



# Attendance Awareness Month

Approve Resolution No. 3282: Recognition of National  
Attendance Awareness Month

Board Meeting

September 15, 2022

Agenda Item No. 8.2

Presented by: Jennifer Kretschman, Director  
MTSS Student Attendance & Engagement

Child Welfare & Attendance Specialists: Esteban  
Baul, Karla Cortez, and Onniel Sanchez

# New Student Attendance & Engagement Perspective

**VISION:** Authentic relationships with students, families and the community are at the core of our work to reduce chronic absence, increase student engagement and ensure academic success for ALL students, especially our most vulnerable

“Student Attendance is at an all-time low. Almost 40% of our students missed so much school last year they were chronically absent...”



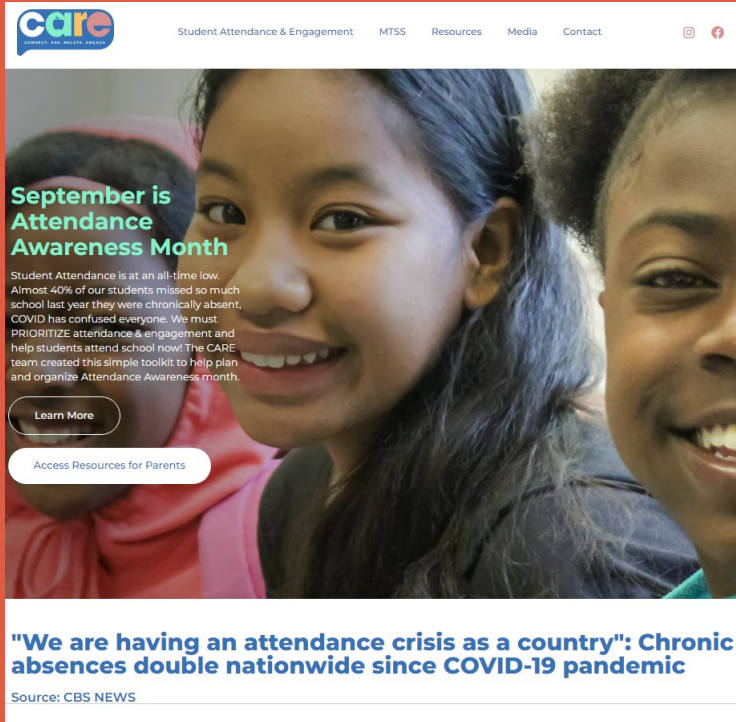
“We are having an attendance crisis as a country”: Chronic absences double nationwide since COVID - 19 pandemic.”



Equity, Access, and Social Justice Guiding Principle:

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

# Visit the CARE website- care.scusd.edu



**care**  
CONNECT AND ENGAGE

Student Attendance & Engagement MTSS Resources Media Contact

## September is Attendance Awareness Month

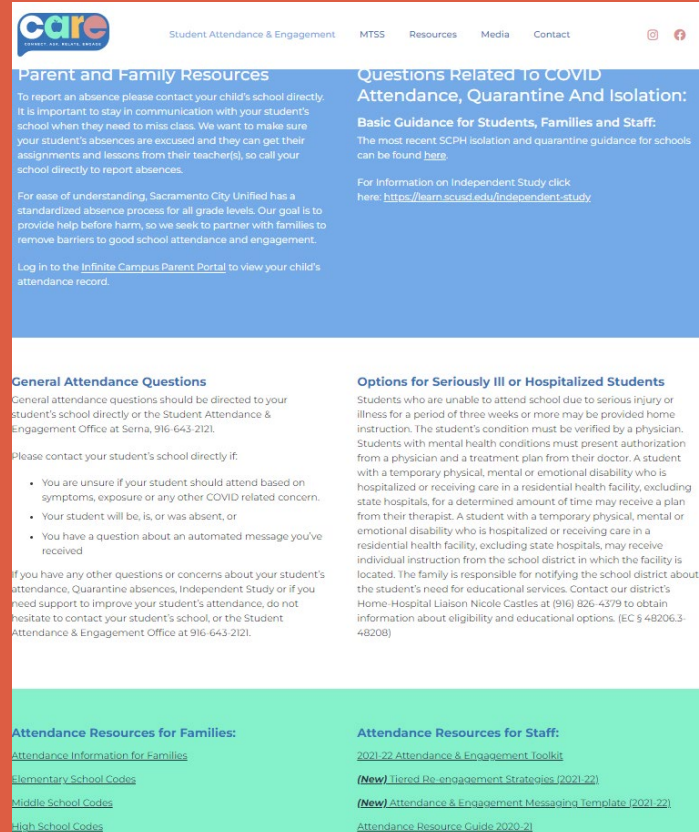
Student Attendance is at an all-time low. Almost 40% of our students missed so much school last year they were chronically absent. COVID has confused everyone. We must PRIORITYZE attendance & engagement and help students attend school now! The CARE team created this simple toolkit to help plan and organize Attendance Awareness month.

[Learn More](#)

[Access Resources for Parents](#)

### "We are having an attendance crisis as a country": Chronic absences double nationwide since COVID-19 pandemic

Source: CBS NEWS



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## Parent and Family Resources

To report an absence please contact your child's school directly. It is important to stay in communication with your student's school when they need to miss class. We want to make sure your student's absences are excused and they can get their assignments and lessons from their teacher(s), so call your school directly to report absences.

For ease of understanding, Sacramento City Unified has a standardized absence process for all grade levels. Our goal is to provide help before harm, so we seek to partner with families to remove barriers to good school attendance and engagement.

