# **Model School Attendance Review Board Application 2023–24**

California Department of Education official seal

**Application Deadline:**

**Friday, January 12, 2024**

**By 4 p.m.**

Educational Options Office

California Department of Education

1430 N Street, Suite 4202

Sacramento, CA 95814

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## Application Information

The Model School Attendance Review Board (SARB) Recognition Program identifies and recognizes multi-tiered school attendance improvement programs at the district or county level. Outstanding and innovative programs chosen for the award will serve as models for other local or county SARBs as well as LEAs in the state that are looking for multi-tiered supportive programs that they could adapt to help improve attendance and reduce chronic absenteeism rates. SARBs that are selected as Model SARBs may be asked to offer sample materials and telephone consultation by school districts and counties in need of technical assistance. Staff from Model SARBs may be asked to participate in future Model SARB Application review and scoring. Model SARBs may also be asked to present Model SARB best practices.

State SARB members recognize that county SARBs often serve a different function than local SARBs. As such, county SARBs are scored differently than local (district) SARBs.

The California Department of Education (CDE) encourages county and local SARBs that meet the eligibility criteria to submit an application to the Model SARB Recognition Program. Model SARBs act as mentors for the year following their award.

## Eligibility Criteria

1. The SARB is operated according to California *Education Code* (*EC*) Section 48321.
2. The SARB prioritizes innovative, supportive, and non-punitive approaches to chronic absenteeism for both students and families.
3. This application package contains the following information:

* Application Information
* Application Instructions
* Application Submission
* Application Review and Evaluation Process
* Application Certification Form (separate form)
* Content Area Narratives
* Reader’s Rubric (separate document)

| **Date** | **Activities** |
| --- | --- |
| October 30, 2023 | Applications available to field |
| January 12, 2024 | Applications due electronically to the CDE by 4 p.m. |
| January–February 2024 | Applications reviewed and scored |
| March 2024 | SARBs notified |
| April 24–26, 2024 | Model SARB Recognition Ceremony Monterey Hyatt Regency, Monterey, CA |

## Application Instructions

This Model SARB Recognition Program Application Packet is available on the CDE [Model SARB Recognition Program](https://www.cde.ca.gov/ls/ai/sb/modelrecognition.asp) web page. Below are the instructions for completing the application:

1. Review all requirements for the 2023–24 Model SARB Recognition Program Application.
2. Complete the Model SARB Recognition Program Application Certification Form.
3. Address **all four required** Content Areas.

* Narrative for Content Area 1 = 25 points (maximum of three single-sided, single-spaced pages)
* Narrative for Content Area 2 = 40 points (maximum of four single-sided, single-spaced pages)
* Narrative for Content Area 3 = 25 points (maximum of three single-sided, single-spaced pages)
* Letters of Support for Content Area 4 = 10 points

1. All written narratives must be completed on 8½- by 11-inch paper (standard size) in 12-point Arial font.
2. Be sure each acronym is spelled out the first time it appears in the submitted application documents.
3. Review all submitted documents included in the application for clerical accuracy to avoid typographical or grammatical errors.
4. Submit the documents in the following order:

* Application Certification Form (Required)
* Narratives for Content Areas 1–3 (Required)
* Letters of Support for Content Area 4 (Required)

**Note:** Applicants submitting their documents in a .zip file entered through the CDE exFiles File Transfer System **will not** **be penalized** for the documents not being in the order outlined above.

1. The Model SARB Application must be submitted electronically to the CDE by

4 p.m. on Friday, January 12, 2024. Applications submitted after the deadline will not be scored.

## Application Submission

Applications **must** be uploaded into the CDE exFiles File Transfer System by 4 p.m. on Friday, January 12, 2024. Applications submitted after the deadline will not be scored. Instructions for naming documents, creating a zip file, naming zip file/PDF document, and uploading zip file/PDF document to the exFiles File Transfer System can be found below.

### Naming Documents

When applicants create the documents, name the documents as described below:

* District Name\_Title of Document
* Examples: Oakland USD\_Certification; Oakland USD\_NarrativeC1; Oakland USD\_NarrataiveC2; Oakland USD\_Letter of Support

**Note:** Make sure that the document names **do not exceed** 30 characters, including blank spaces. It is appropriate to shorten the district’s name, if necessary.

