



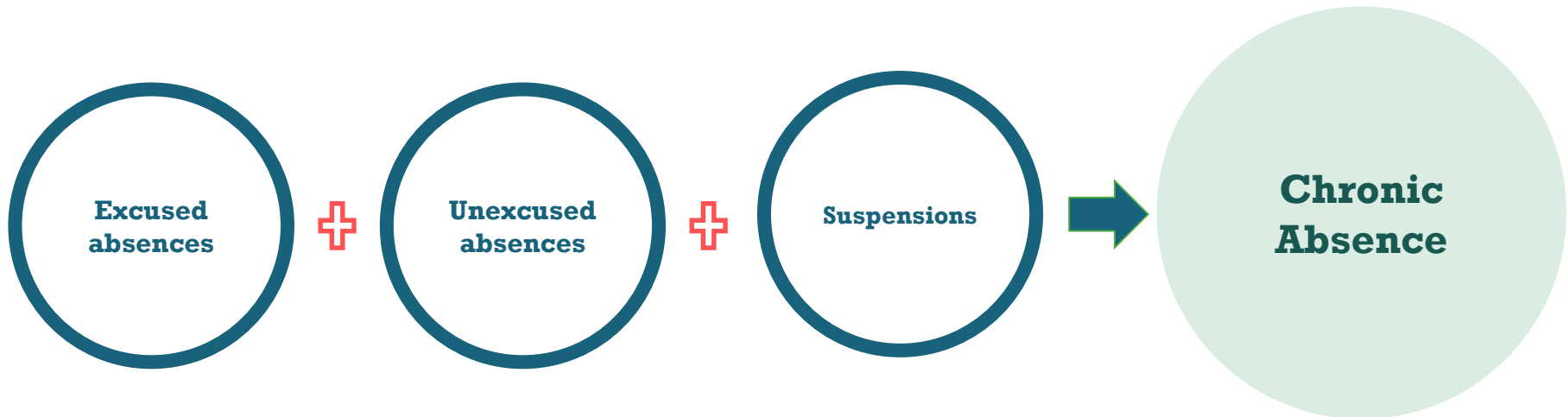
# Be Here Grant and Attendance Update

Board Meeting  
September 26, 2019  
Agenda Item 9.2

Doug Huscher, Assistant Superintendent of Student Support  
Ken Mcpeters, Director of the Enrollment and Attendance Center  
Jennifer Kretschman, Be Here Grant Coordinator  
Aprille Shafto, Principal Tahoe Elementary School

# What is Chronic Absence?

**Chronic absence** is missing so much school for any reason that a student is academically at risk. To ensure it acts as an *early warning sign*, we define it as **missing 10% or more of school for any reason.**



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

# What are the impacts of chronic absenteeism?

- Vulnerable children, especially those living in poverty, are 2-3 times more likely to experience chronic absenteeism at an early age.
- Beginning in kindergarten, a student that misses two days a month misses over a year of school by the time they are in high school.
- Research tells us poor attendance contributes more than any other factor to course failure and low grades.
- High Levels of chronic absenteeism are associated with, higher suspension rates, higher dropout rates, and lower graduation / A-G completion.

# Chronic Absence in SCUSD

- 16.1% of students in SCUSD were chronically absent in 2017-18
  - How do we compare to surrounding Districts
    - Elk Grove 9.9 %, Folsom Cordova 9.2%, Natomas 10.6%, San Juan 15.3%
  - Other large Urban Districts
    - Oakland 15.8 %. Long Beach Unified- 13.3%, San Diego- 12.4%, Los Angeles- 11.9%



# What are we doing?

## Learning Communities for School Success Program (LCSSP) Grant to address Chronic Absenteeism

3 Departments:

Attendance and Enrollment, Student Support Services, Youth Development

Components of the Grant work:

**Be HERE  
Marketing  
Campaign**

**Standardization  
of District-Wide  
Attendance  
Practices**

**Attendance  
Improvement  
Program**

EVERY DAY COUNTS

# Current Work-Attendance Improvement Program

- Current Chronic Absence Best Practices- *Creating a System*
  - Form Site Attendance Teams that meet regularly
  - Establish site attendance goals based on data
  - Create site specific Attendance MTSS
  - Regularly review Attendance Data (PATAI, ABC, EIS)
  - Utilize the EIS system to provide individual student case management
- Peer Learning Network (AIM)
  - Monthly meeting: Principals, Attendance Staff, Student Support Staff
    - Presentations from experts
    - Data Review
    - Shared Best Practices between colleagues across the district

