Harnessing LCAPS to Reduce Chronic Absence

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What is the Local Control Funding Formula?

In July 2013, California dramatically reformed the way we fund our schools. The new law, the Local Control Funding Formula (LCFF), replaces a system that was:
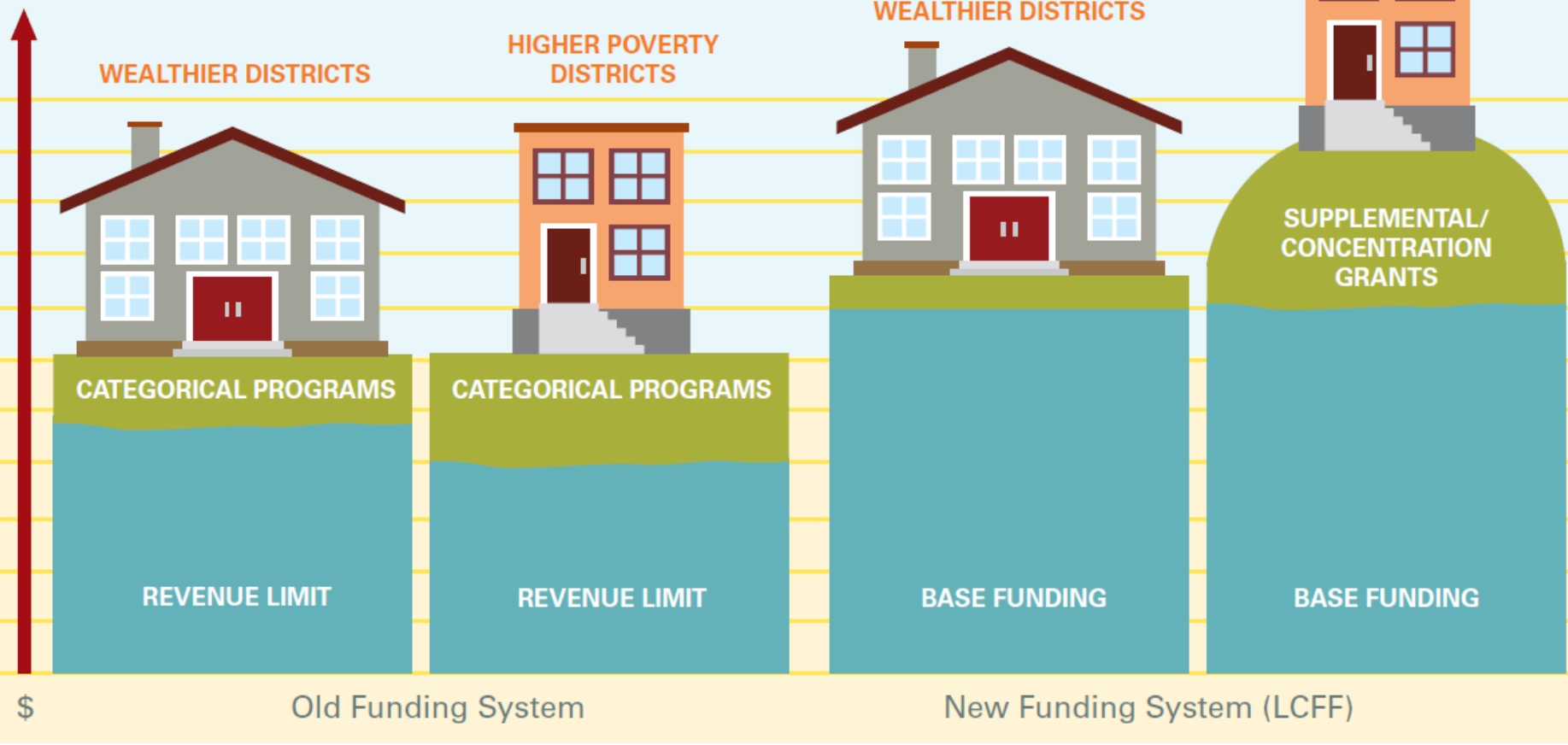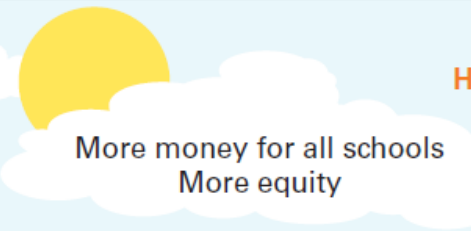
☒ Outdated

☒ Irrational

☒ <u>Unfair</u>

Many students who were low-income, English language learners and foster youth were receiving *fewer* state resources for their education than similar students in wealthier school districts.

California's School Finance System Before And After The Local Control Funding Formula (LCFF)

More money for all schools
More equity

HIGHER POVERTY DISTRICTS

WEALTHIER DISTRICTS

HIGHER POVERTY DISTRICTS

WEALTHIER DISTRICTS

CATEGORICAL PROGRAMS

CATEGORICAL PROGRAMS

SUPPLEMENTAL/ CONCENTRATION GRANTS

REVENUE LIMIT

REVENUE LIMIT

BASE FUNDING

BASE FUNDING

$

Old Funding System

New Funding System (LCFF)

LCFF Overall Basics

- It's the law as of July 1, 2013

- Most district funding from the state is now distributed through LCFF.

- Large investment by the state → $2 billion for implementation for the first year

- Phase-in is over approximately 8 years, with full implementation expected by 2020-21

How does LCFF work?