### Creating a .zip File

For applicants’ convenience, instructions are provided on how to create a .zip file for both Windows and MacOS users. See below:

* Zip Files for Windows instructions can be found on the [Microsoft Zip and unzip files](https://support.microsoft.com/en-us/windows/zip-and-unzip-files-8d28fa72-f2f9-712f-67df-f80cf89fd4e5) web page
* Zip Files for MacOS instructions can be found on the [Apple Zip and unzip files and folders on Mac](https://support.apple.com/guide/mac-help/zip-and-unzip-files-and-folders-on-mac-mchlp2528/mac) web page

Applicants may **forego creating a .zip file** and combine all the documents into a single PDF document. If applicants choose to make a single PDF document, use the same naming convention as provided in the “Naming .zip File/PDF Document” instructions below.

### Naming .zip File/PDF Document

When creating the .zip file/PDF document, name the .zip file/PDF document exactly as described below.

* District Name\_County-District-School Code
* Example: Oakland USD\_01612590000000

**Note:** Make sure that the file/document names **do not exceed** 30 characters, including blank spaces. It is appropriate to shorten the district’s name, if necessary.

### Uploading .zip File/PDF Document

Follow the instructions below to complete the upload process into the exFiles File Transfer System for the “2023–24 Model SARB Applications” Project:

1. After creating the .zip file/PDF document and labelling as instructed above, go to the [exFiles File Transfer System](https://www3.cde.ca.gov/exfiles/index.aspx?pid=166).
2. Once arriving at the exFiles File Transfer System web page, the applicant will be prompted to enter the following Project Code: **SARB23app**
3. After entering the Project Code, the applicant will be prompted to enter the following Password: **SARB23app!**
4. Next, the applicant will be asked to select a file to upload. Click the **Choose File** button. Then navigate to the .zip file/PDF document to be uploaded.
5. After selecting the .zip file/PDF document, the applicant will return to the file upload screen. In the description text box, enter the **exact** name of the .zip file/PDF document selected for upload.

**Note:** The name of the .zip file/PDF document selected, and the description **must** be the same.

1. Once applicant has selected the .zip file/PDF document and entered the .zip file/PDF document name into the description text box, click the **Upload File** button.

**Note:** Do not encrypt the file. Do not select a file encryption type or enter anything into the File Encryption Password text box. Just click the **Upload File** button.

1. After applicant clicks “Upload File,” the name of the .zip file/PDF document and the description of the .zip file/PDF document (these should be the same), will be displayed in the File Listings table.
2. Within the File Listings table, a date and time stamp will be displayed next to the .zip file/PDF document name and description of the application.

**Note:** The information displayed in the File Listings table will serve as the applicant’s confirmation receipt. It is highly recommended that applicants print the web page for their records.

The Educational Options Office (EOO) **will not** verify if the .zip file/PDF document submitted contains all the necessary required elements. It is the responsibility of each applicant to ensure their application is completed in full.

If applicants suspect they did not include all required documents, applicants must contact the EOO by email at [cwa@cde.ca.gov](mailto:cwa@cde.ca.gov) and request original submission to be deleted. Once the original submission has been deleted, the applicant must then upload the new .zip file/PDF document in its entirety, prior to the deadline on **Friday, January 12, 2024, at 4 p.m.** Applications submitted after the deadline will not be scored.

If an applicant submits multiple .zip files/PDF documents with only partial information, regardless of whether they comprise all the requirements in the 2023–24 Model SARB Application, they will be considered two separate incomplete applications, and the application will automatically be disqualified from consideration.

## Application Review and Evaluation Process

The Model SARB Recognition Program Applications are reviewed and scored by the State SARB members who are not associated with applicants. This process is directed by the EOO. Scores are based on the Model SARB Recognition Program Readers’ Rubric. Reviewers determine whether the applicant’s program meets the criteria for Model SARBs as outlined in the Content Areas.

Content Areas 1–4 are required due to their importance in the SARB effectiveness. Each written Content Area Narrative will be scored numerically. The State SARB readers will determine the applicant’s rating for each Content Area using the following rubric. The scores will fall into the categories below:

| **Ranking** | **Description** |
| --- | --- |
| Excellent | Each requested component is addressed, and the application includes evidence and specific descriptions of exemplary practices. |
| Adequate | Most components are addressed, and the application includes general evidence and general descriptions of adequate or effective practices. |
| Needs Improvement | Components are not sufficiently addressed, and the application includes minimal or no evidence and/or descriptions of adequate or good practices. |

Content Area Narratives rated “Needs Improvement” may result in an application being eliminated from consideration.

