# Readers’ Rubrics for Local School Attendance Review Boards and County School Attendance Review Boards

While Content Area 1 addresses significant student groups for both local and county School Attendance Review Boards (SARBs), other aspects of the rubric vary between local SARBs and county SARBs because both types of SARBs have distinct functions in different counties. The first content area rubric listed applies to local SARBs and the next content area rubric applies to county SARBs. When reading Model SARB applications, it is important to note if the application is from a local SARB or a county SARB and to use the appropriate rubric for each content area.

**Population Served by Local or County SARB Programs that should include if Significant in Content Area 1**

Recognized subgroups in California are:

* African American
* American Indian or Alaska Native
* Asian
* Filipino
* Hispanic or Latino
* Native Hawaiian or Pacific Islander
* White
* Two or more races
* Socioeconomically disadvantaged
* English learners
* Students with disabilities
* Foster youth
* Homeless youth

**Note**: These student groups are not always numerically significant enough for reporting data in some schools or districts. Local and county SARBs only report numerically significant subgroups.

[Local School Attendance Review Board](#localsarb)

[County School Attendance Review Board](#countysarb)

## Content Area 1: Overview of the Local School Attendance Review Board Program

**Maximum of three pages (25 Points)**

### Excellent (20–25 points)

* The applicant used the numerically significant student groups above in responding to Content Area I questions. The applicant not only identifies the numerically significant student groups of the population served by the local educational agency (LEA) and the percentage of each student group in the student population, but also provides all the following data for each numerically significant subgroup:
  + Chronic absenteeism rates
  + Excused and unexcused absence rates
  + Suspension rates
  + Dropout rates
  + Graduation rates
* The applicant specifically identifies each significant language group in the area served by the SARB and to what extent the SARB membership reflects the diversity of the population it serves.
* The applicant fully describes the types of translation provided in all communications to parents, guardians, or caregivers. For example, the applicant describes translation at meetings, as well as how parents, guardians, or caregivers receive all communications and written notices in the language they understand.
* The applicant fully describes barriers to attendance, identified reasons for school disconnection, and the impact of the COVID-19 pandemic for all the numerically significant high-risk student groups. The applicant also explains how the SARB communicates and interacts in a culturally proficient and empowerment-oriented way.
* The applicant specifically describes specific, measurable goals, and objectives developed by the LEA to strengthen the asset and address unmet needs of youth and families who face barriers to consistent attendance. These goals and objectives include prevention and intervention activities, as well as goals to reduce dropout or suspension numbers.
* The applicant specifically discusses the use of other means of improvement and interventions as responses to behavioral and attendance challenges, instead of responding with suspensions and expulsions.
* The applicant specifically describes the connection of using data to achieve specific goals and objectives, (such as chronic absenteeism rates, dropout rates, and data for in-school and out-of-school suspensions or expulsions).
* The applicant attached the SARB reports submitted to the county superintendent for the last two years. (The inclusion of the SARB reports is in addition to the three-page limit. Therefore, the inclusion of the reports will result in the applicant exceeding the three-page requirement for the Content Area 1 narrative).

### Adequate (13–19 points)

* The applicant identifies the numerically significant student groups of the population served by the SARB, and provides most of the following data for each subgroup:
  + Chronic absenteeism rates
  + Excused and unexcused absence rates
  + Suspension rates
  + Dropout rates
  + Graduation rates
* The applicant provides a general description of the different language groups in the area served by the SARB and gives a general description of how the SARB membership reflects the numerically significant subgroups in the student population.
* The applicant provides a general description of the type(s) of translation provided in all communication (letters, phone calls, conferences) when the students, parents, guardians, or caregivers are English learners.
* The applicant generally describes barriers to attendance, identified reasons for school disconnection, and the impact of the COVID-19 pandemic for some of the numerically significant high-risk subgroups. The applicant provides a general description of how the SARB communicates effectively in a culturally proficient and empowerment-oriented way.
* The applicant generally describes goals and objectives developed by the LEA to strengthen the asset and address unmet needs of youth and families who face barriers to consistent attendance. These goals and objectives may include prevention and intervention activities, as well as goals to reduce dropout or suspension numbers.
* The applicant generally discusses the use of other means of improvement and interventions as responses to behavioral and attendance challenges, instead of responding with suspensions and expulsions.
* The applicant generally describes the connection of using data to achieve specific goals and objectives, (such as chronic absenteeism rates, dropout rates, and data for in-school and out-of-school suspensions or expulsions).
* The applicant attached the SARB reports submitted to the county superintendent for the previous school year.

