



EFFORTS TO IMPROVE ATTENDANCE AND GRADUATION RATES

District English Learner Advisory Committee
February 5, 2015

LCAP Metrics

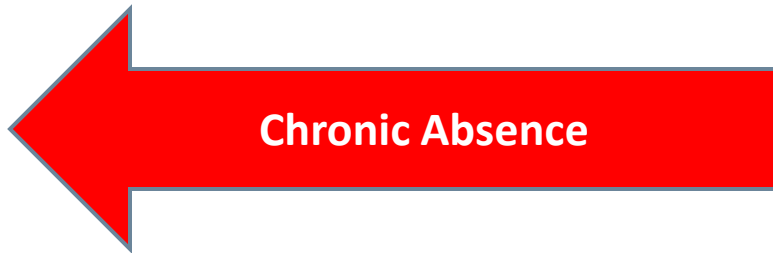
- ***Increase the percent of students attending 173-180 days each school year (96% attendance rate) (Page 9)***
- ***Decrease students missing 16 days or more each school year (Page 9)***
- ***Increase graduation rate for all students (Page 13-14)***



ATTENDANCE

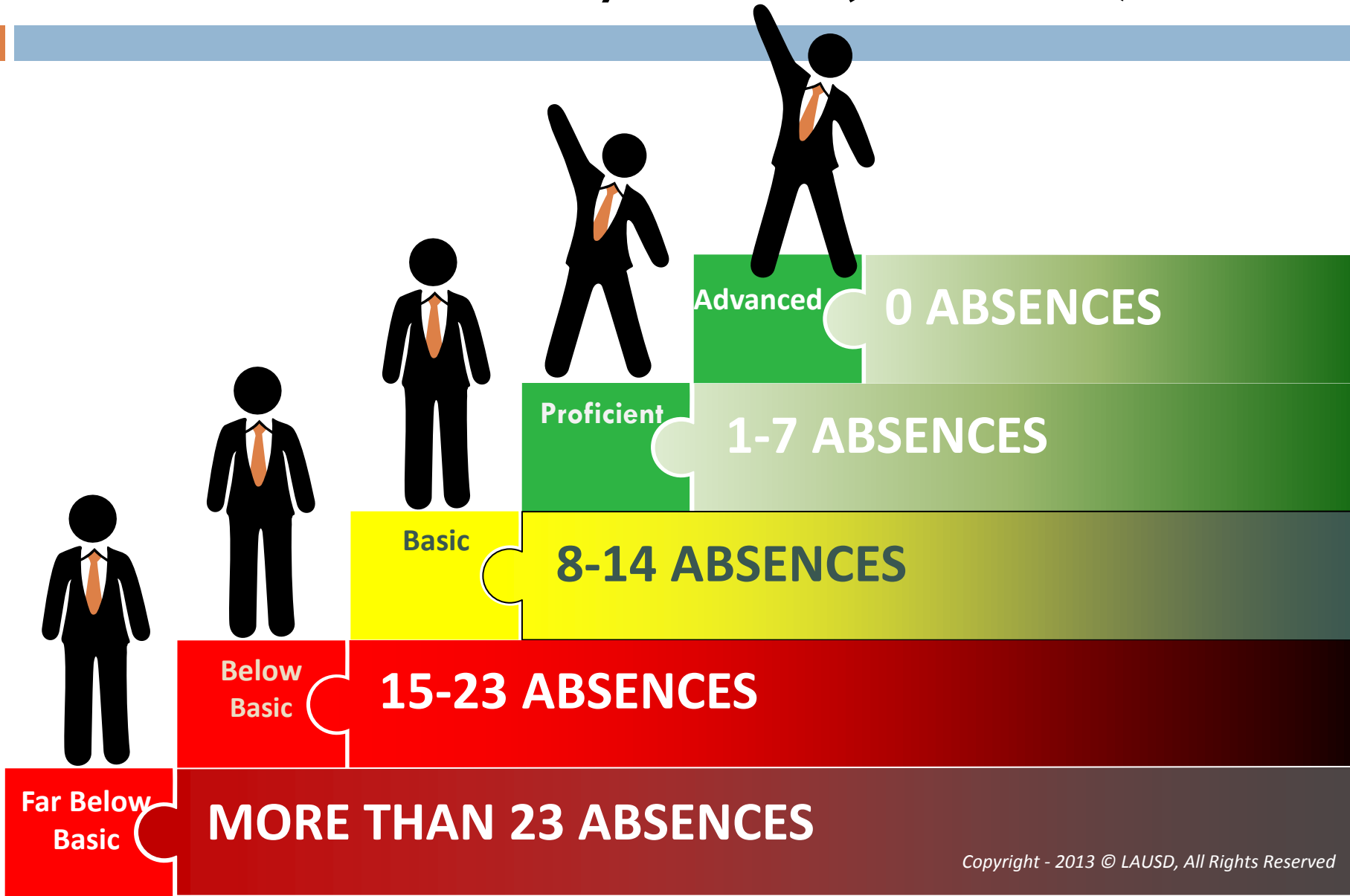
Attendance Performance Bands

LESS THAN 87% (Far Below Basic)	87 - 91% (Below Basic)	92 - 95% (Basic)	96 - 99% (Proficient)	100% (Advanced)
--	---	-----------------------------------	--	----------------------------------