1. **Base grants** provide districts with the bulk of their funding. These per-pupil grants vary by grade level and increase each year.
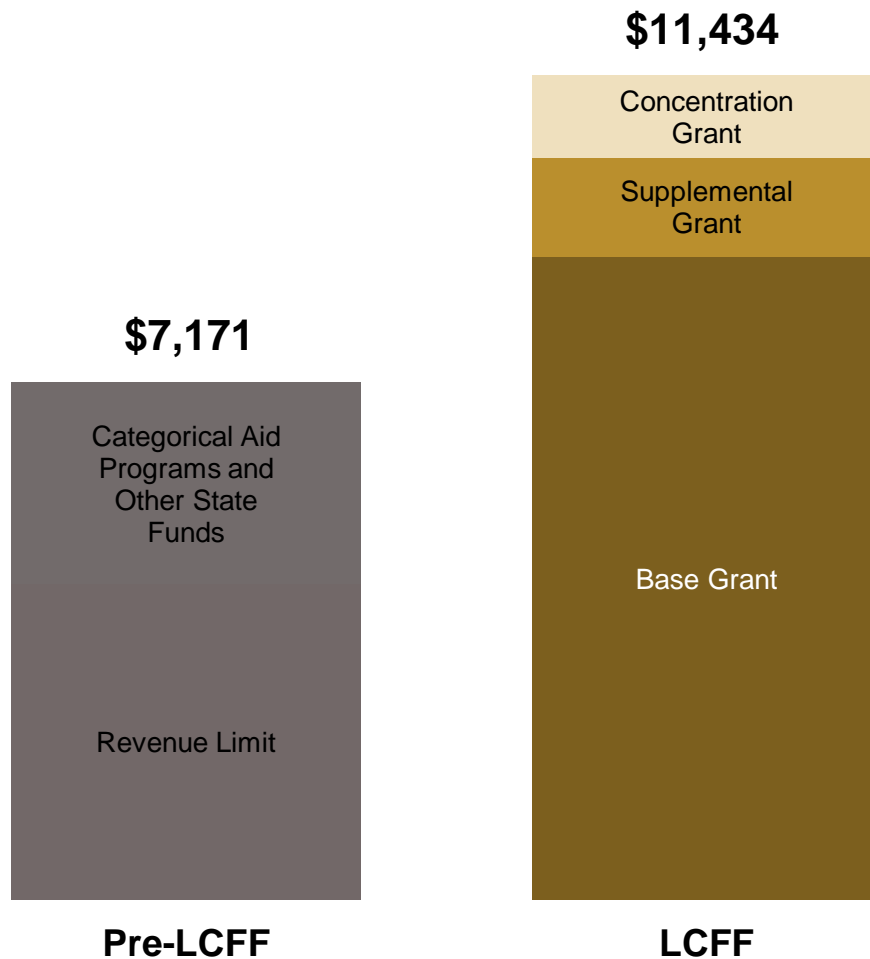
2013-14 Base Grants*

Grade Span	Base Grant
K-3	$7,675
4-6	$7,056
7-8	$7,266
9-12	$8,638

Includes a 1.565% cost-of-living adjustment for 2013-14, a 10.4% incentive to reduce class sizes in early grades, and a 2.6% addition to encourage career and technical education programs in high schools.

2. **Supplemental grants** provide districts with 20% more funding for each student who is either low-income, English language learners, and/or in foster care (i.e. high-need).

3. In districts where at least 55% of students are high-need, **concentration grants** provide additional funding. For each low-income, English learner, or foster youth student above the 55% enrollment threshold, the district receives an additional 50% in funding.

Sample Per-Pupil Funding for a High-Need California District

(one that is 80% low-income, English language learner, and/or foster youth)

$11,434

Concentration Grant

Supplemental Grant

Base Grant

$7,171

Categorical Aid Programs and Other State Funds

Revenue Limit

Pre-LCFF

LCFF

Note: These figures represent funding upon full implementation.

Local Control and Accountability Plans: How They Are Created and Debated

1 District drafts a plan

2
- District presents proposed plan to parent advisory committee and English learner parent advisory committee for feedback
- District asks public for written feedback
- District asks for comments at a public hearing
- District consults with school employees, parents, and students

3 District responds in writing to feedback from the parent advisory committees

4 School board adopts plan in another public hearing

County Offices of Education must approve district LCAPs

A NEW 3-YEAR PLAN MUST BE ADOPTED BY JULY 1, 2014. THE DISTRICT MUST REVIEW PROGRESS AND MAKE UPDATES ANNUALLY.

Local Control and Accountability Plans: What They Must Include

EACH DISTRICT AND EACH SCHOOL MUST HAVE:
- ✓ Goals
- ✓ Actions
- ✓ Related budget

FOR EACH MAJOR STUDENT GROUP:
- ✓ Each race/ethnicity
- ✓ Low-income students
- ✓ English learners
- ✓ Students with disabilities
- ✓ Foster youth

