



# THE IMPORTANCE OF REGULAR SCHOOL ATTENDANCE

CAC Meeting Presentation  
March 16, 2016

# Objectives

## To learn about:

- Why attendance is important
  - To students/ parents/schools
- Pupil Service and Attendance Counselors
  - Various PSA roles
  - What services PSA Counselors provide
  - How schools obtain PSA support
- How you can advocate for support services at your school(s)

# Why is Attendance Important?

- It's the law (**California Compulsory Education Code 48200**).
- Each person between the ages of 6 and 18 years.... Is subject to compulsory full-time education.
- Each parent, guardian, or other person having control or charge of such pupil shall send the pupil to the public full-time day school or continuation school or classes for the full-time designated as the length of the school day.
- **Truancy Definition (Ed. Code 48260)** Any pupil subject to compulsory full-time education.... Who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than any 30 minute period during the school day without a valid excuse, or any combination thereof is a truant.



# Students who Miss School, Miss Out!

- Students who miss school lose out on valuable **instructional time**. For example, studies show that students who are chronically absent in kindergarten and 1<sup>st</sup> grade are less likely to read proficiently in 3<sup>rd</sup> grade.
- Students who miss school are **at-risk for school failure** and are more likely to eventually **drop out**. For example, a study conducted in 2012 of 9<sup>th</sup> grade students in Chicago reported students with 24+ absences in a school year have less than 9% chance to graduate high school within 4 years.
- Students who miss school require extra time from teachers to catch up, leaving less time for other students.

# Barriers to student attendance

## Assessment Points

- Medical
- Academic
- Behavior
- Social/Emotional
- Family Dynamics
- Community



# Student Attendance:

- is often an indicator of individual students' physical and/or mental health;
- is often an indicator of school culture, expectations, parent engagement, and a safe and welcoming environment;
- greatly impacts school and district budgets, with losses in Average Daily Attendance (ADA) revenue resulting in fewer dollars for all schools (as well as lost instructional time, often for the students who need it most).
- For example, the current ADA is \$29.70 per pupil per day.

# Attendance Matters

Average daily student attendance also determines state funding to our district for:

- Instructional and enrichment programs
- Books, instructional materials, classroom supplies
- Teachers positions and other school-site staff positions for example, campus aides, teacher aide, parent center personnel



# Enrollment Policies and Procedures

- LAUSD has various Policies and Procedures to ensure the immediate enrollment of students regardless of the time of school year and or the lack of enrollment documentation. In accordance with the Attendance Manual: Policy and Procedures for Elementary, Secondary and Option Schools (BUL-4926.2). This includes special populations such as homeless and foster youth.
- Students are often checked-out without schools following the appropriate protocol thus it is important for parents to advocate on behalf of their child.



# McKinney-Vento Homeless Assistance Act



- This federal law entitles all homeless school-aged children equal access to the same free, appropriate public education that is provided to non-homeless students.
- Schools and centers are required to remove barriers to the enrollment, attendance, and success of homeless students in school.
- LAUSD PSA Counselors provide advocacy and support to approximately 10,000 homeless students and their families annually in compliance with the McKinney-Vento Homeless Assistance Act

# What Services do Pupil Service and Attendance Counselors provide?



- Improve individual and system-wide student attendance, engagement, achievement, and graduation
- Provide direct individual, group and family counseling.
- Visit family homes to exchange information and provide in home counseling services.
- Collaborate with school officials and community agencies.
- Empower families and students by helping them understand and access appropriate public and private health and social services.
- Collaborate with parents to provide workshops that promote parent engagement, and empowerment in the educational process.
- Provide early identification and intervention of at-risk students and monitor student attendance and academic progress.



# Pupil Services and Attendance Counselor: Education and Experience

- Master's Degree in Social Work, School Counseling, Education
- Pupil Personnel Services Credential specializing in Child Welfare and Attendance
- Registered with the Board of Behavioral Sciences as a Licensed Clinician or on track to become Licensed
- Extensive experience working with high risk students
- Experts in interpreting laws and bulletins related to education, enrollment, attendance policies and pupil records.



# LAUSD Pupil Services Resources

- Attendance Improvement Program (TK,K, Grade 9)
- Homeless Education Program
- Permits and Student Transfers
- Foster Youth Achievement Program
- Juvenile Hall/Camp Returnee Program
- FamilySource City Partnership Program
- YouthSource City Partnership Program
- Group Home Scholars
- Diploma Project
- School Based PSA
  - *School Attendance Review Board (SARB)*



# Enrollment Assistance: SEPA Center

The **Student Enrollment and Placement Assistance (SEPA)** Center, formally known as the GAP Center, assists students and families who are new arrivals to the country.

**PSA Counselor:**

Martha Lopez

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Los Angeles, CA 90026 (213) 482-3954



# How do your schools receive these services?

- **General Funds**

Attendance Improvement Program (ETK,TK,K, Grade 9)

- **Local Control Funding Formula (LCFF)**

Foster Youth Achievement Program

- **City of LA Housing and investment Dept. & LAUSD**

FamilySource City Partnership Program

- **Title 1 & McKinney Vento Grant**

Homeless Education Program

- **Local Control Accountability Plan (LCAP)**

Juvenile Hall/Camp Returnee Program

- **LAUSD General Fund 50% and Workforce Investment Funds 50%**

YouthSource City Partnership Program

# Local District Pupil Services and Attendance Field Coordinators



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<b>Northeast</b>	<b>Pat Jimenez</b> <a href="mailto:patricia.x.jimenez@lausd.net">patricia.x.jimenez@lausd.net</a> 818-686-4444
<b>Northwest</b>	<b>Dionne Ash</b> <a href="mailto:dionne.ash@lausd.net">dionne.ash@lausd.net</a> 818-654-5085
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<b>West</b>	<b>Pat Burt</b> <a href="mailto:pat.burt@lausd.net">pat.burt@lausd.net</a> 310-235-3766



# PSA Specialized Programs Coordinators

<b>Attendance Improvement Program</b>	<b>Martha O. Godinez</b> <a href="mailto:mgodinez@lausd.net">mgodinez@lausd.net</a> 213-202-2012
<b>Homeless Education Program</b>	<b>Nancy Gutierrez</b> <a href="mailto:nancy.gutierrez@lausd.net">nancy.gutierrez@lausd.net</a> 213-202-7581
<b>Permits</b>	<b>Nancy Gutierrez</b> <a href="mailto:nancy.gutierrez@lausd.net">nancy.gutierrez@lausd.net</a> 213-202-7581
<b>Foster Youth Achievement Program</b>	<b>La Shona Jenkins</b> <a href="mailto:lashona.jenkins@lausd.net">lashona.jenkins@lausd.net</a> 818-654-5085
<b>Juvenile Hall/ Camp Returnee</b>	<b>Leilani Morales</b> <a href="mailto:lxm8995@lausd.net">lxm8995@lausd.net</a> 213-241-3512
<b>Family Source</b>	<b>Michelle Castelo-Alferes</b> <a href="mailto:mvc9944@lausd.net">mvc9944@lausd.net</a> 213-202-2017





# PSA Specialized Programs Coordinators

<b>YouthSource</b>	<b>Elsy Rosado</b> <a href="mailto:eyr3367@lausd.net">eyr3367@lausd.net</a> 213-202-2018
<b>Group Home Scholars</b>	<b>Marquis Jones</b> <a href="mailto:marquis.jones@lausd.net">marquis.jones@lausd.net</a> 213-2798
<b>Diploma Project</b>	<b>Tawnya Perry</b> <a href="mailto:tawnya.perry@lausd.net">tawnya.perry@lausd.net</a> 213-241-3858

