

Strategic Attendance Recovery: Data Driven Solutions for Chronic Absenteeism



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Outcomes:

1. Understand the importance of utilizing research based high yield predictors of disengagement.
2. Identify strategies and intervention techniques to engage students.
3. Methods to identify students through the use of tiered data.
4. Hope, Relevance and Purpose as a foundational strategy.
5. The impact of caring relationships on the educational trajectory.

What Does Chronic Absenteeism Data Tell Us?

Analyze the Quantitative to Gather the Qualitative

What do our students bring to class
everyday?



A row of hurdles on a red running track. The hurdles are white with black bands and are arranged in a line, receding into the distance. The track is red with white lane markings. The text "Some students face more obstacles than others" is overlaid in the center in a bold, blue font.

**Some students face more
obstacles than others**

School detachment and the relationship to delinquency and eventual dropout have proven to become evident in the elementary grade levels

(Wehlage, and Rutter 1985; Alexander, Entwisle and Kabbani, 2001)

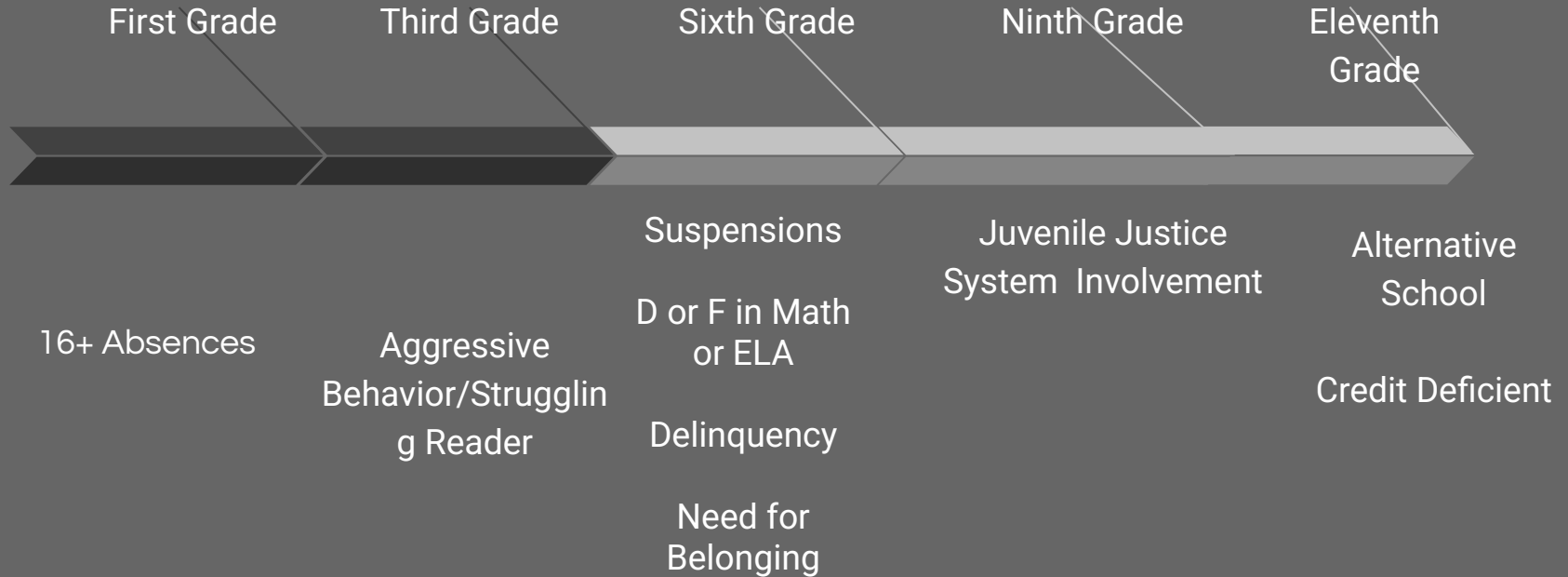


Where do your students **see** themselves in our society?

What is **their** perception of success?

Do your students see School/Education as beneficial, useful, or relevant?

Trajectory of Disengagement





45,000 students dropout of school each year in California

68% of Inmates in California are High School Dropouts

Team Approach!