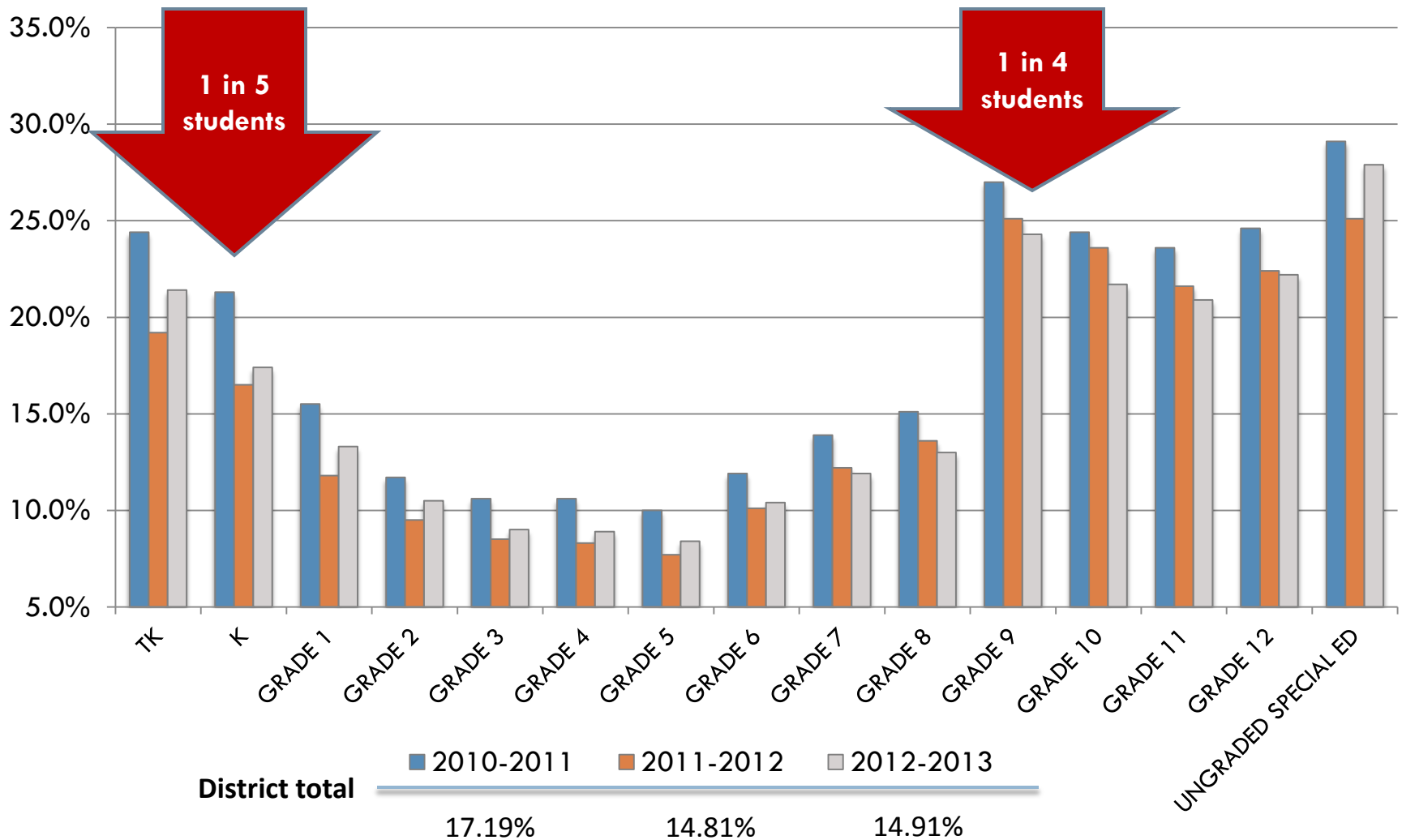


Attendance Bands

