AGENDA
BOARD WORKSHOP
WEDNESDAY, FEBRUARY 28, 2024
*4:30 P.M. (CLOSED SESSION) *5:00 P.M. (OPEN SESSION)

*DESIGNATED TIMES FOR CONFERENCE/DISCUSSION ITEMS ARE ESTIMATES.

Please note: Parking will be available for Board meetings after 5:00 p.m. at the N Street Parking Pavilion, located on the southeast corner of Tulare and “N” streets – entrance on “N” street. Board meeting attendees without key cards should report to the parking booth attendant. Please do NOT take a ticket. Also, the City of Fresno will not enforce the street meters in this area after 6:00 p.m., Monday through Friday.

For the safety of all who attend Fresno Unified Board Meetings, everyone entering the Board of Education Room is subject to metal detector scanning. Board Policy 5145.12 allows for the use of metal detectors. Items prohibited in the Board of Education Room are as follows: alcohol, illegal drugs, knives, or firearms.

In compliance with the Americans with Disabilities Act, those requiring special assistance to access the Board meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact the Board President or Board Office at 457-3727. Notification at least 48 hours prior to the meeting will enable the district to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations, auxiliary aids, or services.

Any member of the public who wishes to address the Board shall submit a speaker card specifying the item(s) they wish to address. The card must be submitted before or during the Board’s consideration of the item.

In accordance with Board Bylaw 9322, students and parents/guardians may request that directory information or personal information (as defined in Education Code 49061 and/or 49073.2) be excluded from the minutes by making a request in writing to the Superintendent or Board Clerk.

Public materials are available for public inspection at our website at: board.fresnounified.org

TRANSLATION SERVICES: Available in Spanish and Hmong in the meeting room upon request.
*4:30 P.M.
CALL Meeting to Order
OPPORTUNITY for Public Comment on Closed Session Agenda Items
RECESS for Closed Session to discuss the following:


*5:00 P.M.
CALL Meeting to Order

PLEDGE OF ALLEGIANCE
Ambra O’Connor will lead the flag salute.

PRESENT and DISCUSS Attendance and Chronic Absenteeism
Staff will present an overview of attendance and chronic absenteeism in the district. This board workshop will delve into current areas of concern, review key data indicators, and share and gather feedback from educational partners. The workshop will also provide insights into ongoing actions and future plans developed by our cross-functional team to improve student attendance. Fiscal impact: There is no fiscal impact to the district at this time. Contact person: Deputy Superintendent Misty Her, telephone 457-3633.

OPPORTUNITY for Public Comment on Item

UNSCHEDULED ORAL COMMUNICATIONS
Individuals who wish to address the Board on topics within the Board’s subject matter jurisdiction, but not listed on this agenda may do so at this time. If you wish to address the Board on a specific item listed on the agenda, you should do so when that specific item is called. Individuals shall submit a speaker card specifying the topic they wish to address. The cards are submitted before the Board President announces unscheduled oral communications.

While time limitations are at the discretion of the Board President, generally members of the public will be limited to a maximum of three (3) minutes per speaker for a total of thirty (30) minutes of public comment as designated on this agenda. The Board recognizes that individuals may ask the Board to answer questions or respond to statements made during unscheduled oral communications and in accordance with Board Bylaw 9323, the Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law.

Members of the public with questions on school district issues may submit them in writing. The Board will automatically refer to the Superintendent any formal requests brought before them at this time. The appropriate staff member will furnish answers to questions.

D. ADJOURNMENT

NEXT REGULAR MEETING
WEDNESDAY, MARCH 06, 2024
WORKSHOP ITEM 1

AGENDA SECTION: B
(A – Consent, B – Discussion, C – Receive, Recognize/Present)

ACTION REQUESTED: Discuss
(Adopt, Approve, Discuss, Receive, etc.)

TITLE AND SUBJECT: Present and Discuss Attendance and Chronic Absenteeism

ITEM DESCRIPTION: Staff will present an overview of attendance and chronic absenteeism in the district. This board workshop will delve into current areas of concern, review key data indicators, and share and gather feedback from educational partners. The workshop will also provide insights into ongoing actions and future plans developed by our cross-functional team to improve student attendance.

