

Student Health and Human Services  
**ATTENDANCE POLICY AND PROCEDURES MANUAL**

**ELEMENTARY AND SECONDARY  
ATTENDANCE & DROPOUT PREVENTION PLAN**

**Clover Avenue Elementary School**

---

**2011-2012**

---

Student Health and Human Services  
**ATTENDANCE POLICY AND PROCEDURES MANUAL**

## **INTRODUCTION**

### **STUDENT ATTENDANCE POLICY**

On July 13, 2004 The Los Angeles Board of Education adopted a District–Wide Student Attendance Policy. This comprehensive policy focuses on implementing an attendance intervention protocol such as alternatives to suspensions, City/District Attorney Truancy Abatement Programs, identifying and assisting at-risk students/potential dropouts, staff development, parent involvement, self-audits and accountability in order to improve student in-seat attendance.

### **ATTENDANCE & DROPOUT PREVENTION PLAN**

This template was developed to assist schools plan, communicate, their school's student attendance goals and to meet the District mandates listed below.

- Every school shall develop and implement a written Attendance & Dropout Prevention Plan in collaboration with appropriate participants, refer to Attachment: [A-1: Blueprint for Attendance Improvement](#).
- Every school shall implement the District's "Mandated Attendance Intervention Protocol," ([see Attachment A-2](#)).

## **INSTRUCTIONS**

### **STEPS TO FOLLOW**

1. Assemble your Attendance & Dropout Prevention Team.
2. Review the items in red, discuss, create, and implement specific to your school's needs.
3. All instructions printed in red require specific school information to be inserted in the space provided.
4. Once your school's plan has been completed, provide a copy to each member of the attendance team.
5. Copies of the Attendance & Dropout Prevention Plan should be available in the principal's office, main office, and the attendance office.

*Please refer to the [Attendance Plan Guide](#) for an expanded list of recommended topics to be included in the attendance plan.*

Student Health and Human Services  
**ATTENDANCE POLICY AND PROCEDURES MANUAL**

## ATTENDANCE & DROPOUT PREVENTION PLAN

### ATTENDANCE & DROPOUT PREVENTION TEAM MEMBERS

The following staff members should be included: PSA Counselor, Principal, Assistant Principal, counselors, nurse, Diploma Project Counselors, teachers, office clerks, parents, and students.

Team Member	Title
Sharon Fabian	<u>Principal</u>
Kathy Snelgrove	<u>Assistant Principal, EIS</u>
Yvette Johnson	<u>School Administrative Assistant</u>
Tracy Boulanger	<u>Parent</u>
Stacy Price	<u>Teacher</u>
Dana Blakemore	<u>Teacher</u>

### DATA DRIVEN DECISION MAKING

Monitoring Student Attendance:

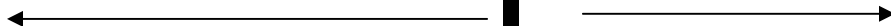
**Clover Avenue SCHOOL'S ATTENDANCE DATA**

	Last School Year 2009-2010	Current School Year 2010-2011	<u>Performance Meter Target</u> (Current Year)
<b>Student Enrollment</b>	<b>610</b>	<b>611</b>	<b>64%</b>
<b>In-Seat Attendance %</b>	<b>96.42%</b>	<b>96.70%</b>	
<b>Graduation Rate</b>	<b>0</b>	<b>0</b>	
<b>Drop-Out Rate</b>			
<b>School Staff Attendance</b>			

School data can be found at the following sites: [lausd.net](http://lausd.net) (MyData, ISIS Stats-at-a-Glance), for dropout and graduation rates go to [www.cde.ca.gov](http://www.cde.ca.gov)

### Attendance Summary by Location, Elementary

School Name	Far Below Basic		Below Basic		Basic		Proficient		Advanced		Unknown	Total	
	LESS THAN 87%		87 - 91%		92 - 95%		96 - 99%		100%				
School #1	1.90%	10	5.00%	21	22.10%	109	58.30%	325	12.70%	79		<b>100.00%</b>	<b>544</b>