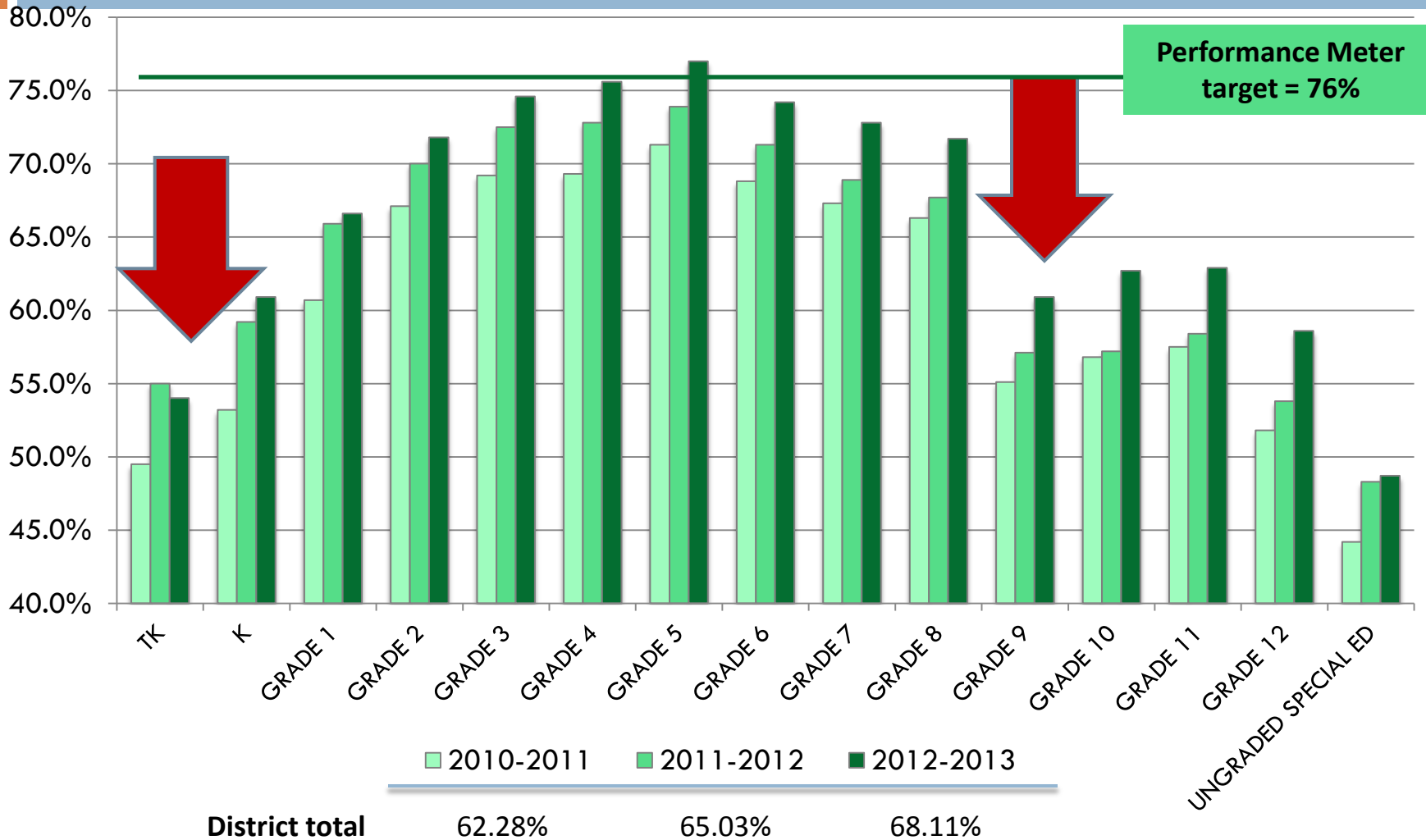
Instructional Days=180 (Year-End)



