



Los Angeles County
Office of Education



Child Welfare, Attendance & Whole Child Education (pandemic edition): *End Abuse Long Beach*

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July 2022

Learning Objectives:

Child Welfare, Attendance & Whole Child Education (pandemic edition)

Participants will:

- Learn about the current educational landscape of Los Angeles County
- Increase knowledge around the current state of child welfare and attendance and mental health/wellbeing in the context of TK-12 education
- Make connections to support cross-sector coordination in prevention/early intervention work and new/expanded initiatives that aim to advance whole child, whole family, whole school, and whole community strategies
- *With these objectives in mind, what do you want to know/are you curious about?*

WELCOME & INTRODUCTIONS

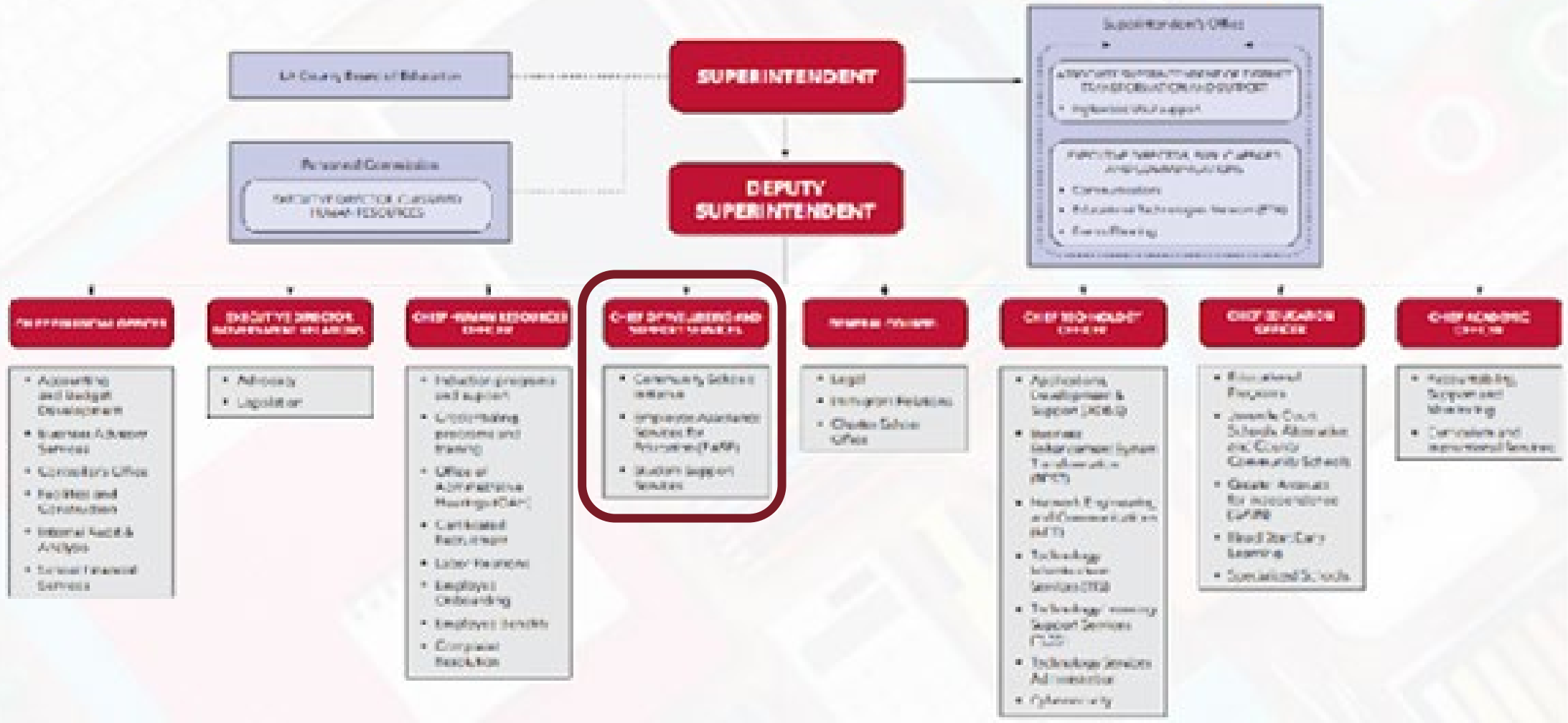
Go to www.menti.com and use the code 24 30 18 4

Who's in the ZOOM ROOM?

