 3: *SPECIFICS*

- Provide evidence that school district representatives have been nominated by their governing boards in compliance with *EC* Section 48321(a)(3), and that all other representatives have been appointed by the county board of education.
- Provide evidence that the supervisors of attendance in the county have been lawfully certificated for their work pursuant to *EC* Section 48245.
- Provide evidence that **all representatives** listed in *EC* Section 48321 have been included in the county SARB membership. (*see next slide*)
- Provide at least two lists showing attendance of representatives at two different SARB meetings in the past year as evidence of active member participation.
(*Meeting minutes can be used to provide evidence but are not included in the three-page limit*)

CONTENT AREA 3: *SPECIFICS*

County SARBs **shall** include, but need not be limited to...[EC 48321(a)(2)]

Parent

School District

School
Guidance

County
Superintendent
of Schools

County
Probation

County
Welfare

Law
Enforcement

Community-
based Youth
Services

Child Welfare
and
Attendance

Health Care

Mental Health

District
Attorney

Public
Defender

SARB REPRESENTATION

CONTENT AREA 4:

✓ *Required Content Area*

✓ *Three letters of support*

✓ *10 points*



LETTERS OF SUPPORT

- Include letters of support from districts within the county, as well as letters of support from countywide and local agencies and partners.
- Letters should describe high-quality guidance to local SARBs to improve school attendance and reduce the use of in-school and out-of-school suspensions within the county.
- Letters also should describe the level and type of coordination of dropout prevention activities within the county.
- There is no limit on the number of support letters that may be included with the application for county SARBs.

CONTENT AREA 4: *SPECIFICS*

- County Office Staff
- School District Representatives
- Probation Department
- County Social Services Department
- Law Enforcement Agencies
- Community-based Youth Services Centers
- County Health Departments
- Mental Health Providers



EXAMPLES

- ✓ *Steps to Take*
- ✓ *Contact information*



CLOSING

*Submit application
electronically to CDE
by 4:00pm
on 2/4/22*



STEPS TO TAKE



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