



Los Angeles County
Office of Education

School Attendance Playbook: Part 1: Connection, Understanding and Community

Fall 2023-24

Welcome to the 2023-2024 School Year: A Message of Partnership from LACOE

The start of a new school year always brings excitement, hope and possibility. This year, our collective commitment to establishing meaningful connections with all students and families, as well as providing learning environments that are innovative, inclusive, affirming, and highly engaging has never been greater. Los Angeles County Office of Education (LACOE) is excited to partner with you on this journey to create and strengthen systems that promote wellbeing, reengage all educational partners, and establish a framework of effective, affirming, and welcoming school communities for all.

Most importantly, to benefit from the comprehensive resources being provided in schools/districts, we must intentionally connect with our students and families. As we mend from the trauma, disruption, and disconnection brought about by the pandemic, it is even more essential to see and support one another as whole people. Educators are aware from experience, and research has confirmed that showing up for class makes all the difference for students. We all recognize that students must be present to thrive in school, and to benefit from rigorous, high-quality instruction.

We hope that this resources in this Attendance Playbook help you to create and strengthen systems in support of student attendance, as well as empower all staff and partners to be part of these critical efforts.

As we kick-off another exciting school year, please consider reading our own [Los Angeles County Superintendent's Commentary in EdSource here](#). We hope it provides you with some inspiration and ideas for the important work ahead.

You are not alone in this work! LACOE's Child Welfare and Attendance (CWA) team is here to support and connect you with the resources that you need. Please know that what you do matters!

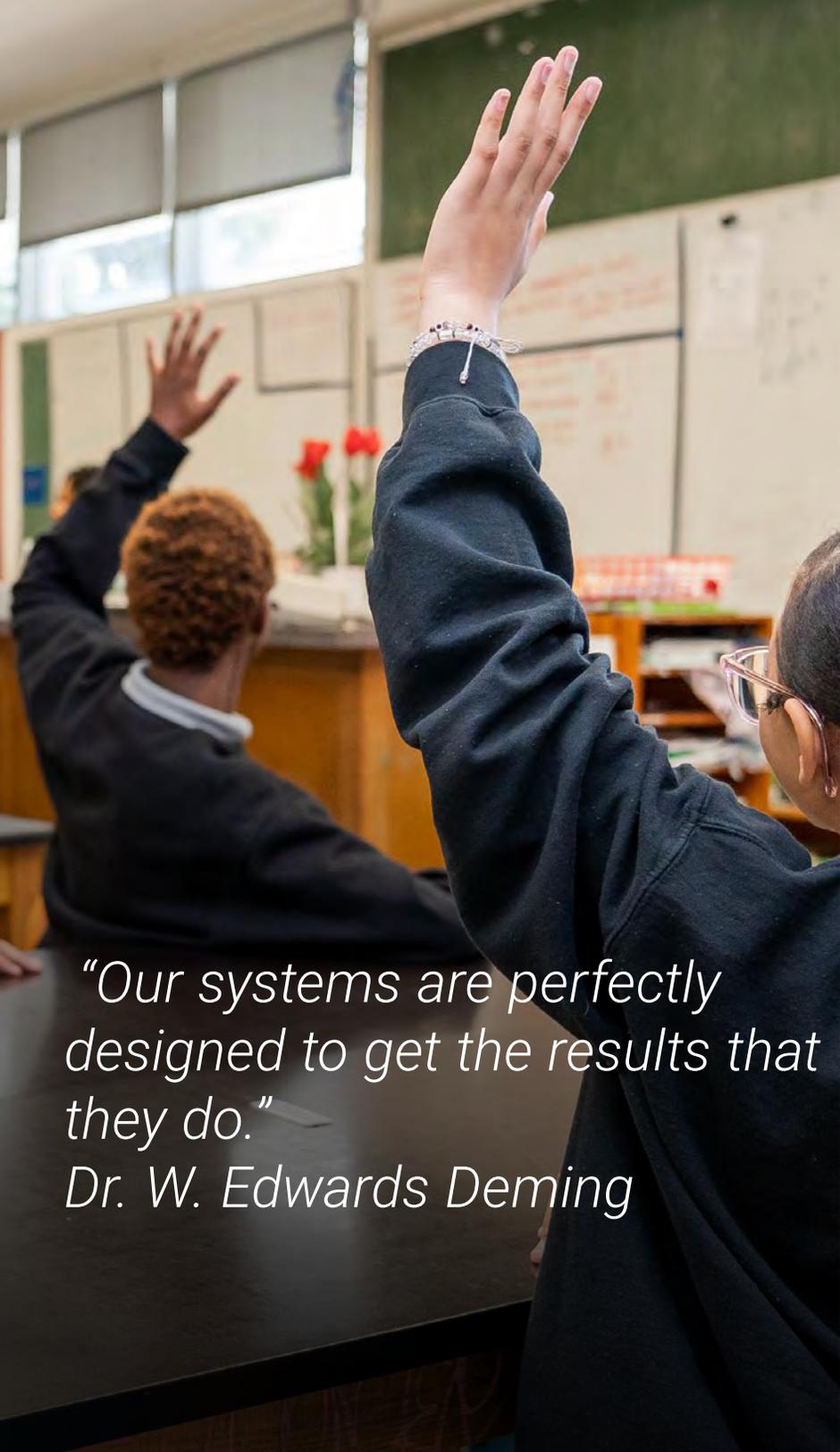
[September is National School Attendance Awareness Month: Engaging Families to Reduce Chronic Absence \(communication from State Superintendent Tony Thurmond\)](#)

Intentional Strategies to Improve Student Attendance

This toolkit will provide you with practical strategies and resources to support your school/district to foster connections, increase understanding among all partners, and build community to accelerate student engagement post-pandemic.

The following resources are foundational tools to expand and enhance systems of support:

- Start with Connection: Relationships Matter
- Support Transition
- Strengthen Communication
- Establish an Attendance Team
- Review and Understand Attendance Data and Contributing Factors
- Develop a Multi-Tiered System of Support Plan for Attendance
- Monitor Attendance Data and Progress
- Recognize and Share the Impact of Chronic Absence
- Engage with Colleagues through LACOE's CWA Regional Learning Network



“Our systems are perfectly designed to get the results that they do.”

Dr. W. Edwards Deming



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**START WITH CONNECTION:
RELATIONSHIPS MATTER**

START WITH CONNECTION: RELATIONSHIPS MATTER



The Importance of Relationship Building

Supporting student attendance requires a collective approach. [Intentional relationship building](#) with educational partners (students, staff, parents/guardians) yields beneficial results and contributes to a welcoming school community.

Here are some outcomes when a positive school community has been established:

- Parents, students, and staff are engaged and feel valued
- Lived experience can be shared to build capacity and strengthen prevention efforts
- The school culture is inclusive of diverse norms, values, and perspectives
- There is a sense of belonging and safety
- Communication with all partners is improved

Setting the Tone for Success: Creating a Positive School Climate

When building relational trust to establish a positive and affirming school climate, it is important to....