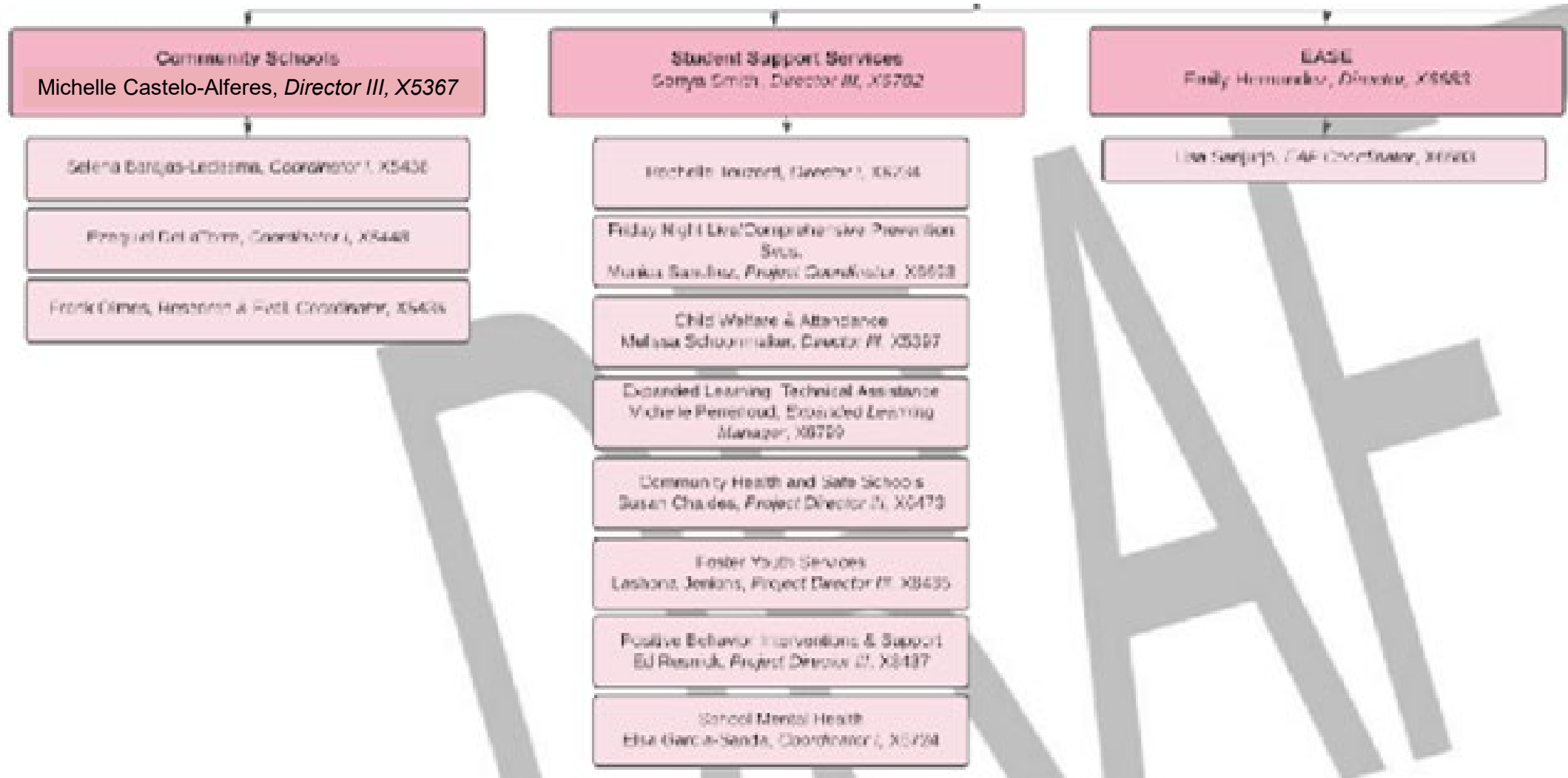
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