

An overhead view of several people sitting around a dark table, engaged in a meeting. One person in a blue checkered shirt is leaning forward with their hands clasped. Another person on the right is writing on a notepad. Various items like pens, markers, and a magnifying glass are scattered on the table. The title text is centered over this scene.

Student Attendance Patterns and Trends Across California

Introductions



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Pandemic Impact: A New Bubble

This year's third graders have never experienced a "normal" or traditional school year.

Attendance Habits

are learned, and we need to take a back to the fundamentals approach

CURRENT GRADE	LAST NORMAL GRADE
12 th Grade	8 th Grade
11 th Grade	7 th Grade
10 th Grade	6 th Grade
9 th Grade	5 th Grade
8 th Grade	4 th Grade
7 th Grade	3 rd Grade
6 th Grade	2 nd Grade
5 th Grade	1 st Grade
4 th Grade	Kindergarten
3 rd Grade	Never
2 nd Grade	Never
1 st Grade	Never
Kindergarten	Never

How do we "reset" the academic requirements of high school to prepare students for the college experience?

What will be the impact of not having a middle school transition experience?

How many Students will be reading by 3rd Grade?

Opening Thoughts

- Like SY 2021/22, the opening of the 2022/2023 school year will be effected by COVID (BA.5)
- Districts need to have a plan that starts now, not September, to promote attendance expectations while calling out ongoing safety efforts.
 - You can and should expect students to come to school
 - Proactive & prescriptive approach, not punitive
 - Plans should not be solely reliant on staff hiring (see 1st bullet)
 - Right now, you can (we recommend) market your offerings to your families
 - Due to COVID, we recommend including attendance code(s) that allow insights as to why students are absent.

SI&A Compared to California Dashboard Chronic Absenteeism Calculations*

SI&A

1. Includes all active students
2. Does not include suspensions
3. Includes all students regardless of how many days enrolled
4. A2A calculates on a day equivalent basis
5. A2A includes all students including PK/TK.
6. A2A calculates every student enrolled in the district per the above mentioned

California Dashboard

1. Includes all active and inactive students
2. Includes suspensions
3. Includes only students that have been enrolled more than 30 days
4. State rate calculates on all day absences only
5. State rate includes Transitional Kindergarten and up.
6. State is currently looking at TK-8, excluding high school

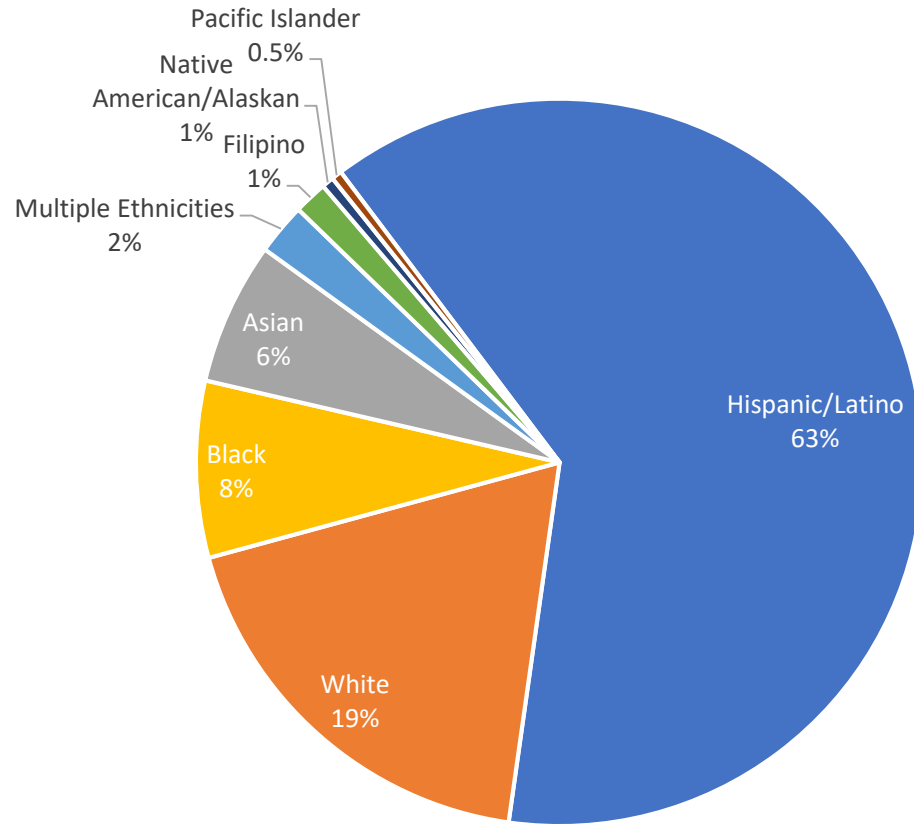
*California Chronic numbers available from <https://www.cde.ca.gov/ds/sd/sd/filesabd.asp>

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Demographics

The pie chart displays the racial/ethnic composition of the dataset.

This composition resembles the overall California enrollment.

