A Community-Based Approach to Improving Student Attendance

Presented by:

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Why Attendance Matters…

- Nationwide, **6.5 million** students miss nearly a month of school each year (**93 million** school days lost)
- Chronically absent students in **Kinder and 1st grade** are much less likely to read proficiently in 3rd grade
- Chronically absent **6th graders** have lower graduation rates
- **Dropouts** earn less than graduates, are more likely to be unemployed and living in poverty, are 3.5X more likely to be arrested and 8x more likely to be incarcerated, and are more likely to be victims of crime
Long Beach USD Demographics

- Located in southern Los Angeles County, LBUSD serves the communities of Long Beach, Lakewood, Signal Hill and Avalon on Catalina Island
- 3rd largest school district in California with 71,800 students and 85 public schools
- 65% Socio-economically disadvantaged
- 12.3% English Language Learners
- 12% Students with IEPs

- Ethnic Breakdown:
  - 57.3% Hispanic
  - 12.1% African American
  - 12.4% White
  - 6.9% Asian
  - 2.8% Filipino
  - 1.2% Pacific Islander
  - 0.1% American Indian/Native Alaskan
  - 2.6% Other
LBUSD Context

- Attendance had not been addressed in a comprehensive way – loss of student support positions (counselors, social workers, etc) and high rate of turnover in the Student Services leadership position
- New trend of declining enrollment (from 86,000 in 2013 to 71,800 in 2019)
- High rates of truancy, chronic truancy, and chronic absenteeism
- Lack of consistent attendance systems, protocols and procedures
- Dr. Simon was tasked by Cabinet and Board of Education to improve attendance and address chronic absenteeism
Building a Culture of Attendance through “All In”

Establishing the Foundation

**Strengthening Systems**
- Updated Board Policies and Administrative Regulations
- Developed and attendance handbook with common forms/templates
- Centralized attendance notifications (District Office)

**Communicating with Stakeholders**
- Compiled and analyzed multiple measures of data to share with stakeholders including the Governing Board
- Trained office staff and counselors on attendance procedures and interventions
- Conducted parent presentations throughout the district

**Community Partners**
- Recruited additional representatives for SARB
- Added more school-based resources for families
- Updated the Inventory of Community Resources
Safe Schools Grant and “All In”

- **Safe Schools Grant** = 1 year, $100,000 grant awarded by the Department of Justice to implement the “All In” Campaign; implementation began in November 2015

- Safe Long Beach is a high-level policy document, addressing violence across the life span and in three areas: [www.lbvpp.com](http://www.lbvpp.com)
  - Family (reducing child abuse/neglect, domestic violence, elder abuse)
  - **School (safety in and around campus, truancy, literacy)**
  - Community (homicides, shootings, gang violence)
“All In” Attendance Campaign

• “All In” is a long-term, city-wide approach to compel (encourage; urge) students to attend school every second of every period, everyday.

• “All In” is centered on the understanding that increasing student attendance is crucial to improving academic achievement.
Pilot Schools

Although “All In” is a district-wide effort, the grant focuses on four school sites.

The selected schools were chosen due to high rates of chronic absenteeism and habitual truancy, as well as high-crime in the community surrounding the school.
Needs Assessment

• Helped identify areas of focus for the pilot schools:
  ✓ Professional development for staff
  ✓ Development of MTSS
  ✓ Data review and analysis
  ✓ Intervention with targeted students
  ✓ Parent Education Workshops
**Intensive Intervention (Targeted)**
- Case management
- School Attendance Review Board
- City Prosecutor Meetings

**Early Identification/Intervention (Targeted)**
- Data review
- Social Worker intervention
- Meetings with parents of chronic absentees
- Mentoring (My Brother’s Keeper)

**Prevention (Universal)**
- Classroom and/or schoolwide incentives
- Messaging at school-wide/community events; Public Service Announcement
- Community Walks & Decal Program
- Truancy Sweeps
- Parent Education Workshops
“All In” Outcomes (2015-16 to 2016-17)

- Over 4,000 received services through “All In”
- 9% overall decrease in chronic absenteeism
- Decreased chronic absence rates across most subgroups
- 129% increase in 3rd grade Met and Exceeded SBAC scores (Addams ES)
Additional Outcomes

Social Worker/Program Specialist

• **Reduced full-days of absence from average of 12 days (prior to outreach) to average of 3 days (after outreach)**
• Home visits – building relationships, educating parents and updating family information
• Referrals for mental health, public health, asthma support, homeless assistance, nutrition

City Prosecutor Intervention

• Identified chronically truant students at each school site and randomly divided them into two groups
• **Intervention group** reduced absences from average of 23 days to average of 4 days (multiple conferences with families)
• **Control group** reduced absences from average of 19 days to average of 7 days
Prop 47 Grant and “All In”

