



LOS ANGELES

FY19 CYLA Attendance Toolkit

I Rise. I Matter. I Attend.



City Year Los Angeles Attendance Toolkit (FY19)

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CYLA's Attendance Platform

Why Attendance Matters:

Understanding Causes of Student Absenteeism

There are countless causes for student absenteeism, and of these many often fall outside of the purview of an AmeriCorps Member. Use these questions to help you identify the likely causes of absenteeism for a student who is chronically absent in your class. Understanding the root causes for missing too much school can help you best identify the appropriate additional support need from school-based staff. In any of these instances, it's important to consult with your PM first.

•Academic Concerns (Share with classroom teacher or grade level administrator to enable collaboration in supporting the student)

- Is the student struggling academically? Consider what skills and content the student has missed because of his or her absences as well as other instructional needs.
- Does the student need accommodations to benefit from classroom instructions? (e.g. peer support, access to computer, breaks, material presented in different ways)
- Does the student struggle with organizational tasks?
- Are there barriers to homework completion?

•Cultural Concerns (Share with school counselor or school support team member to enable collaboration in supporting the student)

- Does the student have language or communication challenges?
- Are there responsibilities in the home that contribute to frequent absences? (e.g., primary caregiver, transporting siblings or other family to school)
- Is the student exposed to race, disability, cultural or LGBTQ biases
- Are there cultural, language, or other types of barriers that require extra effort on the part of the school to work with the parent/caregiver?

•Social Concerns (Share with dean of students or grade level administrator to enable collaboration in supporting the student)

- Does the student get to avoid difficult social or academic situations by staying away from school?
- Are transitions difficult for the student? (e.g. entering the school building, moving from class to class)
- Have there been any reports of bullying?
- Are there adults that the student can identify with?

•Health Concerns (Share with school social worker or school principal to enable collaboration in supporting the student)



- Are there conditions in the classroom, cafeteria or other school areas that affect the student's physical health or safety? (e.g. mold or other asthma triggers, animal dander, food allergens)
- Does the student exhibit anxiety due to separation from parent / caregiver?
- Does the student require health or mental health-related treatment that interferes with attendance?
- Are there health concerns in the home that contribute to frequent absences? (e.g., parental illness, homelessness, joblessness, child care, needed health or mental health services for parent/caregiver)
- Do you suspect that the student has an unidentified disability?

LAUSD Attendance Bands

The chart below displays the possible absences allowed for students in each performance band within LA Unified. Ideal attendance students for Corps Members are between basic and below basic. Students who were far below basic, proficient or advanced during the prior year should not be on an attendance focus list.

If you have a cause for concern for a student in the Far Below Basic category first talk with your PM and partner teacher. They may suggest talking with the Pupil Services and Attendance (PSA) counselor.

Attendance Achievement by Instructional Day											
Means having NO MORE THAN 1 absence per 25 DAYS OF INSTRUCTION											
		Far Below Basic		Below Basic		Basic		Proficient		Advanced	
Instructional Days	Date	Days Missed	Percent ADA	Days Missed	Percent ADA	Days Missed	Percent ADA	Days Missed	Percent ADA	Days Missed	Percent ADA
25	20-Sep	4-6	84.0%	3	88.0%	2	92.0%	1	96.0%	0	100.0%
50	26-Oct	7-9	86.0%	5-6	90.0%	3-4	94.0%	1-2	96.0%	0	100.0%
75	8-Dec	10-13	86.7%	7-9	90.7%	4-6	94.7%	1-3	96.0%	0	100.0%
100	5-Feb	14-16	86.0%	9-13	91.0%	5-8	95.0%	1-4	96.0%	0	100.0%
125	13-Mar	17-19	86.4%	11-16	91.2%	6-10	95.2%	1-5	96.0%	0	100.0%
150	25-Apr	20-22	86.7%	13-19	91.3%	7-12	95.3%	1-6	96.0%	0	100.0%
175	31-May	23	86.9%	15-22	91.4%	8-14	95.4%	1-7	96.0%	0	100.0%
180	7-Jun	24+	86.7%	15-23	91.7%	8-14	95.6%	1-7	96.1%	0	100.0%



What and When:

