



*Madera County
Probation
Department
Stop Truancy
Opportunity
Program*

*Annual
Performance
Report*

2006-2007



Table of Contents

<i>Part I</i>	<i>Participant Demographics</i>	<i>3</i>
<i>Part II</i>	<i>Program Statistics</i>	<i>5</i>
<i>Part III</i>	<i>Academic Performance and Behavior</i>	<i>8</i>
<i>Part IV</i>	<i>Additional Services</i>	<i>10</i>
<i>Part V</i>	<i>Conclusion</i>	<i>11</i>
<i>Index</i>	<i>Tables and Figures</i>	<i>14</i>



**Madera County
Probation Department
Stop Truancy
Opportunity Program
(STOP)**

**Annual
Performance
Report**

07/01/06 – 06/30/07

Summary

The Stop Truancy Opportunity Program (STOP) completed its sixth year of operation beginning on July 1, 2006 and ending on June 30, 2007. During this funding year STOP was given the opportunity to begin serving Desmond Middle School in addition to the eight participating Madera County Schools served in previous years. Those schools include Dairyland Elementary, Enterprise Secondary, Martin Luther King Jr. Middle School, North Fork Elementary, Oak Creek Intermediate, Ranchos Middle School, Thomas Jefferson Middle School, and Wilson Middle School.

I. Participant Demographics

By the end of the 2006-2007 school year the total student population tracked by STOP was reported at 174 participants, almost doubling the number of participating students reported at mid-year. Of the 174 students reported, students from Martin Luther King Jr. and Thomas

**Table 1.
Total Participants by School at Mid-Year and Year-End**

Participating Schools	Mid-Year	Percent	Year-End	Percent
Dairyland Elementary	0	0.0%	1	0.6%
Desmond Middle School	16	17.4%	28	16.1%
Enterprise Secondary	2	2.2%	5	2.9%
Martin Luther King Jr. MS	20	21.7%	42	24.1%
North Fork Elementary	6	6.5%	17	9.8%
Oak Creek Intermediate	8	8.7%	13	7.5%
Ranchos Middle School	5	5.4%	6	3.4%
Thomas Jefferson MS	23	25.0%	43	24.7%
Wilson Middle School	12	13.0%	19	10.9%
Total	92	100.0%	174	100.0%

Jefferson combined made up about half of the STOP population, while smaller schools such as Dairyland accounted for less than one percent of the population.

During the 2006-2007 performance period the majority of STOP participants were reported as Hispanic (66.7%) or Non-Hispanic White (27%). The population of STOP participants was fairly equal by gender; 53.4% of participants were female and 46.6% were male.

**Table 2.
Ethnic Background of Total Participants by School**

Participating Schools	African American	Asian	Hispanic	Native American	Non – Hispanic White	Other	Total Annual
Dairyland Elem.	0	0	1	0	0	0	1
Desmond MS	0	0	26	0	2	0	28
Enterprise	1	0	4	0	0	0	5
Martin Luther King	1	0	37	0	4	0	42
North Fork Elem.	0	0	1	4	12	0	17
Oak Creek Int.	0	0	1	1	11	0	13
Ranchos Middle	0	1	2	0	3	0	6
Thomas Jefferson	2	0	36	0	5	0	43
Wilson MS	0	0	8	0	10	1	19
Total	4	1	116	5	47	1	174
Percent	2.3%	0.6%	66.7%	2.9%	27.0%	0.6%	100%

**Table 3.
Gender of Total Participants by School**

Participating Schools	Female	Male	Total Annual
Dairyland Elementary	1	0	1
Desmond Middle School	15	13	28
Enterprise Secondary	1	4	5
Martin Luther King MS	22	20	42
North Fork Elementary	8	9	17
Oak Creek Intermediate	8	5	13
Ranchos Middle School	0	6	6
Thomas Jefferson MS	21	22	43
Wilson Middle School	17	2	19
Total	93	81	174
Percent	53.4%	46.6%	100%

II. Program Statistics

During the 2006-2007 school year STOP placed no participants on probation for truancy offenses nor did any receive court ordered restitution or community service.

