

# Using Every Student Succeeds Act to Address School Health Issues

Hosted by the LEA Workgroup

A project of Teachers for Healthy Kids – Hellan Roth Dowden



The Every Student Succeeds Act (ESSA) and the Local Control Funding Formula, require schools to reach out and involve parents and to address chronic absenteeism. This webinar will cover strategies that provide health information to parents to help meet these goals.



# Presenters:

Sandy Mendoza, **Families in Schools** will discuss how districts can connect with parents/families in new and innovative ways.

Annie Reed, **Attendance Works** speaking on how districts and schools can leverage ESSA and LCFF to address chronic absence, a cross-cutting indicator for health and education outcomes.

Gloria Velasquez, **Los Angeles Unified School District** will share details from their new pilot project that connects health educators to parent groups and helps families to access health services.

# Families, Schools, and LCFF, Oh My!

## Presenters:

**Sandy Mendoza**

Director of Advocacy, Families In  
Schools

**Rachel Gonzalez**

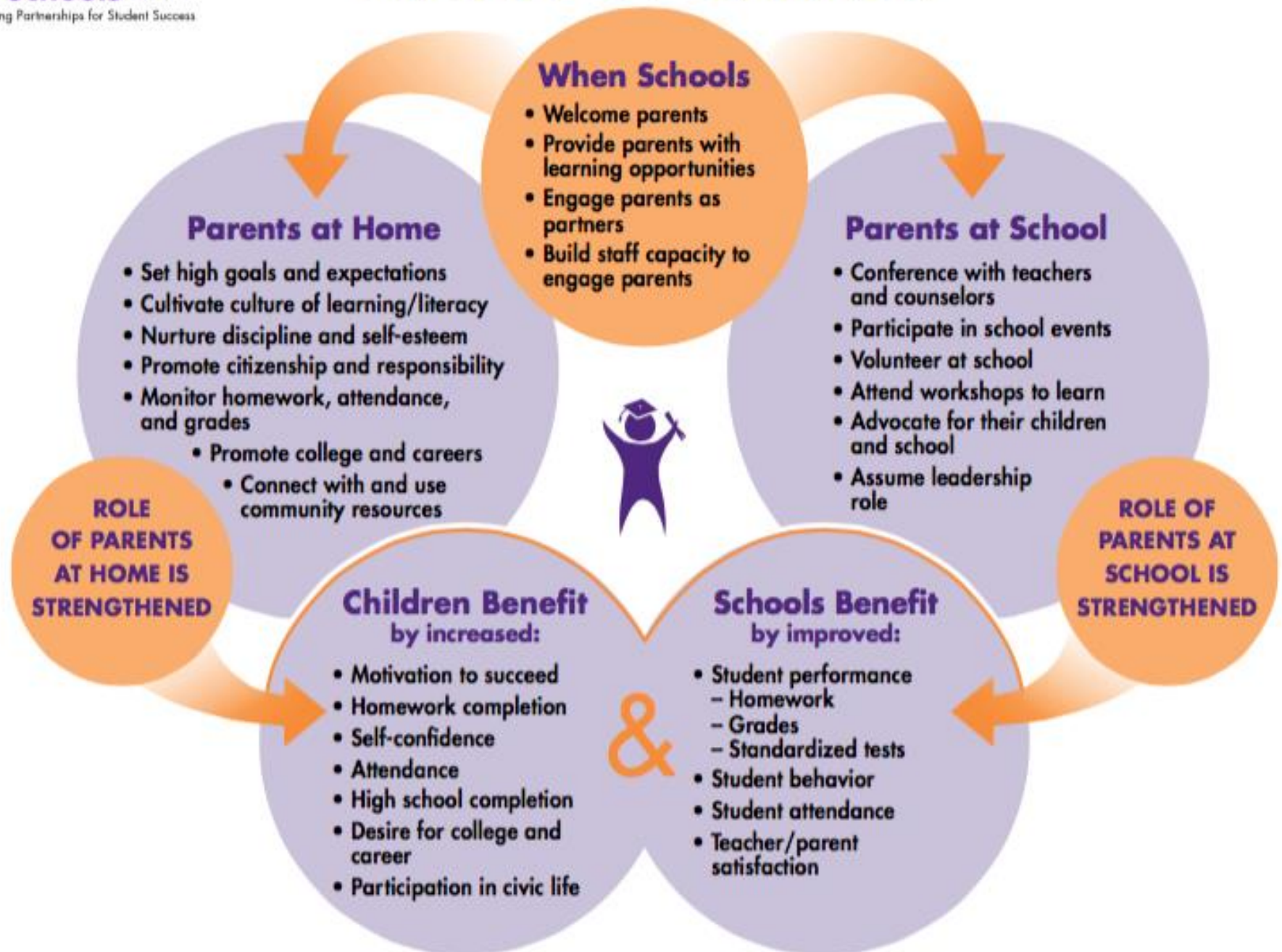
Director of Training & Capacity  
Building, Families In Schools



## About Families In Schools

- Founded in 2000
- Our Mission is to involve parents and communities in their children's education to achieve lifelong success
- What the Research Says

# THEORY OF CHANGE



## Sample List of School Districts

- Arvin School District
- Azusa USD
- Bakersfield City School District
- Downey USD
- Eastside Union High School District
- Golden Plains School District
- Fresno Unified School District
- Los Angeles USD
- Moreno Valley Unified School District
- Oakland USD
- Paramount USD
- Pleasanton USD

# Question:

What do you think is the difference  
between parent **involvement** and  
parent **engagement**?