1. Identify your team (Mentors)
2. Agree to regular meetings (Weekly)
3. Gather your data
4. Identify a target group of students(8-13%)
5. Understand barrier identification
6. Choose your strategies
7. Commit to the plan!

Data Approach/3 Brackets:

Not all Chronics are alike

8-13%

The Bubble Kids

Tier 1

14-19%

A little more
support

Tier 2

20% or More

Multiple Barriers

Tier 3

[Tiered Intervention Framework](#)

Running the Data

1. Run all students by percentage of school days missed
2. Identify students who missed between 8% to 13% for 24/24 SY
3. Identify students who missed between 8% to 13% for YTD 25/26 SY

Active	TK		12/21/2020	8.10%	7	86
Inactive		3	8/24/2016	8.20%	7	85
Active		2	1/19/2017	8.30%	15	180
Active		1	12/31/2017	8.30%	15	180
Active		5	9/7/2013	8.30%	15	180
Active		3	6/3/2016	8.30%	15	180
Active		4	12/22/2014	8.30%	15	180
Active	KG		10/6/2018	8.30%	15	180
Active		5	8/14/2014	8.30%	15	180
Active		4	11/10/2014	8.30%	15	180
Inactive		6	10/3/2012	8.50%	8	94
Active	KG		3/20/2019	8.90%	16	180
Active	KG		6/26/2019	8.90%	16	180
Active		5	1/12/2014	9.40%	17	180
Active		2	2/11/2017	9.40%	17	180
Active		1	8/4/2018	9.40%	17	180
Active		4	8/28/2014	9.40%	17	180
Active		1	11/27/2017	9.40%	17	180
Active		99	9/21/2021	9.60%	8	83
Active		4	10/11/2014	10.00%	18	180
Active	KG		1/2/2019	10.00%	17	170
Active		4	7/2/2015	10.60%	19	180
Active		4	10/17/2014	10.60%	19	180
Active	TK		9/22/2020	10.70%	19	177
Active		6	3/1/2013	11.10%	20	180
Active		3	3/13/2016	11.10%	20	180
Active		6	4/9/2013	11.70%	21	180
Active		5	1/26/2014	11.70%	21	180
Inactive		1	2/17/2018	12.00%	11	92
Active	TK		8/17/2020	12.50%	3	24
Active		6	10/5/2012	13.90%	25	180

End of Year Data: Identify Students in the 8-13% Range

Run the same report for current school year YTD

BARRIERS

SCHOOL LEADER'S GUIDE TO TACKLING ATTENDANCE CHALLENGES (SPRICK AND SPRICK)

BARRIER	DESCRIPTION
Illness	Illness is the number one reason students miss school. Ask nurses to consult with family, as many students miss school for illnesses that can be prevented or mitigated through proper information and guidance.
Medical/Dental Issues	Students who lack access to proper medical and dental care miss school more often due to untreated ailments.
Mental Health	Students with depression, anxiety, from behavioral disorders are likely to have higher rates of absenteeism. Outreach by mental health therapists is crucial.
Transportation	Transportation barriers are wide-ranging. However, if this is a barrier, it should be identified as such, and an intervention team may be able to assist.
Financial Issues	Students whose families are experiencing financial difficulties often face numerous related challenges that affect their ability or desire to attend school.
Employment, Childcare, or other Outside Obligations	Employment, child care, and caring for ill or disabled relatives are challenges that some of our students face. Assistance through community resources may be offered to the family.
Academic Deficits	When students who are chronically absent, their academic abilities should be examined to rule out school avoidance due to low reading levels, deficits in mathematical knowledge, or undiagnosed learning differences.
Social Deficit	Students who lack social skills have difficulty forming positive relationships and may not have a positive experience in school.
Coping Skills	Students who experience difficult situations or stressful home environments and do not have adequate coping skills may lack the desire to attend school.
School Climate	When a school is well managed and is designed to foster positive adult and student relationships, they have lower rates of absenteeism.
Bullying	Students who are bullied or students who witness bullying, have higher absenteeism rates. A focus on a safe and inclusive school culture can reduce instances of bullying.
Peer/Adult Attention	Students may be seeking attention from peers or adults outside of the school environment.
Outside Interests	Activities or reinforcing objects such as video games, computer access, television, sleep, or food may cause students to feign illness or resist going to school.

