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Attention to Attendance at Marina Vista

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Abstract

Marina Vista Arts Elementary school has a high rate of absenteeism among students, which is negatively affecting their education. Problems associated with chronic absenteeism include illness, communication issues between schools and parents, and socioeconomic status. Consequences of chronic absenteeism include being at an academic disadvantage, increased risk of not graduating, and potential involvement with the criminal justice system. The capstone project created an educational flier that standardized the expectations for student attendance and highlights the negative consequences of chronic absenteeism. A database of 50 students were selected for the project with their attendance inputted into a database for tracking. Results of the project concluded with a 3.51% increase of student attendance at the conclusion of the project. Recommendations include continued education for students, families, and the local community in collaboration with local schools, as well as creating workshops and providing support to schools that are understaffed.

Agency and Communities Served

Marina Vista Elementary School's vision is, "Through dynamic, engaging learning experiences and collaborative partnerships within our diverse coastal community, the Monterey Peninsula Unified School District ensures that each student will attain the intellectual, social, and personal knowledge to passionately seek the challenges of the future."(Marina Vista, 2015) Marina Vista offers many programs within their school's curriculum: Academics, Intervention, ELAC (English Language Advisory Committee), DELAC (District English Learner Advisory Committee) , school site council, community cooperative program, assessment & pacing documents, counseling, English learner services, nutrition services, after school academy, stone soup, safe routes to school, truancy abatement program, Monterey County Reads, Saturday Academy, etc.

Marina Vista had 473 students enrolled at the end of the school year in 2021. 40% of students are learning English as a second language, Spanish being their first language. (EdData 2021) 78% of students are eligible for free or reduced lunch based on their families' self-reported income levels. Marina, CA families per capita income is \$34,579 with the national average being \$37,638. (U.S. Census 2021) The Ethnic Diversity Scale gave Marina Vista a score of 46, indicating that the school's students come from a very diverse range of ethnic and cultural backgrounds.(EdData 2021) The Ethnic Diversity Scale is intended to assess the "diversity" or "variety" of the student body's ethnic composition at a school or district. The Index depicts how evenly these students are distributed across the races and ethnicities that the California Department of Education is aware of. The Ethnic Diversity Index is a tool that seeks to quantify the diversity of cultural backgrounds represented in a given educational institution or system. (EdData 2021)

Problem Description

There is a problem with students from Marina Vista Elementary being chronically absent from school. According to School Innovations & Achievement (SIA) (2020), there are high levels of absences in the state of

California. The California Department of Education (2022) determines chronic absenteeism as “a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.”

During Marina Vista Elementary’s 2020-2021 school year, 14% of students were affected by chronic absenteeism out of a total enrollment of 441 students. (EdData 2021) This means that 14% of the school's Students are impacted by simply being absent from school for extended periods of time throughout the school year. The average for chronic absenteeism on a federal level is 16%. (Department of Education, 2016) This indicates that one student out of every six has been absent from school for 10% or more of their total school attendance on a federal level. Marina Vista Elementary is on par with the federal average, and as a result, students suffer from a lack of instruction that they could have received. Absenteeism is an issue for students because it often begins in the primary grades. (H. Chang, M. Romero, 2008)

Contributing factors

Illness

A contributing factor that contributes to the student absenteeism rate is illness. Students suffering from an illness can affect a student's attendance rate, no fault of their own. (Allison, M. A. et. al 2019) There is a correlation between a student's persistent absence from school and their overall health, resulting in a negative impact on their academic performance. Students who are absent from school for an extended period of time are likely to struggle academically because they miss out on valuable classroom time. The National Poverty Center (2006) reports that it is possible that events that occur throughout childhood could result in a causal association between health and education.

Common health conditions include: common cold, flu, gastroenteritis, fractures, poorly controlled asthma, type 1 diabetes, chronic fatigue, chronic pain, poor dental health, and obesity. Out of 53,804 students who were chosen for the CDC survey (2004) that was conducted on a national level, students who missed school due to an illness. The following results were found: 24% of students missed three to five days of school, 10% of students missed six to ten days, and 4% of them missed eleven or more. Kids with multiple health problems, diseases that haven't been diagnosed or treated, or a lack of access to care are more likely to miss much more. (Allison, M. A., et. al 2019) It's normal for kids with a single health problem to miss school sometimes, "It is a challenge to clearly define which health conditions cause more absenteeism than others." (Allison, M. A., et. al 2019) This would be the case if children who are not in good health conditions are less likely to attend school and are also more likely to be unwell as adults. This emphasizes how vital it is for students to take their health seriously and make it a priority to go to school on a consistent basis.