- Be visible and available to provide support
- Provide greetings at the drop-off zone, front gate, and classroom door
- Invite parents/guardians to meet with school leadership and staff at different times of the day (to accommodate parent/guardian schedules)
- Display positive and affirming messages (on campus, the school website, and marquee)



A positive school climate can be developed when schools/districts:

- Demonstrate optimal customer service at critical entry points (main office, attendance office, front gate, health office, counseling office, parent center)
- Provide transparency and community engagement by regularly sharing attendance data with students, staff, and parents/guardians
- Solicit parent/guardian and student feedback (focus groups, invite to PD meetings, surveys) to improve daily operations on campus
- Maintain predictable daily rituals and routines to build trust and safety
- Implement community building practices, such as [CASEL's Three Signature SEL practices](#) in classrooms and adult learning/professional development

START WITH CONNECTION: RELATIONSHIPS MATTER

Re-establishing Connections with Students, Parents, and the Community

When [re-connecting with students and families](#), it may be helpful to ensure that the school site teams:

- Greet students/parents at the door
- Provide students/parents a [school resource directory](#) of the administrative team and support services staff (mental health and counseling, academic support, health services, technology assistance, School Resource Officer, etc.)
- Incorporate attendance goals and expectations in Back-to-School, Kindergarten Orientation, Parent Conference Night, and Open House activities
- Implement a daily Check-In/Check-Out with students (homeroom, advisory)

*Resources used with permission of Attendance Works



START WITH CONNECTION: RELATIONSHIPS MATTER



Re-establishing Connections with Students, Parents, and the Community

- Provide students and families with helpful community resources to address barriers
 - <https://www.findhelp.org/>
 - <https://211la.org/> -211 LA County
 - <https://oclawin.org/find-help/win-app-online/> - **Our Community LA “What I Need” App**
- School staff at school drop off/pick up zones
- Canvas the community to outreach to local businesses (provide school schedule and calendar)
- Offer Coffee with the Principal (create monthly opportunities to meet with key staff)
- Establish parent volunteer opportunities with steps to become a volunteer
- Provide parents/caregivers and students with a campus map with available on-site resources

Working with Community Partners to Provide Additional Support

[Building partnerships with community agencies](#) can be an excellent way to provide additional support to students and families. Such partnerships can help address complex matters faced by students and families such as:

- Housing/food insecurity
- Lack of childcare
- Need for mental health support
- Access to medical/dental/vision services

Creating a [directory of relevant community resources](#) can be a great resource when linking families to needed services.

The [Student Reengagement Fact Sheet](#) can assist you with engaging city leaders and elected officials in the plight of addressing chronic absenteeism.

*Resources used with permission of Attendance Works





SUPPORT TRANSITIONS



Important Transitions for Students

As students transition through critical points in their educational career, it is important to create a system of support to facilitate seamless transitions, such as:

- Pre-Kindergarten/Transitional Kindergarten/Kindergarten
- Elementary school to middle school
- Middle school to high school

You may use the [Transition Support Assessment](#) as a guide as you prepare to support students.

Considerations for grade-level transitions

- Early preparation for grade transitions is key to student success
- Incorporate early habits of mind regarding the importance of regular, on-time attendance and attendance expectations
- Plan annual events around big grade transitions (e.g., orientation for newly enrolled Pre-K/TK/Kindergarten students, incoming 9th grader welcome night, student/parent orientation middle school)
- Students may have questions and needs over time and may need continued support
- Parents often need preparation and support during grade transitions





Strategies to Support Important Student Transitions

Strategies to help ease big school transitions may include:

- Coordinated “warm hand-offs” between teachers and support staff at the key educational settings
- Early screening for any health-related requirements or conditions upon entry (e.g., dental/vision screenings, immunizations, asthma plan, etc.)
- Inquire with parents if the student has any special needs requiring support or an existing IEP or 504 Plan
- Home visits and phone calls welcoming new students and parents to the upcoming school year, with a focus on those with prior history of chronic absenteeism (if prior year data is available)



**STRENGTHEN
COMMUNICATIONS**



Methods to Communicate Attendance Goals and Expectations

- [Welcome Letters](#) (simple, clear, and concise)
 - [Principal's Welcome Letter](#)
 - [Preschool/Kinder Back-to-School Welcome Letter](#)
- School Website
- [Phone Calls](#) (personalized calls, automated calls/blasts)
- [Home Visits](#) (outreach to “no show” students)
- [Text Messages](#)
- [Flyers/School Bulletin Boards](#)
- [School Signage](#) (Marquee, school entrances/exits, front office, gate banners)
- [Monthly newsletter](#) for students and parents/guardians.

*Communications should be inclusive of various languages.

Tips for Written Correspondence to Parents/Guardians

Here are some helpful tips and formatting techniques when constructing attendance letters:

- a. Ensure messaging is positive and supportive (offer assistance with resources to remedy the underlying problem/barrier)
- b. Keep wording clear, concise, and to a minimum
- c. Use larger font (at least 14-point font)
- d. Decrease reading level (4th or 5th grade is suggested)
- e. Use bullets, bold text, or highlighting when communicating important points
- f. Consider only citing Education Code in correspondence as attendance cases progress to Tier 3 interventions



Promoting Student Attendance Throughout the Year

Implementing school-wide attendance awareness campaigns can be a fun way to engage and motivate students while recognizing their efforts. Attendance campaigns can incentivize students to continue to maintain good attendance or strive for improvement.

Your school-site team, with feedback from your educational partners, should meet to determine what campaign or initiative fits best with your school culture and climate.

Attendance Works has curated many [helpful attendance campaign](#) ideas (e.g., Count Me In! campaign) and tools to help teams build out effective programs.





**ESTABLISH AN
ATTENDANCE TEAM**

The Purpose of an Attendance Team

Attendance teams are essential to school communities as they help to:

- Review previous year attendance data to adapt systems and differentiated outreach in preparation for the upcoming school year.
- Examine and disaggregate attendance data to identify absence trends occurring within the school year and with particular student groups.
- Review data from the first few weeks of school to identify students in need of additional support.
- Organize and facilitate school-wide attendance strategies and/or campaigns.
- Clarify roles and responsibilities for all staff to maximize student engagement and connectedness.
- Click [here for tips](#) to ensure your teams are effective.

Attendance teams may also:

- Identify barriers to regular, on time attendance and formulate a response (an [assessment](#) for your team may be helpful).
- Mobilize the school and local community to support and encourage student attendance.
- Ensure that attendance policies and expectations are clearly and positively communicated to all educational partners, leveraging multiple communication methods.
- Monitor tiered promotion/prevention and intervention efforts and determine if and when adjustments are needed.