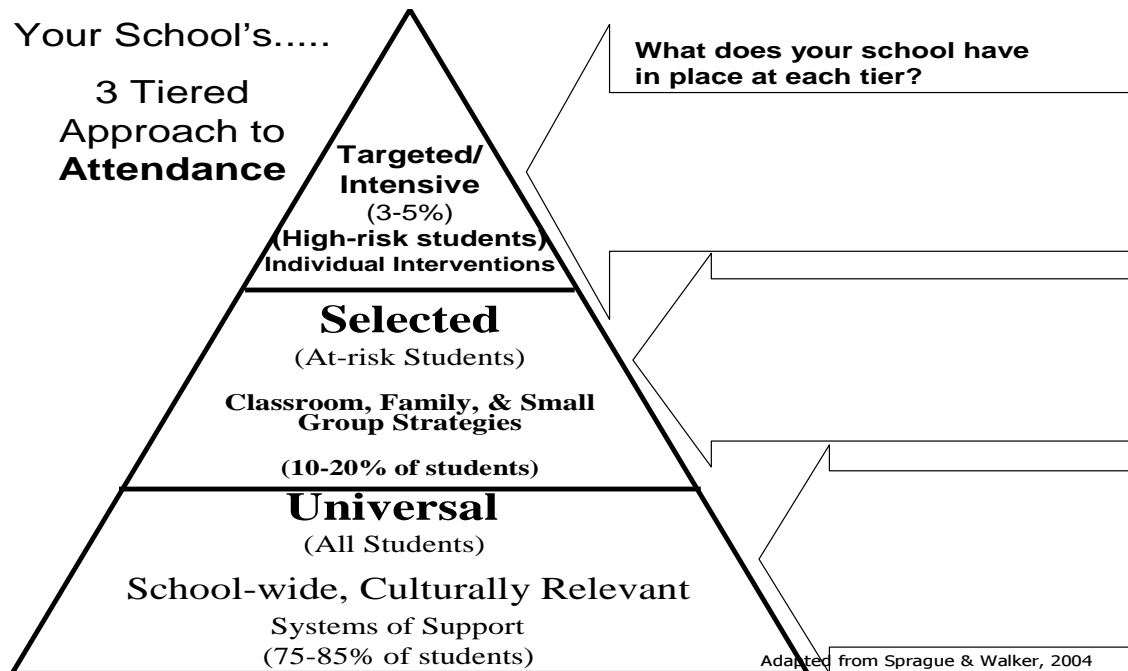


Attending Below 96% Goal

Attending at/above 96% Goal

Student Health and Human Services  
**ATTENDANCE POLICY AND PROCEDURES MANUAL**

Schools can obtain their own specific numbers to determine where students fall in the Universal, Selected, and/or Targeted/Intensive Level by going to [mydata.lausd.net](http://mydata.lausd.net).



**SCHOOL-SITE ATTENDANCE STRATEGIES**

**LAUSD Employee Attendance Policy:**

While the vast majority of employees have a strong commitment to their work and excellent attendance, it is also clear that unnecessary absenteeism has a negative impact upon student achievement due to interruption of the continuity of instruction, and results in reduced productivity, loss of service, and significant costs to the Los Angeles Unified School District ("LAUSD"). The LAUSD Board of Education expects:

- Employees to maintain regular attendance and avoid absenteeism;
- Employees to work every hour that they are assigned;
- Employees to be at their work stations on time every working day;
- Employees to comply with legal restrictions, LAUSD policy and procedures, and the respective collective bargaining rules regarding reporting of absence and providing appropriate documentation;
- Supervisors to explain and insist upon regular attendance, maintain accurate employee attendance records, monitor employee attendance, provide performance feedback to employees and enforce all employee attendance policies and standards through employee performance evaluations and discipline processes.
- The District will make every attempt to avoid scheduling activities that contribute to staff absenteeism.

Student Health and Human Services  
**ATTENDANCE POLICY AND PROCEDURES MANUAL**

LAUSD seeks to assist administrators and supervisors to efficiently manage attendance, improve employee effectiveness through reduced absenteeism, and guide employees in appropriate use of illness and personal necessity time. Illness leaves are provided to ease the financial burden on employees who are unavoidably required to be absent from duty due to legitimate illness, injury, or personal necessity. Personal necessity leaves are provided for only eleven specific causes. Employees who use illness and personal necessity leaves for unauthorized reasons are in violation of District policy and related laws. Failure to comply with this policy can result in appropriate disciplinary action, up to and including termination. (Reference: Bd. Of Ed. Report No. 393 – 0304 Adopted 7/13/04).

