



# A Report to the Board: Chronic Absenteeism in Laguna Beach Unified

August 22, 2017  
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# Tonight's Outcomes

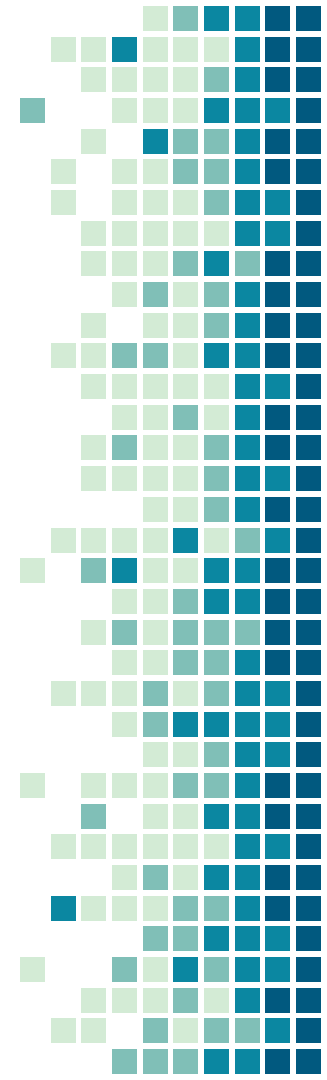
Understand the chronic absenteeism and impacts on learning

Analyze District and Site Data

Understand Implications

- District Implementation Plan
- Site Responsibilities

Provide Feedback



# A Tale of Two Districts

In the past 30 days, did you miss school for any of the following reasons?

	School District A			School District B		
	Grade 7 %	Grade 9 %	Grade 11 %	Grade 7 %	Grade 9 %	Grade 11 %
Does not apply, I didn't miss any school	49	44	35	36	41	25
Illness (feeling physically sick), including problems with breathing or your teeth	33	35	39	53	48	65
Felt very sad, hopeless, anxious, stressed, or angry	4	6	11	3	9	21
Didn't get enough sleep	3	6	10	10	15	35
Didn't feel safe at school	1	1	1	1	1	1
Had to work	1	0	1	0	1	3
Had to take care of or help a family member or friend	3	3	5	5	2	5
Wanted to spend time with friends who don't go to your school	1	1	3	2	2	4
Wanted to use alcohol or drugs	1	1	3	0	1	5
Were behind in schoolwork or weren't prepared for a test or class assignment	1	3	9	2	7	26
Were bored with or uninterested in school	1	4	6	1	4	15
Were suspended	1	0	0	0	0	0
Other reason	12	13	13	17	15	11

# One in Eight

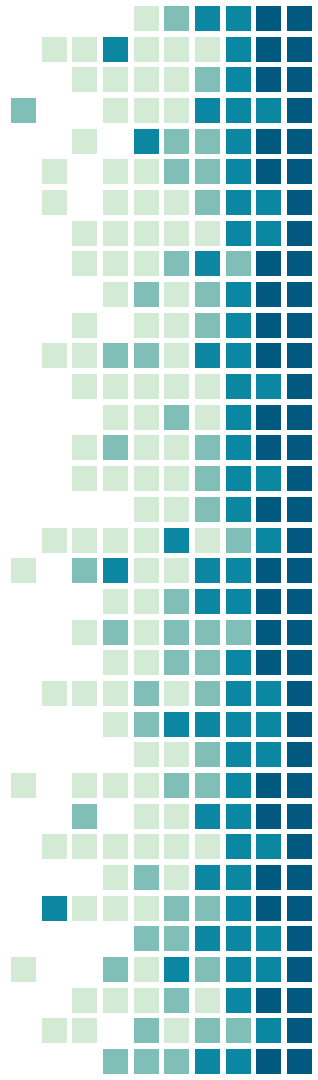
Statewide, 12% of students are chronically absent.