Parent **involvement** are the actions taken by parents to support their child's education at home and at school.

Parent **engagement** refers to actions taken by schools to make it as easy as possible for parents to get involved in the school and in the process.

## **What does LCFF say about the role of schools in engaging parents?**

1. One of eight statewide priorities
  - (a) Promote parent input
  - (b) Promote parent participation
2. Stakeholder engagement in developing & reviewing LCAP

LAO: <http://www.lao.ca.gov/reports/2013/edu/lcff/lcff-072913.aspx>

## **Why Parent Engagement Matters Under LCFF**

Embed parent engagement as a key strategy within the LCAP to raise student achievement by:

1. Transform the culture of the schools on how to work with parents/caregivers, especially from student groups i.e. low-income, foster youth, English learner students.
2. Institutionalize parent engagement district wide and school wide
3. In decision-making AND day-to-day school activities

## What You Can Do to Engage Parents

1. Require and implement a Stakeholder Engagement plan
2. Ensure Parent Advisory Committees receive training & orientation
3. Ensure Parent Advisory Committees are representative of authentic parents
4. Ensure parent recommendations are incorporated
5. Conduct a parent engagement audit
6. Institute the systems to track effective parent engagement strategies
7. Ensure growth and improvements over time by measuring and monitoring data annually

# Thank You!



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# Health and Attendance: A Convergence of Opportunities





## Today's Presenter

**Annie Reed**

Special Projects Manager

Attendance Works

[annie@attendanceworks.org](mailto:annie@attendanceworks.org)



## About Us

**Attendance Works** is a non-profit initiative that advances student success by reducing chronic absence. Since our launch in 2010, we have become the nation's "go to" resource for student attendance with more than a quarter million annual users of our website ([www.attendanceworks.org](http://www.attendanceworks.org))

**We work at the local, state and national level** – with each level of practice informing and influencing the other. Our cross-cutting objectives are to:

- a. Nurture proven and promising practice
- b. Promote meaningful and effective communications
- c. Advance better policy
- d. Catalyze needed research

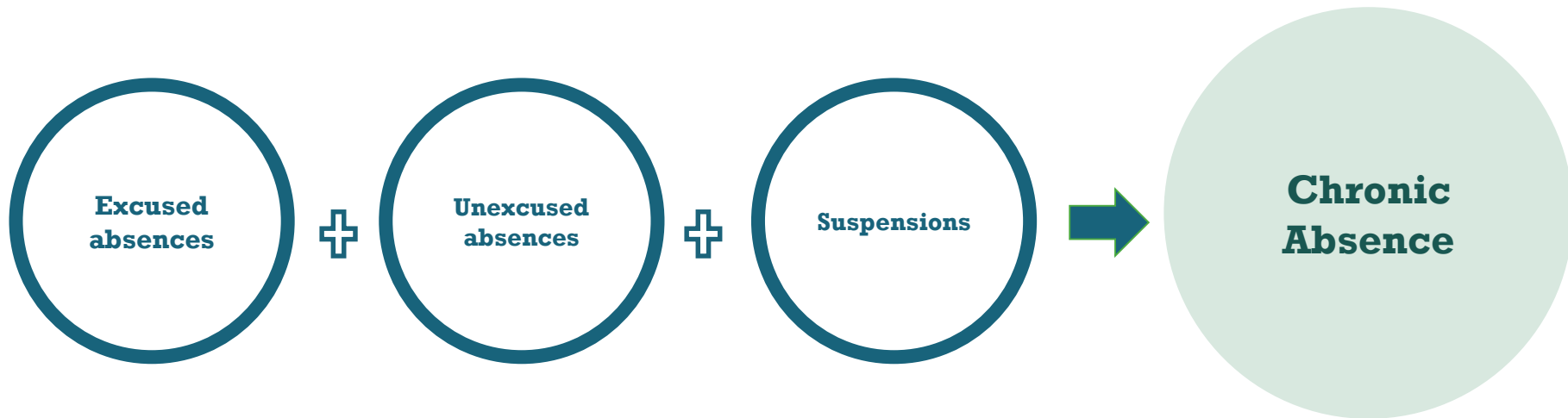
Our work began with a focus on elementary schools. We now offer support to K-12 schools, and are expanding to address chronic absence starting in preschool.





## What is Chronic Absence?

**Chronic absence** is missing so much school for any reason that a student is academically at risk. Attendance Works recommends defining it as **missing 10% or more of school for any reason.**



Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).



## Know your attendance measures

### Average Daily Attendance

**How many students show up to school every day?** The percent of enrolled students who attend school each day. It is used in CA to allocate funds to districts.

