Educational Services

LCAP Goal 1:
MTSS Work Focus: Attendance and Suspension

September 23, 2026

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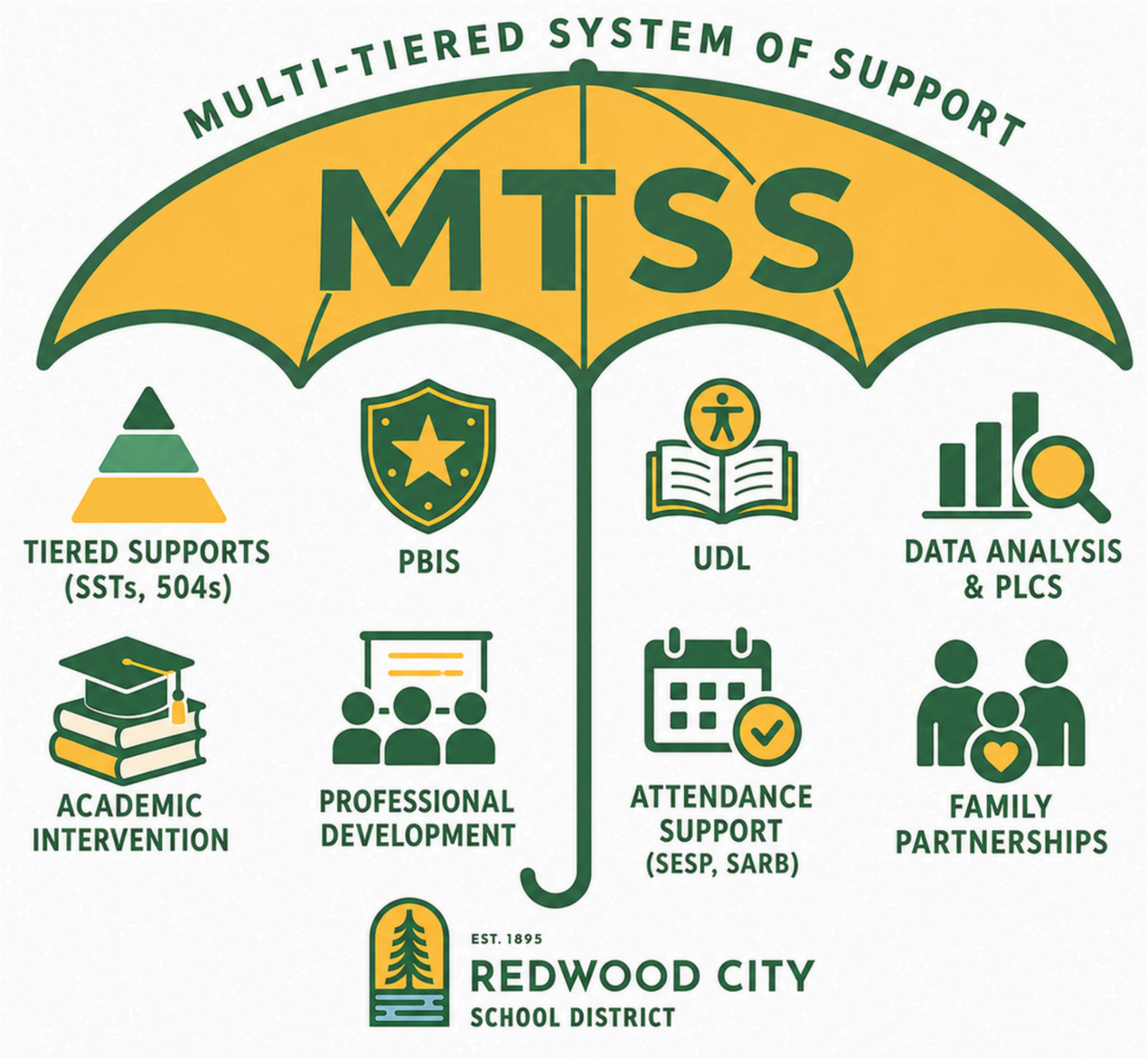
Attendance


MULTI-TIERED SYSTEM OF SUPPORT
MTSS
TIERED SUPPORTS (SSTs, 504s)
PBIS
UDL
DATA ANALYSIS & PLCS
ACADEMIC INTERVENTION
PROFESSIONAL DEVELOPMENT
ATTENDANCE SUPPORT (SESP, SARB)
FAMILY PARTNERSHIPS
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Chronic Absenteeism Rate by School

as of 9.9.2026

School Site	Current Enrollment	Chronically Absent	
		Student Count	%
Adelante Selby	648	40	6%
Clifford	653	61	9%
Garfield	259	24	9%
Henry Ford	419	47	11%
Hoover	613	78	13%
Kennedy	840	92	11%
McKinley	284	44	15%
North Star	543	29	5%
Orion	618	27	4%
Roosevelt	363	48	13%
Roy Cloud	713	41	6%
Taft	354	47	13%
Totals	6,307	578	9.11%

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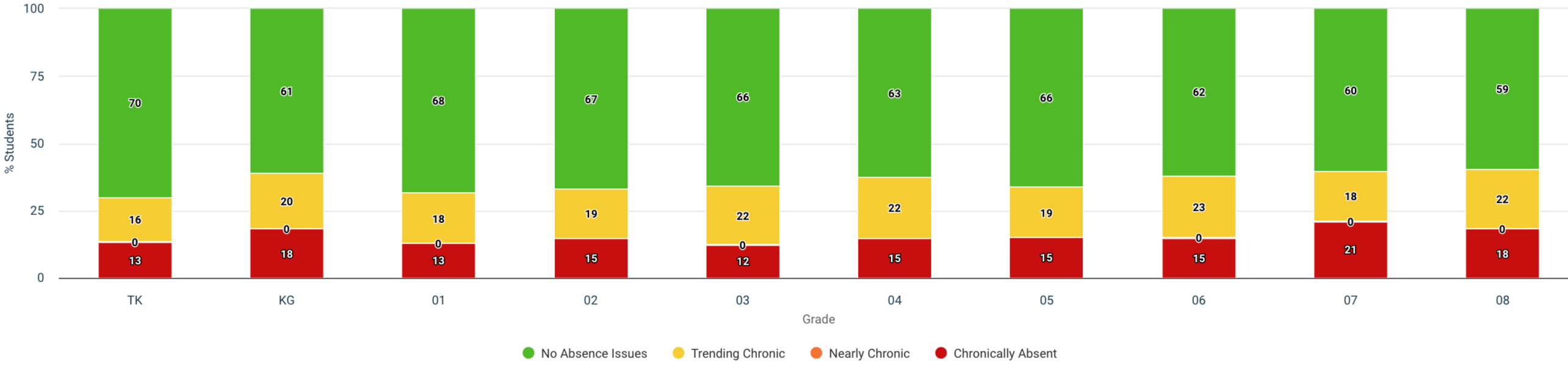
Chronic Absenteeism by Grade Level