# One in Four

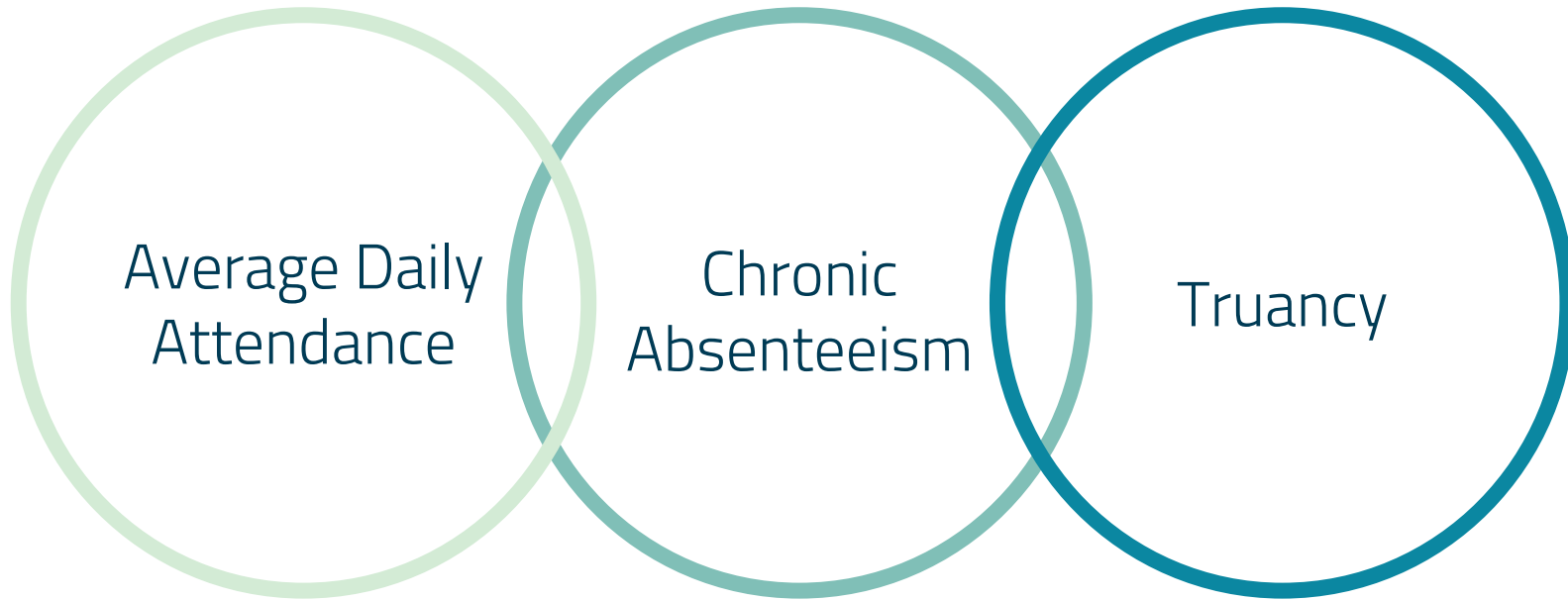
Nationally, PreK-1 students are chronically absent.

# Four Times More Likely

High dropout rates for students not proficient in reading at end of 3rd grade



# Defining the Issues





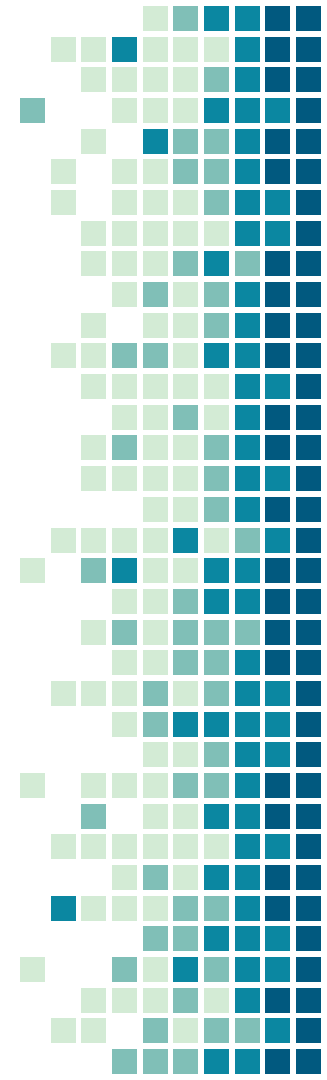
# Absence

## Excused

- Illness
- Quarantine
- Medical Appointment
- Justifiable Personal Reasons:
  - Funeral
  - Court Appearance
  - Immediate family member returns from military deployment
  - Religious retreat
  - Naturalization (pupil's ceremony)

## Unexcused

- Everything else



# What is the Difference?

## **Average Daily Attendance (ADA)**

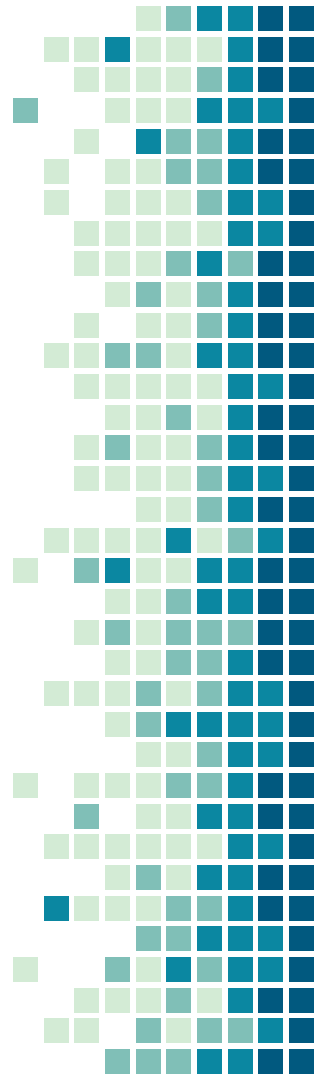
A measure of the percentage of students in attendance each school day.