Log in to the [Infinite Campus Parent Portal](#) to view your child's attendance record.

## Questions Related to COVID Attendance, Quarantine And Isolation:

### Basic Guidance for Students, Families and Staff:

The most recent SCPH isolation and quarantine guidance for schools can be found [here](#).

For information on Independent Study click here: <https://learn.scusd.edu/independent-study>

## General Attendance Questions

General attendance questions should be directed to your student's school directly or the Student Attendance & Engagement Office at Sema, 916-643-2121.

Please contact your student's school directly if:

- You are unsure if your student should attend based on symptoms, exposure or any other COVID related concern.
- Your student will be, is, or was absent, or
- You have a question about an automated message you've received

If you have any other questions or concerns about your student's attendance, Quarantine absences, Independent Study or if you need support to improve your student's attendance, do not hesitate to contact your student's school, or the Student Attendance & Engagement Office at 916-643-2121.

## Options for Seriously Ill or Hospitalized Students

Students who are unable to attend school due to serious injury or illness for a period of three weeks or more may be provided home instruction. The student's condition must be verified by a physician. Students with mental health conditions must present authorization from a physician and a treatment plan from their doctor. A student with a temporary physical, mental or emotional disability who is hospitalized or receiving care in a residential health facility, excluding state hospitals, for a determined amount of time may receive a plan from their therapist. A student with a temporary physical, mental or emotional disability who is hospitalized or receiving care in a residential health facility, excluding state hospitals, may receive individual instruction from the school district in which the facility is located. The family is responsible for notifying the school district about the student's need for educational services. Contact our district's Home-Hospital Liaison Nicole Castles at (916) 826-4379 to obtain information about eligibility and educational options. (EC 5.48206.3-48208)

## Attendance Resources for Families:

[Attendance Information for Families](#)  
[Elementary School Codes](#)  
[Middle School Codes](#)  
[High School Codes](#)

## Attendance Resources for Staff:

[2021-22 Attendance & Engagement Toolkit](#)  
[\(New\) Tiered Re-engagement Strategies \(2021-22\)](#)  
[\(New\) Attendance & Engagement Messaging Template \(2021-22\)](#)  
[Attendance Resource Guide 2020-21](#)



# Attendance Awareness Month

## Attendance Awareness Month Toolkit

Student Attendance is at an all-time low. Almost 40% of our students missed so much school last year they were chronically absent, COVID has confused everyone. Families think school is "optional". Students have gotten out of the routine of attending class every day. So now what? We must PRIORITYZE attendance & engagement and message its importance NOW! The CARE team created this simple toolkit to help plan and organize Attendance Awareness month. Let's remind our community that school attendance MATTERS!

**WHAT:** Attendance Awareness Month  
**THEME:** Stay Connected, Keep Learning, Attendance MATTERS!  
**WHEN:** September  
**WHERE:** SCUSD  
**HOW:** Use this Toolkit

### AUGUST

- Create your school's attendance display. (Marquee, [Bulletin Board](#), etc.)
- Print Attendance [banners and posters](#) and fliers for families
- Plan student assemblies and family events to discuss attendance
- Launch a community door-knocking campaign to remind families when school starts.
- Share the [Showing Up Matters for R.E.A.L.: A toolkit for communicating with students and families](#) with teachers during professional development sessions before school starts
- Create Student Attendance Goal Sheets for every student to complete the first week of school ([Elementary Goal Sheet](#) | [Secondary Goal Sheet](#))
- Include Key messages on attendance in ALL your communications
  - [Attendance Key Messages](#)
  - [SCUSD Attendance Messaging \(cut & paste\)](#)

## Toolkit

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

RESOLUTION NO. 3182

RECOGNITION OF SEPTEMBER 2019 AS ATTENDANCE AWARENESS MONTH

**WHEREAS**, Sacramento City Unified School District's Guiding Principle of Equity Access and Social Justice strives to ensure that all students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options;

**WHEREAS**, good attendance is essential to student achievement, graduation, and lifelong success, and we are committed to dedicating resources and attention to reducing chronic absenteeism rates, with a focus starting as early as prekindergarten and kindergarten;

**WHEREAS**, chronic absence – missing 10 percent or more of school for any reason including excused and unexcused absences is a proven predictor of academic trouble and dropout rates;

**WHEREAS**, chronic absence is now a required reporting metric under the federal Every Student Succeeds Act and an indicator on the California State Dashboard;

**WHEREAS**, improving attendance and reducing chronic absence, particularly among underserved student populations, takes commitment, collaboration and tailored approaches to particular challenges and strengths in each community;

**WHEREAS**, chronic absence predicts lower third-grade reading proficiency, course failure and eventual dropout; it weakens our communities and our local economy;

**WHEREAS**, the impact of chronic absence hits students in low-income communities, children of color, and other underserved student groups particularly hard if they do not have the resources to make up for lost time in the classroom and are more likely to face systemic barriers to getting to school, including, but not limited to unreliable transportation, lack of access to health care, and unstable or unaffordable housing;

**WHEREAS**, attendance gaps among groups of students often turn into achievement gaps that undermine student success;

**WHEREAS**, absenteeism also undermines efforts to improve struggling schools due to the difficulty of measuring improvement in classroom instruction if students are not in class to benefit;

**WHEREAS**, school and community partners can assist by reaching out to frequently absent students and

WHEREAS, the Board of Education recognizes the importance of attendance and the role of the community in supporting student success;

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Q & A