### Truancy

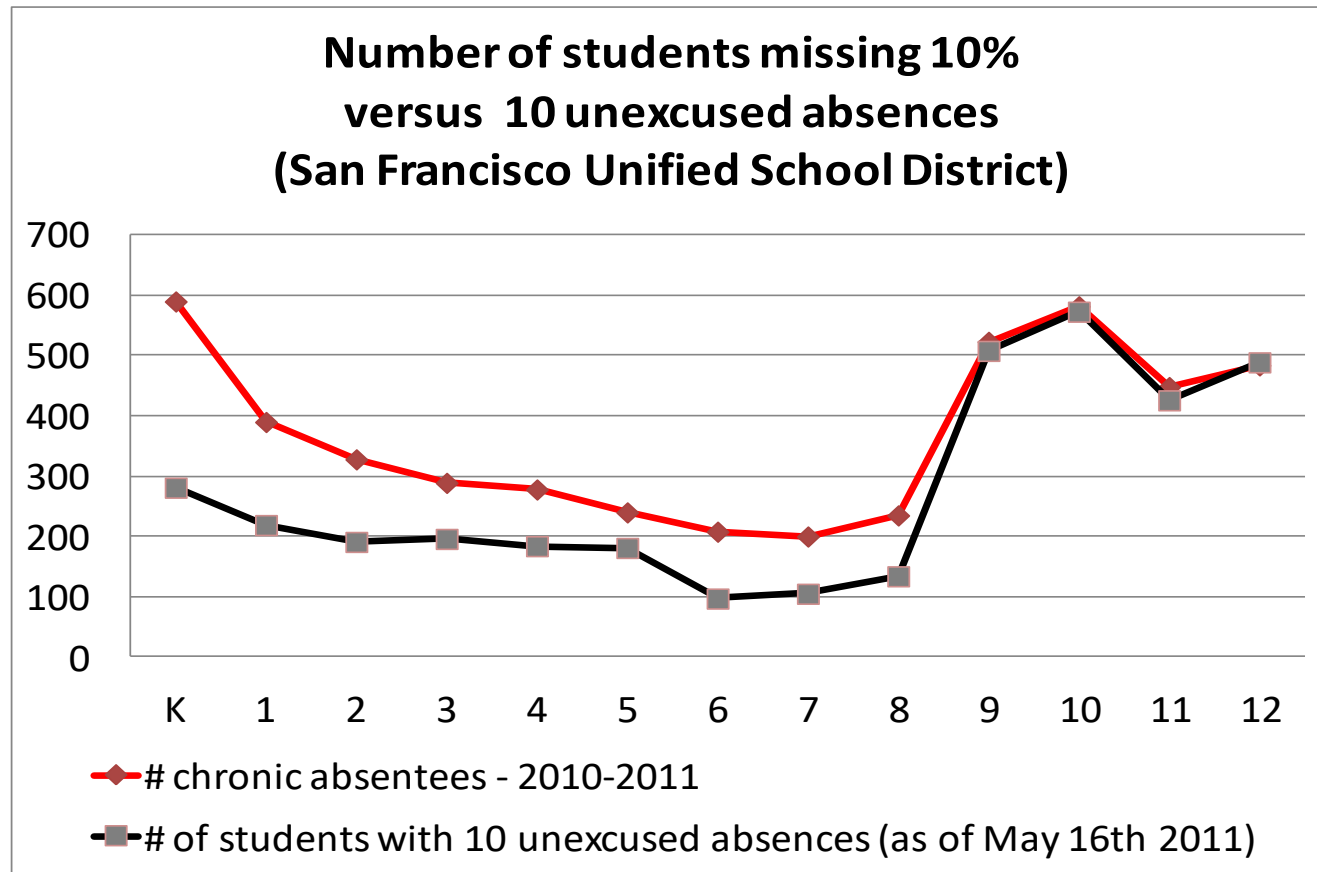
**Who is missing school without permission?** Typically refers only to unexcused absences. Each state has the authority to define truancy and when it triggers legal intervention. In CA = 3 absences or 3X late to class by 30 min without a valid excuse.

### Chronic Absence

**Who is missing so much school they are academically at risk?** Broadly means missing too much school for any reason -- excused, unexcused, etc. California code defines it as missing 10% of days of school. Chronic absence is an accountability metric under Local Control Funding Formula and Every Student Succeeds Act. Data now publicly available on DataQuest (via CDE)



## Chronic Absence Vs. Truancy





## Chronic Absence Is Easily Masked If We Only Monitor Missing Consecutive days

September					October					November					December					January				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
													X				X							
							X				X													
		X	X					X				X			X	X				X	X	X		

February					March					April					May					June				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
				X						X														
X	X													X	X						X	X		
								X					X											

Chronic Absence = 18 days of absence = **As Few As 2 days a month**

# This Is a Watershed Moment For Advancing The Work

## No Child Left Behind

Success determined by academic standards.

Federal targets and interventions for schools; punitive system of responses.

Accountability and data for student sub-groups.