## **Chronic Absenteeism**

A measure of how much school a student misses for any reason - including excused, unexcused, and discipline-related absences.

## **Truancy**

A measure of a student's unexcused absences only.

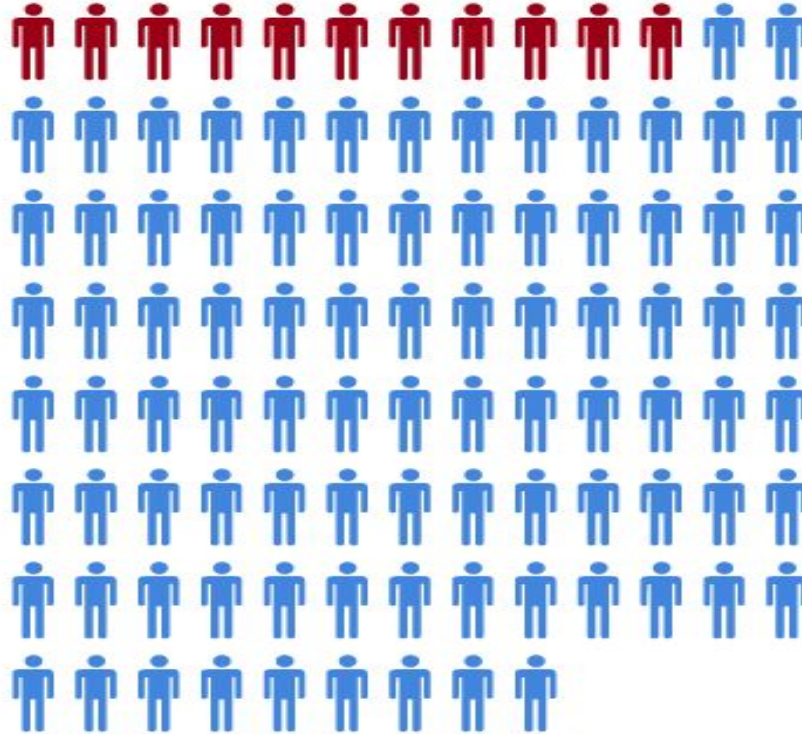


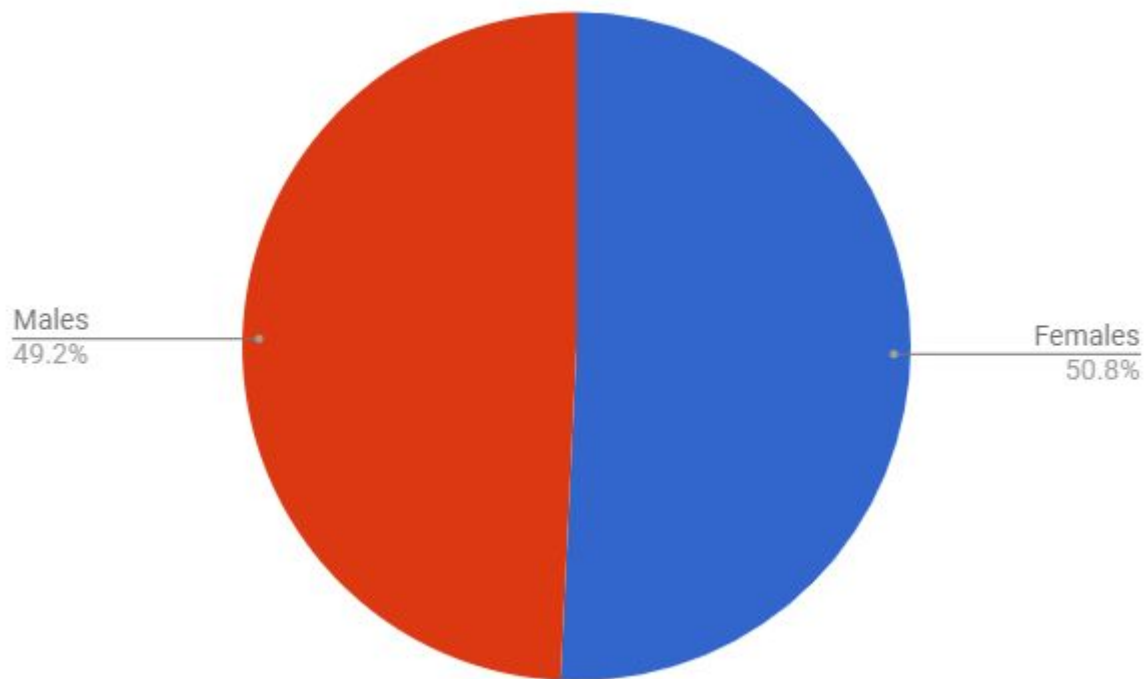
# Multi-Year Chronic Absenteeism in Laguna Beach Unified