as of 9.9.2026



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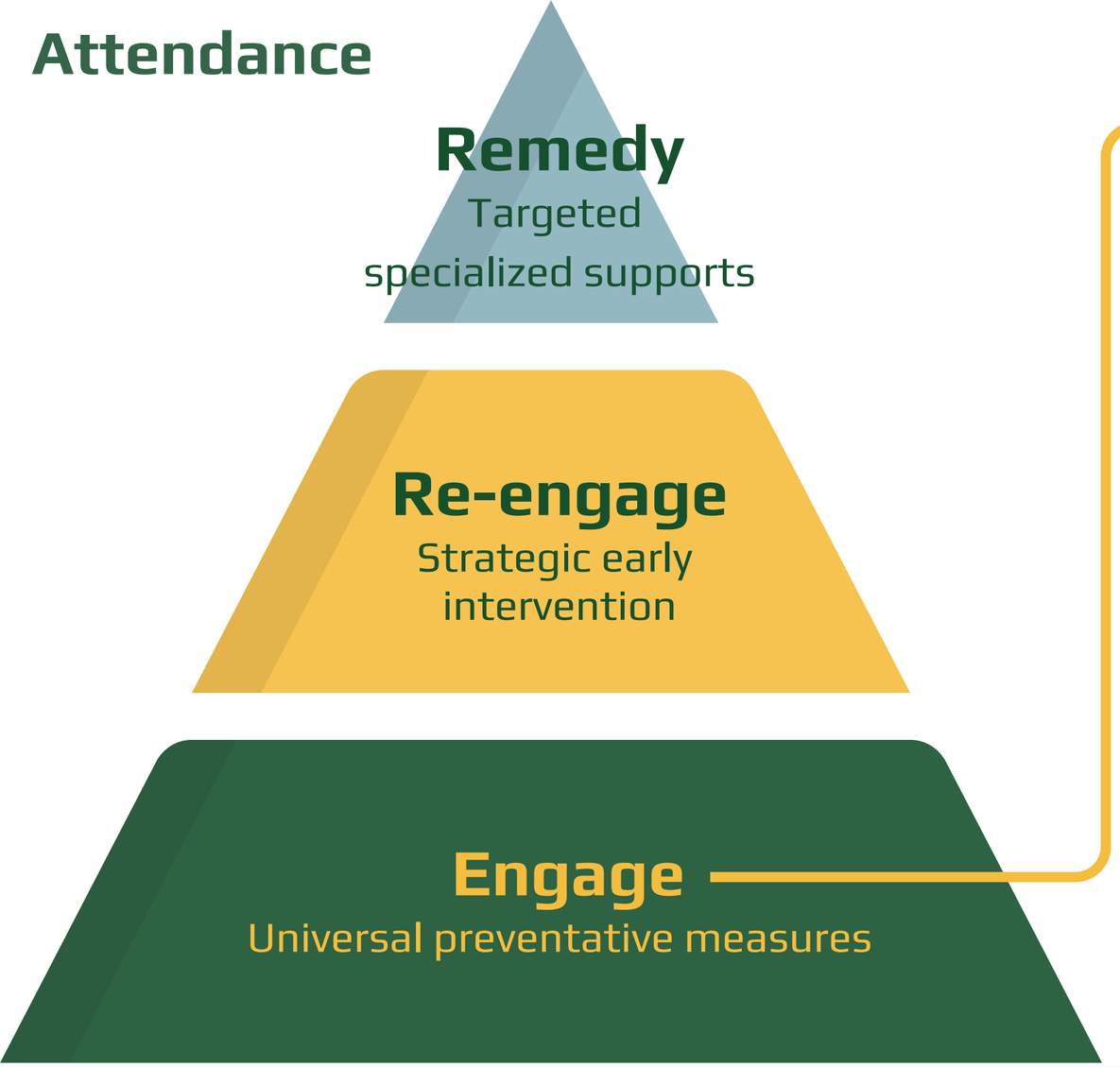
Attendance



Tier 1:

- Site attendance teams review all site data
- School Status Attendance Welcome Letter
- Site-based attendance welcome and information in principal newsletters and back to school night presentations
- Site-based attendance campaigns and awards