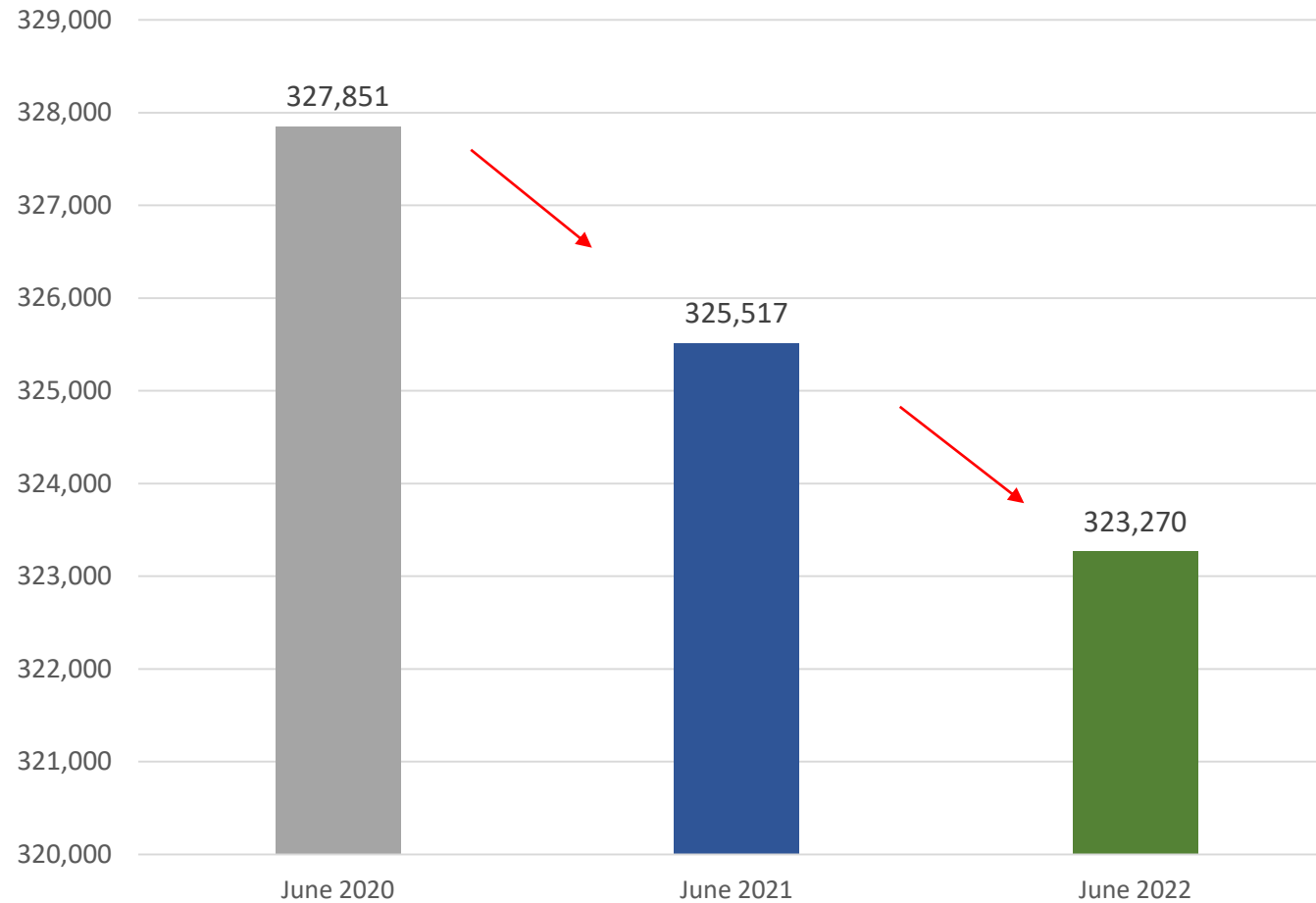


Percentages based on 2021-22 fiscal year student counts

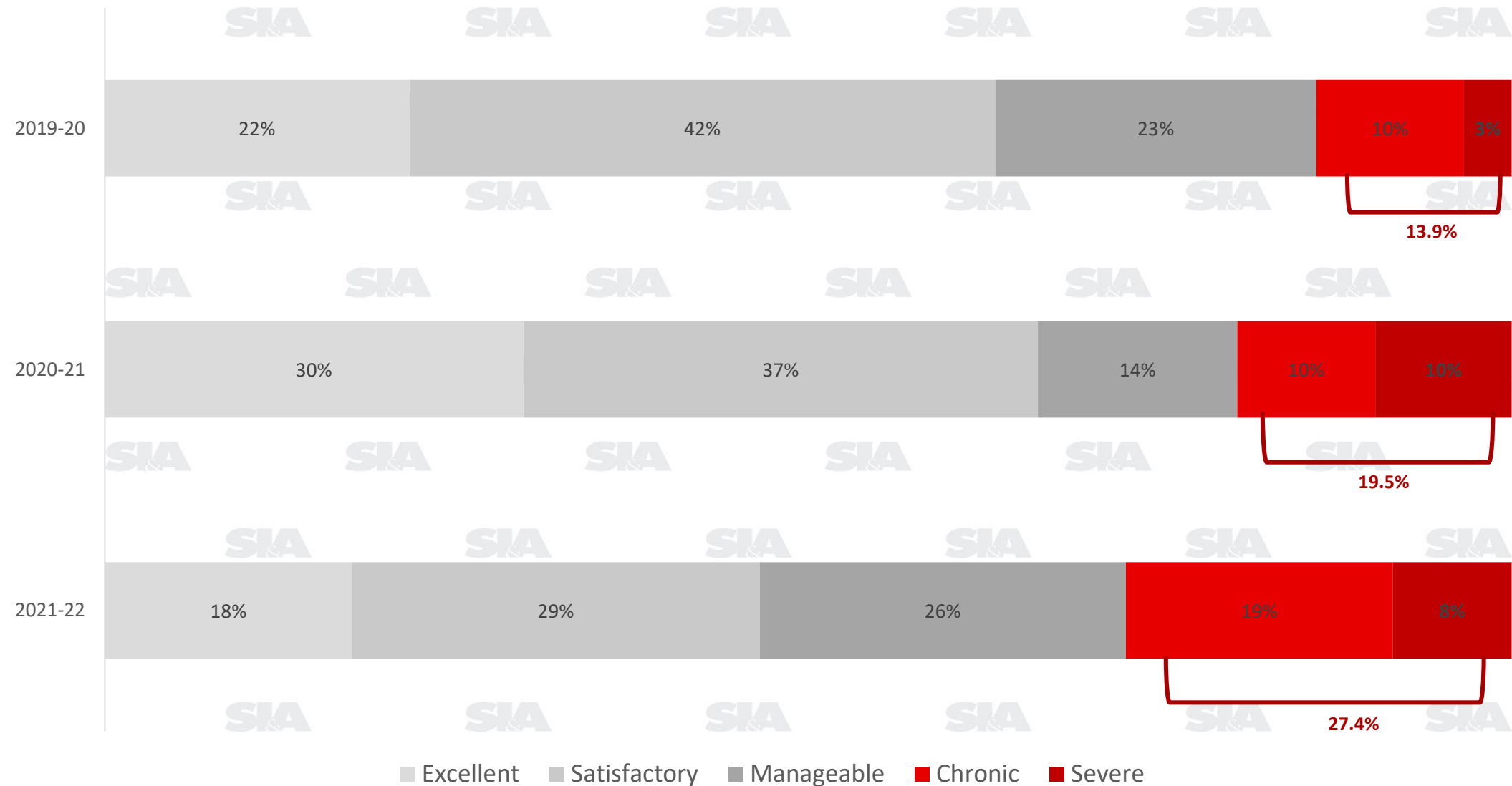
Race/Ethnicity	Percent of Population
Hispanic/Latino	63%
White	19%
Black	8%
Asian	6%
Multiple Ethnicities	2%
Filipino	1%
Native American/Alaskan	1%
Pacific Islander	0.5%

Declining Enrollment

We have seen and continue to see declining enrollment across most districts.



The Attendance Crisis Has Gotten Worse



Chronic Absence Rates by District Type

- Unified School Districts have the largest rate of increase/growth rate in chronic rates.
- Elementary School Districts have the highest chronic rate (28% of their students are chronically absent).

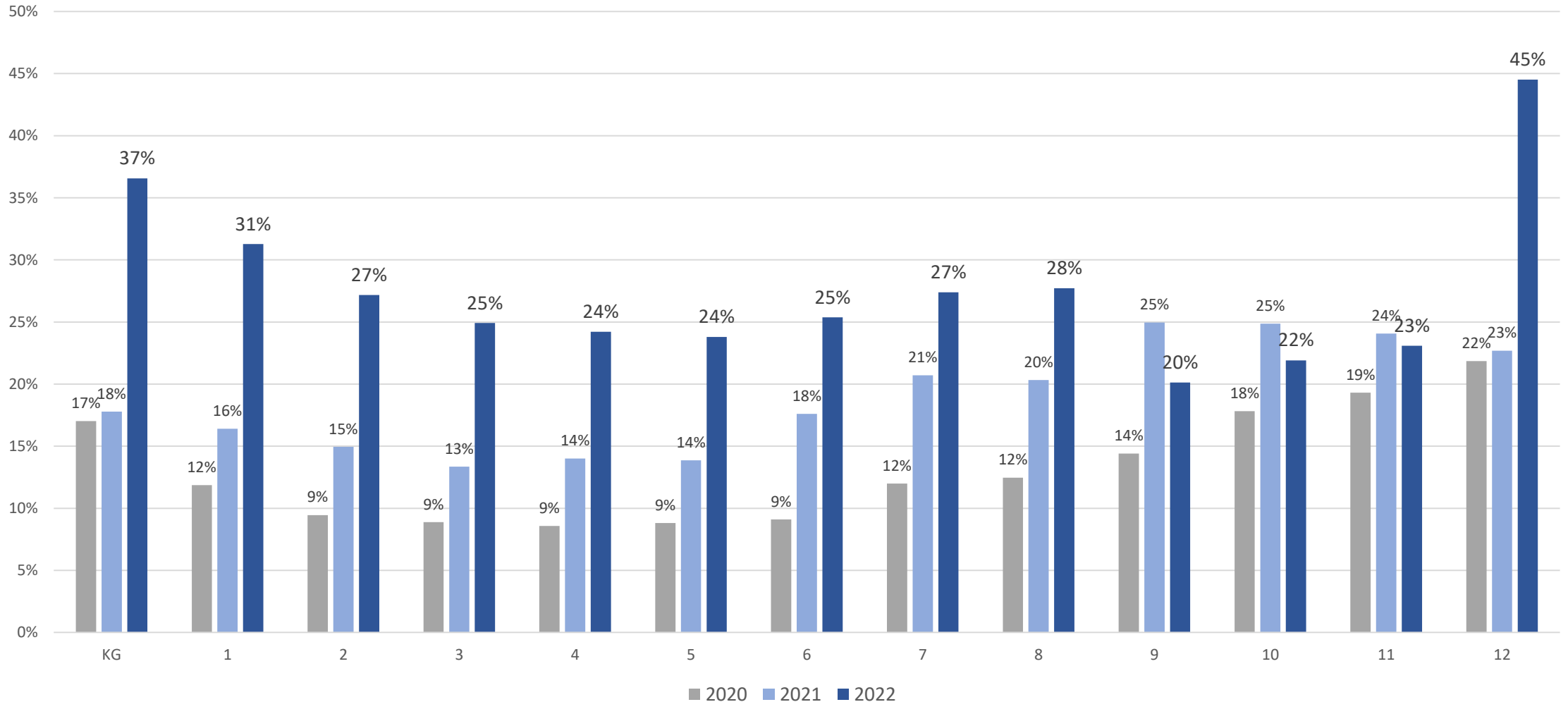
				Jun 2021 vs. Jun 2022	
District Type	Jun 2020 Chronic Absence Rate	Jun 2021Chronic Absence Rate	Jun 2022 Chronic Absence Rate	SI&A Rate of Increase	Est. Non-SI&A Rate of Increase
ESD	11.7%	19.4%	29.3%	51.0%	113.5%
HSD	18.5%	28.1%	23.7%	-15.5%	14.4%
USD	12.8%	16.1%	28.2%	74.9%	126.9%

Chronic Absence Rate by District Size

The largest rate of increase in chronic rates is seen in districts with 3500-5000 student enrollment.