ACROSS 8 PRIORITY AREAS:
1. Student achievement
2. Student engagement
3. Other student outcomes
4. School climate
5. Parental engagement
6. Basic services
7. Implementation of standards
8. Access to courses
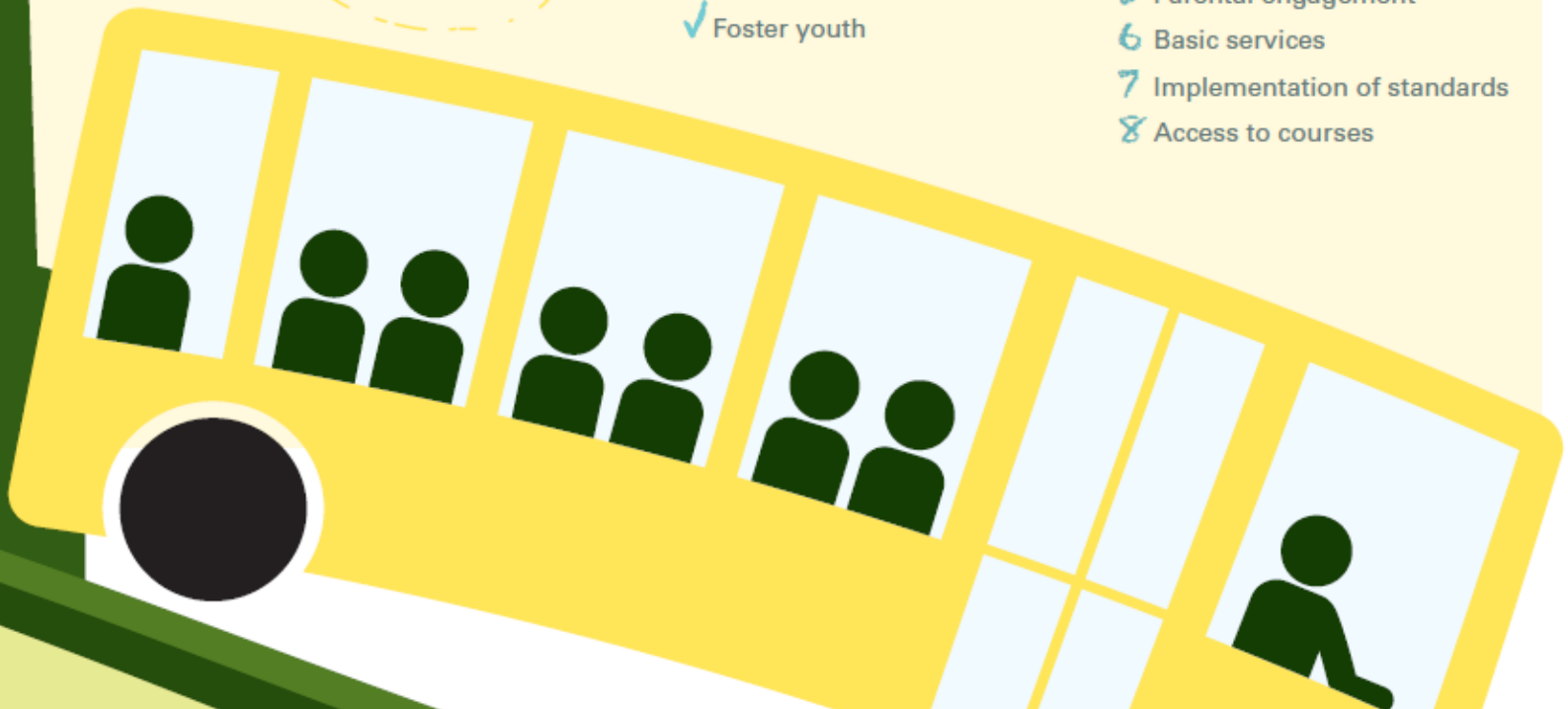
Local Advocacy – Next Steps

Make your voice heard! Talk to your district leaders. Request a meeting with your local school board members and district administrators.

Overarching question: How is the district spending the LCFF Funds?

Specific Questions for Your District

- How much did the district receive in supplemental and concentration grants in 2013-14, and how much will it receive over the next few years?

- How is the district planning to use these new funds to benefit low-income students, English learners, and foster youth?

- How does the district plan to involve parents and community members in LCFF?

- How are parent advisory committee members selected and trained, what are their roles and term limits, and how are they included as true partners in the planning process?

- What is the district calendar for developing its Local Control and Accountability Plan and budget, incorporating stakeholder input, and making final decisions?

Suggestions and Demands for Your District

- Propose specific programs that you would like to see the district support with supplementary and concentration grants.

- Recommend goals, metrics, and strategies for monitoring parental engagement.

- Request training for community members on school district budgeting and planning.

- Suggest a plan for how the community will monitor the district's efforts.

For additional resources and to get involved in our statewide campaign, go to:

www.fairshare4kids.org

Leveraging LCFF
Chronic absence is embedded in pupil engagement

1. How can you get involved?

2. What can you do?

     a. Examine chronic absence data

     b. Help unpack why students are chronically absent

     c. Engage in effective strategies for reducing chronic absence (adding in health/mental health as appropriate)

What's happening at your district?

Sacramento City Unified School District (SCUSD)

- **District level planning meetings**
- **LCAP Advisory Committee Meetings**
  - Stakeholders: parents, students, school staff, community members, bargaining units
  - Discuss priorities and supporting data
  - Identify resources and services for different priorities
- **Dates to remember**
  - March: Complete draft LCAP
  - May – June: Public comment and hearing for LCAP prior to adoption
  - June: District adopts LCAP and budget

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Plan must address eight state priorities

1. Teachers, Materials, Facilities

2. Academic Standards

3. Parent involvement

4. Student achievement

5. Pupil Engagement: Measured by all of the following, as applicable: School attendance rates; Chronic absenteeism rates; Middle school dropout rates; High school dropout rates; High school graduation rates.