ESTABLISH AN ATTENDANCE TEAM



Essential Roles for an Effective Attendance Team

Successful teams are comprised of individuals with diverse experiences who are reflective of the school community. Effective teams have a shared vision and established roles such as:

- Team leader (Principal or Administrative Designee - overview of [role](#))
- Meeting facilitator
- Data coordinator
- Note taker

Additional Members of your Attendance Team

Additional Members of the school community to include on Attendance Teams may be:

- Classroom teacher
- Data coordinator
- School social worker, counselor, and/or school psychologist
- Attendance clerk/office manager
- Support staff (Special Education, Student Support Services, etc.)
- Expanded learning program staff
- Nurse
- School safety officer/ambassador





*“If everyone is moving forward together, then success takes care of itself.”
Henry Ford*

Components of a Successful Team

Effective attendance teams have:

- Established group norms, expectations, and a routine meeting structure (e.g., bi-weekly and quarterly meetings encouraged) that are implemented throughout the school year
- [Effective Attendance Practices](#) can help guide you as you build out your team
- Access to the student information system to generate attendance reports
- Agreed upon roles and responsibilities
- A scheduled timeline for monitoring and tracking attendance data
- A system of communication for attendance data, policies, and expectations that is conveyed to school staff, student, parents/guardians, and the local community
- Regular intervals throughout the school year when good/improved student attendance is recognized and celebrated
- A process to calibrate school-wide and student group attendance goals based on school attendance data

Attendance Team Meeting Structure: Bi-Weekly Meetings

Attendance Teams should be consistent and have scheduled meetings that are implemented with fidelity. Most effective teams hold bi-weekly and quarterly meetings with a set agenda.

Bi-weekly meetings allow for opportunities to:

- Track and analyze attendance data via your local School Information System (e.g. Power School, Aeries, etc.)
- Plan appropriate strategies and interventions based on tier of support needed
- Examine the effectiveness of tiered interventions
- Identify student groups who are chronically absent

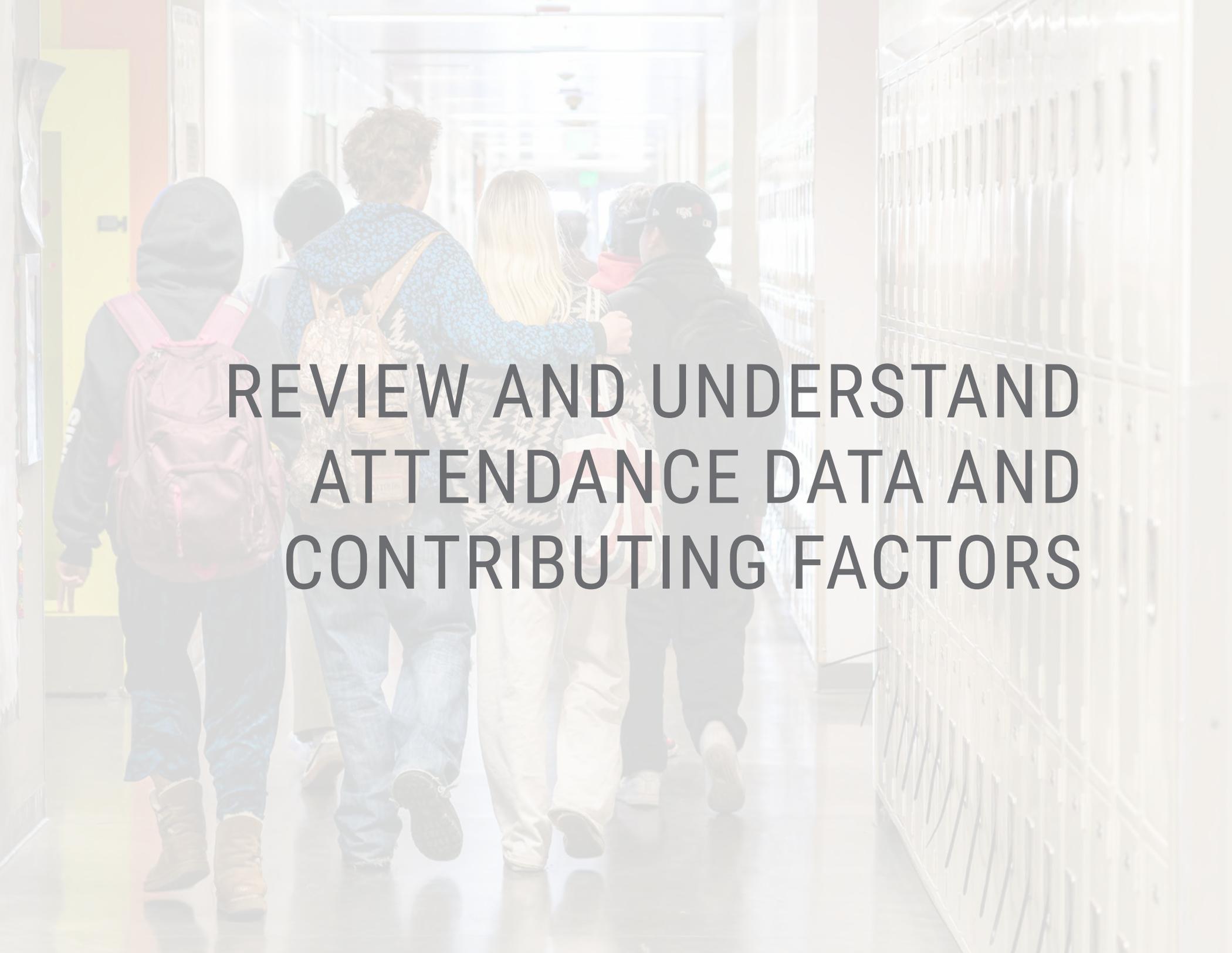
Our partners at EveryDay Labs have created helpful meeting agendas to help structure your [bi-weekly](#) Attendance Team meetings.

Attendance Team Meeting Structure: Quarterly Meetings

Quarterly meetings permit teams to:

- Review long-term data
- Make modifications to ineffective intervention strategies
- Create a schedule of anticipated drops in attendance per data trends and implement student-centered interventions to re-engage students

Our partners at EveryDay Labs have created helpful meeting agendas to help structure your [quarterly](#) Attendance Team meetings.

A group of students is walking away from the camera down a school hallway. The hallway has lockers on the right side. The students are wearing backpacks and casual clothing. The text "REVIEW AND UNDERSTAND ATTENDANCE DATA AND CONTRIBUTING FACTORS" is overlaid in the center of the image.

**REVIEW AND UNDERSTAND
ATTENDANCE DATA AND
CONTRIBUTING FACTORS**

REVIEW AND UNDERSTAND ATTENDANCE DATA AND CONTRIBUTING FACTORS



What are Some Collateral Sources of Information?