Example Spreadsheet Link

1+	Name	Grade	Prev. Chronic Y/N	Attendance %	Barriers	Interventions	Program (504, IEP, EL)	Improvement Plan	Case Manager	Progress
2		Grade	Prev. Chronic Y/N	Attendance %		Not started	Program (504, IEP, EL)	Improvement Plan	Case Manager	Progress
3		Grade	Prev. Chronic Y/N	Attendance %		In progress	Program (504, IEP, EL)	Improvement Plan	Case Manager	Progress
4		Grade	Prev. Chronic Y/N	Attendance %		Blocked	Program (504, IEP, EL)	Improvement Plan	Case Manager	Progress
5		Grade	Prev. Chronic Y/N	Attendance %		Completed	Program (504, IEP, EL)	Improvement Plan	Case Manager	Progress
6		Grade	Prev. Chronic Y/N	Attendance %			Program (504, IEP, EL)	Improvement Plan	Case Manager	Progress
7		Grade	Prev. Chronic Y/N	Attendance %			Program (504, IEP, EL)	Improvement Plan	Case Manager	Progress
8		Grade	Prev. Chronic Y/N	Attendance %			Program (504, IEP, EL)	Improvement Plan	Case Manager	Progress
9		Grade	Prev. Chronic Y/N	Attendance %			Program (504, IEP, EL)	Improvement Plan	Case Manager	Progress
10		Grade	Prev. Chronic Y/N	Attendance %			Program (504, IEP, EL)	Improvement Plan	Case Manager	Progress
11		Grade	Prev. Chronic Y/N	Attendance %			Program (504, IEP, EL)	Improvement Plan	Case Manager	Progress
12		Grade	Prev. Chronic Y/N	Attendance %			Program (504, IEP, EL)	Improvement Plan	Case Manager	Progress
13		Grade	Prev. Chronic Y/N	Attendance %			Program (504, IEP, EL)	Improvement Plan	Case Manager	Progress
14		Grade	Prev. Chronic Y/N	Attendance %			Program (504, IEP, EL)	Improvement Plan	Case Manager	Progress
15		Grade	Prev. Chronic Y/N	Attendance %			Program (504, IEP, EL)	Improvement Plan	Case Manager	Progress

1.Punch Cards

2.Mentor Check In Cards

3.Attendance Club (March Madness, HERO Club, etc.)

4.Incentives

Eddie Garcia					

3rd					
ATTENDANCE CHECK iNS					

ATTENDANCE CHECK iNS					

ATTENDANCE CHECK iNS					

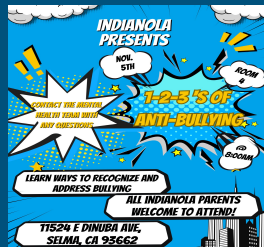
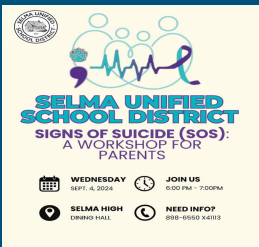
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SSW/CL Family Engagement with an MTSS Lens

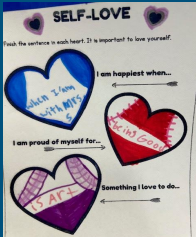
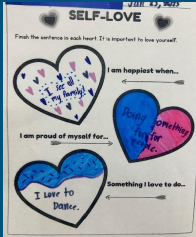
- Tier 1:
 - Restorative Recess Activities
 - Newsletters, Coffee Hour
 - MH Awareness campaigns/Activities
 - PBIS-(Lunch Bunch, Kindness Club, Hero Club)
- Tier 2
 - Small SEL groups
 - Check-ins (Case Management)
 - Individual Short term counseling
 - Constant parent phone calls. (Share success)
 - Providing resources Food distribution, connections to outside local agencies (Turning Point, A4Y, Maps, etc.)
- Tier 3
 - Long term intensive 1 on 1 therapy (Clinician)
 - Assessment (Psychologist)
- District Wide
 - Parent Support Groups-(Facilitating)
 - Community Resource Fair
 - Know your population and get informed!!!!



