

## **Student Services Collaborative Agenda**

**December 13, 2017**

**11:00 a.m. to 12:30 p.m.**

**VCOE – Administrative Services Center-Simi Room**

- I. Welcome and Introductions – Dr. Roger Rice**
- II. Upcoming trainings**
  - a. Annual Legislative Update- Rescheduled for a later date due to Thomas fire**
  - b. LCAP Training – February 1, 2018**
  - c. Trauma Informed Practices for Schools-Series of Trainings VCOE**
- III. Aligning Practices to Support Efforts to Reduce Chronic Absenteeism, Truancy, and Dropouts**
- IV. SARB Update**
- V. Triennial Plan to Serve Expelled Students**
- VI. District Share-Out**



CALIFORNIA  
DEPARTMENT OF  
EDUCATION

**TOM TORLAKSON**

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

November 16, 2017

Dear County and District Superintendents and Charter School Administrators:

**ALIGNING PRACTICES TO SUPPORT EFFORTS TO  
REDUCE CHRONIC ABSENTEEISM, TRUANCY, AND DROPOUTS**

Reducing chronic absenteeism and preventing/recovering dropouts is a state priority for the Local Control and Accountability Plan (LCAP). To support this priority, California *Education Code* (EC) Section 48240, which requires the governing board of each school district to appoint a supervisor of attendance, was amended by Assembly Bill (AB) 2815 (Chapter 829, Statutes of 2016) to specify new and expanded responsibilities for attendance supervisors to facilitate the implementation of more effective practices to address chronic absenteeism and truancy, and to prevent dropouts. In particular, AB 2815 specifies that it is the duty of the attendance supervisor to promote a culture of attendance and to establish a system that accurately tracks pupil attendance in order to ensure that pupils with attendance problems are identified *as early as possible* to provide applicable support services and interventions. These changes, which became effective on January 1, 2017, were announced in a letter sent to County and District Superintendents and Charter School Administrators in January 2017. This letter can be viewed here: <http://www.cde.ca.gov/nr/el/le/yr17ltr0120a.asp>.

In order to support the goals of AB 2815, the California Department of Education has modified the current guidance regarding when Local Educational Agencies (LEAs) should dis-enroll students in the California Longitudinal Pupil Achievement Data System (CALPADS) and has modified the definition for the Enrollment Exit Date field and certain Student Exit Category codes to align with best practices for identifying attendance problems as early as possible. The new guidance has been provided to your LEA CALPADS Administrator in CALPADS Update FLASH #132.

The essence of the new guidance is that it is the collective responsibility of all schools and districts to ensure that all students are in school. This means not only following up on students who have been attending then stop attending, but also on students who are expected to show up at the beginning of a school year and do not. Specifically:

- LEAs should not dis-enroll students who have been enrolled and attending school and then become habitually truant and appear to have dropped out, until all statutory truancy steps have been taken and the student is referred to the local or county School Attendance Review Board (SARB), or in the case where

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the student cannot be located until a full investigation has been completed as to the whereabouts of the student.

- LEAs should put in place processes to follow up on “no shows” at the beginning of the school year to determine what happened to those students—whether they transferred to another LEA, moved out of the state or country, or appear to have dropped out. Similarly, unified school districts and high school districts in collaboration with their feeder elementary districts should seek to identify missing matriculated students that are expected to show up but do not. Students who are located but continue not to attend school should be referred to the local or county SARB.

Please support your Attendance Supervisors and LEA CALPADS Administrators in these important activities. If processes for following up on “no shows” are not already in place, LEAs should develop them for implementation at the start of the next school year. Currently, there are counties and LEAs that make it their consistent practice to follow the statutory truancy practices and routinely follow up on all no-shows. In addition, it is important for all LEAs to maintain CALPADS enrollment data on an ongoing basis by exiting all students at the end of the year and submitting enrollments to CALPADS at the beginning of the school year, because doing so expedites locating students for all LEAs.

For more information on child welfare and attendance, dropout prevention, SARB, and truancy, visit the Attendance Improvement page on the California Department of Education (CDE) Web site: <http://www.cde.ca.gov/ls/ai/>. If you have further questions, please contact David Kopperud, Education Programs Consultant, Educational Options, Student Support, and American Indian Education Office, by phone at 916-323-1028 or by e-mail at [DKopperud@cde.ca.gov](mailto:DKopperud@cde.ca.gov).

Sincerely,

/s/

Gordon Jackson, Division Director  
Coordinated Student Support Division  
California Department of Education

GJ:dk

cc: LEA CALPADS Administrators



# 2018-19 LCAP Trainings

## Ventura County Office of Education

Stanley C. Mantooth

Ventura County Superintendent of Schools



### FOR DISTRICT / CHARTER LCAP TEAMS

*(LCAP Lead, Educational Services, Fiscal Services and Student Services)*

Participants will receive:

- Updates on the evolving relationship between state & federal accountability, planning & assessment
- Update: CA School Dashboard/LCFF evaluation tools - Local and State Indicators
- Walk-through: Year 2 of the three-year, fixed term LCAP Template
- District / Charter Team collaboration time
- Q & A opportunities

**Presenters:** Lisa Brown, Director, Local District and School Support

Dr. Antonio Castro, VCOE Associate Superintendent, Educational Services



**THURSDAY, FEBRUARY 1, 2018 - SALONS A & B**

**SPRING LCAP TRAINING**

**8:30 a.m. – 12:30 p.m. Session (Morning)**

**Register:** <http://vcoe.k12oms.org/1606-143861>

Audience: All districts & charters

- CA School Dashboard & Local / State Indicators Update
- Technical / Differentiated Assistance
- VC Data Trends