Each state defines and addresses truancy which typically emphasizes court based, punitive, interventions.

## Every Student Succeeds Act

Success determined by academic & nonacademic standards.

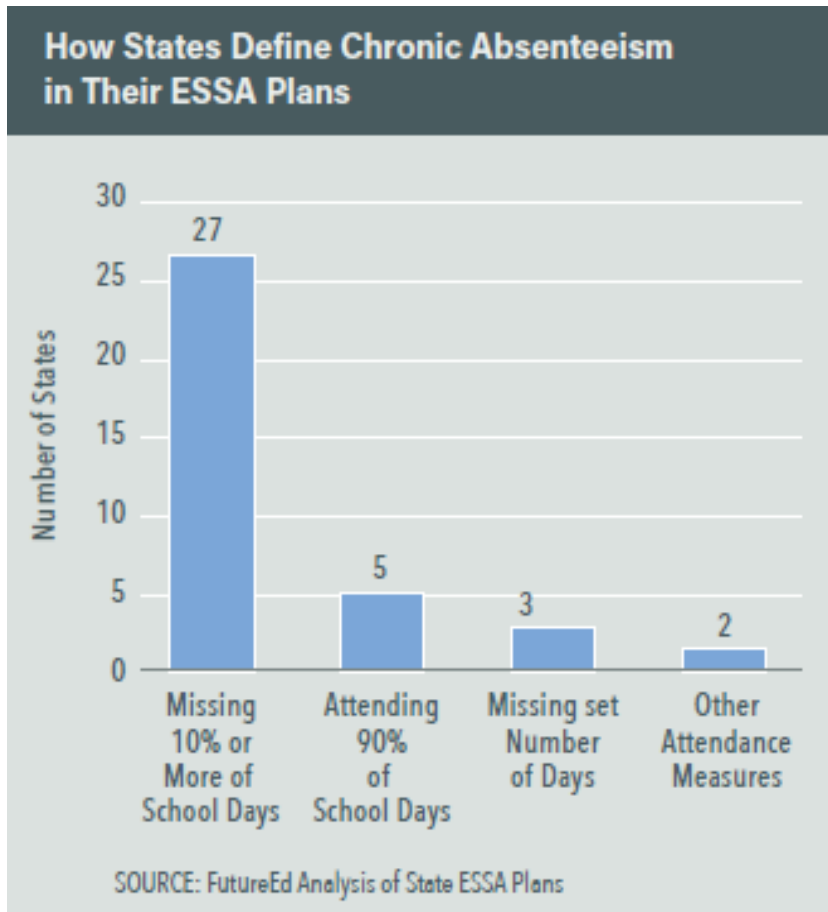
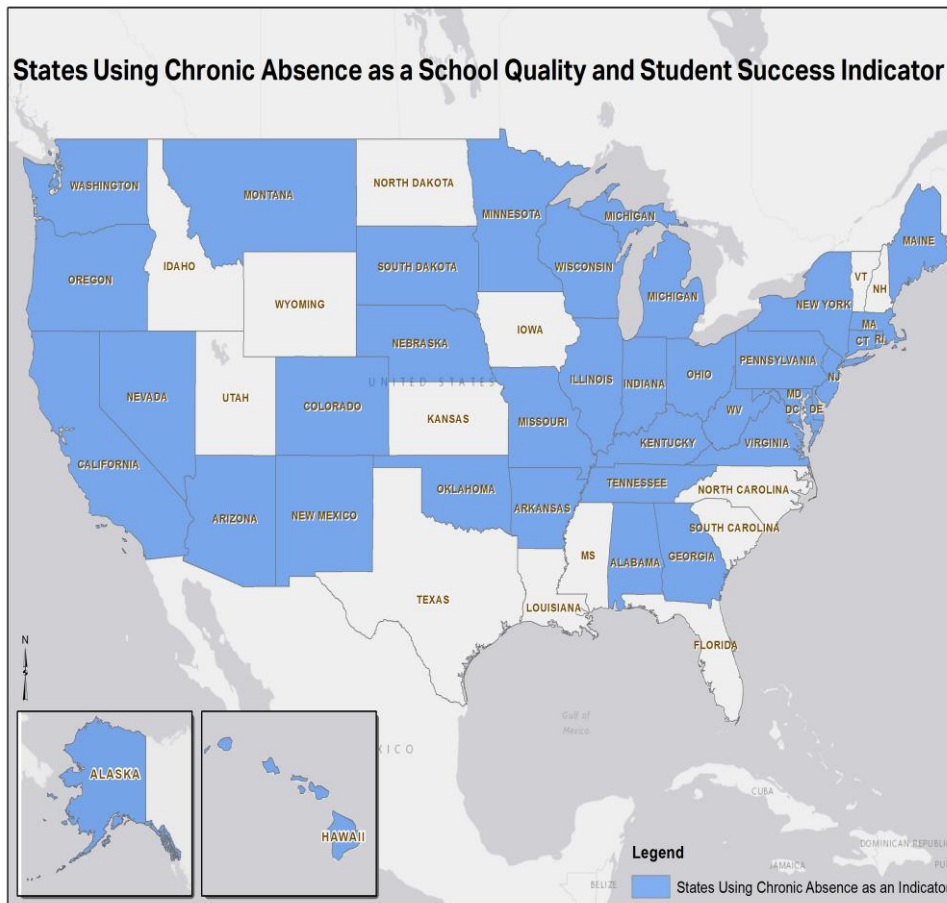
States set goals; supportive framework.