A total of 75 (43.1%) participants completed the program by the end of this school year. Those who did not proceed left due to reasons listed in Table 6.

Table 4.
Probation Status by Semester (n = 174)

	Semester 1		Semester 2		Total Annual	
	Number	Rate	Number	Rate	Number	Rate
Placed on probation for truancy offense	0	0%	0	0%	0	0%
Violated terms of current probation	0	0%	0	0%	0	0%
Completed probation	0	0%	0	0%	0	0%

Table 5.
Restitution and Community Service Status by Semester (n = 174)

	Semester 1		Semester 2		Total Annual	
	Number	Rate	Number	Rate	Number	Rate
Given court ordered restitution	0	0%	0	0%	0	0%
Successfully completed restitution	0	0%	0	0%	0	0%
Given court ordered community service	0	0%	0	0%	0	0%
Successfully completed community service	0	0%	0	0%	0	0%

Table 6.
Reasons for Leaving the Program by Semester (n = 174)

	Semester 1		Semester 2		Total Annual	
	Number	Rate	Number	Rate	Number	Rate
Completed the Program	4	2.3%	71	40.8%	75	43.1%
Moved to another city or state	4	2.3%	7	4.0%	11	6.3%
Transferred to another school	2	1.1%	9	5.2%	11	6.3%
602 W & I, wards	4	2.3%	4	2.3%	8	4.6%
Other	4	2.3%	0	0.0%	4	2.3%
Total	18	10.3%	91	52.3%	109	62.6%

The program annually tracks participants' arrest, incarceration and probation violation rates, while specifically identifying if a participant's arrests, incarcerations, or probation violation occurred before or after referral for STOP participation. Tables 7 and 8 show participants' annual arrest and incarceration rates grouped by semester.

The arrest rates during the second semester can be attributed to the intensified supervision of the participants by program officers as the school year progressed. The arrest and incarceration rates are low in comparison to rates at the County level. Any increase in these rates for post-referral STOP participants can be viewed as the results of positive intervention and prevention services being administered to deter further truancy and crime among this group of juveniles.

Table 7.
Arrest Rates Prior to and After STOP Referral By Type of Offense (n = 174)

Offense Type	Semester 1		Semester 2		Total Annual	
	Number	Rate	Number	Rate	Number	Rate
Arrested prior to STOP referral						
Status offense	1	0.0%	1	0.6%	2	1.1%
Felony offense	1	0.7%	0	0.0%	1	0.6%
Misdemeanor offense	2	1.9%	0	0.0%	2	1.1%
Total	4	2.3%	1	0.6%	5	2.9%
Arrested after STOP referral						
Status offense	0	0.0%	0	0.0%	0	0.0%
Felony offense	0	0.0%	0	0.0%	0	0.0%
Misdemeanor offense	1	0.6%	1	0.6%	2	1.1%
Total	1	0.6%	1	0.6%	2	1.1%

Table 8.
Incarceration Rates Prior to and After STOP Referral By Type of Offense (n = 174)

Offense Type	Semester 1		Semester 2		Annual	
	Number	Rate	Number	Rate	Number	Rate
Incarcerated prior to STOP referral						
Status offense	0	0%	0	0%	0	0%
Felony offense	0	0%	0	0%	0	0%
Misdemeanor offense	0	0%	0	0%	0	0%
Total	0	0%	0	0%	0	0%
Incarcerated after STOP referral						
Status offense	0	0%	0	0%	0	0%
Felony offense	0	0%	0	0%	0	0%
Misdemeanor offense	0	0%	0	0%	0	0%
Total	0	0%	0	0%	0	0%

