



Family and Community Engagement Office





Family and Community Engagement Office

- What is chronic absence and why should we care?
- How common is chronic absence in SCUSD?
- How can we reduce chronic absence?
- How is SCUSD addressing chronic absence?
- Discussion



11.1: The Cell Cycle

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Chronic Absence Risks

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(Applied Survey Research & Attendance Works, 2011, Buehler et al, Attendance Works, 2012)

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(Baltimore Education Research Consortium SY 2009 2010)

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(Allensworth & Easton, *What Matters* · ~~END~~)



Chronic Absence Risks

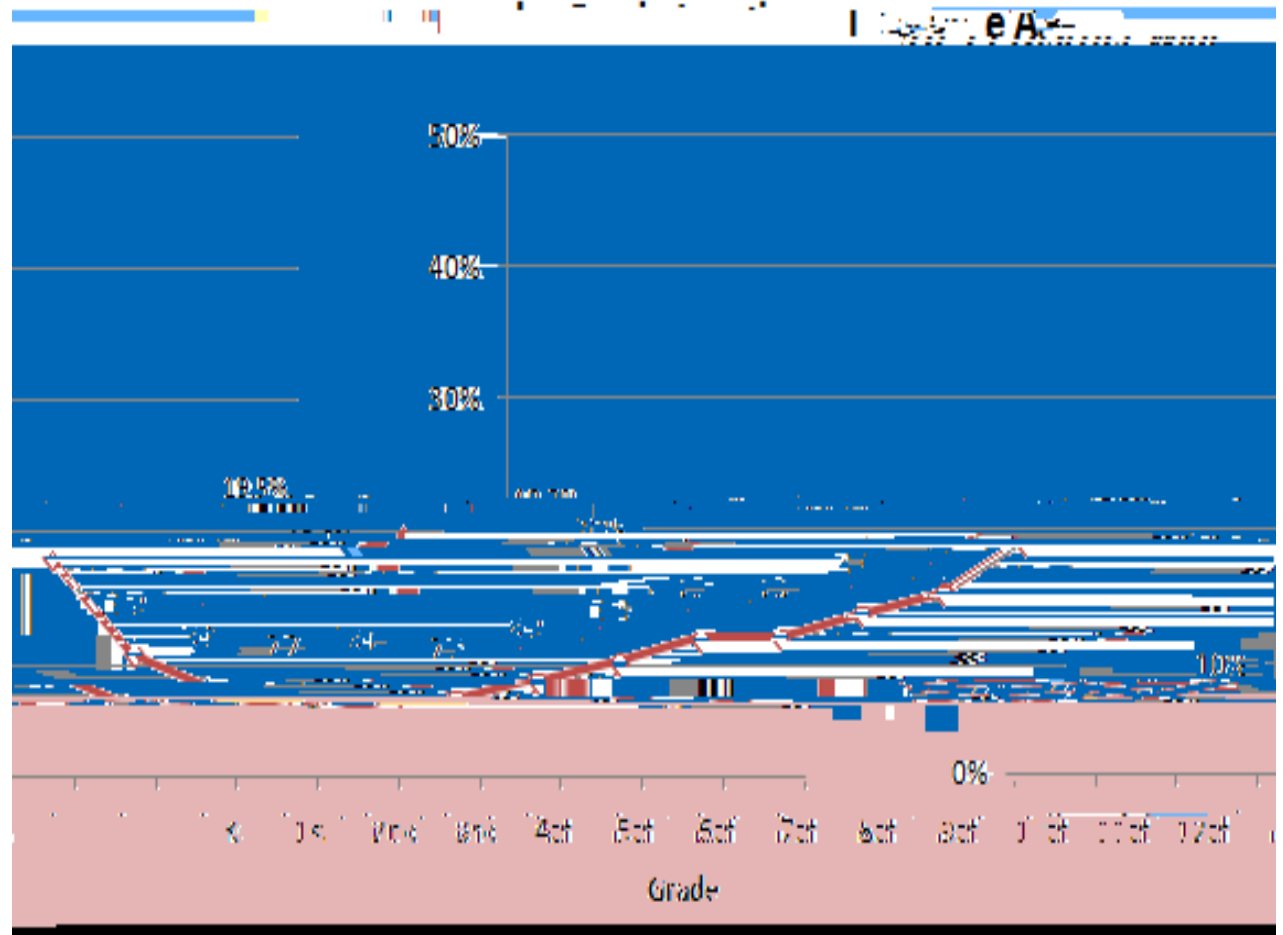
- Increased sense of disconnection from peers, teachers and schools
- Tobacco, alcohol and drug use
- Future