				Jun 2021 vs. Jun 2022	
District Size	Jun 2020 Chronic Absence Rate	Jun 2021Chronic Absence Rate	Jun 2022 Chronic Absence Rate	SI&A Rate of Increase	Est. Non-SI&A Rate of Increase
< 3500	9.8%	20.5%	23.2%	13.2%	54.2%
3500 - 5000	16.1%	17.8%	33.8%	89.9%	137.0%
5000 - 10000	11.8%	14.9%	24.9%	67.8%	124.3%
10000 - 20000	14.1%	22.0%	33.5%	52.4%	90.6%
> 20000	15.3%	19.5%	23.6%	21.4%	64.6%

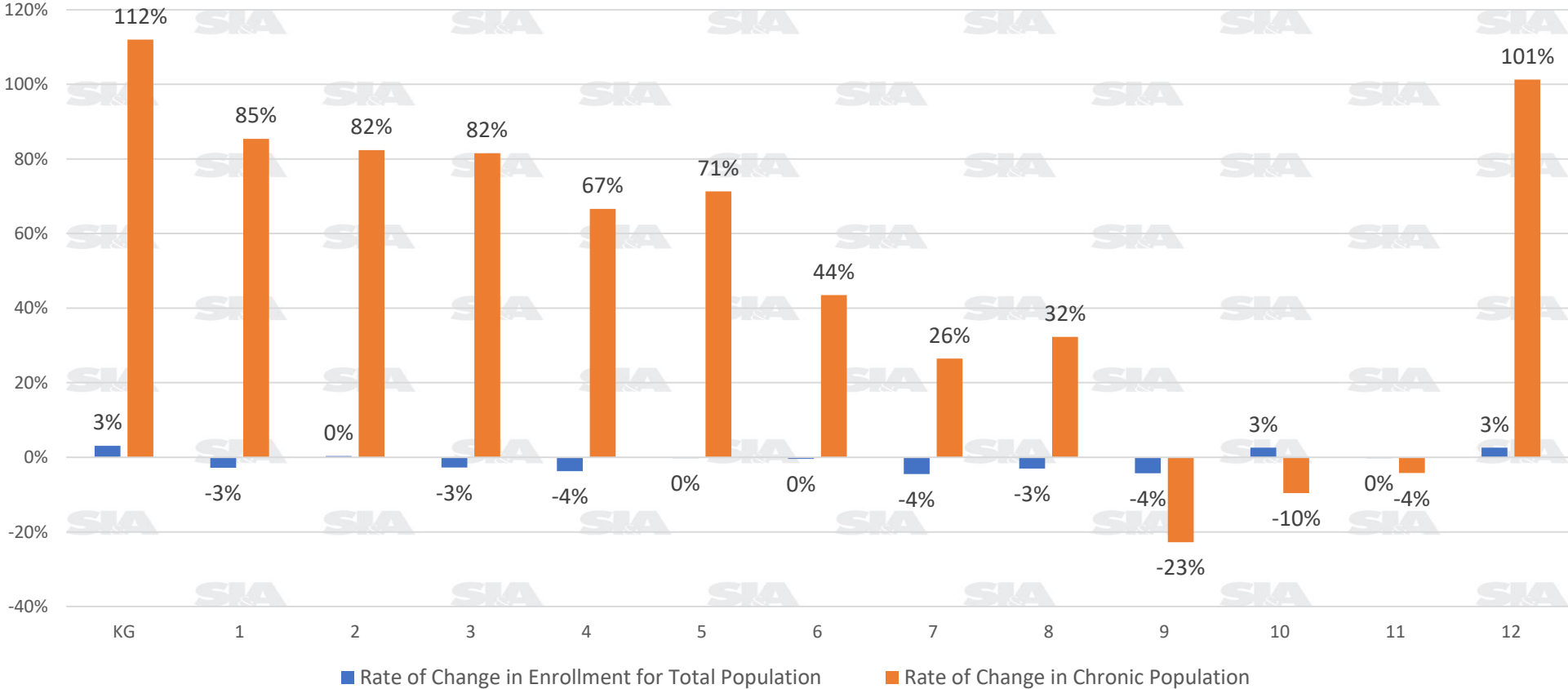
Chronic Absence Rate By Grade



Enrollment Down & Chronic Absences Up

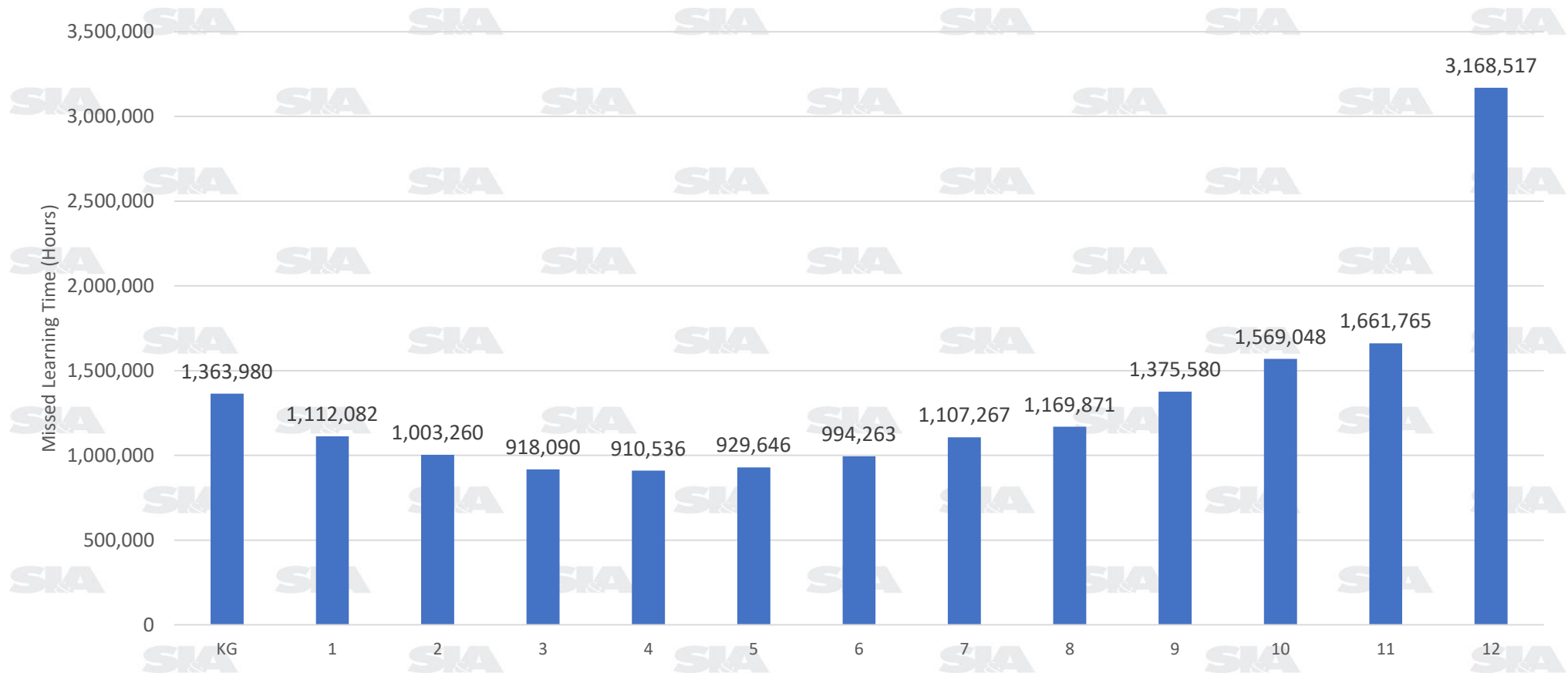
Changes in Enrollment & Chronic Absences by Grade from 2020-21 to YTD 2021-22

