

# Student Health and Human Services Pupil Services



## LAUSD Attendance and Support



# Objectives

- To learn about the importance of 100% attendance
- To learn about the District's attendance goals
- To learn about the services and supports provided by Pupil Service and Attendance Counselors
- To gain a working knowledge about attendance to make recommendations related to the importance of attendance
- To learn how you can advocate for attendance and support services in your school(s)

# Why is Regular School Attendance Important?



# Students who Miss School, Miss Out!

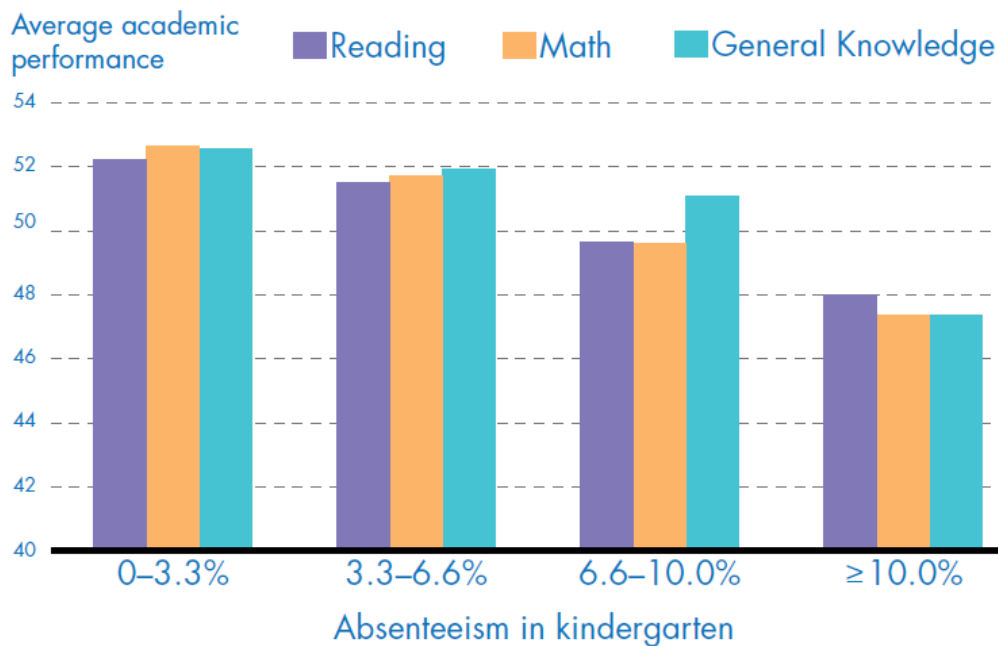


- Students who miss school lose out on valuable instructional time.
- Students who miss school are **at-risk for school failure** and are more likely to eventually **drop out**.
- Students who miss school require extra time from teachers to catch up, leaving less time for other students

# Early Grade Indicators

A student who is chronically absent in kindergarten; is more likely to perform poorly in the first grade, especially in reading/math.

**Figure 2: Chronic absentees in kindergarten have the lowest academic performance in first grade**



# High School Freshman Indicators



- Students on track at the end of their freshman year are about four times more likely to graduate than students not on target.
- Students with marginal attendance (missing one month or more per semester) have less than a 10% chance of graduating.
- One to two weeks of absences substantially reduces the probability of graduation (63% vs 87%).



# High School Graduation

- A high school graduate will earn about \$300,000 more than a high school dropout over their lifetime.
- High School dropouts are more likely to be unemployed, live in poverty, receive public assistance, and go to prison.





# Attendance Laws

- It's the law (**California Compulsory Education Code 48200**).
- Each person between the ages of 6 and 18 year... 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.



# Why Do Students Miss School?

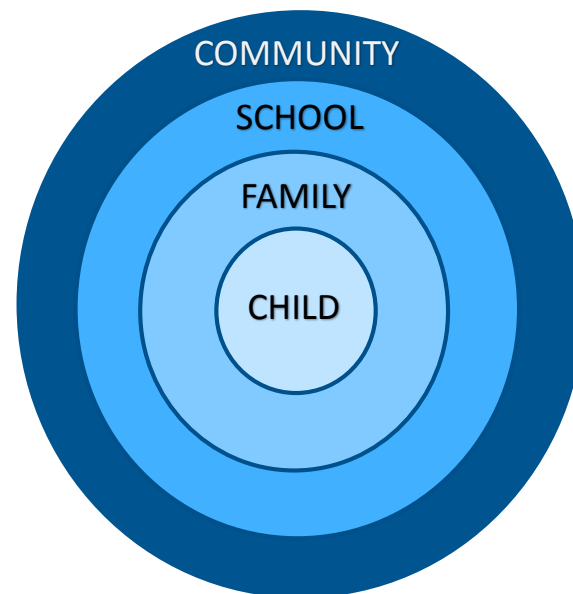




# Serving the Whole Child

Attendance is a complex issue, driven by multiple factors including health, wellness, connectedness, and sense of safety.

## SYSTEMS APPROACH



Source: Chang, H.N., Romero, M. 2008. Present, Engaged, and Accounted for: The Critical Importance of Addressing Chronic Absence in the Early Grades. *National Center for Children in Poverty*.



# Attendance Goals

Expectations and Accountability

# LCAP Attendance Goals 2017-18



Believe. Achieve. L.A. Unified.

## LCAP SCORECARD

SEPTEMBER 2017

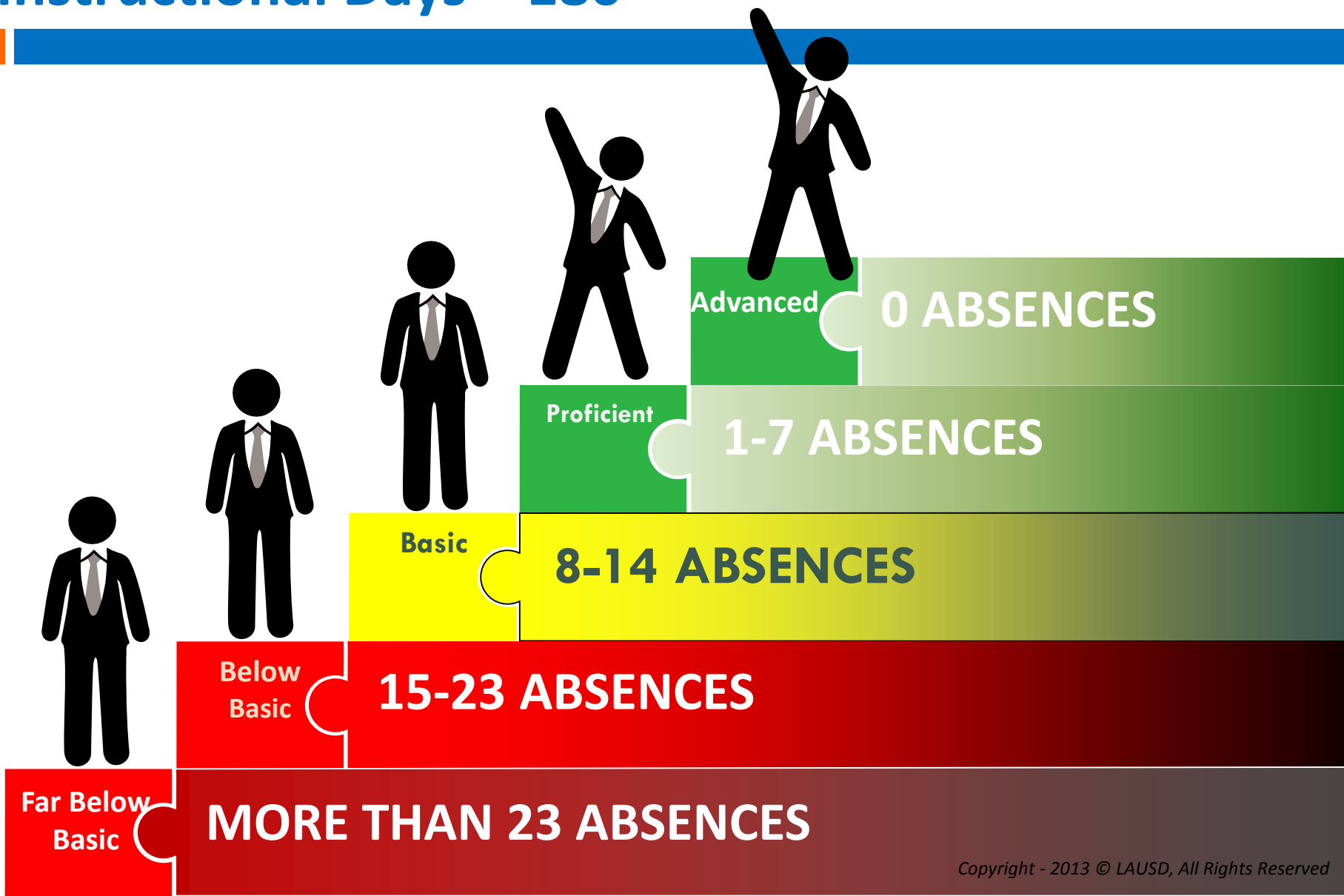
100% ATTENDANCE	Historical	Actual	Annual Targets		
	2015-16	2016-17	2017-18	2018-19	2019-20
Percentage of Students Attending 172-180 Days Each School Year (96% or Higher)	69%	68%	75%	77%	79%
Percentage of Students with Chronic Absence (Missing 16 Days or 91% or Lower)	14%	15%	9%	7%	5%

