



# ATTENDANCE

HERE TODAY, READY FOR TOMORROW!

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District English Learners Advisory Council

Christina Harrison, Director of Student Support Services

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# ATTENDANCE MATTERS

“There is no elevator  
to success; you must  
take the stairs.” – Zig Ziglar



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# WHEN STEPS ARE BROKEN & MISSING,



- Students don't form relationships with teachers and peers
- Students miss foundational instruction
- Students are not learning
- Without relationships, students are more likely to have behavior concerns

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## CHRONIC ABSENTEEISM

**Missing 10% of the school days**

**– 2 days per month –**

**- 18 days over the course of a year -**

**FOR ANY REASON**

**Includes excused, unexcused, and  
suspension days**

## TRUANCY

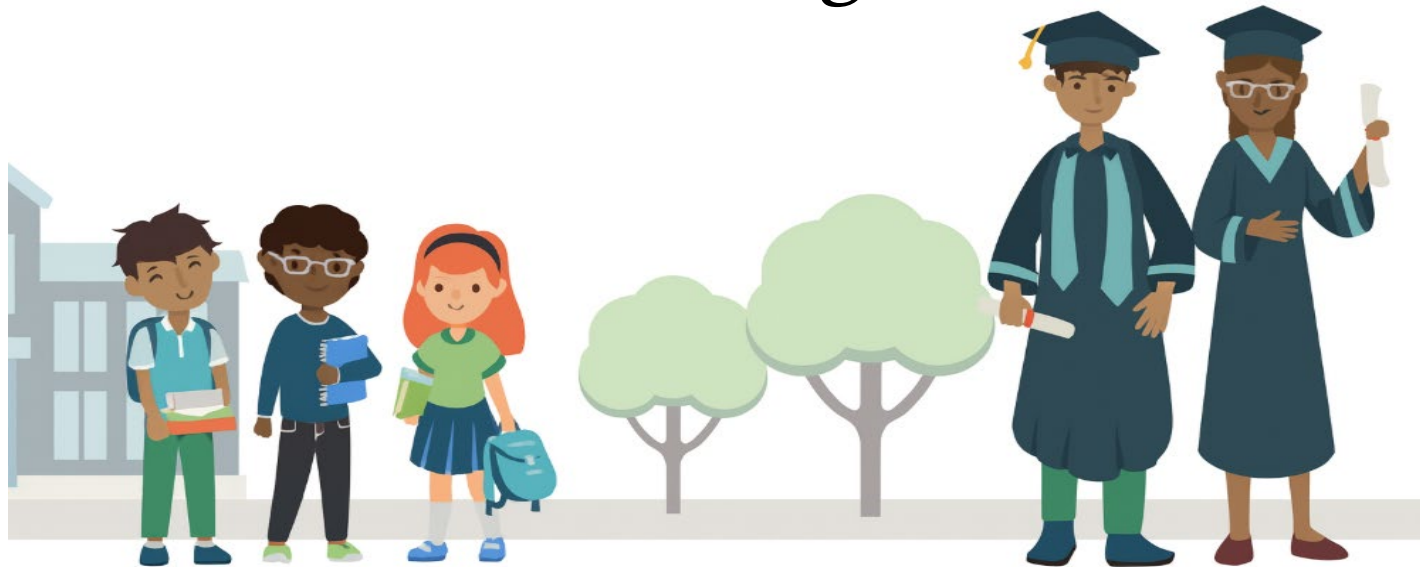
**Absences without a valid excuse  
(per California Education Code)**



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# THE GOAL

Students should miss fewer than 9 days of school per year to stay engaged, successful, and on track for graduation.



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# ATTENDANCE SNAPSHOT



Statewide chronic absenteeism remains higher than pre-pandemic.



English Learners have higher absenteeism rates statewide and in CVUSD.



Missing school slows English language growth and delays reclassification.