(2019-2020)
Evolution of “All In”

- Expands services to 25 elementary, middle and K-8 schools (Family Resource Center schools)
- Provides support to 2 high schools through the Long Beach Trauma Recovery Center
- Provides support to Early Education Providers (Educare, Head Start, CDC, etc)
- 2 Early Prevention Specialist Counselors (EPSC) to work with school sites
- Attendance Works and “All In” Consultant provide coaching and support
Chronic Absence Data (18-19 SY)

- **755,950** CA students were chronically absent
- **12.1%** Statewide chronic absence rate
- **11,255** LBUSD students were chronically absent
- **15.1%** LBUSD chronic absence rate
Revised Goals of “All In”

<table>
<thead>
<tr>
<th>Attendance Rate</th>
<th>Chronic Absence Rate</th>
<th>Slogan</th>
</tr>
</thead>
<tbody>
<tr>
<td>• For the “All In” schools to have an overall attendance rate of 97% (LBUSD goal)</td>
<td>• Reduce the chronic absence rate for each “All In” school to below the state average (12.1%)</td>
<td>• “Strive for less than 5” – encourage students to have no more than 5 absences for the school year</td>
</tr>
</tbody>
</table>
Multi-Tiered Systems of Support

**Intensive Intervention (Targeted)**
- Case management
- School Attendance Review Board

**Early Identification/Intervention (Targeted)**
- Data review
- Early Prevention Specialist Counselor intervention (meetings, phone calls and home visits)
- SART meetings
- Family Resource Center referrals

**Prevention (Universal)**
- Classroom and/or schoolwide incentives; regional trophy competitions
- Development of attendance tools
- Attendance messaging at school-wide/community events
- Parent Education Workshops
- Community partnerships
Community Partners

- Long Beach Public Library
- City of Long Beach
- Cal State University of Long Beach
- Parks, Recreation and Marine
- Long Beach Fire Department
- LA County Department of Mental Health
- Long Beach Public Health
- Parent Teacher Association
- The Children’s Clinic
- Long Beach Alliance for Children with Asthma

- WRAP (after-school program)
- Campaign for Grade Level Reading
- California Conference for Equality and Justice
- The Guidance Center
- ChildNet
- Star View Children & Family Services
- Short Stop
- Harmony Project
- Junior League of Long Beach
Early Wins - Data