Student Health and Human Services  
**ATTENDANCE POLICY AND PROCEDURES MANUAL**

## **Clover Avenue SCHOOL ATTENDANCE GOALS**

*76% OF STUDENTS IN ATTENDANCE 96% OF THE TIME  
 Increase our overall attendance rater from 74.30% to*

### **SCHOOL-SITE ATTENDANCE STRATEGIES**

#### **POSITIVE SCHOOL CLIMATE**

Every school shall develop a positive social climate. This climate should be nurturing, encourage positive human relations between staff and students, and make students feel, and believe that they are important human beings capable of making wise decisions. The classroom environment should be hospitable and should create an atmosphere in which regular school attendance and high achievement are expected of every student. A positive school climate promotes good attendance and academic achievement. Because a positive school social climate promotes in students the desire to both want to attend school on a regular basis and achieve their academic potential. Its importance cannot be taken lightly.

<b>Comprehensive Student Support: Resiliency Building Components</b>	
7 Aspects of Comprehensive Student Support (CSS):	
1) Connectedness and Sense of Belonging 2) Opportunities for Meaningful Participation 3) Supportive Relationships 4) Safe and Positive Environment	5) High Expectations 6) Clear and Consistent Boundaries 7) Recognition Programs
List the Attendance & Dropout Prevention programs in place at your school which address each of the 7 aspects of Comprehensive Student Support	Circle the CSS Aspect(s) Each Program Addresses
School Spirit Weeks & Every Friday School Spirit Day	1 2 3 4 5 6 7
Ongoing Culturally Relevant and Responsive curriculum that includes monthly assemblies, performances, reports and projects. We offer an active Student Council, Back to School Dinner and Saturday Campus Beautification projects.	1 2 3 4 5 6 7
All adults acknowledge positive behaviors and address inappropriate actions. Clover's Code of Conduct is taught in every classroom, signed by parent and child, reviewed at all parent council and committee meetings, and reinforced by supervision personnel.	1 2 3 4 5 6 7
School-wide behavioral expectations	1 2 3 4 5 6 7
Focus on academic and behavior standards	1 2 3 4 5 6 7
Monthly Attendance Assemblies with awards going to 3 classrooms with best attendance, Quarterly Attendance Awards.	1 2 3 4 5 6 7

Student Health and Human Services  
**ATTENDANCE POLICY AND PROCEDURES MANUAL**

1. *Attendance incentives for individual students provided by community partners: Shakey's Pizza, 31 Flavors, and Islands Restaurant.*
2. *School purchased incentives include: decorative pencils, buttons, ribbons, key chains and end of quarter perfect attendance awards.*
3. *School wide events include Dr. Seus week, Winter and Spring Concerts, Math-A-Rama, Spell-A-Thon, and International Night.*
4. *Parents are encouraged to attend weekly Monday assemblies as well as quarterly awards assemblies.*
5. *Attendance is discussed during Parent Teacher conferences, ELAC and Booster Club meetings, in the monthly newsletter, Connect-Ed messages, and the policy is included in the Parent School Handbook distributed to all families on the first day of school.*

**ATTENDANCE INCENTIVES/MOTIVATIONAL PROGRAMS**

Schools should analyze practices that contribute to increase or decrease attendance and develop policies and strategies to assist schools in the implementation of programs that enhance attendance.

1. *Monthly Attendance Assemblies*
2. *Classroom Trophy for highest attendance on each grade level*
3. *5<sup>th</sup> grade culminating assembly recognizing attendance excellence.*

**INCENTIVES FOR TEACHERS WHO IMPROVE CLASSROOM ATTENDANCE**

*Teachers receive a letter of commendation and an award from the Principal, recognizing their outstanding perfect attendance.*

**ALTERNATIVES TO SUSPENSIONS**

Every school shall investigate the procedures necessary to create an On Campus Referral Program where students can be assisted with behavior problems by a counselor or other qualified staff person, allowing the student to remain a part of the instructional program in lieu of being sent home.

*At Clover, we have a tiered behavior policy to encourage students to make their best choices at school. The 1<sup>st</sup> tier is a verbal warning with the understanding of what happened and why it is inappropriate. In the 2<sup>nd</sup> tier, they are given a behavior contract that is sent home for parents to review and discuss with their child. At the 3<sup>rd</sup> tier, the student will have a conference with parent, teacher and principal in regards to the allegations and warned that the next step will be suspension.*

**COMPULSORY EDUCATION**

"Each person between the ages of 6 and 18 years not exempted under provision of this chapter is subject to compulsory full-time education. Each person subject to compulsory continuation education not exempted shall attend public full-time day school

Student Health and Human Services  
**ATTENDANCE POLICY AND PROCEDURES MANUAL**

or continuation school or classes for full-time designated as the length of the school day by the governing board of the school district in which residence of either parent or legal guardian is located. 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."