The 2017-18 District attendance goal is for:

- **75% or more** of students to maintain an attendance rate of 96% or higher throughout the school year
- **9% or less** of students to be chronically absent (*chronic absence is defined as missing 9% or more of the school year*)

# Attendance Bands at the end of the school year

Instructional Days = 180



# Understanding the LCAP Attendance Goal



FAR BELOW BASIC	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Less than 87%	87 - 91%	92 - 95%	96 - 99%	100%
24 or more absences	15-23 absences	8-14 absences	1-7 absences	0 absences

Chronic Absence

More likely to achieve at grade level and graduate

For students who attend the entire 180-day school year:

- Students cannot miss more than 7 days all year to maintain Proficient/Advanced Attendance (96% or more)
- Students who miss 15 days or more are considered chronically absent.

# Understanding the LCAP Attendance Goal (continued)



- To maintain Proficient/Advanced Attendance, students may miss no more than 1 day for every 25 days enrolled.

Absence Counts/Attendance Achievement Bands at the End of Each Month					
2017-18	FBB	BB	Basic	Proficient	Advanced
August	2 or more	1	0	0	0
September	5 or more	4	2-3	1	0
October	7 or more	5-6	3-4	1-2	0
November	9 or more	6-8	3-5	1-2	0
December	11 or more	7-10	4-6	1-3	0
January	13 or more	8-12	4-7	1-3	0
February	15 or more	10-14	5-9	1-4	0
March	18 or more	11-17	6-10	1-5	0
April	20 or more	13-19	7-12	1-6	0
May	23 or more	14-22	7-13	1-6	0
June	24 or more	15-23	8-14	1-7	0



How many days can a student miss to still be considered as having Prof/Adv attendance by the end of January?

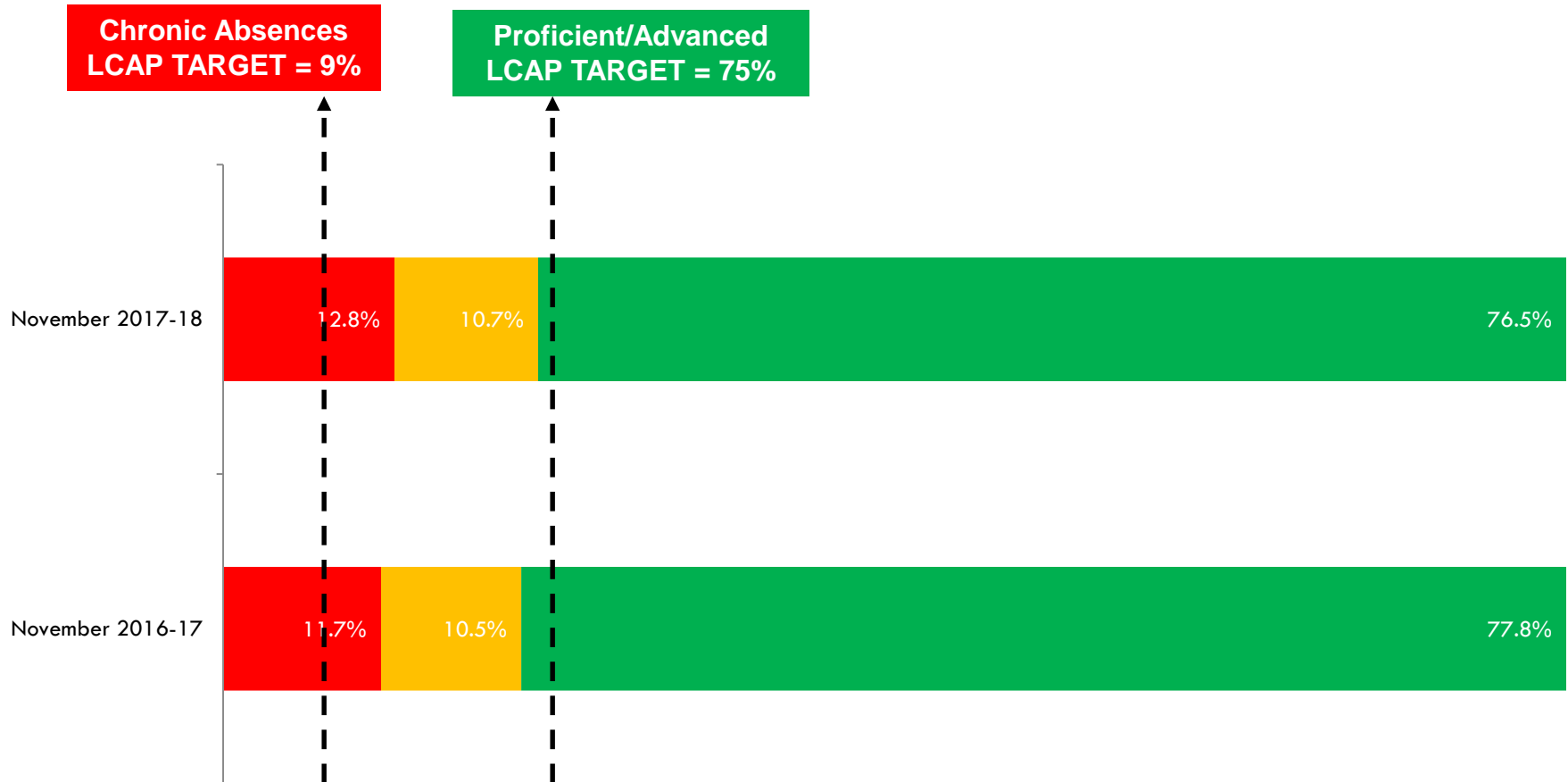
*\*Please note that these breakdowns apply to students who have been enrolled continuously since the first day of school. Students who enroll late will have fewer days of instruction, and must therefore miss fewer days of school to maintain a 96% attendance rate.*