Schools communicating with parents

Schools have a critical role to play in encouraging school attendance by informing parents of the need for regular attendance, particularly in the early grades. (National Center for Children in Poverty 2014) Particularly for families who are unfamiliar with the standards of the U.S. school system, the advice of a teacher can have a profound effect on their child. The National Center for Children in Poverty (2014) revealed that their school district with the second-highest rate of chronic early absenteeism lacked Spanish-speaking school workers who could reach out and interact with the expanding population of Latino families about educational problems, including attendance.

This problem is also persistent at Marina Vista Elementary which presents a challenge for many different households. During Marina Vista's 2021 school year EdData (2021) reports, out of 443 students, 48% of students are English learners. Which tells us that parents of these 48% of students speak spanish as their

primary language. When English is not the primary language spoken in the home, as a consequence of this, it creates a language barrier that families need to overcome in order to comprehend the prerequisites for regular school attendance as well as the significance of doing so.

Socioeconomic status

The third and final contributing factor that can cause a student to miss a lot of school is their socioeconomic situation. Edward et al. (2021) states that the socioeconomic status of a family has been found to be a key risk factor for school absences in many research studies. According to research conducted by the Economic Policy Institute in 2018, inequalities in school attendance were highly connected with differences in household income rather than differences in race or ethnicity or language. Students who qualified for free or reduced lunch missed 5.9 percent more school than their peers who did not qualify. Students who originate from households with poor incomes have a risk that is two times as likely to be elevated for missing school and developing a habit of chronic absence, according to research. (Edward et al. 2021)

Consequences of the problem

Academic disadvantage

Students who regularly miss school are automatically at risk because they have missed critical classroom learning. Students who miss important classroom time are at a disadvantage when compared to their peers. According to a study done by M. Romero & Y.S. Lee (2007), Academic progress in the early school years, especially in reading, mathematics, and general knowledge, was significantly impacted by early absence for students. The study also found a correlation between higher rates of absenteeism in kindergarten and poorer levels of achievement in reading, mathematics, and general knowledge by the conclusion of the first grade. (M. Romero & Y.S. Lee 2007) Low-income families are less likely to have the means to help their children make up for lost time in the classroom, it is especially important that young children attend school on a consistent basis.

(M. Romero & Y.S. Lee 2007) As a result, the student's already challenging learning environment could become even more challenging over time.

Risk to graduation

Due to their absence rates, students who miss an excessive amount of school run the risk of not graduating on time. Consequently, the student will be at a disadvantage relative to their peers. The academic performance of children with a history of chronic absences immediately declines upon entering kindergarten, and this is especially true for Latino students. (National Center for Children in Poverty 2014) Per the National Center for Children in Poverty (2014) Absenteeism can be used to predict whether or not a student will drop out of school. Regularly absent students lose the equivalent of an entire school year's worth of education relative to their on-time peers. (Robertson, & Walker, C. S. 2018) According to a 2014 study by the National Center for Children in Poverty, a large number of young children's educational experiences can be negatively impacted by chronic absenteeism during their formative school years, highlighting the importance of regular school attendance for academic performance.

Criminal Justice system

A student's involvement in the criminal justice system is correlated with their history of chronic absenteeism.(Robertson & Walker C. S. 2018) Consistent absence from school is a warning sign that a student may be involved in criminal behavior. After accounting for other characteristics, it was found that educational background was more indicative of engagement with the law than charges of abuse.(Robertson & Walker (C. S.) 2018) Dropouts had an 80% higher rate of involvement with the legal system compared to high school graduates. (Robertson & Walker (C. S.) 2018) Students who dropped out of school had nearly double the odds of becoming involved with the law than those who did not. Finally, the likelihood of arrest or referral was 3.5

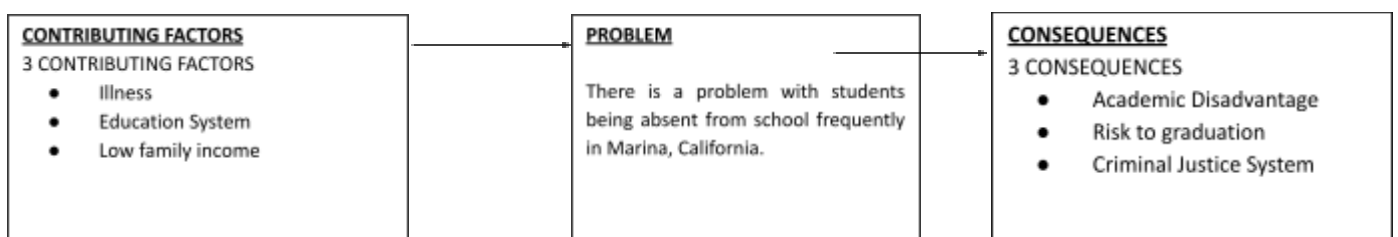
times higher for youth who were chronically absent from school than for youth who were never chronically absent. (Robertson & Walker (C. S.) 2018)

Project

The project I intend to conduct is an educational flier designed to inform families and students about the significance of regular school attendance. This instructional tool will be utilized to teach families of proper school expectations, standardizing attendance in the process. This can be utilized numerous times throughout the school year to inform parents and kids of the consequences and benefits of poor and good school attendance. The first task involves creating a registry of all chronically absent students. My present database serves as a tool for analyzing a student's performance at Marina Vista Elementary School by comparing their data from different years. This information is crucial for estimating the number of affected children at Marina Vista Elementary. Together, teachers, administrators, and others can utilize the database to see if a student's overall or individual attendance has improved.