6. School Climate: Measured by all of the following, as applicable: Pupil suspension rates; Pupil expulsion rates; Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

7. Access to Courses

8. Other student outcomes.

CH1LDREN NOW

PRO-KID

Before you begin examining - know your attendance measures!

Average Daily Attendance
- The % of enrolled students who attend school each day. It is used in some states for allocating funding.

Truancy
- Typically refers only to unexcused absences and is defined by each state under No Child Left Behind. It signals the potential need for legal intervention under state compulsory education laws.
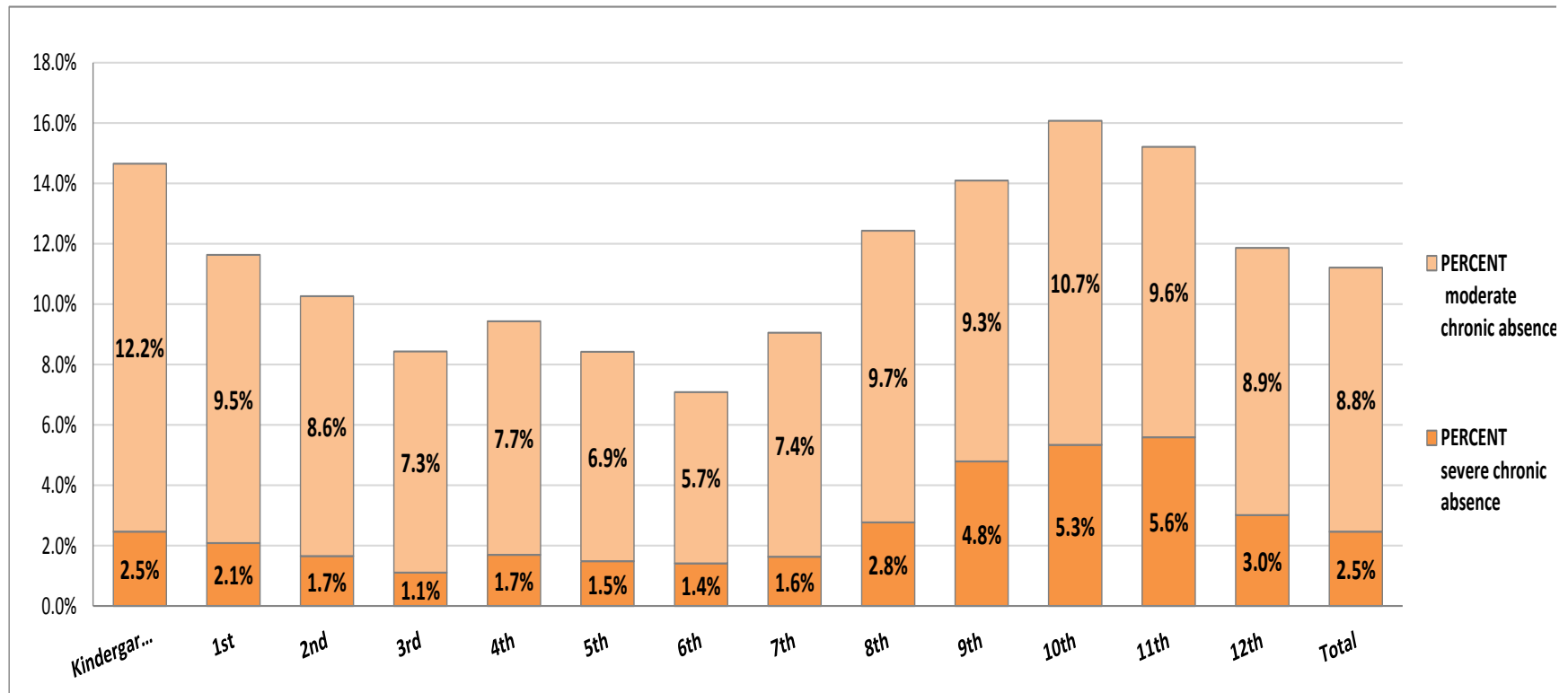
Chronic Absence
- Missing 10% or more of school for any reason – excused, unexcused, etc. It is an indication that a student is academically at risk due to missing too much school starting in Kindergarten.

Next step: Find out who is most affected by grade, school and sub-population

What percentage of students in each grade level were MODERATELY or SEVERELY chronically absent?

Grade	PERCENT moderate chronic absence	PERCENT severe chronic absence
Kindergar...	12.2%	2.5%
1st	9.5%	2.1%
2nd	8.6%	1.7%
3rd	7.3%	1.1%
4th	7.7%	1.7%
5th	6.9%	1.5%
6th	5.7%	1.4%
7th	7.4%	1.6%
8th	9.7%	2.8%
9th	9.3%	4.8%
10th	10.7%	5.3%
11th	9.6%	5.6%
12th	8.9%	3.0%
Total	8.8%	2.5%

Variation Across Schools Helps Identify Positive Outliers and Schools Needing Greater Support

Chronic Absence Levels Among Oakland Public Schools (2009-10)

	Elementary	Middle	High School
# Schools with 0%-5% Chronic Absence	9	0	0
# Schools with 5.1%-10% Chronic Absence	17	4	1
# Schools with 10.1%-20% Chronic Absence	25	8	6
# Schools with >20.1% Chronic Absence	9	4	9
Total No. Schools	60	16	16
Highest % of Chronic Absence	31.5%	32.8%	42.1%
Lowest % of Chronic Absence	0.3%	6.9%	7.9%
Median	12.7%	14.9%	21.0%
Mean	11.9%	15.6%	22.4%