"Unless otherwise provided for in this code, a pupil shall not be enrolled for less than the minimum school day established by law" Education Code 48260.

**Accurate Record Keeping:**

<b>Accurate Record Keeping Actions:</b>	<b>Office Responsible for Action:</b>	<b>Staff Member(s) Responsible for Action:</b>
Develop site-based policies for attendance	<b>Main Office, Attendance Committee</b>	<b>Principal, SAA, Attendance Committee</b>
Train existing and new teachers and clerical staff in attendance procedures	<b>Main Office</b>	<b>Yvette Johnson, Carmen Pineda, Fannie Granger</b>
Complete and enter checkouts and new enrollees	<b>Main Office</b>	<b>Carmen Pineda</b>
Print paper rosters for substitutes (when applicable) and in case of a power outage or emergency	<b>Main Office</b>	<b>Carmen Pineda, Fannie Granger</b>
Electronically take attendance during the first 15 minutes (in secondary, every period)	<b>Classroom Teacher</b>	<b>Teacher</b>
Clear unresolved absences by entering reason codes	<b>Classroom Teacher Or Main Office</b>	<b>Teacher, Fannie Granger</b>
Collect and file absence reason notes	<b>Main Office</b>	<b>Carmen Pineda, Fannie Granger</b>
Staff who enter student data into ISIS/SIS are trained on district policy and procedures and has the appropriate access level	<b>Main Office</b>	<b>Carmen Pineda, Fannie Granger</b>
Each month print an ID99 of all students who have withdrawn to confirm their enrollment in another school	<b>Main Office</b>	<b>Carmen Pineda</b>
Run a follow-up on Attendance Not Submitted Report	<b>Main Office</b>	<b>Fannie Granger</b>
Run Absence Detail Call List daily and run other reports as needed.	<b>Main Office</b>	<b>Fannie Granger</b>
Field 212 on SIS is updated on a regular basis	<b>Main Office</b>	<b>Carmen Pineda</b>
Truancy Letter Report is reviewed and corrected	<b>Main Office</b>	<b>Carmen Pineda, Fannie Granger</b>

Student Health and Human Services  
**ATTENDANCE POLICY AND PROCEDURES MANUAL**

**TRUANCY**

"Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse three days or tardy in excess of 30 minutes on each of more than three days in one school year is truant and shall be reported to the attendance supervisor or to the superintendent of the school district."  
Education Code 48260

"Any pupil is deemed a habitual truant who has been reported as a truant three or more times per school year, provided that no pupil shall be deemed an habitual truant unless an appropriate district officer or employee has made a conscientious effort to hold at least one conference with a parent or guardian of the pupil and the pupil himself, after the filing of either of the reports required by Section 48260 or Section 48261."  
Education Code 48262

**PROCEDURES FOLLOWED AFTER A STUDENT IS DETERMINED TO HAVE BEEN TRUANT**

- 1. Letter sent to parent**
- 2. Administrator meets with parent/guardian and student to discuss solutions**
- 3. Parent/guardian sign a contract for improved attendance**
- 4. Teacher monitors student attendance**
- 5. Teacher and Principal provide incentives and recognition for improved attendance.**

**TARDY POLICY AND PROCEDURES**

Regular and punctual attendance is expected of all students. A student is considered tardy upon arrival to any class after the tardy bell. The following issues must be considered in creating your school's tardy policy:

Any unexcused tardy in excess of 30 minutes, may be counted toward truancy.

- 1. Student receives an unexcused tardy slip (blue slip) at 8:15 am.**
- 2. Teacher enters time and reason code in ISIS**
- 3. Connect Ed Call is automatically sent to parents.**
- 4. After 3 consecutive tardies, teacher sends a tardy letter to parent.**
- 5. If tardies continue, Principal contacts parent for conference to discuss solutions.**

**TRUANCY PARENT NOTIFICATION**

Parents and guardians have the right to be notified in their own language of the following:

- Requirements of the California Compulsory Education Laws (E. C. 48260.5).
- When students are absent from school without a valid excuse (E. C. 48260.5).
- Resources available to assist them in addressing problems that are barriers to regular school attendance.
- Access to LAUSD resources that provide the opportunity for alternative educational programs.