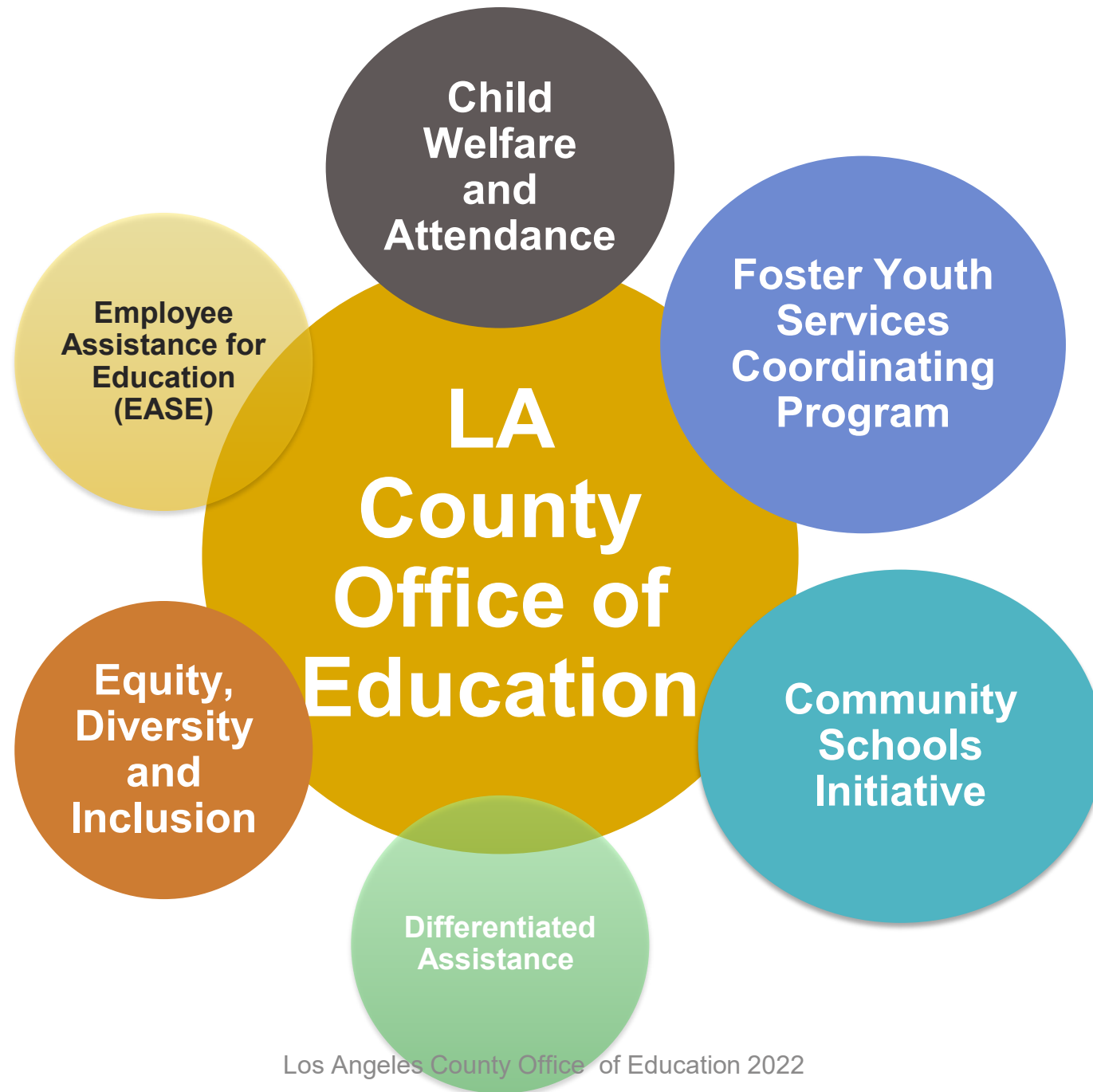
PRESENT!