Use data to generate a list of which students struggle with chronic absence

Which students at this school are at risk?			
List of All Grade K -5 Students with Chronic or Severe Chronic Absence			
Elementary School			
2010-2011			
First Name	Middle Name/Initial	Last Name	Absence Type
STUDENT		A	satisfactory
STUDENT		B	satisfactory
STUDENT		C	chronic
STUDENT		D	at risk
STUDENT		E	satisfactory
STUDENT		F	satisfactory
STUDENT		G	at risk
STUDENT		H	satisfactory
STUDENT		I	satisfactory
STUDENT		J	satisfactory
STUDENT		K	satisfactory
STUDENT		L	at risk
STUDENT		M	at risk

What Tools Are Available To Calculate Chronic Absence?

FREE FROM ATTENDANCE WORKS!

The District Attendance Tracking Tool (DATT) and School Attendance Tracking Tool (SATT)
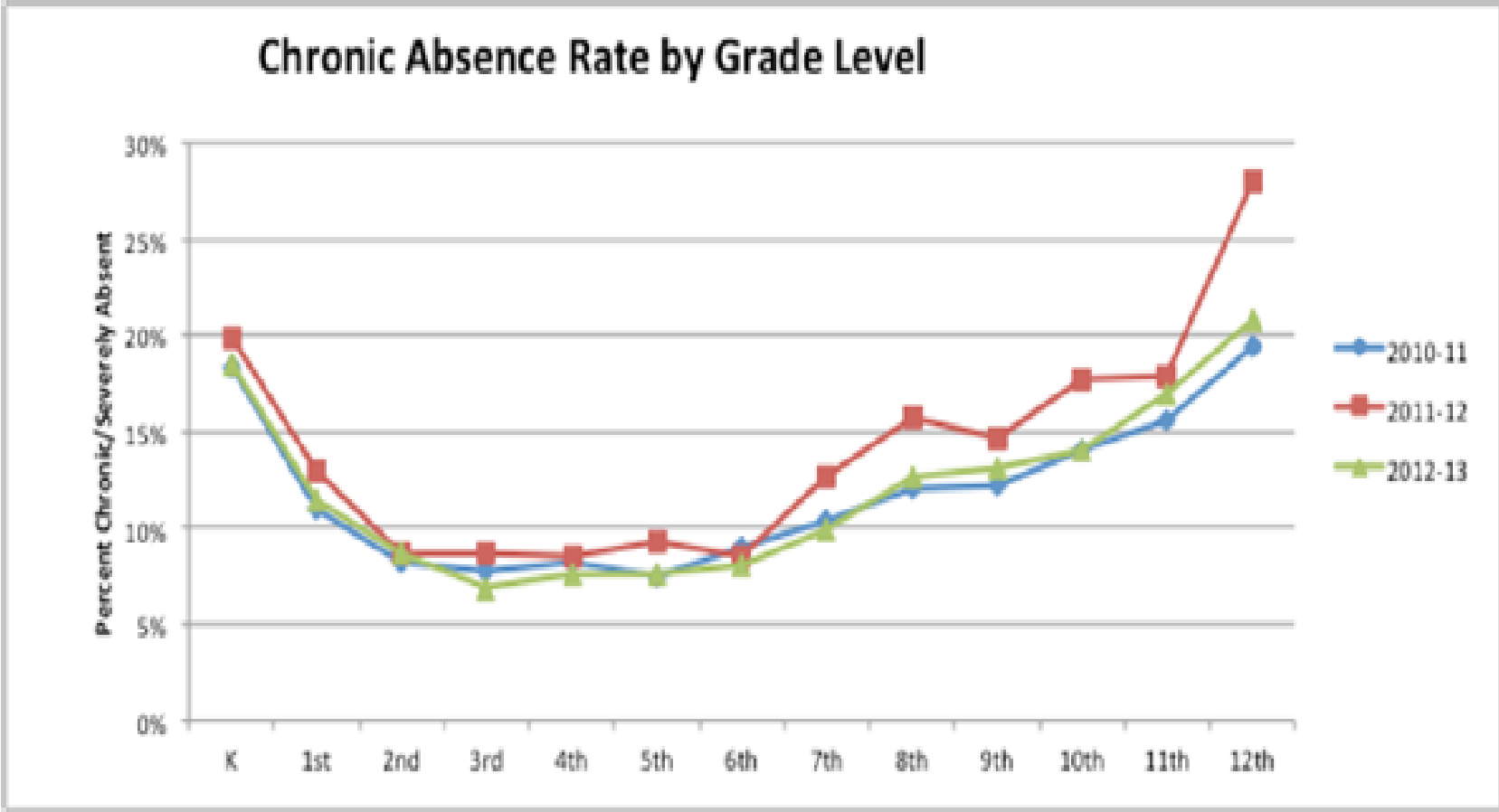
Is now available in Three Modules!

- Grades K-5
- Grades 6-8 and
- Grades 9-12

What is Sacramento doing to examine chronic absence data?

- Began in 2010 as a collaborative effort to better understand chronic absence at SCUSD

- Workgroup meets monthly to set goals and discuss policy and practice issues

- Research project utilizes SCUSD attendance data to understand trends in chronic absence

- Pilot study seeks to understand the reasons for chronic student absence

- Future work will focus on piloting interventions and identifying best practices

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More than 1 in 10 students (over 5,000 students) in SCUSD were chronically absent.

