



# LCSSP 2022-23 Annual Update: Student Attendance & Engagement

**SCUSD School Board Meeting, April 13th, 2023**

**Presented by:**

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Onniel Sanchez, Supervisor

Andrea Torres, Child Welfare and Attendance Specialist



# SCUSD Guiding Principle

All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.

## A & E New Vision

Authentic relationships with students, families and community are at the core of our work in reducing chronic absence, increasing student engagement and ensuring academic success for all students, especially our least well served.

# Attendance & Engagement Acronyms

**ADA:** Average Daily Attendance

**care:** Connect Ask Relate Engage

**CWAS:** Child Welfare and Attendance Specialist

**ESP:** Engagement Support Plan

**LCSSP:** Learning Communities for School Support Program

**MTSS:** Multi-Tiered System of Support

**SARB:** School Attendance Review Board

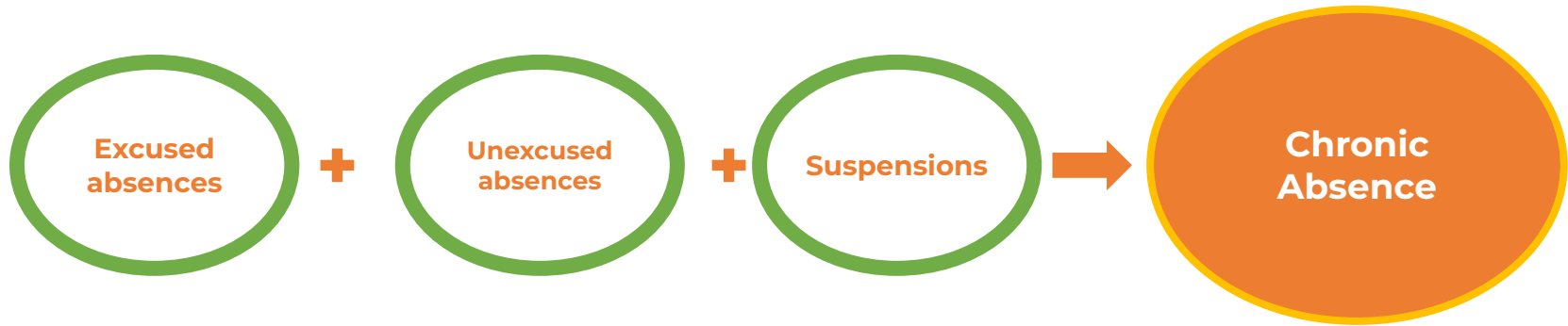
**SST:** Student Study Team

# What is the LCSSP GRANT?

The Learning Communities for School Success Program (LCSSP) provides funds to local education agencies (LEAs) to support programs aimed at improving student outcomes by reducing chronic absenteeism and truancy and supporting students who are at risk of dropping out of school or are victims of crime.

# What is Chronic Absence?

Chronic absence is missing so much school for any reason that a student is academically at risk. California defines it as **missing 10% or more**.



WHEN  
absences occur  
matters too!!

- Students who missed 2 to 4 days **in September** were **5 times more likely to be chronically absent** than students who were absent fewer than 2 days
- Students who missed more than 4 days were **over 16 times as likely to be chronically absent** than students who were absent fewer than 2 days

Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).

# The Impact of Absences Over K-12

Days Absent	Time missed per year	Time missed over K-5	Time missed over K-12
<b>1x/month</b>	2 weeks	3 months	6.5 months
<b>2x/month</b>	1 month	6 months	<b>1 year &amp; 3 months</b>
<b>3x/month</b>	1.5 months	9 months	Nearly <b>2 years</b>
<b>1x/week</b>	2 months	<b>1 year &amp; 2 months</b>	<b>2.5+ years</b>
<b>2x/week</b>	4 months	Nearly <b>2.5 years</b>	<b>5+ years</b>