2020-21: 63,494 chronically absent students
2021-22: 88,636 chronically absent students



Missed Learning Time by Grade as of Jun. 2022

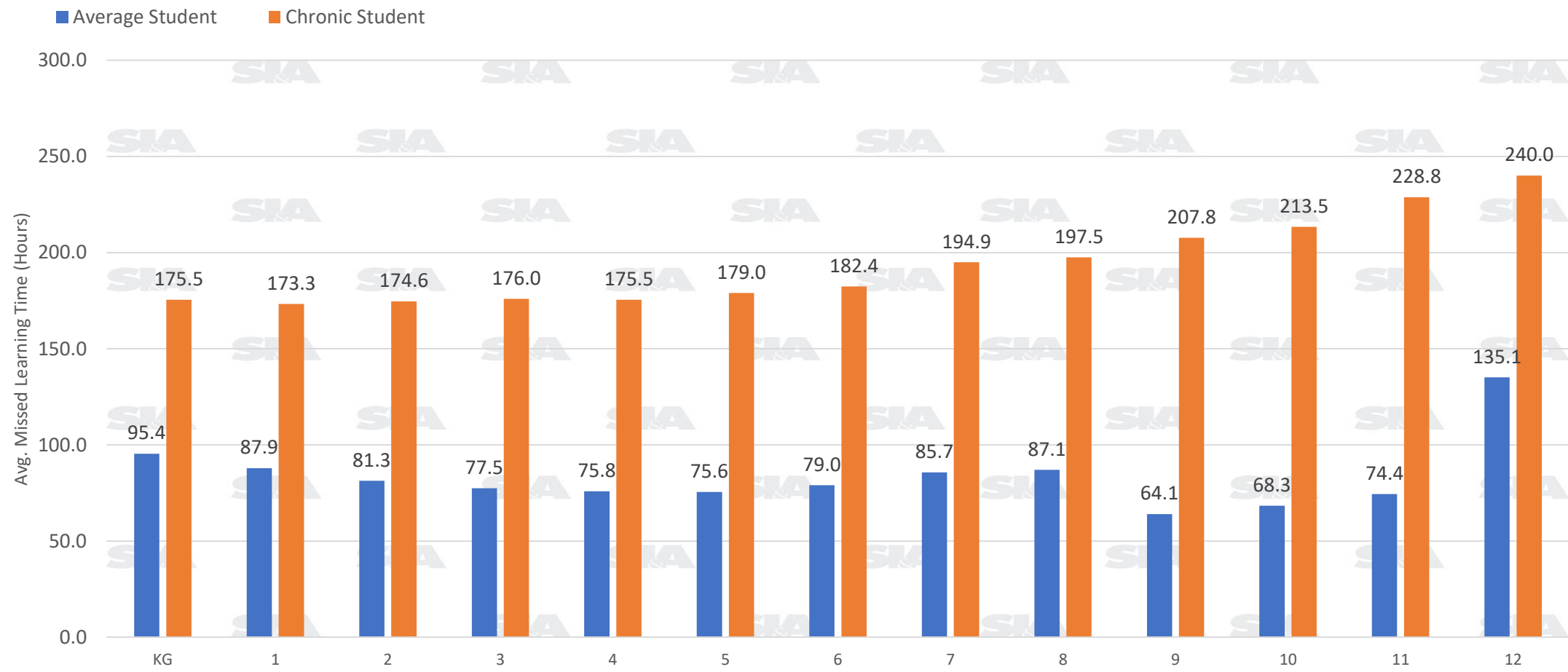
*Total Missed Hours of Learning Time: **17,562,416 Hours***



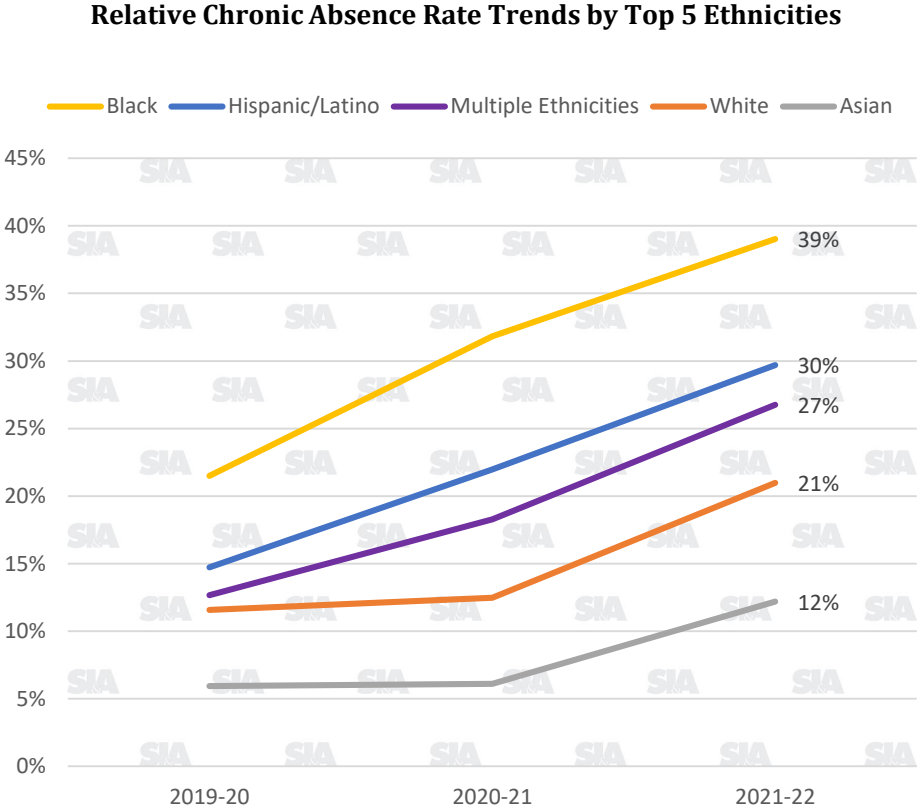
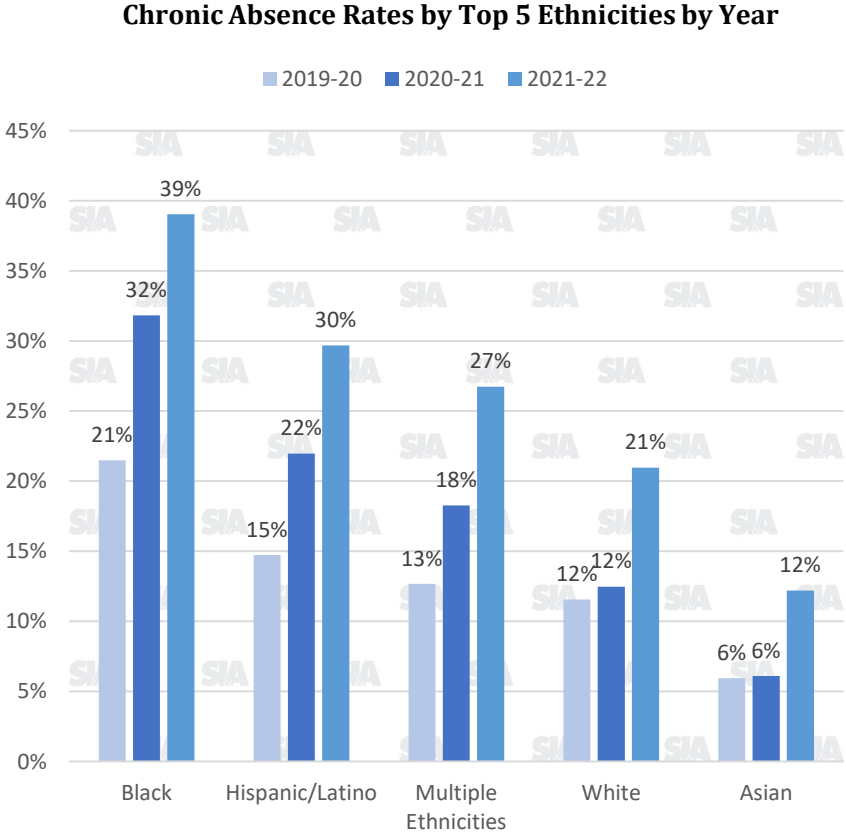
Learning time calculated by multiplying total days missed by 6 hours in a school day. Numbers below grades represent the number of chronic students in that grade