Chronic Absence Rate by Grade Level

Chart showing Percent Chronic/Severely Absent by grade level (K through 12th) for three school years: 2010-11, 2011-12, and 2012-13.

Which SCUSD students are chronically absent?

- Of the 5020 chronically absent SCUSD students, most were Latino/a (1938), Black/African American (1340) and White (808).

- In comparison with the district as a whole, Black/African American, Native American, and to a lesser extent Latino/a students were over-represented amongst chronic absentees. FRM recipients are also over-represented.

- In each of these sub-groups more than 80% of students are NOT chronically absent. Simple demographics alone do not explain chronic absence.
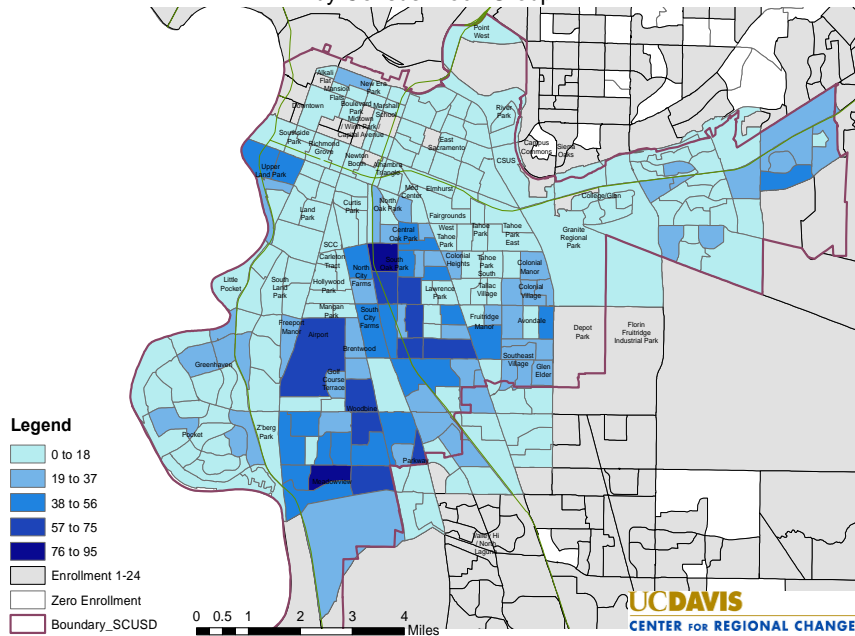
Some special needs groups are overrepresented

- 1 in 5 "disabled" students are chronically absent.

- 1 in 5 students in foster care are chronically absent.

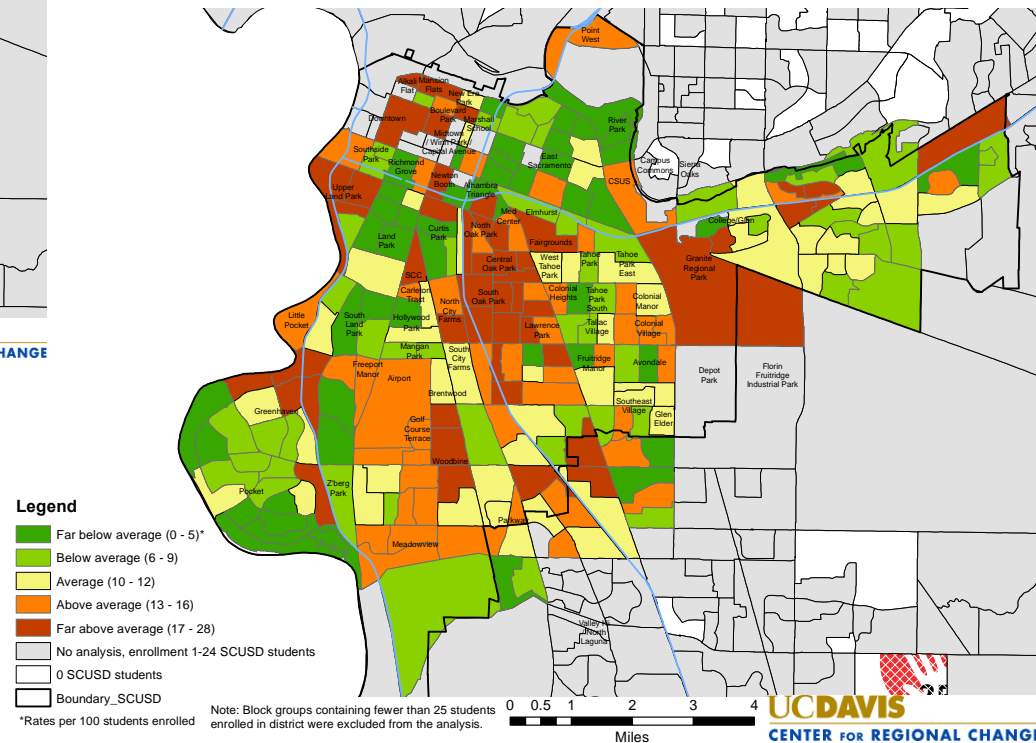- Almost 1 in 3 students identified as homeless are chronically absent.

