



UC DAVIS
SPARC
School Policy, Action,
and Research Center

ccee
California Collaborative
for Educational Excellence

The Role of Social-Emotional Learning in Boosting School Attendance

Session Two of the Chronic Absenteeism Bright Spots Series

October 22, 2024

Welcome



Sujie Shin

Deputy Executive Director,
CCEE

- Recording & slides will be posted on [CCEE's website](#)
- Slides will be linked in the chat
- Chat comments are only visible to panelists
- **Questions/Comments:** Please use the Q&A feature

Agenda

- **Introduction & Background**
 - What is chronic absence and why does it matter?
- **What is Social-Emotional Learning (SEL)?**
 - What does this mean and how does it impact attendance?
- **Panel Discussion with Kings Canyon Unified School District**
 - Hear from Washington, Jefferson, and TL Reed Elementary School staff
 - Practical Tools
- **Q&A**
- **Closing**

Zoom Poll

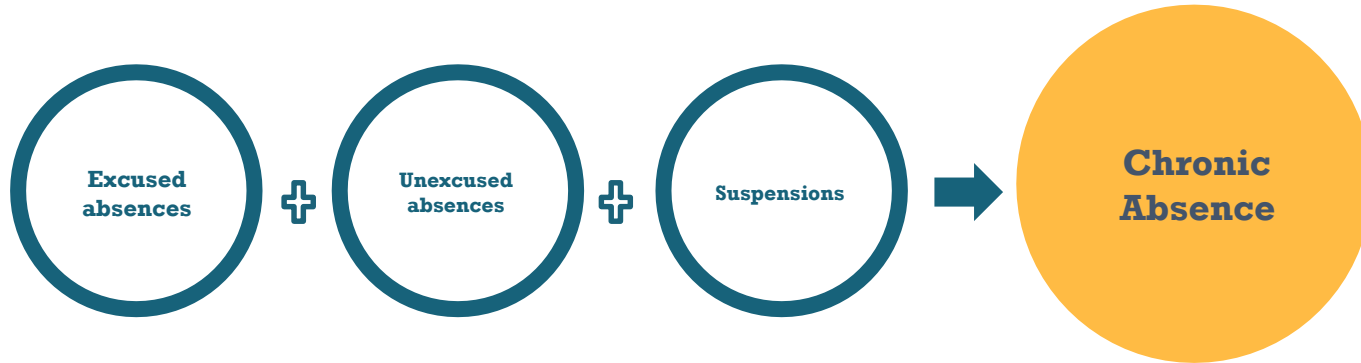
What is your role?

- District administrator
- School Principal
- Teacher
- Counselor
- Social worker
- Parent
- Psychologist
- Nurse
- Attendance Clerk
- School Office Manager
- Other

What is Chronic Absence?

And why does it matter?