Accountability and data for student sub-groups.

Chronic absence is a required reporting & optional school quality metric. It emphasizes prevention and early intervention.

**As a result, all states are now required to monitor chronic absence and had the option to include it as a metric for school accountability.**

**72% of states (36 + DC) adopted chronic absence as a metric in their ESSA plan.**



**Who's In: Chronic Absenteeism Under the Every Student Succeeds Act**  
**Future Ed, Georgetown University, September 2017.**



## Accountability Metric for LCFF




School attendance rates;  
**Chronic absenteeism rates**; Middle school dropout rates; High school dropout rates; High school graduation rates



## Chronic Absence Data Now on DataQuest!

- ✓ SY16-17 data
- ✓ Available by:
  - School
  - District
  - County
- ✓ Visit  
<https://data1.cde.ca.gov/dataquest/>

 California DEPARTMENT OF EDUCATION			
DataQuest Home / Attendance Report			
2016-17 Chronic Absenteeism Rate			
Sacramento County Report Disaggregated by Ethnicity			
+ <a href="#">Report Description</a>			
+ <a href="#">Report Glossary</a>			
+ <a href="#">Report Options and Filters</a>			
Ethnicity	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	31,814	7,696	24.2%
American Indian or Alaska Native	1,813	441	24.3%
Asian	34,992	1,999	5.7%
Filipino	6,895	378	5.5%
Hispanic or Latino	80,267	12,896	16.1%
Pacific Islander	3,596	692	19.2%
White	80,151	10,159	12.7%
Two or More Races	16,145	2,510	15.5%
Not Reported	3,047	1,555	51.0%



# Why Does Attendance Matter?

*What we know from research around the country*





## Improving Attendance Matters for Educators Because it Reflects:

- ✓ **Exposure to language:** Starting in Pre-K, attendance equals exposure to language-rich environments especially for low-income children.
- ✓ **Time on Task in Class:** Students only benefit from classroom instruction if they are in class.
- ✓ **On Track for Success:** Chronic absence is a proven early warning sign that a student is behind in reading by 3<sup>rd</sup> grade, failing courses middle and high school, and likely to drop-out.
- ✓ **College Readiness:** Attendance patterns predicts college enrollment and persistence.
- ✓ **Engagement :** Attendance reflects engagement in learning.
- ✓ **Effective Practice:** Schools, communities and families can improve attendance when they work together.



## Chronic Early Absence Connected to Poor Long- Term Academic Outcomes

Chronic absence in  
kindergarten

Lower levels of  
literacy in first grade

Lower achievement as  
far out as fifth grade

A Rhode Island Data Hub analysis found that compared to kindergartners who attend regularly, those chronically absent:

- Scored **20% lower in reading and math** in later grades and gap grows
- **2X** as likely to be **retained** in grade.
- **2X** likely to be **suspended** by the end of 7<sup>th</sup> grade.
- Likely to continue being chronically absent



## **From An Education Perspective**

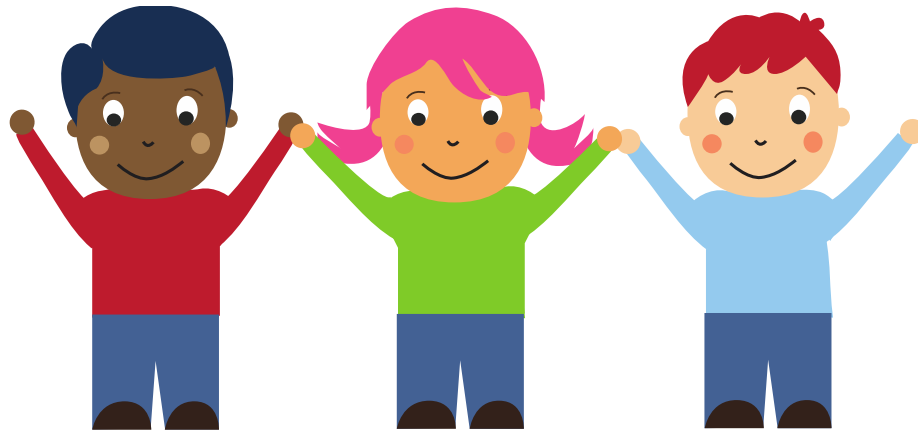
- ✓ Students can't learn from what is being offered in the classroom if they are absent
- ✓ Lost ADA funds when students aren't in school
- ✓ Schools and are districts are now held accountable for chronic absence through LCFF



## From a health perspective

- ✓ **Poor health and undiagnosed conditions can cause too many absences:** Even when absences are excused, missing too much school can lead children to fall behind. Challenges related to poor physical, dental and mental health are leading reasons students miss too much school.
- ✓ **Successful learners are healthier adults:** Showing up to school is essential to higher levels of academic achievement, which are associated with lower incidence of disease and longer lives for adults.
- ✓ **Health providers are uniquely positioned to address chronic absence:** They are especially crucial allies for conveying the importance of avoiding unnecessary absences. They can use their knowledge to identify and develop solutions when health-related barriers are causing significant absences.