Student Health and Human Services  
**ATTENDANCE POLICY AND PROCEDURES MANUAL**

Education Code 48260.5 - "Upon a pupil's initial classification as a truant, the school district shall notify the pupil's parent or guardian, by first-class mail or other reasonable means, of the following:

- a) That the pupil is truant.
- b) That the parent or guardian is obligated to compel the attendance of the pupil at school.
- c) That the parent or guardian who fails to meet this obligation may be guilty of an infraction and subject to prosecution.
- d) That alternative educational programs are available in the district.
- e) That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- f) That the pupil may be subject to prosecution under Section 48264.
- g) That the pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege pursuant to Section 13202.7 of the Vehicle Code.
- h) That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

In August 2010, the LAUSD began automating the Mandated Initial Truancy Letters through ISIS (Integrated Student Information System). School sites generate their own LAUSDMAX Truancy Reports. In order to ensure accuracy of the truancy letters mailed, school staff is allotted ten school days to clear absences prior to the actual production of the letters, thus preventing unnecessary generation of truancy letters.

1. *The Preliminary Truancy Report will be generated, reviewed and corrected by office staff on a monthly basis.*
2. *The Mandated Initial Truancy Letters are generated through ISIS*
3. *Students with 3 or more of the following reason codes will receive a truancy letter: Truant (3), Unexcused (2), Tardy unexcused or Truant (30 minutes or more) and No Note, Uncleared, Null (0, UC greater than 10 days old)*
4. *Parents are sent a letter with the above information from Education Code 48260.5*
5. *A copy of the letter is kept in an attendance binder.*
6. *Parents are referred to SARB for noncompliance with attendance policy and procedures.*

### **TRUANCY ABATEMENT PARTNERSHIPS**

Research indicates that student attendance significantly increases when school districts form strong partnerships with community programs that prevent truancy.

*Currently, Clover does not have a need for this.*

### **AT-RISK AND POTENTIAL DROPOUT PREVENTION/INTERVENTION PROGRAMS**

Students who are chronically absent from school, or habitually truant, are often at-risk of educational failure and school dropout. Every school shall develop a system to identify and assist high-risk students and potential dropouts.

Student Health and Human Services  
**ATTENDANCE POLICY AND PROCEDURES MANUAL**

**Transitional Programs and Practices:**

	<b>Activities in Place to Support Students:</b>	<b>Responsible Staff Members:</b>
Grade Level Transitions	<b>Open House to explore the next grade level and standards required. Moving Up Conversations</b>	<b>Grade Level Chairpersons</b>
Matriculation between schools	<b>Articulation Program with Palm MS</b>	<b>5<sup>th</sup> Grade Teacher Team</b>
Credit Deficient/CAHSEE Non-Grads	<b>N/A</b>	<b>N/A</b>
Students at-risk for school failure	<b>Response to Intervention and Instruction</b>	<b>Classroom Teachers, Intervention Coordinator</b>
Off Track/Vacation times/Intersession	<b>N/A</b>	<b>N/A</b>
Other		

**Student Intervention and Support Programs:**

	<b>Office Responsible to Support Intervention:</b>	<b>Staff Member Responsible to Support Intervention:</b>
Parent Meetings	<b>Main Office</b>	<b>Sharon Fabian, Principal</b>
Referral list for on and office campus resources ( i.e., mental health services, tutoring, food/clothing/shelter, etc)	<b>Main Office</b>	<b>Sharon Fabian, Principal</b>
Credit Recovery Programs on campus (i.e., On-line classes, ROP, DACE, Community College)	<b>N/A</b>	<b>N/A</b>
Partnerships with community based organizations to provide support to students and families	<b>Main Office</b>	<b>Sharon Fabian, Principal</b>
Parents/Students are informed of opportunities to engage in supplemental educational programs.	<b>Main Office</b>	<b>Sharon Fabian, Principal</b>
Students are discussed in Multidisciplinary teams and offered support plans	<b>Main Office</b>	<b>Student Success Team</b>
Identify at-risk students (MyData)	<b>Main Office</b>	<b>Teachers and Principal</b>
Support and interventions are modified to meet student needs.	<b>Main Office</b>	<b>Classroom Teachers, Intervention Coordinator</b>

Student Health and Human Services  
**ATTENDANCE POLICY AND PROCEDURES MANUAL**

APPENDIX C-2

**Potential Dropout Lists:**

It is recommended that schools create a “dropout list team” to assist in clearing the potential dropout lists which come out three times per year. Schools are encouraged to utilize the “Tips to Clear the Potential Dropout Lists” provided by Pupil Services.