Chronic Absence Rates at SCUSD

2010-11 District-wide Chronic and Severe Absence rates

In 2010-11, more than 1 in 10 SCUSD students were chronically or severely absent.





Chronic Absence Rates at SCUSD

1. Chronic absence is unevenly distributed across neighborhoods and schools.
2. Chronic absence rates are upwards to 20% for some sub groups.
3. Chronic absence costs the district learning and revenue.



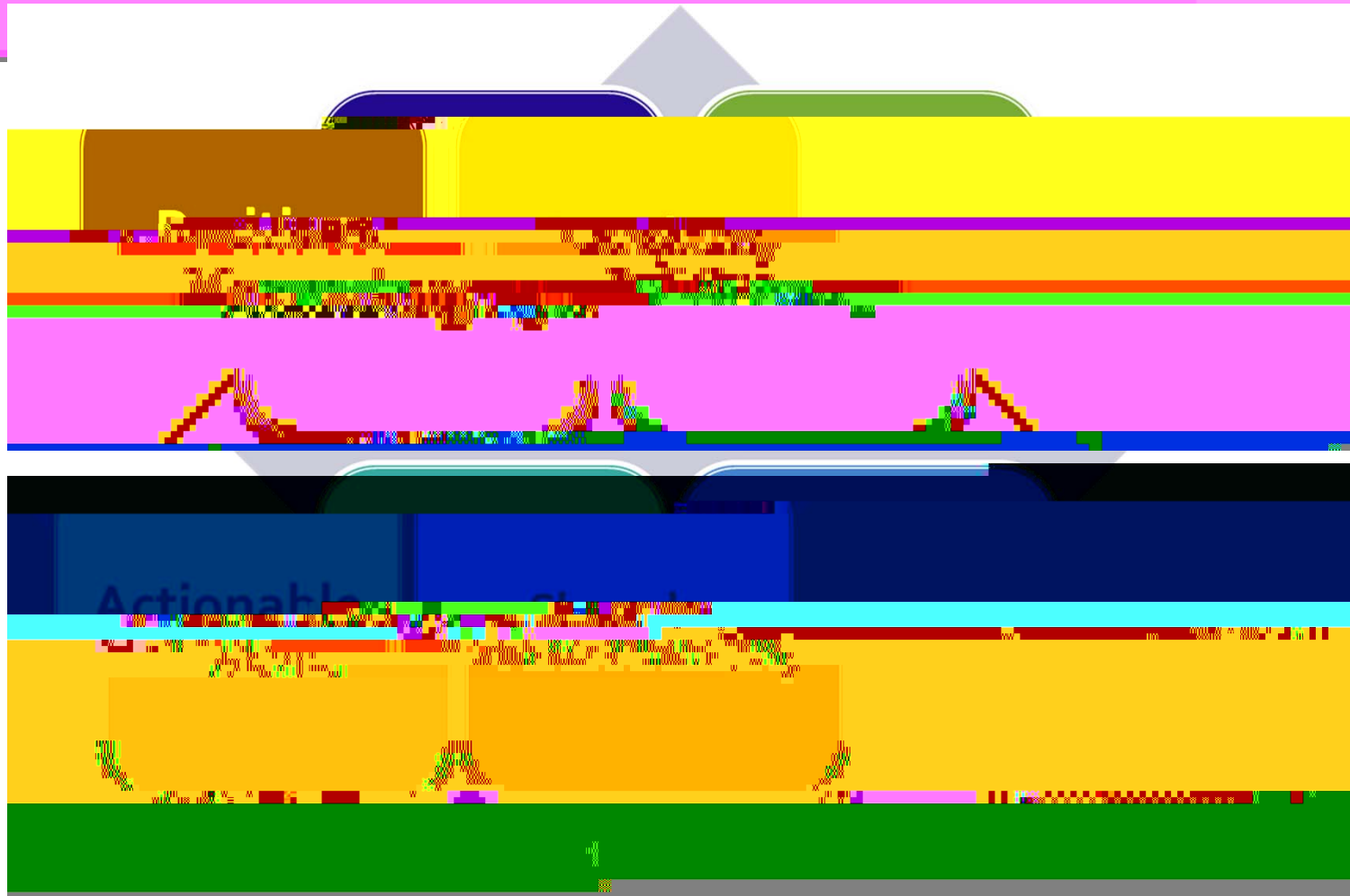
What Leads to Chronic Absence?

