



Sacramento County Health Services Division

# 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

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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*

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## Chronic Absence Risks

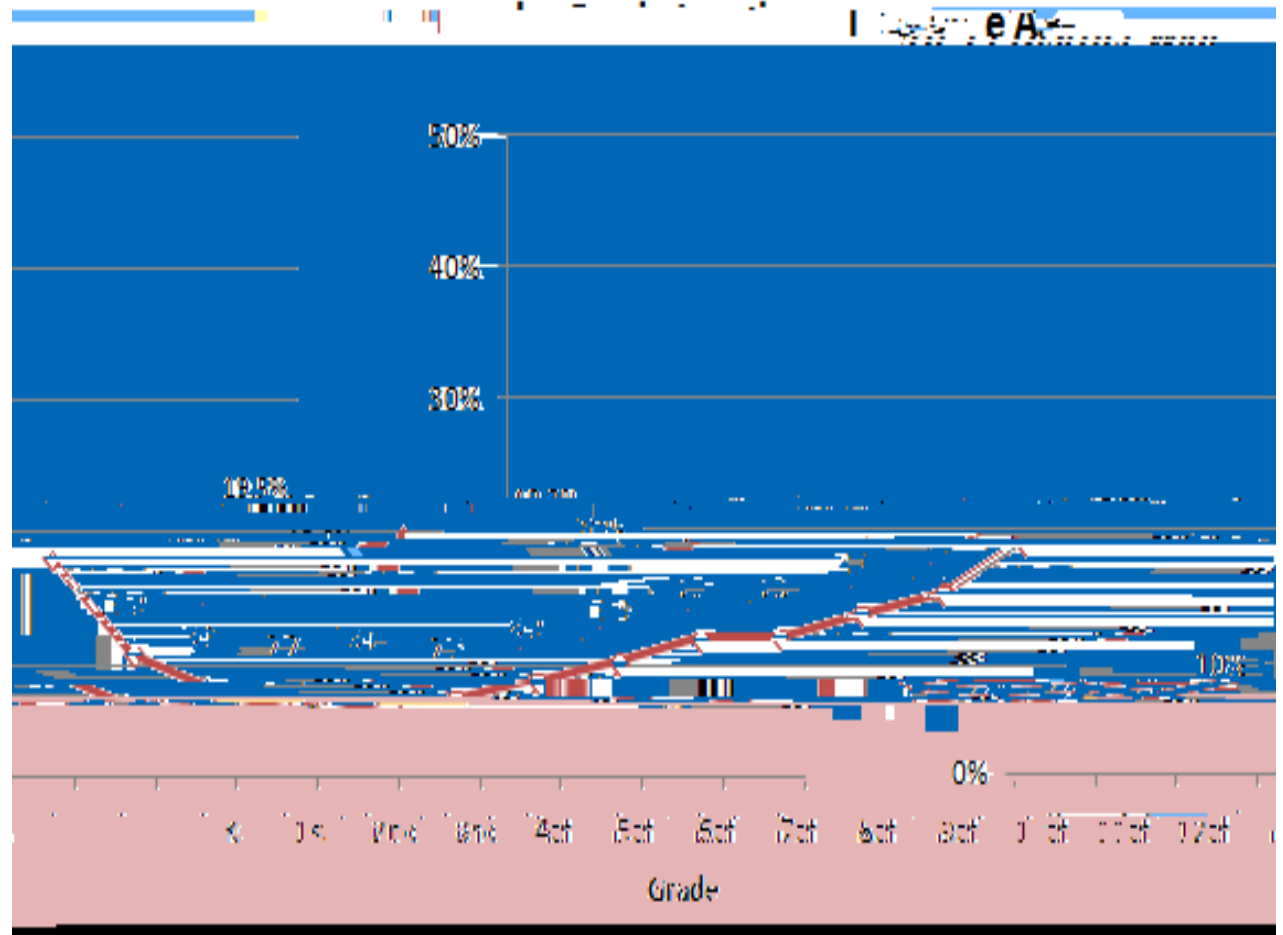
- Increased sense of disconnection from peers, teachers and schools
- Tobacco, alcohol and drug use
- Future