*N/A*

**IN-SCHOOL INDEPENDENT STUDY PROGRAM**

An in-school Independent Study program is an alternative instructional program by which all enrolled students may reach District curriculum objectives and fulfill graduation requirements outside of the regular classroom setting.

The primary purpose of Independent Study is to provide the opportunity to design a program of study that is more responsive to the academic, personal, and social needs and interests of the individual students than some traditional approaches. This option allows students the freedom to explore, research, and develop skills based on their educational need.

*In-School Independent Study program information will be available in the Main Office and upon request.*

**MANDATORY TRAINING**

Appropriate training to administrators, teachers, support personnel, and classified staff is important so that all staff have a clear understanding of their roles, and responsibilities in the areas of attendance improvement, attendance accounting, and attendance monitoring.

*Training Programs:*

*Staff Training:*

*Attendance training is provided on the first Pupil Free Day of each school year. Staff Training is integrated into monthly Faculty and Classified staff meetings. The training consists of proper attendance reporting in ISI, required written documentation of absence excuses by parents, incentives to encourage regular attendance, when to contact parents and reporting of chronic absences and/or tardies.*

*Parent Training*

*Attendance training is presented during monthly ELAC and SSC meetings, and at Fall Conferences for parents of students with poor attendance. The training consists of written documentation needed when a student is absent, excusable absences versus non excused absences, the importance of daily on time attendance for the academic and social emotional well being of a student, and laws governing attendance.*

Student Health and Human Services  
**ATTENDANCE POLICY AND PROCEDURES MANUAL**

APPENDIX C-2

*Student Training*

*Attendance training is presented during the first week of school during the Principal's Chat with each grade level and during monthly attendance assemblies. Topics include:*

- 1. Academic Success,*
- 2. Forming good habits for life success*
- 3. How much teachers, staff, friends and I miss students when they don't come to school.*

**DESCRIPTION OF ROLES AND DUTIES OF SCHOOL STAFF**

Schools should review the roles and specific duties of all school staff as they relate to improving student attendance.

Persons that should be included may include, but not limited to, the following:

- a) Pupil Services and Attendance Counselor (PSA)
- b) Principal
- c) Assistant Principal, Student Support Services (SSS)
- d) Academic counselors
- e) Deans
- f) Nurse
- g) Diploma Project Counselors (DPC)
- h) Campus aides
- i) Teachers
- j) Attendance office clerks
- k) Records Clerk
- l) Parents/guardians
- m) Students
- n) Campus police and/or school safety personnel

<b>School Staff</b>	<b>Role</b>
<b>Principal</b>	<b>To provide a nurturing safe inviting environment for students to learn and grow. To communicate with parents, teachers, staff and students the importance of attendance. To monitor and take action regarding the attendance of all students.</b>
<b>Assistant Principal</b>	<b>To provide a nurturing safe inviting environment for students to learn and grow</b>
<b>Nurse</b>	<b>To address health concerns and make</b>

Student Health and Human Services  
**ATTENDANCE POLICY AND PROCEDURES MANUAL**

APPENDIX C-2

	<b>referrals as needed</b>
<b>PSA Counselor</b>	<b>To provide resources to families to assist with attendance</b>
<b>Supervision Aid</b>	<b>To properly supervise students to ensure a safe, caring and orderly school environment</b>
<b>Teacher</b>	<b>To provide a culturally relevant and responsive well planned instructional program and well managed classroom that fosters respect, fairness and sets high academic and behavioral expectations for all students.</b>
<b>Office Staff</b>	<b>To provide ongoing communication with parents/guardians, teachers, students and administrators regarding students and school events.</b>
<b>Parents/guardians</b>	<b>To ensure that students are at school every day and on time unless the student is ill.</b>
<b>Students</b>	<b>To come to school every day prepared with homework, books and necessary supplies ready to work and learn.</b>