- Parents don't understand how missing just 10% of school can cause academic trouble
- School hasn't created a strong culture of attendance

- Student is struggling academically
- Student is being bullied

- Lack of access to health care
- No safe path to school
- Poor transportation

Ingredients for Success





Workplan Strategies

- Schools recognize good and improved attendance
- Schools work to develop a positive culture of attendance
- Students and families receive personalized, early and supportive outreach
- Staff understand what chronic absence is as well as how to address it
- Schools have teams in place that regularly review attendance



Workplan Strategies

- Attendance data are entered accurately on a daily basis for every student
- Analyses of chronic absence are calculated monthly for our district by grade, school and zip code
- Students and parents are supported to access their own attendance data in a format that is easy to understand
- The Superintendent and Board establish annual district wide goals for reducing chronic absence
- District and community stakeholders meet regularly to review chronic absence data and discuss strategies for addressing the issue at multiple levels

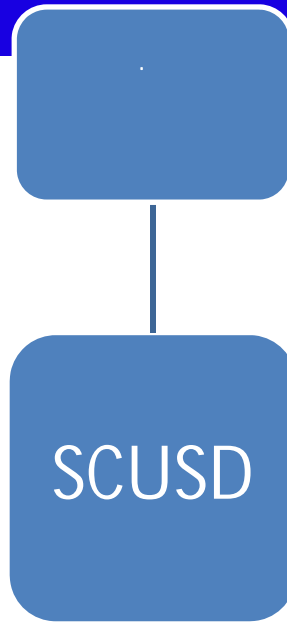


Workplan Strategies





District Focus Areas





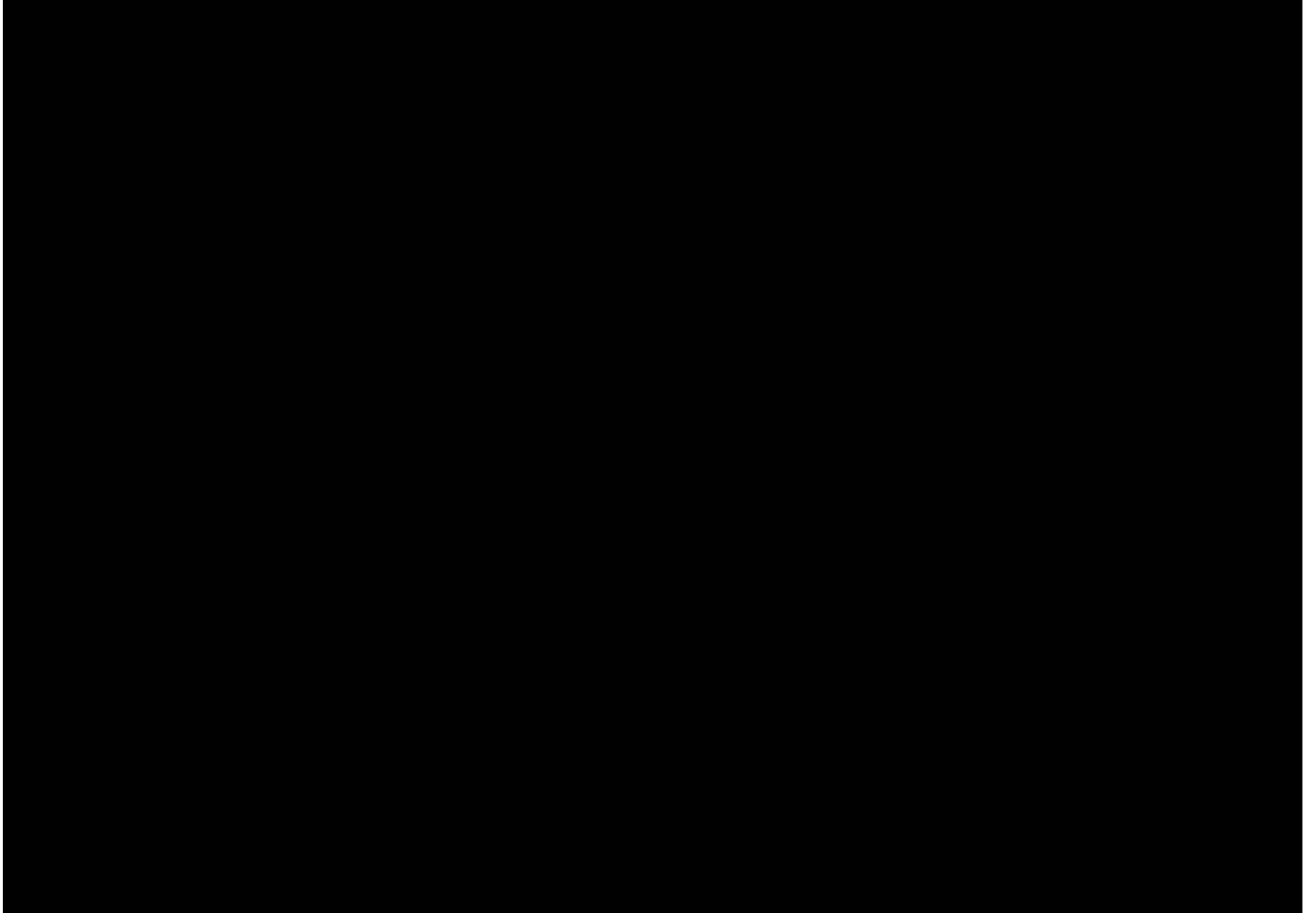
Timeline of Activities

- Issue of Chronic Absence brought to attention of district by The California Endowment Building Healthy Communities initiative
- District convenes Workgroup



Timeline of Activities

- Research and data analysis conducted using 2010 11 SCUSD data
- Consultation with principals regarding format for site level data
- Site level data and policy briefs prepared





Next Steps

- Finalize workplan after incorporating feedback from Board, staff and community partners (April 17, 3-5pm)
- Distribute issue briefs and share research widely
- Launch second phase of data analysis focused on 11-12 and 12-13 data
- Focus on populations with high rates of chronic absence including foster and homeless youth
- Implement workplan beginning in August 2013



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Thank You!

We want to thank everyone involved with this project, including the many SCUSD staff that devoted their time and energy. We especially want to acknowledge the following individuals:

- Hedy Chang, Attendance Works
- Nancy Erbstein, UC Davis Center for Regional Change/Department of Human Ecology
- Alan Lange, Community Link
- Ken McPeters, SCUSD Attendance Coordinator
- Rebecka Hagerty, SCUSD Research Specialist

We also want to thank The California Endowment and Sierra Health Foundation for its support of this project.



Sacramento County Health Services Department

Chronic Absence Project

regionalchange.ucdavis.edu/projects/current/chronic-absence-scusd