# How do we monitor attendance?

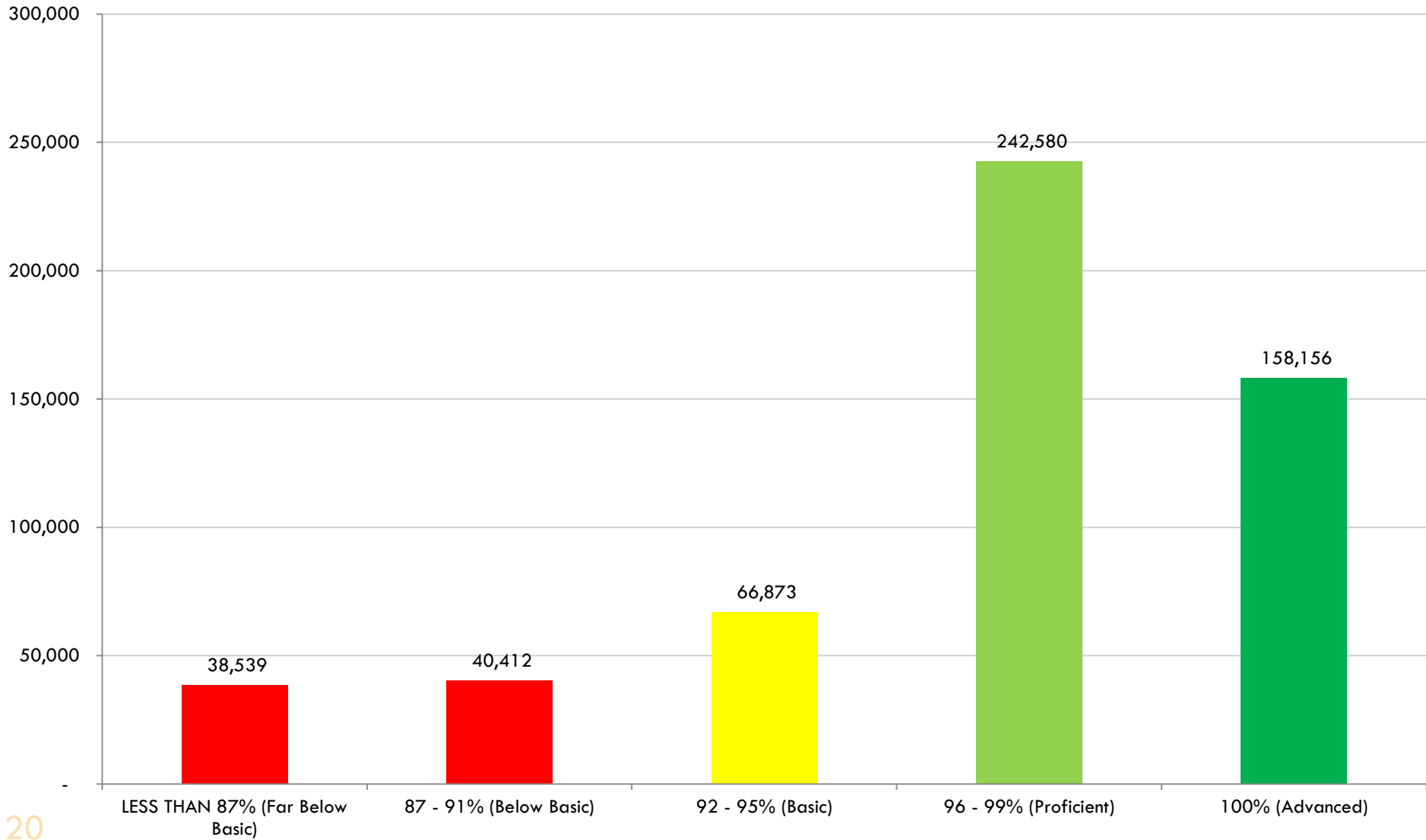
- Attendance by
  - LD
  - School
  - Month
  - Attendance band
- Attendance by subgroups
  - Grade level
  - Ethnicity
  - Gender
  - Language Classification

## Attendance Achievement by Instructional Day

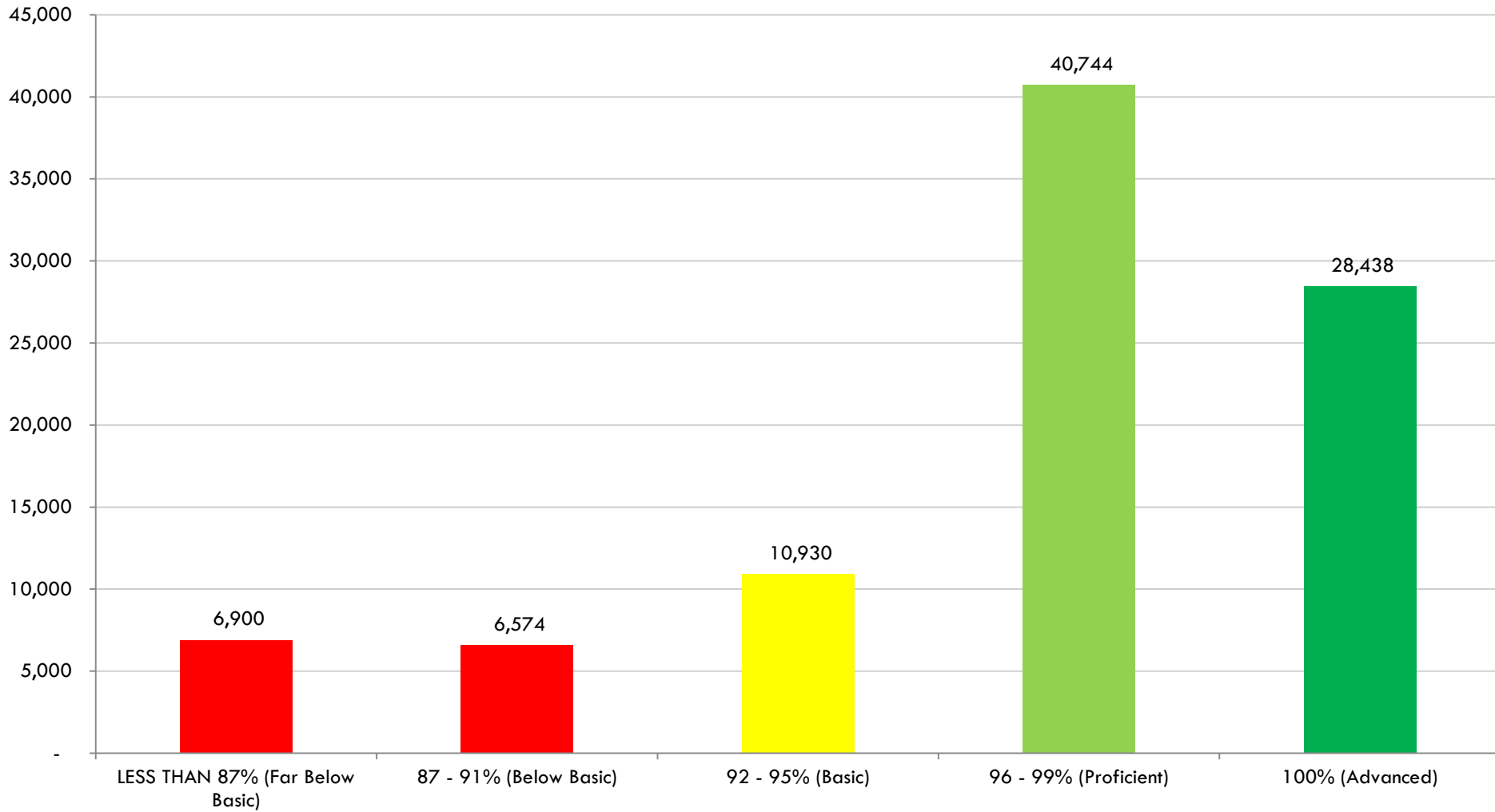
*Means having NO MORE THAN 1 absence per 25 DAYS OF INSTRUCTION*