FINANCIAL SUMMARY: There is no fiscal impact to the district at this time.

PREPARED BY: Misty Her,
Deputy Superintendent

DIVISION: Deputy Superintendent’s Office
PHONE NUMBER: (559) 457-3633

CABINET APPROVAL: Misty Her,
Deputy Superintendent

SUPERINTENDENT APPROVAL:
Robert G. Nelson, Ed.D.
Every Day Counts
Outcomes

• Build a common understanding of Average Daily Attendance (ADA), Truancy, and Chronic Absenteeism
• Using data to share current reality, challenges, and areas of growth
• Share overall findings, key strategies, and actions to improve attendance
<table>
<thead>
<tr>
<th>Cross-Departmental Attendance Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention and Intervention (DPI)</td>
</tr>
<tr>
<td>School Leadership</td>
</tr>
<tr>
<td>Diversity, Equity &amp; Inclusion (DEI)</td>
</tr>
<tr>
<td>Information Technology (IT)</td>
</tr>
<tr>
<td>African American Academic Acceleration (A4)</td>
</tr>
<tr>
<td>Early Learning</td>
</tr>
</tbody>
</table>
### Most Common Exit Reasons

<table>
<thead>
<tr>
<th>Exit Reason</th>
<th>2020-21 EOY</th>
<th>2021-22 EOY</th>
<th>2022-23 EOY</th>
<th>2023-24 as of Feb. 9th 2024</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
</tr>
<tr>
<td>CA Public School No Records Request</td>
<td>177</td>
<td>4.6%</td>
<td>321</td>
<td>5.4%</td>
</tr>
<tr>
<td>CA Public School Verified by Cal-Pads Enrollment</td>
<td>510</td>
<td>13.2%</td>
<td>2,670</td>
<td>45.0%</td>
</tr>
<tr>
<td>CA Public School with Records Request</td>
<td>1,152</td>
<td>29.8%</td>
<td>855</td>
<td>14.4%</td>
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<tr>
<td>Charter School No Records Request</td>
<td>23</td>
<td>0.6%</td>
<td>66</td>
<td>1.1%</td>
</tr>
<tr>
<td>Charter School with Records Request</td>
<td>533</td>
<td>14.3%</td>
<td>536</td>
<td>9.0%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>3,864</strong></td>
<td><strong>14.3%</strong></td>
<td><strong>5,937</strong></td>
<td><strong>9.0%</strong></td>
</tr>
</tbody>
</table>
## Declining Enrollment by Student Group

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2020-21</th>
<th></th>
<th>2021-22</th>
<th></th>
<th>2022-23</th>
<th></th>
<th>2023-24</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
</tr>
<tr>
<td>African American/Black</td>
<td>530</td>
<td>13.7%</td>
<td>767</td>
<td>12.9%</td>
<td>770</td>
<td>11.8%</td>
<td>526</td>
<td>12.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>223</td>
<td>5.8%</td>
<td>450</td>
<td>7.6%</td>
<td>488</td>
<td>7.5%</td>
<td>320</td>
<td>7.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2280</td>
<td>59.0%</td>
<td>3751</td>
<td>63.2%</td>
<td>4112</td>
<td>63.1%</td>
<td>2741</td>
<td>64.1%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>202</td>
<td>5.2%</td>
<td>255</td>
<td>4.3%</td>
<td>306</td>
<td>4.7%</td>
<td>207</td>
<td>4.8%</td>
</tr>
<tr>
<td>White</td>
<td>558</td>
<td>14.4%</td>
<td>628</td>
<td>10.6%</td>
<td>711</td>
<td>10.9%</td>
<td>403</td>
<td>9.4%</td>
</tr>
<tr>
<td>Homeless Youth</td>
<td>42</td>
<td>1.1%</td>
<td>64</td>
<td>1.1%</td>
<td>77</td>
<td>1.2%</td>
<td>62</td>
<td>1.4%</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>107</td>
<td>2.8%</td>
<td>162</td>
<td>2.7%</td>
<td>183</td>
<td>2.8%</td>
<td>96</td>
<td>2.2%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>438</td>
<td>11.3%</td>
<td>742</td>
<td>12.5%</td>
<td>854</td>
<td>13.1%</td>
<td>559</td>
<td>13.1%</td>
</tr>
</tbody>
</table>
Average Daily Attendance (ADA)
District Average Daily Attendance: 2017–2023