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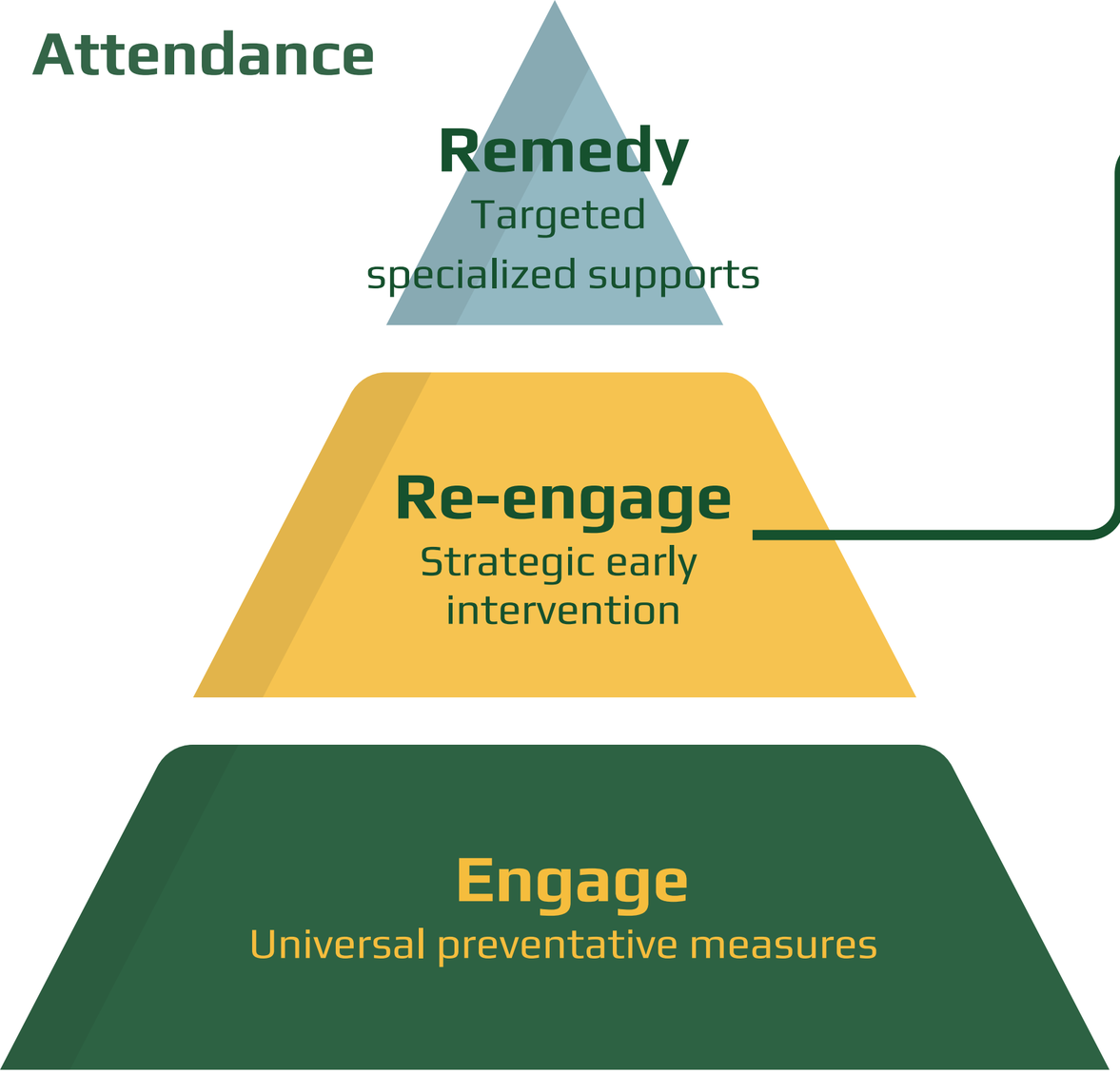
Attendance



Tier 2:

- School Engagement Support Plan (SESP)
- SchoolStatus attendance letters (6 years & older)
  - Truancy
  - Excessive excused
- TK & Kindergarten Chronic Absence messages (New).
- Personalized attendance improvement text messages
- Targeted outreach from classroom teacher and MTSS TOSA
- Home visits

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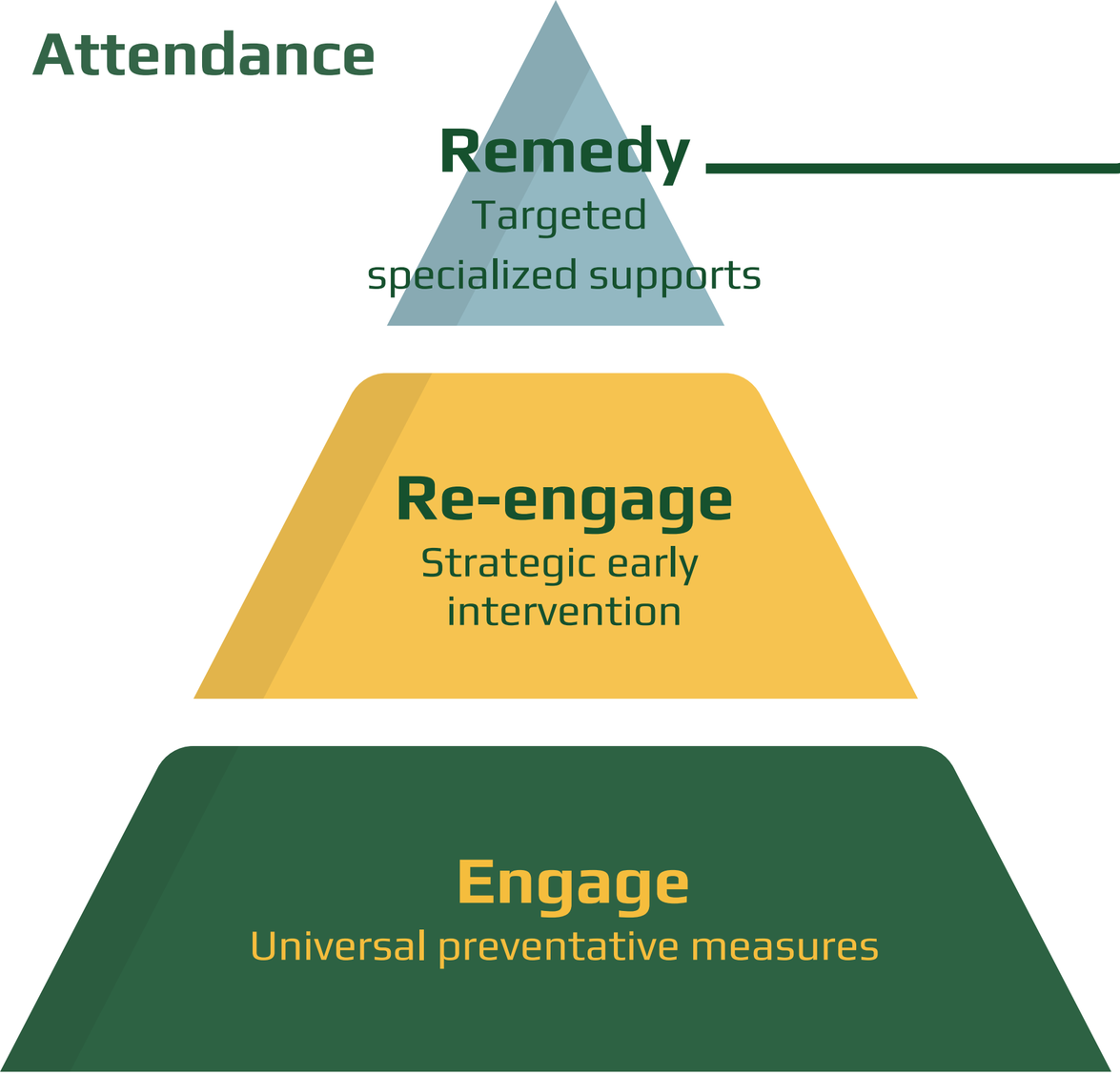
Attendance



Tier 3:

- District level Restorative School Attendance Review Board (SARB)
  - County consultancy on SARB cases
- Referrals to district, county, and community resources
  - Mental Health Services
  - Parenting Classes
  - Transportation Support
  - Special Education
- Welfare checks (law enforcement)

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Attendance Home Visit Protocol

- Home visits are initiated when...
  - A student has not attended school in the first 10 days of the school year.
  - The student is not attending school for several consecutive days, and we are unable to contact the family.
  - The student or family is unable to come to the school to discuss concerns or barriers.