*Based on a 10 month school year with five day school week.*

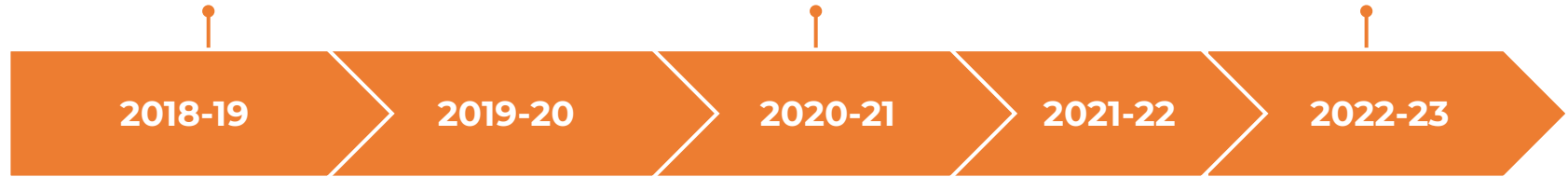
# From Be HERE to CARE-

## Building the SCUSD Office of Attendance & Engagement

SCUSD launches BeHERE campaign, youth led initiative with LCSSP funds. Attendance became a priority.

SCUSD awarded LCSSP again. Launch MTSS. Distance Learning turns attendance upside down, but we stay strong.

CARE TEAM refocuses efforts to **18 Focus Sites**. Begins to take a truly restorative and supportive approach.



The BeHERE Office grows to 5 members. Sites focus on reducing chronic absence. Feb record ADA and CA  
**MARCH-COVID HIT**

BeHERE becomes **The CARE Team**- shift focus to engagement and relationship building. Attendance vs. COVID is a losing battle

# A&E Focus Site Program

Each CWAS worked to integrate with their assigned Elementary Focus Site. Providing direct support, tiered interventions and using the MTSS Framework to meet their A & E Goals.





# How Focus Sites Were Chosen

- Chronic Absence Rates Pre and Post Covid
- Cohort 1 or 2 MTSS Site
- Elementary or K-8th



Name	16-17 Chronic Absenteeism Rate	17-18 Chronic Absenteeism Rate	18-19 Chronic Absenteeism Rate	20-21 Chronic Absenteeism Rate
<a href="#">Bret Harte Elementary</a>	24.50%	28.20%	23.30%	26.80%
<a href="#">Cesar Chavez Intermediate</a>	15.70%	15.80%	17.00%	21.30%
<a href="#">David Lubin Elementary</a>	15.10%	17.90%	13.90%	11.50%
<a href="#">Edward Kemble Elementary</a>	21.10%	18.30%	17.50%	21.10%
<a href="#">Father Keith B. Kenny</a>	22.40%	26.30%	28.30%	14.50%
<a href="#">Golden Empire Elementary</a>	6.40%	6.80%	5.90%	8.60%
<a href="#">Hollywood Park Elementary</a>	15.90%	15.30%	17.70%	25.00%
<a href="#">Hubert H. Bancroft Elementary</a>	17.60%	14.70%	15.20%	16.00%
<a href="#">John Bidwell Elementary</a>	10.20%	16.80%	20.60%	30.50%
<a href="#">John D. Sloat Elementary</a>	23.60%	23.70%	30.40%	32.40%
<a href="#">Leataata Floyd Elementary</a>	28.50%	30.10%	26.30%	56.70%
<a href="#">New Joseph Bonenheim (NJB)</a>	12.30%	18.20%	25.90%	38.10%
<a href="#">Pacific Elementary</a>	17.80%	18.50%	18.30%	35.20%
<a href="#">Parkway Elementary</a>	23.80%	25.20%	22.50%	38.80%
<a href="#">Peter Burnett Elementary</a>	16.20%	17.20%	16.10%	24.60%
<a href="#">Rosa Parks Elementary</a>	17.20%	19.20%	26.50%	38.90%
<a href="#">Tahoe Elementary</a>	22.50%	18.30%	15.80%	23.20%