Pre-Pandemic

- 2017-18: 94.4%
- 2018-19: 94.8%

School Closure Q3

- 2019-20: 94.5%

Distance Learning

- 2020-21: 92%
- 2021-22: 84.5%

Post Pandemic

- 2022-23: 90%
- 2023-24 as of Feb 23: 91.3%

Revised 02/28/24
Truancy vs. Chronic Absence

**TRUANCY**
Counts only unexcused absences.

**CHRONIC ABSENCE**
Counts all absences: excused, unexcused & suspensions.
### Reasons for Absences

**Attendance Code Percentages as of 2/9/24**

<table>
<thead>
<tr>
<th>Attendance Code</th>
<th>% of Sections Missed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical</td>
<td>33.89%</td>
</tr>
<tr>
<td>No Clearance</td>
<td>20.18%</td>
</tr>
<tr>
<td>Parent Request</td>
<td>14.78%</td>
</tr>
<tr>
<td>Absent</td>
<td>12.67%</td>
</tr>
<tr>
<td>Health Care-Paraprofessional</td>
<td>8.94%</td>
</tr>
</tbody>
</table>
## Chronic Absenteeism Rate Trends

<table>
<thead>
<tr>
<th>Year</th>
<th>Pre-Pandemic</th>
<th>Distance Learning</th>
<th>Post Pandemic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>17.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018-19</td>
<td>17.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019-20</td>
<td>17.4%</td>
<td>25.4%</td>
<td>35.4%</td>
</tr>
<tr>
<td>2020-21</td>
<td>18,178</td>
<td></td>
<td>30.4%</td>
</tr>
<tr>
<td>2021-22</td>
<td>36,304</td>
<td>50.3%</td>
<td></td>
</tr>
<tr>
<td>2022-23</td>
<td>25,397</td>
<td></td>
<td>30.4%</td>
</tr>
<tr>
<td>2023-24 as of 2/23/24</td>
<td>21,219</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Chronic Absenteeism Rate: Student Group

<table>
<thead>
<tr>
<th>School District</th>
<th>Pre-Pandemic</th>
<th>Distance Learning</th>
<th>Post Pandemic</th>
<th>Current Year</th>
<th>As of Feb. 23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fresno Unified</td>
<td>17.4%</td>
<td>17.3%</td>
<td>25.4%</td>
<td>50.3%</td>
<td>35.4%</td>
</tr>
<tr>
<td>African American Students</td>
<td>25.4%</td>
<td>26.6%</td>
<td>41.6%</td>
<td>60.1%</td>
<td>45.3%</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>30.8%</td>
<td>28.5%</td>
<td>46.4%</td>
<td>56.0%</td>
<td>39.9%</td>
</tr>
<tr>
<td>Homeless Youth</td>
<td>40.1%</td>
<td>42.5%</td>
<td>74.7%</td>
<td>81.5%</td>
<td>72.7%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>26.0%</td>
<td>24.8%</td>
<td>35.4%</td>
<td>59.9%</td>
<td>44.0%</td>
</tr>
</tbody>
</table>
### Chronic Absenteeism Rate: Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>2022-23 S1</th>
<th>2023-24 S1</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fresno Unified</td>
<td>31.3%</td>
<td>25.6%</td>
<td>-5.7%</td>
</tr>
<tr>
<td>K</td>
<td>45.4%</td>
<td>35.5%</td>
<td>-9.9%</td>
</tr>
<tr>
<td>1</td>
<td>36.8%</td>
<td>27.7%</td>
<td>-9.1%</td>
</tr>
<tr>
<td>2</td>
<td>32.1%</td>
<td>24.0%</td>
<td>-8.1%</td>
</tr>
<tr>
<td>3</td>
<td>29.2%</td>
<td>22.5%</td>
<td>-6.7%</td>
</tr>
<tr>
<td>4</td>
<td>28.4%</td>
<td>22.1%</td>
<td>-6.3%</td>
</tr>
<tr>
<td>5</td>
<td>25.5%</td>
<td>21.4%</td>
<td>-4.1%</td>
</tr>
<tr>
<td>6</td>
<td>26.0%</td>
<td>20.6%</td>
<td>-5.4%</td>
</tr>
<tr>
<td>7</td>
<td>27.7%</td>
<td>24.0%</td>
<td>-3.7%</td>
</tr>
<tr>
<td>8</td>
<td>30.4%</td>
<td>26.6%</td>
<td>-3.8%</td>
</tr>
<tr>
<td>9</td>
<td>30.0%</td>
<td>27.3%</td>
<td>-2.7%</td>
</tr>
<tr>
<td>10</td>
<td>30.3%</td>
<td>25.2%</td>
<td>-5.1%</td>
</tr>
<tr>
<td>11</td>
<td>28.5%</td>
<td>25.8%</td>
<td>-2.7%</td>
</tr>
<tr>
<td>12</td>
<td>32.2%</td>
<td>26.6%</td>
<td>-5.6%</td>
</tr>
</tbody>
</table>