Additional/supplemental materials must not exceed five pages.

The SARB applicants selected for recognition will be contacted by the State SARB Chairperson by email once all applications have been scored and verified.

Applicants not selected for designation as a Model SARB may contact the State SARB Chairperson for feedback on areas for improvement and a connection to a previous Model SARB awardee for additional guidance.

### Local School Attendance Review Boards

#### Content Area 1: Overview of the School Attendance Review Board Program Maximum of three pages (25 points)

An effective SARB needs to analyze the chronic absentee rates, dropout rates, and other data for the numerically significant student populations in the population it serves. Important data to include in the narrative are:

* Percentage of students from numerically significant student populations, as listed in Content Area 1 of the Readers’ Rubric
* Chronic absentee rates for all numerically significant student populations
* Excused vs unexcused absence rates for all numerically significant student populations
* Suspension rates for all numerically significant student populations
* Dropout and graduation rates for all numerically significant student populations

In addition, describe the following:

* The different language groups in the area served by the SARB, and to what extent the SARB membership reflects the diversity of the population it serves.
* The types of translation provided in all communications to parents/guardians/ caregivers. For example, effective SARBs should provide appropriate translation services for meetings and ensure that parents/guardians/caregivers receive all communications and written notices in the language they understand.
* Barriers to attendance, identified reasons for school disconnection, and impact of the COVID-19 pandemic for all numerically significant student populations. Describe how the SARB approaches families through a strength based, asset-driven lens, how the SARB recognizes the impact of the disinvestment in specific communities, and this impacts school connections and education outcomes. Based on these approaches and understandings describe how the SARB engages, communicates, and interacts with students, families, and communities in culturally proficient and an empowerment-oriented way that encourage trust and collaboration to improve education outcomes.
* Specific, measurable goals and objectives developed by the local educational agency (LEA) to strengthen the asset and address unmet needs of youth and families who face high barriers to consistent attendance. 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 improvement and interventions 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.
* Data (such as chronic absentee rates, dropout rates, and data for in-school and out-of-school suspensions and expulsions) that are used to measure the achievement of specific goals and objectives.
* Attach the SARB reports that were submitted to the county superintendent for the last two years*. (These reports are not counted in the three-page limit for this Content Area Narrative.)*

#### Content Area 2: Multi-tiered Interventions for Attendance Maximum of four pages (40 points)

In the years prior to the pandemic, the data submitted to the CDE and published on [DataQuest](https://dq.cde.ca.gov/dataquest/), showed concerning rates of chronic absenteeism and suspensions. The tiers and elements of the SARB process are intended to provide support for students and families so that they feel valued and connected to their school community.

Describe the following:

* The various tiers of support for attendance and who is responsible for activities within each tier of support. Describe how staff implement various prevention and intervention strategies to improve student attendance in the district.
* The referral and early warning systems were used to identify students with irregular attendance, chronic absenteeism, or behavioral challenges.
* How the SARB encourages schools in the district to use the student information system to identify students in need of intervention and/or patterns among numerically significant student populations.
* Professional development that has been provided to staff to address trauma and other impacts of COVID-19 on the school community.
* Additional support that the LEA provides to assist students with unique needs, including English learners, students with exceptional needs, students engaged by the foster care system, and students experiencing homelessness.
* Recognition programs at the school site and district levels for good and improved attendance and positive behavior.
* Procedures to provide timely truancy notifications (*EC* Section 48260.5).
* How the LEA and the SARB engage with students and their parents or guardians, including in languages other than English.
* How the LEA and the SARB monitors and supports the mental health and social and emotional well-being of students during the school year including students in the categories mentioned above and those who face discrimination based on race, ethnicity, religion, gender identity, etc.