STOP utilizes a step sequence to determine students' level of truancy. At **Step 1** (students' initial *STOP* referral) the student has 1 to 3 unexcused absences and a letter is sent to the parents notifying them of the student's truant behavior. **Step 2** indicates that the student incurred a fourth unexcused absence, at which time another notification is mailed to the parents. A meeting between the probation officer, the parents, and a school official soon follows. **Step 3** indicates a fifth unexcused absence occurred and a third letter of notification is mailed to the parents by the District Attorney. A compulsory Truancy Mediation Team Meeting is scheduled for students and parents to attend. **Step 4** indicates a sixth unexcused absence occurred and a School Attendance Review Board (SARB) meeting is held. **Step 5** (the final step) indicates that a seventh unexcused absence occurred. The student is referred to court as a habitual truant and formal probation is requested. Student data were analyzed to determine the number of active *STOP* participants reported at each step in the aforementioned sequence at mid-year ($n = 72$) and at year-end ($n = 66$). Figure 1 illustrates the results listed in Table 9, which offer a snapshot of the students' status at each step two times during the year. Results indicate that a greater percentage of students remained in Step 1 during the second half of the year.

Figure 1.
Percentage of Active Participants at each Truancy Level at Mid-Year and Year-End

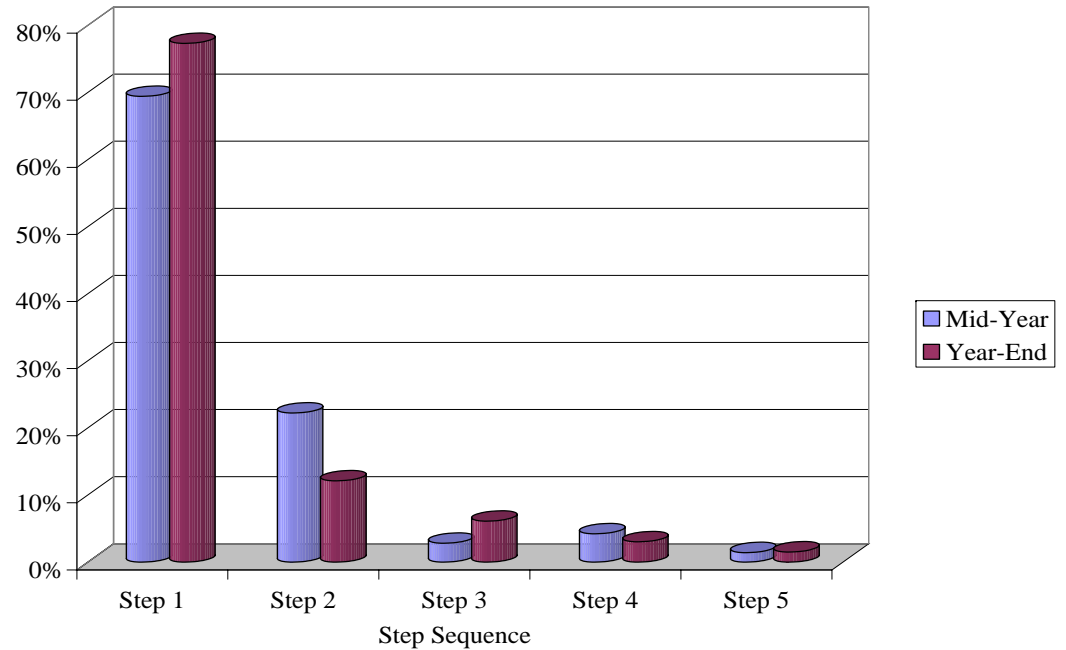


Table 9.
Participants at Each Truancy Level at Mid-Year and Year-End

Steps	Mid-Year ($n = 72$)		Year-End ($n = 66$)	
	Number	Percent	Number	Percent
1	50	69.4%	51	77.3%
2	16	22.2%	8	12.1%
3	2	2.8%	4	6.1%
4	3	4.2%	2	3.0%
5	1	1.4%	1	1.5%

III. Academic Performance and Behavior

At the time of this annual report, 174 STOP participants were on file. However, academic and attendance data were not available for all participants due to the movement of participants in and out of program schools. The mean of grade point averages (GPA) for STOP participants was 1.57 at the end of the Fall 2006 semester, and increased to 1.76 by the end of the Spring 2007 semester ($n = 100$). It is noteworthy to mention that overall grade point averages for all school sites were higher during the 2006-07 school year compared to the previous two school years. Of those active participants with data available at both mid-year and year-end, school attendance rates ($n = 98$) reported an increase of 1.14 percentage points between the Fall 2006 and Spring 2007 semesters (see Table 10).