Average Missed Learning Time by Grade

Ava. Instructional Hours: 1049 Hours



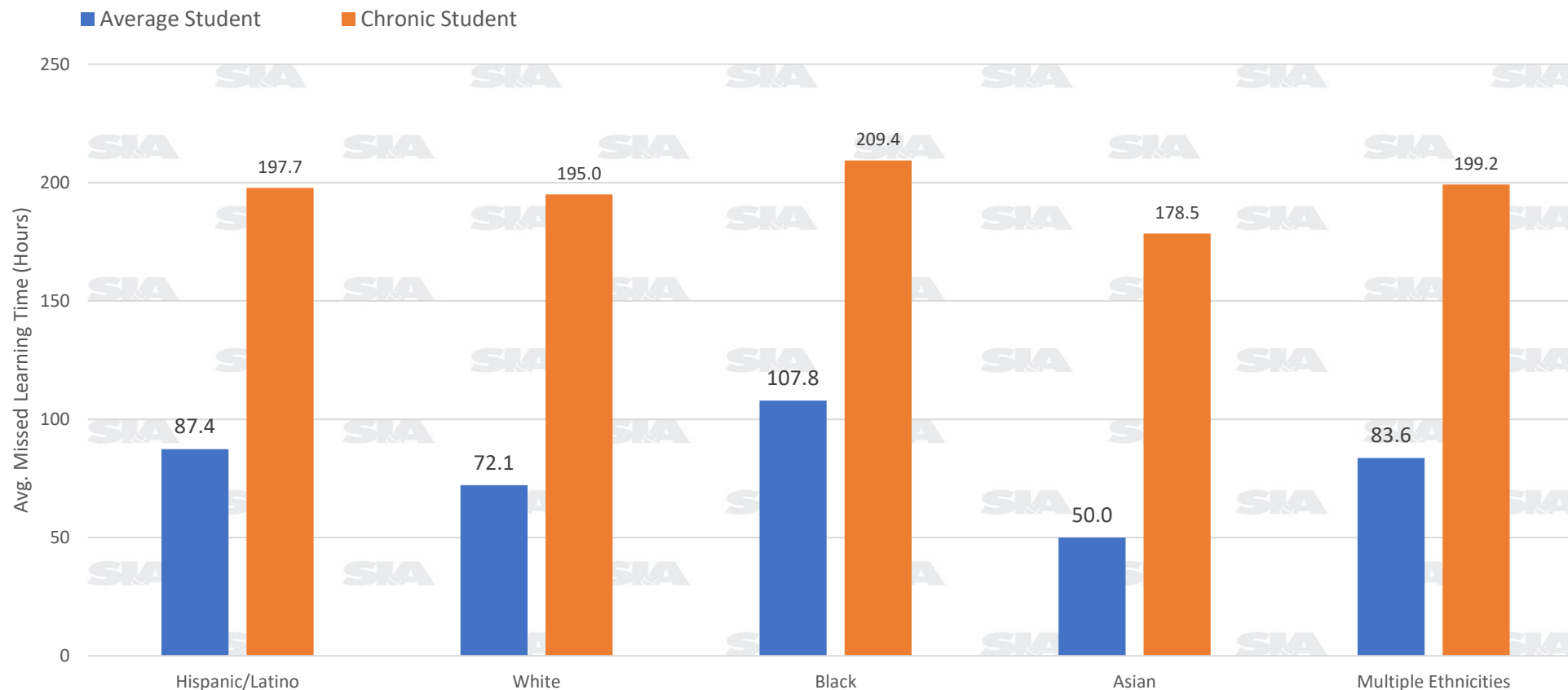
Chronic Absences Highest for Black & Hispanic Students



Missed Learning Time by Ehtnicity

Average Missed Learning Time by Top 5 Ethnicities

Avg. Instructional Hours: 1049 Hours



Subgroup Analysis

				Jun 2021 vs. Jun 2022		
Language Status	Jun 2020 Chronic Absence Rate	Jun 2021 Chronic Absence Rate	Jun 2022 Chronic Absence Rate	Increase in Chronic	Rate of Increase	Est. Non-SI&A Rate of Increase
English Language Learner	15.4%	24.6%	32.5%	7.9%	31.9%	66.0%
Non English Language Learner	13.6%	17.6%	25.8%	8.2%	46.6%	94.3%

				Jun 2021 vs. Jun 2022		
Socioeconomic	Jun 2020 Chronic Absence Rate	Jun 2021 Chronic Absence Rate	Jun 2022 Chronic Absence Rate	Increase in Chronic	Rate of Increase	Est. Non-SI&A Rate of Increase
Free & Reduced Lunch	17.0%	24.5%	31.4%	6.9%	27.9%	62.2%
Paid Lunch	9.7%	11.0%	20.4%	9.4%	85.8%	162.4%

				Jun 2021 vs. Jun 2022		
Foster Care	Jun 2020 Chronic Absence Rate	Jun 2021 Chronic Absence Rate	Jun 2022 Chronic Absence Rate	Increase in Chronic	Rate of Increase	Est. Non-SI&A Rate of Increase
Foster Care	17.2%	23.0%	37.4%	14.4%	62.3%	98.8%
Permanent Housing	11.6%	14.5%	29.3%	14.8%	102.6%	160.7%