# How Can We Address Chronic Absence?





## Identify Contributing Factors to Chronic Absence

### Lack of Engagement

- Lack of culturally relevant instruction
- No meaningful relationships with adults in school
- Vulnerable to being with peers out of school vs. in school
- Poor school climate
- Discouraged due to lack of credits or post high school options or plans
- Teacher absenteeism or long-term substitutes

### Negative School Experience

- Struggling academically or socially
- Bullying
- Ineffective / exclusionary school discipline
- Parents had prior harmful school experience
- Lack of appropriate individualized instructional and/or behavioral accommodations/services/supports
- Lack of access to engaging extra-curricular and after school programs

### Barriers

- Lack of access to health, mental health or dental care
- Chronic and acute illness
- Trauma
- No safe path to school
- Poor Transportation
- Undiagnosed or improperly diagnosed disability
- Housing instability
- High mobility
- Involvement with child welfare or juvenile justice system

### Faulty Beliefs

- Absences are only a problem if they are unexcused
- Don't realize just missing 2 days per month can affect learning
- Sporadic absences aren't a problem
- Attendance only matters in the older grades

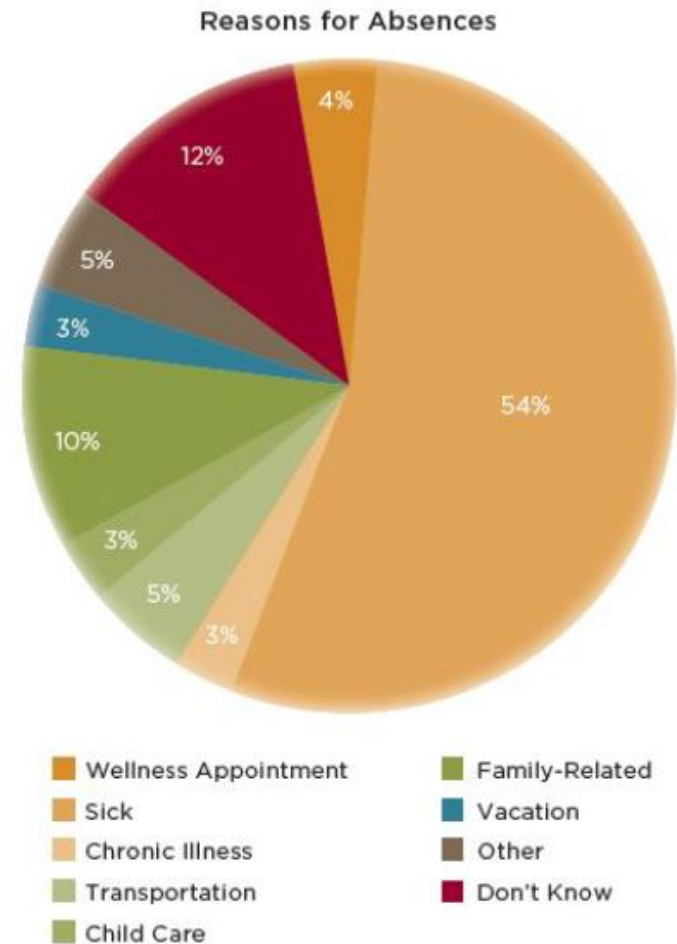


## Health is a Significant Driver of Absenteeism

In this Chicago Education Research Consortium study of causes of absenteeism among students missing early education classes 61% of the families reported illness, chronic illness or a child wellness visit as the cause of absenteeism.

FIGURE 6

Sickness accounts for just over half of all days missed while transportation, child-care, and family-related reasons account for another 18 percent of days missed.