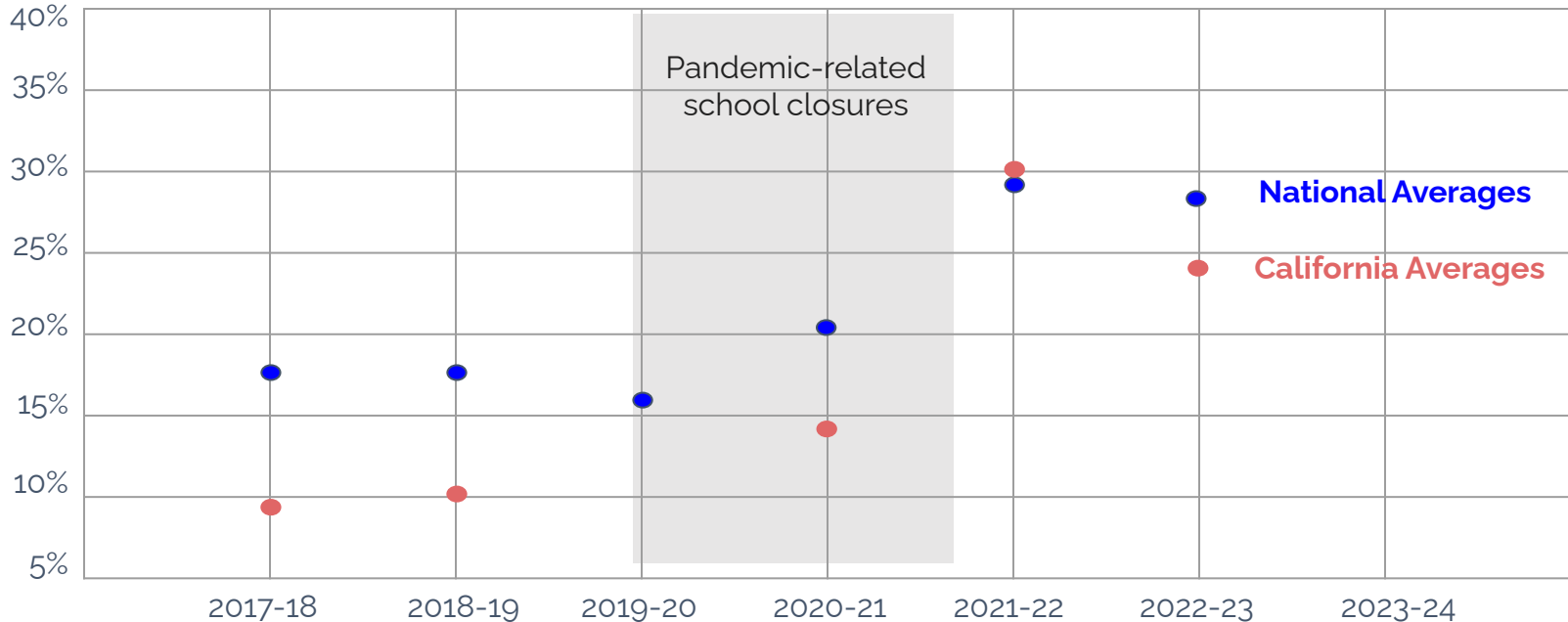
Chronic absence is defined as **missing 10 percent or more of school for any reason**. Chronic absence can put student academically at risk as well as hurt their socioemotional well-being. .



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

What does the data show?

National and State Data



What does the data show?

National and State Data

For a deeper dive into the **chronic absenteeism** national and state **data** please check-out this clip from our session 1 of our **Bright Spot** Open Door Series where we review data trends and go into details on our selection **protocol**.



bit.ly/4eL559F



bitly

What is Chronic Absence?

And why does it matter?

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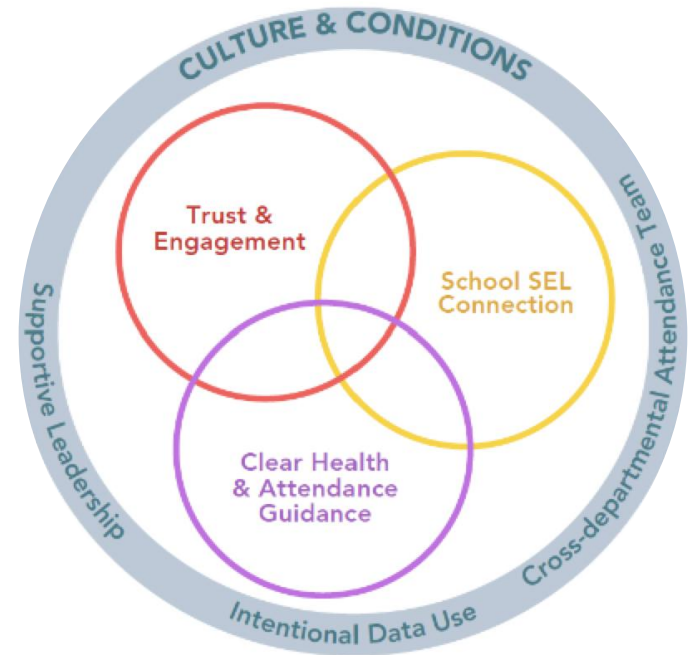
Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).