The educational flier will be distributed monthly . The flier will include information written to motivate parents to increase their children's school attendance. The purpose of this document is to encourage better attendance, not to discourage families and students who are already doing a good job of showing up to school. This data will also allow families and students to evaluate their academic progress in relation to that of another student. Because of this, families will have a better idea of what to expect in terms of attendance and how they can work to improve it going forward. Moreover, it will include local resources that families can turn to in the event of an urgent need.

Problem Model



Capstone Project

The project's goal is to increase student and family attendance through the dissemination of an educational flier with the goals of informing, standardizing, and enabling. By informing parents of the importance of regular attendance, particularly in elementary school, schools play a significant role in promoting school attendance. (National Center for Children in Poverty, 2014) On a monthly basis, an educational/informational flier will be provided to families in both physical and digital formats. Families will receive the flier in printed and digital forms on a monthly basis. It will be made available to families and contain written justifications of the attendance demands that a student and family are anticipated to meet. The flier will be given to the families and will be written in a way that is straightforward and simple to comprehend and take in. A study done by Rogers & Feller (2018) discovered that providing parents with current information about their students not only improved attendance, but also changed their views on their students' attendance. (Rogers, T. & Feller, A. 2018) The study also discovered that parents were inaccurate in their perceptions of their students' absences, and that providing them with real-time information corrected their previous misconceptions. (Rogers, T. & Feller, A. 2018)

There are three main takeaways that will be informing families/students in order to better educate and standardize student attendance expectations at Marina Vista Elementary. The current issue, the repercussions of missing school, and the advantages of attending class regularly and every day will be the three most important takeaways. The informational flier will be distributed to the students and their families and will serve as the basis for the creation of the necessary materials. The student is the first step in the chain of events that will result in the successful completion of the project. Students who have been identified as being at risk of developing a chronic pattern of absence from school for five or six days. After that, materials will be created to

support the success of students through the use of educational fliers that will be delivered both in physical and digital form.

The fifty students who will participate in the project are all on the verge of developing a pattern of frequent absences from class. Students were found by consulting the database maintained at Marina Vista Elementary School and conducting a search to determine which students would be considered nearly chronic. The parent who is involved in the project will be responsible for receiving the intended material, processing the information, and, as a result of these actions, understanding the requirements that must be met for a student's attendance at school.

To ensure the project's long-term viability, the intern will make minimal use of available resources. The project will consist of an informative flier that will be delivered both physically to the home and digitally to the recipient's electronic device. Additionally, information will include resources that may be of assistance to families that are currently in need of assistance but are unaware of the support that is available to them. This information will be provided to families that are unaware of the support that is currently available to them.

During the course of the implementation of the capstone project, the intern will create a database that will be used to keep track of student attendance. There will be a running list of fifty students who will be considered for participation in the project. The deadline is set for Nov 4, 2022. The intern will then select fifty students from the Marina Vista Elementary School who are in imminent danger of developing a pattern of chronic absence. The intern will work together with the administrative staff to select fifty students to participate in the project. Following that, the attendance of the fifty students will be monitored throughout the project. Deadline set for Nov 10, 2022.

Fifty students will be entered into a database along with information that will be inputted to reflect identified students' current attendance record and the progress they have made over the course of the previous two years, beginning with the school year of 2021. The attendance record of the students will be tracked and logged once a week. The completion of the database is scheduled to be finished by November 18th, 2022. There will be research done to determine what information will be presented on the flier that will be sent home to students and their families. The importance of maintaining a consistent attendance pattern at school will be brought to the attention of families through the communication of three key points of information. Deadline set for Dec 1, 2022.

A flier will then be created with key information to educate families and students on the importance of regular school attendance using these three key points. The school's administrative staff will review and approve any flyers that are submitted. The deadline is set for Dec 9, 2022. At the start of the January 2023 school year, fliers will be sent home with students and their families every month. ParentSquare will be used for both digital and physical distribution of the flier. By January 10, 2022 the informative fliers will be sent to the 50 selected households. The intern will then keep track of the progress of the students and update the database on a weekly basis. As the project is carried out, the database will be updated to reflect the students' development. After three months, the data will be analyzed by comparing the 2021 attendance rate to the January, February, and March 2023 attendance rates. We will be looking for a decrease in absences, which will lead to an increase in the attendance rate of students. We will also look at the number of Saturday school days attended. This is currently the only way to make up for a missed school day. As the school year progresses and students stop being absent, the rate of student attendance rises. This will allow us to gain insight into the educational tool's effectiveness. This will help to demonstrate that the educational tool is beneficial to student attendance by informing parents about the importance and benefits of attendance.