Instructional Day	Date	FBB	BB	Basic	Proficient	Advanced
25	September 25	4 or more	3	2	1	0
50	October 30	7 or more	5-6	3-4	1-2	0
75	December 14	10 or more	7-9	4-6	1-3	0
100	February 9	14 or more	9-13	5-8	1-4	0
125	March 16	17 or more	11-16	6-10	1-5	0
150	April 28	20 or more	13-19	7-12	1-6	0
175	June 3	23 or more	15-22	8-14	1-7	0
180	June 10	24 or more	15-23	8-14	1-7	0

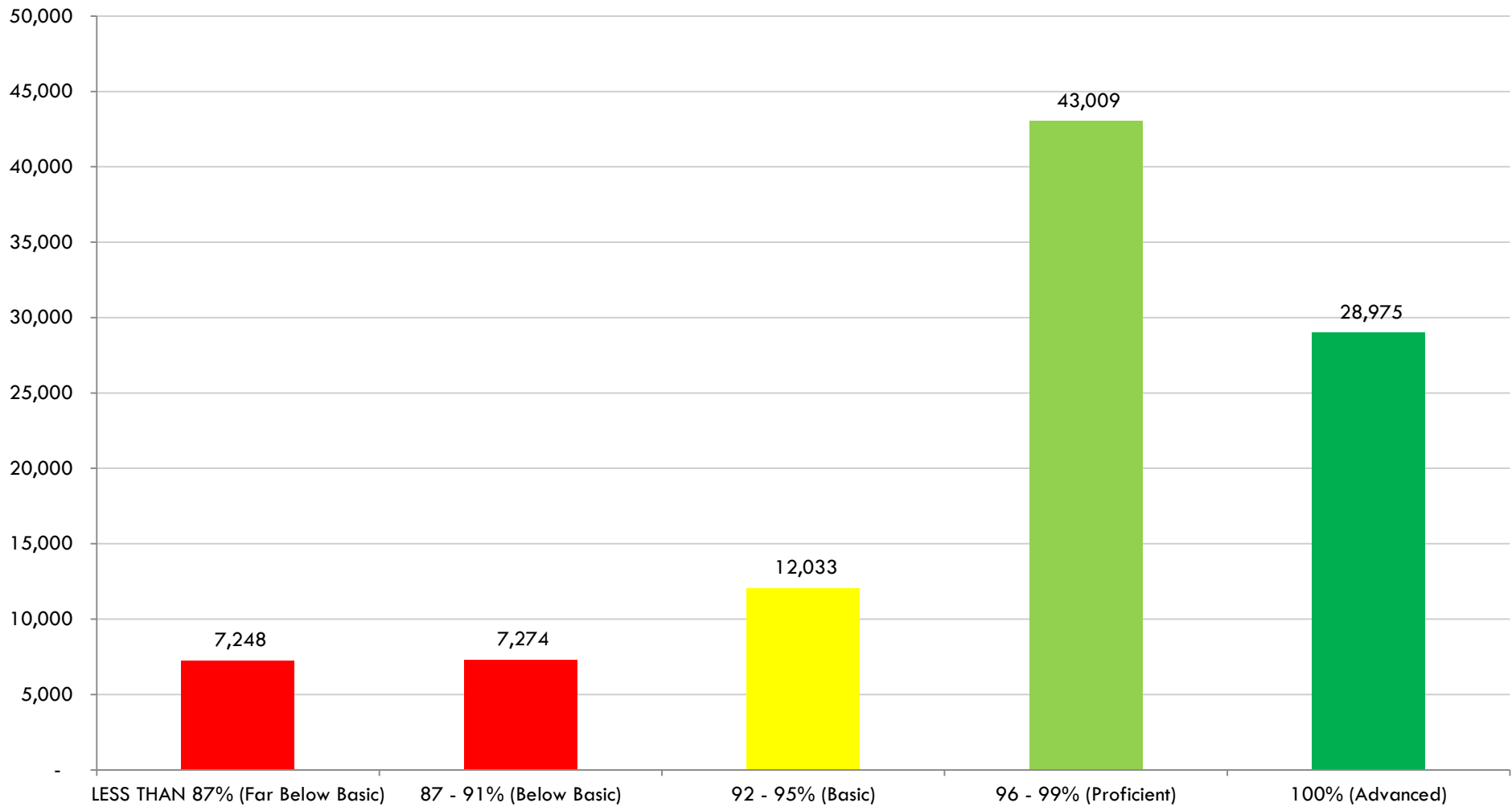