### Chronic Absenteeism Rate: School Level

<table>
<thead>
<tr>
<th>School Level</th>
<th>2022-23 S1</th>
<th>2023-24 S1</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fresno Unified</td>
<td>31.3%</td>
<td>25.6%</td>
<td>-5.7%</td>
</tr>
<tr>
<td>Elementary Schools</td>
<td>33.1%</td>
<td>25.9%</td>
<td>-7.2%</td>
</tr>
<tr>
<td>K-8 Schools</td>
<td>27.3%</td>
<td>20.6%</td>
<td>-6.7%</td>
</tr>
<tr>
<td>Middle Schools</td>
<td>28.4%</td>
<td>24.6%</td>
<td>-3.8%</td>
</tr>
<tr>
<td>High Schools</td>
<td>30.3%</td>
<td>26.3%</td>
<td>-4.0%</td>
</tr>
</tbody>
</table>
District Goal: Reducing Chronic Absenteeism

Fresno Unified will decrease chronic absenteeism by
- 18% for all students from 34.7% to 16.7%,
- 18% for African American students from 44.5% to 26.5%,
- 10% for foster youth from 35% to 25%
- 20% for homeless students from 74.9% to 54.9%

### Chronic Absenteeism Rate

<table>
<thead>
<tr>
<th></th>
<th>As of Feb 23, 2024</th>
<th>Year to Date Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>30.4%</td>
<td>-5.4%</td>
</tr>
<tr>
<td>AA Students</td>
<td>38.9%</td>
<td>-3.1%</td>
</tr>
<tr>
<td>Homeless Youth</td>
<td>67.7%</td>
<td>-5.8%</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>34%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>
Findings and Strategies

Findings

- Standardize processes and protocols
- Clarity and alignment in roles
- Universal practices
- Tier I Fidelity
- Sense of Belonging
- Depth of knowledge
- Data accessibility
- Coordinated efforts
- Family Engagement

Strategy

- Tiered attendance approach
- Clarity of various roles
- Refined systems and procedures
- Building common understanding
- Collaborative and coordinated efforts
- Clear and accessible information
- Engaging with families
- Strengthen school climate and culture
**Tier III for FEW (3-5%)**
- Intensive & individualized
- In addition to Tier I, but at greater intensity, frequency and with a narrower focus
- Based on individual diagnostic assessment
- Frequent progress monitoring

**Tier II for SOME (10-15%)**
- Targeted & small group
- In addition to Tier I, but at a greater intensity
- Needs identified through diagnostic tools
- Focus on pre-requisite skills
- Frequent progress monitoring
- Short-term

**Tier I for ALL (80-85%)**
- Proactive and preventative for ALL
- Standards-based instruction
- Universal practices
- Addressing unmet learning
- Intervene in the moment and/or within setting
Spring 2023 Actions

• Conducted PL with Tier I Climate & Culture Teams
• Created the Student Performance Indicator Report
• Began designing a Tiered Attendance Approach
• Began developing district Attendance Guidebook
• Began building the capacity of Tier II Intervention Specialists to support attendance
Student Performance Indicators (SPI)

- New ATLAS Report
- Student Demographics
- Academic, Behavior, and Attendance Indicators
- Sets Criteria to assist in identifying needs
- Early indicators
- Prioritizing student needs