# Focus Sites: Summer Connection Home Visits

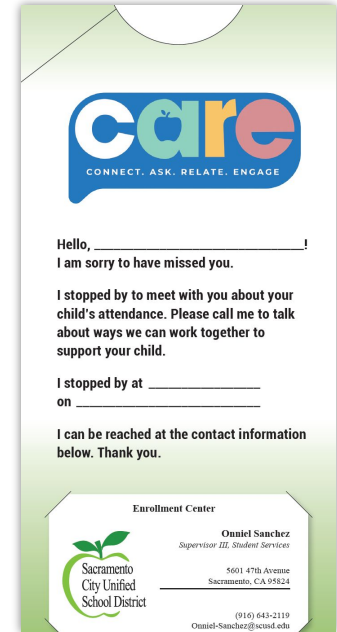
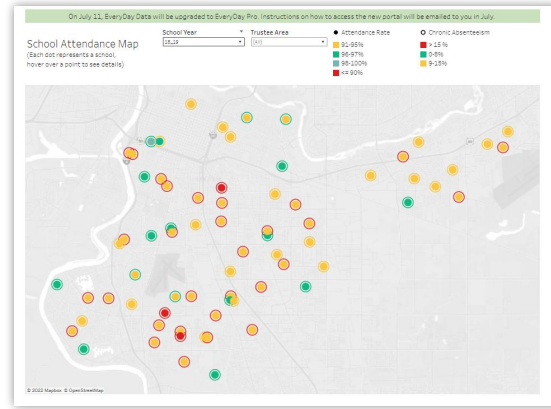
- Cross referenced 2021-22 Attendance data with 2022-23 enrollment data to generate a list of chronically absent students
- Analyzed data to choose the right students
- July and August- 5 team members did home visits

What We learned:

Families were disconnected

Fear and anxiety still high

Families treated school as optional



# Focus Sites: Intensive Support

- **Each CWAS has 2-3 sites**
  - Works on campus 1 day /week
- Creates MTSS Foundations with Principal
  - Attendance Teams
  - Data Based Decision Making
  - **Establish data and intervention protocols**
  - Tiered Re-engagement
- Absence Process
  - Engagement Support Plan
  - Team Home Visits
- Pay Attendance Clerks extra hours to support attendance work
- Restorative SARB Referrals
- Establish data and intervention protocols
  - Weekly Data Analysis
- **\$1000 for Attendance Incentives**



# Focus Site Data Leaders: Top 4

2021-22 CA Rate  
compared to  
2022-23 CA Rate

Every Focus  
Site has a  
reduction over  
2021-22

2021-22 EOY vs. 2022-23 (through March 23)

SCHOOL NAME	Enrollment	# Chronically Absent	Chronic Absence Rate	
<a href="#">New Joseph Bonnheim (NJB)</a>	235	132	56.2%	
<a href="#">New Joseph Bonnheim (NJB)</a>	241	70	29%	-27.2%
<a href="#">Bret Harte Elementary</a>	187	102	54.5%	
* <a href="#">Bret Harte Elementary</a>	193	64	33.2%	-21.3%
<a href="#">Edward Kemble Elementary</a>	519	268	51.6%	
* <a href="#">Edward Kemble Elementary</a>	501	168	33.5%	-18.1%
<a href="#">Cesar Chavez Intermediate</a>	374	149	39.8%	
* <a href="#">Cesar Chavez Intermediate</a>	369	90	24.4%	-15.4%