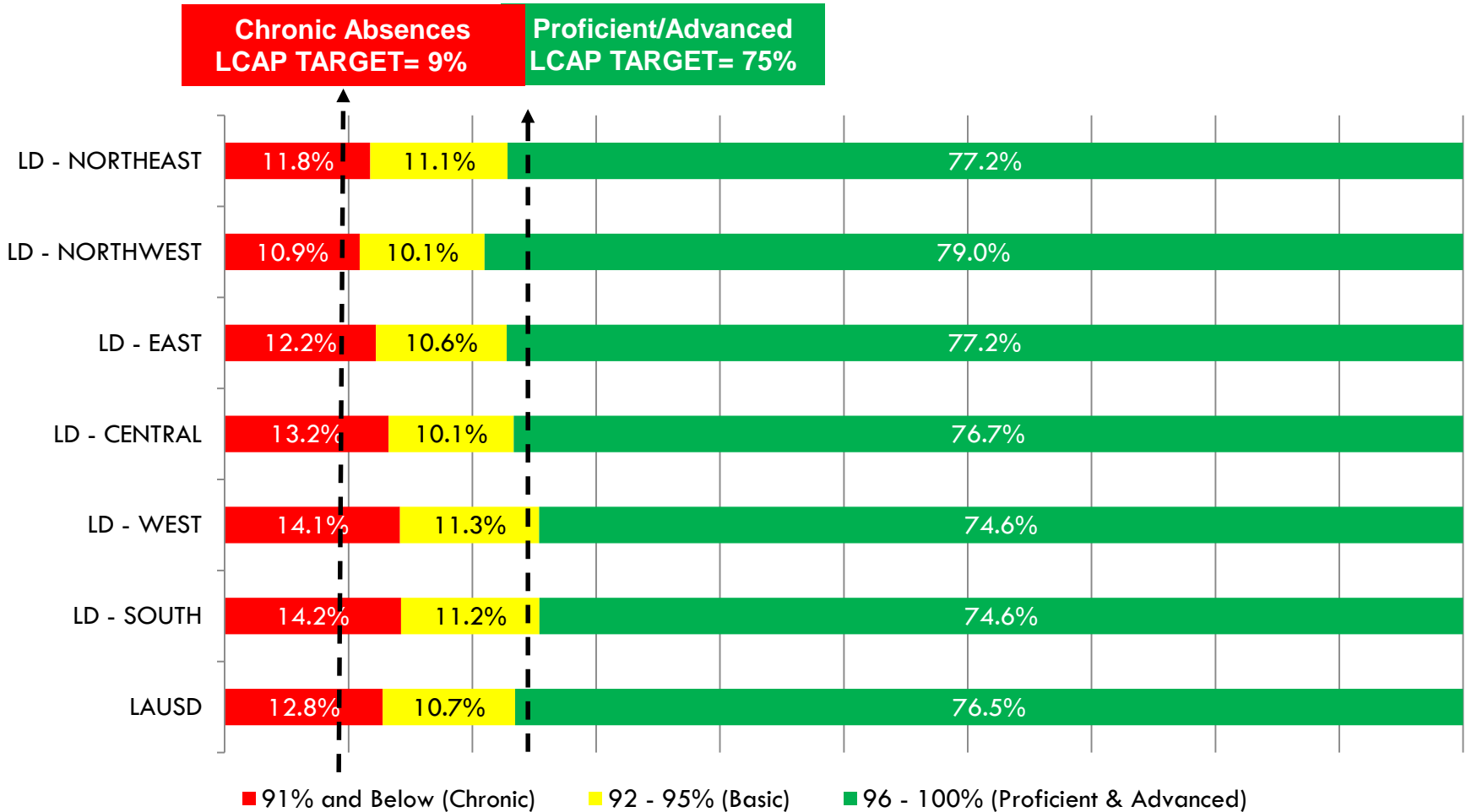
# LAUSD Attendance Data



# District Wide Attendance Bands Cumulative through November (2017-18)

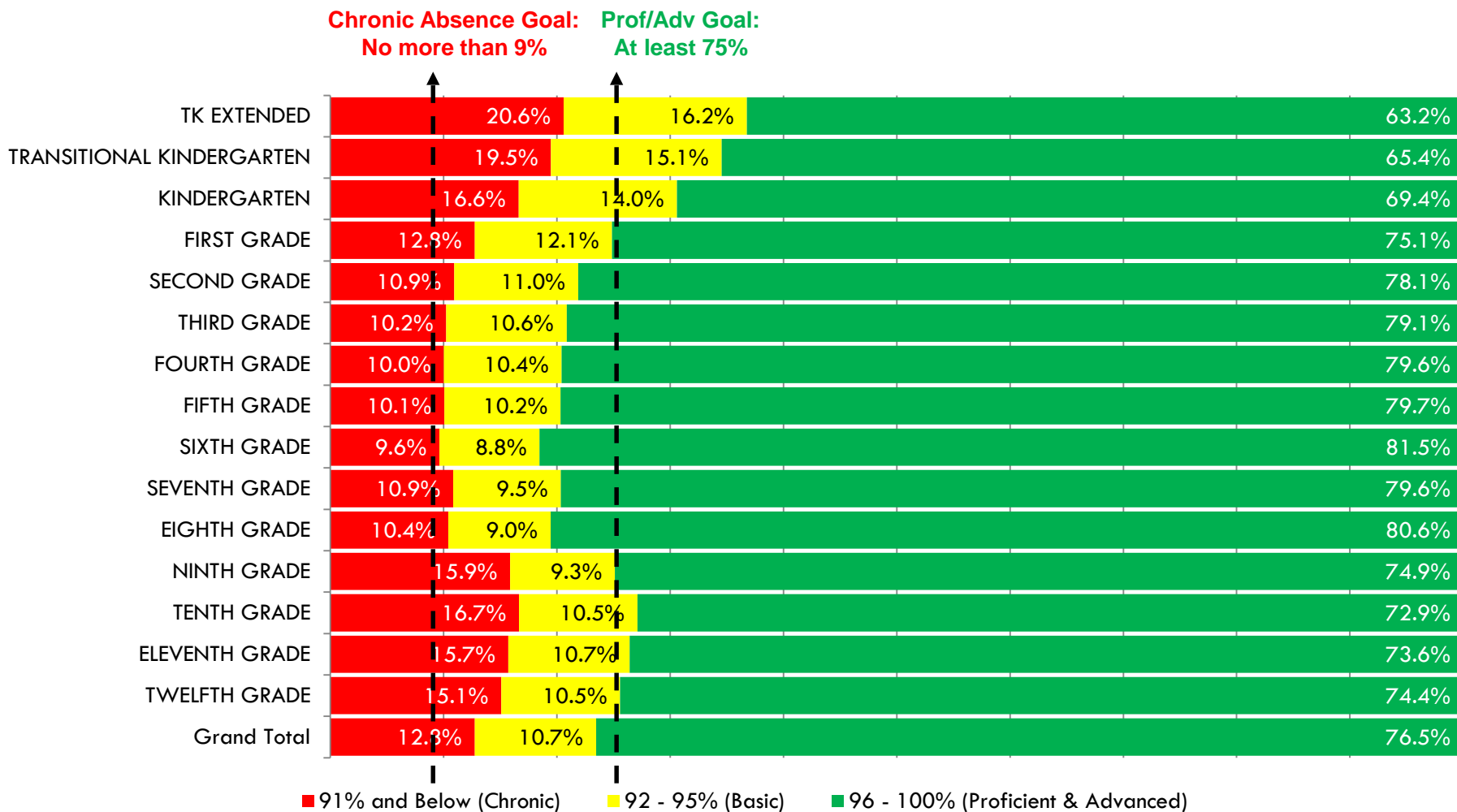


# Attendance Bands *by Local District* Cumulative YTD (2017-18)





# District-Wide Attendance Bands by Grade Level Cumulative YTD (2017-18)

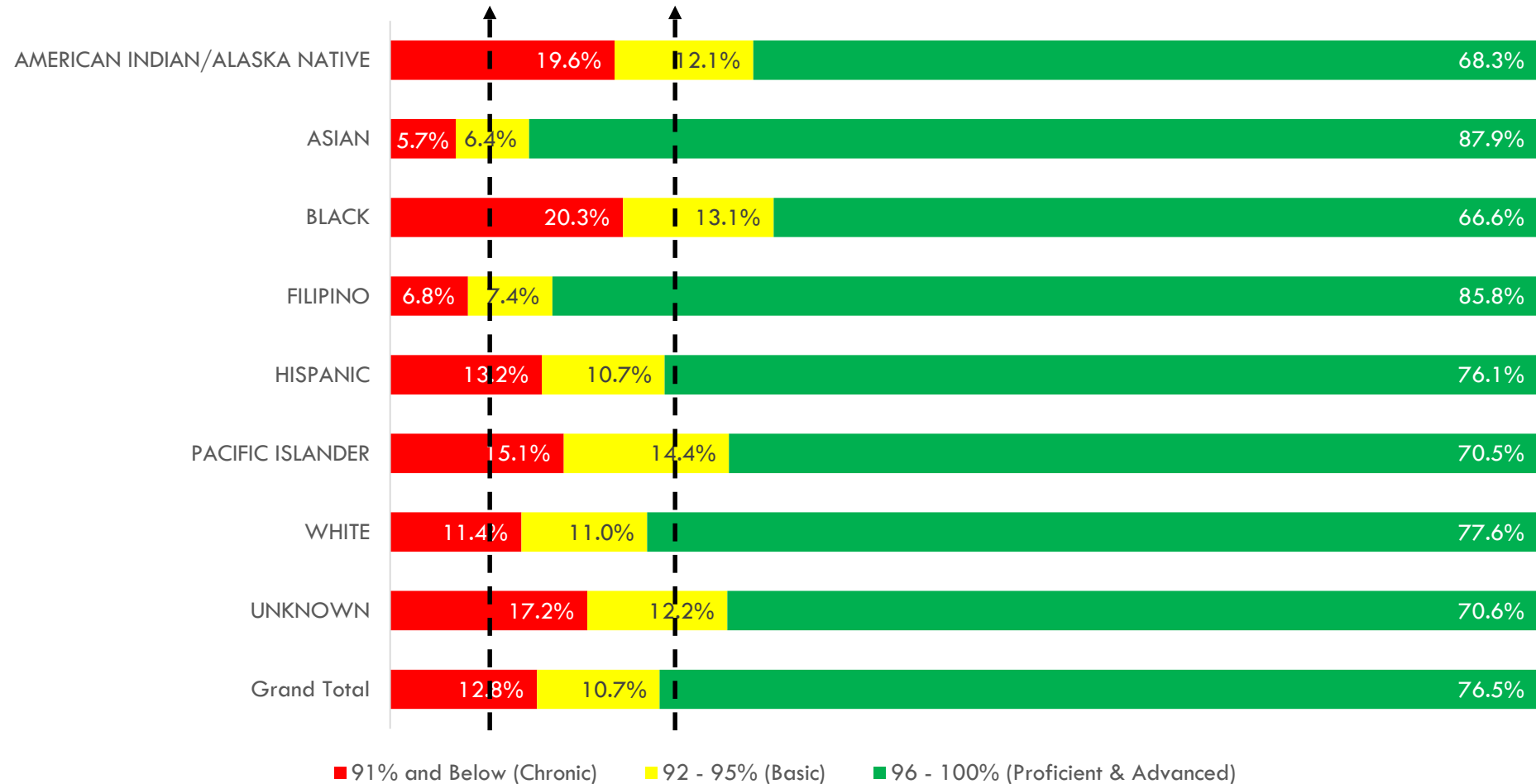




# District-Wide Attendance Bands by *Ethnicity* Cumulative YTD (2017-18)



**Chronic Absence Goal:** No more than 9%  
**Prof/Adv Goal:** At least 75%



Source: MyData

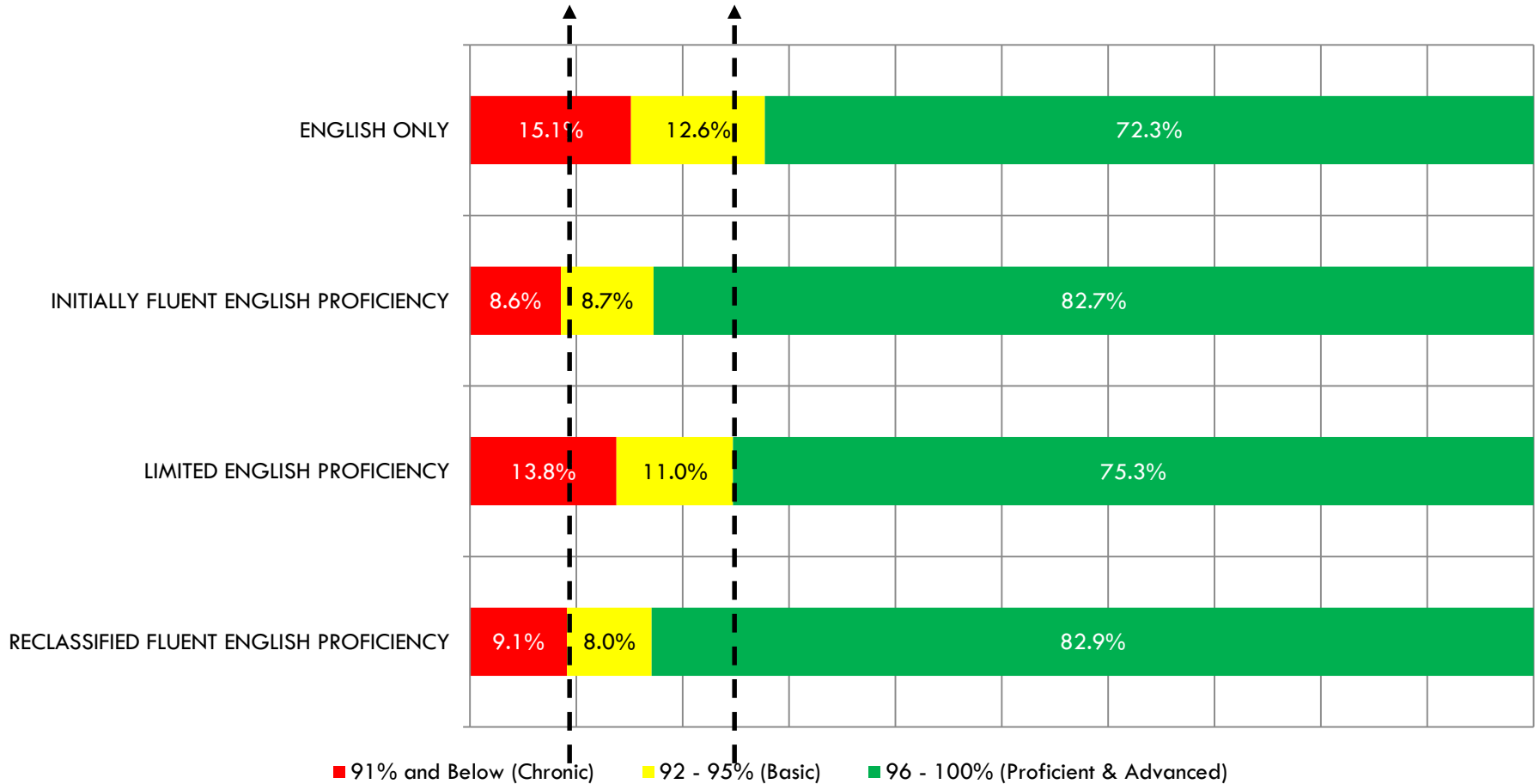
Cumulative Data YTD 2017-18 Thru November 30, 2017

