



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 9.2

Meeting Date: September 26, 2019

Subject: Be HERE Grant and Attendance Update

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Deputy Superintendent's Office

Recommendation: Informational

Background/Rationale: To provide an update regarding the work being done to address chronic absenteeism and student attendance through the Be HERE Grant.

Financial Considerations: The Be HERE program is fully funded through the Learning Communities for School Success Program Grant from CDE which will end in June 2020. The Enrollment and Attendance Center is in the process of adding an additional support position through Title IV monies for the 2019-2020 school year. Prior to 2017, there were only 1.5 FTE from general funds allocated to attendance work. The grant enabled the District to hire 2 FTE in the EAC and 1 FTE in Student Support Services through June of 2020.

LCAP Goal(s): Safe, Emotionally Healthy and Engaged Students

Documents Attached:

1. Executive Summary

<p>Estimated Time of Presentation: 15 minutes</p> <p>Submitted by: Doug Huscher, Assistant Superintendent of Student Support, Ken McPeters, Enrollment and Family Services Director, and Jennifer Kretschman, Attendance and Enrollment Specialist</p> <p>Approved by: Jorge A. Aguilar, Superintendent</p>
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Board of Education Executive Summary

Enrollment and Attendance Center (EAC)

Be HERE Grant and Attendance Update

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I. Overview/History of Department or Program

Over sixteen (16) percent of students in SCUSD were chronically absent in 2017-2018. In 2017, SCUSD was awarded a three-year Learning Communities for School Success Program (LCSSP) grant by CDE to address chronic absenteeism. The grant was written as a collaborative effort by the Enrollment and Attendance Department, Student Support Services and Youth Development to support positive school attendance at all levels. Our own SCUSD Youth Media team branded the campaign “Be HERE” as a recognizable, relatable, and positive slogan.

The Be HERE grant is comprised of three major components: a marketing and community education campaign bringing awareness to the negative impact of chronic absenteeism, a standardization of district-wide attendance practices, and an implementation of our targeted attendance improvement program at the Be HERE grant schools.

At each Be HERE grant school, the district supports site level staff in creating systems that ensure attendance is a priority. Attendance teams are comprised of site administrators, teachers, social workers, and office staff; teams meet biweekly to monitor data trends and organize the school strategy to improve attendance for all students. Be HERE staff and the school teams create and implement a multi-tiered system of support to ensure chronically absent students and those at risk of being chronically absent are receiving the proper interventions and support to improve school attendance. The team sets school and student group goals based on historical and current data, and the data monitoring process is framed by these goals.

The district is utilizing data, both qualitative and quantitative, to guide our efforts. Our new early warning system, the EIS, allows staff to identify students based on need and provide strategic interventions early, at the first signs of need. The tool also provides a means to monitor the effectiveness of those interventions and review and adjust as needed for each student. The Performance and Targeted Action Index (PTAI) is an accountability tool that administrators use to monitor chronic absence, attendance growth and retention and most importantly, the effect improved attendance has on grade level readiness and academic success.

II. Driving Governance:

Driving governance for this policy includes Ed Code Section 60901 which defines chronic absenteeism and Ed Code 48240-48244 which guides districts to utilize Supervisors of Attendance to provide critical support and appropriate interventions to students defined as chronically absent. Also, the district’s BP 5113.1 and LCAP goal #2 of encouraging Safe, Emotionally Healthy and Engaged Students.

III. Budget:

The Be HERE program is fully funded through the Learning Communities for School Success

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Program Grant from CDE which will end in June 2020. The Enrollment and Attendance Center is in the process of adding an additional support position through Title IV monies for the 2019-2020 school year. Prior to 2017, there was only 1.5 FTE from general funds allocated to attendance work. The grant enabled the District to hire 2 FTE in the EAC and 1 FTE in Student Support Services through June of 2020.

IV. Goals, Objectives and Measures:

- Reduce chronic absence rates
- Increase Average Daily Attendance (ADA)
- Improve school climate and increase student engagement
- Improve academic outcomes including grade-level readiness, graduation rates and A-G completion rates.
- Create a sustainable system to address attendance and support sites beyond the grant

V. Major Initiatives:

Over the past few years, chronic absenteeism has steadily increased while ADA decreased, and few resources have been allocated to address attendance at a district level. The Be HERE Program works to establish clear protocols, site attendance teams, utilize clean and actionable data and provide the critical supports and interventions needed for our students. There is a need to determine a funding strategy to sustain attendance improvement efforts beyond the end of the grant. The Be Here grant will end in June of 2020. District staff is working on a multi-year plan that addresses a number of needs including building the appropriate infrastructure for long-term impact.

VI. Results:

At the end of the 2018-2019 school year overall results were promising. A majority of the 20 targeted schools supported by the grant saw a reduction in chronic absence rates. Despite a tumultuous year with external factors such as the wildfires, an exceptionally rainy February and the work stoppage in spring, having potentially huge negative impacts on attendance, the district's Average Daily Attendance rose slightly by .05% while Unified districts across the state saw an average decrease in ADA of .41%. At the start of the 2019-2020 school year, all 20 grant schools plus additional sites requesting support started the year with a strategic action plan, a functioning attendance team and data driven goals to guide their site work to address attendance. These first years have been critical in forming the foundation and MTSS framework to further build a sustainable and robust attendance office that can continue the work.

VII. Lessons Learned/Next Steps:

- 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

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- Strengthen attendance systems at site and district level
- Consider Attendance Office infrastructure and sustainability options