### Needs Improvement (0–12 points)

* The applicant fails to identify all the numerically significant subgroups of the population served by the SARB, and provides incomplete data for one or more of the following:
  + Graduation rates
  + Excused and unexcused absence rates
  + Dropout rates
  + Suspension rates
  + Chronic absentee rates
* The applicant provides a minimal description of the different language groups in the area served by the SARB. Applicant minimally describes how the SARB membership reflects the numerically significant subgroups in the student population.
* The applicant provides minimal description of the type(s) of translation provided in all communication (letters, phone calls, conferences) when the students, parents, guardians, or caregivers are English learners.
* The applicant minimally describes any barriers to attendance, identified reasons for school disconnection, and the impact of the pandemic for numerically significant high-risk subgroups. The applicant provides a minimal description of how the SARB communicates effectively in a culturallyproficient and empowerment-oriented way.
* The applicant minimally describes goals and objectives developed by the LEA to strengthen the asset and address unmet needs of youth and families who face barriers to consistent attendance. These goals and objectives may include prevention and intervention activities, as well as goals to reduce dropout or suspension numbers.
* The applicant minimally discusses the use of other means of correction in responding improvement and interventions as responses to behavioral and attendance challenges, instead of responding with suspensions and expulsions.
* The applicant minimally describes the connection of using data to achieve specific goals and objectives, (such as chronic absenteeism rates, dropout rates, and data for in-school and out-of-school suspensions or expulsions).
* The applicant fails to supply the SARB reports submitted to the county superintendent.

## Content Area 2: Local School Attendance Review Board Multi-Tiered Interventions for Attendance

**Maximum of four pages (40 points)**

### Excellent (35–40 points)

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

### Adequate (20–34 points)

* The applicant generally describes tiers of support for attendance and who is responsible for activities within each tier of support. The applicant describes how the staff implement various prevention and intervention strategies to improve student attendance in the district.
* The applicant generally describes the referral and early warning systems used to identify the students with irregular attendance, chronic absenteeism, or behavioral challenges.
* The applicant generally describes how the SARB, or the district leadership encourages the schools in the district to use their student information system to identify the students in need of intervention and/or chronic absenteeism patterns among numerically significant populations.
* The applicant generally describes professional development provided to the staff to address trauma and other impacts of COVID-19 on the school community.
* The applicant fully describes additional supports that the LEA provides to assist the students with unique needs, including English learners, pupils with exceptional needs, pupils in foster care, and pupils experiencing homelessness.
* The applicant provides a general description of recognition programs for good and improved attendance and positive behavior.
* The applicant generally describes procedures regarding truancy notifications.
* The applicant generally describes how both the LEA and the SARB engage with the students, parents, guardians, or caregivers in languages other than English.
* The applicant generally describes how the LEA and the SARB monitor and support the mental health and social and emotional well-being of the students during the school year including the students in the categories mentioned above and those who face discrimination based on race, ethnicity, religion, gender identity, etc.

### Needs Improvement (0–19 points)

* The applicant minimally describes tiers of support for attendance and who is responsible for activities within each tier of support. The applicant minimally describes how the staff implement various prevention and intervention strategies to improve student attendance in the district.
* The applicant minimally describes the referral and early warning systems used to identify the students with irregular attendance, chronic absenteeism, or behavioral challenges.
* The applicant minimally describes how the SARB, or the district leadership encourages the schools in the district to use their student information system to identify students in need of intervention and/or chronic absenteeism patterns among numerically significant populations.
* The applicant minimally describes professional development provided to the staff to address trauma and other impacts of COVID-19 on the school community.
* The applicant minimally describes additional supports that the LEA provides to assist the students with unique needs, including English learners, pupils with exceptional needs, pupils in foster care, and pupils experiencing homelessness.
* The applicant provides a minimal description of recognition programs for good and improved attendance and positive behavior.
* The applicant minimally describes procedures regarding truancy notifications.
* The applicant minimally describes how both the LEA and the SARB provide outreach to engage with the students, parents, guardians, or caregivers in languages other than English.
* The applicant minimally describes how the LEA and the SARB monitor and support the mental health and social and emotional well-being of the students during the school year including the students in the categories mentioned above and those who face discrimination based on race, ethnicity, religion, gender identity, etc.