Chronic absence is uneven across neighborhoods

Number of Chronic Absent Students in the Sacramento City Unified School District by Census Block Group

Legend
- 0 to 18
- 19 to 37
- 38 to 56
- 57 to 75
- 76 to 95
- Enrollment 1-24
- Zero Enrollment
- Boundary_SCUSD

Relative Chronic Absence Rates Across SCUSD Census Block Groups

Legend
- Far below average (0 - 5)*
- Below average (6 - 9)
- Average (10 - 12)
- Above average (13 - 16)
- Far above average (17 - 28)
- No analysis, enrollment 1-24 SCUSD students
- 0 SCUSD students
- Boundary_SCUSD

*Rates per 100 students enrolled

Note: Block groups containing fewer than 25 students enrolled in district were excluded from the analysis.

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UC DAVIS
CENTER FOR REGIONAL CHANGE

What has SCUSD learned about possible factors contributing to absences?

- Students who switched schools during the year were more likely to be chronically absent.

- Students who performed poorly on physical fitness tests were more likely to be chronically absent.

- For most chronically absent students suspension days are not the cause of meeting that threshold, although chronically absent students appear to be suspended at higher rates than peers with better attendance.

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Start By Unpacking Why Are Students Chronically Absent?

Myths

- Absences are only a problem if they are unexcused
- Sporadic versus consecutive absences aren't a problem
- Attendance only matters in the older grades

Barriers

- Lack of access to health care
- Poor transportation
- No safe path to school

Aversion

- Child struggling academically
- Lack of engaging instruction
- Poor school climate and ineffective school discipline
- Parents had negative school experience

SCUSD Research Project: Understanding Reasons for Chronic Absence

- Building capacity in existing programs to collect data about attendance barriers:
  - Youth and Family Resource Centers
  - Parent-Teacher Home Visit Project
  - City Year

- Testing different approaches to learning about student and family attendance barriers

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Universal Strategies for Building a Culture of Attendance & Identifying Barriers