(Note: Participant data were matched at mid-year and year-end to include only those participants who had GPA and attendance rates at the end of both the Fall 2006 and Spring 2007 semesters. Therefore, the **STOP Mid-Year 2006-2007 Report** reflects different GPA and attendance rates than the current report.)

Table 10.
Mean Grade Point Averages (GPA) and Attendance Rates per Semester by School

Participating Schools	Mean GPA				Attendance Rate			
	<i>n</i>	Sem 1	Sem 2	+/-	<i>n</i>	Sem 1	Sem 2	+/-
Dairyland	1	2.67	2.67	-	0	-	-	-
Desmond	13	1.69	1.73	+0.04	15	89.47	91.68	+2.21
Enterprise	1	2.00	3.00	+1.00	2	92.78	83.52	-9.26
Martin Luther King	36	1.56	1.96	+0.40	35	87.32	90.87	+3.55
North Fork	2	0.50	0.50	-	2	85.56	65.00	-20.56
Oak Creek	5	1.33	1.73	+0.40	3	94.07	92.59	-1.48
Ranchos Middle	2	2.50	2.00	-0.50	2	83.89	85.00	+1.11
Thomas Jefferson	35	1.63	1.65	+0.02	34	85.71	86.02	+0.31
Wilson	5	0.90	1.20	+0.30	5	84.63	85.78	+1.15
Total	100	1.57	1.76	+0.19	98	87.17	88.31	+1.14

To measure STOP participants' behavior, the program tracked the number of students suspended and the total days of suspension by the end of Fall 2006 and Spring 2007 semesters. Only those students who had data available for the entire school year and were active participants at year-end (n=174) were included in this comparison. A total of 26 students were suspended in Fall 2006 for a total of 98 days. The average length of suspension per suspended participant was 3.77 days. At the end of the Spring 2007 semester, a total of 24 students were suspended for a total of 87 days, averaging 3.62 days of suspension. The number of students who were suspended, the cumulative suspension occurrences and the average days of suspension per student decreased from the fall to the spring semesters.

Table 11.
Number of Students Suspended and Total Days of Suspension per Semester by School

Participating Schools	Sample Size	Semester 1		Semester 2	
		Number of Students	Number of Days	Number of Students	Number of Days
Dairyland	n = 1	0	0	0	0
Desmond	n = 28	8	22	4	12
Enterprise	n = 5	1	5	1	8
Martin Luther King	n = 42	6	25	10	43
North Fork	n = 17	2	3	0	0
Oak Creek	n = 13	0	0	1	1
Ranchos Middle	n = 6	1	13	1	3
Thomas Jefferson	n = 43	5	19	7	20
Wilson	n = 19	3	11	0	0
Total	n = 174	26	98	24	87

IV. Additional Services

Participants’ backgrounds are of additional importance when determining the impact STOP potentially had in the lives of the participants the program served. *Table 12 indicates STOP participants’ involvement with other programs and services. Of the 174 STOP participants, 114 students (65.1%) were involved in one or more of these services. Eighty-eight participants (50.3%) were referred to the STOP tutoring program, which may have affected the increase in the mean of grade point averages reported in the previous section*

Table 12. Students Participating in Other Programs and Services by School

Program / Service	Dairyland	Desmond	Enterprise	MLK	North Fork	Oak Creek	Ranchos Middle	Thomas Jefferson	Wilson	Total	Percent
Cal-Learn	0	0	0	0	0	0	0	2	0	2	1.1%
Referred to Mountain Area Clinicians	0	0	0	0	12	7	0	0	0	19	10.9%
Referred to Valley Area Clinicians	0	1	1	3	0	0	0	0	0	5	2.9%
Referred to STOP Tutoring	0	21	2	15	0	0	0	40	10	88	50.6%
Referred to Boys and Girls Club	0	0	0	0	0	6	0	0	0	6	3.4%
<i>Received 1 or more of the above services</i>	0	21	2	16	12	11	0	42	10	114	65.5%
Total School Population	1	28	5	42	17	13	6	43	19	174	