MTSS TOSA's Role

- Facilitates site attendance team meeting
  - Monitors attendance data weekly
  - Plan and implement tier 1, 2, and 3 supports
- Facilitates School Engagement Support Plan (SESP) Process
  - Determines who qualifies for SESP
  - Schedules and facilitates SESP meeting
  - Monitors attendance for improvement
- Completes School Attendance Review Board (SARB) paperwork

Site Attendance Teams

Who?	• MTSS TOSA (Team Lead) • Office Manager and/or Office Assistant • Administrator • Community School Coordinator
What?	• Analyze global site attendance data • Ananlyze individual student attendance data • Identify barriers to attendance • Plan and implement preventative tier 1 attendance campaigns and communication • Plan and implement targeted tier 2 and 3 support for individual students
When?	• Weekly in trimester 1 • Bi-weekly in trimesters 2 & 3

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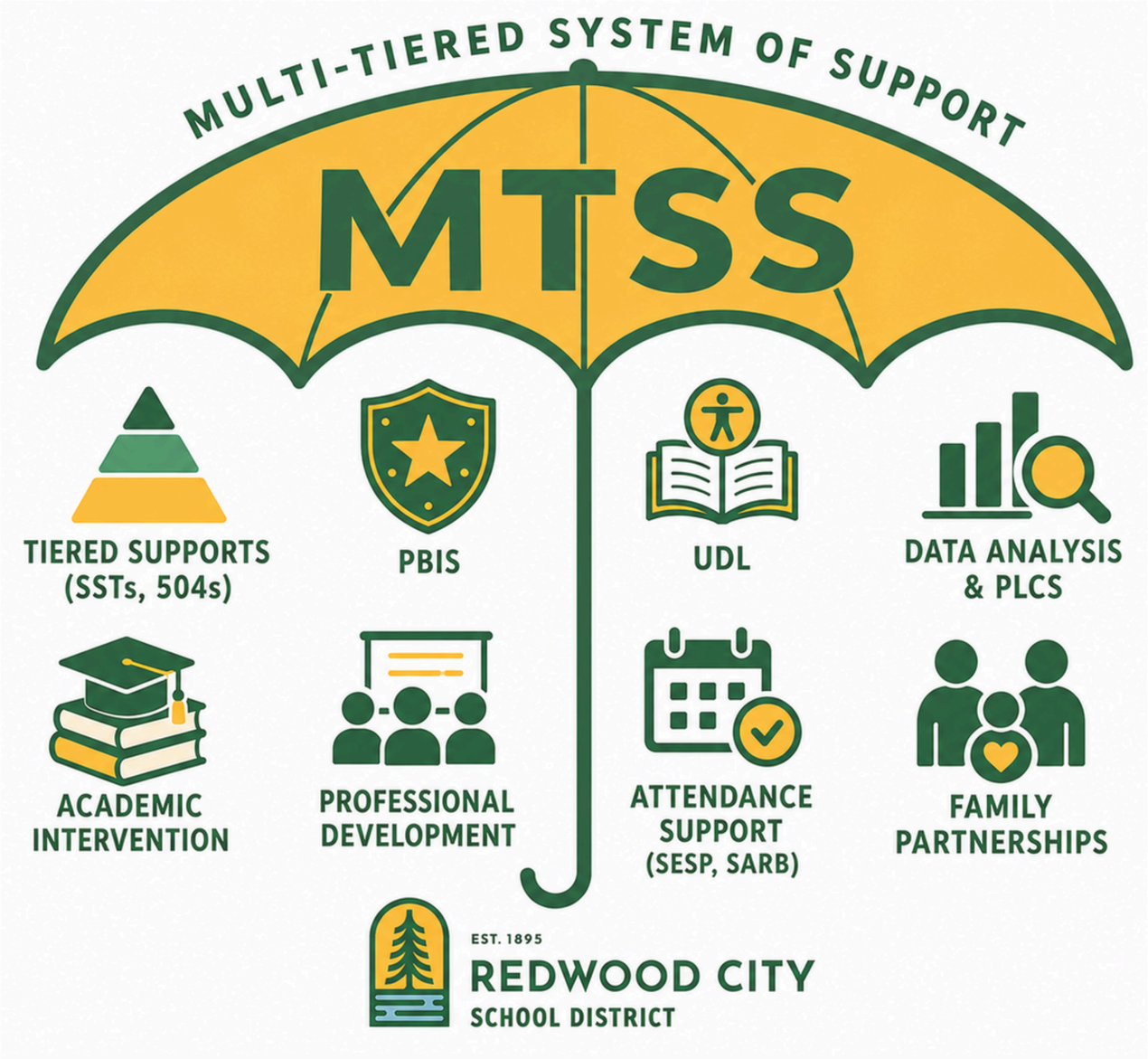
Suspensions