Chronic Absence (91% or lower attendance) by Grade Level, 2010-2013

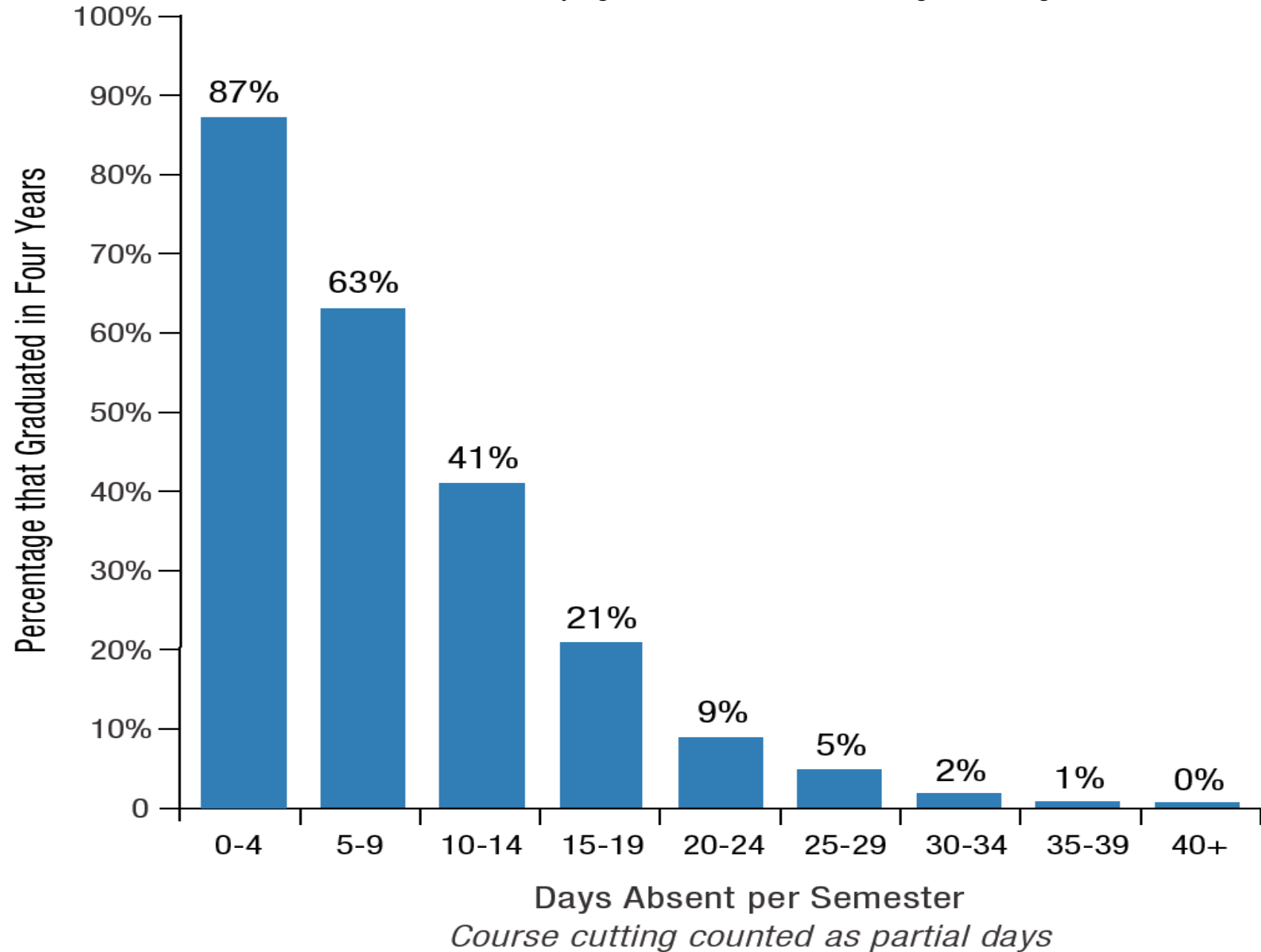


96% or higher (Proficient/Advanced) by Grade Level, 2010-13



Four-Year Graduation Rates by Freshman Absence Rates

“What Matters for Staying On Track and Graduating in Chicago Public Schools” (July 2007)