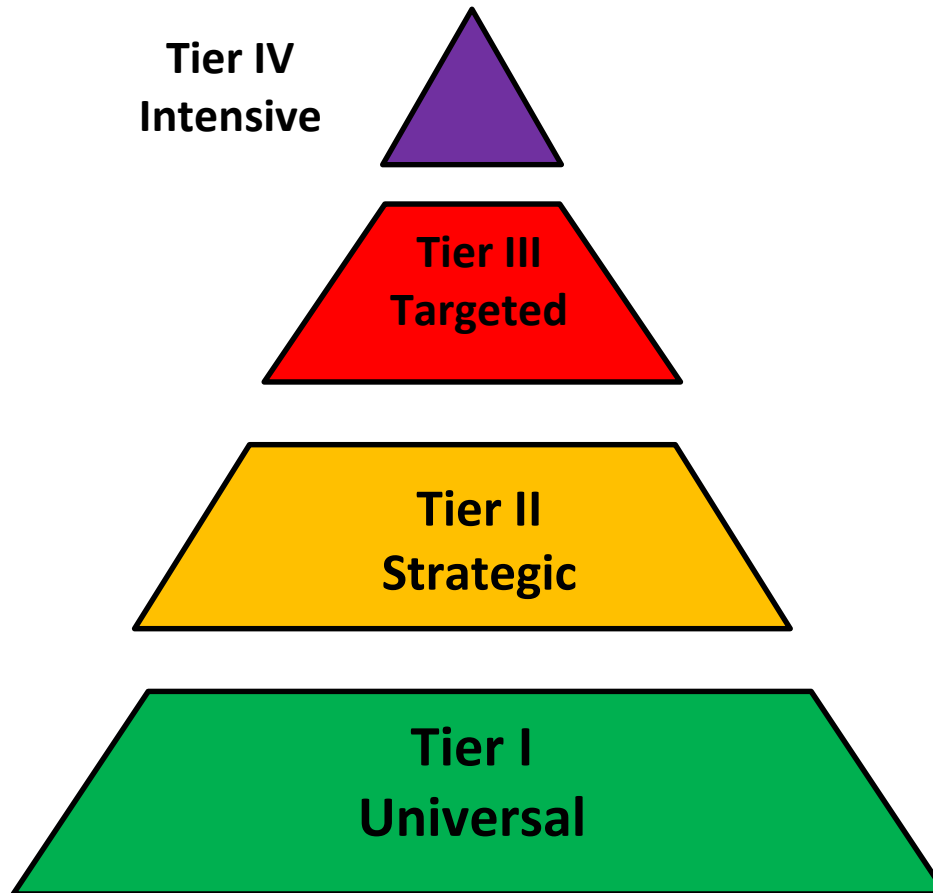
# MTSS Interventions by Tier Level

**Less than 80%**  
3% of our students

**80%-90%**  
10% of our students

**90.01%-95.99%**  
22% of our students

**96% -100%**  
65% of our students



**Tier 4:** SARB, ACCESS referral, Referral to outside agency, CPS

**Tier 3:** Referral to Student Support Services, SART

**Tier 2:** Informal postcards, nudge letter, mentor program, home visit

**Tier 1:** Positive school climate, Attendance incentives, family education, Solid attendance practices

# Preliminary 18-19 Chronic Absence Data for Schools Supported by the Grant

Be HERE SCHOOLS	17/18	18/19	△
Bowling Green McCoy*	7.60%	8.40%	0.80%
Bret Harte	28.20%	23.57%	-4.63%
Caroline Wenzel	15.30%	21.49%	6.19%
Cesar Chavez	15.80%	16.90%	1.10%
Edward Kemble	18.30%	18.01%	-0.29%
Elder Creek	10.40%	10.59%	0.19%
Ethel I Baker	24.10%	22.11%	-1.99%
Ethel Phillips	21%	19%	-2%
Father KBK	26.30%	28.53%	2.23%
Health Professions	29.10%	26.31%	-2.79%
Hiram Johnson	29.50%	28.56%	-0.94%
John Cabrillo	23.70%	16.70%	-7.00%
Leataata Floyd	30.10%	26.30%	-3.80%
Martin L King	20.10%	18.60%	-1.50%
Oak Ridge	20.80%	22.87%	2.07%
Pacific	18.50%	18.36%	-0.14%
Parkway	25.20%	22.38%	-2.82%
Rosemont	16.00%	17.20%	1.20%
Tahoe Elementary	18.30%	14.90%	-3.40%
Will C. Wood	16.50%	17.83%	1.33%
Average reduction in CA			-0.81%