- 24 out of 25 “All In” schools have reduced their chronic absence rates from 2018-19 with decreases across ethnic and program subgroups
- 10 of the 25 “All In” schools have chronic absence rates below the state level (12.1%)
- Increased number of referrals to Family Resource Centers and community-based organizations
- Significant outreach to students and families through EPSC
- Development of attendance monitoring tool – attendance bands
<table>
<thead>
<tr>
<th>Sites</th>
<th>Chronic Absence Rates</th>
<th>2018-19</th>
<th>2019-20 (to date)</th>
<th>% Increase or Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chavez ES</td>
<td>16.40 %</td>
<td>15.00%</td>
<td>- 8.5 %</td>
<td></td>
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<tr>
<td>Edison ES</td>
<td>18.20 %</td>
<td>14.00%</td>
<td>- 23.08 %</td>
<td></td>
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<tr>
<td>Lincoln ES</td>
<td>10.20 %</td>
<td>9.60%</td>
<td>- 5.88 %</td>
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<tr>
<td>Oropeza ES</td>
<td>16.30 %</td>
<td>14.50%</td>
<td>- 11.04 %</td>
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<tr>
<td>Roosevelt ES</td>
<td>14.80 %</td>
<td>13.70%</td>
<td>- 7.43 %</td>
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<tr>
<td>Washington MS</td>
<td>15.20 %</td>
<td>10.20%</td>
<td>- 32.89 %</td>
<td></td>
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<tr>
<td>Willard ES</td>
<td>17.10 %</td>
<td>11.00%</td>
<td>- 35.67 %</td>
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<td>2019-20 (to date)</td>
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<tr>
<td>Franklin MS</td>
<td>17.80 %</td>
<td>12.70%</td>
<td>- 28.65 %</td>
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<tr>
<td>Hoover MS</td>
<td>12.80 %</td>
<td>9.80%</td>
<td>- 23.44 %</td>
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<tr>
<td>Jefferson MS</td>
<td>19.40 %</td>
<td>13.20%</td>
<td>- 31.96 %</td>
<td></td>
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<tr>
<td>Nelson MS</td>
<td>11.40 %</td>
<td>8.90%</td>
<td>- 21.93 %</td>
<td></td>
</tr>
<tr>
<td>Smith ES</td>
<td>14.00 %</td>
<td>12.10%</td>
<td>- 13.57 %</td>
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<tr>
<td>Whittier ES</td>
<td>16.90 %</td>
<td>13.30%</td>
<td>- 21.30 %</td>
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<td>Chronic Absence Rates</td>
<td>2018-19</td>
<td>2019-20 (to date)</td>
<td>% Increase or Decrease</td>
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<tr>
<td>Dooley ES</td>
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<td>13.10%</td>
<td>- 15.48 %</td>
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<tr>
<td>Garfield ES</td>
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<td>10.90%</td>
<td>- 9.92 %</td>
<td></td>
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<tr>
<td>Lindsey MS</td>
<td>13.60 %</td>
<td>9.70%</td>
<td>- 28.68 %</td>
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<tr>
<td>Powell K-8</td>
<td>19.90 %</td>
<td>13.20%</td>
<td>- 33.67 %</td>
<td></td>
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<tr>
<td>Robinson K-8</td>
<td>12.90 %</td>
<td>8.60%</td>
<td>- 33.33 %</td>
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<tr>
<td>Stephens MS</td>
<td>15.40 %</td>
<td>12.80%</td>
<td>- 16.88%</td>
<td></td>
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<tr>
<td>Sites</td>
<td>2018-19 %</td>
<td>2019-20 % (to date)</td>
<td>% Increase or Decrease</td>
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<tr>
<td>Addams ES</td>
<td>11.70</td>
<td>12.20</td>
<td>+ 4.27 %</td>
<td></td>
</tr>
<tr>
<td>Barton ES</td>
<td>20.60</td>
<td>13.70</td>
<td>- 33.50 %</td>
<td></td>
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<tr>
<td>Hamilton MS</td>
<td>20.60</td>
<td>11.20</td>
<td>- 45.63 %</td>
<td></td>
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<tr>
<td>King ES</td>
<td>14.60</td>
<td>13.40</td>
<td>- 8.22 %</td>
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<tr>
<td>Lindbergh MS</td>
<td>22.30</td>
<td>19.00</td>
<td>- 14.80 %</td>
<td></td>
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<tr>
<td>McKinley ES</td>
<td>15.90</td>
<td>15.10</td>
<td>- 5.03 %</td>
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## Subgroup Outcomes

<table>
<thead>
<tr>
<th>Subgroups</th>
<th>2018-19</th>
<th>2019-20 (to date)</th>
<th>% Decrease</th>
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</thead>
<tbody>
<tr>
<td>African American</td>
<td>26.00%</td>
<td>19.39%</td>
<td>- 25.42 %</td>
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<tr>
<td>Hispanic</td>
<td>15.25%</td>
<td>12.16%</td>
<td>- 20.26 %</td>
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<tr>
<td>ELL</td>
<td>17.08%</td>
<td>13.11%</td>
<td>- 23.25 %</td>
</tr>
<tr>
<td>Homeless/Foster</td>
<td>27.61%</td>
<td>19.53%</td>
<td>- 29.26 %</td>
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<tr>
<td>Low SES</td>
<td>15.43%</td>
<td>12.41%</td>
<td>- 19.57 %</td>
</tr>
<tr>
<td>SPED</td>
<td>22.84%</td>
<td>17.76%</td>
<td>- 22.24 %</td>
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</table>
EPSC Interventions & Referrals

• 564 referrals to Family Resource Centers in 2018-19 school year;
  530 referrals to Family Resource Centers in first semester of 2019-20
• 250 Interventions with students
• 100 Phone calls/meetings with families
• 15 Parent Workshops
Attendance Band Tool - LROIX

- Severely Chronic (<80%): 12
- Moderate Chronic (80-89.9%): 91
- At-Risk Chronic (90-92.9%): 94
- Satisfactory Attendance (93-95.9%): 202
- Strong Attendance (96-99.9%): 370
- Perfect Attendance (100%): 209

Count of Students
Additional Early Wins

- Professional development to “All In” school staff and early childhood education partners
- Parent workshops at “All In” sites as well as Educare and Head Start
- Partnership with Los Angeles County Development Authority (Carmelitos)
- City-wide messaging through billboards, active Twitter presence and development of LBUSD Attendance Webpage
- Peer Learning Networks have been created for additional support
- Interest from schools outside of “All In” cohort in the campaign
Next Steps

• Addition of counseling and/or social work interns to support the expanded “All In” campaign
• Development of individualized attendance improvement plans for each “All In” school site
• Updated public service announcements
• Continued outreach to community partners
Final Thoughts/Questions

• What thoughts/ideas/activities can you take with you from this presentation and implement when you go back to your LEA, school site or agency?
Contact Information

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