# A&E Districtwide Supports

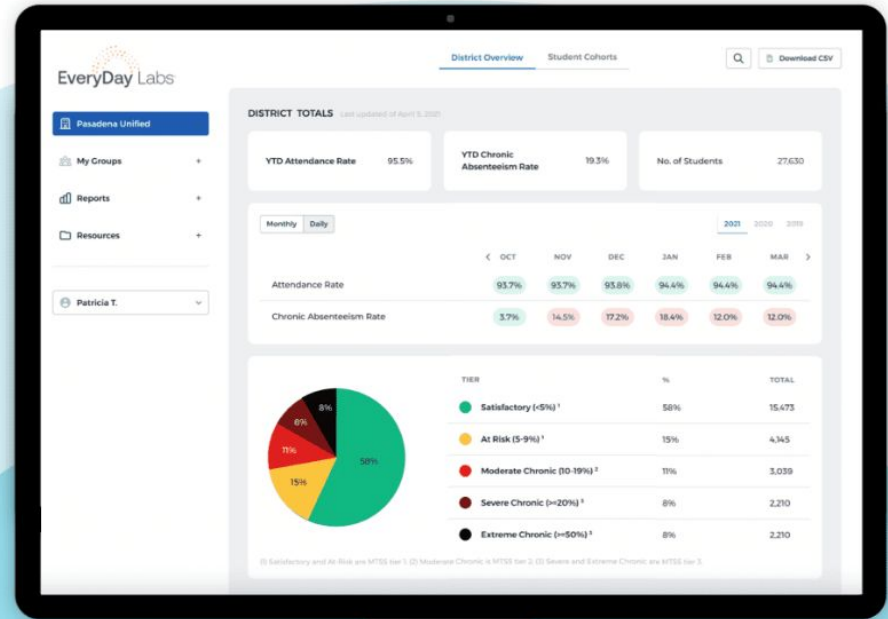
The care Team continued to support all things attendance at every District school site and Serna.



# Districtwide: EveryDay Pro Data Dashboard

- Real time (almost) Attendance Data at your fingertips
- Easy to use and navigate for all levels of technical users
- Colorful, interactive graphs and visualizations
- Updates, cutting edge and best practice metrics

# EveryDay Pro



# Districtwide: Attendance Systems

Public website: [care.scusd.edu](http://care.scusd.edu)

- Attendance Awareness Month
- Clear communication in home languages
- Attendance Systems at all levels
- Verify all student contact information is current
- CARE Monthly Newsletters
- Weekly Office Hours
- Quarterly Attendance Staff/Principal Trainings



Advancing Student Success By Reducing Chronic Absence

**SCUSD Multi-Tiered System of Supports for Attendance & Engagement**

	Student Attendance & Engagement	SEL & Relationships	Health & Wellness	Data Monitoring	Behavior	Academic Support	Basic Needs
Tier III Individualized Interventions							
Tier II Targeted Interventions							
Tier I Universal Supports							
Systemwide Practices	Practices centralized attendance processes and levered re-engagement strategies with District support and an emphasis on school, family and community partnerships.	Cultivates the SEL core competencies, building an anti-racist, trauma sensitive and culturally responsive climate.	Coordinated school health system that reinforces health literacy and practices through health education, physical education, nutrition services and food literacy. Promotes mental health awareness through a system of student support centers and school-based health centers.	Data based decision making teams meet to analyze data, monitor progress and implement evidence based system wide supports in all areas.	Aim to reduce exclusionary discipline and maximize instructional engagement through teaching and reinforcement of positive behavior.	High quality evidence based core instruction with differentiated supports utilizing universal design for learning and professional development.	Access to technology, connectivity, nutrition and a centralized community resource hub to connect families to services including access to Homeless Services, Foster Youth Services, Expanded learning and Indian Education.

Attendance Works | UCDAVIS Center for Regional Change  
Adapted from Attendance Works and UC Davis Center for Regional Change  
Revised 01/24/21\_LFC



# Districtwide: Messaging

- Let's GOOOO! SM Campaign
- Care website
- Care Newsletters monthly
- Everyday Labs messaging/interventions
- Update Attendance emails, outgoing messages
- Chatbot and two way texts
- SOURCE MEDIA TEAM





# Districtwide: Community Engagement



## In celebration of Attendance Awareness Month

### Foster community pride and position schools as a hub

- Fun/entertainment
- Resources
- Participation

### Focus in areas where chronic absence is greater


- Provide resources and services by minimizing transportation barriers

### Culturally relevant education

- Motivational speakers
- Mentorship programs



# EveryDay Labs: Research Based Nudge Interventions


  
 Sacramento City Unified School District  
 District  
 5601 47th Avenue  
 Sacramento, CA 95824