4 Components:

- a. CI at the start of the week
 - b. CO at the end of the week
 - c. Goal setting based on a DESSA competency
 - d. A key influencer
- The framework we use for Attendance is Check In and Check Out (CICO)
 - It happens on a weekly basis, check in at the start of the week (Monday) and check out of the end of the week (Thursday)
 - The check ins and check outs are centered around a goal connected to a DESSA competency
 - Key influencer could be a teacher, counselor or family members, its someone for you check in with once a month to see how things are going for the student.
 - First check in of the month will be 15 mins to do some grounding and to decide on a goal.
 - If it doesn't happen the first day of a new month then do it at the earliest point possible, school happens, things happen and so go for a best fit

How:

- The first 3 weeks of CICO beginning 09/17 will be with your IFL Attendance students. Use the guiding CICO questions in the toolkit to support you.
- The week beginning 10/08 you will select your Final Attendance student.
- The week beginning 10/15 meet with your Final Attendance student and create your first attendance goal connected to a DESSA competency
- Use the Check-In/Check Out Agenda guide in the toolkit to support you in your coaching conversations
- Attendance goals should be logged at the start of each month on the SEL Goal Tracker on cyconnect.
- Use the sample goals in the toolkit to help create the goals.



Attendance Focus List Selection Process (Non IES Schools)

Timeline:

- Students may be selected from the whole class and not just Focus Lists
- The following will take place beginning in Practicum.
- 08/20 observations begin to select Attendance student
- 08/30 Initial Attendance Focus List Students selected
- 9/17 CICO begins-three weeks of getting to know your IFL Attendance students and establishing a Check In, Check Out (CICO) routine
- 10/12 Final Attendance Focus List Student selected
- 10/15 formal goal setting begins as part of Check In, Check Out (CICO)

Step 1: (Observations)

- Observe students in class (minimum 1 week), notice if students are absent, arrive late or on time, or have irregular attendance patterns during the day.

Step 2: (Cross-Reference Qualitative and Quantitative Data)

- Cross-reference observations for students who have irregular attendance, are arriving late or missing some classes with the EWI tool in PowerBi.

Step 3: (Pick Initial Attendance Students)

- Type in each student's first and last name & Student ID into the Early Warning Indicator (EWI) tool on PowerBi to find their data.
- Make a note of prior and current year attendance for each student you input. Students who fall within the Average Daily Attendance (ADA) range of 86%-96% for both the previous and current year are potential Attendance students.

Step 4: (Consultation)

- Consult with your partner teacher on who your potential Attendance students are. Share your observations and data and ask for their recommendations.

Step 5: (Selection)



- Based on observations, data, teacher recommendations and relationship potential to work with students, select 2-3 IFL Attendance students to begin the process of Check In, Check Out (CICO).

Step 6: (Share choices)

- Share choices with Program Manager to ensure no overlap with another member of the team.

Step 7: (Begin CICO sessions)

- Meet with your selected IFL Attendance students beginning 9/17 and share that you will be supporting them for the next 3 weeks to improve their attendance.
- Run through how the weekly CICO sessions will work.
- Ask them who a Key Influencer might be, someone who you might check in with about their attendance?
- Track sessions on paper tracker until time entry begins online.
- Must CI and CO for a full Attendance session to be counted.

Step 8: (Select Final Attendance Student)

- Week beginning 10/08 select Final Attendance student based on the 3 weeks of CICO, attendance data, consultation with partner teacher and PM.

Step 9: (Begin formal CICO goal setting)

- Week beginning 10/15 create the first monthly goal with your Attendance student.
- Each monthly goal should be connected to a DESSA competency to support in improving their attendance.
- The monthly goal should be broken into smaller weekly goals reviewed at each weekly CICO session.
- Goals should be logged on the SEL Goal Tracker on cyconnect-link can be found on the CYLA landing page or the Attendance page of the L&D library.
-

Step 9: (Set CICO schedule)

- Agree with student a time each week for the Check In and Check Out.
- Check Ins at the start of the week and Check Out towards the end, Thursdays are a good idea in case your student is absent.

Step 10: (Log goals)

- Log the attendance goal in the SEL Goal Tracker on cyconnect (insert link and update language in tracker).

Step 11: (Repeat CICO cycle)

- Repeat step 9-11 for CICO every month (October-May) and review attendance data as regularly as it is available in PowerBi.



GUIDING CICO QUESTIONS

Purpose: Utilizing the following questions might be helpful in the first three weeks of CICO (9/17-10/01) while you are getting to know your IFL Attendance students.

Note formal goal setting starts on 10/15. Goals connected to DESSA should be logged on the SEL Goal Tracker.