The school district will be the entity that is responsible for both the provision of the materials and the distribution of those materials to the families. The mailing of the informational flier to the families' homes will be the responsibility of the school district. The flier will be sent to families directly via email through the use of the digital platform Parent Square by Marina Vista Elementary. Fliers will be sent monthly to students' homes highlighting different key points each time.

Project purpose

The project's goal is to help students and their families understand the importance of regular school attendance. The project will provide families with resources they may need to make changes that will increase the students' attendance rates. Therefore, it will raise the possibilities of students to complete high school on schedule. Schools play a crucial role in encouraging school attendance by informing parents of the importance of regular attendance, especially in the elementary school years. (National Center for Children in Poverty, 2014) A study done by Rogers & Feller (2018) found that giving parents up-to-date information about the student not only improved attendance, but also altered their attitudes toward their children's attendance. (Rogers, T. & Feller, A. 2018) Additionally, the study found that parents' estimates of their children's absences were lower than what was actually the case. (Rogers, T. & Feller, A. 2018) It was discovered that by giving families access to the most recent data, their prior misconceptions about the nature of their students' absences were clarified. (Rogers, T. & Feller, A. 2018) Which as a result, the study found absences being reduced overtime, thus increasing attendance rate.

Students who regularly miss school are automatically at risk because they have missed critical classroom learning. Students who miss important classroom time are at a disadvantage when compared to their peers. Students who are absent from a significant portion of their classes are at an increased risk of not completing their education, experiencing health issues, and getting in trouble with the law. Every student and family needs

to be aware of how important it is for students to attend class on a consistent basis and what kinds of risks they put their students in by allowing their students to miss a significant amount of school. The academic performance of children with a history of chronic absences immediately declines upon entering kindergarten, and this is especially true for Latino students. (National Center for Children in Poverty 2014) Chronic absenteeism in junior high and high school can forecast a student's likelihood of dropping out of school, beginning as early as sixth grade. (AttendanceWorks 2014).

This demonstrates the importance of schools being involved in students' attendance by providing families with up-to-date information on a regular basis throughout the school year. Which as a result helps raise attendance rates and reduces the likelihood of a student missing essential classroom time.

Project justification

The persistent problem of student absenteeism at Marina Vista Elementary School served as inspiration for this project. Students at Marina Vista Elementary face problems with being chronically absent from school repeatedly or becoming at risk of being identified as chronically absent. Students are considered to have a chronic absence problem if they miss a cumulative 10% of school days. (California Department of Education, 2022) Because of this, students run the risk of falling behind on important class time. Regularly absent students lose the equivalent of one full school year's worth of education to their on-time classmates (Robertson, & Walker, C. S. 2018). In comparison to their classmates who regularly attend class, students who miss class are at a disadvantage. This tells us that a child missing school regularly can snowball into much larger problems for students' academic careers.

Expected outcomes

The goal of the project is for students to have improved attendance through parental education using educational fliers that outline the standard of student attendance on a monthly basis. An improvement in

attendance is expected as a result of this project. Attendance of students should improve to the point where they no longer would be considered at risk of being or becoming chronically absent. As a result, students will receive important class time they need for their academic success.

Assessment plan

Students' attendance will be tracked and evaluated on a weekly basis. A database will be made, and all fifty of the identified students will be entered. Data will be analyzed by comparing students' 2021 and 2022 attendance rate, averaged, to the January, February, and March 2023 attendance rates. We will be looking for a decrease in student absences, which we believe will lead to an increase in attendance rate of all 50 identified students. We will also look at the number of Saturday school days attended by each student. Saturday school is the only way students can make up for a missed school day.

As the school year progresses and students decrease the rate of being absent, the rate of student attendance rises. This will allow us to gain insight into the educational fliers effectiveness. This will help demonstrate that it can be used as an educational tool by informing parents about the importance and benefits of attendance, thereby increasing student attendance. As a result of the informational flier distributed to families and students, the absenteeism rate should decrease at the conclusion of the project.

Project activities

During the capstone project, my role as an intern was to implement a program that is aimed at improving student attendance and tracking student's progress over the span of 3 months. The program consisted of several activities that were focused on informing, educating, and standardizing student attendance.

To begin, a database was developed to track student attendance and progress throughout the project's implementation. The intern will be able to closely monitor and evaluate attendance rates of 50 identified at-risk students as a result of this. At the same time, 50 Marina Vista Elementary students who were on the verge of

becoming chronically absent were identified as candidates for the database. In collaboration with the Principal and Community liaison, we then compiled students' current attendance records and entered them into the attendance tracking database. This ensured accurate tracking of students' attendance and progress throughout the project.