What We Learned From Our Bright Spots

3 Key Approaches

- Intentional focus on **building trust and engagement between schools and families** that everybody “owns”
- **Embedded** strategies to help **students connect emotionally** to their schools and peers
- **Clear guidance** for parents, children, and staff on policies for absences while supporting health & well-being





Meet the Presenters

Attendance Works and UC Davis SPARC Teams



Helen Duffy
Senior Fellow,
AttendanceWorks



Kevin Gee
Professor & Faculty
Research Affiliate,
UC Davis

What is Social-Emotional Learning (SEL)?

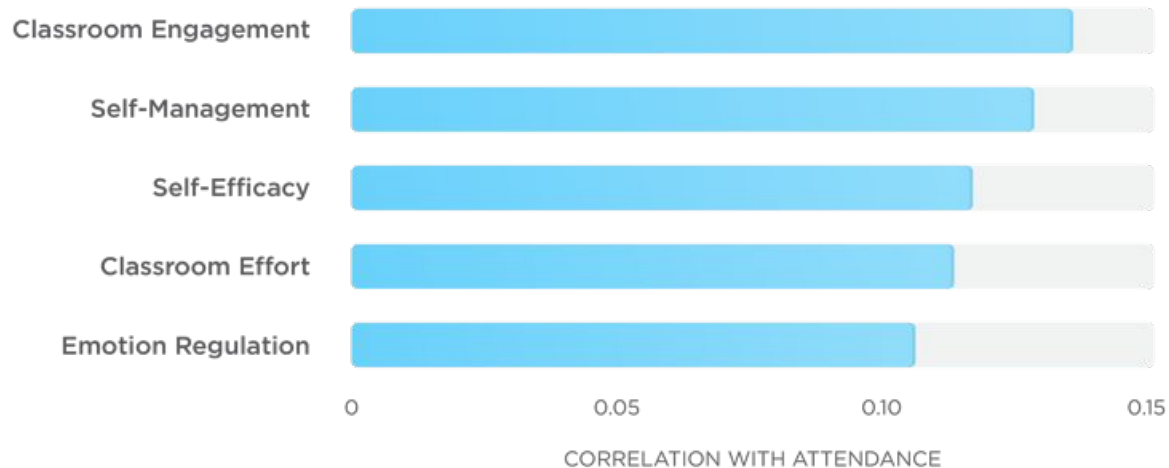
- According to the [Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#), SEL is defined as a “**process** through which all young people and adults **acquire and apply** the knowledge, skills, and attitudes to develop:
 - healthy identities;
 - manage emotions and achieve personal and collective goals;
 - feel and show empathy for others;
 - establish and maintain supportive relationships; and
 - make responsible and caring decisions.”

SEL and Attendance

What the Evidence Says


- [Research](#) shows a strong link between SEL and attendance

What SEL Topics Are Most Correlated with Attendance?




(Source: Panorama Education)

School and District Overview



	State	Fresno County	Kings Canyon
2019	16.2%	16.5%	9.6%
2023	37.8%	38.2%	26.7%


Kindergarten chronic absenteeism rates in Kings Canyon Unified School District compared to Fresno County and the State.



	Washigton Elementary	Jefferson Elementary	TL Reed Elementary
2019	5.5%	9.2%	7.8%
2023	33.8%	20.0%	26.9%

Kindergarten chronic absenteeism rates in Kings Canyon Unified School District Bright Spots School Sites.

School and District Demographics



	Kings Canyon	Washington Elementary	Jefferson Elementary	TL Reed Elementary
Enrollment	9,257	325	447	540
SED	88.8%	90.2%	97.1%	83.0%
EL	27.6%	38.5%	50.6%	26.9%
SWD	8.8%	7.4%	14.5%	7.4%

Source: Data Quest (CDE), 2023/24 school year

Panel Discussion

Kings Canyon Unified School District



Greg Visser

Principal,
Washington Elementary



Patricia Ledesma

Principal,
Jefferson Elementary



Norma Doerksen

Social Worker, TL Reed
Elementary



Question 1:

How do you promote the **social emotional health** of your **students** and their **families**?