	2014-15		2015-16		2016-17	
School	Students	Percent	Students	Percent	Students	Percent
LBHS	99	9.8%	147	13.6%	126	11.6%
TMS	66	8.5%	37	5.1%	82	10.9%
EMS	57	10.2%	48	8.6%	74	14.4%
TOW	31	4.7%	33	5.3%	48	7.9%
LBUSD	253	8.4%	276	9%	330	11%
California				7%		

More than 11 % of all  
students (n=2957)  
are considered

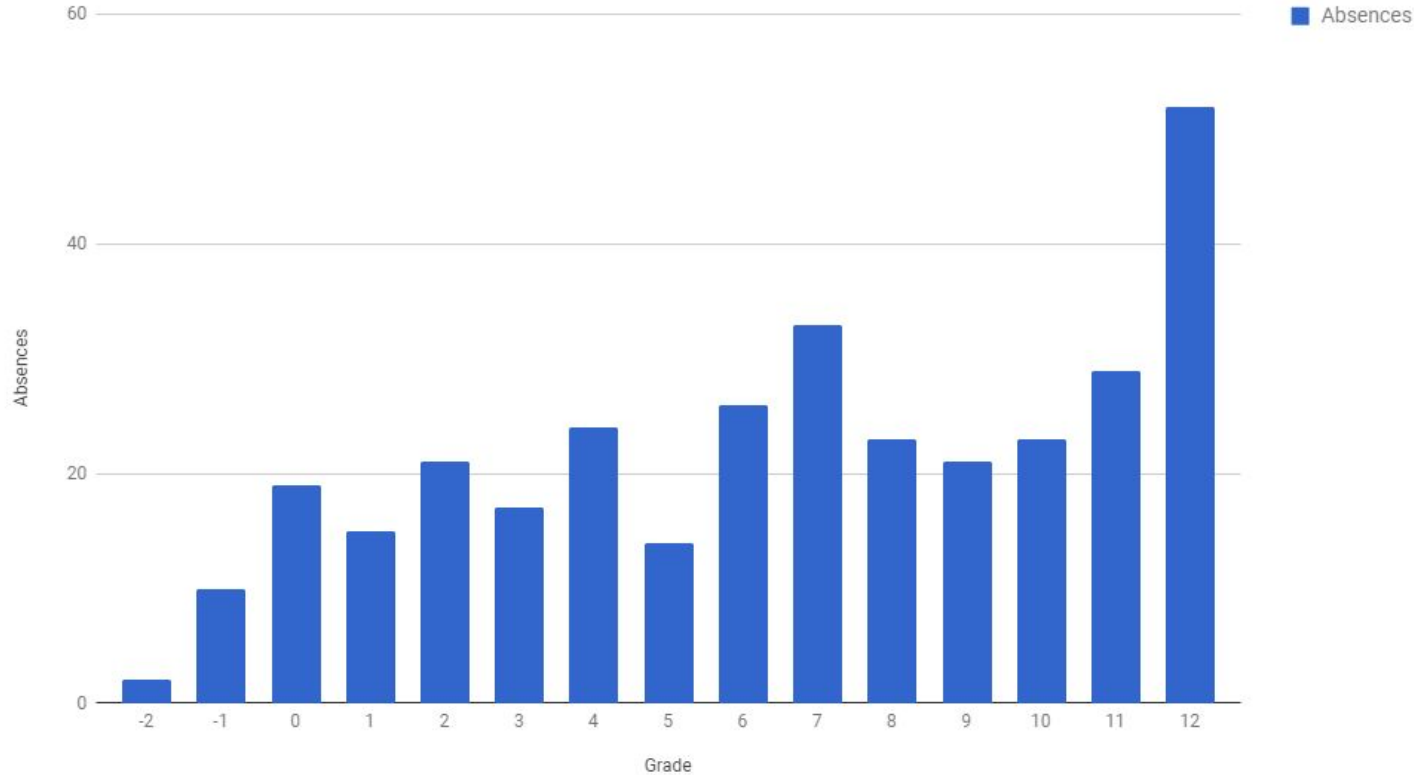
Chronic Absentees (n=330)