Suspension

- Positive Behavioral Intervention Supports (PBIS)
- Restorative Practices
- SEL

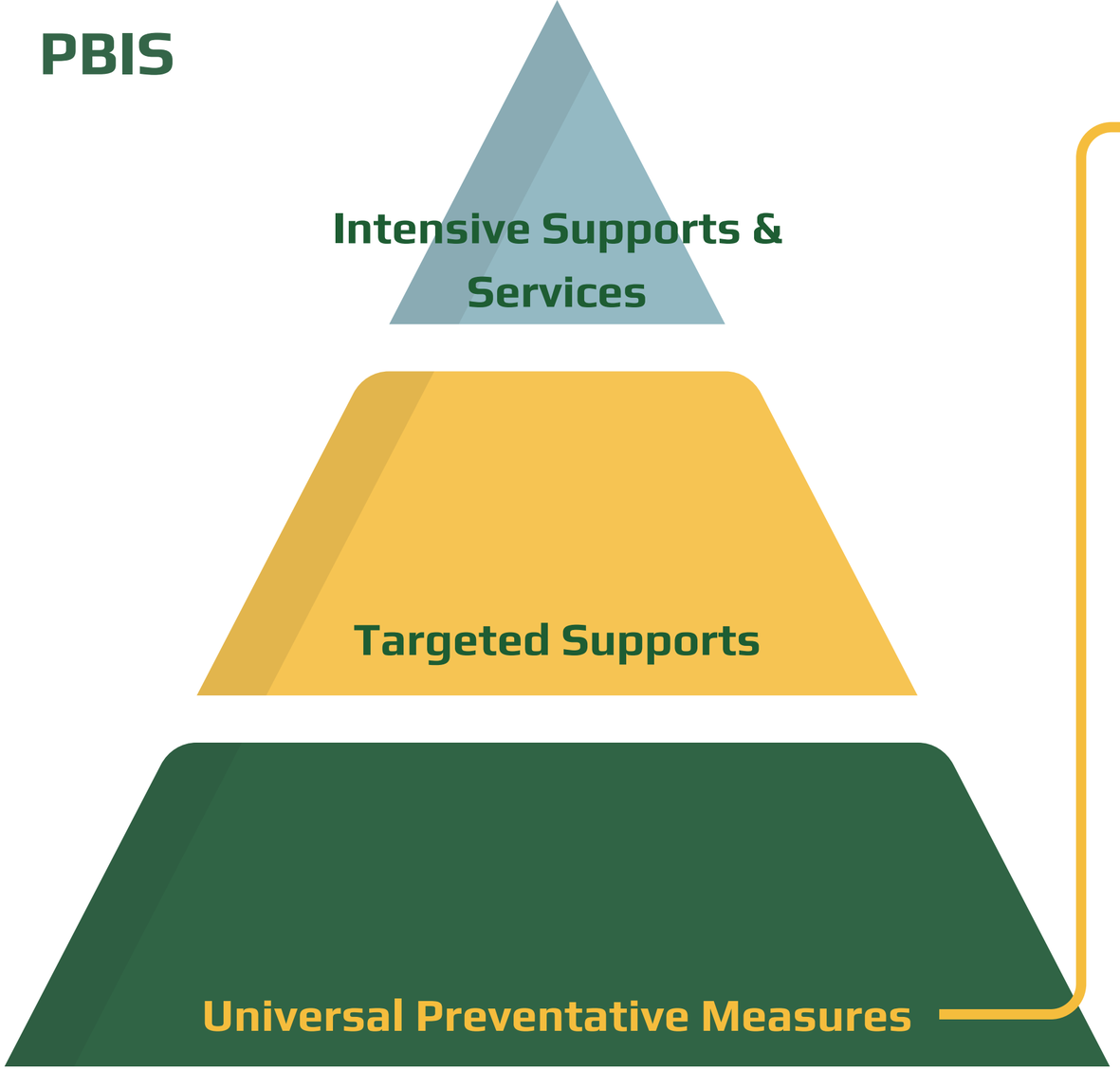
IN-SCHOOL Suspensions 2025-2026

25-26 In - School Suspensions				
School Name	Suspensions Count		Incident Code	Suspension Count
Clifford	7		[E.C. 48900(R)(.4)]	1
Garfield	6		[E.C. 48900(a)(1)]	4
Henry Ford	1		[E.C. 48900(a)(2)]	6
Hoover	2		[E.C. 48900(c)]	2
Kennedy	1		[E.C. 48900(f)]	1
Orion	1		[E.C. 48900(g)]	4
Roosevelt	4		[E.C. 48900(k)]	1
			[E.C. 48900(r)(.4)]	3
Total by School	22		Total by Code	22

OUT OF SCHOOL SUSPENSIONS 2025-2026

25-26 Out-School Suspensions				
School Name	Suspensions Count		Incident Code	Suspension Count
Clifford	2		[E.C. 48900(R)(.2)]	1
Garfield	3		[E.C. 48900(a)(1)]	72
Henry Ford	9		[E.C. 48900(a)(2)]	13
Hoover	9		[E.C. 48900(b)]	1
Kennedy	10		[E.C. 48900(c)]	2
McKinley	48		[E.C. 48900(f)]	6
Orion	2		[E.C. 48900(g)]	2
Roosevelt	9		[E.C. 48900(h)]	1
Roy Cloud	6		[E.C. 48900(i)]	2
Taft	5		[E.C. 48900(m)]	1
			[E.C. 48900(r)(.4)]	2
Total by School	103		Total by Code	103

PBIS



Tier 1:

- **PBIS**
  - Systems in place to support core PBIS practices:
    - Define expectations
    - Teach expectations
    - Acknowledge positive behavior
    - Correct behavior consistently
  - District training on TFI 3.0

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PBIS Site Teams

Who?	• Classroom Teachers • Administrators • Additional staff members may include school pychologists, classified staff
What?	• Develop site behavior matrices that define behavior expectations • Analyze site behavior data and determine next steps for instruction and support • Plan tier 1 preventative behavior supports • Plan tier 2 and tier 3 targeted behavior supports
When?	• Monthly meetings

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PBIS County Training

- San Mateo County Office of Education is providing training **focused on strengthening Tier 1 PBIS** based on the Tiered Fidelity Inventory (TFI) 3.0.
- RCSD School Sites going through county training:
  - Adelante Selby Spanish Immersion
  - Garfield Community School
  - Orion Alternative School
  - Hoover Community School
  - Clifford Community School
- All other sites will receive one training on implementing the new TFI.

CENTER ON PBIS Positive Behavioral Interventions & Supports

TIERED FIDELITY INVENTORY

1.4 SCHOOLWIDE EXPECTATIONS TAUGHT

Educators explicitly teach expectations through the established examples and routines reflected in the teaching matrix and integrate active supervision and prompting, reviewing, and reinforcing expectations within existing SEB or academic instruction.