Intern conducted research in collaboration with Marina Vista community liaison, principal, and teachers to determine what pertinent information would be presented on an educational flier that would be sent home in order to effectively standardize and communicate the importance of regular school attendance to families and students. Collectively, we decided to concentrate on three key points and designed a flier with this information. Beginning with the start of the 2023 school year, educational fliers were distributed both physically and digitally via ParentSquare. Educational fliers were disseminated physically via mail and digitally using ParentSquare.

We recognized the importance of engaging parents directly through phone calls as part of the capstone project. To increase the effectiveness of the educational flier, we proactively contacted students' parents to inform them of upcoming Saturday school sessions scheduled during the course of our project's implementation. We hoped to accomplish this by encouraging parents to support the importance of regular school attendance and providing their children with opportunities to make up for missed classes if necessary. This step was not only necessary to validate the impact of our educational flier, but it was also an important component of our larger efforts to foster academic excellence and student success culture.

Finally, the intern was assigned to track student progress and update the database on a weekly basis to ensure the success of our project. This enabled us to make any necessary changes to our program and ensure that the project remained on track to meet its objectives. We examined and tracked all 50 identified students' attendance rates for the months of January, February, and March. This information allowed us the opportunity to

assess the impact of our project on the attendance rates of the 50 identified at-risk students at Marina Vista Elementary.

Project outcome

Through collaborative efforts with the Principal of Marina Vista, Community Liaison, and teachers, the desired outcomes of the project were identified as either an improvement in student attendance or maintaining steady attendance throughout the duration of the project.

To determine the effectiveness of the project, attendance rates of the 50 identified students from the 2021 and 2022 school years were combined and averaged. This provided us with a baseline on student attendance and provided a fair evaluation. Students who demonstrated improved attendance through attendance at Saturday school were considered successful. Alternatively, if the student's absences did not increase after the implementation of the project, they were also deemed successful. For students who did not have a prior attendance history, we utilized the results to identify those who may be at risk of attendance issues in the future, utilizing this data as an early indicator for student attendance.

Findings/results

The data collection method used to gather evidence to measure the project outcome was creating a database in excel of all 50 identified students in order to accurately track their attendance. Student attendance was acquired from the school's database Synergy. We specifically tracked students' absences and categorized each student absences to include what type of absence it would be such as: Excused, unexcused, and Covid.

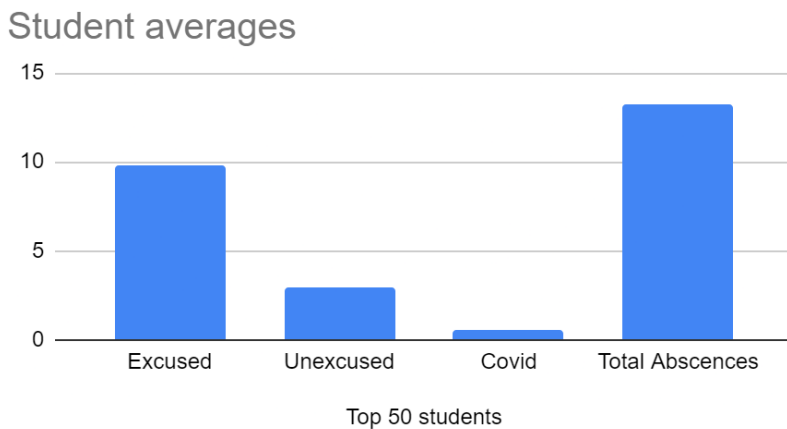
As seen in Table 1 (below) based on information we gathered from student's attendance from January 2023 to April 2023 data suggests the capstone project did indeed achieve the expected outcome. The project found student attendance improved by 3.51% which suggests that the project may have made positive impacts towards student attendance.

Table 1

| | |
|--|--------|
| Attendance Rate 2023 | 90.86% |
| Attendance rate 2021 & 2022 average | 87.35% |

Other findings include in Table 2 (below) on average all 50 students identified in the database had an average of 10 excused absences, 3 unexcused, 1 excused due to covid, and as a whole was absent on average of 13 days. The database found on average students were absent for 8.9% of the school year. The California Department of Education (2022) defines chronic absenteeism as “a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled.” The database as a whole is 1.1% away from becoming considered chronically absent.