# 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.

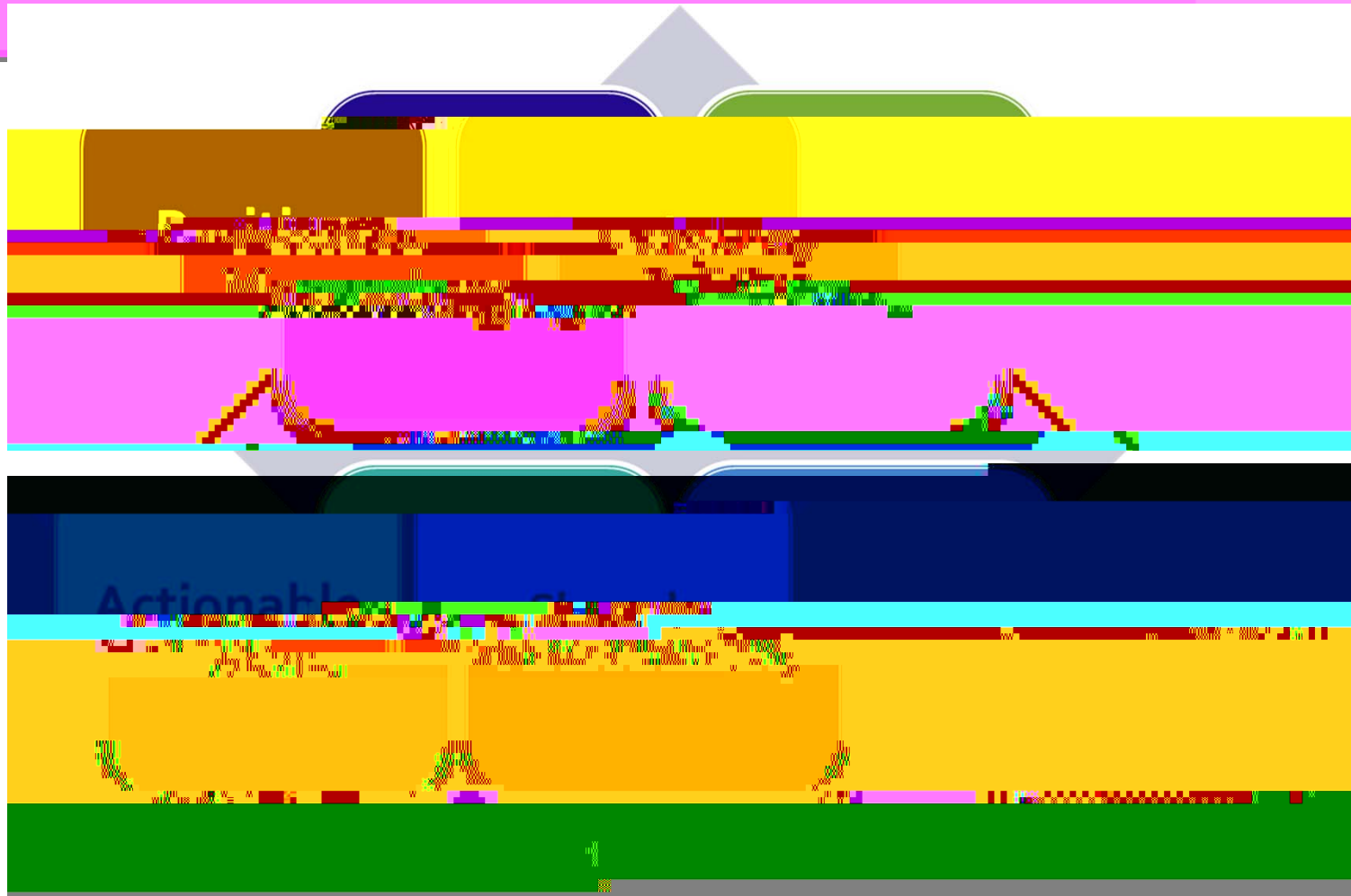


## What Leads to Chronic Absence?

- 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

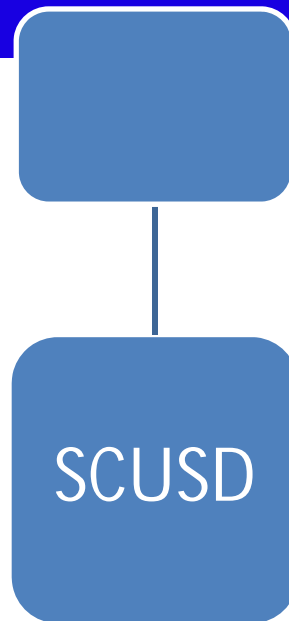
- Attendance data are entered accurately on a daily basis for every student
- Analyses of chronic absence are calculated monthly for our district by grade, school and zip code
- Students and parents are supported to access their own attendance data in a format that is easy to understand
- The Superintendent 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