## Content Area 3: Local School Attendance Review Board Attendance Staff Roles and Responsibilities; School Attendance Review Board Collaboration and Qualifications

**Maximum of three pages (25 points)**

### Excellent (20–25 points)

* The applicant fully describes the addition of the new staff positions and/or modifications made to staff roles and responsibilities to ensure early identification of the students with attendance problems. The applicant lists the applicable support services and interventions provided.
* The applicant fully describes professional development given to the staff for their roles in supporting school attendance for in-person students and independent study students (if applicable). This includes outreach approaches to families and other key adults, as well as supporting direct services to the students.
* The applicant identifies the person(s) responsible for screening the SARB referrals to evaluate the quality of the documentation for each case. This includes a description of how this individual ensures that the school has exhausted all other interventions prior to the SARB referral.
* The applicant identifies the representatives of the SARB and the agencies or organizations they represent. The applicant shows that the representation on the SARB is consistent with the representation listed in *EC* Section 48321.
* The applicant fully describes the attendance and commitment of the SARB members. The applicant indicates which SARB members meet regularly to combine their expertise and resources to offer support, guidance, and intervention services more effectively for referred students and families. For example, the applicant explained the utilization of special education representatives for cases involving students with exceptional needs. Applicant fully describes how the SARB members ensure that supportive services and other positive engagement strategies are prioritized throughout the SARB process.
* The applicant fully describes the roles and qualifications of members serving on the SARB, including specialists assigned to perform case management services for students and parents/guardians/and caregivers.
* The applicant fully describes the process used by the county board of education to certify the supervisors of attendance pursuant to *EC* Section 48245.
* The applicant fully describes how the SARB members work collaboratively to diagnose problems, recommend solutions, and conduct follow-up. The applicant gives 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.

### Adequate (13–19 points)

* The applicant provides a general description of the new staff positions added and/or modifications made to staff rules and responsibilities to ensure early identification of students with attendance problems or participation problems. The applicants’ support services and interventions relative to the barriers to attendance faced by the students.
* Professional development given to the staff for their roles in supporting in-person students and independent study students (if applicable) seems limited. Outreach approaches to families and other key adults as well as direct support to the students do not appear robust.
* It is unclear who is responsible for screening the SARB referrals to evaluate the quality of documentation for each case. It is uncertain who ensures that the school has exhausted all other interventions prior to the SARB referral or what authority the assigned person has in the district.
* The description of the representatives of the SARB and the agencies or organizations they represent is incomplete or lacking specificity. It does not seem to be consistent with the representation identified in *EC* Section 48321.
* There is a lack of information about the attendance or commitment of the SARB members. It is uncertain or not specified which SARB members meet regularly to combine their expertise and resources to offer support, guidance, and intervention services more effectively for referred students and families.
* The applicant description of the roles and qualifications of members serving on the SARB, including specialists assigned to perform case management, is not specific. The applicant did not provide the qualifications, e.g., degrees, credentials, or licenses of the SARB members.
* The applicant did not fully define the process used by the county board of education to certify the supervisor of attendance.
* The applicant did not provide any specific description of how the SARB members work collaboratively to diagnose problems, recommend solutions, or provide follow up.