Attendance: Check-Ins

- What are some classes you are looking forward to this week?
- What classes do you normally get to on time?
- *Motivational quote for the week*
- Review their attendance from the previous week
 - What can we do differently that we didn't do last week?
 - What can we continue this week to keep us on track?
- What helps you get to class on time?

Attendance: Check-Outs

- What are some of your glows for the week?
- Where are some areas of growth?
- If you could prioritize changing one of those grows to a glow which one would it be?
 - what are some ways you could do that?
- What will be our focus for next week?

Attendance: Long Term Impact

- How will working on your attendance benefit you as a student?
- How does this benefit you as a person?
- Where else does attendance matter in your life?

Attendance: Student Support System

- How does your circle of friends influence your decisions?



- How can we change the influences that hold us back into positive influences?
- What would you tell your friend who is having trouble with attendance?
- How can I support your attendance?
- Who can help me with my attendance goal and how? (Accountability buddy/Key Infl)



GETTING TO KNOW YOU

Purpose: This worksheet is to help you get to know your IFL Attendance students in the first three weeks of CICO. Use it to help guide some questions to understand what some of the attendance obstacles are for your student. The worksheet will also help you to explore opportunities that might motivate your student to improve their attendance.

You can ask the student/s to complete the worksheet or use the prompts to guide some questions and capture their responses.

Let the student/s know why you are doing this.

Student Name: _____

We want to learn more about how you feel about school! Can you take a few minutes to think about why you come school?

Sometimes I don't come to class because...

- ☐ I have to work
- ☐ I get sick a lot or I have a lot of doctor's appointment
- ☐ Someone in my family is sick
- ☐ I miss the bus a lot
- ☐ I have to care for my children
- ☐ The weather is bad
- ☐ I am tired
- ☐ Class is too difficult
- ☐ _____
- ☐ _____
- ☐ _____

I come to school because...

- ☐ I like my classes
- ☐ I have a lot of friends
- ☐ School is important to my future
- ☐ I'm on my school's sports team
- ☐ I like my teachers



- ☐ I have fun here
- ☐ I want to go to after-school
- ☐ I want to go to college someday

- ☐ _____
- ☐ _____
- ☐ _____

In one or two sentences, why is school important to you?




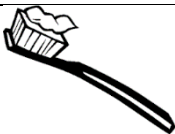


MORNING PLANNING SHEET




Purpose: This worksheet is to help you get to know your IFL Attendance students in the first three weeks of CICO. Use it to help guide some questions to understand what some of the attendance obstacles are for your student. The worksheet will also help you to explore opportunities that might motivate your student to improve their attendance. *Note this might need to be modified for our older students.*

Student Name: _____

Fill in what time you'll do each activity so that you get to school on time. Share it with your family so they can support too.

	<i>I'll go to sleep at...</i>	
	<i>I'll wake up at...</i>	
	<i>I'll get dressed at...</i>	
	<i>I'll brush my teeth at...</i>	



	<i>I'll be out the door by...</i>	
	<i>I'll be in school with my friends by...</i>	
	<i>The school day starts at...</i>	



DESSA COMPETENCIES

Purpose: Utilize the DESSA competencies below to help create your Attendance student's monthly goal. The goal should be broken into smaller weekly goals and logged on the SEL Goal Tracker on cyconnect beginning 10/15.

PERSONAL RESPONSIBILITY	SOCIAL-AWARENESS
OPTIMISTIC THINKING	DECISION –MAKING
GOAL-DIRECTED BEHAVIOR	RELATIONSHIP SKILLS
SELF-MANAGEMENT	SELF-AWARENESS



SAMPLE GOALS

Reason for student absence	Sample Goals	Correlating DESSA Competency
If student “doesn’t feel like coming to school,” thinks school is “boring” or doesn’t understand why coming to school is important, focus on...	<ul style="list-style-type: none">• I will track my attendance and notice what is happening when I’m struggling to attend school.• I will identify 3 reasons why it is important for me to come to school.	<ul style="list-style-type: none">• SELF-AWARENESS
If student is struggling with academics (feels too far behind or not challenged enough), focus on...	<ul style="list-style-type: none">• I will identify 3 resources that I have at school to support me in completing my homework and getting better grades• If I am absent, I will contact my teacher to find out how I can make up missed schoolwork.	<ul style="list-style-type: none">• PERSONAL RESPONSIBILITY
If student is struggling to building positive relationships (with adults and/or peers), focus on...	<ul style="list-style-type: none">• I will find one in-school and one after-school activity that I can sign up and participate in.	<ul style="list-style-type: none">• RELATIONSHIP SKILLS
If student doesn’t feel safe at school, focus on...	<ul style="list-style-type: none">• I will meet with school guidance counselor, social worker or [insert other school support staff] to talk about my feelings about school	<ul style="list-style-type: none">• SELF-MANAGEMENT