Superintendent and Cabinet Members



WELLBEING & SUPPORT SERVICES





Los Angeles County

10.2 Million
Residents



The County is racially diverse

- 47% Hispanic or Latino
- 26% White
- 15% Asian
- 9% Black or African American

\$807 billion
GDP

(7th largest economy in the world)



GDP larger than some countries:

- Sweden
- Norway
- Poland
- Belgium

80 K-12 School Districts



48

Unified

27

Elementary

5

High School

Largest:

LAUSD/440,365*

Students

Smallest:

GORMAN SD/74*

Students

1,840

Schools

372

Charters

73,737

Teachers

* Does not include charter schools

PreK-12: 2 million students in L.A. County



1,230,732
Students of Color



26,110
Students in Foster Care



63,117
Students
Experiencing
Homelessness



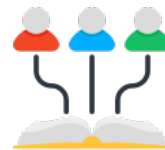
3,987
Students in Juvenile
Court Schools



800,000+
Students from
Immigrant Families



169,718
Students with
Special Education
Services



258,775
English Learners



1,007,933
Students in Low-
Income Communities

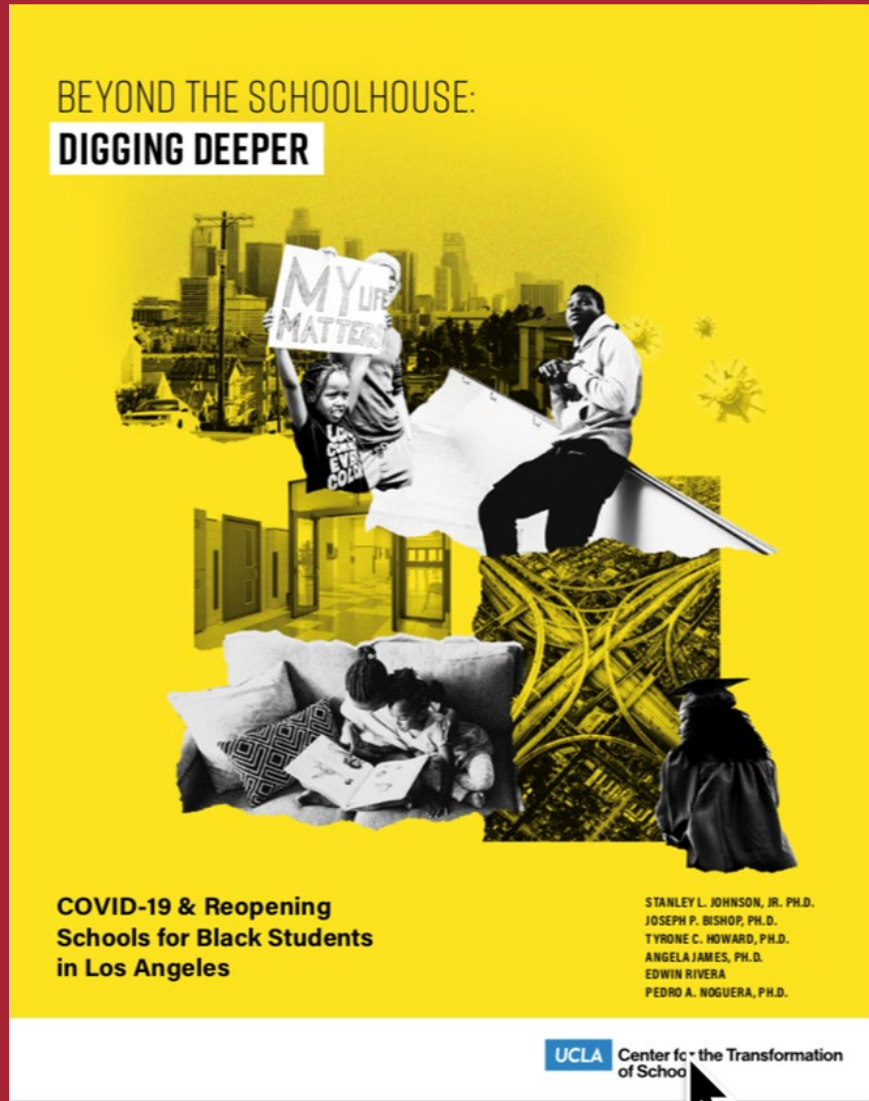


~500,000
Children ages 0-5



Lessons Learned from COVID-19 Pandemic

COVID-19 EXACERBATES EDUCATIONAL INEQUITIES



- Inequities in learning opportunities were pervasive prior to the pandemic and several reports documented that the states poorest, most vulnerable children were more likely to be denied high quality educational experiences (*Dorn et al, 2020*)
- **Digital divide**
 - In Los Angeles County, it is estimated that approximately 365,000 households lack broadband Internet service.
 - The **disproportionate impacts** are primarily located in **lower income communities and among populations that are predominately Black and Latinx.**
 - ***LACOE, County of Los Angeles, City of Los Angeles Delete the Divide Initiative***
- Social emotional challenges: **isolation, anxiety and depression**

DISTRICT LEADERS ARE CONCERNED ABOUT MENTAL HEALTH

DATA NOTE

Insights from the American Educator Panel

District Leaders' Concerns About Mental Health and Political Polarization in Schools

Selected Findings from the Fourth American School District Panel Survey

Policymakers had hoped that the 2021–2022 school year would be a chance to recover from coronavirus disease 2019 (COVID-19) pandemic-related disruptions to schooling (U.S. Department of Education, undated). Instead, media reports of staff shortages, heated or even violent school board meetings, increased student misbehavior, low teacher and student attendance, and enrollment declines suggest increased—rather than decreased—problems during this third pandemic school year (St. George and Strimling, 2021; Kamenetz, 2021; Robertson, 2021; Selby, 2021; Linn, 2021; Jones, 2021; and Kamenetz, Turner, and Khoury, 2021). From the unprecedentedly large allocation of federal funding intended to help districts recover from the pandemic has presented districts with its own challenges (U.S. News, 2021).

To learn about the extent of these challenges, we surveyed 239 district and charter network leaders in the American School District Panel (ASDP) between October 25, 2021, and December 30, 2021. The ASDP is a partnership among the