Data Source: Attendance log; n = 1,229





## Leading Health Related Causes

Asthma

Bullying

Oral Health

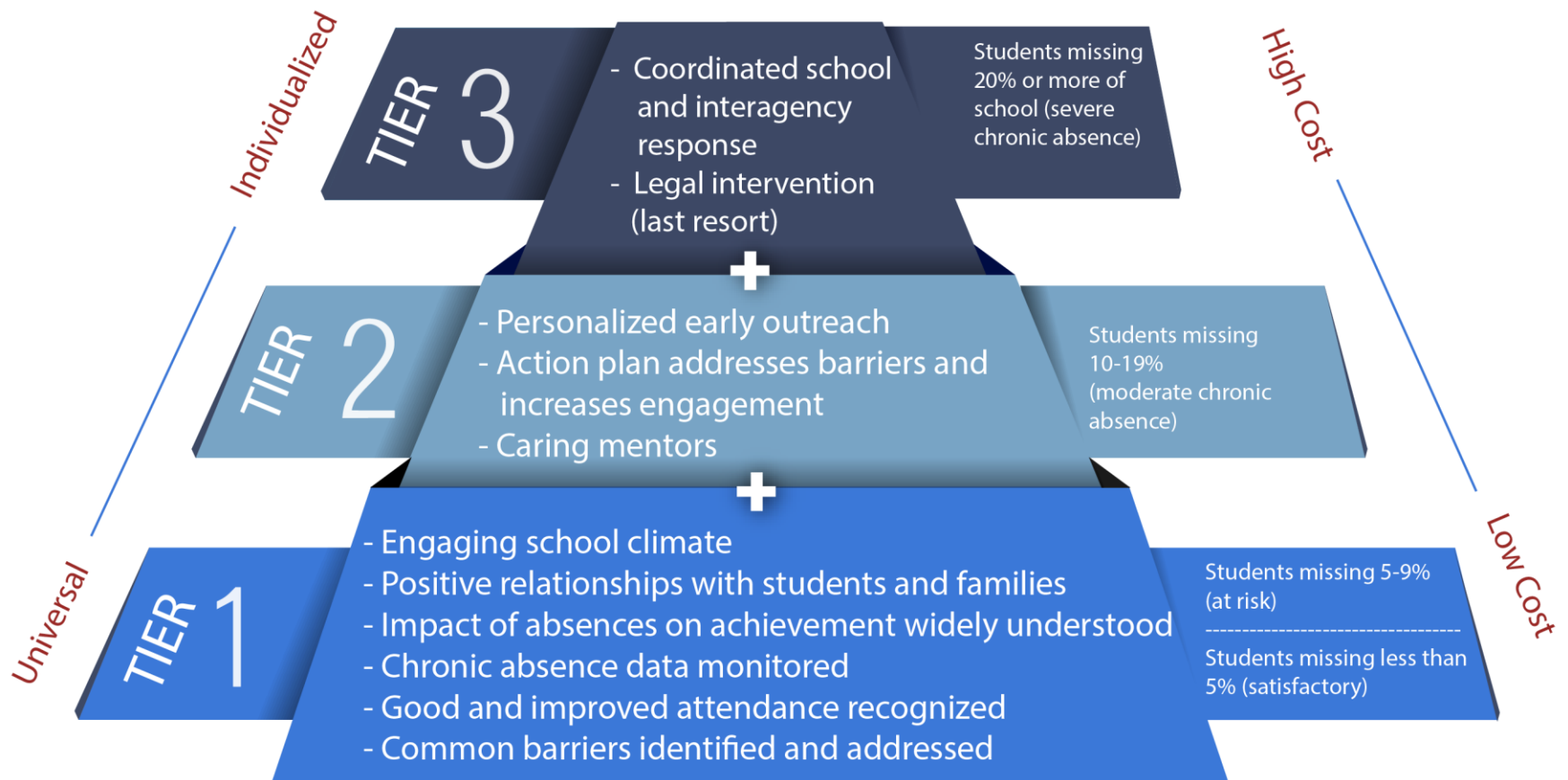
Mental Health

Nutrition

Vision

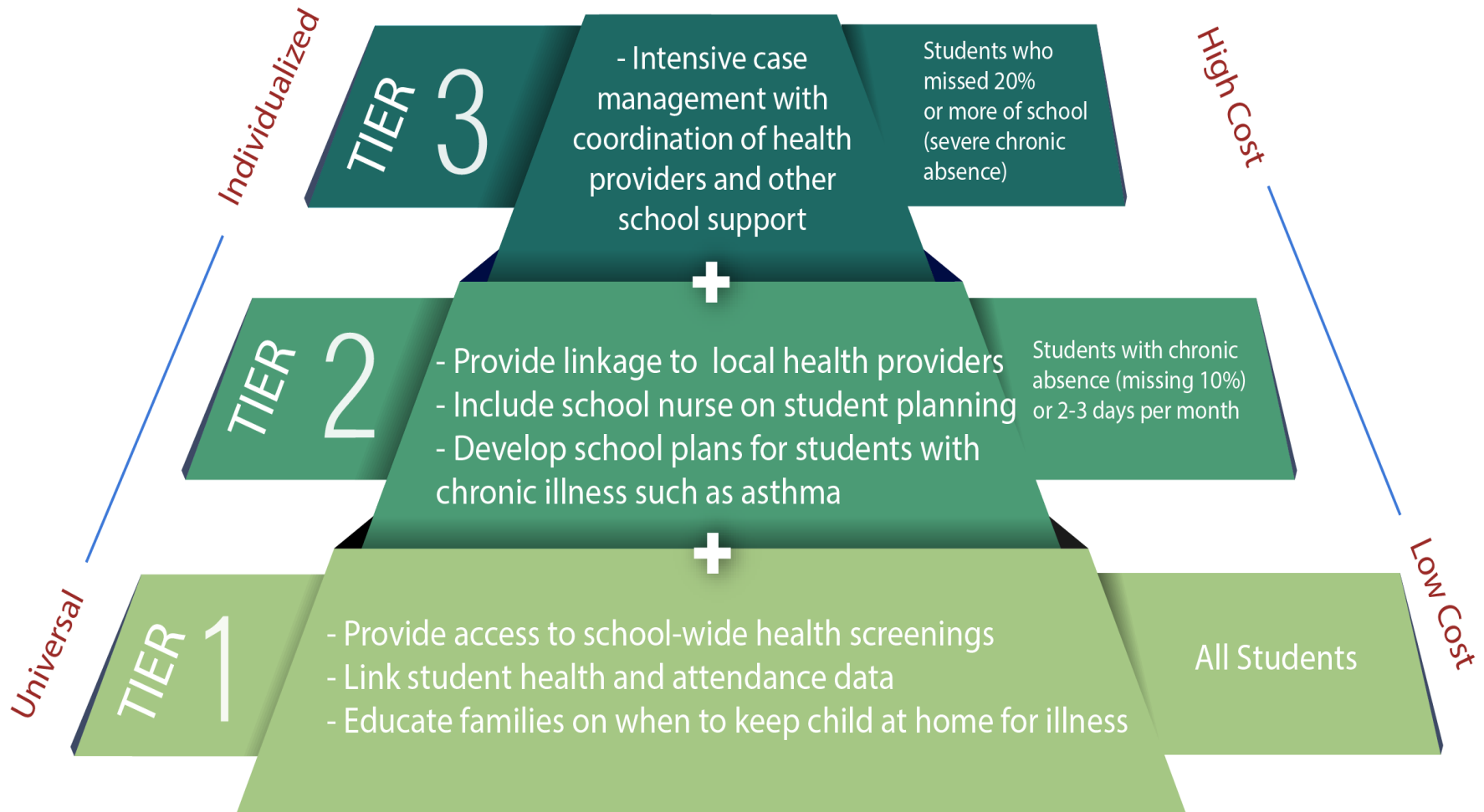


## Invest in Prevention and Early Intervention





## Health Interventions Pyramid





## Opportunities for Health and Attendance

- ✓ **LCFF**
  - Statewide chronic absence data
  - Chronic absence included in State Priority 5
- ✓ **ESSA**
  - Chronic absence as accountability metric
  - Needs assessment
- ✓ **Building momentum**
  - American Academy of Pediatrics
  - National Association of School Nurses
  - Campaign for Grade Level Reading
  - School Based Health Alliance



## Challenges for Health and Attendance

- ✓ Data Sharing
  - HIPAA/FERPA
  - Consent
- ✓ Siloed systems
  - Data Availability and Use
  - Accountability
  - Funding and Resources



Opportunity: Make Chronic Absence a Must Respond to Indicator for Youth Serving Agencies



## Opportunities for Action

- ✓ Identify chronic absence rate at your school/district
- ✓ Identify available health data health at your school/district
- ✓ Connect with your school nurse, school-based health center, or other school-based health providers
- ✓ Talk to families and other stakeholders about the importance of attendance and to understand the reason for absences
- ✓ Convene an Attendance Team to assess and develop a tiered system of supports to address health-related and other barriers to attendance



**For more resources and  
information**

Visit the Attendance Works website:

[www.attendanceworks.org](http://www.attendanceworks.org)

Email us:

[info@attendanceworks.org](mailto:info@attendanceworks.org)

# **LAUSD collaboration with “Teachers for Healthy Kids”**

**\* Pilot Program**





# Goals:



In an effort to enrich “Parent Engagement” and “Wellness” in LAUSD, we are collaborating with “Teachers for Healthy Kids” and the participating Health Plans to encourage the provision of health educational opportunities for parents/guardians.