Parent/Guardian of:  
 CASEY LEE  
 123 2nd Street  
 Anytown, USA 12346

**Your January Update**

**Casey has missed 14 days this school year\***  
How can we help?

Dear Parent/Guardian of Casey Lee,  
**Casey has missed 14 days this school year.\***  
 Attending every day possible will help Casey learn and stay on track.  
 You are key to helping Casey attend every day possible. Our classes are better when Casey is present.  
 If we can help you, call the school or see the resources on the back of this letter.  
 Sincerely,  
 Superintendent Aguilar  
 Sacramento Unified School District

**Casey's Attendance Snapshot**

Casey: 14 Absences

Average 5th Grader at Casey's School: 11 Absences

Total Missed Days of School

\*Questions about this letter? Call 555-123-4567 and reference this unique code **kt1234**, or see the footnote on the back for more info.

Turn Over

**Track Casey's Absences**  
 Casey's most recent absences occurred on the following dates:  
*This list includes both excused and unexcused absences.*

Wed. Sep 2 (U,I)  
 Thurs. Sep 3 (E,R)  
 Fri. Sep 4 (U,R)  
 Mon. Sep 7 (U,I)  
 Fri. Sep 11 (U,R)  
 Tues. Sep 15 (E,R)  
 Wed. Sep 16 (U,I)

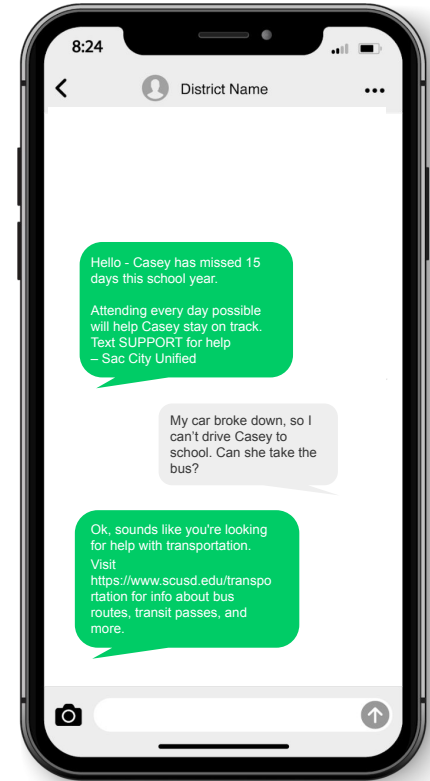
Did you know? All missed class time means lost learning time.

**To-Do: Update your contact info**  
 Is any information below missing or out of date?  
 If so, please call your school at [\(school\\_phone\)](#) to update your contact info.

Guardian Name:	Email:	Phone:
Amy Lee	amy.lee@gmail.com	555-123-4567
Michael Lee	mike.lee@gmail.com	

**Resources**  
 Here are some resources you may find useful. **Save this page in case you need this info later!**

- Casey's School: [\(school\\_phone\)](#)
- For helpful information and additional resources visit: [care.scusd.edu/](#)



# SY '22-'23 to date

**73** schools served  
by the EveryDay  
Labs program

**23,226**  
students and  
families of  
chronically absent  
or at-risk students  
received the  
intervention

**288,049**  
communications  
delivered to families

- 6,312 Back to School letters
- 67,938 Welcome Back texts
- 33,101 Check-In surveys
- 35,435 Mail Nudges
- 145,263 Text Nudges