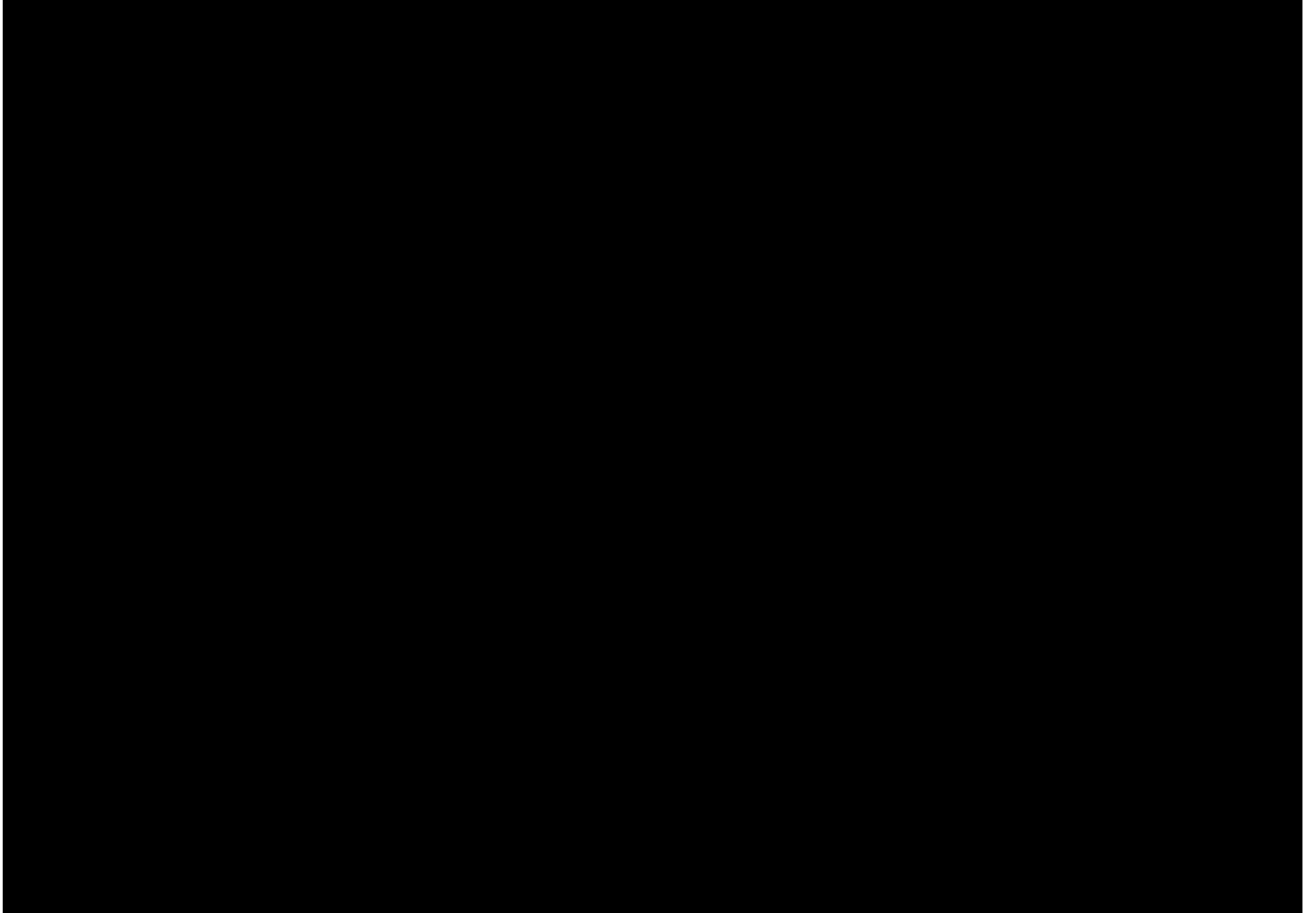
## Timeline of Activities

- 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



## 11.5.10.1.1D.1.1

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## Thank You!

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- 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

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Sacramento County Health Services Department

# Chronic Absence Project

[regionalchange.ucdavis.edu/projects/current/chronic-absence-scusd](http://regionalchange.ucdavis.edu/projects/current/chronic-absence-scusd)