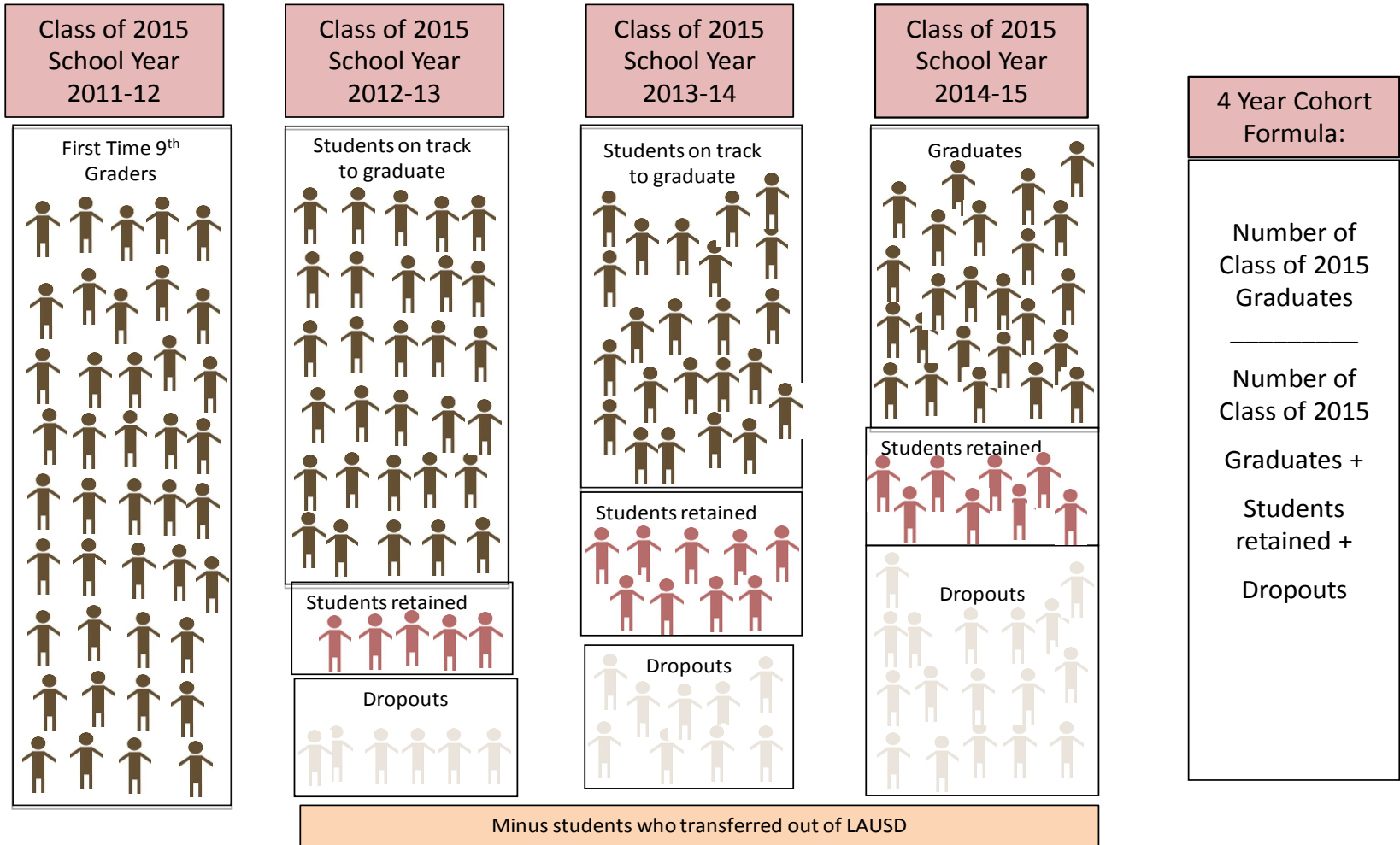





GRADUATION

4 Year Cohort Graduation Rate