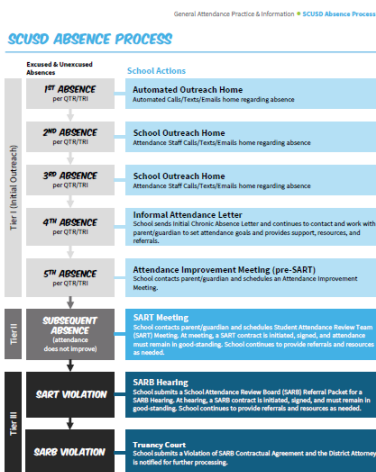


\*Preliminary data based on uncertified attendance data from Infinite Campus



# Developing Tools and teams to help build systems, use data effectively, and improve practice

- District-wide Attendance Toolkit
- Monthly Attendance Messaging Tool
- Attendance Planning Calendar
- Attendance Team Meeting template
- MTSS- Chronic Absence Work Team
- EIS
- Cross Departmental Attendance Team
  - SPED, Student Support and Health Services, Youth Development, Transportation, Budget, Student Placement and Hearings,



Attendance Works Be HERE

### Attendance Activities School Year Plan (K-12)

90MIN FORM FOR K-12 Absences: Ver 9.13.19

School Name	School Year	Testing	Before Start of School Year (July-August)	Welcome Back (September-September)	Ongoing (Throughout the Year)	Full Assessment (October - November)	Winter Semester (December - February)	Spring Semester (March-April)	End of Year (May/June)
School Staff									
Tier 1 (Automated)									
Tier 2 (Outreach - all staff)									
Tier 3 (SART - all staff)									
Tier 4 (SARB - all staff)									

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## MONTHLY ATTENDANCE MESSAGING 2019-2020

Listed below are attendance facts and messaging for students, families, staff, and leadership by month.

August   Introduction to Chronic Absence	
<b>FACTS</b>	<ul style="list-style-type: none"> <li>Chronic absenteeism—missing at least 10 percent of school days in a school year for any reason, excused or unexcused—is a primary cause of low academic achievement and a powerful predictor of students who may eventually drop out of school.</li> <li>High levels of chronic absenteeism are associated with higher poverty rates, higher suspension rates, higher dropout rates, and lower graduation / A.G. completion.</li> </ul>
<b>Students:</b>	<ul style="list-style-type: none"> <li>Help your friends and classmates understand what chronic absenteeism is—missing more than 10 percent (10 days) of school days in a year or just 2 days a month.</li> <li>Attend school every day, encourage your friends to attend school every day and remind them that every absence from school matters.</li> <li>Talk with your school principal and teachers about the kind of support that you and students in your school need to attend and be successful at school every day.</li> </ul>
<b>Families:</b>	<ul style="list-style-type: none"> <li>Spontaneous, not just consecutive, absences matter. Before too long—just one or two days a month can add up to nearly 10 percent of the school year and too much time lost learning. Therefore, try to avoid unnecessary absences.</li> <li>Attendance is the number one predictor of dropout and graduation rates.</li> <li>The importance of strong attendance habits begins the moment your child enters school and follows them throughout their educational lives.</li> </ul>
<b>Staff:</b>	<ul style="list-style-type: none"> <li>Absences represent lost time in the classroom and a lost opportunity for students to learn.</li> <li>Teach why attendance matters. What does it mean to teach attendance? More than simply talking roll each day. Teaching attendance involves building awareness about how many absences are too many, encouraging students to come to school every day, even when it is hard and engaging them once they are in the school building.</li> <li>Talk to students about the importance and benefits of good attendance in school.</li> <li>Before school starts is a good time to plan for attendance messaging during registration or enrollment. Use events such as kindergarten registration, back to school nights or middle or high school orientations as opportunities to highlight the importance of daily attendance and avoiding unnecessary absences.</li> <li>Students who miss 2 or more days by September/early October are more likely to become chronically absent for the year and should be considered for early intervention practices.</li> </ul>
<b>Leadership:</b>	<ul style="list-style-type: none"> <li>Before school starts is a good time to plan for attendance messaging during registration or enrollment. Use events such as kindergarten registration, back to school nights or middle or high school orientations as opportunities to highlight the importance of daily attendance and avoiding unnecessary absences.</li> <li>Chronic absence data can be used to trigger interventions so high-risk student populations receive the support they need, ideally before they fall behind academically.</li> <li>Attendance incentives are most effective when part of a comprehensive approach that includes outreach to families with more significant challenges to attendance. Incentives should be part of creating a school-wide culture of attendance. Begin recognizing student</li> </ul>