# District-wide Attendance Bands by *Language Classification* Cumulative YTD (2017-18)

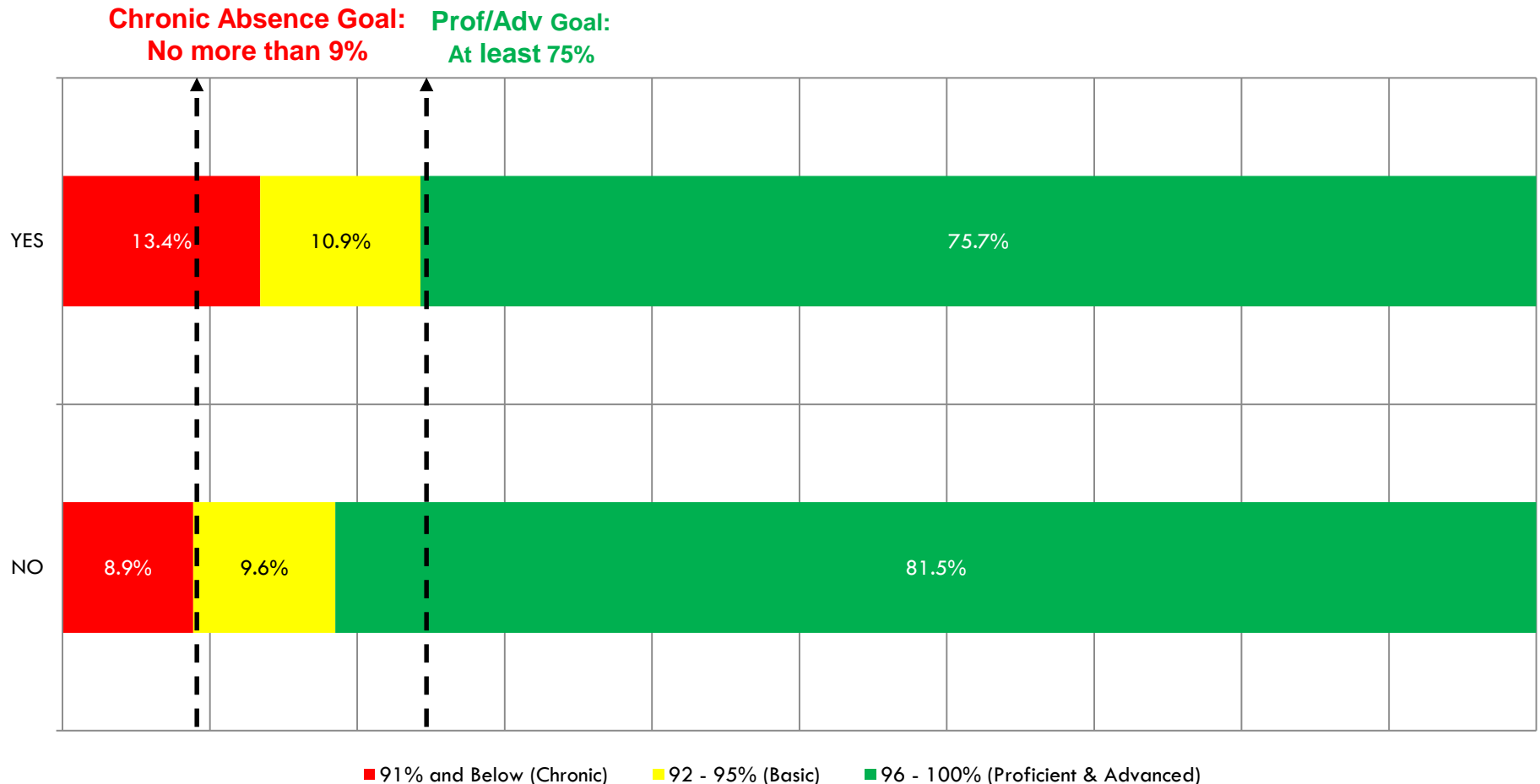


**Chronic Absence Goal:  
No more than 9%**

**Prof/Adv Goal:  
At least 75%**



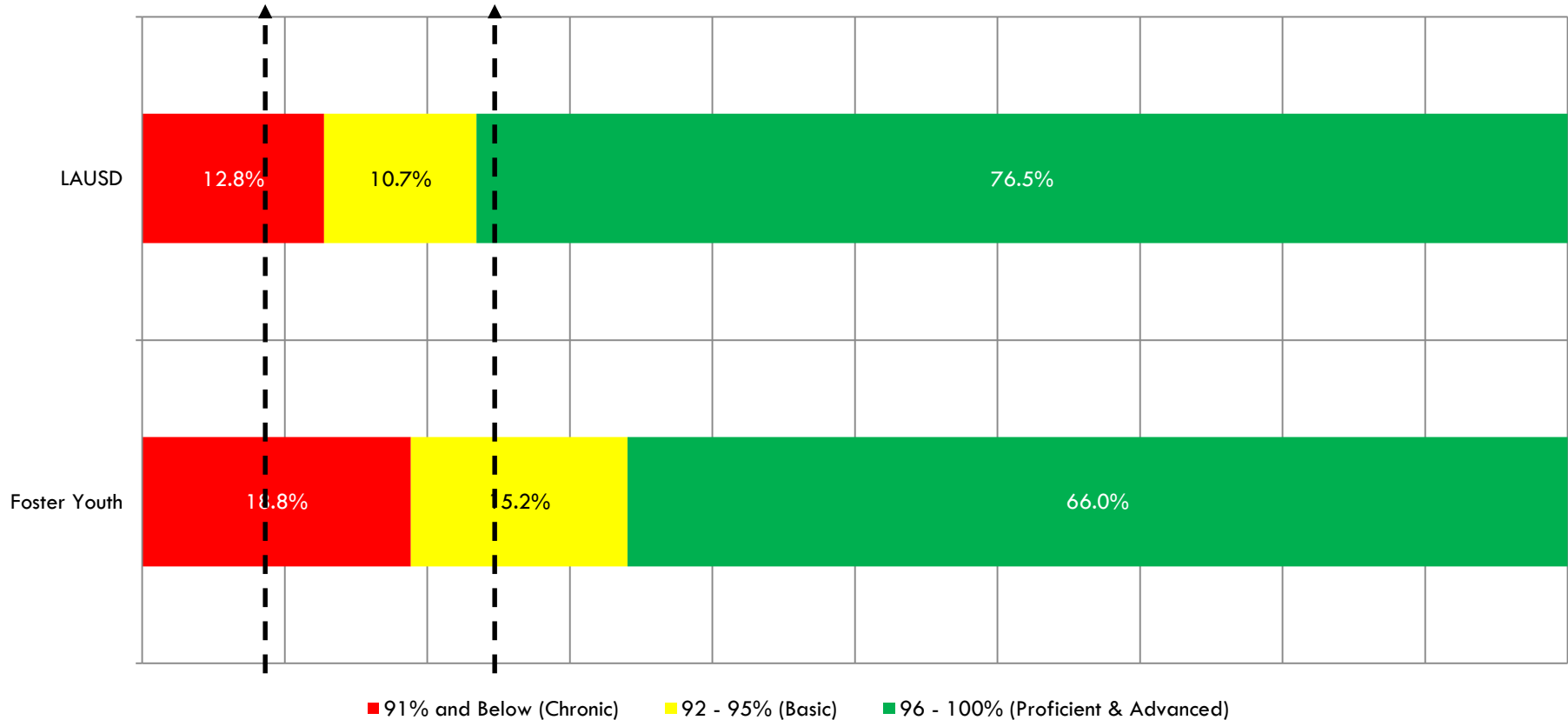
# District-wide Attendance Bands Comparison by Poverty Indicator YTD (2017-18)



# District-wide Attendance Bands Comparison by Foster Youth Population YTD (2017-18)



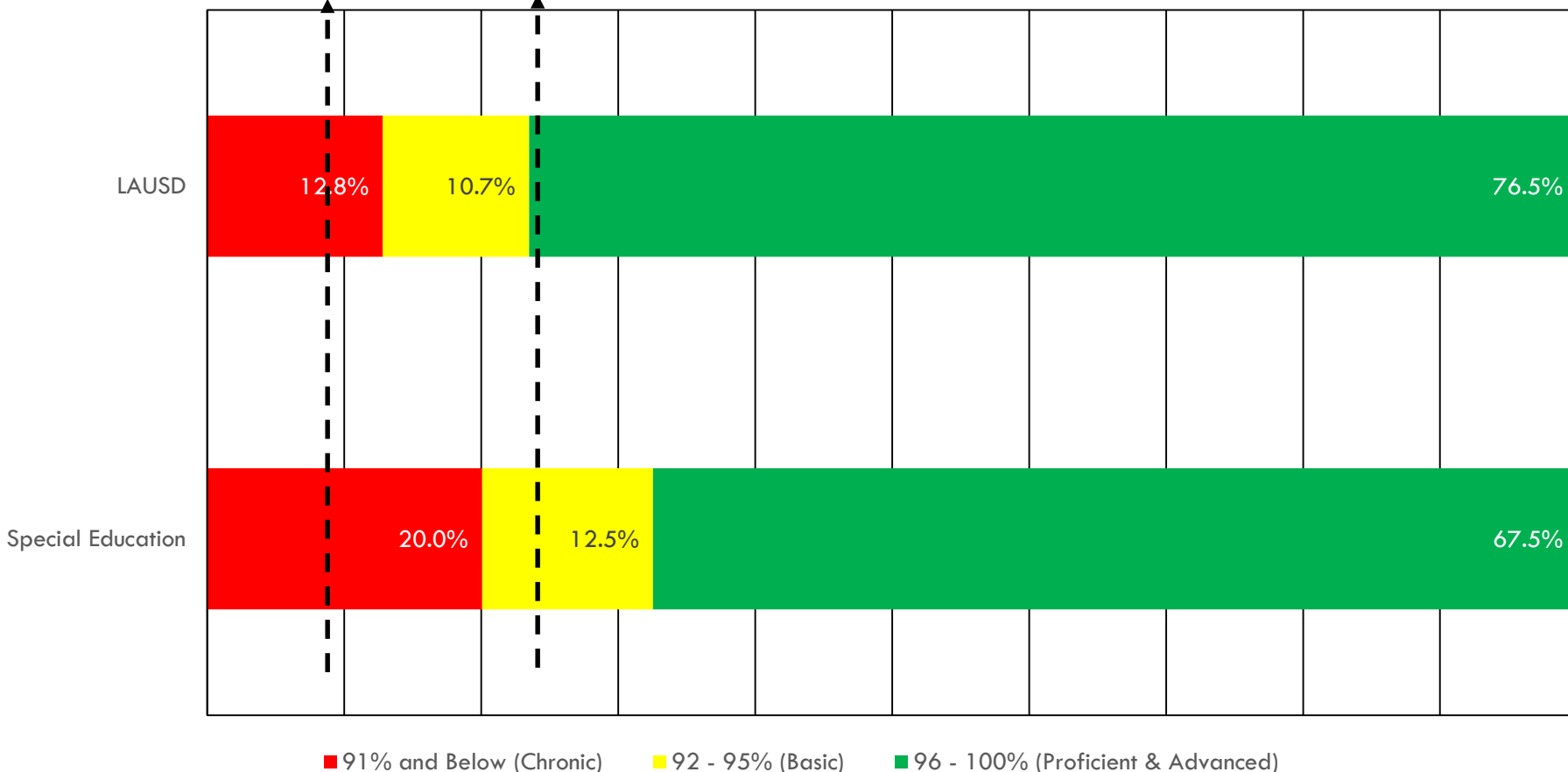
**Chronic Absence Goal:** No more than 9%  
**Prof/Adv Goal:** At least 75%