### Needs Improvement (0–12 points)

* The applicant provides only a minimal description of the new staff positions or modifications made to staff roles and responsibilities that have shifted to ensure early identification of students with attendance or participation problems. The applicant lists minimal applicable support services or interventions that have been adapted for the new circumstances.
* The applicant did not provide or minimally described the provision of professional development given to the staff to support school attendance for in-person attendance or for independent study students (if applicable).
* The applicant did not identify who screens the SARB referrals to evaluate the quality of documentation for each case.
* Representatives on the SARB are not consistent with the representation identified in *EC* Section 48321.
* There is no evidence for the attendance and commitment of the SARB members. There is no indication of which SARB members meet regularly and which serve on an as-needed basis.
* The certification process used for the supervisor of attendance was minimally described.
* There are no specific examples of collaboration for how the SARB members have diagnosed problems, recommended solutions, or conducted follow-up.

## Content Area 4: Three Letters of Support for Local School Attendance Review Board

**No maximum number of pages (10 points)**

### Excellent (9–10 points)

* The applicant provides at least three letters of support for the local SARB program.
* The applicant provides two detailed letters of support from people who have participated directly in the SARB process and are not employees of a school district, such as parents, guardians, caregivers, current and former students, and community partners.
* The applicant provides one detailed letter describing the School Attendance Review Teams, Student Success Teams, or any other site-level teams that provide guidance to students, parents, guardians, caregivers, current or former students, and community partners.
* The applicant provides at least one letter of support that provides a detailed description of a reward system to recognize students with improved attendance and behavior. Prior to holding a SARB meeting, the student, parents, guardians, and caregivers receive a letter which describes team attempts to resolve attendance or behavior problems.
* The applicant provides at least one letter of support that describes actions and interventions recommended or conducted by the SARB panel.
* At least one letter should fully describe a school or district reward system to recognize the students with improved attendance or behavior.

### Adequate (7–8 points)

* The applicant provides two letters of support with general descriptions that reflect diverse perspectives and cover a variety of aspects of the SARB process. The letters describe the qualities of the SARB.
* The applicant provides two general letters of support from people who have participated directly in the SARB process and are not employees of a school district, such as such as parents, guardians, caregivers, current and former students, and community partners.
* The applicant provides one or more general letters of support describing interventions completed prior to the SARB, as well as actions recommended or conducted by the SARB panel.
* The applicant provides a letter of support that provides a general description of a reward system to recognize the students with improved attendance and behavior.

### Needs Improvement (0–6 points)

* The applicant provides one letter of support with minimal descriptions that reflect diverse perspectives and covers a variety of aspects of the SARB process. The letter minimally describes the qualities of the SARB.
* The applicant fails to provide letters of support from people who have participated directly in the SARB process and are not employees of a school district, such as parents, guardians, caregivers, current and former students, and community partners.
* The applicant provides no letters of support that describe interventions completed prior to the SARB, as well as actions recommended or conducted by the SARB panel.
* The applicant provides a letter of support that provides a minimal description or fails to describe a reward system to recognize the students with improved attendance and behavior.

## Content Area 1: Overview of the County School Attendance Review Board Program

**Maximum of three pages (25 points)**

The applicants use the numerically significant student groups in the county when responding to these questions about the county SARB program.

### Excellent (20–25 points)

* For county SARBs, applicants include the number of local SARBs in the county and the number of districts that participate in the county SARB meetings.
* The county SARB includes a detailed list of the different types of services for the high-risk youth in the county. This includes any appropriate educational options (such as continuation high schools, community day schools, juvenile court schools, or any other programs offered through the county offices of education [COE] for high-risk youth). The applicant fully identified and addressed gaps in the service.
* The applicant fully explains how the county SARB uses the local SARB data to develop county goals and objectives, provide consultant services, and coordinate the SARB activities within the county. This includes identifying chronic absenteeism patterns and appropriate change efforts to address possible systemic challenges that may undermine student engagement.
* Beyond the requirements in *EC* Section 48273, the applicant fully describes any additional data included in the county SARB report and how the data determined the development of countywide strategies to improve school attendance and reduce in-school and out-of-school suspensions.
* The applicant explains how the local SARBs comply with *EC* Section 48273 and provides written evidence that the local SARBs have complied by attaching a copy of any reports received from the local SARBs and the provision of a summary of reports received. (The inclusion of the reports does not affect the three-page limit for this Content Area Narrative, and the applicant submission will exceed three pages).
* The applicant fully describes 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.
* The applicant fully describes barriers to attendance, identified reasons for school disconnection, and impact of the COVID-19 pandemic for all the numerically significant student populations. The applicant fully describes 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.