## LAUSD



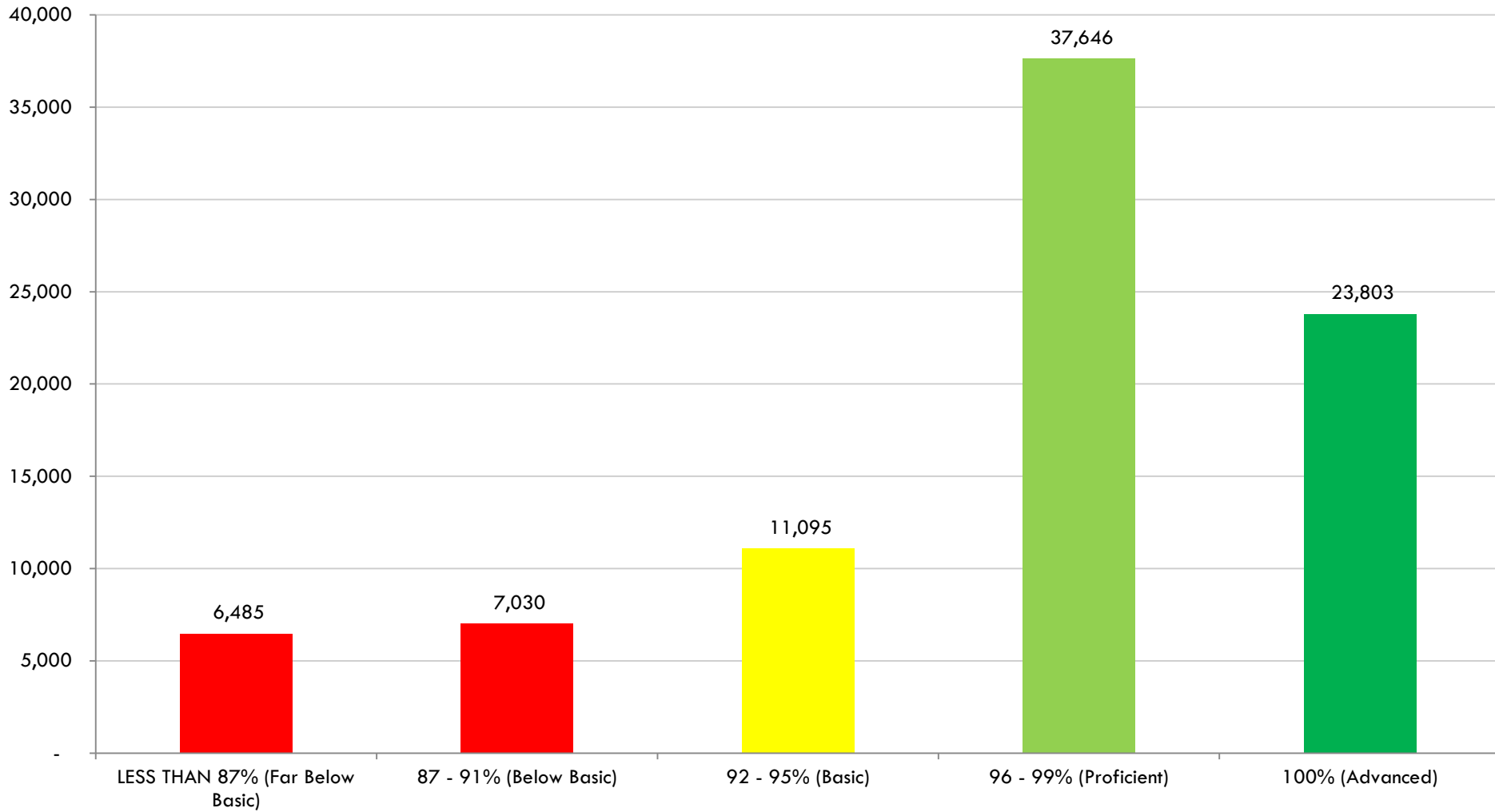
## CENTRAL



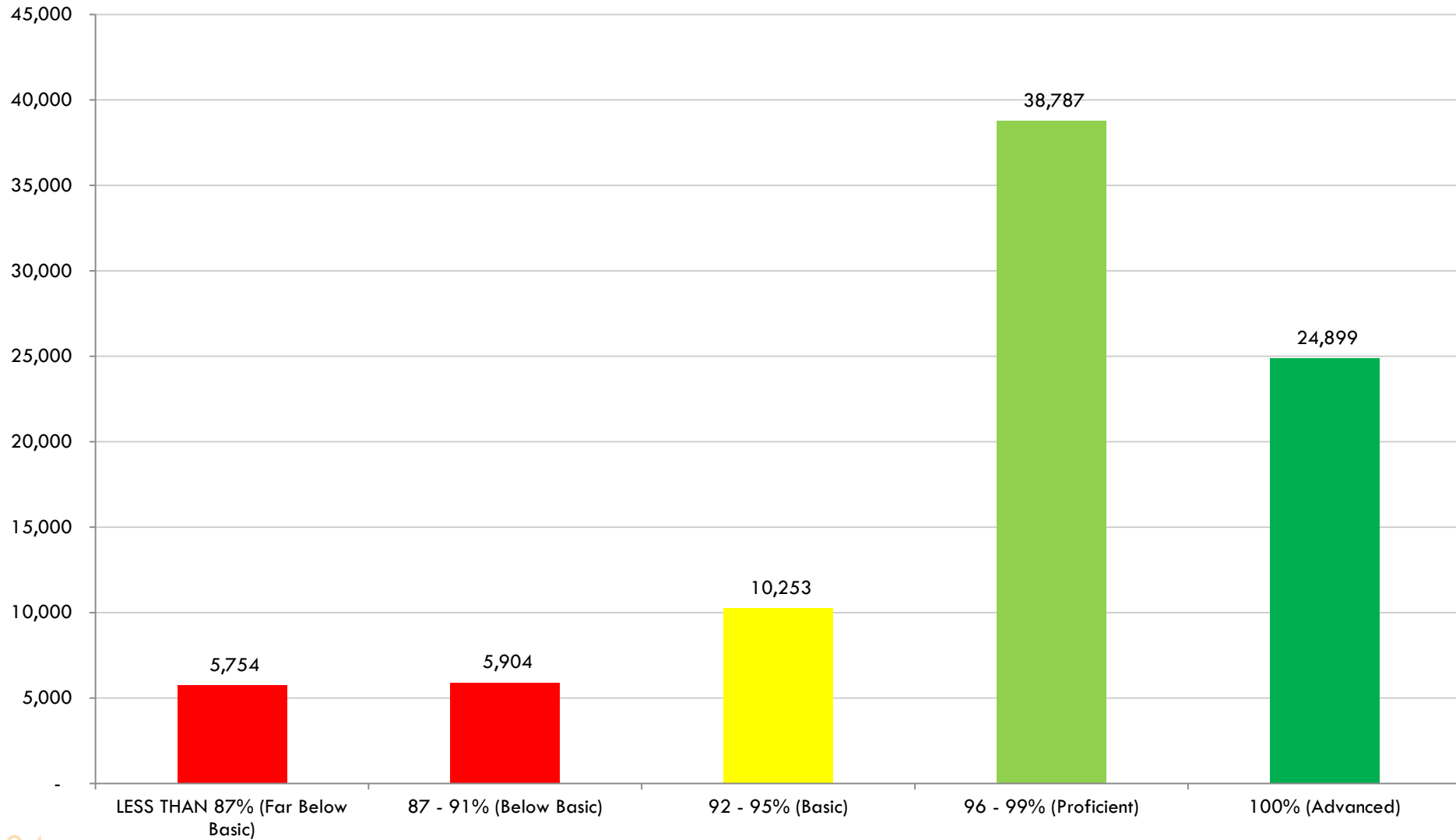
## EAST



## WEST

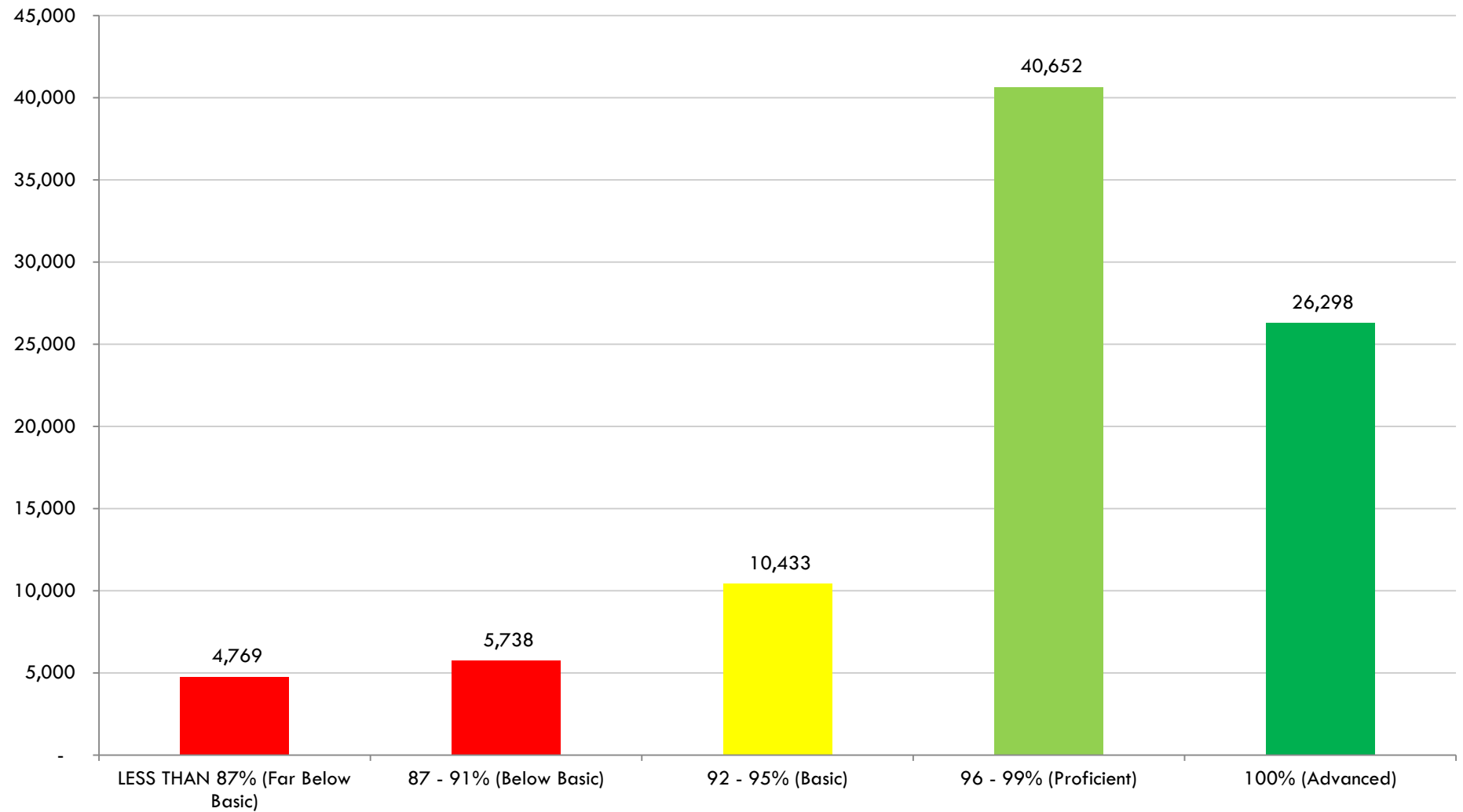


## NORTHEAST

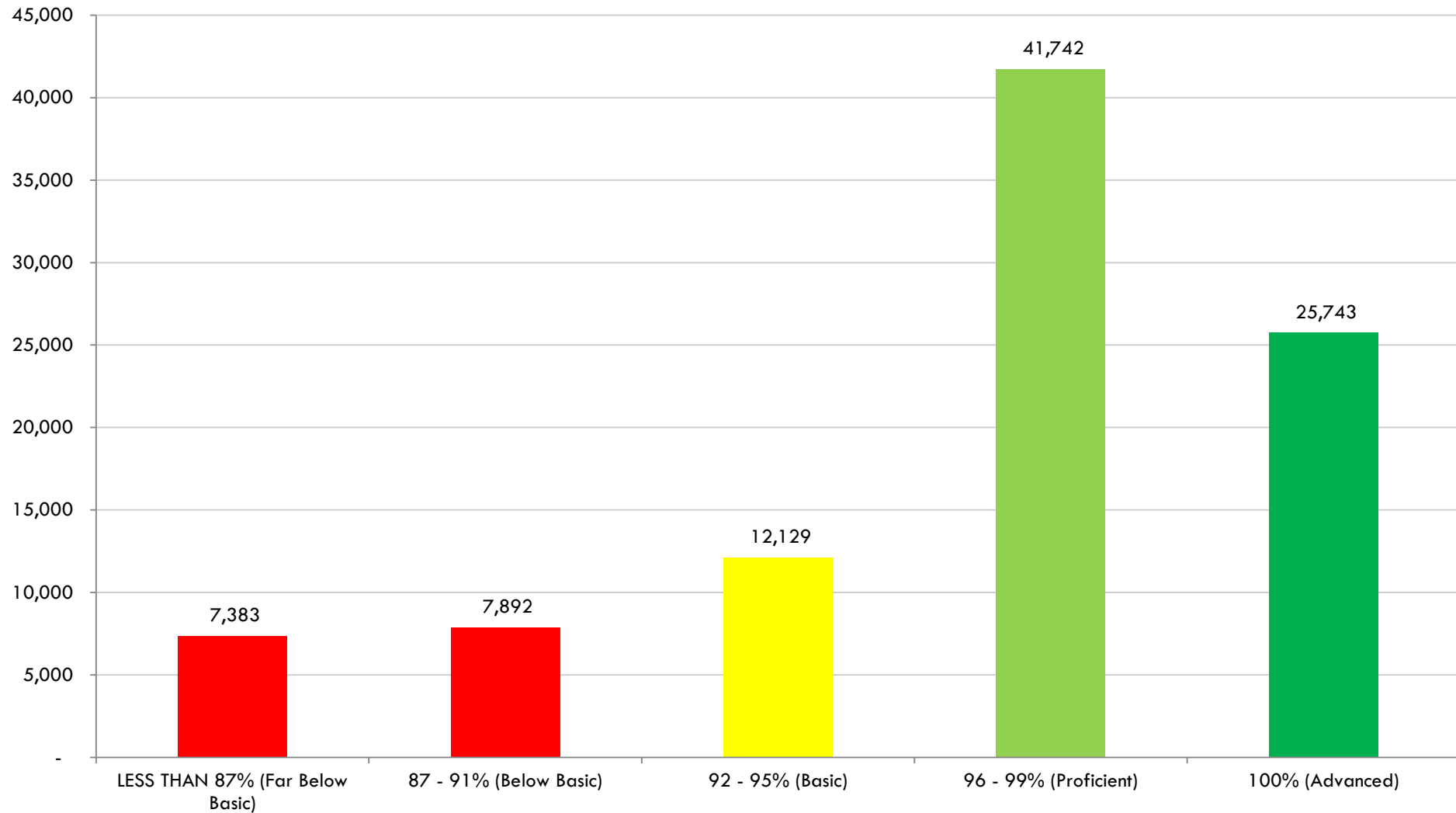