Possible Data Sources

- Lesson plans
- TFI walkthrough tool
- Professional development calendar

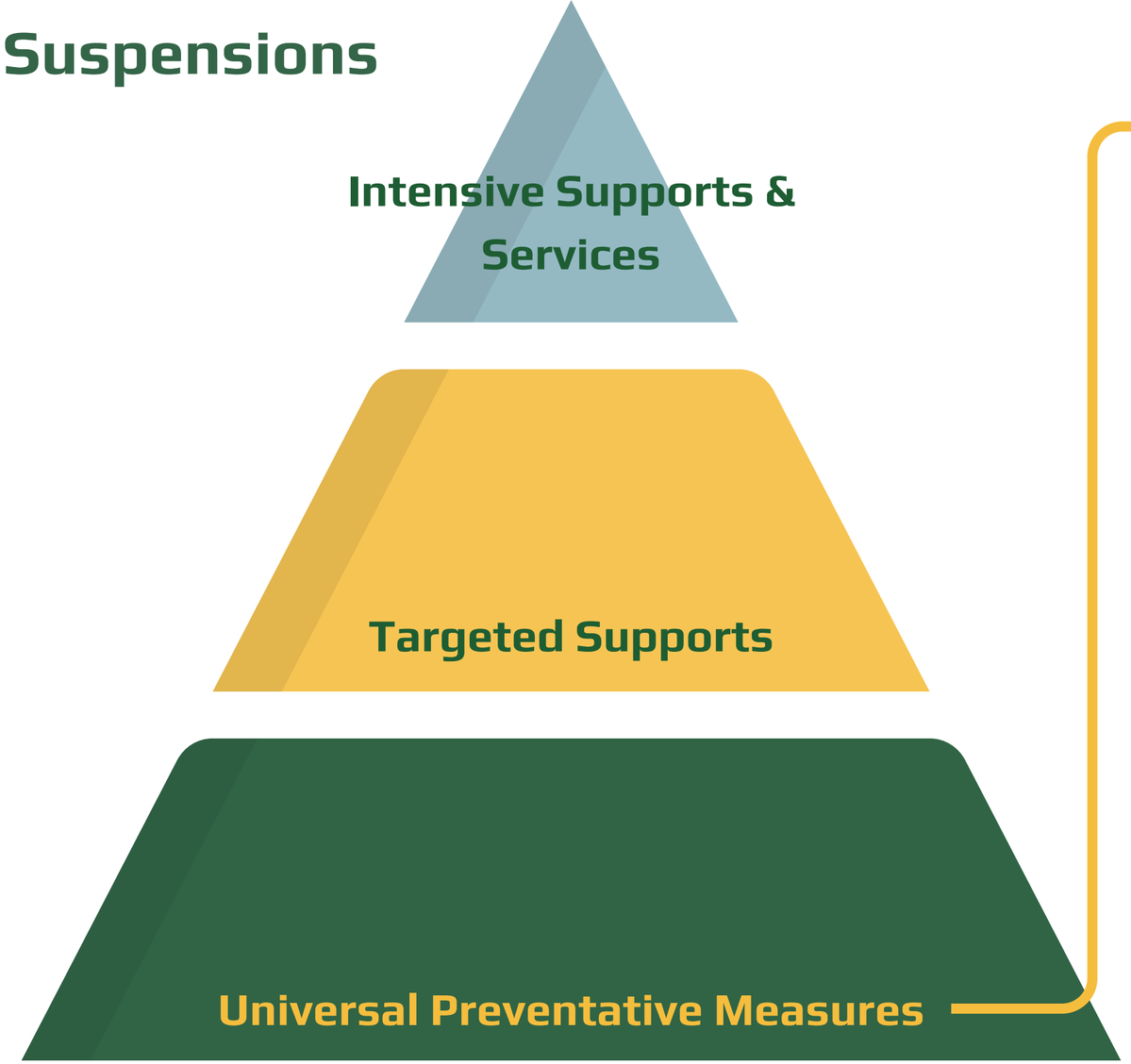
Scoring Criteria

0	Schoolwide expectations **are not** taught.
1	Schoolwide expectations are **taught informally or inconsistently**.
2	**A written process for scheduled delivery of lesson plans** is used to directly teach, practice, actively supervise, and prompt academic/SEB competencies and routines **as defined in the schoolwide teaching matrix across all settings, and at least 80% of students** can list all of the expectations **and give an example** of at least one expectation within a particular setting or routine.
3	A written process for scheduled delivery of lesson plans is used to directly teach, practice, actively supervise and prompt, academic/SEB competencies and routines as defined in the schoolwide teaching matrix across all settings, at least 80% of students can list all of the expectations and give an example of at least one expectation within a particular setting or routine, **and at least 50% of educators can give an example of how schoolwide expectations are monitored, prompted, reviewed, or reinforced within SEB or academic instruction.**
4	A written process for scheduled delivery of lesson plans is used to directly teach, practice, actively supervise and prompt, academic/SEB competencies and routines as defined in the schoolwide teaching matrix across all settings, at least 80% of students can list all of the expectations and give an example of at least one expectation within a particular setting or routine, **and at least 80% of educators** can give an example of how schoolwide expectations are monitored, prompted, reviewed, or reinforced within SEB or academic instruction.

TFI 3.0

- Tool to measure site implementation of the core features of PBIS.
- Version 3.0 has an updated focus on mental health supports and equity.

Suspensions



Tier 1:

- **Positive Adult-Student relationships**
  - Build intentional connections with students so every student experiences belonging, respect, and support from adult relationships at school.
- **SEL Curriculum**
- **Parent and Community Partnerships**
- **Schoolwide Assemblies/Celebrations**
  - Academic and Behavior Awards
- **Restorative Practices/Community Circles**
- **Educational Series**
  - Vaping
  - Cannabis
  - Anti-bullying