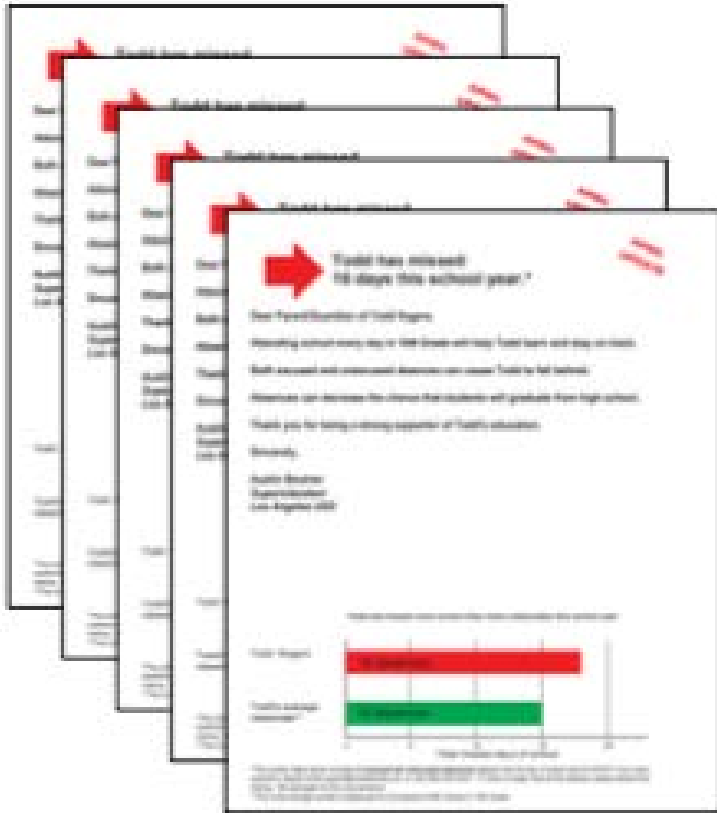
# Saturday Academy

- Students benefit from extended learning opportunities
- Districts benefit from building deeper relationships with students (school climate)
- Students benefit from additional 21<sup>st</sup> Century Skills and STEAM
- Teachers appreciate flexible instruction options. Having fun!
- Missed days = lost instructional time and lost revenue; EdCode allows Districts to recover ADA

## SCUSD Saturday Academy Multiyear Summary

Year	2016-2017	2017-2018	2018-2019	Totals
Number of Sites Participating	9	8	16	33
Number of Site Sessions	71	58	156	285
Total Number of Students Attended	2,159	1,659	5,748	9,566
Total Number of Students Recovered	1,579	1,238	4,135	6,952
ADA Revenue	\$113,956	\$89,346	\$298,423	\$501,725
Total Expenses	\$70,669	\$57,731	\$189,014	\$317,414
Net	\$43,287	\$31,615	\$109,409	\$184,312

# SCUSD Partnership with InClass Today



- 11,000 Students received up to 5 attendance letters
- Letters address parent mistaken beliefs
- Behavioral and nudge techniques used

# REVISIONS TO TRUANCY BOARD POLICY 5113.1

- Establishes and maintains a system for accurately tracking & monitoring student attendance
- Emphasizes a strength-based approach for identifying, monitoring, and intervening with students who are chronically absent
- Provide regular chronic absenteeism updates to the Board
- Focused efforts on understanding all the reasons behind chronic absenteeism rather than just truancy (unexcused) absences.

# Bright Spot- Tahoe



- A shift in mindset from reaction to action
  - Using data to identify focus areas for attendance work
  - Collaborative approach to prevention and intervention-engaging the school community
    - Principal
    - Office team
    - Teachers
    - Families
    - Students



# Next Steps Towards Sustainable Change

- Provide professional learning on measuring and monitoring attendance data
- Implement support / accountability structures for site leaders
- Continue to develop a cross-department “attendance matters” mindset
- Strengthen attendance systems at site and district level
- Consider Attendance Office infrastructure and sustainability options