### Adequate (13–19 points)

* For county SARBs, applicant fails to identify one or more SARBs in the county or fails to identify all the districts that participate in the county SARB.
* The county SARB includes a general list of the different types of services for the high-risk youth in the county, including any appropriate educational options. The applicant identified some gaps in service.
* The applicant generally explains how the county SARB uses the local SARB data to develop county goals and objectives, provide consultant services, and coordinate SARB activities within the county. This includes identifying chronic absenteeism patterns and appropriate change efforts to address possible systemic challenges that may undermine student engagement.
* The applicant did not specify the information and its purpose used in the SARB reports provided to the county superintendent.
* The applicant generally explains how the local SARBs comply with *EC* Section 48273 and provides written evidence that the local SARBs have complied by attaching a copy of any reports received from the local SARBs and the provision of a summary of reports received. (The inclusion of the reports does not affect the three-page limit for this Content Area Narrative, and the applicant submission will exceed three pages).
* The applicant minimally describes 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.
* The applicant generally describes barriers to attendance, identified reasons for school disconnection, and impact of the COVID-19 pandemic for all numerically significant student populations. The applicant minimally describes 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.

### Needs Improvement (0–12 points)

* The county SARB applicant includes the specific number of the participating SARBs in the county, but the number of districts that participate in the county SARB is less than optimal.
* The county SARB includes a minimal list or fails to include a list of the different types of services for the high-risk youth in the county. This includes any appropriate educational options to serve high-risk youth.
* The applicant minimally explains how the county SARB uses local SARB data to develop county/goals and objectives, provide consultant services, and coordinate SARB activities within the county. This includes identifying chronic absenteeism patterns and appropriate change efforts to address possible systemic challenges that may undermine student engagement.
* The applicant did not include Information about the use of SARB reports to the county superintendent and or it is not specific.
* The applicant minimally describes 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.
* The applicant fails to adequately describe barriers to attendance, identified reasons for school disconnection, and impact of the COVID-19 pandemic for all numerically significant student groups in the county.

## Content Area 2: County School Attendance Review Board Multi-Tiered Interventions for Attendance

**Maximum of four pages (40 points)**

### Excellent (35–40 points)

* The applicant provides a detailed description of the training in prevention, early identification, and interventions that are available to any SARBs or districts in the county.
* The applicant fully explains how the county SARB encourages any local SARBs or districts to use early warning systems to identify students for early intervention.
* The applicant county SARBs that do not receive SARB referrals fully describe consultant services and training to help districts develop systems for prevention, early identification, and appropriate interventions. County SARBs that do receive SARB referrals fully describe the process used for screening referrals.
* The applicant fully explains how the county SARB coordinates collaborative activities related to prevention, early identification, and appropriate interventions for the school districts and the county agencies.
* The applicant fully describes the specific, measurable goals and objectives developed by the COE to meet the needs of the high-risk youth with persistent attendance or behavior problems. These goals and objectives can include prevention and intervention activities, as well as goals to reduce dropout or suspension rates. The applicant discusses other means of correction as responses to behavioral and attendance challenges instead of suspensions and expulsions.
* The applicant fully describes the specific support provided to local SARBs or LEAs to assist the students with unique needs, including English learners, pupils with exceptional needs, pupils in foster care, and pupils experiencing homelessness.
* The applicant fully describes how the COE, and the county SARB provides specific support for the mental health and social and emotional well-being of pupils during the school year, including in the categories mentioned above and those who may face discrimination based on race, ethnicity, religion, gender identity, etc. The applicant provides a clear description of current and future professional development provided to staff to address trauma and other impacts of COVID-19 in the county.
* The applicant fully describes how the COE and the county SARB support the use of nonpunitive approaches in addressing issues that can contribute to chronic absenteeism.