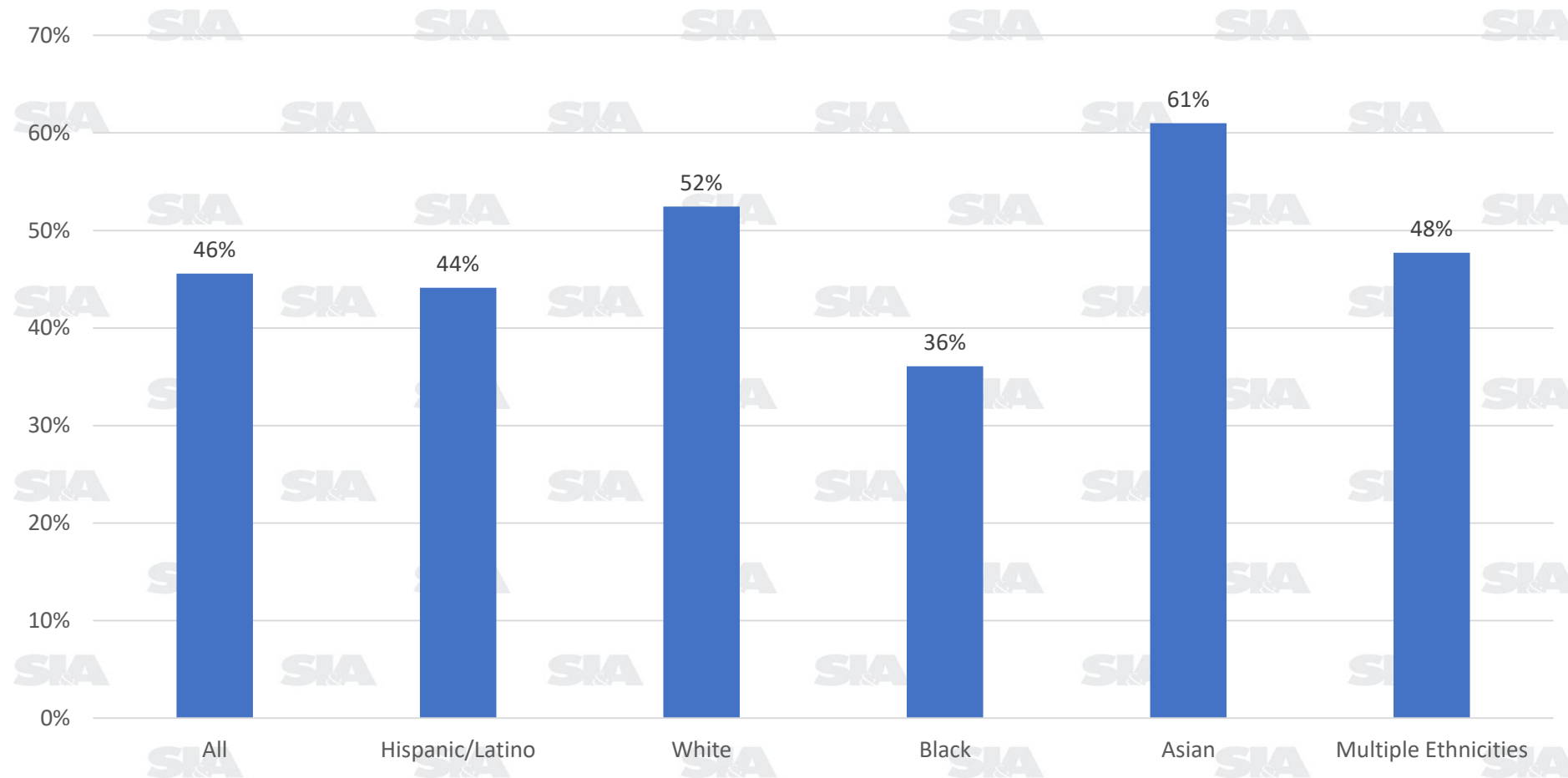
SaveRATE

Notification Type	At Risk	Saved	SaveRATE
Unexcused Absence Letter 1	196,306	74,694	38.0%
Excused Absence Letter 1	85,359	51,802	60.7%

SaveRate = % of students who did not require additional intervention after receiving a notification.

Pre-pandemic the initial notification SaveRATE was 55%. In 21/22 it was 46%.

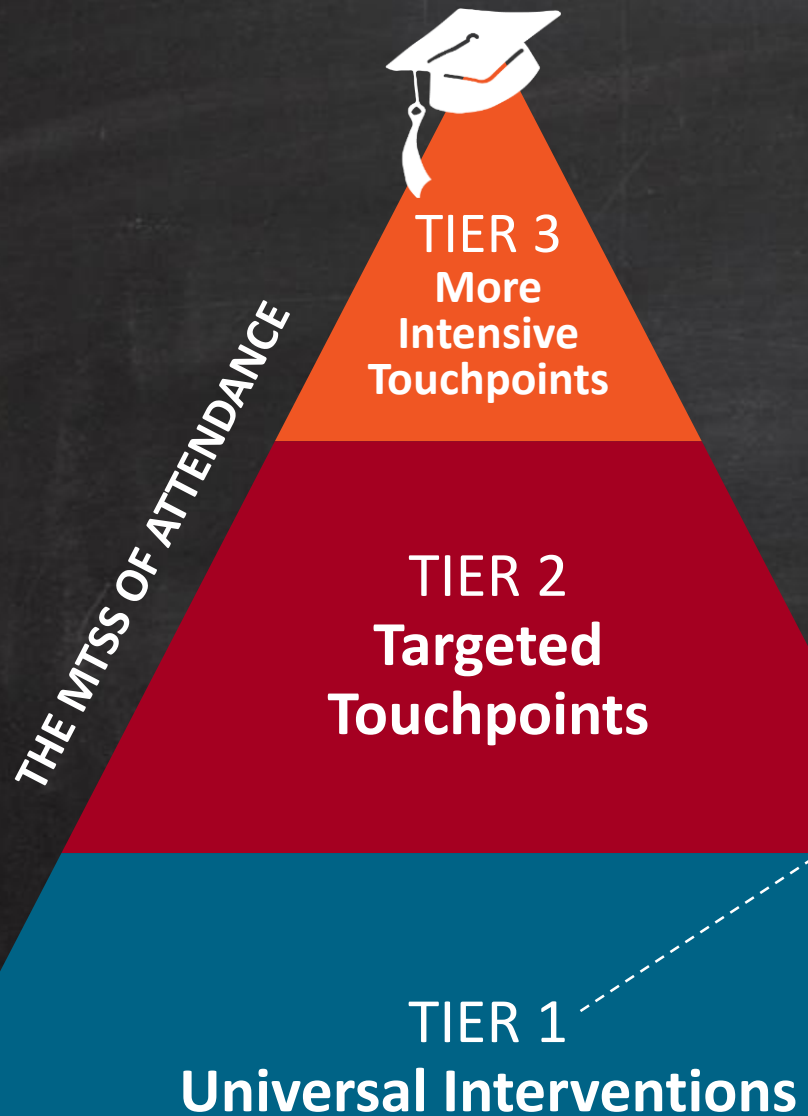
2021-22 SaveRATE by Ethnicity



** Top 5 largest ethnic/racial subgroups.*

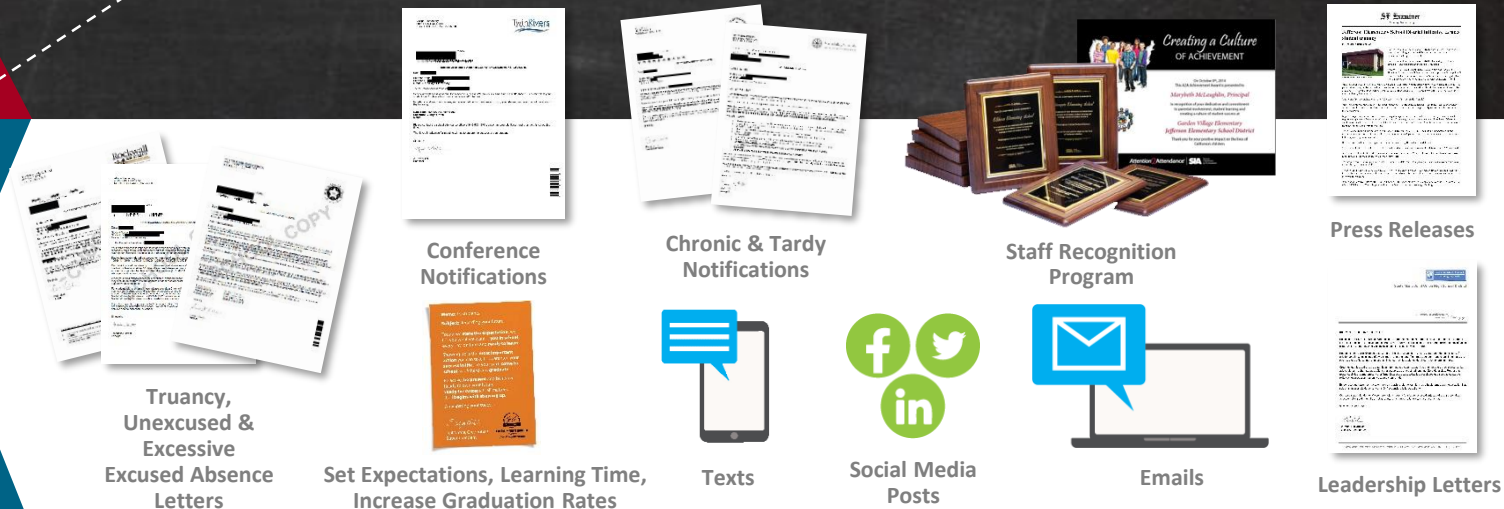
SI&A's Attendance Management System (AMS)