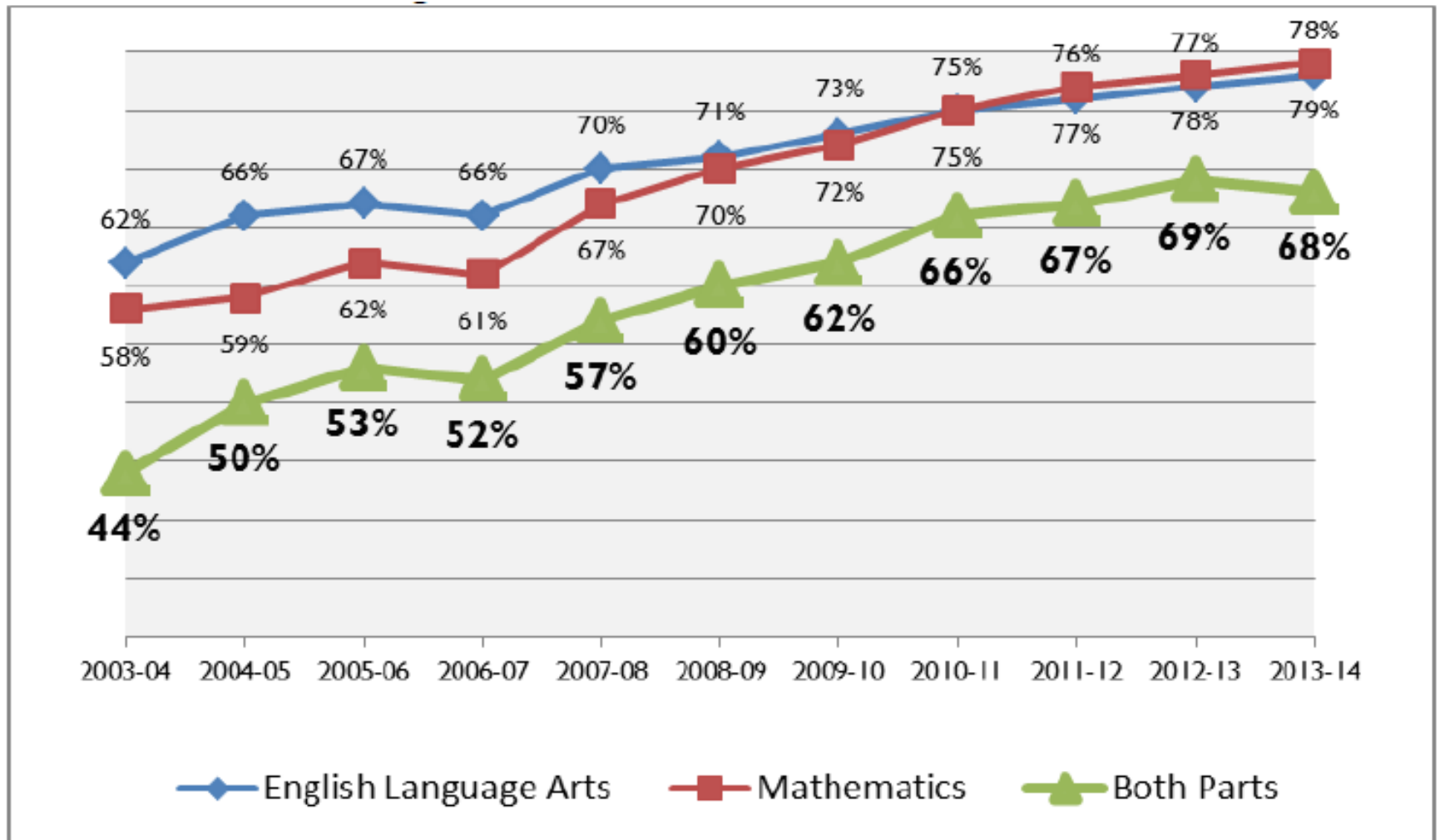
(Follows Same Students Over Time)