**5,995** families served  
by family support call-in  
team and the family  
support chatbot

**Most popular resources  
included:**

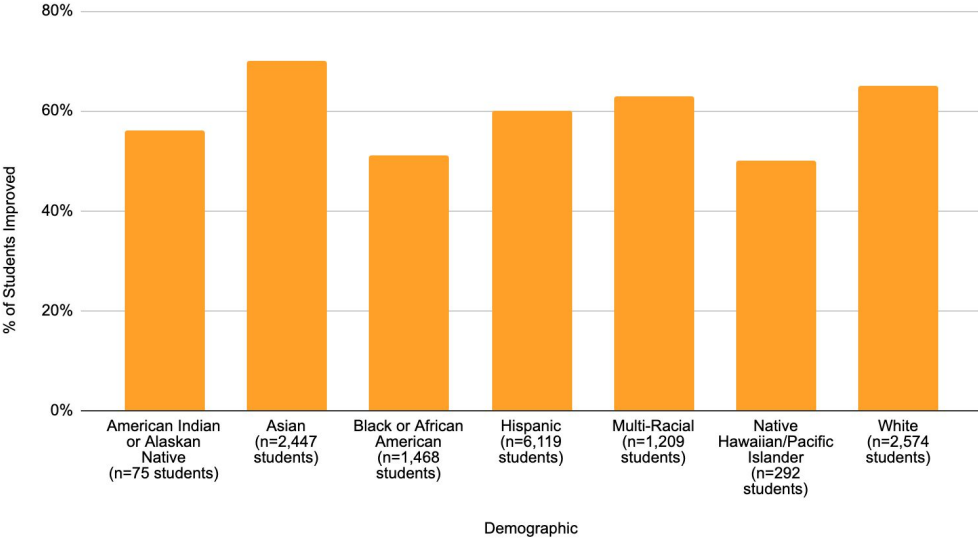
- Community Resources
- Wellness
- Food
- Attendance