### Adequate (20–34 points)

* The applicant gives a general description of the training in prevention, early identification, and interventions that are available to any SARBs or districts in the county.
* The applicant provides a general description of how the county SARB encourages any local SARBs or districts to use early warning systems to identify students for early intervention.
* For applicants that do not receive SARB referrals, there is a vague description of consultant services and training provided to help districts develop systems for prevention, early identification, and appropriate interventions. For applicants that do receive SARB referrals, there is a vague process used for screening referrals.
* The applicant generally explains how the county SARB coordinates collaborative activities related to prevention, early identification, and appropriate interventions for school districts and county agencies.
* The applicant provides general or vague goals and objectives developed by the COE to meet the needs of the high-risk youth with persistent attendance or behavioral challenges. These goals and objectives do not include goals to reduce dropout or suspension numbers. The applicant fails to discuss the use of other means of correction as responses to behavioral and attendance challenges instead of suspension or expulsions.
* The applicant provides a vague or general description of support given to the local SARBs or the LEAs to assist the students with unique needs, including English learners, pupils with exceptional needs, pupils in foster care, and pupils experiencing homelessness.
* The applicant fails to describe a strong system of the COE or the county SARB support for the mental health and social and emotional well-being of pupils during the school year, including in the categories mentioned above and those who may face discrimination based on race, ethnicity, religion, or gender identity. The applicant provides a general description of any professional development for the staff to address trauma and other impacts of COVID-19 in the county.
* The applicant generally describes how the COE and the county SARB support the use of nonpunitive approaches in addressing issues that can contribute to chronic absenteeism.

### Needs Improvement (0–19 points)

* The applicant gives a minimal description of the training in prevention, early identification, and interventions that are available to any SARBs or districts in the county.
* The applicant provides a weak description of how the county SARB encourages any local SARBs or districts to use early warning systems to identify students for early intervention.
* For applicants that do not receive SARB referrals, there is a weak description of the consultant services and training provided to help the districts develop systems for prevention, early identification, and appropriate interventions. For applicants that do receive SARB referrals, there is a weak process used for screening referrals.
* Applicant minimally explains how the county SARB coordinates collaborative activities related to prevention, early identification, and appropriate interventions for the school districts and the county agencies.
* The applicant minimally describes support given to the local SARBs or the LEAs during the pandemic to assist the students with unique needs, including English learners, pupils with exceptional needs, pupils in foster care, and pupils experiencing homelessness.
* The applicant fails to address many of the required descriptions of activities to support the LEAs in the county.
* The applicant minimally describes how the COE and the county SARB support the mental health and social and emotional well-being of the pupils during the school year, including current or future professional development provided to the staff to address trauma and other impacts of COVID-19 in the county.
* The applicant minimally describes 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: County School Attendance Review Board Attendance Staff Roles and Responsibilities; School Attendance Review Board Collaboration and Qualifications

**Maximum of three pages (25 points)**

### Excellent (20–25 points)

* The applicant fully describes how the roles and responsibilities of the COE staff tasked with addressing attendance and chronic absenteeism have shifted or expanded during the pandemic.
* The applicant fully describes how various departments with the COE work collaboratively to identify various trends and challenges that impact overall and student group chronic absenteeism rates.
* The applicant provides a detailed description of how the COE supports the LEAs in addressing the social-emotional needs of the students, staff, and families. The applicant indicated the creation or modification of additional staff positions or staff roles within the COE to provide the support.
* The applicant fully explains how the county SARB works and encourages collaboration among any local SARBs and agencies in the county by building relationships.
* The applicant provides evidence of the nomination of school district representatives by their governing boards in compliance with *EC* Section 48321(a)(3), and the appointment of other representatives by the county board of education.
* The applicant provides evidence the county certified the supervisors of attendance pursuant to *EC* Section 48245.
* The applicant provides evidence of county invitation of SARB membership to all representatives listed in *EC* Section 48321.
* The applicant provides 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 applicant fully explains the attendance and commitment of the SARB members, indicating 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. The applicant fully describes how the SARB members ensure that supportive services and other positive engagement strategies are prioritized at every stage of the SARB process.