The Achievement Initiative



SI&A executes **7** Interventions

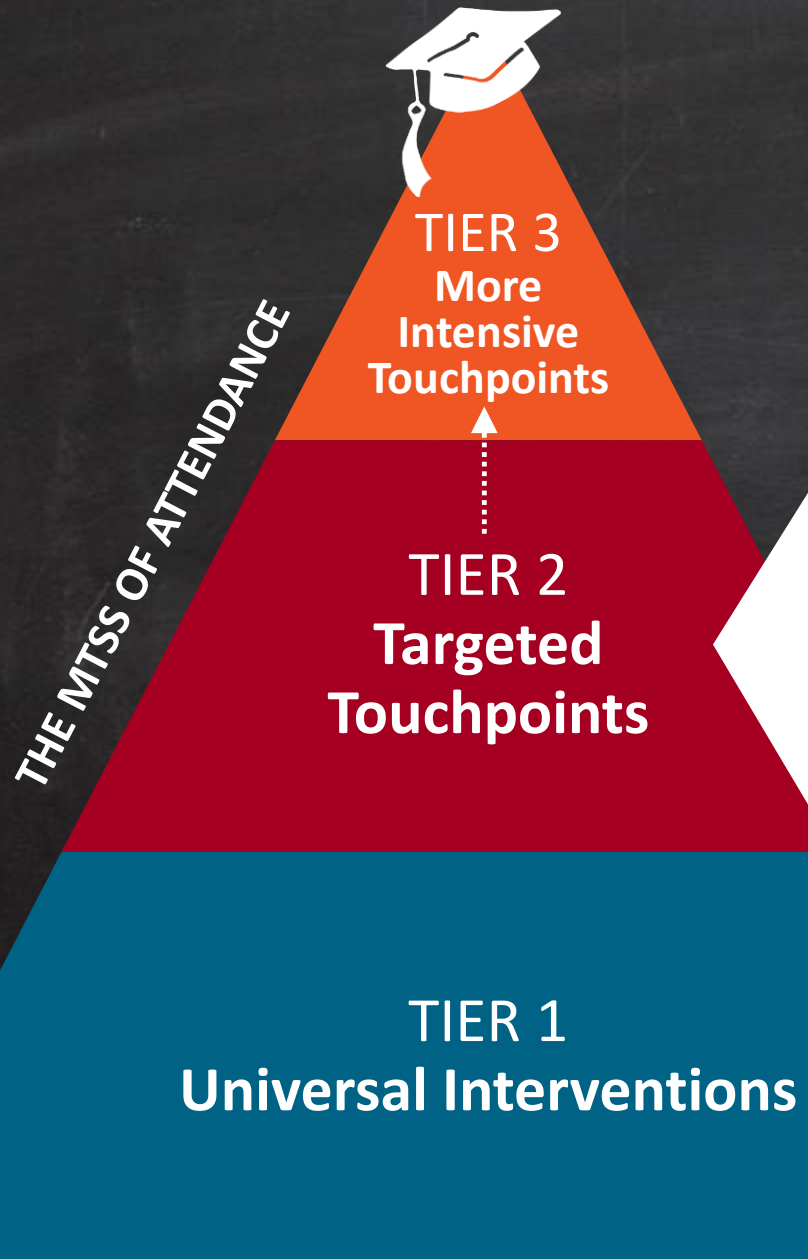
- 3** Unexcused
- 2** Excused
- 1** Conference Notification
- 1** Leadership Letter



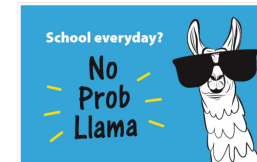
SI&A's Attendance Management System (AMS)

The Achievement Initiative

*Strategic – Targeted – Informative – Encourage –
Celebrate – Congratulate – Proactive – Positive*

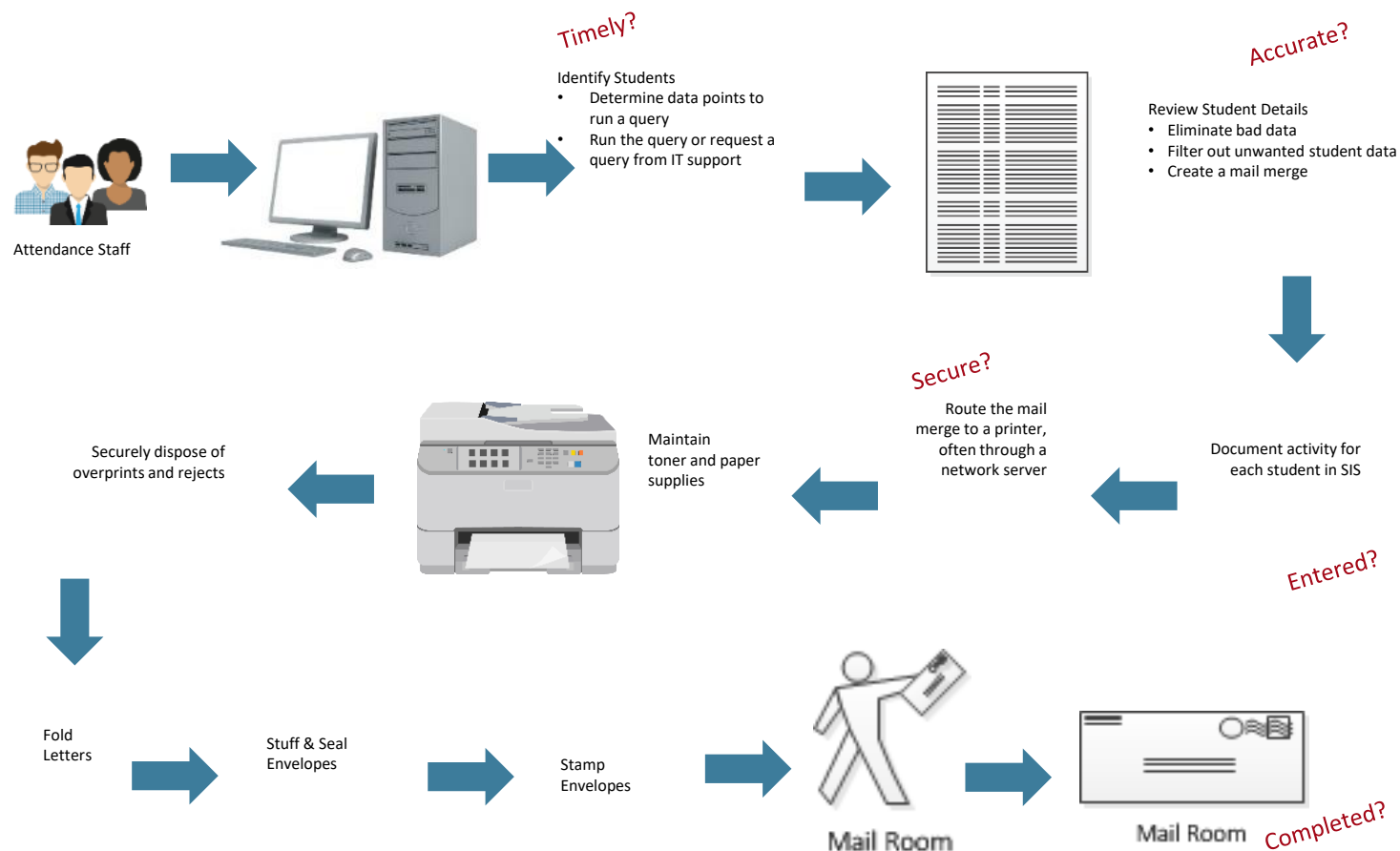


- ✓ SEL Support
- ✓ Enrollment Increase
- ✓ Dropout Prevention
- ✓ Early Reading Proficiency
- ✓ Life Skills
- ✓ Increase Graduation Rate
- ✓ College & Career Readiness
- ✓ Good Habits
- ✓ Learning Time
- ✓ Parent Engagement
- ✓ Early-Grade Foundational Learning
- ✓ Attendance Improvement Recognition



For Your District to Send Intervention Communications

- We have found that districts typically have a multi-step, multi-person, multi-departmental personnel dependent way to send out one **negative** (punitive, Ed. Code-driven) letter
- Needs to occur **daily** at each school site
- Attendance staff decides: without oversight, **equity isn't built into the process**



Take the burden off staff's plate

AMS save staff time and energy.

- Automated, equitable support reduced self-reported staff time on task by 50% - 75+%

Positive, engagement-driven Communications:

- **46%** of families who received positive notifications in their home language changed attendance patterns

Tier 1 Interventions

Staff Support



Attendance Management System

10-15
minutes
spent per
week

Completed!
Timely
Accurate
Positive
Equitable
Consistent
Documented
Effective

Results: Tier One Communications Have an Immediate Impact

Chronic Absences by Week



★ First batch of attendance letters mailed districtwide results in an immediate reduction in chronic absence behavior.

CHANGING PARENT'S HABITS

Strategic
Targeted
Informative

REDDING SCHOOL DISTRICT
The Achievement Initiative™
TRANSITION YEARS **7**

PARENT RESOURCES For more resources, visit www.reddingschools.net

DEAR PARENT OR GUARDIAN,

Your child's first year of middle school is behind you, and we're excited to continue working with you and your child to fine-tune and expand on the many skills they developed last year. The next two years will be all about keeping their eyes on the prize – high school and beyond!