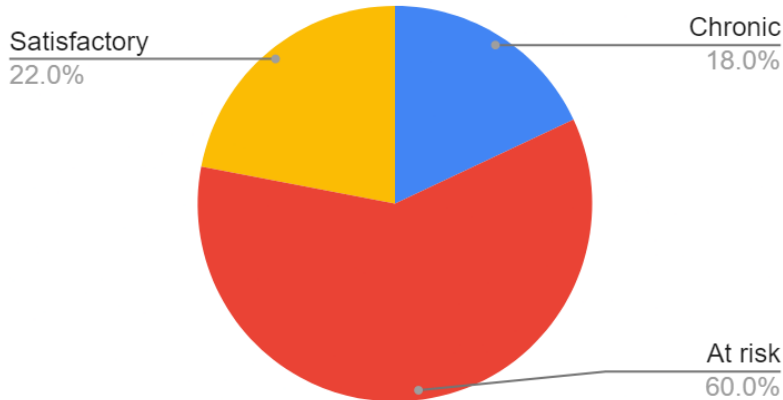
Table 2



As seen in Table 3 (below), 18% of students were identified as chronically absent, 60% of students are at risk of becoming chronic, with only 22% of students having satisfactory attendance. The project found that 78% of students from the database require attention regarding their attendance. This is cause for concern because the large majority of students are missing out on critical class time they need in order to succeed.

Table 3

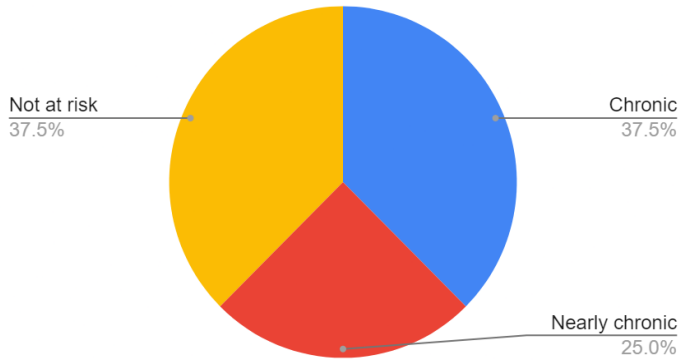
Overall Student Attendance Average



As seen in Table 4 (below) of the 8 kindergarten students from the database, 37.5% of students are presenting an indication of having potential ongoing attendance issues, 25% are at risk of having attendance issues, with 37.5% having satisfactory attendance. According to M. Romero & Y.S. Lee (2007), academic progress in the early school years, especially in reading, mathematics, and general knowledge, was significantly impacted by early absence for students. Their study also found a correlation between higher rates of absenteeism in kindergarten and poorer levels of achievement in reading, mathematics, and general knowledge by the conclusion of the first grade. (M. Romero & Y.S. Lee 2007) It is important Marina Vista keeps track of these students so their academic career does not get negatively impacted.

Table 4

Kindergarten students from database



As seen in Table 5 (below), 6 students attended Saturday school during the month of February 2023 at Marina Vista Elementary in order to rectify 1 absence from their attendance record. There is a lack of data for months March 2023 and April 2023 due to staff issues at Marina Vista Elementary. It is important for schools to be properly staffed in order for students to rectify absences in order to improve their attendance. Saturday school is currently the only way for students to make up missed school days. There are no other options for a student to make up for a missed day of school.

Table 5

| Saturday school attendance | |
|-----------------------------------|------------|
| February | 6 students |
| March | No Data |
| April | No data |

The outcome measure we used to determine the effectiveness of the project was combining and averaging students 2021 to 2022 attendance compared to their current attendance rate. It is important to note

that at the end of the project, the students had attended 145 days of school. Whereas normally students would attend 180 days in a full school year. Knowing this, we adjusted the 2021 to 2022 attendance average to reflect a more accurate baseline statistic to compare with the 2023 data we had collected.

According to the research gathered, the project may be continued, although further research is needed to clearly define whether the educational flier was indeed impactful to students, meanwhile educating and standardizing attendance with families. There are many factors that may affect students' attendance. It is important we approach chronic absenteeism in many ways. In doing so, addressing any barriers to student attendance is important towards achieving the intended outcomes.

I believe in conjunction with the educational flier, the school and district can provide workshops that educate families, students, and others about the importance of regular school attendance and its implications it has on a student. Workshops can help provide direct hands-on education to individuals and address any concerns or misconceptions they may have regarding attendance. This would help create awareness regarding chronic absenteeism and the significance it has on an individual's academic career. Creating awareness surrounding chronic absenteeism is important for the community to be aware of the severity of the issue.

Personal reflection/final thoughts

Due to the complexities of chronic absenteeism, I discovered that there are numerous approaches to addressing it. Many factors can influence a student's attendance, including socioeconomic status, barriers that prevent them from attending school, illness, and so on. Chronic absenteeism can begin as early as kindergarten and can have a negative impact on a student's academic career. It is critical for schools to contact families in order to understand the reason for a student's absence in order to address an attendance issue. As a result, the school will be able to provide resources to families and students in order to improve student attendance.