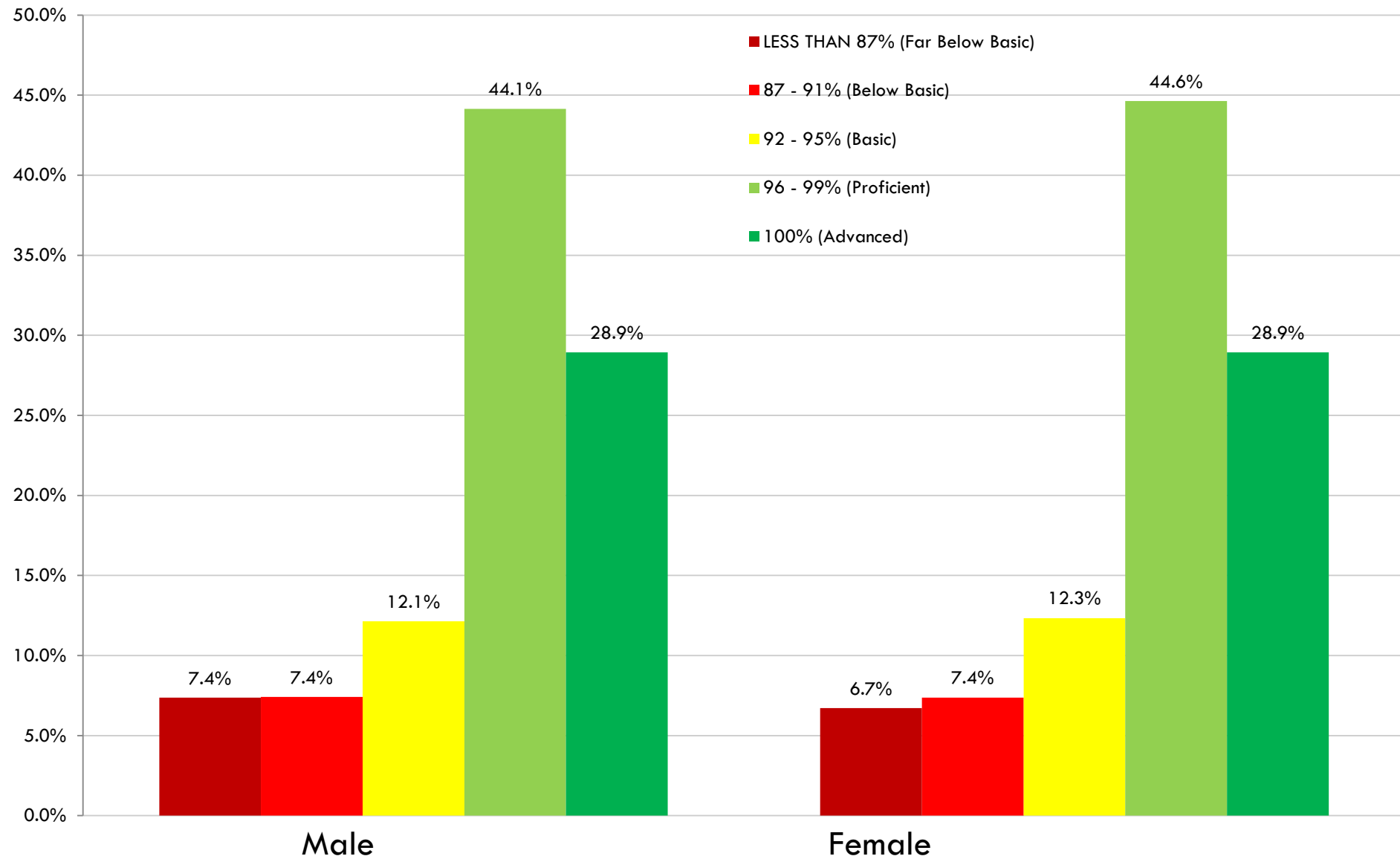
## NORTHWEST



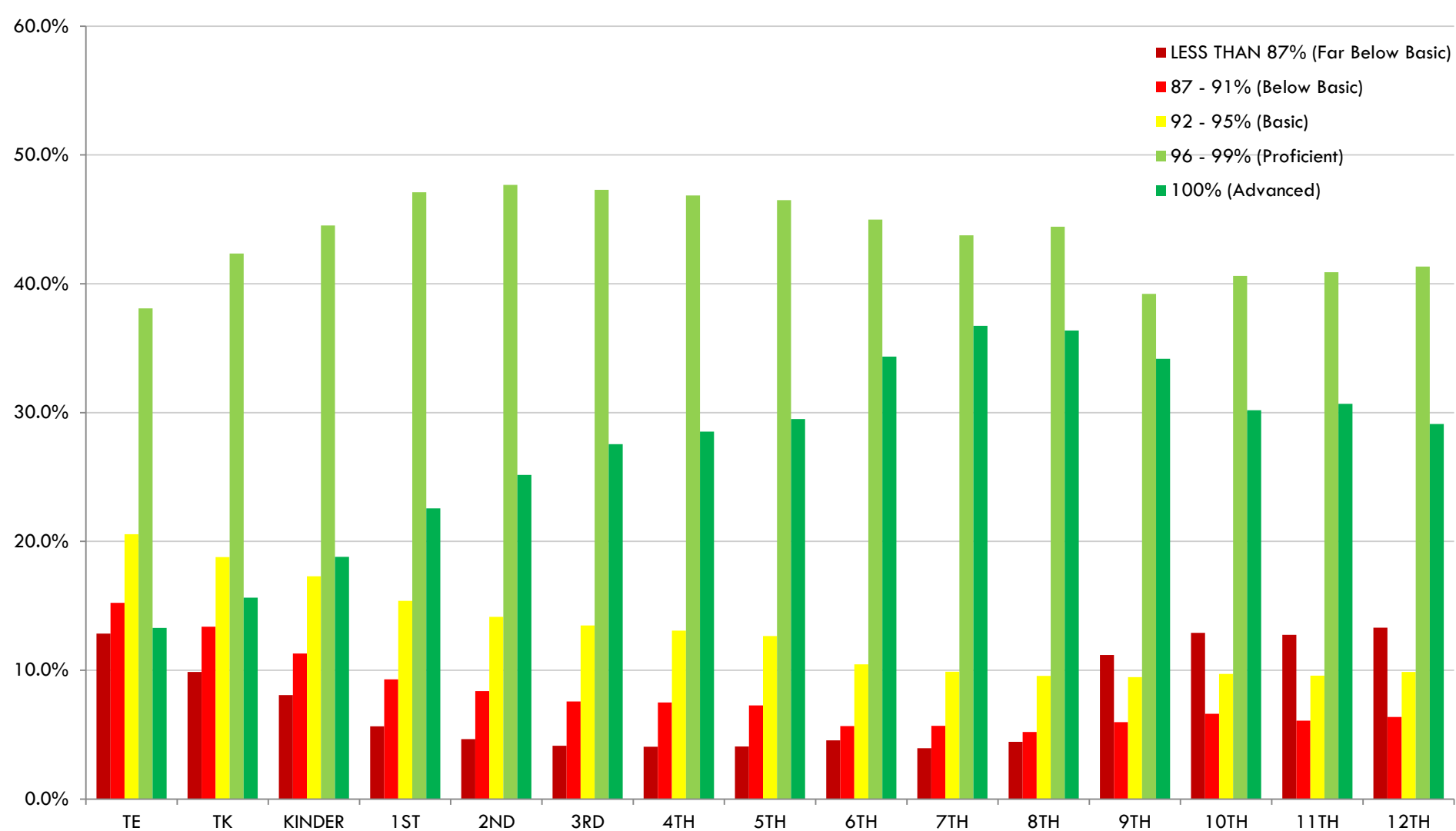
## SOUTH



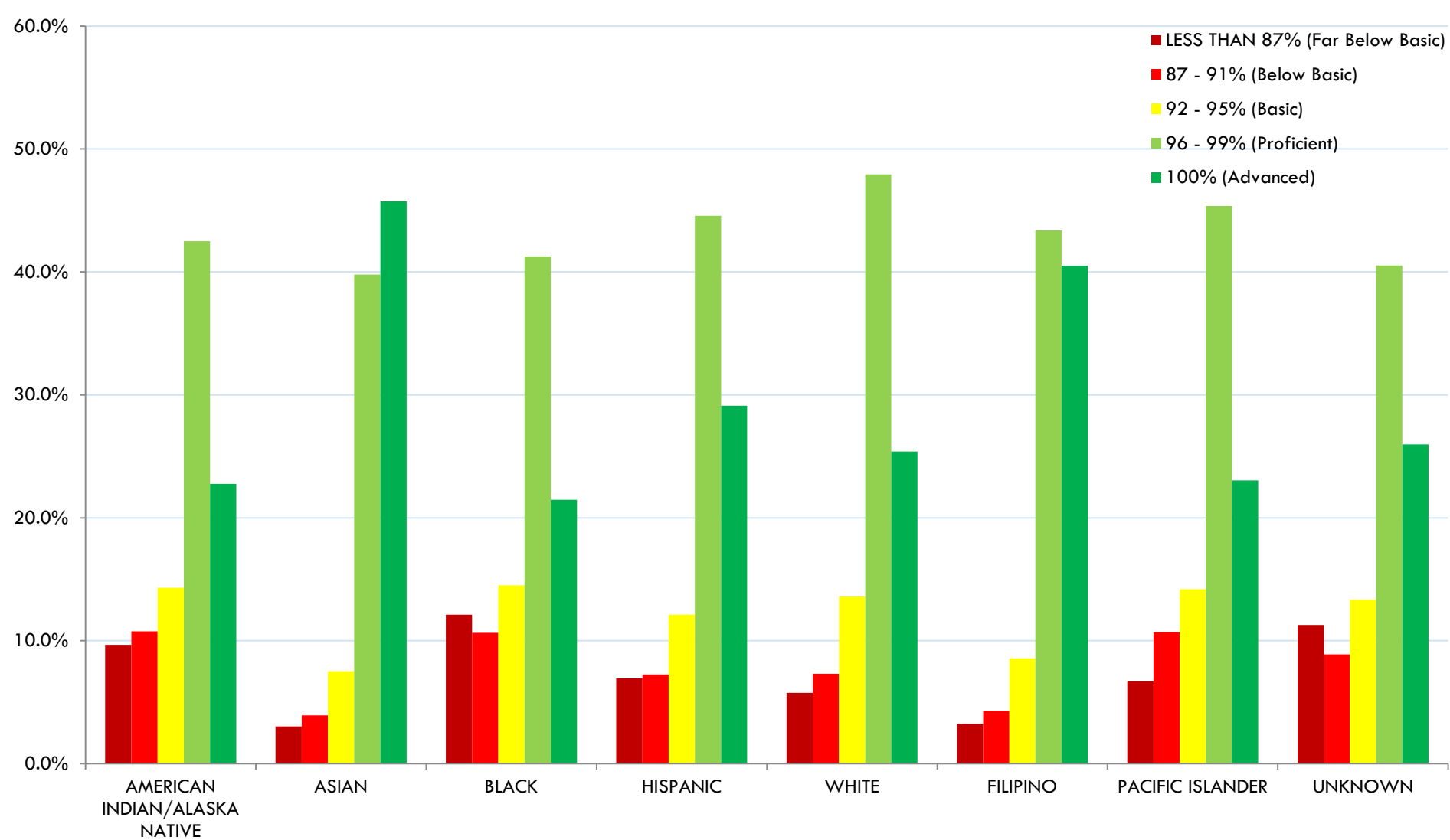
# Attendance by Gender



# Attendance by Grade Level

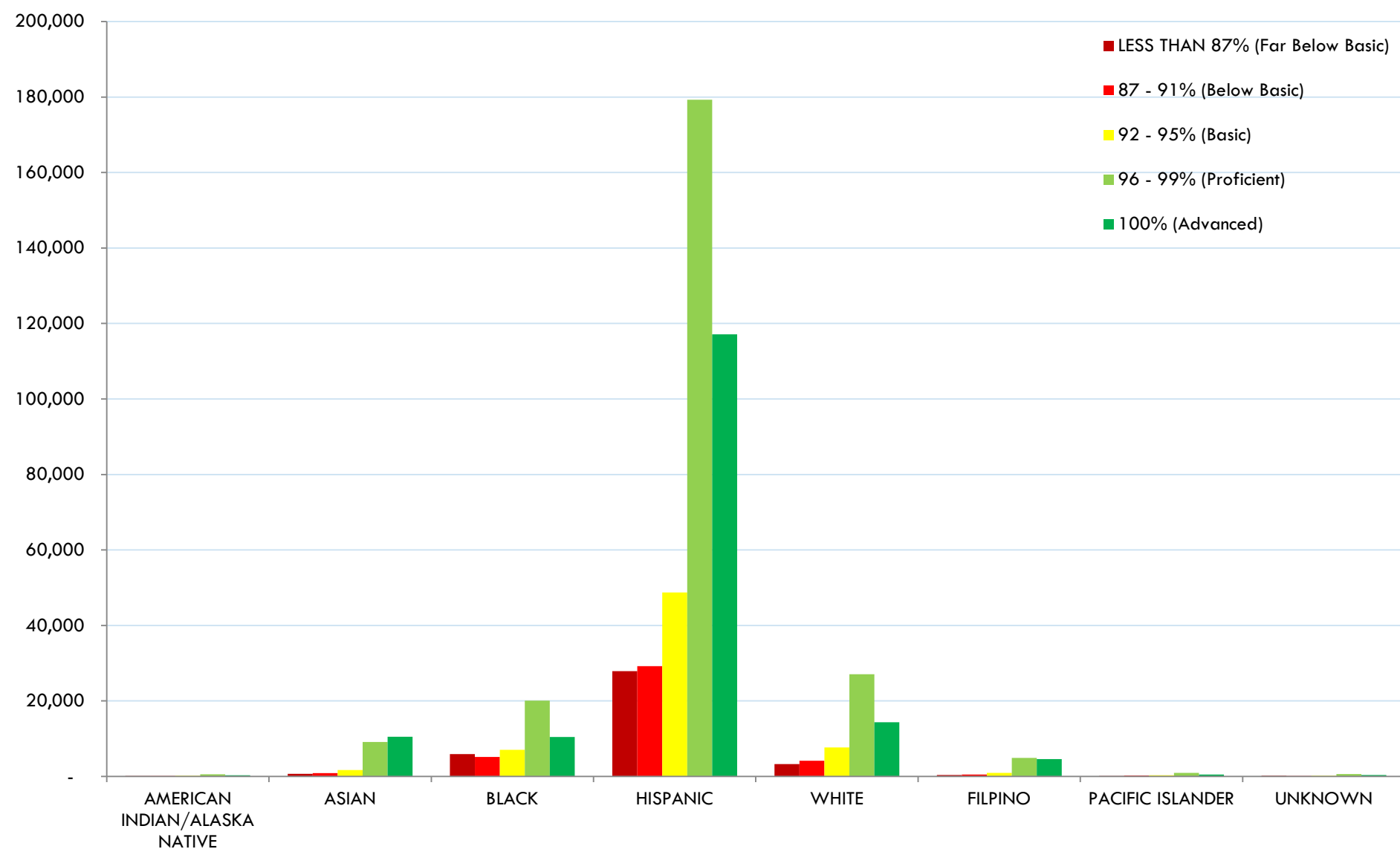