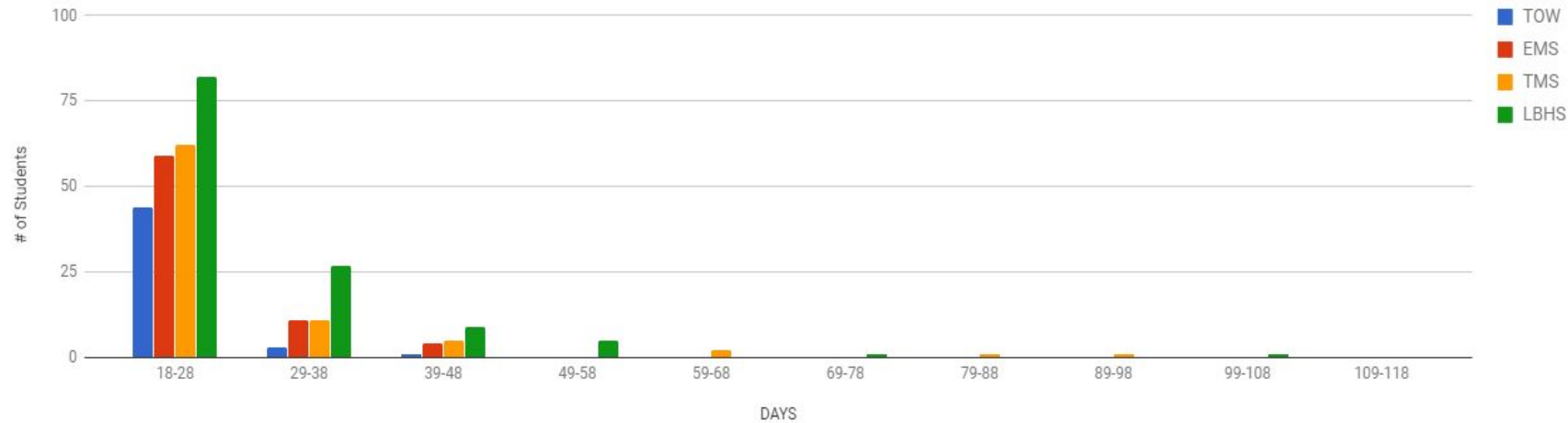
Chronic Absenteeism By Gender, 2016-17

## CA Absences by Grade Level



Absences By Grade, 2016-17

TOW, EMS, TMS and LBHS



Distribution of Absences by Site, 2016-17

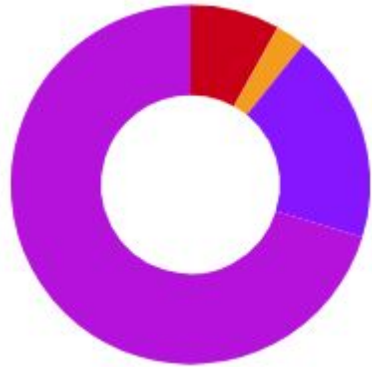
# El Morro & Top of the World:

## Chronic Absenteeism in Vulnerable Populations

Of all Chronic Absentee (CA) Students in K-5, the percent of students in special education:

**23.7%**

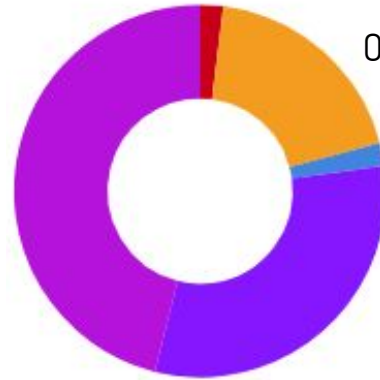
El Morro (n=74)



Of all CAs:

- Special Education= 18.9%
- 504= 0%
- GATE= 2.7%
- EL= 8.1%
- Other= 70.3%

TOW (n=48)



Of all CAs:

- Special Education= 31%
- 504= 2%
- GATE= 18.8%
- EL= 2%
- Other= 45.8%

# Thurston & Laguna Beach HS:

## Chronic Absenteeism in Vulnerable Populations

Of all Chronic Absentee (CA) Students in 6-12, the percent of students in special education:

**16.8%**

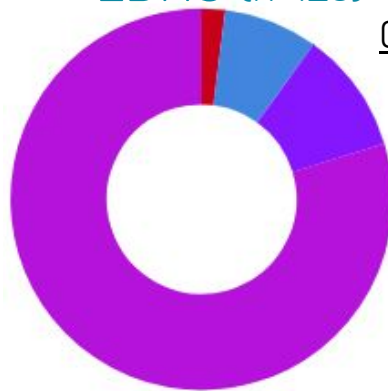
Thurston (n=82)



Of all CAs:

- Special Education= 19.5%
- 504= 7.3%
- GATE= 6.1%
- EL= 2.4%
- Other= 64.6%

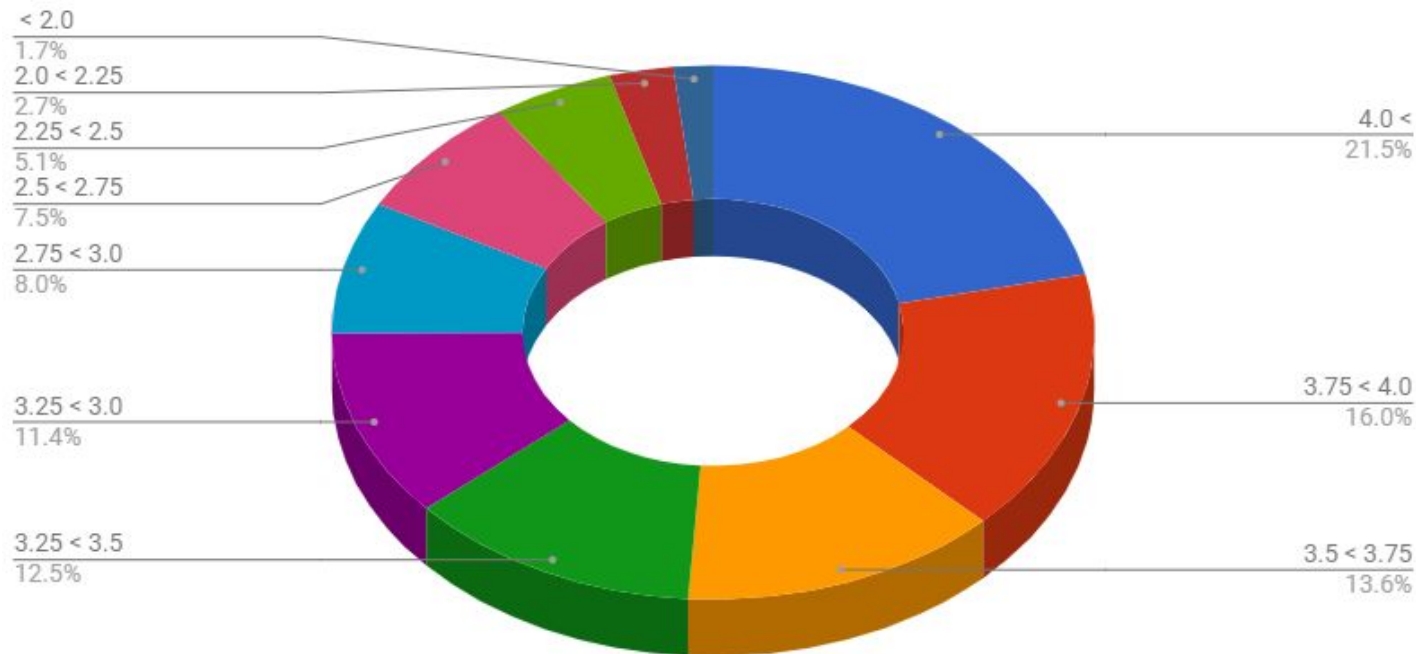
LBHS (n=125)



Of all CAs:

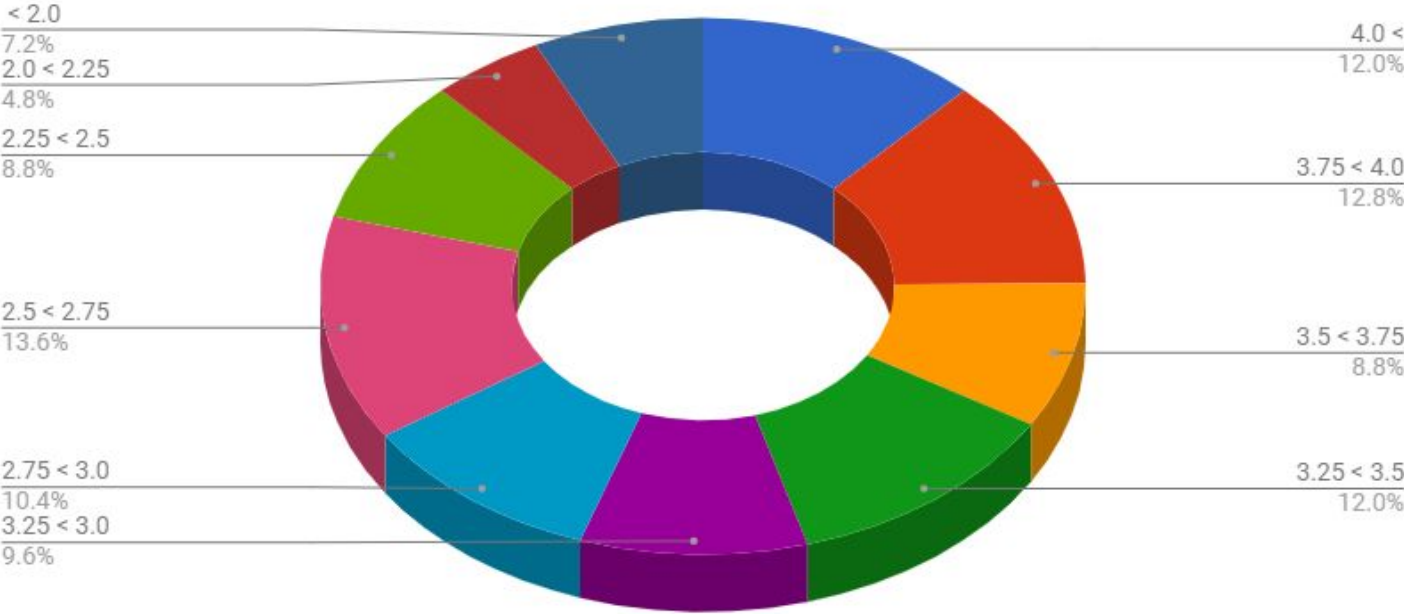
- Special Education= 10.4%
- 504= 8%
- EL= 1.6%
- Other= 80%