If student is being suspended often or missing school to avoid getting into trouble, focus on...	<ul style="list-style-type: none">• I will meet with school guidance counselor, social worker or [insert other school support staff] to create a plan	<ul style="list-style-type: none">• GOAL-DIRECTED BEHAVIOR
If student has other responsibilities that impact getting to school, focus on...	<ul style="list-style-type: none">• I will work with my family to find a relative, friend, or neighbor who can take care of my siblings when they are sick.• I will make sure to be in bed by ____ p.m. and my alarm clock is set for ____ a.m.	<ul style="list-style-type: none">• DECISION –MAKING
If student is often sick...	<ul style="list-style-type: none">• I will make an appointment with the school nurse or guidance counselor• If I have a cold but no fever (less than 100 degrees), I will go to school. If I don't have a thermometer, I will purchase or borrow one.	<ul style="list-style-type: none">• SELF-MANAGEMENT
If student has unreliable transportation...	<ul style="list-style-type: none">• I will find one back up plan for getting to school when my primary transportation fails	<ul style="list-style-type: none">• PERSONAL RESPONSIBILITY



Check-In/Check- Out Agenda (Guide)

Every Accomplishment starts with the decision to try. –Gail Devers

Purpose: To support in guiding CICO coaching conversations

Guiding Questions	Notes
Warm Up (<i>How might you start your time in a fun and or engaging way?</i>)	
Pulse Check (<i>How is the student doing overall; both in school and outside of school? Could consider a PIES check-in or another piece of CY culture</i>)	
*Create Monthly Goal (<i>At the start of each month set a monthly goal with the student. Break it down into smaller weekly goals for the upcoming weeks. Connect all goals to a DESSA competency. Record goals on the SEL Goal Tracker starting 10/15. Establish who a Key Influencer could be, someone you can check-in with about their attendance</i>).	
Check-In/Check Out (<i>Review goals set from previous meeting; did the student accomplish their goals?</i>)	
Successes & Challenges (<i>What has been going well for the student? Were there specific achievements this week? What were the challenges or setbacks?</i>)	



Reflection <i>(Based on successes & challenges, what has the student learned about themselves? Are they viewing themselves differently? If so how?)</i>	
Goal Setting <i>(Review weekly goal, what might need adjusting if anything?)</i>	
Action steps <i>(Based on the goals that were set, what are the actions that the student is committing to in order to meet this goal? What support might they need?)</i>	

*A new Attendance goal is set at the first Check In at the start of each month and reviewed at the last Check Out each month.



APPENDIX

Attendance Phone Call Home Script

- Attendance monitoring is part of City Year's WSWC model to help a student stay in school and be on track to graduate.
 - You can call home to share with families that a student is absent and offer support.
 - When you initially make an attendance call home it will be important to be able to refer to a letter sent by City Year.
 - During the first call we recommend you use the following steps:
1. Introduction
 - a. Ask to speak to the parent of _____ (student) **Always use courtesy titles, unless the parent has said otherwise. Don't identify yourself as a teacher calling from the school. Information about the student can only go to the legal guardians of the student.*
 - i. Ex *May I speak with Mrs. Juarez?*
 - b. Say something friendly
 - i. Ex *How are you this morning?*
 - c. Always introduce yourself and make sure that the parent has time to talk.
 - i. Ex *Hello, Mrs. Juarez, this is Xavier Martin. I'm Sammi's tutor in Mr. Morgan's English class. Is this a good time to chat?*
 - d. Reason for call **Make sure you don't show any anger or frustration.*
 - i. Ex *I am calling today because I noticed that Sammi did not show up today, I'm wondering if everything okay?*
 2. NOTE: Prepare for unexpected [Why does Sammi need a tutor? Who are you?] You may need to reintroduce the role City Year plays in partnership with your school
 3. Let's work together
 - a. Communication plan regarding absences **Always ask for the parent's help. You two are partners in helping students succeed.*
 - i. Ex *I would like to work with you on making sure Sammi does not miss any class time and is successful in school. My plan is to call when Sammi is out so we can make plans to get Sammi caught up on thier work. I would also like to call from time to time to let you know how well Sammi is doing.*
 4. Any Questions
 - a. Work Together
 - i. Ex *Does this plan sound ok to you? Is there anything else we can do together to help Sammi?"*
 5. "I'll stay in touch"
 - a. Convey consistency and reliability
 - i. Ex *I really want Sammi to know that I am here to help, and that I am going to be here throughout the year, so it's important to me that we keep in touch as well..."*
 - b. Leave contact information