Family Engagement



- **Meaningful Face to Face interactions**
 - Intentional, consistent interactions fostering genuine relationships.
 - Staff visibility/ interaction during Drop of pick-up. Pick up.
 - Follow through with commitments
- **Being the Rubberband for our students and families**
 - Staff serve as connectors, linking families
 - Referral to Mental Health/Resources
 - Families to essential staff member
- **Family and Student Connections**
 - Parent connection via-student support (clubs, after school program)
 - Attendance through lens of student buy in.
 - **Family Engagement Events- Paint nights, Feast with Families**
 - Connection: Bridging relationships, Opportunity for positive interactions between families.



Improving Attendance through Engagement

- Launch a school-wide attendance competition by grade level to boost student participation and engagement.
- Display eye-catching visuals in hallways and the cafeteria to keep attendance goals top of mind.
- Recognize monthly winners at both the individual and grade level with fun class-wide incentives.
- Partner with local businesses like Me-N-Ed's and Panda Express to provide rewards.



Building Community through Clubs



- Aim to increase student engagement through meaningful extracurricular activities.
- Clubs are designed to foster a sense of belonging and create positive relationships with staff and classmates.
- Students are encourage to join clubs during lunch/after school to explore interest and connect with peers.
- Some of the clubs included; Board Games, Journaling, Yarn, Crochet, and Dance Club.

September: Attendance Awareness Month

- Host a week of Dress-Up Days in September- an opportunity for students to express themselves, show creativity and celebrate school pride.
- Engaged students with activities during lunch, encouraging participation and connection.
- Aim to strengthen our sense of community by bringing students and staff together in a fun inclusive environment.



JACKSON ELEMENTARY
Huskies: Let's Howl About Attendance! September is Attendance Awareness Month!
September 3 to September 6

"Be Here All Day, Everyday"

Monday	Tuesday	Wednesday	Thursday	Friday
No School! Labor Day	Sunglasses Day- "Attendance is so Bright you have to Wear Shades"	Crazy Sock and Croc Day- "Sock it to Tardies"	Bright Colors Day- "Good Attendance Leads to a Bright Future"	Jackson Husky Spirit Day- Wear your Maroon and Gold.



December Attendance Challenge

THIS MONTH, LET'S MAKE EVERY DAY COUNT! KEEP YOUR ATTENDANCE STRONG AND SHOW UP FOR SUCCESS. THE MORE YOU'RE HERE, THE GREATER YOUR CHANCES OF WINNING AWESOME PRIZES!

Every Friday for the month of December we will be raffling a prize for the Husky that came to school everyday for that week. For the last week of December the Husky that has had perfect attendance for the WHOLE month will be entered in a different raffle. Best of luck with coming to school every day! I hope you have excellent attendance and keep up the great work!
#attend4chieve

Let's make December the month we show up and shine! Who's ready to take on the challenge? Let's go!



JACKSON READ ACROSS AMERICA
ATTENDANCE CHALLENGE

HUSKY PRIDE

Make sure you have perfect attendance the week of Feb 26- March 1 to be entered into a raffle! We will be selecting 3 winners!!!