During my internship, I spent time understanding what project I could implement in order to make a positive impact and improve student attendance. As a result, I discovered that attendance is not discussed with students on a regular basis. When attendance becomes an issue, it is discussed. This caught my interest because, if attendance is not discussed until it becomes a problem, it is a problem. I believe students and families must be educated on the importance of regular school attendance as well as the standard for proper student attendance. Families must be informed of the negative consequences of chronic absence from school in order to raise awareness of the problem.

As a result of these considerations, I decided to create a database of 50 students that may be at risk of becoming chronically absent in conjunction with providing students and families an educational flier in order to educate and standardize proper student attendance at Marina Vista Elementary. The project contributed greatly to the school's effort in addressing chronic absenteeism and improved student attendance by 3.51% of the 50 identified students.

Strengths of my project that contributed to improving student attendance were language contained in the educational flier is easy to read and understand, clearly highlights the reasoning behind the letter, educating families of the negative implications of regular school absence, and standardizing the expectation of proper student attendance.

The greatest challenge I faced during my implementation phase was coordinating the deployment of my project. My original mentor had left to work with another school which forced me to find a new mentor during this time. I immediately contacted my teacher and informed them of the issue to address the problem quickly. Luckily the principal of the school was greatly supportive and became my new mentor. Ms. Campanaro was a great help during this time and provided the utmost support.

In my opinion, the school and district should do more to raise awareness among the public about chronic absenteeism. The issue would be brought to the attention of families and the community at large. The district

and individual schools should host workshops that discuss ways to improve attendance and the consequences of chronic absence. Workshops are a great way to give parents practical information and answer any questions they may have about student absences.

For future capstone students working in an organization like mine, I recommend learning as much as possible about the problem at hand. Spend time learning about the problem at hand. Look at the issue on a macro level and micro level to get a proper understanding of what is going on and how you can find a solution to it. It is extremely important to remember that It is going to take time and effort to properly deploy a project that can help the individuals you are serving. Everything you are doing is for the greater good.

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Appendix

Scope of Work

| Activities | Deliverables | Timeline/Deadlines |
|------------|--------------|--------------------|
|------------|--------------|--------------------|

| | | |
|--|---|--------------|
| Create a database that tracks student attendance and progress during project implementation | Intern will keep a running list of 50 targeted students. | Nov 4, 2022 |
| Identify 50 students from Marina Vista Elementary who are nearly at risk of becoming chronically absent. | 50 students will be tracked to keep the progress of attendance. | Nov 10, 2022 |
| Database is compiled and information is inputted to reflect identified students' current attendance record. | Students' attendance records will be tracked and logged weekly. | Nov 18, 2022 |
| Research is conducted to determine what information will be presented on the flier sent home to students and families. | 3 key points will be used to relay key information to families that will highlight the importance of regular school attendance. | Dec 1, 2022 |
| Flier is created with key information to educate families and students on the importance of regular school attendance using 3 key points | Flier will be presented to administrative staff and mentor for approval | Dec 9, 2022 |
| Fliers are sent to families/students monthly starting the beginning of the school year 2023. Physically and digitally using parentsquare | 50 families/students will receive educational fliers. | Jan 10, 2023 |
| Initial flier mailed out to students and their families digitally via parentsquare. Physical fliers delivered as well. | Initial educational flier. | Jan 16, 2023 |
| Secondary fliers mailed out to students and their families digitally via parentsquare. Physical fliers delivered as well. | Secondary educational flier. | Feb 6, 2023 |

| | | |
|---|---|-----------------|
| Final educational fliers mailed out to students and their families digitally via parentsquare. Physical fliers delivered as well. | Tertiary educational flier. | Mar 6, 2023 |
| Intern will track student progress and update database weekly | Database updated weekly to track student progress | Weekly |
| Analysis of student attendance rate for Jan, Feb, Mar | Intern will analyze data | April 3rd, 2023 |

| GRADE | 2020-2021 | Rate | 2021-2022 | Rate | Combined Average | 2023--> | Excused | UnExcused | Covid | Total | Rate | Days Present | IEP? | Days of School |
|-------|-----------|--------|-----------|--------|------------------|---------|---------|-----------|-------|-------|--------|--------------|------|----------------|
| 4 | 3 | 97.93% | 36 | 75.17% | 86.55% | | 8 | 9 | 0 | 17 | 88.28% | 128 | NO | 145 |
| 1 | NONE | NONE | 5 | 96.55% | 96.55% | | 8 | 0 | 0 | 8 | 94.48% | 137 | NO | |
| 1 | 4 | 97.24% | 13 | 91.03% | 94.14% | | 7 | 5 | 0 | 12 | 91.72% | 133 | YES | |
| K | NONE | NONE | NONE | NONE | N/A | | 17 | 1 | 0 | 18 | 87.59% | 127 | NO | |
| 4 | 2 | 98.62% | 10 | 93.10% | 95.86% | | 7 | 0 | 0 | 7 | 95.17% | 138 | YES | |
| 3 | NONE | NONE | NONE | NONE | N/A | | 5 | 2 | 0 | 7 | 95.17% | 138 | NO | |
| 6 | NONE | NONE | NONE | NONE | N/A | | 8 | 1 | 6 | 15 | 89.66% | 130 | NO | |
| K | NONE | NONE | NONE | NONE | N/A | | 18 | 0 | 0 | 18 | 87.59% | 127 | NO | |
| 5 | 1 | 99.31% | 27 | 81.38% | 90.34% | | 18 | 0 | 0 | 18 | 87.59% | 127 | NO | |
| 5 | 8 | 94.48% | 18 | 87.59% | 91.03% | | 7 | 6 | 0 | 13 | 91.03% | 132 | YES | |
| 5 | NONE | NONE | 28 | 80.69% | 80.69% | | 9 | 0 | 0 | 9 | 93.79% | 136 | YES | |
| 3 | NONE | NONE | NONE | NONE | N/A | | 7 | 6 | 0 | 13 | 91.03% | 132 | NO | |