<table>
<thead>
<tr>
<th>IReady ELA</th>
<th>IReady Math</th>
<th>Attendance Percentage</th>
<th>Attendance Status</th>
<th># of Full Day Unexcused Absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>3+ below</td>
<td>3+ below</td>
<td>80.8%</td>
<td>Chronic</td>
<td>3</td>
</tr>
<tr>
<td>3+ below</td>
<td>3+ below</td>
<td>82.6%</td>
<td>Chronic</td>
<td>5</td>
</tr>
<tr>
<td>3+ below</td>
<td>3+ below</td>
<td>91.7%</td>
<td>Manageable</td>
<td>6</td>
</tr>
<tr>
<td>3+ below</td>
<td>3+ below</td>
<td>75.9%</td>
<td>Severely Chronic</td>
<td>14</td>
</tr>
<tr>
<td>3+ below</td>
<td>3+ below</td>
<td>78.9%</td>
<td>Severely Chronic</td>
<td>10</td>
</tr>
<tr>
<td>3+ below</td>
<td>2+ below</td>
<td>72.2%</td>
<td>Severely Chronic</td>
<td>14</td>
</tr>
<tr>
<td>3+ below</td>
<td>3+ below</td>
<td>81.5%</td>
<td>Chronic</td>
<td>3</td>
</tr>
<tr>
<td>3+ below</td>
<td>3+ below</td>
<td>91.7%</td>
<td>Manageable</td>
<td>4</td>
</tr>
<tr>
<td>3+ below</td>
<td>3+ below</td>
<td>96.4%</td>
<td>Good</td>
<td>2</td>
</tr>
<tr>
<td>2+ below</td>
<td>2+ below</td>
<td>84.3%</td>
<td>Chronic</td>
<td>10</td>
</tr>
<tr>
<td>3+ below</td>
<td>3+ below</td>
<td>79.4%</td>
<td>Severely Chronic</td>
<td>9</td>
</tr>
<tr>
<td>3+ below</td>
<td>3+ below</td>
<td>65.3%</td>
<td>Chronic</td>
<td>11</td>
</tr>
<tr>
<td>3+ below</td>
<td>3+ below</td>
<td>78.7%</td>
<td>Severely Chronic</td>
<td>6</td>
</tr>
<tr>
<td>3+ below</td>
<td>3+ below</td>
<td>86.1%</td>
<td>Chronic</td>
<td>4</td>
</tr>
<tr>
<td>3+ below</td>
<td>3+ below</td>
<td>67.9%</td>
<td>Chronic</td>
<td>10</td>
</tr>
<tr>
<td>1 below</td>
<td>3+ below</td>
<td>84.3%</td>
<td>Chronic</td>
<td>6</td>
</tr>
<tr>
<td>2 below</td>
<td>1 below</td>
<td>88.0%</td>
<td>Chronic</td>
<td>6</td>
</tr>
<tr>
<td>3+ below</td>
<td>3+ below</td>
<td>87.2%</td>
<td>Chronic</td>
<td>5</td>
</tr>
<tr>
<td>3+ below</td>
<td>3+ below</td>
<td>96.3%</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>3+ below</td>
<td>2 below</td>
<td>87.0%</td>
<td>Chronic</td>
<td>8</td>
</tr>
</tbody>
</table>
• Universal Best Practices at All Tiers
• Standardizes Approach and Expectations
• Clarity of Roles
• Criteria Between Tiers
Fall 2023 Actions

- Conducted Listening Sessions
- Created an Attendance Help Desk
- Restructured Group Attendance Conferences
- Structured Approach to Rectify Exit Reason Discrepancies
- Expanded Tier II Targeted Support Team Sites
- PL with Tier II Targeted Support Teams
- Implemented Tier II Attendance Interventions
- Developed Cross Departmental Chronic Absenteeism Team (Nov.)
Patterns from Feedback

- Family Education and Awareness
- Student Connectedness
- Aligned and Coordinated Office Roles
- Tiered Attendance Approach
- Professional Learning for Staff