Key Findings

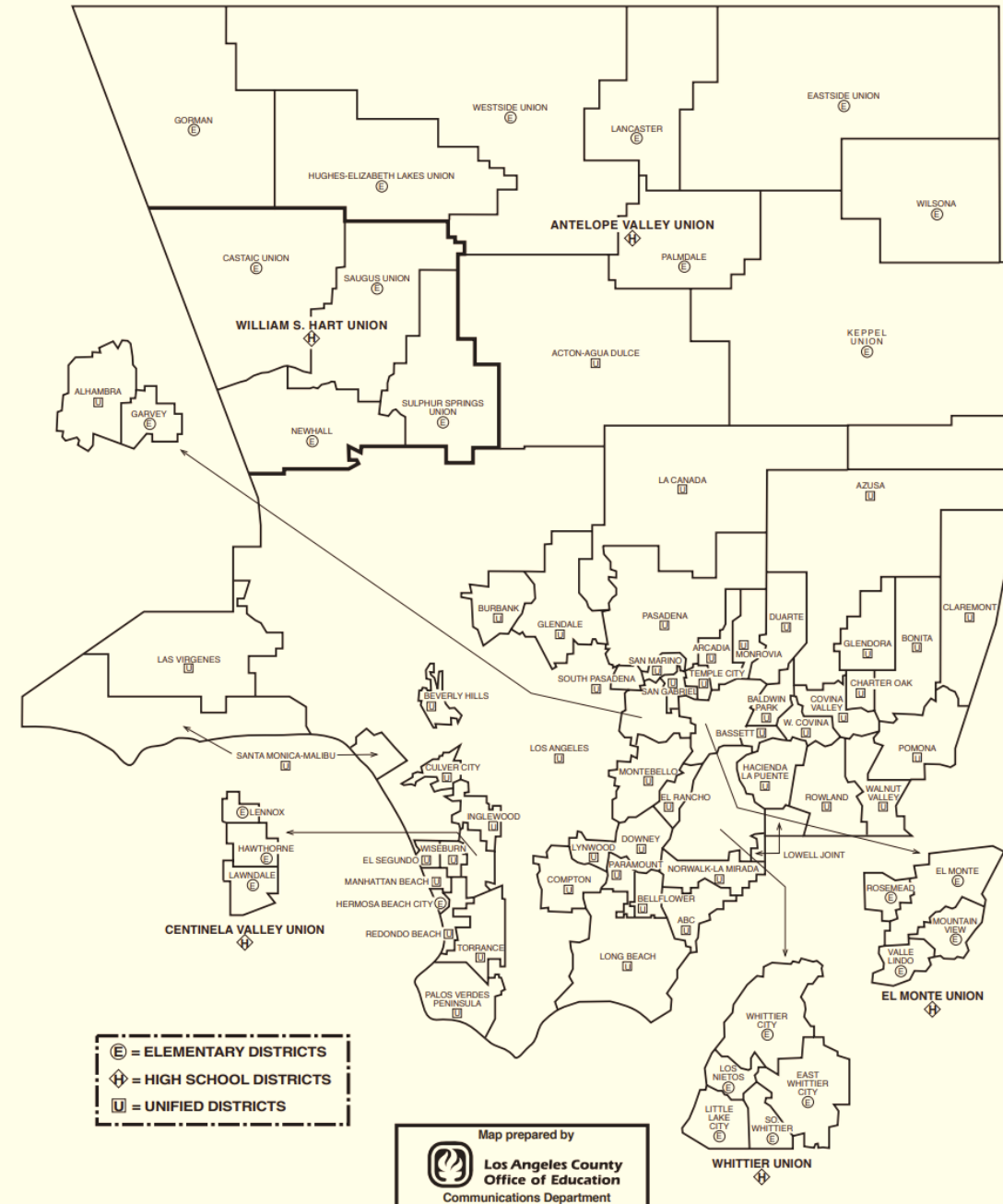
- As of November 2021, district leaders' top three concerns out of the 11 we listed were the mental health of students, teachers, and principals, respectively. Leaders' concerns about student and staff mental health were more prevalent than concerns about student engagement, student discipline, student and teacher attendance, and declined enrollment.
- Roughly two to three times more leaders from urban districts, high-poverty districts, and districts serving mostly students of color expressed "major" concerns about declined enrollment and low student and teacher attendance compared with their counterparts.
- Three-quarters of district leaders said that political polarization about coronavirus disease 2019 (COVID-19) safety or vaccines was interfering with their ability to educate students in 2021–2022. Four of every ten district leaders said the same about political polarization related to critical race theory.



School District Student Wellbeing Survey Results

March
2022

ELEMENTARY, HIGH SCHOOL AND UNIFIED DISTRICTS LOS ANGELES COUNTY



School District Student Wellbeing Survey Results

Top 3 Mental Health Challenges

Stress and Anxiety

91%

Depression

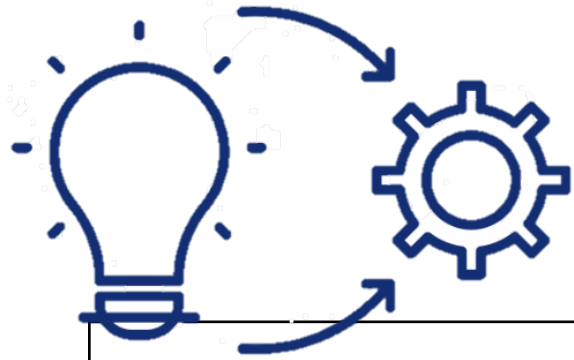
55%

Suicide Ideation

41%



School District Student Wellbeing Survey Results



Self-Reported Implementation Ratings

Category	0 (not implementing)	1-2	3	4	5 (Fully Implementing)
Social Emotional Learning Strategies	1%	25%	41%	29%	4%
Tier 2 Targeted Group Supports	4%	17%	28%	36%	16%
Tier 3 Targeted Mental Health Supports	8%	18%	24%	29%	21%
Adult Training for Youth Mental Health	4%	22%	25%	26%	22%
Behavioral Health Screenings	26%	28%	12%	17%	17%

School District Student Wellbeing Survey Results

Potential Opportunities for Improvement



47% Provide
**Telehealth
Services**

84%

Interest in

**Trauma-
Responsive
Schools and Classrooms**



56% Provide
**Peer Support
Groups**



32% Selected

Increasing individuals trained and
qualified to provide mental health
services as their **Top Priority**



Schools: Centers of Coordination for Services and Resources in COVID-19 Pandemic Crisis

Offering hybrid and distance learning options to students

In-person services and resources for cohorts of students with specialized needs

Free and reduced priced meals for students

Laptop devices and hotspots

Technology pods for students with parents working in-person

School site vaccination clinics

Summer program offerings for learning acceleration

COVID-19 testing for employees, students and families

WHAT IS “CHRONIC ABSENCE” AND WHY DOES IT MATTER (NOW MORE THAN EVER)?



Press **Esc** to exit full screen

Go to www.menti.com and use the code **6737 0071**

What comes to mind when you hear the term **CHRONIC ABSENCE**?