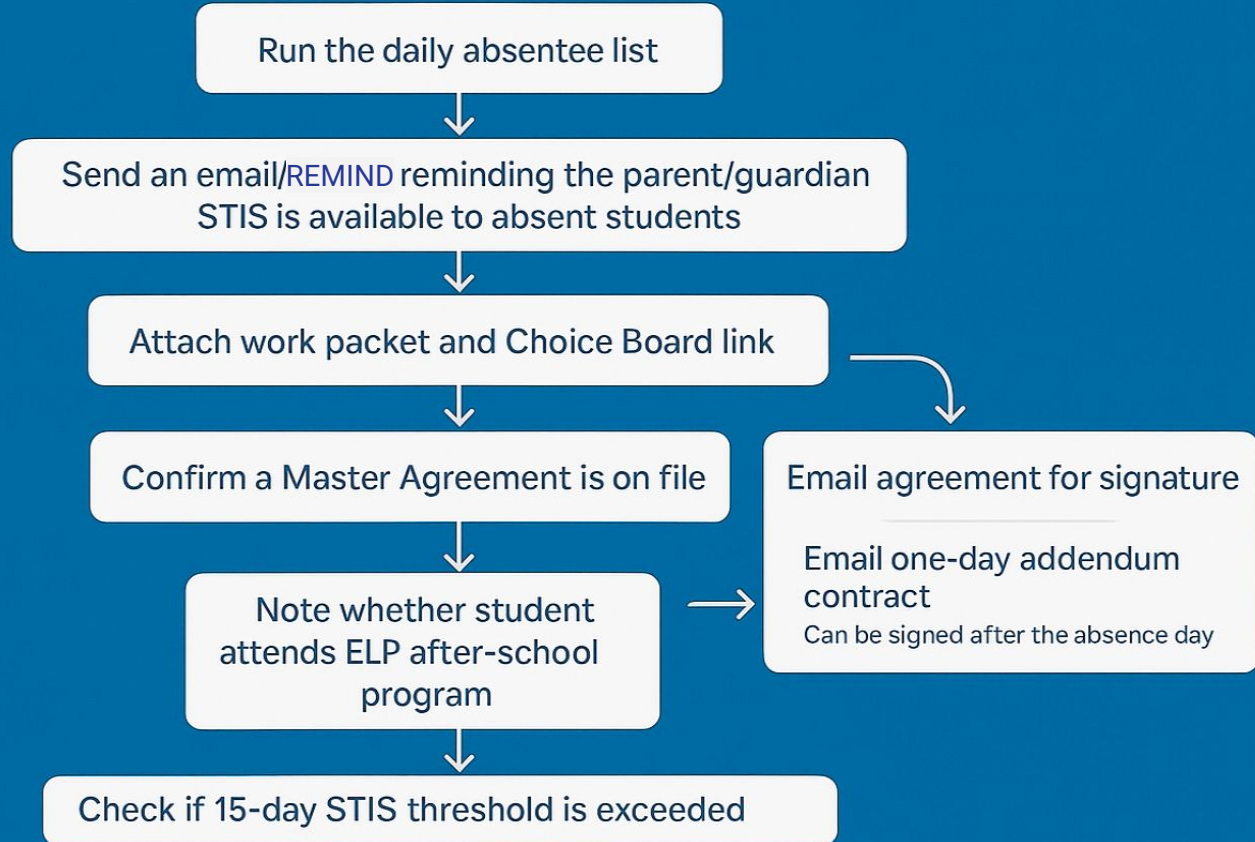
Supporting ADA, family flexibility, and student engagement

Short-Term Independent Study (STIS): Attendance Recovery & Compliance (15 days or less)

Benefits of One Day STIS

- Increased student engagement/relationships
- Opportunity to connect with families
- Recovers lost apportionment
- Improves ADA/Reduces Chronic Absenteeism

Daily Absence Monitoring – Office Assistant



STIS Process Overview



Daily Absence Monitoring

Send email to absent student's parent, attach work packet, confirm agreement, check program status