# District-wide Attendance Bands Comparison by Special Education Population YTD (2017-18)

**Chronic Absence Goal:** No more than 9%  
**Prof/Adv Goal:** At least 75%



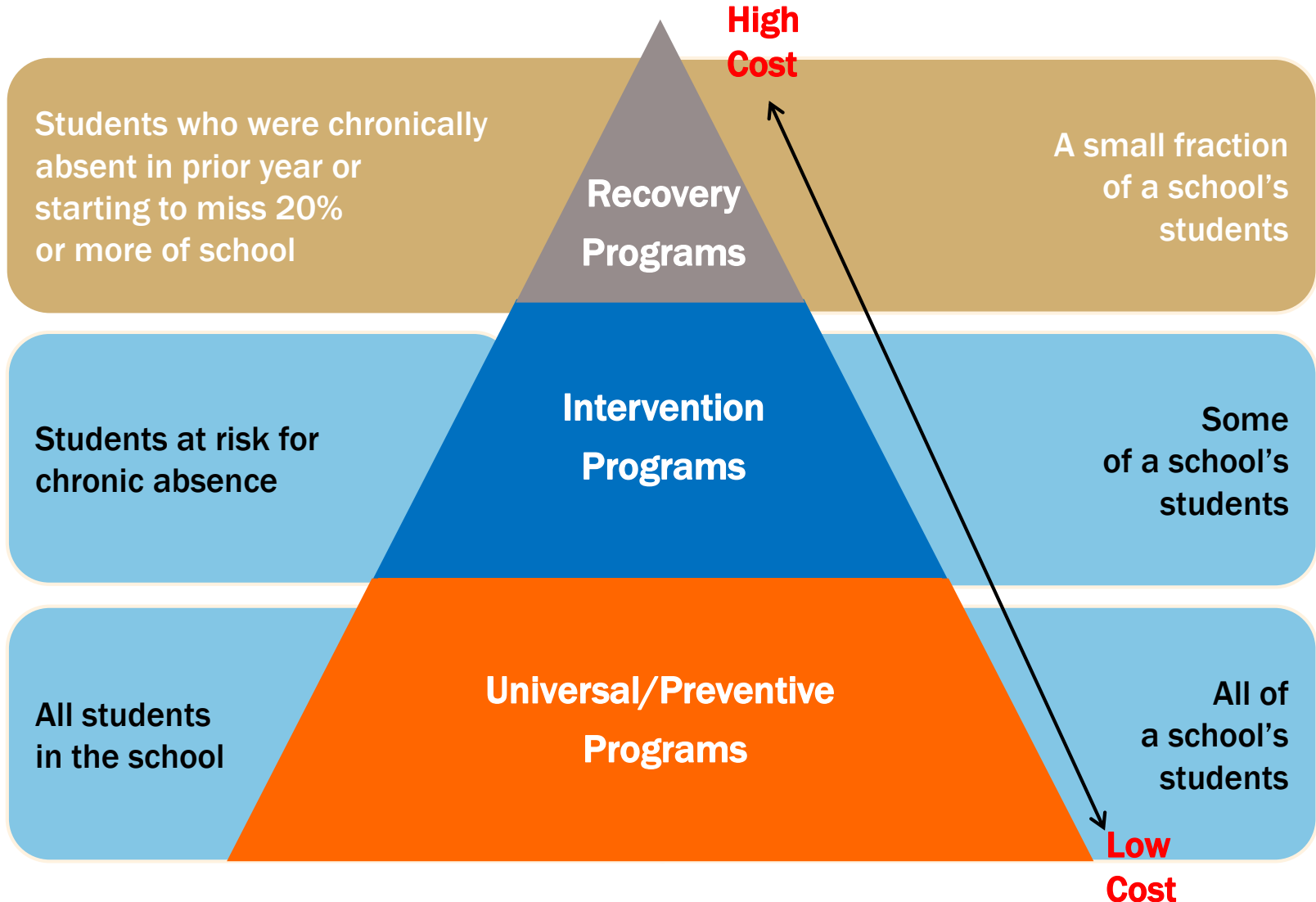


A decorative horizontal bar at the top of the slide, consisting of an orange square on the left and a blue rectangle on the right.

# Absence Prevention and Intervention

How we Support Students  
and Families in LAUSD

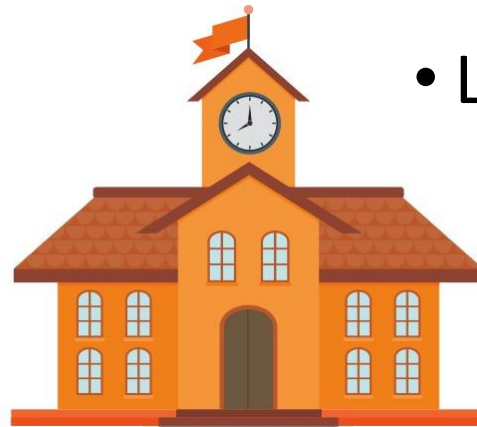
# Absence Prevention and Intervention



# Essential Elements to Addressing Attendance



- Systems-wide prevention and early intervention
- Positive, safe school culture
- Meaningful and supportive relationships
- Parent Engagement
- Community partnership and collaboration
- Leadership and vision



Balfanz, R., Byrnes, V. 2012. The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools. *Center for Social Organization of Schools*.

Chang, H.N., Romero, M. 2008. Present, Engaged, and Accounted for: The Critical Importance of Addressing Chronic Absence in the Early Grades. *National Center for Children in Poverty*.

Anderson-Butcher, D., et al. (2010). Emergent Evidence in Support of a Community Collaboration Model for School Improvement. *National Association of Social Workers* (32), 160-171.

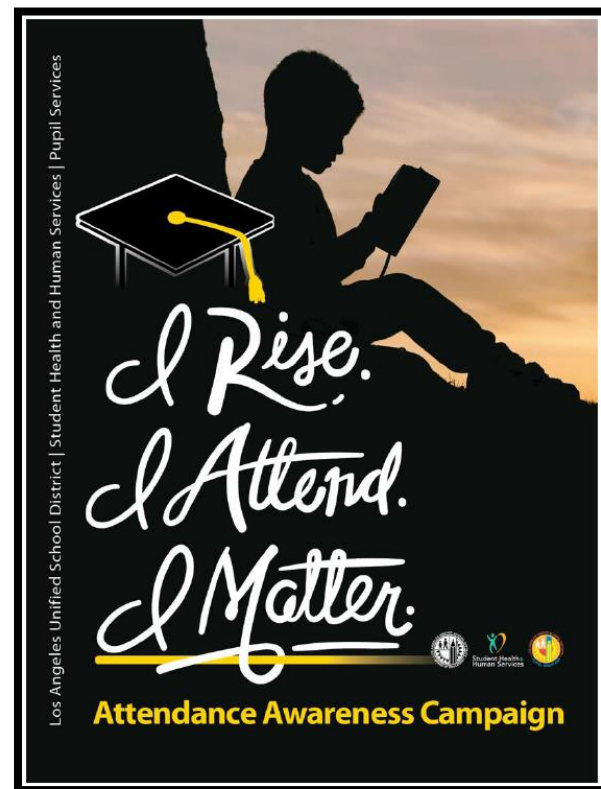
Peek, S.D. 2009. Integrating Effective and Beneficial Interventions to Increase Student Attendance in an Elementary School Setting. *Georgia School Counselors Association* (16), 9-20.

Epstein, J.L. 2004. Getting Students to School: Using Family and Community Involvement to Reduce Chronic Absenteeism. *School Community Journal* (14) (2), 39.