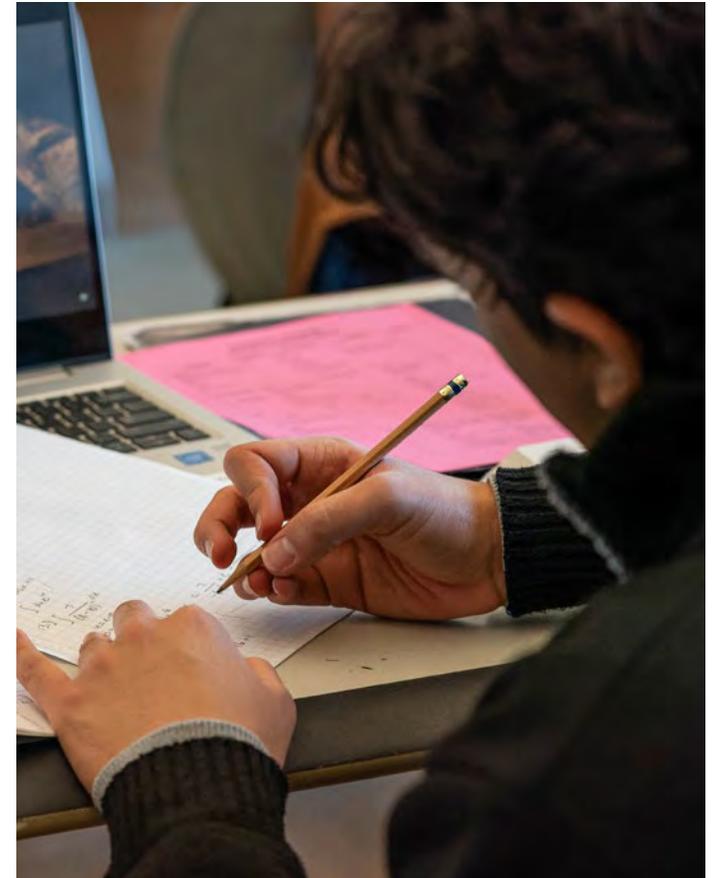
To incorporate additional qualitative and quantitative information, Attendance Teams should include useful collateral sources, such as:

- [Parent/guardian](#), [student](#), and [staff](#) surveys
- Parent/guardian, student, and community member direct feedback (via focus groups)
- School Climate Surveys (PBIS School Climate [survey guide](#)) OR the California Healthy Kids Survey ([CHKS](#)) tools); LACOE is hosting information sessions on Sept 13 and 14 about free access to CHKS for L.A. County LEAs – click [HERE](#) to register)

Considerations for Your Attendance Team Discussions: Data

Below is a list of questions your Attendance Team should review and discuss as the data is examined:

- What is the chronic absenteeism rate for your school, if applicable?
- How is this information disseminated to students, staff, and parents/guardians?
- Are there noted trends among certain student groups (e.g., youth in foster care, students experiencing homelessness, students with disabilities, multilingual learners, or grade levels)?
- Does your attendance data reveal certain days during the school year when students are likely to be absent?
- How will you use your attendance data to tier student interventions and identify students in need of immediate support?
- What attendance barriers has your team identified? How will you respond?
- What have been the attendance “bright spots” and demonstrate what has worked well?



REVIEW AND UNDERSTAND ATTENDANCE DATA AND CONTRIBUTING FACTORS



Conducting a Root Cause Analysis

Conducting a [root cause analysis](#) can help Attendance Teams strengthen their school improvement planning efforts in a variety of ways. This type of analysis allows the group to obtain a collective understanding of the causes of the current problem (i.e., chronic absenteeism, trends in attendance data, etc.).

When conducting a root cause analysis, you would take the following steps:

1. Define a problem to be addressed and gather data and evidence relevant to the problem.
2. Identify potential causes of the problem and determine the root cause(s) of the problem.
3. Identify evidence-based strategies to address the problem.

Participating in a root cause analysis exercise can:

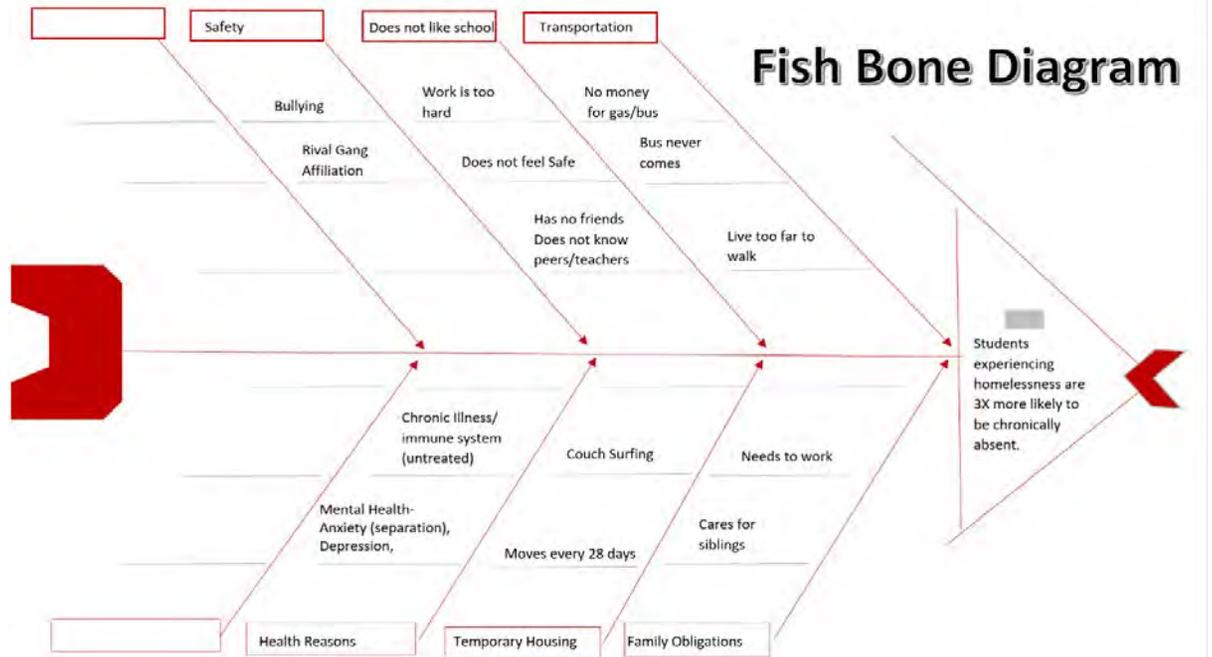
- Help Team members generate deeper insights about the needs identified *and*
- Support Team members with prioritizing which problems, factors, or root causes to address first (i.e., those that have the greatest impact)

REVIEW AND UNDERSTAND ATTENDANCE DATA AND CONTRIBUTING FACTORS

A Sample Approach to Root Cause Analysis: The Fishbone Diagram

The [Fishbone Diagram](#) is a way to brainstorm cause and effect relationships visually. When completing a Fish Bone Diagram follow these five steps:

1. Agree on the problem statement. This is written at the mouth of the “fish.” Be as clear and specific as you can about the problem (e.g., unhoused students have higher rates of chronic absenteeism).
2. Agree on the **major categories** (e.g., health reasons, temporary housing, family obligations, etc.) and **causes** contributing to the problem (written on the branches from the main arrow).
 - Brainstorm all the possible causes of the problem. Ask “Why does this happen?”
 - Write down the sub-causes branching off the cause branches
3. Continue to ask “Why?” to generate deeper levels of causes and continue organizing them under related causes or categories. This exercise helps with identifying areas to dig in deeper.