| | | | | | | | | | | | | |
|---|------|--------|------|--------|--------|----|----|---|----|--------|-----|-----|
| K | NONE | NONE | 23 | 84.14% | 84.14% | 7 | 9 | 0 | 16 | 88.97% | 129 | NO |
| 6 | 8 | 94.48% | 19 | 86.90% | 90.69% | 11 | 2 | 1 | 14 | 90.34% | 131 | NO |
| 2 | 4 | 97.24% | 23 | 84.14% | 90.69% | 12 | 0 | 0 | 12 | 91.72% | 133 | NO |
| 4 | 2 | 98.62% | 9 | 93.79% | 96.21% | 10 | 1 | 3 | 14 | 90.34% | 131 | NO |
| 1 | NONE | NONE | NONE | NONE | N/A | 8 | 4 | 0 | 12 | 91.72% | 133 | NO |
| 4 | 11 | 92.41% | 19 | 86.90% | 89.66% | 17 | 9 | 0 | 26 | 82.07% | 119 | NO |
| 4 | 22 | 84.83% | 18 | 87.59% | 86.21% | 9 | 1 | 0 | 10 | 93.10% | 135 | NO |
| 6 | 23 | 84.14% | 21 | 85.52% | 84.83% | 6 | 2 | 0 | 8 | 94.48% | 137 | NO |
| 4 | 6 | 95.86% | 13 | 91.03% | 93.45% | 6 | 1 | 3 | 10 | 93.10% | 135 | NO |
| 3 | NONE | NONE | NONE | NONE | N/A | 11 | 1 | 3 | 15 | 89.66% | 130 | NO |
| 3 | 23 | 84.14% | 21 | 85.52% | 84.83% | 8 | 2 | 0 | 10 | 93.10% | 135 | NO |
| 1 | NONE | NONE | NONE | NONE | N/A | 20 | 1 | 0 | 21 | 85.52% | 124 | NO |
| K | NONE | NONE | 13 | 91.03% | 91.03% | 12 | 3 | 0 | 15 | 89.66% | 130 | NO |
| 1 | NONE | NONE | 3 | 97.93% | 97.93% | 3 | 0 | 5 | 8 | 94.48% | 137 | NO |
| K | NONE | NONE | 15 | 89.66% | 89.66% | 5 | 0 | 0 | 5 | 96.55% | 140 | NO |
| 1 | NONE | NONE | 12 | 91.72% | 91.72% | 13 | 0 | 0 | 13 | 91.03% | 132 | YES |
| 5 | NONE | NONE | 35 | 75.86% | 75.86% | 6 | 3 | 0 | 9 | 93.79% | 136 | NO |
| 1 | NONE | NONE | 33 | 77.24% | 77.24% | 8 | 7 | 0 | 15 | 89.66% | 130 | NO |
| 1 | 28 | 80.69% | 85 | 41.38% | 61.03% | 10 | 2 | 0 | 12 | 91.72% | 133 | NO |
| 5 | NONE | NONE | 33 | 77.24% | 77.24% | 3 | 14 | 4 | 21 | 85.52% | 124 | YES |
| 1 | NONE | NONE | 12 | 91.72% | 91.72% | 6 | 5 | 0 | 11 | 92.41% | 134 | NO |
| 2 | 5 | 96.55% | 23 | 84.14% | 90.34% | 13 | 4 | 0 | 17 | 88.28% | 128 | NO |
| 5 | 16 | 88.97% | 8 | 94.48% | 91.72% | 8 | 4 | 0 | 12 | 91.72% | 133 | NO |
| 2 | 16 | 88.97% | 27 | 81.38% | 85.17% | 8 | 3 | 0 | 11 | 92.41% | 134 | NO |
| 6 | NONE | NONE | 23 | 84.14% | 84.14% | 13 | 1 | 0 | 14 | 90.34% | 131 | NO |