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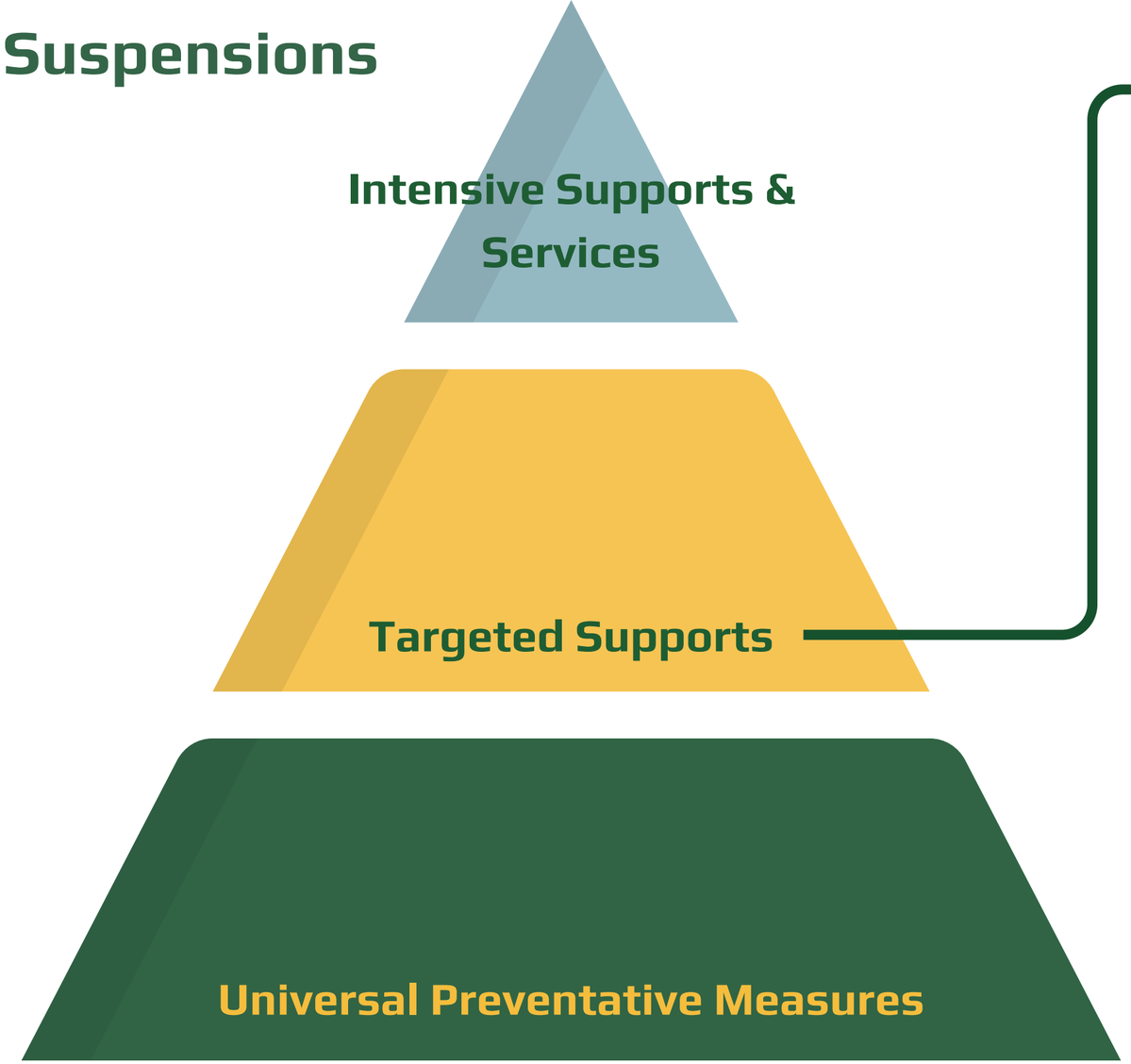

Tier 2:

- **Targeted Skill Development**
  - Social skills instruction (small groups)
  - Reinforcement of specific skills
  - Teach, model, practice, reinforce and recognize
  - Group behavioral strategies
  - Drug/alcohol education referral
- **Check-In & Relationship-Based Supports**
  - Regular check-ins with student
  - Classroom behavior buddies
  - Mental health check-in/group counseling
  - School-based counseling -School/home Communication
- **Classroom& Behavioral Supports**
  - Behaviorist supporting classrooms
  - Classroom Coaching
- **Restorative and Responsive supports**
  - Targeted restorative practices
  - Restorative conversations and mediation
  - Re-entry or relationship- repair cirlces following behavioral incidents.
- **Safety and Risk Reponse**
  - Threat assessment

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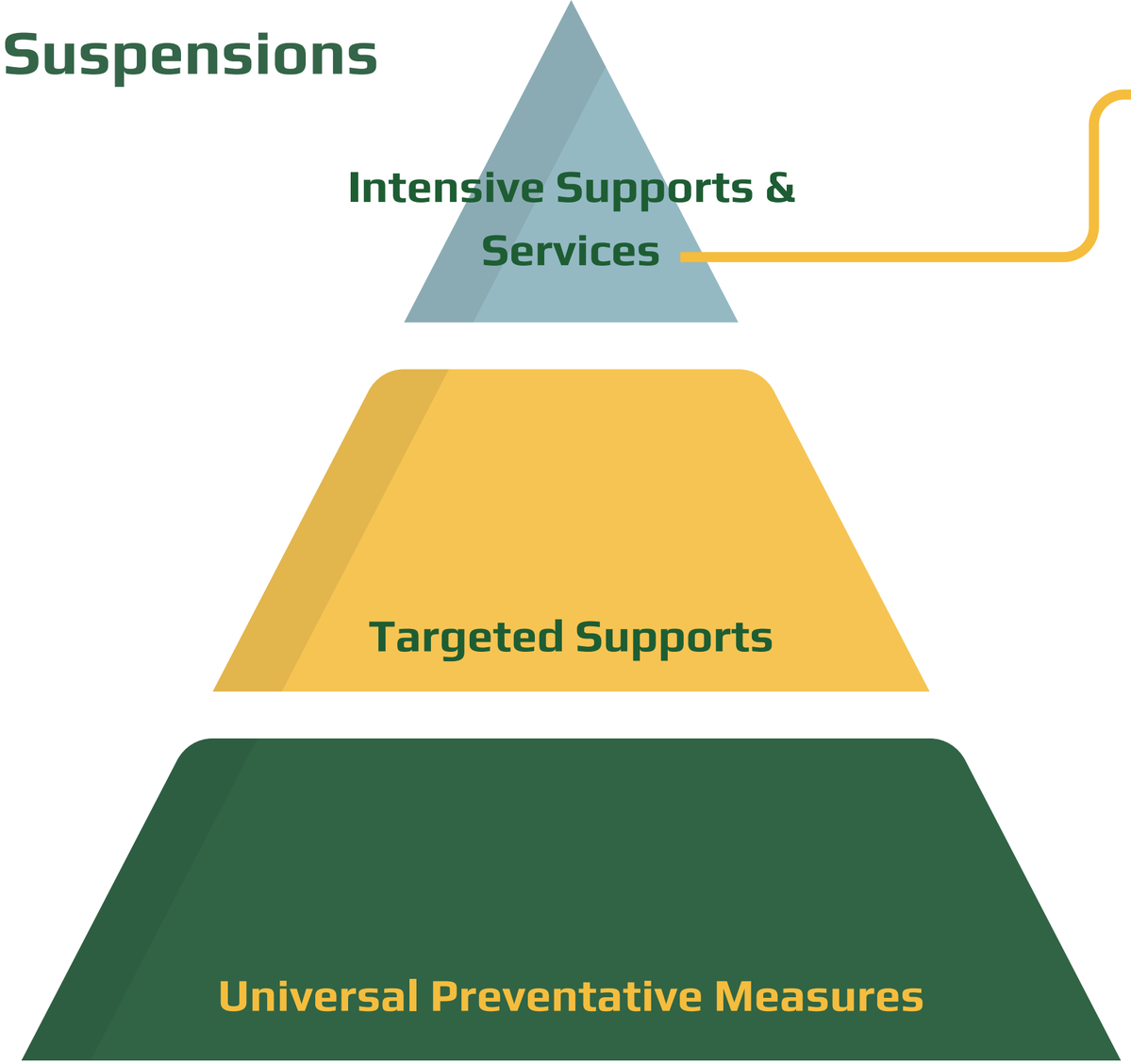