# Percentage of Attendance by Ethnicity

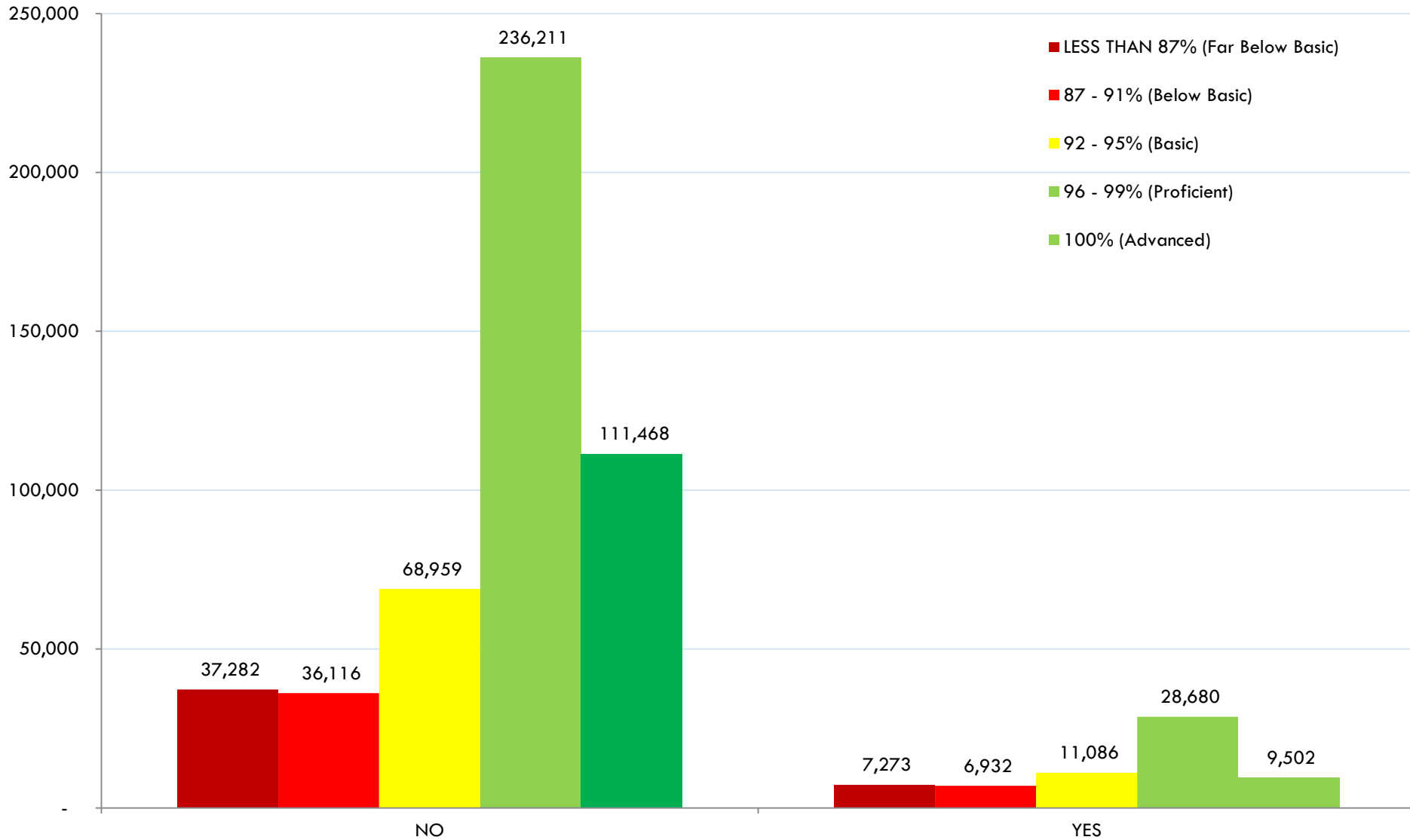




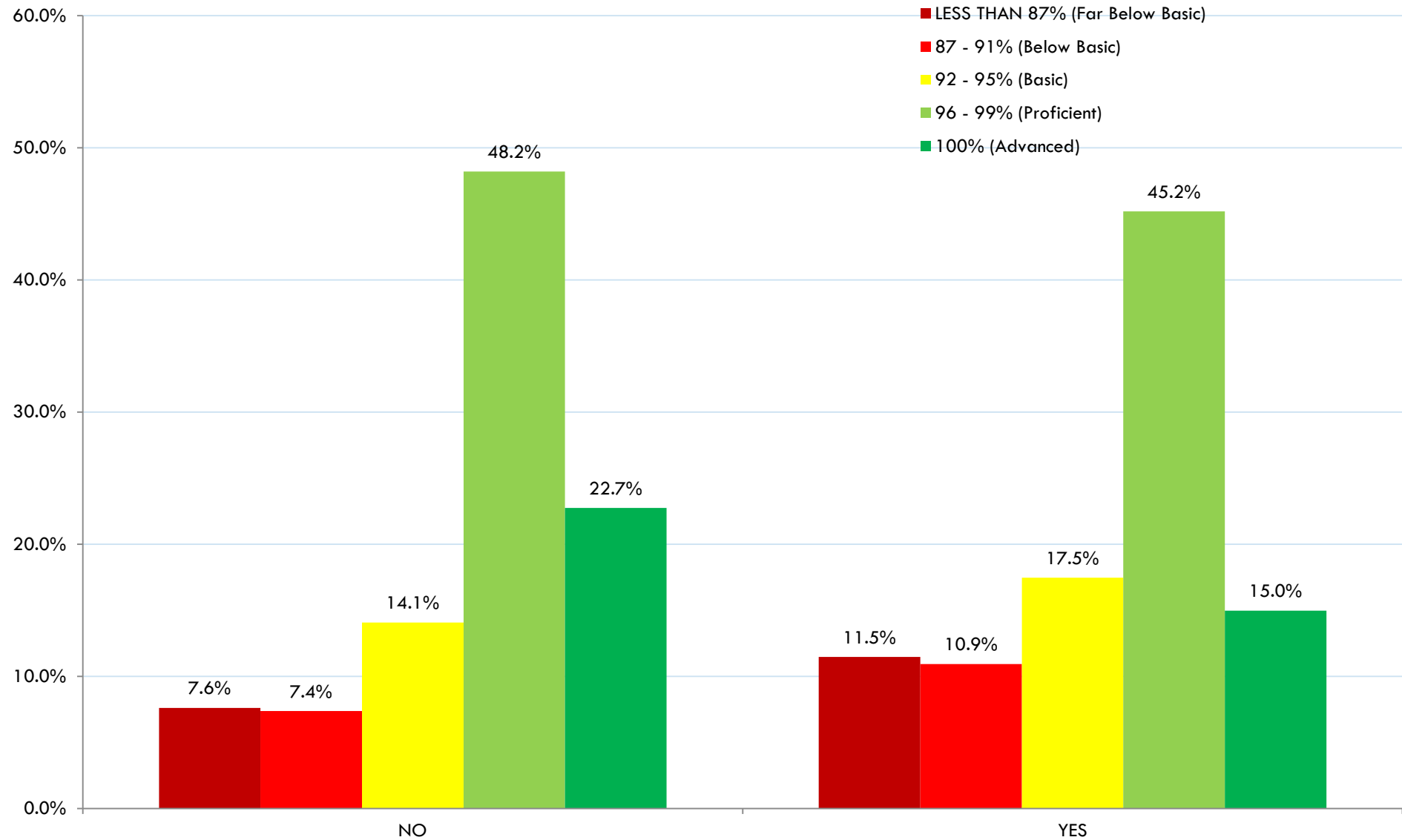
# Percentage of Attendance by Ethnicity



# SPED Indicators



# SPED Indicators Percentage





# How do PSA Counselors Increase Attendance?



"Individually, we are one drop.  
Together, we are an ocean".

*-Ryunosuke Satoro*







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