**THURSDAY, FEBRUARY 1, 2018 - SALONS A & B**

**SPRING LCAP TRAINING**

**1:00 – 5:00 p.m. Session (Afternoon)**

**Register:** <http://vcoe.k12oms.org/1606-137776>

Audience: All districts & charters

- CA School Dashboard & Local / State Indicators Update
- Technical / Differentiated Assistance
- VC Data Trends

Register online or email registration to Lisa Bork: [lbork@vcoe.org](mailto:lbork@vcoe.org)

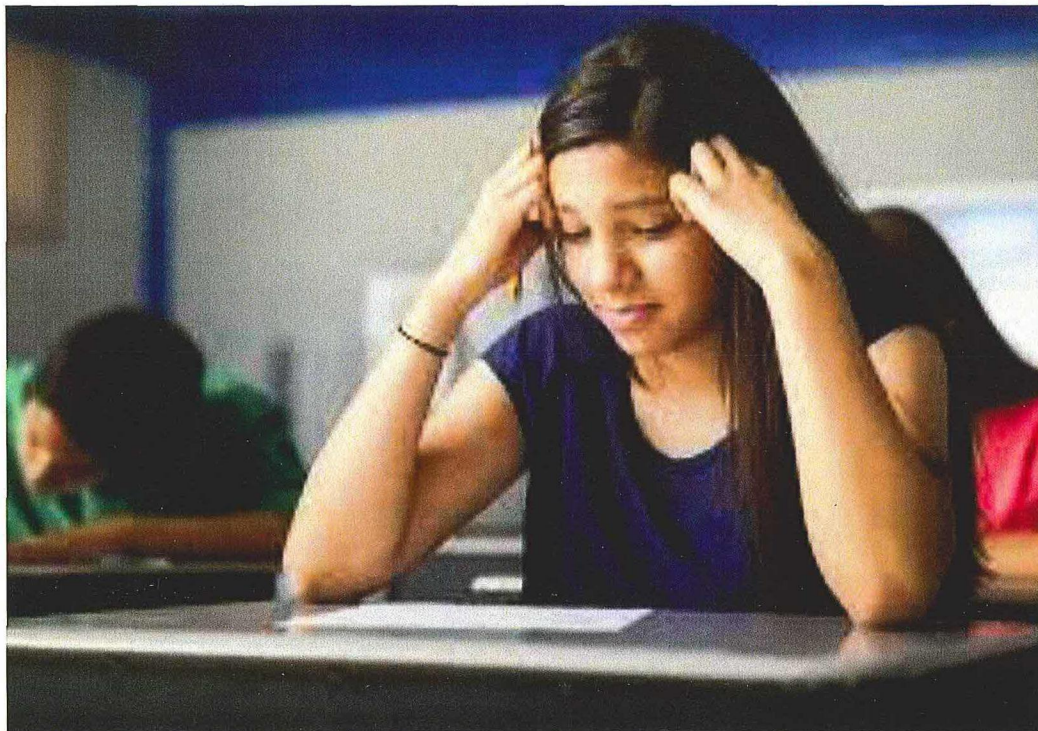
Questions, please call: 805-383-1904

**Registration is FREE**

District:			
Name:		Email:	
Name:		Email:	
Name:		Email:	

Locations: VCOE Conference & Educational Services Center, 5100 Adolfo Road, Camarillo





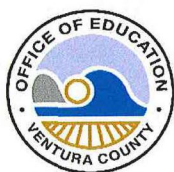
# TIPS

## Trauma Informed Practices for Schools

### TRAINERS:

TRAUMA is an umbrella term used to describe the inability of an individual or a community to respond in a healthy way physically, emotionally, and mentally to acute or chronic stress.

Becoming "trauma-informed" means recognizing that people often have many different types of trauma in their lives. People who have been traumatized need support and understanding from those around them. Often, trauma survivors can be re-traumatized by well-meaning caregivers and community service providers.



#### *Participants will:*

Learn about the physiological impacts of trauma on the brain and possible emotional, behavioral, social and intellectual/academic impacts on students in foster care (e.g., attachment issues, externalized behaviors, disabilities, etc.)

Learn about the Adverse Childhood Experiences (ACES) studies and how they relate to life-long impacts for students impacted by trauma

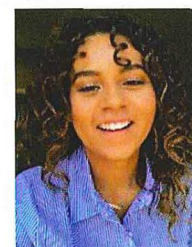
How schools and classrooms are creating trauma sensitive learning environments and strategies for responding to these impacts

Hear about the importance of self-care: addressing our own traumatic experiences/history



#### **Cristina Miranda**

Cristina Miranda has worked in the fields of child welfare and education for over a decade. Cristina completed a Master's degree in Public Policy and Administration from California Lutheran University, and is currently completing an Ed.D. at Pepperdine University. In the future, Cristina hopes to teach graduate level students.



#### **Marisol Homan**

Marisol spent the majority of her childhood in foster care and became a mom at the age of 15. She is now attending college, and hopes to graduate from San Diego State University in 2020. She hopes to become a journalist, traveling the world and bringing awareness to important issues affecting children.

To schedule TIPS training at a district, school, or community organization, (2 hours optimal) please contact the Foster Youth Services Coordinating Program at [fys@vcoe.org](mailto:fys@vcoe.org) or (805) 437-1525