- i. Ex *I look forward to working with you this year. If you need to reach me you can contact me at (phone number) or (email address).*
- 6. Other services
 - a. Convey any engagement opportunities
 - i. Ex *There is a Back to School Night coming up next week—did you think you might be able to make it? It would be great to meet face to face!*
 - b. Mention other help you will be providing the school. . This could be a great place to tie in something you know about the student too.
 - i. Ex *I know Sammi's a huge soccer fan. We have been working to organize a weekend tournament to raise money for school renovations. I hope you both can make it to the event!*
- 7. Post Phone call
 - a. Document the date, time, phone number, and person you spoke to. Jot down a few notes and the parent's thoughts/suggestion for helping the student as well as follow-up notes. It is important to document calls even if no one picks up the phone.
 - b. You can use the Weekly call log and the daily call log sheet found on cyconnect.
 - c. We recommend that you use the weekly call log to capture all the records on one document. A daily call log sheet is good to way to collect the initial information while you are on the phone.

*Note: As Corps Members are assigned names of homes to call, please be aware of potential gender and language concerns.

It's a good idea to find out what languages your team speaks. Some of our families for example, speak Spanish as a first language so knowing who can support in these calls means we can still connect with our families.

Possible Attendance Strategies based on Student ADA* (From LAUSD Pupil Services)