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# CALIFORNIA DASHBOARD

## CHRONIC ABSENTEEISM DATA

| Academic Year | State | CVUSD | CVUSD Hispanic | CVUSD ELs | CVUSD Long-Term ELs |
|---------------|-------|-------|----------------|-----------|---------------------|
| 18-19         | 10.1% | 5.5%  | 7.5%           | 7.3%      | N/A                 |
| 19-20         | N/A   | N/A   | N/A            | N/A       | N/A                 |
| 20-21         | N/A   | N/A   | N/A            | N/A       | N/A                 |
| 21-22         | 30%   | 14.7% | 22.7%          | 23.6%     | N/A                 |
| 22-23         | 24.3% | 16.2% | 23.4%          | 24.7%     | N/A                 |
| 23-24         | 18.6% | 11.9% | 16.8%          | 19.1%     | 20.5%               |
| 24-25         | 17.1% | 10.3% | 16%            | 18.8%     | 28.6%               |

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# HOW ABSENCES AFFECT ENGLISH LANGUAGE DEVELOPMENT

English Learners depend on daily exposure to:

*Class  
discussions  
and oral  
language  
practice*

*Daily  
Designated  
English  
Language  
Development  
(ELD)*

*Speaking and  
listening  
practice*

*Interactive  
group  
learning*

*Vocabulary  
building  
activities*

*Teacher  
feedback on  
grammar and  
writing*

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# LONG-TERM IMPACT ON ENGLISH LEARNERS



Students who are chronically absent:

- Takes longer to reclassify
  - Struggle with reading by 3<sup>rd</sup> – 4<sup>th</sup> grade
  - Leads to falling behind in literacy and core academic subjects
  - Have difficulty with academic vocabulary
  - Lose confidence speaking English
  - May feel disconnected socially
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# REGULAR ATTENDANCE HELPS STUDENTS

- Learn English faster
- Build confidence speaking
- Stay connected with friends
- Participate in ELD
- Develop routines that support learning



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# WHAT ABOUT TARDIES AND EARLY CHECK-OUTS?



| Missing just . . . | Equals . . .               | Which is . . .            | And over 13 years is . . . |
|--------------------|----------------------------|---------------------------|----------------------------|
| 10 minutes per day | 50 minutes per week        | nearly 1 ½ weeks per year | nearly ½ a year            |
| 20 minutes per day | 1 hour 40 minutes per week | over 2 ½ weeks per year   | nearly 1 year              |
| 30 minutes per day | ½ day per week             | about 4 weeks per year    | nearly 1 ½ years           |
| 1 hour per day     | 1 day per week             | about 8 weeks per year    | over 2 ½ years!!           |

*BEING TARDY MATTERS!!*

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# HOW SCHOOLS CAN HELP

- Recognize improved attendance
  - Restorative discipline practices
  - Student Study Team / Case Conference
  - Family engagement
  - Home visits
  - Focus on empathy rather than a punitive approach
  - Community partnerships – referrals to health care, social services, and other supports
  - Free meals for all
  - Welcoming school culture
  - Culturally relevant instruction
  - Career and technical education
  - Connect to extracurriculars
  - Conejo Closet – necessities & school supplies
  - Personal contacts
  - Confirm contact information
  - Mentoring and counseling – CRPD, BreakThrough, Wellness
  - Family workshops in multiple workshops
  - Student voice
  - ELOP
  - Safer walks to schools
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# HOW FAMILIES CAN HELP

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Talk about the importance of showing up to school on time every day.

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Routines! Regular bedtime and morning routine - finish homework and get a good night's sleep!

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Try to schedule medical and dental appointments outside the school day.

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When children are home, contact the school for options to keep up with work.

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Develop backup transportation plans.

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Consult with teachers and school counselors if your child is experiencing anxiety about school.

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Encourage your child to participate in meaningful after-school activities, such as sports and clubs.

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Schedule vacations when school is in recess.

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Promote good health.

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If you wonder whether you should seek help from the school, the answer is, "YES!"

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Discuss any challenges with your school early on.

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Use the Q Parent Portal to check attendance.

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# WHEN TO KEEP YOUR STUDENT HOME

- Keep the child home when sick with fever, vomiting, or contagious illness.
- Send your child to school with
  - mild cold symptoms or
  - anxiety or worries about school.
- Call the school for guidance if you are unsure.



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# THANK YOU

Your partnership helps your student:

- Build English fluency
- Stay connected to school
- Achieve academic success

Thank you for partnering with us to support positive attendance!