## % OF NON CA LBHS STUDENT BY GPA



Non-Chronic Absenteeism at LBHS: GPA, 2016-17

% of CA LBHS STUDENTS BY GPA



Chronic Absenteeism at LBHS: GPA, 2016-17

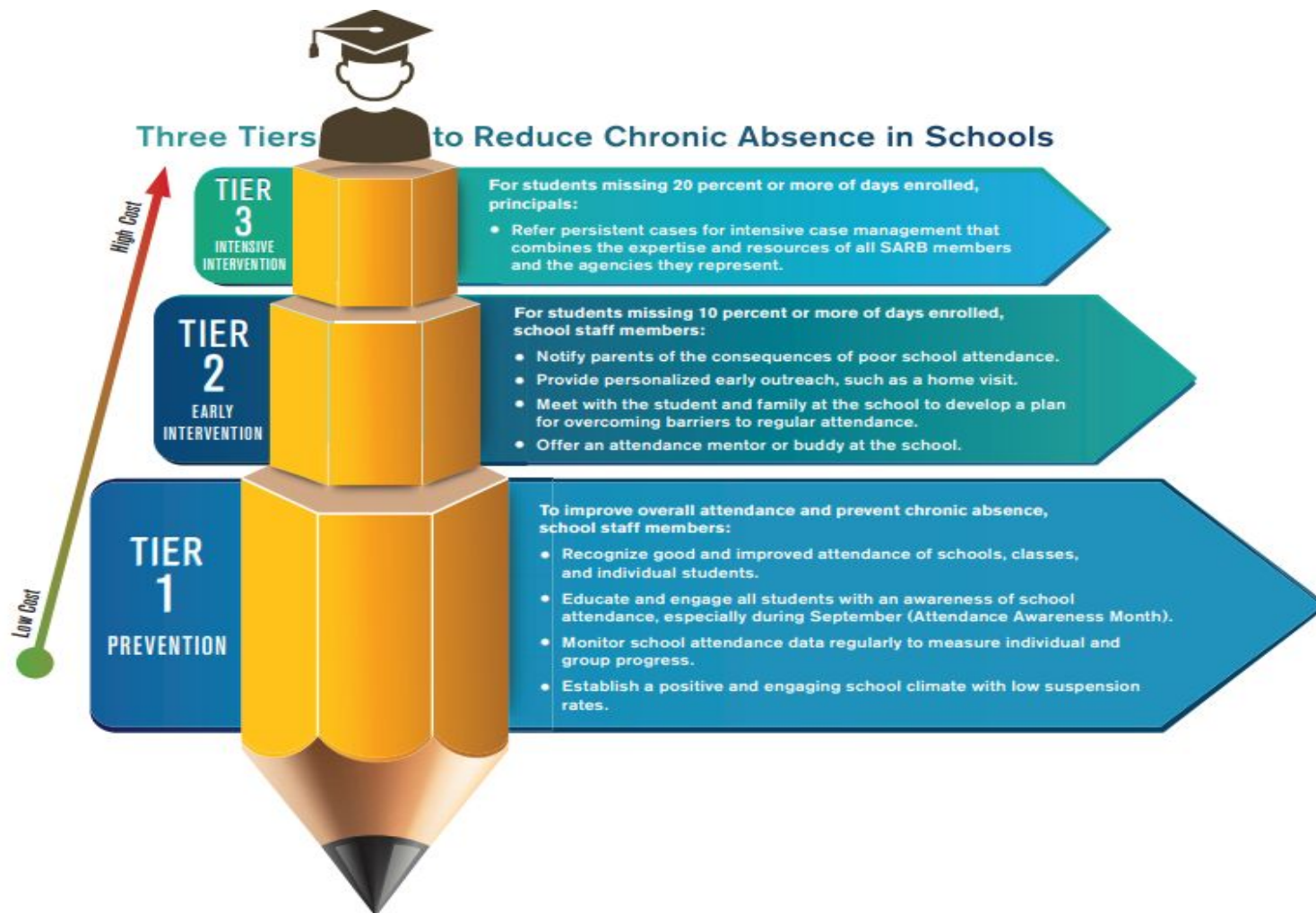
# District Implementation Plan

Multi-Tiered System of Support

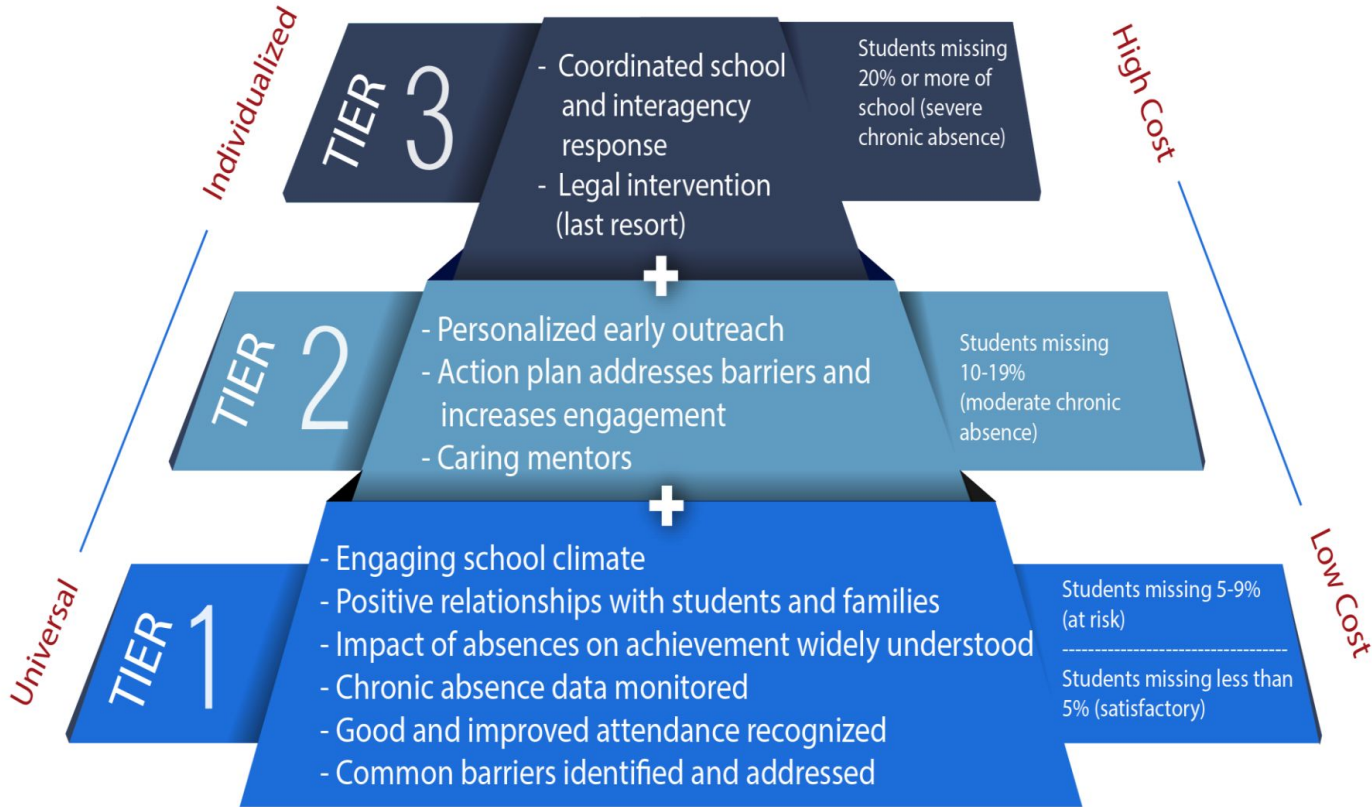


A photograph of two children, a girl and a boy, walking away from the camera down a stone path. The girl is on the left, wearing a purple and white patterned dress and carrying a large teal and black backpack. The boy is on the right, wearing a grey t-shirt and dark shorts, carrying a large blue and yellow backpack. The path is bordered by green