FAR BELOW BASIC Less than 87%	BELOW BASIC 87-91%	BASIC 92-95%	PROFICIENT 96-99%	ADVANCED 100%
STRATEGIC INTERVENTION		RE-TEACHING	MAINTAINING	
<ul style="list-style-type: none"> <input type="checkbox"/> Excessive Absences Letter <input type="checkbox"/> Rewards for students who move up in attendance bands by the next 25th instructional day <input type="checkbox"/> Options fair (students at-risk of retention) <input type="checkbox"/> Student workshops <ul style="list-style-type: none"> ◆ Study skills/organizational Skills ◆ Career exploration ◆ Credit recovery and education <input type="checkbox"/> ACE (Attendance Counts for Everyone) parent meeting, coordinated with PSA Unit <input type="checkbox"/> Parent workshops <input type="checkbox"/> Parent phone calls <input type="checkbox"/> Case manage identified students <input type="checkbox"/> Blackboard Connect early morning "Wake Up" calls <input type="checkbox"/> Individual parent conference with student <input type="checkbox"/> Referrals to community resources <input type="checkbox"/> Home visits to assess needs and offer support <input type="checkbox"/> Referral to school-based support staff <input type="checkbox"/> COST referral <input type="checkbox"/> SST referral & develop a plan for intervention <input type="checkbox"/> SART referral <input type="checkbox"/> Resource Panel presentation for case consultation and/or possible SARB referral <input type="checkbox"/> Conduct a SARB <input type="checkbox"/> Refer to District Attorney Mediation or City Attorney 		<ul style="list-style-type: none"> <input type="checkbox"/> Identify students who have school absences/tardies/partial day absences (e.g., MISIS, GetData) <input type="checkbox"/> Warning Letter- based on number of absences and time of year (maximum of 1 absence for every 25 instructional days) <input type="checkbox"/> Weekly or bi-monthly student check-ins <ul style="list-style-type: none"> ◆ PSA monitors and/or rewards weekly student attendance <input type="checkbox"/> Attendance improvement letter for moving up from the FBB or BB band <input type="checkbox"/> Send initial, 2nd & 3rd notification of truancy letters <input type="checkbox"/> Send absence, partial day and tardy letters <input type="checkbox"/> Attendance improvement certificate <input type="checkbox"/> Hold a targeted parent meeting/ACT meeting <input type="checkbox"/> Student workshops <ul style="list-style-type: none"> ◆ Study skills/organizational Skills ◆ Career exploration ◆ Credit recovery and education <input type="checkbox"/> Grade 9 mentor program spring semester (e.g., with Grade 12 student or staff member as mentors) <input type="checkbox"/> Educational field trips <ul style="list-style-type: none"> ◆ JA Finance Park <input type="checkbox"/> Options fair (9R students) <input type="checkbox"/> General & small group parent meeting <input type="checkbox"/> Provide/coordinate group interventions (e.g., skill building groups, COST, etc.) <input type="checkbox"/> Parent workshops <input type="checkbox"/> Provide family, school or community referrals 	<ul style="list-style-type: none"> <input type="checkbox"/> Student certificates for proficient attendance (from the beginning of the school year) <input type="checkbox"/> Recognition Letter to parents <input type="checkbox"/> Blackboard Connect message to congratulate parents <input type="checkbox"/> Recognition on a bulletin board/newsletter <input type="checkbox"/> 96% or higher team member benefits – weekly/bi-monthly incentive <input type="checkbox"/> Opportunity drawing ticket/special activity every 25th day milestone <input type="checkbox"/> Invitation to attend field trips and/or assemblies <input type="checkbox"/> Recognition for students and/or parents at awards ceremony (semester/year) <input type="checkbox"/> Opportunity drawing ticket for parents at assemblies <input type="checkbox"/> Ongoing student check-ins to congratulate and encourage student to maintain attendance rate <input type="checkbox"/> Post and publicize attendance data and successes 	<ul style="list-style-type: none"> <input type="checkbox"/> Student certificates for perfect attendance (from start of school year) <input type="checkbox"/> Recognition Letter to parents <input type="checkbox"/> Blackboard Connect message to congratulate parents <input type="checkbox"/> Recognition on a bulletin board/newsletter <input type="checkbox"/> 96% or higher team member benefits-weekly/bi-monthly incentive <input type="checkbox"/> Opportunity drawing ticket/special activity on every 25th day milestone <input type="checkbox"/> Invitation to attend field trips and/or assemblies <input type="checkbox"/> Recognition for students and/or parents at awards ceremony (semester/year) <input type="checkbox"/> Opportunity drawing ticket for parents at assemblies <input type="checkbox"/> Establish & communicate attendance expectations and policies (e.g., letters, assemblies, bulletin boards, posters, etc.) <input type="checkbox"/> Cultivate culture of attendance & welcoming environment



<input type="checkbox"/> Consult with DCFS as needed	<input type="checkbox"/> Conduct Home Visits		
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UNIVERSAL STRATEGIES THAT TARGET ALL BANDS

- ☐ 25th instructional day celebrations
- ☐ Attendance challenges
 - Encourage students to maintain perfect attendance until the upcoming instructional day milestone to earn rewards and privileges
- ☐ Classroom competitions/awards/recognition
 - Highest classroom attendance (e.g., rotating trophy, banner, rewards, etc.)
 - Public displays of graphs and winning classrooms on bulletin board
- ☐ Incentives/opportunity drawings on rainy days
- ☐ Informational letters, incentives, and/or opportunity drawings for days with “poor attendance” per previous years’ data
 - Tuesday after Labor Day, Friday before/Monday after winter break, etc.
- ☐ Mentor program for 9th grade students (e.g., with 12th graders or staff members as mentors)
- ☐ New student/parent orientation or packets available for new students
- ☐ Classroom visits to discuss attendance expectations (e.g., can incorporate a fun game about the CA Compulsory Attendance Law to quiz students recollection regarding information learned)
- ☐ Newsletters for students and parents mailed home monthly/quarterly or each semester
- ☐ Parent meetings and activities to educate, engage, and involve parents in their child’s education
- ☐ Perfect attendance awards and activities (monthly/semester/end of year)
 - Certificates
 - Meal coupons, small prizes, front of the lunch line pass, tickets to school sporting events, etc.
 - Recognition on a data wall
 - Tickets for a monthly opportunity drawing
- ☐ Progress letters including attendance data and credit updates to students and parents
- ☐ Referrals to school and community resources that address needs of families and promote attendance
 - Connect families to before/after-school programs, extracurricular activities, counseling groups, etc.
- ☐ Resource fair (in collaboration with support staff)
 - Bring resources to school: alternative education sites, health clinic, mental health agencies, job/career, etc.

*From LAUSD Pupil Services