A. Recognize Good and Improved Attendance
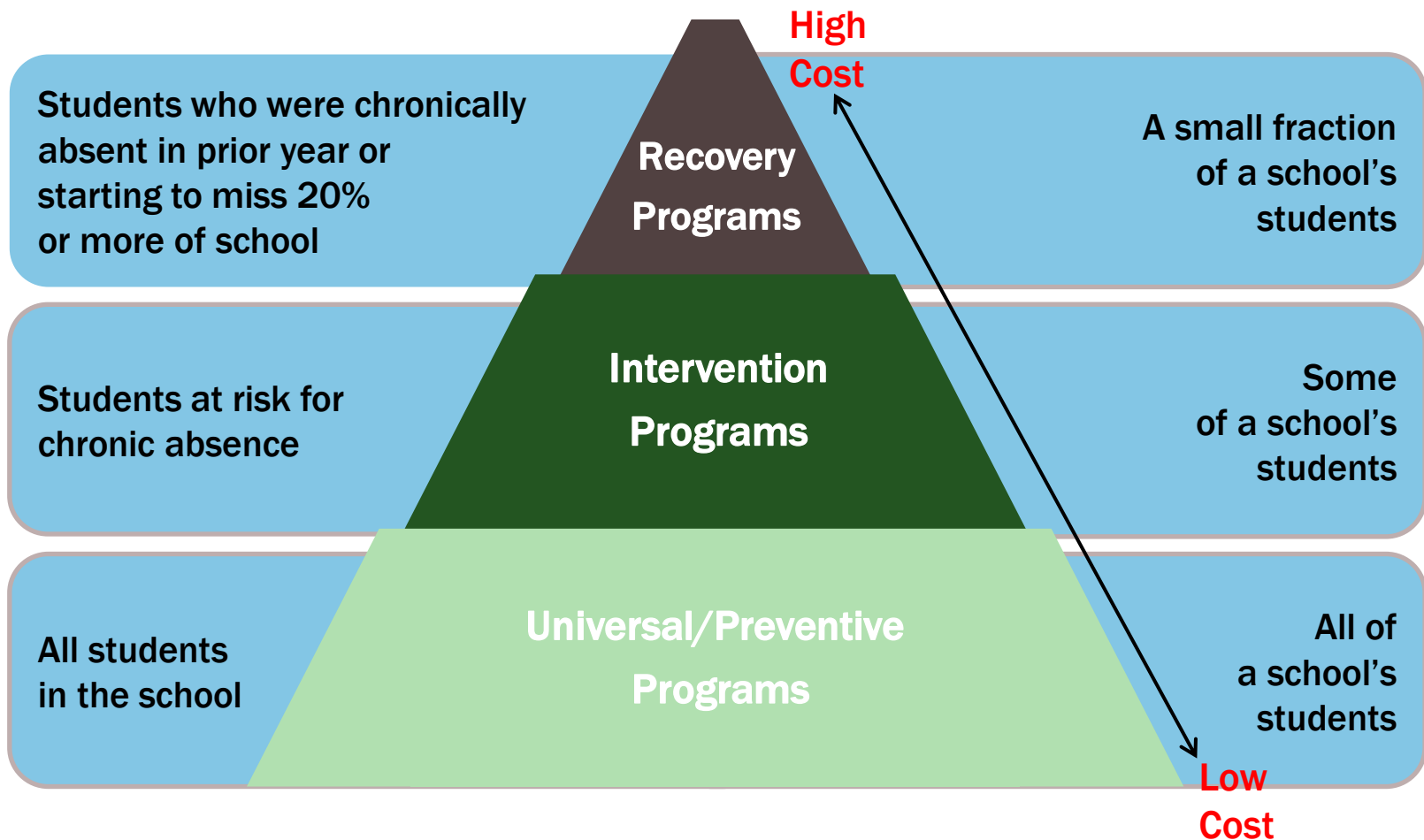
B. Engage Students and Parents

E. Develop Programmatic Response to Barriers (as needed)
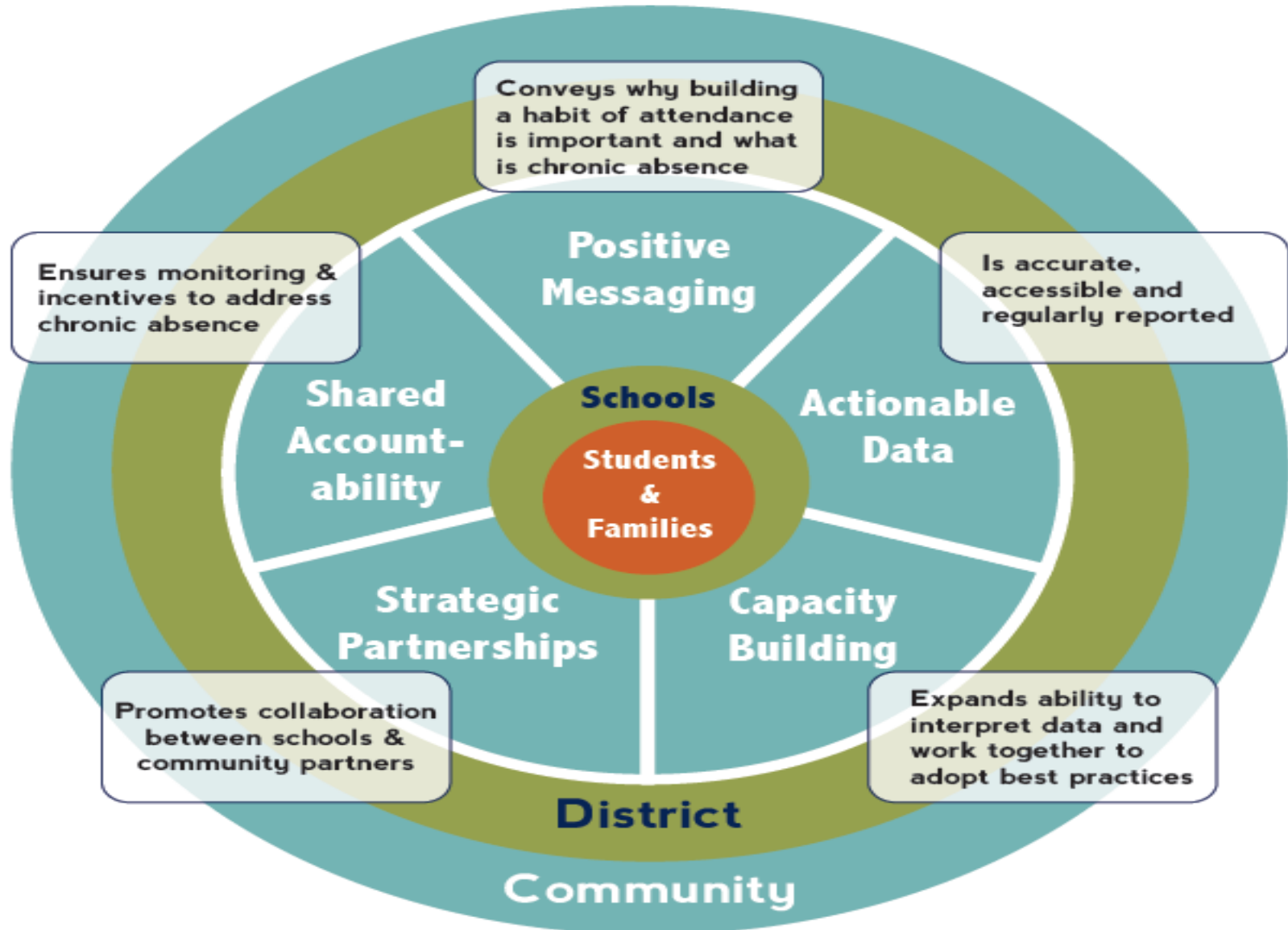
D. Provide Personalized Early Outreach

C. Monitor Attendance Data and Practice

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Increased Attendance Involves a 3-Tiered Approach that Fits with Most Reform Efforts

High Cost

Recovery Programs

Intervention Programs

Universal/Preventive Programs

Low Cost

Students who were chronically absent in prior year or starting to miss 20% or more of school

A small fraction of a school's students

Students at risk for chronic absence

Some of a school's students

All students in the school

All of a school's students

30

Ingredients for Success & Sustainability

SCUSD: Addressing Chronic Absence Promising Practices

- Use consistent attendance practices

- Review attendance data regularly

- Reach out to students and families

- Use positive messages

- Identify and address barriers

- Engage community partners

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How can health and mental health services contribute?

- Help parents and students understand how easily absences add up and the importance of avoiding unnecessary absences

- Provide non-stigmatized, personalized outreach

- Add health and mental health perspectives in analyzing data and practice

- Develop solutions for health and mental health related barriers to attendance

Connecting LCFF and Chronic Absence
What can you do?

- Get involved!

- Research LCAP process at your district

- Is chronic absence data currently available?

- Review and analyze chronic absence data
  - District and school site level

- Assess resources and supports at school sites, districts and community

- Strengthen community partnerships

Discussion

- **What do you know about CA and LCAP in your school community?**

- **What can you do to reduce chronic absence in your community, through the local LCAP process?**