# Improvement in Attendance Rate



**61% of students (14,186) improved their attendance rate** after receiving EveryDay Intervention

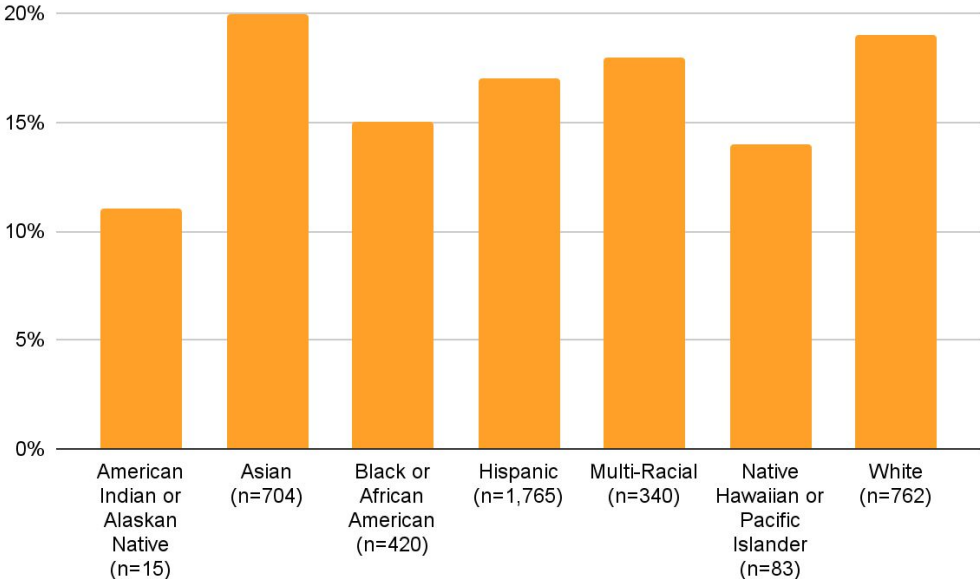
% of Students Improved by Demographic



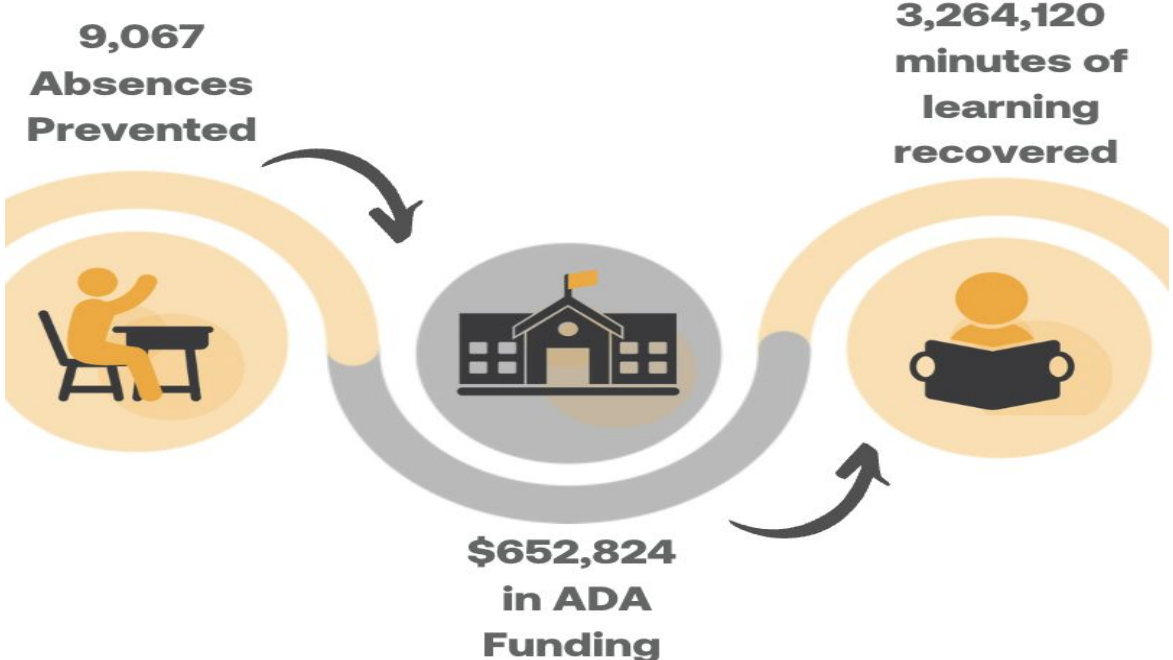
# Students Improved to Non-Chronically Absent

# 18%

**of students (4,090) improved**  
from chronically absent to  
non-chronically absent after  
receiving the intervention



# Funding & Learning Impact at Sac City USD



# Partnership with EveryDay Labs

Against a backdrop of a national chronic absence crisis, our findings show that our partnership is making a marked impact on attendance in SCUSD.

## EveryDay Intervention

- **61% students improved attendance** after receiving EveryDay Intervention<sup>1</sup>
- **4,090 students** were no longer chronically absent after enrollment in EveryDay Intervention
- **9,067 absences** prevented, translating into **\$589,355 additional ADA funding**
- **14,673 resources** provided to families

## EveryDay Pro

- **263** users active in platform
- **293 intervention groups** created & 193 active intervention groups
- **89 barriers** to attendance identified

## EveryDay Learning

- **14 hours** of professional learning delivered
- **>200 practitioners** engaged in learning
- Average satisfaction rating of **9** out of 10

# What's new for 2023-24?

- Become an Independent Office, funded with or without LCSSP funds
- Begin Ongoing Collaboration with FACE
- Apply for Cohort 7 LCSSP Grant
- Enmesh Truancy and Chronic Absence to form 1 Cohesive Absence Process
- New Attendance Accounting Support Specialist Positions





# Office of Attendance & Engagement

## The CARE TEAM

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- **Jennifer Kretschman**, Director, Attendance & Engagement - (916)643-2136/ [Jennifer-Kretschman@scusd.edu](mailto:Jennifer-Kretschman@scusd.edu)
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- **Andrea Torres**, Child Welfare & Attendance Specialist - (916) 643-2174/ [Andrea-Torres@scusd.edu](mailto:Andrea-Torres@scusd.edu)
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- **Lucy Lewis**, Child Welfare & Attendance Liaison - (916) 643-2171 / [Lucy-Merchant@scusd.edu](mailto:Lucy-Merchant@scusd.edu)
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- **Karla Cortez**, Child Welfare & Attendance Liaison - (916) 643-2176 / [Karla-Cortez@scusd.edu](mailto:Karla-Cortez@scusd.edu)

# The shift in improving attendance...

“...you’ve got to invest in the relationship-building that’s so critical to motivating kids to show up and to actually being able to generate the trust that allows kids and families to share with you what’s really keeping them from getting to school.”

- *Hedy Chang, Attendance Works*