Tier 3:

- **Screen Team Referral**
  - Student Success Team (SST) Process
    - Referral for Psychoeducational Assessment when appropriate
  - **Section 504 Plan**
    - Individualized education accommodations for disability related needs to support behavior, academic, and medical needs.
- **Individual Behavior Support Plan**
  - BCBA consults on individual students
  - 1:1 Behavior Technician (general education) when appropriate
- **Mental health services**
  - Individual Counseling
  - Family Counseling
- **Level 2 Threat assessment when indicated**
  - Crisis intervention
  - Individualized safety plans

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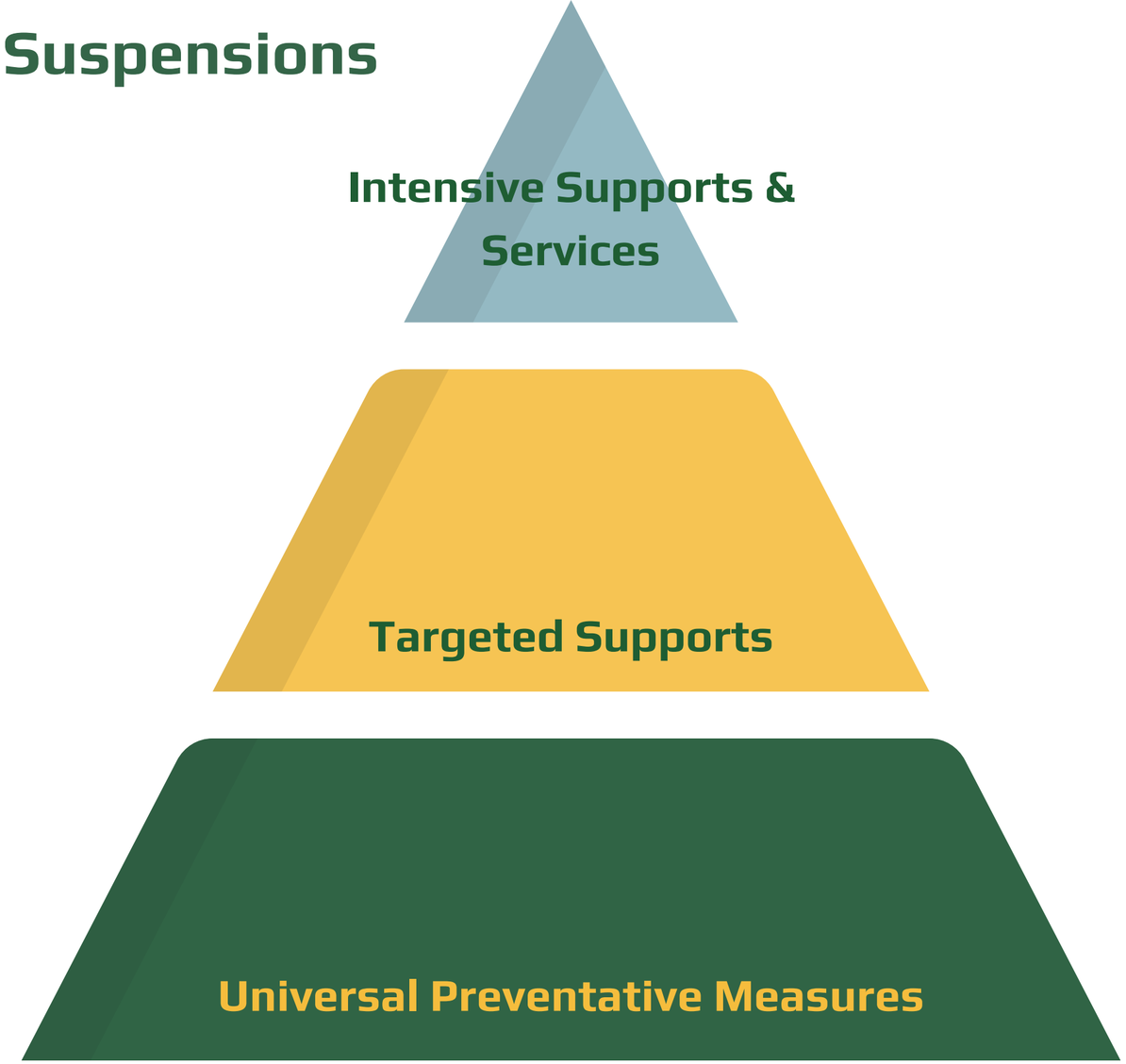

Restorative Practices

Offered trainings on

- June 2026
- August 2026

Total of 30 staff were trained.

Working on additonal trainings for this year.

STOP-IT "See something, Say Something" Anonymous Reporting System for all 4-8

- Bullying
- Suicide Ideology
- Concerns

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Academic Success

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Thank You!

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