Follow-Up on Returned Work

Confirm if work completed, encourage submission, ensure attendance credit



Work Review & Verification

Review assignments and addendum, verify requirements and signatures



Attendance Recovery Log

Record participation and assignment status



Filing & Recordkeeping

File completed work and original contract in student/ldr



Attendance Accounting

Update attendance system based on completed work



Audit & Oversight

Conduct monthly audit of records for accuracy and completion and compilation

Use Automation to Streamline the Process

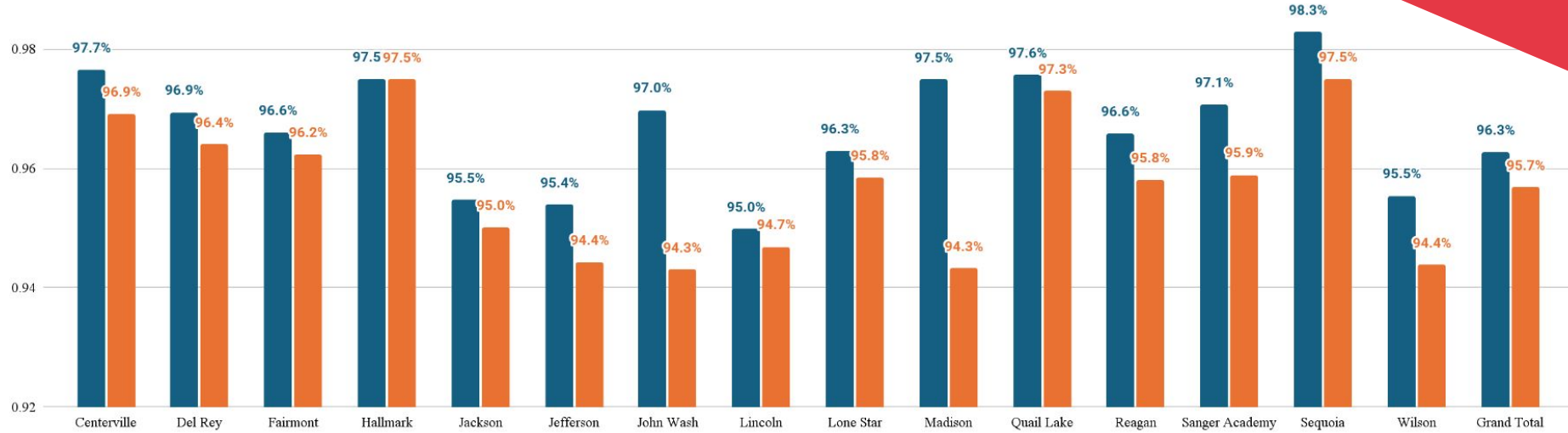
One Day IS Contract

Parent Request





Attendance



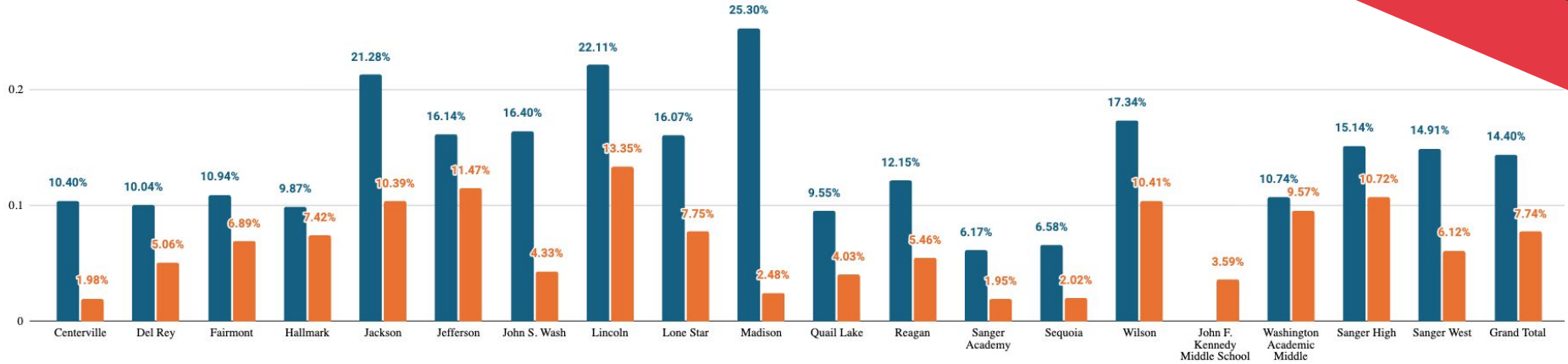
Comparison of Attendance Rate with and without OD-ISC

- 25-26
- 25-26 w/o ODISC

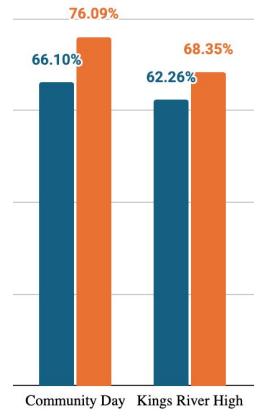
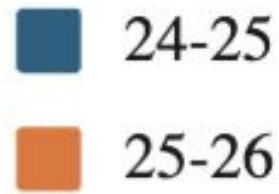
*Data from School Status



Chronic Rates 24 v 25



Comparison of Chronic Rate between 2024-25 and 2025-26



*Data from School Status



**** ONLY OD-ISC ****

Case Study w/ Data
from School Status

Sanger Unified

Without 1 Day IS: 95.68%

WITH 1 Day IS: 96.27% (+.59%)