Mentimeter



PRESENT!

CALIFORNIA CHRONIC ABSENTEEISM

EC 60901(c)(1) **Chronic absenteeism** reflects a student who is absent on 10 percent or more of the school days in the school year”

Year	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
2016-2017	6,405,168	686,409	10.8%
2017-2018	6,384,919	702,531	11.1%
2018-2019	6,329,883	755,950	12.1%
2019-2020	6,306,934	<i>Not available due to school closures</i>	
2020-2021	6,147,253	866,842	14.3%

<https://data1.cde.ca.gov/dataquest/DQCensus/AttChrAbsRate.aspx?cds=00&agglevel=state&year=2020-21&initrow=Yr&ro=y>

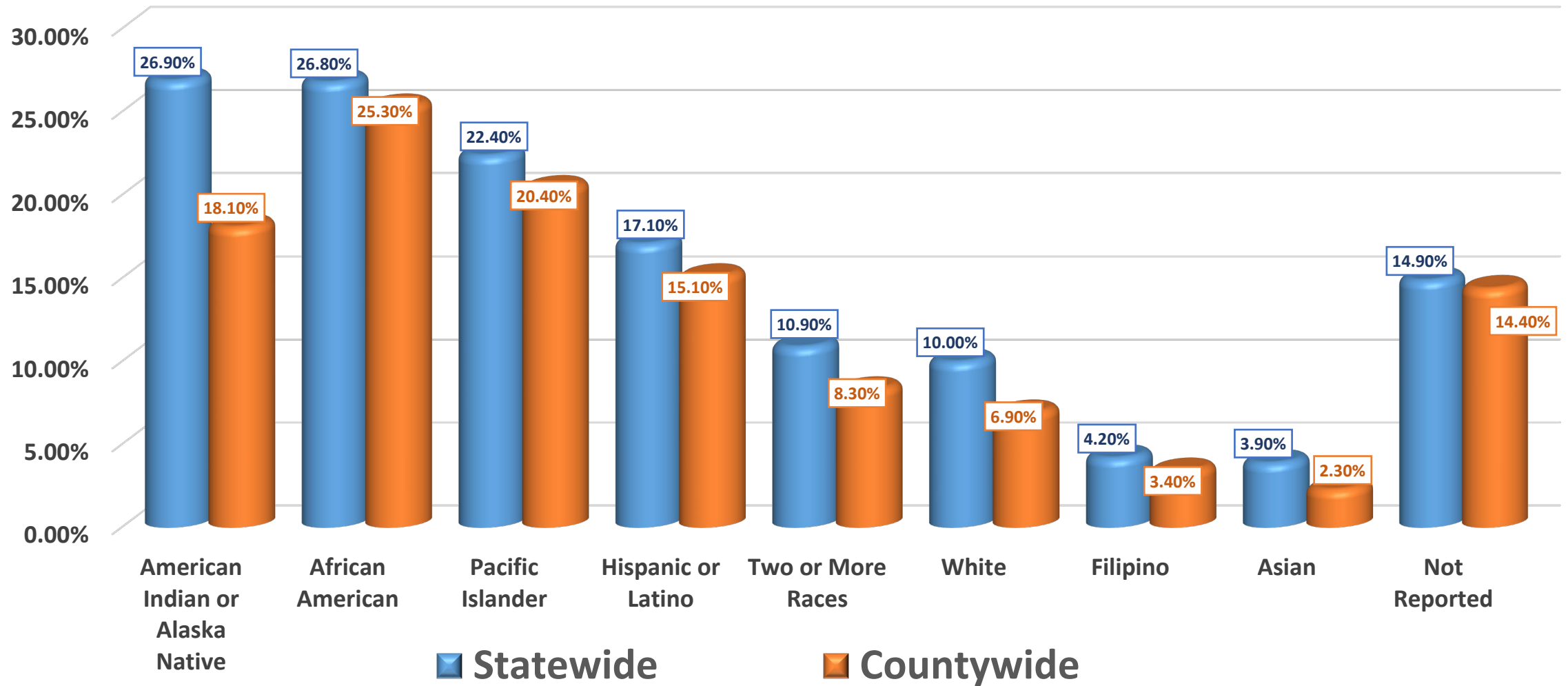
CHRONIC ABSENTEEISM LOS ANGELES COUNTY

Year	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
2016-2017	1,543,814	164,807	10.7%
2017-2018	1,519,569	165,861	10.9%
2018-2019	1,490,852	205,928	13.8%
2019-2020	NA	<i>Not available due to school closures</i>	
2020-2021	1,404,045	186,665	13.3%