Additional Considerations: Specific Student Groups

It is important for Attendance Teams to recognize particular student groups who may need additional support. An analysis of the data, in particular to chronic absenteeism, can highlight disproportionality and students requiring additional attention and resources.

Examples of such students from special populations include:

- Students experiencing a transition (e.g., entering kindergarten, going to middle school, entering high school, newly enrolling in any grade)
- Marginalized and/or historically underserved students
 - Students of color
 - LGBTQ+ students (resources)
 - Students experiencing homelessness
 - Students in foster care
 - Students with disabilities
 - Students who are newcomers
 - Multilingual learners

Interventions may include extra engagement and outreach, as well as coordination of services and resources to address attendance barriers.



A photograph of two young people outdoors. On the left, a person wearing a white hoodie and a white headscarf is seen from the side, carrying a backpack with a red tag that says 'CHITIKA'. On the right, a person with dreadlocks, wearing a grey jacket and a blue wristband, is gesturing with their hands while talking to the first person. The background is a blurred outdoor setting with a white pickup truck and a blue fence.

**DEVELOP A MULTI-TIERED
SYSTEM OF SUPPORT PLAN
FOR ATTENDANCE**

The Attendance Plan: Setting Student Attendance Goals

One of the most important factors in improving education outcomes for students is to improve student attendance. The school site Attendance Plan should reflect services and actions that support your attendance goals ([Goal Worksheet](#)).

Consider incorporating the following best practices as you formulate goals:

- Know who is absent and why
- Include baseline data as a starting point for goal setting
- Build capacity at the school site to improve attendance
- Connect attendance with other priorities (e.g., LCAP, school site and districtwide attendance goals, etc.)





DEVELOP A MULTI-TIERED SYSTEM OF SUPPORT PLAN FOR ATTENDANCE

Importance of Attendance Goals

To know if your team is on the right track, it is important to know where you started and where you want to go.

*“A goal is a dream with a deadline.”
Napoleon Hill*

DEVELOP A MULTI-TIERED SYSTEM OF SUPPORT PLAN FOR ATTENDANCE



Considerations When Formulating Attendance Goals

Determine what specifically your team is trying to accomplish.

- **What does the team want to improve?** (Clear, operational definition)
- **By how much do you want to see improvement?** (Measurable, specific, numerical value)
- **By when do you want to see improvement?** (Provide a timeline, date of goal attainment)
- **What group or system do you wish to see improvement?** (Targeted student group, particular system or process)

DEVELOP A MULTI-TIERED SYSTEM OF SUPPORT PLAN FOR ATTENDANCE

SMARTIE Goals Related to Attendance

SMARTIE goals in the Attendance Plan provide your educational partners with the information needed to understand what is measured and the changes expected through successful implementation of the plan.

SMART: **S**pecific, **M**easurable, **A**ttainable, **R**ealistic/**R**ewarding/**R**elevant, **T**ime-bound, **I**nclusive, and **E**quitable



DEVELOP A MULTI-TIERED SYSTEM OF SUPPORT PLAN FOR ATTENDANCE



Example of a SMARTIE Attendance Goal

EXAMPLE: By June 2024, we will reduce chronic absenteeism for 9th grade students who are Multilingual Learners from 27% to 24%.

Your goals should be specific to your school site based on historical data and include the following steps in a continuous loop for improvement:

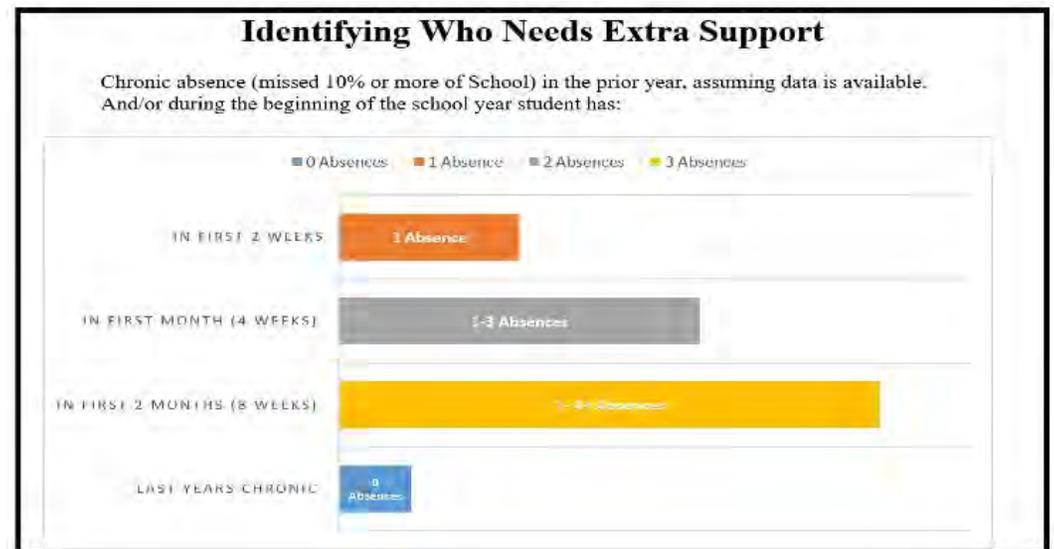
1. Analyze Data (sample [Data Trackers](#))
2. [Create SMARTIE Goal](#)
3. Deliver Focused Intervention
4. Monitor Progress
5. ...begin again at step 1

DEVELOP A MULTI-TIERED SYSTEM OF SUPPORT PLAN FOR ATTENDANCE

Which Students Need Additional Support?

As your team determines which students would benefit from additional support, it is helpful to examine the following data points:

- Students who were chronically absent the prior school year *AND*
- Students who show a pattern of absenteeism early on in the school year.



DEVELOP A MULTI-TIERED SYSTEM OF SUPPORT PLAN FOR ATTENDANCE



Taking a Team Approach to Lean into Attendance and Engagement

To ensure a comprehensive response to address absenteeism in schools, it is imperative for schools/districts to be inclusive to build a supportive school community representing all educational partners.

In your efforts to mobilize support around attendance, who should be included as partners in the school community?

- Students
- School Staff
- Parents/Guardians
- Community Members

Attendance Works has curated helpful strategies and tools (videos, flyers, infographics, and banners) to support schools/districts [cultivate a school wide culture of attendance](#).