### Adequate (13–19 points)

* The applicant gives a general description of how the roles and responsibilities of COE staff tasked with addressing attendance and chronic absenteeism have shifted or expanded during the pandemic.
* The applicant provides a vague description of how the various departments within the COE work collaboratively to identify trends and address challenges that impact overall and student group chronic absenteeism rates.
* The applicant provides a general description of how the COE supports the LEAs in addressing the social-emotional needs of the students, staff, and families. The applicant fails to indicate the staff positions and staff roles created or modified within the COE to provide the support.
* The applicant only vaguely explains how the county SARB works and encourages collaboration among any local SARBs and agencies in the county by building relationships.
* The applicant fails to provide evidence of the nomination of school district representatives by their governing boards in compliance with *EC* Section 48321(a)(3), and the county board of education appointed other representatives.
* The applicant did not provide evidence that the county certified supervisors of attendance for their work pursuant to *EC* Section 48245.
* The applicant did not provide evidence that all representatives listed in *EC* Section 48321 received invitation to the county SARB membership.
* The applicant provides at least one list showing attendance of representatives at one SARB meeting 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 applicant generally explains the attendance and commitment of the SARB members, indicating 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. The applicant generally describes how the SARB members ensure that supportive services and other positive engagement strategies are prioritized at every stage of the SARB process.

### Needs Improvement (0–12 points)

* The applicant minimally describes how the roles and responsibilities of the COE staff tasked with addressing attendance and chronic absenteeism have shifted or expanded during the pandemic. A few significant changes are described by the applicant.
* The applicants do not show significant collaboration within the COE to identify and address trends and challenges that impact overall attendance and student group chronic absenteeism rates.
* The applicant fails to show how the COE supports the LEAs in addressing the social-emotional needs of the students, staff, or families. It is unclear whether any additional staff positions have been created or staff roles modified within the COE to provide necessary support.
* The applicant fails to show how the county SARB works with or encourages collaboration among any local SARBs and agencies in the community by building relationships.
* The applicant fails to provide evidence of the nomination of school district representatives by their governing boards in compliance with *EC* Section 48321(a)(3), and the county board of education appointed other representatives.
* The applicant did not provide evidence of county certification for the supervisors of attendance for their work pursuant to *EC* Section 48245.
* The applicant did not provide evidence that all representatives listed in *EC* Section 48321 received invitation to the county SARB membership.
* The applicant did not provide a list showing attendance of representatives at any SARB meetings in the past year.
* The applicant minimally explains the attendance and commitment of the SARB members, indicating 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. The applicant minimally describes how the SARB members ensure that supportive services and other positive engagement strategies are prioritized at every stage of the SARB process.

## Content Area 4: Three Letters of Support for County School Attendance Review Board

**No maximum number of pages (10 points)**

### Excellent (9–10 points)

* For county SARBs, the applicants submit at least three detailed letters of support from districts within the county, as well as letters of support from county agencies and partners. The letters fully describe the guidance provided to the local SARBs to improve school attendance, reduce the use of out-of-school suspensions, and describe the level and type of coordination of dropout prevention activities within the county.
* Letters describe high-quality guidance to the local SARBs, if any, to improve school attendance and reduce the use of out-of-school suspensions within the county.
* Letters could be from probation departments, county social service departments, law enforcement agencies, community-based youth centers, county health departments, or mental health providers that provide high-quality guidance to the local districts.
* The letters fully describe the level and type of coordination of dropout preventions activities within the county. There is no limit on the number of support letters for inclusion with the application of county SARBs.

### Adequate (7–8 points)

* For county SARBs, the applicants submit at least two general letters of support from districts within the county, as well as letters of support from county agencies and partners. The letters describe the guidance provided to the local SARBs to improve school attendance, reduce the use of out-of-school suspensions, and describe the level and type of coordination of dropout prevention activities within the county.
* The letters describe adequate guidance to the local SARBs to improve school attendance and reduce the use of out-of-school suspensions in the county.
* Letters generally describe the types of coordination of dropout prevention activities in the county.

### Needs Improvement (0–6 points)

* For county SARBs, the applicant submitted at least one letter of support and failed to submit either an appropriate letter from the districts within the county, or a letter of support from county agencies and partners. The letters minimally describe or do not describe guidance provided to the local SARBs to improve school attendance or reduce the use of out-of-school suspensions. No letter describes the level and type of coordination of dropout activities within the county. A lack of any support letters would disqualify the applicant.

California Department of Education

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