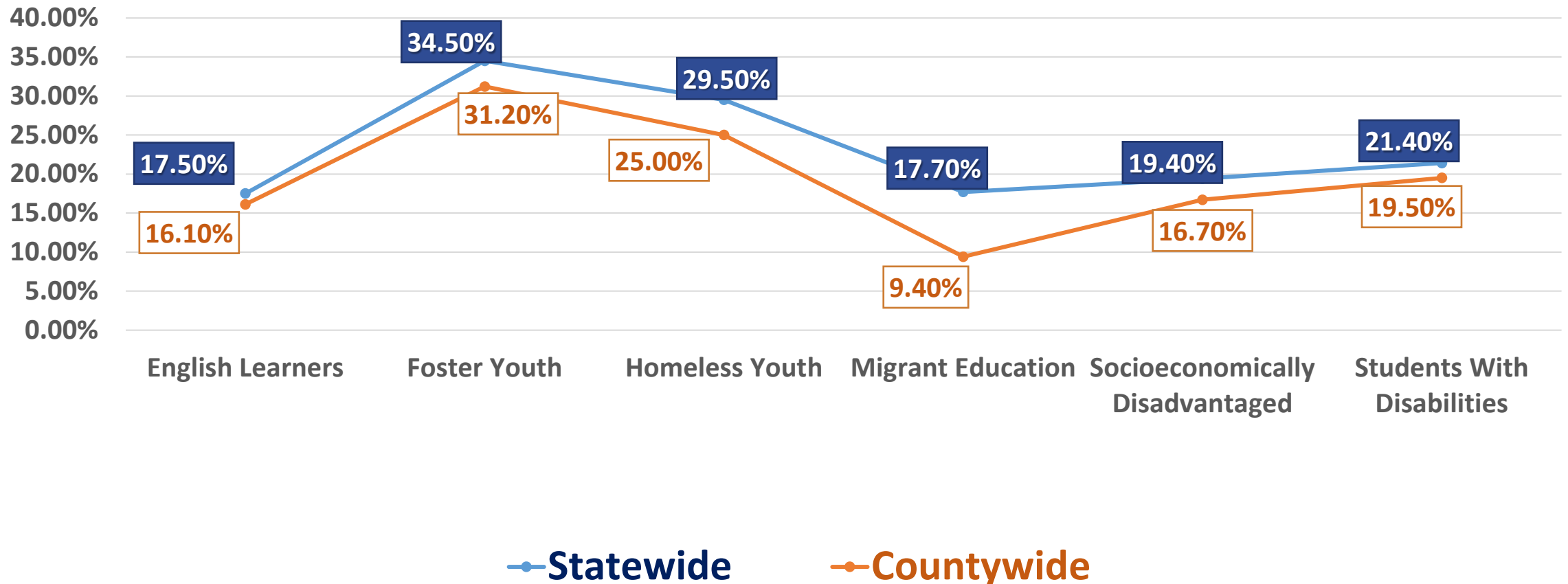
<https://www.latimes.com/california/story/2022-03-31/lausd-students-chronic-absent-amid-covid-pandemic>

<https://data1.cde.ca.gov/dataquest/DQCensus/AttChrAbsRate.aspx?cds=19&agglevel=county&year=2020-21&initrow=Yr&ro=y>

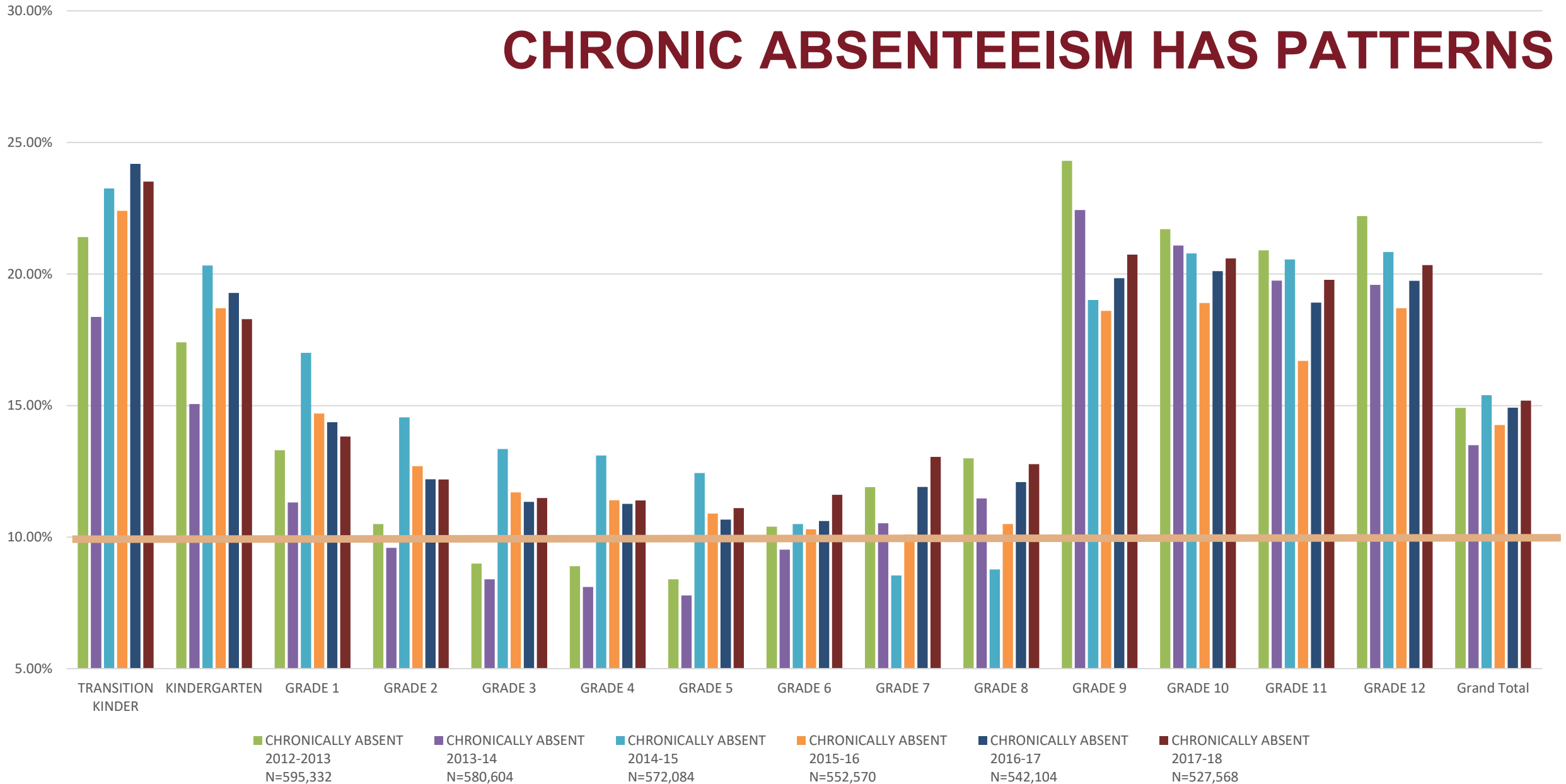
2020-2021 CHRONIC ABSENTEEISM BY ETHNICITY