Teaching Attendance Expectations to Parents, Students, and Staff

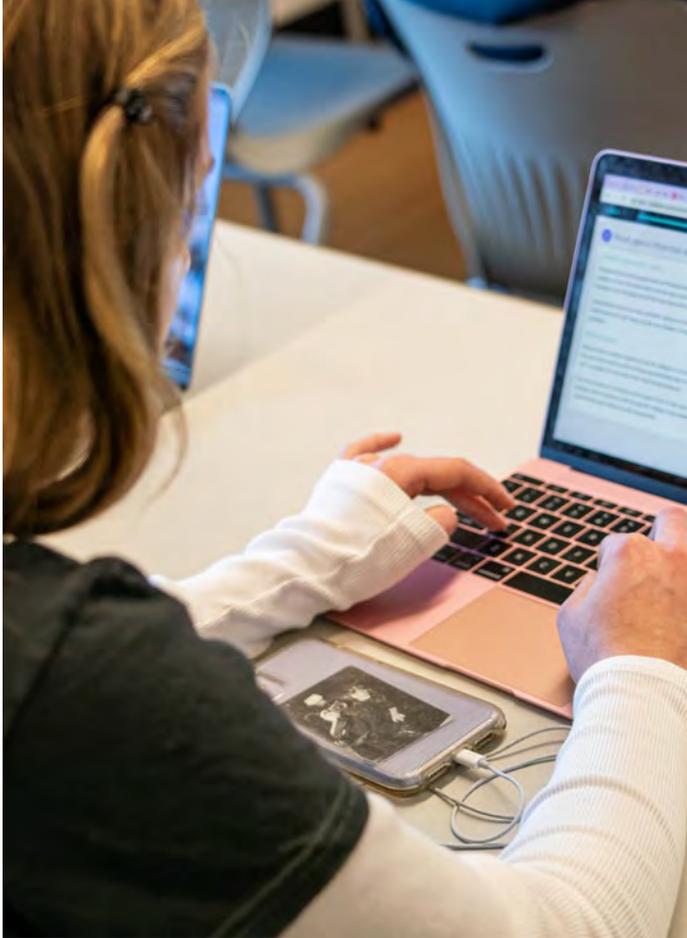
When implementing a shared vision regarding attendance expectations, clearly communicating ideas is key to successful implementation and support from educational stakeholders.

Expectations should be:

- Concise and communicated with administrators, teachers, support staff, students, and parents/guardians
- Clear and positively stated (e.g., our goal is for all students to achieve a 96% or higher attendance rate through the year; which means missing 7 or fewer days during our 180 day school year)
- Conveyed via classroom presentations to teach and reinforce expectations throughout the year (e.g., homework passes, traveling trophy, popcorn and a movie, certificates for improved attendance, etc.)
- Made available to students and parents/guardians in the monthly newsletters and school calendar
- Incorporated in opening year events and scheduled school activities (e.g., Back-to-School night, Kindergarten orientation, Open House, etc.)



DEVELOP A MULTI-TIERED SYSTEM OF SUPPORT PLAN FOR ATTENDANCE



Useful Attendance Data Tracking Tools for Parents/Guardians

Attendance Works created a Student Attendance Success Plan that supports parents/guardians:

- Track their children's attendance
- Work with school staff to set appropriate goals
- Maintain a calendar of key instructional dates inclusive of district and school-wide events for the current school year.

Student Attendance Success Plans have been created and deemed helpful for [preschool](#), elementary ([Eng](#) / [Span](#)), and secondary students ([Eng](#) / [Span](#)).

Helpful [school calendars](#) can be great tools to help parents track attendance and track key dates. [Attendance Achievement Calendars](#) can also help track student attendance for every 25 instructional days.

*Resources used with permission of Attendance Works

More Useful Attendance Data Tracking Tools for Parents/Guardians

Another great resource to help improve attendance is the [My Family's Help Bank](#) to list supports and resources. This resource encourages families to think about their back up plans for getting students to school.

Educators should consider distributing these helpful attendance tools to families. These resources are also available in additional languages via the [Attendance Works website](#).