# L.A. Unified's Attendance Efforts

- Attendance Awareness Campaign
- Attendance Dashboards
- Outreach to families and community
- Partnership with Parent Community Services
- Local District teams and school site support
- Identify best practices



# Pupil Services Mission Statement

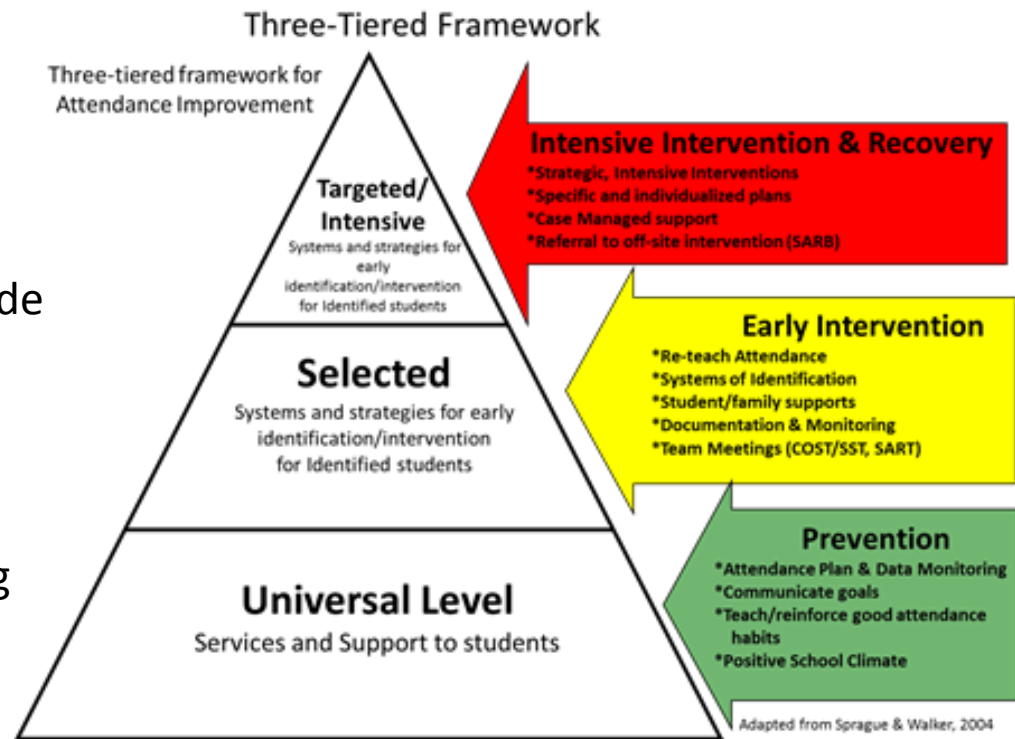
*“To ensure that all LAUSD students are enrolled, attending, engaged, and on-track to graduate”*



# Pupil Services and Attendance (PSA) Counselor Support Services



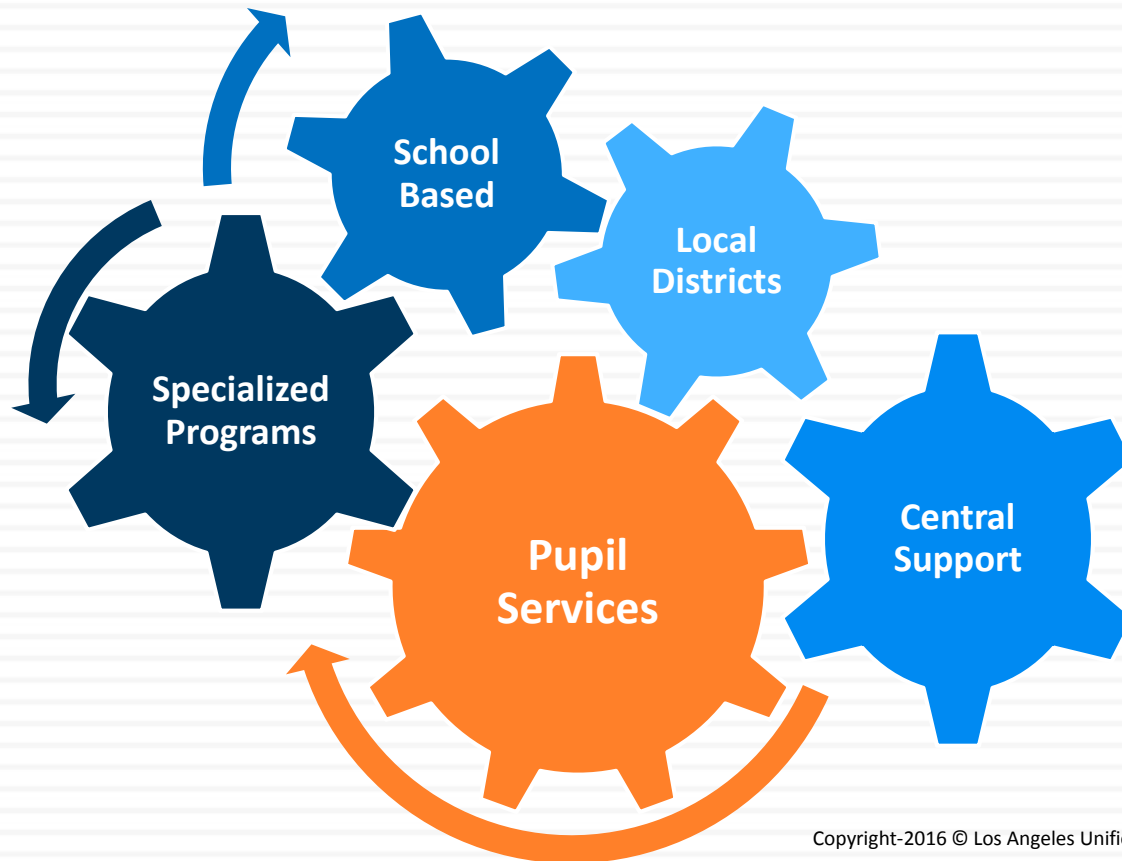
- Utilize a three-tiered model
  - Prevention
  - Early intervention
  - Intensive intervention
- Improve individual and system-wide student attendance, engagement, achievement and graduation
- Work directly with students who experience difficulties in achieving their academic potential due to social/emotional, home and community barriers
- Specialized units provide additional support services that are needed by the specific populations they serve



# How do PSA Counselors Increase Attendance?



# Pupil Services Programs





# Local District Pupil Services and Attendance Field Coordinators

Local District	Coordinator	Phone number
Central	Leilani Morales lxm8995@lausd.net	213-241-0158
East	Erin Campbell emc5498@lausd.net	323-224-5905
Northeast	Pat Jimenez patricia.x.jimenez@lausd.net	818-686-4444
Northwest	Dionne Ash Dionne.ash@lausd.net	818-654-3716
South	Acquinetta Cook adc3773@lausd.net	310-354-3421
West	Pat Burt Pat.burt@lausd.net	310-235-3766