Question 2:

How is **social emotional well-being** integrated into the **school community**?

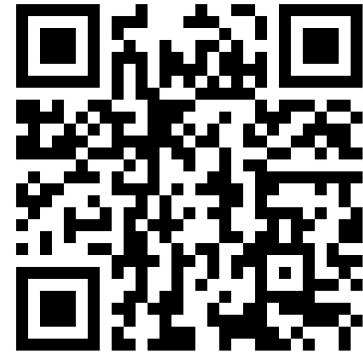
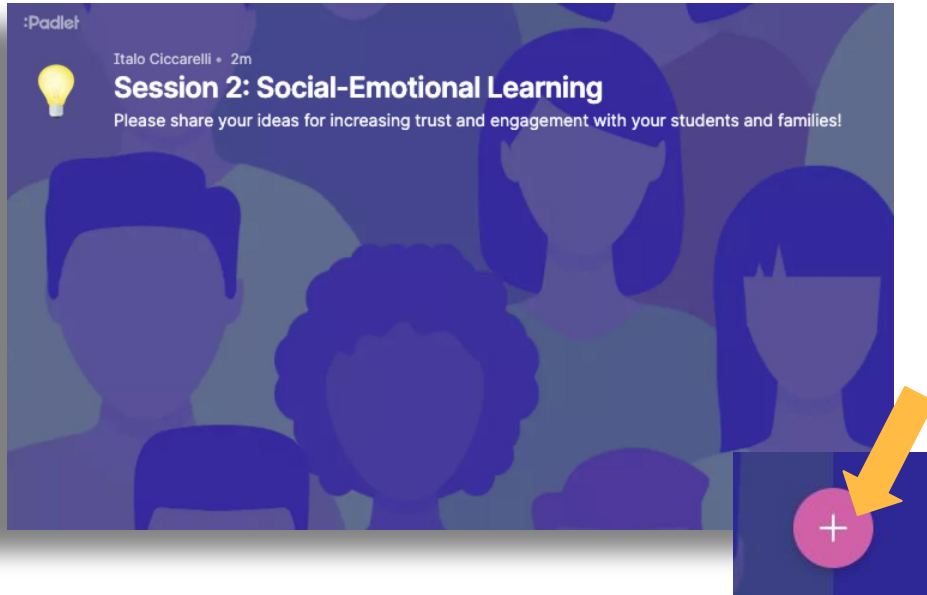


Question 3:

What are some of the **challenges** you've faced with supporting **social emotional health**? How have you addressed these challenges?

What are you doing to support the social-emotional well being of students and adults in your school?

Share your ideas on the Padlet!



bit.ly/CAPadlet2

Resources to Support Social-Emotional Learning

- Kings Canyon USD - [SEL Website](#)
- Is your child missing school due to anxiety? - [Anxiety Handout](#)
- [Using chronic absence data to improve conditions for learning](#)
- Early Matters: Cultivating Engagement and Attendance in Kindergarten - [Toolkit](#)
- CCEE Microlearning Videos - [Supporting Social Emotional Well-Being](#)

A young girl with dark curly hair, wearing a blue and white striped tank top, is sitting at a desk in a classroom. She is smiling and has her right hand raised high in the air. In her left hand, she holds a blue pen over an open notebook. Other students are visible in the background, some also with their hands raised. The classroom has blue walls and various educational posters. The image has a dark blue overlay and is framed by yellow and teal bars at the top and bottom.

Questions?



Thank You

Panelists Contact



Greg Visser

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Patricia Ledesma

Principal, Jefferson Elementary
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Norma Doerksen

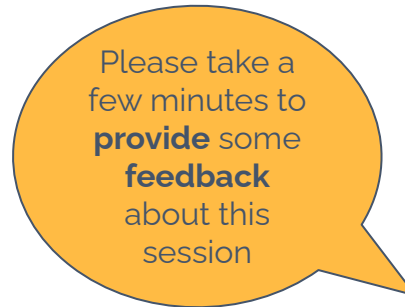
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Feedback Survey