grass and various plants. A black metal railing is visible on the right side of the path. The background shows more greenery and a hint of a building.

# Data Usage Early Warning Systems



# Tiered System of Supports For Improving Attendance

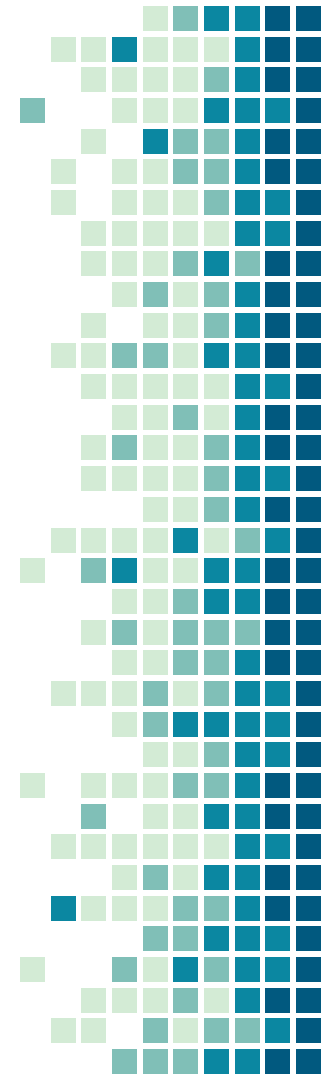


# District Implementation Plan



# Initial Action Steps

1. Improve data tracking and monitoring.
2. Focus on early attendance.
3. Communicate with principals, sites, and parents.
4. Develop a tiered approach to respond to data.
5. Build capacity to improve student attendance.





# Site Level Action Plans

November 14 Board Meeting

Thank you!

Any questions?