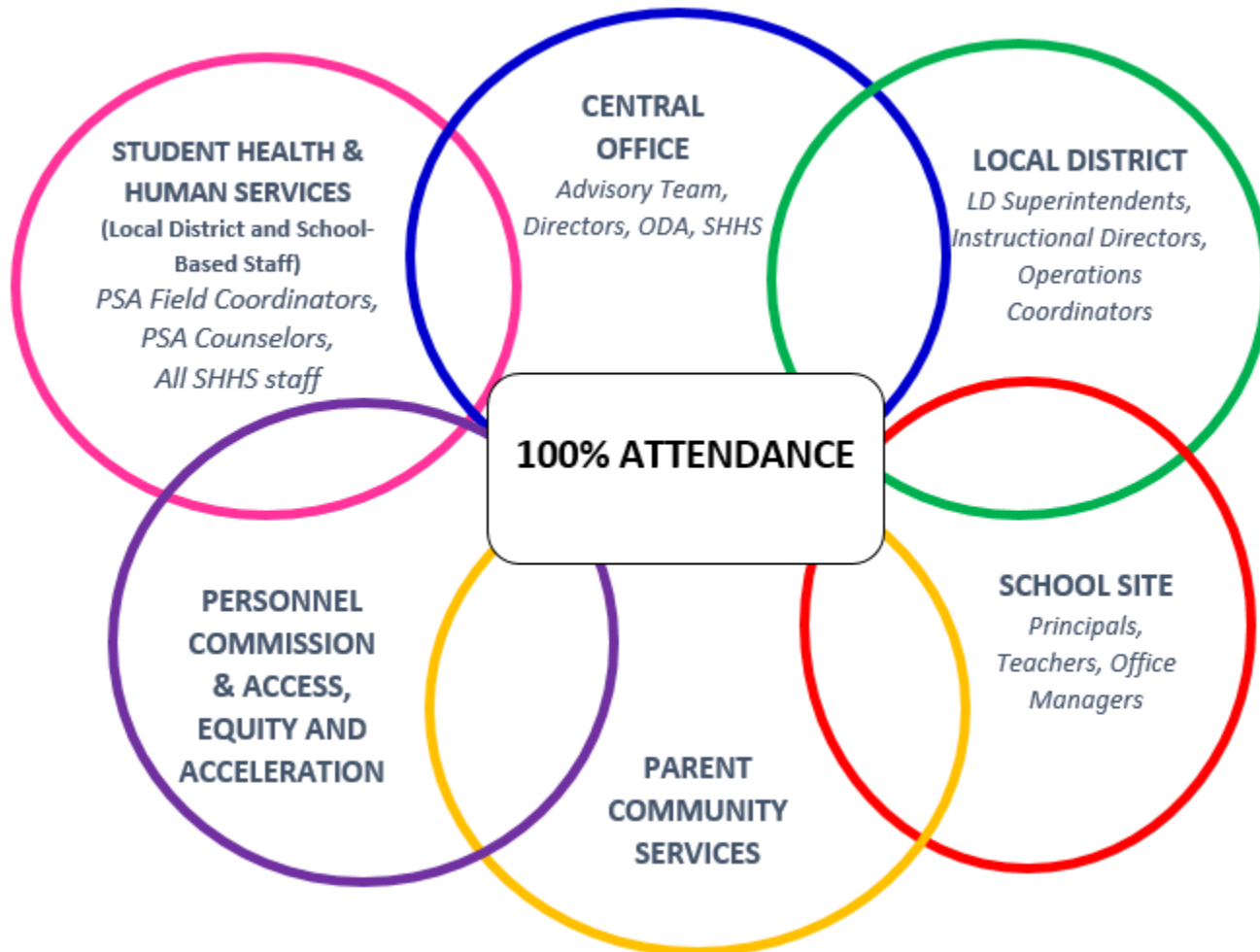
# PSA Specialized Program Coordinators

Specialized Program	Coordinator	Phone number
Attendance Improvement Program	Martha O. Godinez mgodinez@lausd.net	213-202-2012
A-G Diploma Program College Empowerment	Kristal Green Kristal.green@lausd.net	213 241-3844
FamilySource City Partnership	Betsy Lara Betsbel.lara@lausd.net	213-202-2018
Foster Youth Achievement Program	La Shona Jenkins lashona.jenkins@lausd.net	213-241-3553
Foreign Students & Permits	Norma Sturgis norma.sturgis@lausd.net	213-202-7547
Group Home Scholars	Dr. Denise Miranda denise.miranda@lausd.net	213-241-0761

# PSA Specialized Program Coordinators (continued)

Local District	Coordinator	Phone number
Homeless Education Program	Angela Chandler Angela.chandler@lausd.net	213-241-7581
Juvenile Hall/ Camp Returnee	Dr. Denise Miranda denise.miranda@lausd.net	213-241-0761
YouthSource City Partnership	Elsy Rosado eyr3367@lausd.net	213-202-2017

# Attendance is Everyone's Responsibility



# What Roles to Parents Play



- First Teacher
- Cheerleader
- Role Model
- Enforcer
- Advocate



# What Can Parents Do?



- Make sure your child gets at least 8 hours of sleep and a nutritious breakfast each day
- Create a morning and evening routine
- Talk about the importance of going to school everyday

# What Can Parents Do?



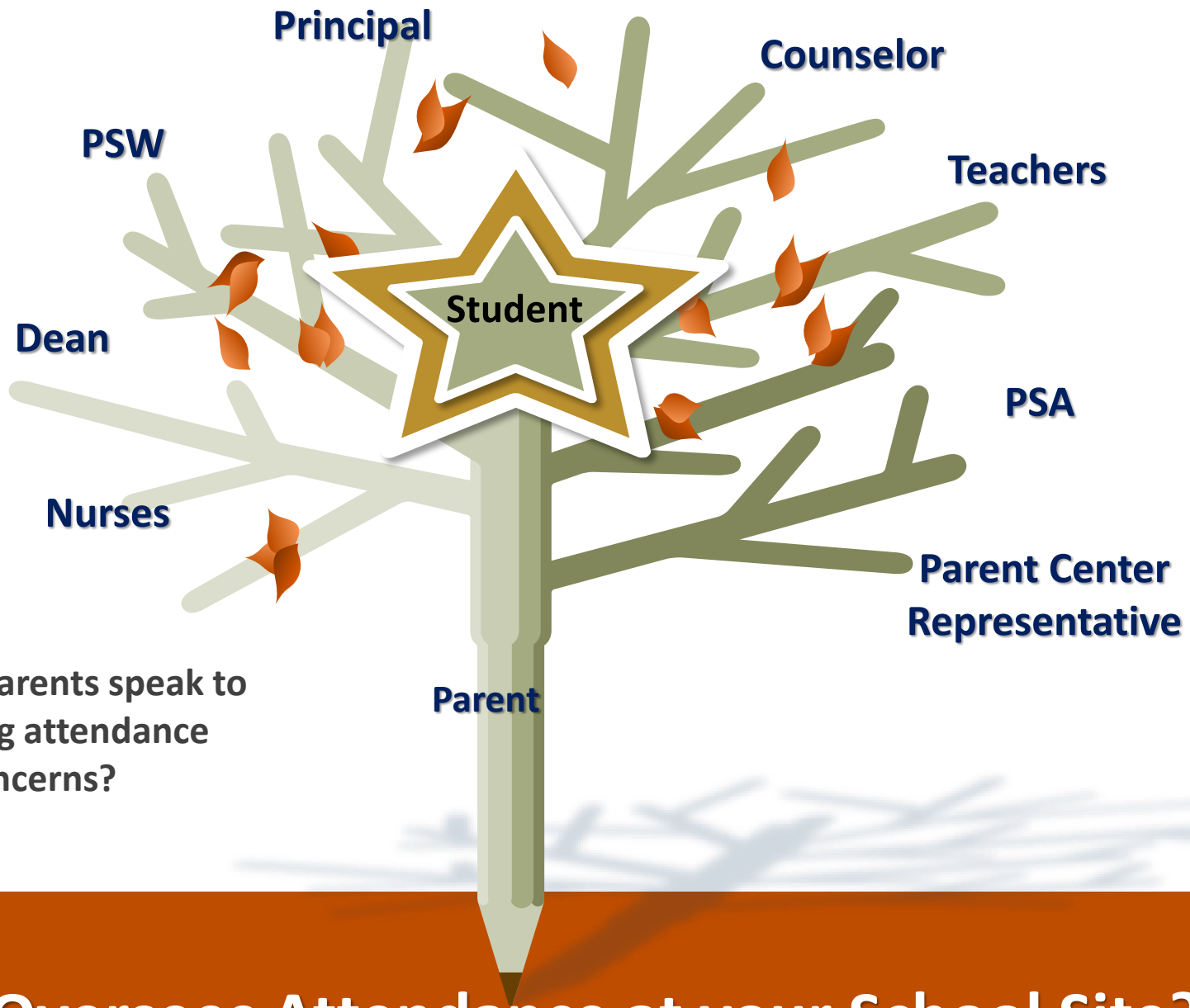
- Create a back-up system or alternate plans for getting to and from school
- Make your school aware of any issues that may be affecting your child's attendance for example: health and/or family problems
- Make sure your child's school has your accurate daytime contact information and address

# What Parents Can Do? (continued)



- Plan family vacations for non-school days only
- Schedule non-emergency medical and dental appointments after school hours on weekends or during your child's vacation
- Meet with Teacher (attend school meetings, parent conferences, IEP's), and request missing assignments when absent





Who can parents speak to regarding attendance concerns?

**Who Oversees Attendance at your School Site?**

# Comments or Questions?



**Thank You!**

“To ensure that all LAUSD students are enrolled, attending, engaged, and on-track to graduate”



Pupil Services  
(213) 241-3844  
[www.pupilservices.lausd.net](http://www.pupilservices.lausd.net)