The hope is that by continuing to increase the educational opportunities of parents/guardians that it will result in short and long term benefits to student health and wellness.

# Steps:



- Communication with Nena Garcia with “Teachers for Healthy Kids”
- Outreach to all Health Plans by Nena Garcia to invite them to participate
- Participating Health Plans identify “Medi-cal 101” and “Health Education” Providers to present
- LAUSD has 6 Local Districts(LD)(Northeast, Northwest, South, West, East and Central) and schools were identified from each area
- Our Wellness Programs Director connected with the Parent Unit Administrators to introduce the program and the opportunity
- The key contact person at the school is the Parent/Community Representative
- The key contact in the Local District is the Organization Facilitator (OF) who helped to identify schools and serves as the liaison between the Health Plan Provider contact and the school contact (warm hand off).

# Steps cont...



The information that is asked of the Health Plans is:

- \* A completed Protocol that identifies important points, for example:
  - Personal Identifiable Information not be collected
  - Request for submission of a waiver to be on school campus'
  - Presentation Summary plan/submission
  - General Sign in sheet to be turned in to LAUSD designee

## Key factors to success of program:



- Collaboration and positive rapport with LAUSD OF, parent/community representative and school Administration are important.
- Being mindful and supportive of the school environment and parent/guardian needs
- Providing the presentation in a language that parent/guardian can understand

# Thank you



## Contact Information:

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# Questions