Next Steps - Continue Listening Sessions
Best Practices Meetings on Attendance

- Root caused Chronic Absenteeism data
- Tier out & utilize chronic student list (Chronic, Manageable, Good)
- Monthly meetings to review chronic data
- Utilize Saturday Academy/SST/TST, etc., and soon to be chronic list
- Utilizes HSL/Attendance Clerk for communication with families
- Monthly attendance progress monitoring (CCT/Admin Team)

Indicators:
- Not In Pace
- In Place
- High Quality

Percentage

0 10 20 30 40 50 60 70 80 90 100

- 11
- 56
- 33
- 78
- 22
- 44
- 56
- 44
- 56
- 56
- 44
- 11
- 44
- 44
Effective Strategies Implemented

King Elementary Chronic Absenteeism Huddle Board

- **Date:** June 2023
- **Purpose:** Increase attendance

**Statistics:**
- **Chronic Absenteeism:**
  - 2021-2022: 21.8%
  - 2022-2023: 19.6%

**Attendance Focus by Year**
- 2021-2022:
  - 1st Grade: 93% (45 days)
  - 5th Grade: 90% (45 days)

**Eight WEEK ACTION PLAN**

**School Name:** Tehipite Middle School
**Date:** 10/2/23 - 12/1/23

**Problem of Practice Focus:**
- When comparing annual attendance data from 2022-23 who are chronically absent. This decrease has caused a small increase on a school wide Po passing grades and gaining knowledge at Tehipite. In the 2022-2023 school year, chronic GPA for students, but room for improvement is still feasible. Tehipite would like to continue GPA.

**Chronic Absenteeism YTD**
- 2021-2022 YTD: 23.3%
- 2022-2023 YTD: 17.5%
- 2023-2024 YTD: 11.3%

**Student Groups Chronic absenteeism 23-24 (of total population):**

**Heaton ELA Improvement Journey 2022-23**

**All Students:**
- 2021-22 rate: 63%
- 2022-23 rate: 52.8%
**Change:** 10.2%

**Understanding Your System**
- **ELA Data:**
  - Heaton 2023 SBAC ELA
  - Heaton Literacy Data
  - Reporting Data

**SBAC Resources**
- Smarter Citizen Explorer
- California Ela Reporting Text

**Theory of Improvement**
- What is a theory of Improvement?
- Heaton Theory

**Learn by Doing**
- Planning for PDCA
- PDCA Reference

**Performance Level**
- Significantly below (less than 3%)
- Declined from PDCA
- Student groups Chronic absenteeism 23-24 (of total population):
Challenges

• Tier 3 Assurances/Supports
• Resources/actions exhausted
• Understanding the roles of Regional CWAS
• Inconsistent application of attendance codes
• Pause on Saturday Academy
• Understanding the SARB Process
School Site Practices to Improve Attendance
Spring 2024 Actions

- Refine Student Attendance Review Board (SARB)
- Home School Liaison PL and role clarity
- Restructure Regional Child Welfare and Attendance Specialist Interventions
- Launch Tiered Attendance Approach implementation
- Implement Communication Plan (Phase I)
- Implemented Strategic Attendance Plan
Implement Strategic Plan for Chronic Absenteeism

Streamline and Coordinate Efforts

Implement Strategies/Interventions

Progress Monitoring Cycles
Targeted Strategies for Students Experiencing Homelessness

Challenges
• Feeling unwelcome on campuses
• Environmental factors
• Lack of stable housing
• Transportation barriers
• Morning School Hours
• Student support

Actions
• Targeting regions
• Mentoring Groups
• Collaboration with shelters
• Linkages for families staying in motels
• Live Again Fresno partnership
• Literacy support through Every Neighborhood Partnership
• Resiliency Model
2024–2025 Actions

- District Attendance Intervention Team Model
- District protocols and guidebook
- Continue Listening Circles
- Implement long-term communication plan
- Implement district Tiered Attendance Approach with fidelity
- Shared learning and alignment with site office staff supporting attendance
Communication Campaign

- Immediate goal to increase ADA
- Longer-term goals:
  - Increase enrollment
  - Increase ADA
  - Decrease chronic absenteeism
- Traditional and creative multi-media tools and graphics
- Varied but focused messaging for maximum impact
- Leveraging exemplary schools as testimonials
- Targeted outreach efforts and collaboration