To help guide your child through the skills and self-exploration we want them to practice, we've sent them a *Transition Years* brochure.

We encourage you to stay involved and continue to be an active partner in your child's success. Our goal as a district is to support your child and foster a strong and caring relationship that gives you a very active role. Be sure to connect with all of the great resources and opportunities that exist at school.

We are excited about supporting your child – together, we will ensure their success!

Robert J. Adams
Robert J. Adams
Superintendent

HEADS-UP

HOMEWORK Missing work affects your child's grades. Establish a routine by setting aside time for them to sit down and complete their homework/class assignments.

4-YEAR PLAN It's never too early for your child to start planning their college or career path. You both should visit CaliforniaCollege.edu to view all-inclusive, helpful guides. While in middle school, your child will be able to take career assessments, develop college major or career lists, track activities, and expand and explore their knowledge.

HIGH SCHOOL TOUR Participate with your child next year when they tour their new high school! Have them start a list of questions or things they're wondering about.

CONNECT

FRIENDS: Encourage your child to make new friends and be social. It's important that they have a friend in their corner. High school is coming up, so now is a great time to start practicing making new friends.

TEACHERS & COUNSELORS: Your child will need to take the first step when it comes to getting help or clarification. The more comfortable they are at reaching out and connecting with their teachers now, the easier it'll be in high school.

CLUBS & SPORTS

There are many benefits to your child joining a club or sport, so encourage them to try at least one. Clubs and sports provide an easy way for your child to meet people, expose them to real life experiences, allow them to explore, and are just fun!

YES, IT'S DIFFERENT

Organization Time management and organization is key to your child's success. If they're struggling, help them find things that will work.

Class Make sure your child understands the importance of paying attention in class. If they don't know what's happening, then they won't know the right questions to ask.

Preparation Have your child pack their backpack the night before. This includes homework, pencils, books and other school supplies.

Asking for help Encourage your child to ask for help, whether in class or out. Asking questions and getting clarification can help your child on their road to success.

District Name USD • 000.000.0000
0000 Street Name, City, ST 00000-0000
www.districtnamehere.edu

REDDING SCHOOL DISTRICT
The Achievement Initiative™
TRANSITION YEARS **7**

KEEP IN MIND

This year is a time of growth for your child. With their first year of middle school behind them, your child now knows what it's like to have more responsibility and control over the decisions they make. This includes being responsible for their behavior. They should know that there are things they can do to make sure they are constantly improving, such as practicing the tips in their *Transition Years* brochure. Be sure to encourage them to use their natural curiosity, imagination, energy and optimism to make school an exciting place to learn and have fun.

MAKE THE MOST OF IT

This is a great time for your child to work on developing their skills so they're prepared for success after high school. Here are some things you can help your child with:

- Good study skills will help them now and in the future
- Encourage reading in whatever form they like
- Develop and maintain good decision-making skills
- Suggest taking a challenging class or two
- Help them get involved in extracurricular and community activities
- Lead a healthy lifestyle

• Make school and learning a priority

• Excellent attendance is the goal – help them achieve it

PARENT RESOURCES

Our greatest partner in your child's education is you. Together, we can support their success!

Redding School District
5885 E. Bonnyview Road
Redding, CA 96001

CONNECT

Stay connected with key people during the year. Take advantage of the support and opportunities that exist at school. Together, we will ensure your child's success.

HEADS-UP

It's important that your child commits to good habits now so they establish a routine that will benefit them in high school. This brochure is full of activities and behaviors your child should focus on this year.

YES, IT'S DIFFERENT

Your child may still be adjusting to more classes, teachers, homework, freedom and responsibilities. Knowing what to focus on will help them prepare and be successful.

TIER 2 INTERVENTIONS

CHA
ST
HA
THIS

Find **YOUR OWN** Path (BRAVE)

ENJOY EVERY MOMENT

Let's

Encour
Celebra
Congratulate
Proactive
Positive

Let's

FI
this year

Reddine School District

**WORK HARD
DREAM BIG
STAY FOCUSED**

PRINCIPAL'S MESSAGE

Dear RUSD High School Student,
Staying focused, or focusing at all right now, can feel impossible. It's not unusual for everyone to have difficulty focusing – I think it's safe to say, we're all a little bit tired.

Even though we know the importance of focus – increases our knowledge, determines what gets done, and helps us become successful faster – the challenge is how to do it.

We think a great way to tackle this challenge is to learn more about how you can increase your focus and overcome distractions.

We are here to support you and look forward to continuing to be a part of your success.

Let's end the year strong together!

Signature
(Principal) NAME, Principal

MULTI-TASKING What is it?

- Working on two or more tasks at the same time.
- Switching back and forth from one thing to another.
- Doing multiple tasks in rapid succession.
- Multitasking means you are not giving your full attention to one thing.

This will surprise most of you but, multi-tasking can have a number of negative effects on learning.

Of the students who multitask, 50% say they're watching TV or on social media while doing homework.

60% Teen says they lost while doing homework.

When multitasking while doing homework or studying, research has shown that you:

- Have a weaker grasp on the information being learned
- Are not effective at absorbing the information
- Have poor retention of the information being studied
- Understand and remember less
- Have higher levels of stress and frustration
- Have 'brain drain' from tackling too many tasks at once

Distractions

Knock, knock. Who's there?

It's easy to get distracted, they are always 'knocking' on your door:

- being social with friends
- scrolling social media
- texting/group messaging
- editing your photos for social
- playing video games
- watching TV

It IS possible to make some small changes to help you avoid distractions:

- Turn off the cell phone or leave it in another room (with the notifications turned off).
- Put away any books or materials that aren't needed to complete the assignment you are focused on.
- Don't study in front of the TV.
- Follow a schedule that blocks out time for each assignment and stick to using that time for any specific task.
- Take a 5 to 10-minute break for every 30 minutes to an hour of studying or doing homework (see "purposeful break" section)
- Work in a quiet place that is clutter-free.

4 'PURPOSEFUL BREAK' & THE SCIENCE BEHIND IT

Many studies have found that pausing to relax and reboot is essential for success. Regular, short 'brain breaks' can help you focus, increase productivity and reduce stress. These same studies also found there are effective and ineffective ways to reboot so that you feel refreshed and focused:

HELPFUL

Old-fashioned exercise: Exercise actually changes the structure of our brains that improve our memory and attention, enhances our mood and our ability to cope with stress. You can take a walk, do jumping jacks or even just stretch your body.

Organize your workspace: Some people find it relaxing to tidy up.

Phone a friend: When you haven't spoken to anyone for hours, calling someone to actually have a conversation out loud can help.

Daydream.

Laugh!

Draw, doodle, color...

Dance!

NOT HELPFUL

Taking a nap: This can actually make you more tired and slow you down. If you must take a nap during your break, keep it to no longer than 20 minutes.

Sorry, social media doesn't work well as a "purposeful break".

Watching TV.

Surfing the web.

Playing video games.

When you take a break, your brain isn't idle. Instead, it's actually hard at work processing memories and helping us make sense of what we just studied or read.

Breaks keep our brains healthy.

Be sure to set a timer for when your break is over so you know when it's time to get back to work.

SLEEP

Yeah, yeah, everyone says to get more sleep... but for a teen, it's really true! Teens need more sleep because your bodies and minds are growing.

Sleep benefits the brain and helps with attention, memory and analytical thought – it's essential for making your thinking sharper!

How much sleep?
Research confirms that teens need between 8 and 10 hours of sleep every day.

How much are you getting?
Probably not enough! (research also confirms this)

Want to try to get more sleep? (here are some suggestions)

- Try to go to bed at the same time each night.
- Use your bed for sleeping only. Try to avoid doing homework, using your smart phone, watching TV or playing video games in bed.
- Again, if during the day, keep your nap short (no longer than 20 minutes).
- Exercise everyday (but not in the evenings).
- Limit your screen time before bed.
- On weekends, no matter how late you stay up, try to get up within 2 to 4 hours of your usual wake-up time in the morning.

IMPROVED STUDENT OUTCOMES

Targeted Messaging Effectiveness

Results from families
receiving positive,
educational
communications on the
importance of coming to
school.

Results: Tier 2 Proactive Communications