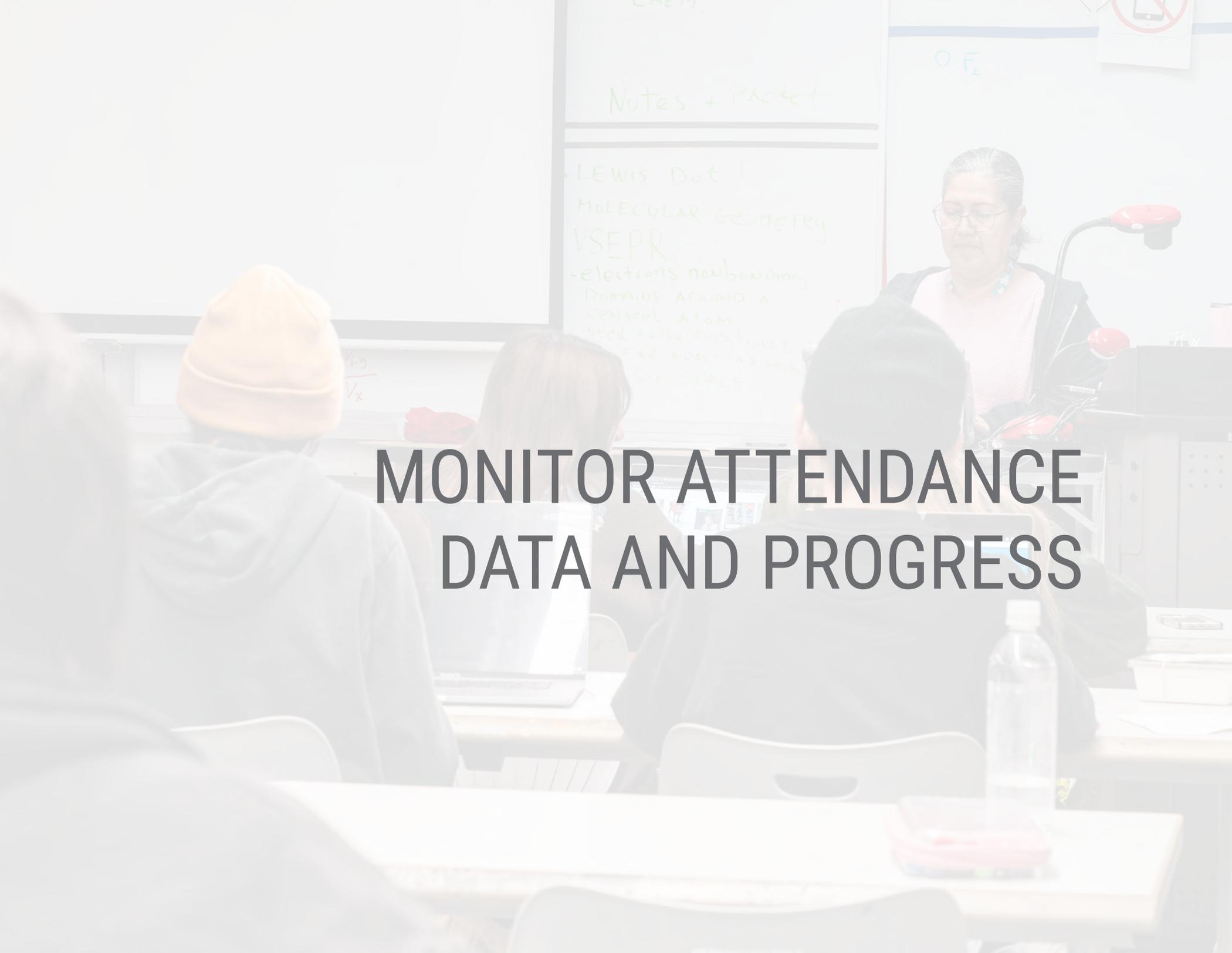


DEVELOP A MULTI-TIERED SYSTEM OF SUPPORT PLAN FOR ATTENDANCE



Reinforcing Attendance with Students, Parents, and Teachers

- [Incentives/Events](#) and based on meeting attendance goals/milestones
- Monthly classroom competitions with rewards and recognition for students
- Phone calls home before the start of school and when students are first absent to convey interest and concern
- Incentives for teachers who submit attendance on time
- Recognition certificates to parents for supporting their student's attendance
- Attendance certificates for [elementary](#) and [secondary](#) students are a great way to celebrate improved attendance
- A [Student Attendance Pledge](#) can help students set a written goal for attendance



**MONITOR ATTENDANCE
DATA AND PROGRESS**

Notes + Packet

LEWIS Dot
MOLECULAR GEOMETRY
VSEPR
-electrons nonbonding
DOMINATE AROUND A
CENTRAL ATOM
Need to be positioned
FAR APART AS POS.
ELECTRONS

MONITORING ATTENDANCE DATA AND PROGRESS



Common Pitfalls When Monitoring Attendance Progress

In an attempt to understand student attendance, some schools/districts may erroneously focus on their Average Daily Attendance (ADA) rates to track their progress.

Average Daily Attendance...

- looks at the percentage of all students' attendance on any given day aggregated for the year
- is a running figure that records the percentage of students present each day AND combines them with the number of current school days held that year

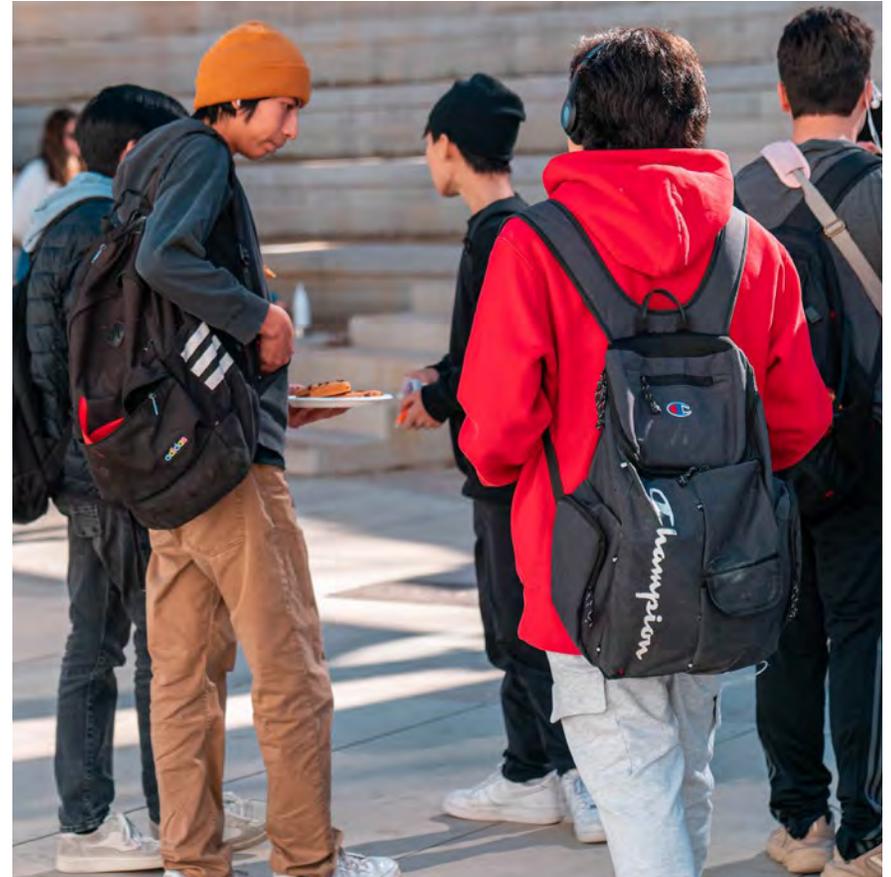
How ADA Can Look Very Different from Chronic Absenteeism

Examining ADA without considering chronic absenteeism can lead to inaccurate understanding of a school's/district's attendance progress.

EXAMPLE: District A has 1000 students on May 1.

- 400 of them have a 95% attendance
- 200 of them have a 93% attendance
- 200 of them have an 89% attendance
- 200 of them have an 88% attendance

FINDINGS
District A has a 92% Average Daily Attendance rate
District A has a 40% Chronic Absenteeism rate



MONITORING ATTENDANCE DATA AND PROGRESS



The Difference between Truancy and Chronic Absenteeism

Various states have their own definitions of what constitutes truancy, but in the state of California truancy is defined as missing three or more days of school without a valid excuse and/or absence from class without a valid excuse for 30 minutes or more on three school days. The repercussions of truancy are typically **punitive in nature, guided by compliance, and geared toward Tier 2/3 interventions** (SART, SARB, Attendance Contracts, etc.).

Truancy Vs. Chronic Absence

TRUANCY

- Counts only unexcused absences
- Emphasizes compliance with school rules
- Relies on legal & administrative solutions