V. Conclusion

The 2006-2007 school year included a total of 174 program participants. The program continues to demonstrate success in curbing the trend of truancy that was very evident prior to the implementation of the STOP program in 2001. The program encountered some slight staffing problems due to the leaving of one staff member toward the end of the school year, which caused some disruption to services within that caseload. A middle school outreach consultant left at the beginning of the school year, which caused quite a bit of disruption due to the many months it took until a replacement could be hired. Other new school staff to the program took some time getting familiar with the referral process. Overall, services were much improved over last year despite the staffing issues. The STOP Tutoring Program was again implemented at two local middle schools, as well as adding a recently opened third middle school. After some initial staffing problems were resolved, the program proved to be very worthwhile and effective in helping the STOP students improve their attendance, discipline, and knowledge and understanding of their homework assignments, which in turn improved their grades.

A review of the statistical data continues to indicate the effectiveness of the program. After the initial contact with the STOP probation officer, most of the participants remained at Step One or Step Two of the program's continuum of steps. This represents a curtailing of the truant behavior at the initial stages of the program. As indicated in previous annual reports, the tangible success of the program cannot be measured only by statistical data, but rather by the evident changes observed in the lives of the youth and the families the program serves. Each year the program staff has the privilege of assisting families in the realization of their value and dignity, and that their lives can be meaningful through active participation in the community, which most certainly and importantly includes their schools.

Comments received from Madera Unified District Attendance Officer/SARB Director emphasized the continuing decline in the truancy rates for students in the three middle schools in the Madera Unified School District. He directly attributed the decline to the success of the STOP program and the intervention of the STOP probation officers, the STOP tutoring program, and school intervention personnel. The District's Program Specialist added that the program provides additional support to students, school staff, parents and the community. Thomas Jefferson Middle Schools' Outreach Consultant and other schools' staff also related the importance of the STOP staff on campus. They noted that not only were truancy issues addressed, but other students came forward with other issues that had not previously been reported as a result of relationships built between staff and students. Problem areas such as bullying, criminal activity, and discipline are now being addressed throughout the schools with much more positive results. After-school tutoring, funded and monitored by the STOP program, is another example of how the STOP program is making a difference.

With the increase of students and schools services by STOP, our approach has continued to evolve. We have learned that focusing only on truancy does a disservice to the needs of our students. Many other issues contribute to truancy, and we have tried to delve into these other issues as well. A student's home, school participation and relationships must be explored to learn the whole story, in order to deal with the problems. Stressing a more diversified approach, which will elicit the most information, is our goal. We believe we are making an impact: one student and one family at a time. The STOP program continues to be successful and we look forward to helping those in need redirect their lives and become the young men and women they have the potential to be.

Madera County Probation Department



Stop Truancy Opportunity Program

The Probation Department appreciates the Madera County Board of Supervisors' continued support of the program. Collaboratively, the Board, the Behavior Health Services Department, the Probation Department, the county schools, the District Attorney's Office, the Harry H. Baker Boys and Girls Club, and the Department of Social Services have made this program successful. Our partners in this endeavor are integral constituents in the triumph over truancy in the eight schools STOP services in Madera County.

Index

Tables

Table 1.	Total Participants by School at Mid-Year and Year-End.....	3
Table 2.	Ethnic Background of Total Participants by School	4
Table 3.	Gender of Total Participants by School	4
Table 4.	Probation Status by Semester	5
Table 5.	Restitution and Community Service by Semester.....	5
Table 6.	Reasons for Leaving the Program by Semester.....	5
Table 7.	Arrest Rates Prior to and After STOP Referral by Type of Offense	6
Table 8.	Incarceration Rates Prior to and After STOP Referral by Type of Offense	6
Table 9.	Participants at Each Truancy Level at Mid-Year and Year-End.....	7
Table 10.	Mean Grade Point Averages (GPA) and Attendance Rates per Semester by School	8
Table 11.	Number of Students Suspended and Total Days of Suspension per Semester by School.....	9
Table 12.	Students Participating in Other Programs and Services by School	10

Figures

Figure 1.	Percentage of Active Participants at Each Truancy Level at Mid-Year and Year-End.....	7
-----------	--	---