#### Content Area 3: Attendance Staff Roles and Responsibilities; School Attendance Review Board Collaboration and Qualifications Maximum of three pages (25 points)

Describe the following:

* New staff positions have been added and/or modifications made to staff roles and responsibilities to ensure that students with attendance or engagement struggles are identified as early as possible. Describe the applicable and culturally proficient support services and interventions provided to students and their families once they have been identified.
* Professional development given to staff for their roles in supporting school attendance for students and their families (if applicable). This includes outreach approaches to families and other key adults as well as supporting direct services to students.
* The person(s) responsible for screening SARB referrals to evaluate the quality of documentation for each case. This individual should ensure that the school and/or LEA has exhausted all other interventions prior to SARB referral.
* Representatives of the SARB and the agencies or organizations they represent. Be sure to show the representation listed in *EC* Section 48321.
* The attendance and commitment of SARB members. Indicate which SARB members meet regularly to combine their expertise and resources to offer support, guidance, and intervention services more effectively for the referred students and families. How do SARB members ensure that supportive services and other positive engagement strategies are prioritized at every stage of the SARB process? How are the unique experiences of and specialized expertise of SARB members maximized to support students and their families?
* The process used by the county board of education to certify the supervisor of attendance pursuant to *EC* Section 48245.
* How the SARB members work collaboratively to diagnose problems, recommend solutions, and conduct follow-up. Give specific examples of collaboration for individual attendance or behavior problems, as well as identifying patterns and appropriate change efforts to address possible systemic challenges that may impact student engagement.

#### Content Area 4: Three Letters of Support (10 Points)

Letters of support must reflect diverse perspectives and must cover a variety of aspects of the SARB process. The SARB process includes more than the intensive services provided by the SARB and the SARB meetings; it also includes the interventions by the school which **precedes** the SARB meetings.

Provide **at least three letters of support** for the local SARB Program.

* Two letters of support must be from people who have participated directly in the SARB process. These letters must come from people who **are not** employees of a school district, such as parents/guardians/caregivers, current and former students, or community partners.
* At least one letter should describe the School Attendance Review Teams, Student Success Teams, or any other site-level teams that provide guidance to students and parents/guardians/caregivers. Letters should describe team attempts with the student and parents/guardians/caregivers to resolve attendance and behavior problems before a SARB meeting is held.
* At least one letter should describe actions and interventions recommended or carried out by the SARB panel.
* At least one letter should describe a school or district reward system to recognize students with improved attendance or behavior.

### County School Attendance Review Boards

#### Content Area 1: Overview of the School Attendance Review Board Maximum of three pages (25 points)

* 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.
* 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.
* Explain how the county SARB uses the local SARB data to develop county goals/objectives, provide consultant services, and coordinate the 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 the local SARBs have complied by attaching a copy of any reports received from the local SARBs and provide a summary of reports received. *(These reports are not counted in the three-page limit for this Content Area Narrative.)*
* The different language groups in the area served by the SARB within the county, and to what extent the county SARB membership reflects the diversity of the population it serves.
* Barriers to attendance, identified reasons for school disconnection, and impact of the COVID 19 pandemic for all numerically significant student populations. Describe how the county SARB families through a strength based, asset-driven lens, how the SARB recognizes the impact of the disinvestment in specific communities, and how this impacts school connections and education outcomes.

Content Area 2: Multi-tiered Interventions for Attendance  
Maximum of four pages (40 points)

* 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.
* 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.
* Describe support given to the local SARBs or the 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 based on 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 and the county SARB support the use of nonpunitive approaches in addressing issues that can contribute to chronic absenteeism.

#### Content Area 3: Attendance Staff Roles and Responsibilities School Attendance Review Board Collaboration and Qualifications Maximum of three pages (25 points)

* Describe how the roles and responsibilities of the COE staff tasked with addressing attendance and chronic absenteeism have shifted or expanded 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 the 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.
* 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.
* 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.)*
* The attendance and commitment of the SARB members. Indicate which SARB members meet regularly to combine their expertise and resources to offer support, guidance, and intervention services more effectively for the referred students and families. How do the SARB members ensure that supportive services and other positive engagement strategies are prioritized at every stage of the SARB process? How are the unique experiences of and specialized expertise of SARB members maximized to support students and their families?

#### Content Area 4: Three Letters of Support (10 Points)

* 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 the local SARBs to improve school attendance and reduce the use of in-school and out-of-school suspensions within the county.
* Letters could be from probation departments, county social service departments, law enforcement agencies, community-based youth service centers, county health departments, or mental health providers that provide high-quality guidance to the local districts.
* 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 the county SARBs.