2020-2021 CHRONIC ABSENTEEISM BY AT-PROMISE GROUP



CHRONIC ABSENTEEISM HAS PATTERNS



CHALLENGES

**Health
concerns**

**Student
Movement**

Learning Loss

**Independent
Study**

**Attendance
Accounting**

**Tiered
Reengagement**

**Mental Health
Concerns**

Transportation



The Big Picture



Whole
Child

Consider all aspects of a child's success such as attendance, behavior, instruction, social-emotional learning, and health and wellness to ensure each child is self-sufficient and ready for college, career, and life beyond school.



Whole
District

Align, integrate & support collaboration of resources, programs, and services to improve each child's learning, social-emotional development, and health.



Whole
Community

Utilize community level data that engage families and community resources to provide full range of learning, career opportunities, and health and support services needed to support the whole child.

MULTI TIERED SYSTEM OF SUPPORT

Tier 3

Intensive Support/Intervention = targeted case management; bio-psycho-social assessment; individualized support plans; Consider transition of IS *student to in-person instruction*.

Tier 2

Targeted Supports = support for classrooms, grade levels, identified groups

Tier 1

Universal Prevention/Outreach and Engagement = connection/relationships with students and families; safe, welcoming, and affirming environment, data monitoring, consistent follow up when student is absent from in-person or IS

MOVEMENT TOWARD WHOLE CHILD EDUCATION



- ✓ Increased recognition at the state and national level of the need for whole child education and support – Examples:
 - Surgeon General's Report on our mental health crisis – youth
 - California Community Schools Partnership Program (CCSPP)
 - Federal Full Service Community Schools Program (FSCS)
 - Children and Youth Behavioral Health Initiative (CYBHI)
 - School Behavioral Health Incentive Program (SBHIP)
 - Medi-Cal Reform – changing what is billable/reimbursable
- ✓ Brave spaces moving anti-racist work from words to action
 - Example: Los Angeles County CEO's Equity Mapping Tool
- ✓ Systematized responses and increased focus on prevention
 - Example: Los Angeles County Office of Prevention Services Taskforce (AntiRacism, Diversity, and Inclusion - ARDI)



Additional Resources & Information

- **Los Angeles County Office of Education** <https://www.lacoe.edu>
Community Schools Initiative: <https://www.lacoe.edu/Community-Schools>
- **CDC's WSCC model:** <https://www.cdc.gov/healthyschools/wsccl/index.htm>
- **Surgeon General's Advisory on Youth Mental Health Crisis:**
<https://www.hhs.gov/about/news/2021/12/07/us-surgeon-general-issues-advisory-on-youth-mental-health-crisis-further-exposed-by-covid-19-pandemic.html>
- **California Community Schools Partnership Program (CCSPP):**
<https://www.cde.ca.gov/ci/gc/hs/ccspp.asp>
- **Children and Youth Behavioral Health Initiative:** <https://www.chhs.ca.gov/home/children-and-youth-behavioral-health-initiative/>
- **CalAIM (Medi-Cal reform):** <https://www.dhcs.ca.gov/CalAIM>
- **Student Behavioral Health Incentive Program:**
<https://www.dhcs.ca.gov/services/Pages/studentbehavioralhealthincentiveprogram.aspx>
- **Wellbeing4LA.org:** [UCLA Prevention Center of Excellence https://www.wellbeing4la.org](https://www.wellbeing4la.org)
- **Attendance Works:** <https://www.attendanceworks.org>

Questions & Answers



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