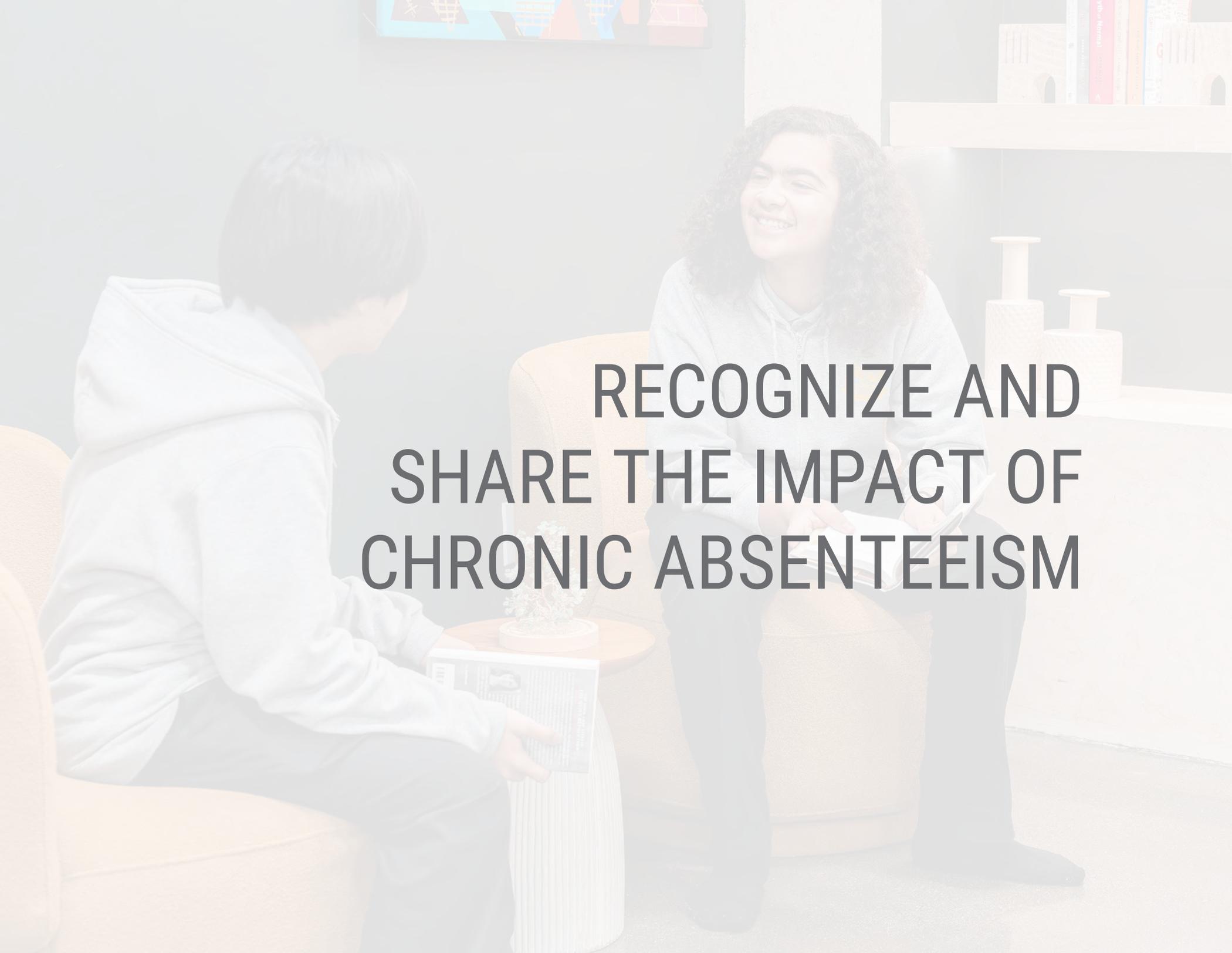
Vs.

CHRONIC ABSENCE

- Counts all absences: excused, unexcused & suspensions
- Emphasizes academic impact of missed days
- Uses community-based, positive strategies



Chronic absenteeism is defined by the state of California as missing 10 percent or more of the school year (18 days in a 180-day school year), including excused, unexcused absences, and suspensions. For more information about the differences between Truancy and Chronic Absenteeism, click [here](#).

A young man and a young woman are sitting in orange armchairs in a modern living room. The man is on the left, wearing a grey hoodie, and is holding a magazine. The woman is on the right, wearing a grey hoodie and dark pants, and is smiling. They are both looking at each other. In the background, there is a bookshelf with books and a small table with a plant. The text "RECOGNIZE AND SHARE THE IMPACT OF CHRONIC ABSENTEEISM" is overlaid in the center of the image.

**RECOGNIZE AND
SHARE THE IMPACT OF
CHRONIC ABSENTEEISM**

RECOGNIZE AND SHARE THE IMPACT OF CHRONIC ABSENTEEISM



The Impact of Chronic Absenteeism

Being chronically absent equates to missing about two days a month of instruction over a school year. Here are some other salient facts regarding students who are chronically absent from school:

- Missing school has been linked to **below grade-level reading skills** in young children and **higher high school drop-out rates** in older children.
- **One in seven U.S. children** were chronically absent before the pandemic, but experts estimate it is **twice that today**.
- Absenteeism in the **first month of school** can predict poor attendance throughout the school year. Half the students who miss 2-4 days in September go on to miss nearly a month of school.
- Students who live in communities with **high levels of poverty** are **four times more likely to be chronically absent** than others often for reasons beyond their control (e.g., unstable housing, lack of transportation, poor access to health care).

RECOGNIZE AND SHARE THE IMPACT OF CHRONIC ABSENTEEISM



Closing Thoughts: Part I

As we transition into the new school year let's leverage connection, understanding, and community to maximize learning opportunities for all students.

The Los Angeles County Office of Education is committed to the idea that learning is:

- A joyous and powerful experience AND
- Inspires curiosity, giving students further insight into the world around them

The Los Angeles County Office of Education, as your dedicated partner, is here to support you in efforts to re-engage and reconnect with students, parents/ caregivers, and staff.

A large group of students in a school hallway, some wearing backpacks and masks, with text overlaid.

**ENGAGE WITH COLLEAGUES
THROUGH LACOE'S CWA
REGIONAL LEARNING NETWORK**

You are not alone ! Please contact us if you or your team would like additional resources or training to support student attendance in your school community.

[Los Angeles County Office of Education](#)

Division of Student Support Services

Child Welfare and Attendance

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REGION 1

Antelope Valley & Santa Clarita
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REGION 2

East San Gabriel Valley & Pomona
Senior Program Specialist:
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REGION 3

Alhambra, Glendale & Pasadena
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REGION 4

Compton, Long Beach & Whittier
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REGION 5

LAUSD & South Bay Area
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Acton-Agua Dulce USD Lancaster ESD
Antelope Valley Union HSD Newhall SD
Castaic Union SD Palmdale ESD
Eastside Union ESD Saugus Union SD
Gorman Joint SD Sulphur Springs Union SD
William S. Hart Union HSD Rowland USD
Westside Union ESD West Covina USD
Keppel Union ESD Wilsona SD
Hughes-Elizabeth Lakes Union SD

Azusa USD Glendora USD
Baldwin Park USD Hacienda La Puente USD
Bassett USD Montebello USD
Bonita USD Mountain View ESD
Charter Oak USD Pomona USD
Claremont USD Rowland USD
Covina-Valley USD Walnut Valley USD
Garvey ESD West Covina USD

Alhambra USD Monrovia USD
Arcadia USD Pasadena USD
Burbank USD Rosemead ESD
Duarte USD San Gabriel USD
El Monte City SD San Marino USD
El Monte Union HSD South Pasadena USD
Glendale USD Temple City USD
La Canada USD Valle Lindo ESD

ABC USD Long Beach USD
Bellflower USD Los Nietos SD
Compton USD Lynwood USD
Downey USD Norwalk-La Mirada USD
East Whittier ESD Paramount USD
El Rancho USD South Whittier ESD
Little Lake City ESD Whittier City ESD
Whittier Union HSD

Beverly Hills USD Lennox SD
Cintinela Valley Union HSD Los Angeles USD
Culver City USD Manhattan Beach USD
El Segundo USD Palos Verdes USD
Hawthorne SD Redondo Beach USD
Hermosa Beach City ESD Santa Monica-Malibu USD
Inglewood USD Torrance USD
Las Virgenes USD Wiseburn USD
Lawndale ESD