John Wash

Without 1 Day IS: 94.3%

WITH 1 Day IS: 96.98%

Wilson

Without 1 Day IS: 94.38%

WITH 1 Day IS: 95.54%

Sanger Academy

Without 1 Day IS: 95.89%

WITH 1 Day IS: 97.07%

School Site	# of Students	# of Days
Centerville	124	315
Del Rey	56	134
Fairmont	145	361
Jackson	91	187
Jefferson	151	442
John Wash	537	2546
Lincoln	78	157
Lone Star	86	281
Madison	309	1353
Quail Lake	89	247
Reagan	147	419
SAC	183	TBD
Sequoia	234	671
Wilson	181	572

A Supes' Council? Why Superintendents need CASCWA

- Chronic absenteeism remains one of the strongest predictors of student disengagement and long-term inequities.
- Missed instructional time erodes academic progress, student confidence, and community trust.
- Attendance recovery is not just compliance—it's a pathway to equity, engagement, and student success.

Webinar Focus

- Highlight proven strategies districts are using to bring students back and keep them engaged.
- Share system-level practices that address barriers beyond the classroom.
- Explore how leaders can align attendance work with broader goals for equity and student well-being.

Achieving Financial Stability through ADA Recovery

- By investing in pupil services that improve attendance, districts can stabilize their funding streams.
- A small improvement makes a big difference.
- In a district of 10,000 students, raising attendance by just 1% translates to roughly **\$1.3 million in additional ADA funding.**
- That extra money can mean the difference between cutting programs and expanding them.

Level Set- The Big Picture

- Two new **CALPADS data collections** started in **2025–26**
- Programs impacted:
 1. **Attendance Recovery (AR)** – brand new
 2. **Expanded Learning Opportunity Programs (ELOPs)** – existing, but new reporting
- **Data collection began July 2025**; certification in **EOY 2025–26 cycle (May 2026)**

Call-out: Superintendents must ensure **systems, SIS vendors, and staff** are ready.

Attendance Recovery (AR) Program

- Established by **SB 153 / SB 176**
- **Optional TK–12 program** to help students “make up” absences for ADA
- Sessions must occur **outside the regular school day**
- **Funding limit:** max 10 ADA days per student (or # of absences, whichever is less)
- **Reported to CALPADS:** New **Attendance Recovery Days** field on **STAS file**

Key Impact: AR days generate both **funding** and an **alternate chronic absenteeism rate** (published 2026).

Banking Time in Attendance Recovery Programs

What It Means

- Students may **attend Attendance Recovery (AR) sessions before accruing absences.**
- These sessions generate “**banked AR days**” that can later offset absences within the same academic year (July 1 – June 30).
- Banking is **flexible**:
 - Can occur during the **summer before school starts**
 - Can occur after the **last day of school but before fiscal year close**

Leadership Implications

Funding Impact: Banking AR days helps maximize **ADA recovery** quickly when absences happen.

Operational Planning:

- Consider offering AR sessions **before school starts** (summer bridge, enrichment)
- Coordinate across sites so banked time follows the student within the LEA

Audit & Compliance: Ensure SIS and attendance systems can **capture banked days accurately**.

Equity Lens: Banking time can support students with attendance challenges proactively (transportation barriers, health issues, family instability).

Key Rules

- **Maximum:** 10 AR days per student per LEA, or the total number of absences (whichever is less).
- **Applicability:** Banked days only count at schools/LEAs where absences actually occur.
- **Tracking:** LEAs must keep **detailed time records** (hours attended vs. statutory minimum day) for audit purposes.
- **Non-eligible absences:** Out-of-school suspensions cannot be covered with AR days.

Need to Know

- Encourage **early AR opportunities** (summer/after school) to build a “buffer” for students.
- Monitor **reporting limits**: even if students bank >10 days, only **10 may be claimed per LEA**.
- Ensure policies clarify **when, how, and where** banking is allowed, and that staff are trained on the process

A photograph of a beach at sunset. The foreground is dominated by dark, wet sand. A vibrant red starfish lies on the sand, its five arms spread out. In the background, the ocean waves are breaking, and the sky is a mix of soft pinks, oranges, and blues. The overall mood is serene and contemplative.

Hope

Purpose

Relevance

Thank You!

Questions, Thoughts, Wonders,
or Comments

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attendanceworks.org

Tiered Intervention Framework