Cohort Graduation Rates

2012-13	2013-14	% Difference
65%	77%	 12%

10th Grade CAHSEE Pass Rates



A-G Progress Report by Ethnicity

Ethnicity	A-G ON TRACK 2013-2014	A-G ON TRACK 2012-2013	% Difference
AMERICAN INDIAN/ALASKA NATIVE	31.6%	28.0%	↑ 3.60%
ASIAN	65.1%	64.0%	↑ 1.10%
BLACK	29.2%	26.8%	↑ 2.40%
HISPANIC	34.6%	31.8%	↑ 2.80%
WHITE	52.0%	49.7%	↑ 2.30%
FILIPINO	59.3%	58.9%	↑ 0.40%
PACIFIC ISLANDER	37.8%	38.6%	↓ -0.80%

Student Health and Human Services



Nursing Services



Planning, Health Education Programs, & Special Projects



School Mental Health



Community Partnership and Medi-Cal Programs



Pupil Services



PUPIL SERVICES

Erika Torres, Director

January 8, 2015

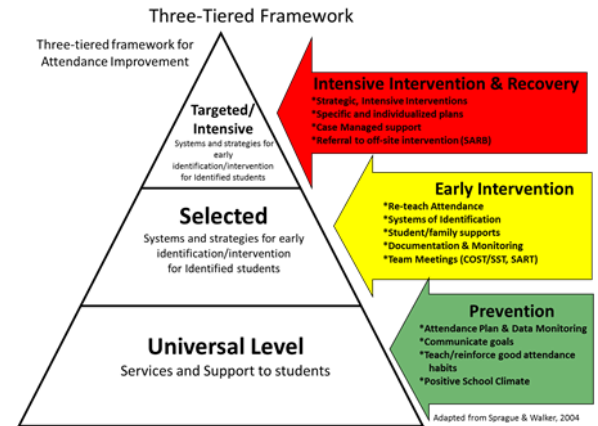
Pupil Services Mission Statement

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



Pupil Services and Attendance Counselors

- Master's Degree and/or a Doctoral degree
- Pupil Personnel Services and Child Welfare and Attendance credential
- Child welfare and attendance advocates
- 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.



Pupil Services and Attendance Counselors

Early Outreach and Targeted Support

Implement Absence Prevention and Intervention Programs

- Analyze and address barriers to attendance
 - ▣ Academic issues, family dynamics, bullying, drugs and alcohol, gangs, mental health issues, community factors of violence, etc.
 - ▣ Link students and families to community resources



Chronic Absence: A Hidden National Crisis

- Nationwide, as many as 10-15% of students (7.5 million) miss nearly a month of school every year. That's 135 million days of lost time in the classroom.
- In some cities, as many as one in four students are missing that much school.
- Chronic absenteeism is a red alert that students are headed for academic trouble and eventually for dropping out of high school.
- Poor attendance isn't just a problem in high school. It can start as early as kindergarten and pre-kindergarten.

Chronic Absence



- ❑ Chronic absence is particularly detrimental to our youngest students and those growing up in poverty:
- ❑ Early Literacy skills
- ❑ Disrupts instruction for all students
- ❑ Lower ELA & Math test scores in later grades
- ❑ Higher risk for dropping out

Chronic absence reduction has been identified as a key area for focus in California's new Local Control and Accountability Plan (LCAP) and by the Campaign for Grade Level Reading.

Attendance Improvement (AI)

- Supports selected, high-need LAUSD schools to increase the percentage of students attending school at a rate of 96% or higher in Transitional Kindergarten, Kindergarten and Grade 9
- Committed to engaging parents, students, school staff, and community members in a common vision of graduation for all students
- AIP Schools have consistently demonstrated significant gains in Proficient/Advanced attendance rates and declines in chronic absence rates outpacing district-wide improvements in both Kinder and Grade 9

Attendance Improvement Program

- District focus on **increasing student attendance**
 - Launched in September 2011
 - Focused child welfare and attendance support for TK/Kinder/Ninth Grade
- Strategically **improve Performance Meter rates** of student attendance in lowest grade levels
- **Prevent and address** Chronic Absence
- **Currently, Attendance Improvement Counselors (AICs)** serve over **9,800 TK, Kindergarten, and Ninth Grade students**
 - 70 Elementary Schools and 9 high schools throughout the District

Attendance Improvement Counselors

Implement Prevention and Intervention Programs

- *Create incentive programs using universal and tiered strategies (attendance incentives, events, campaigns, and challenges)*

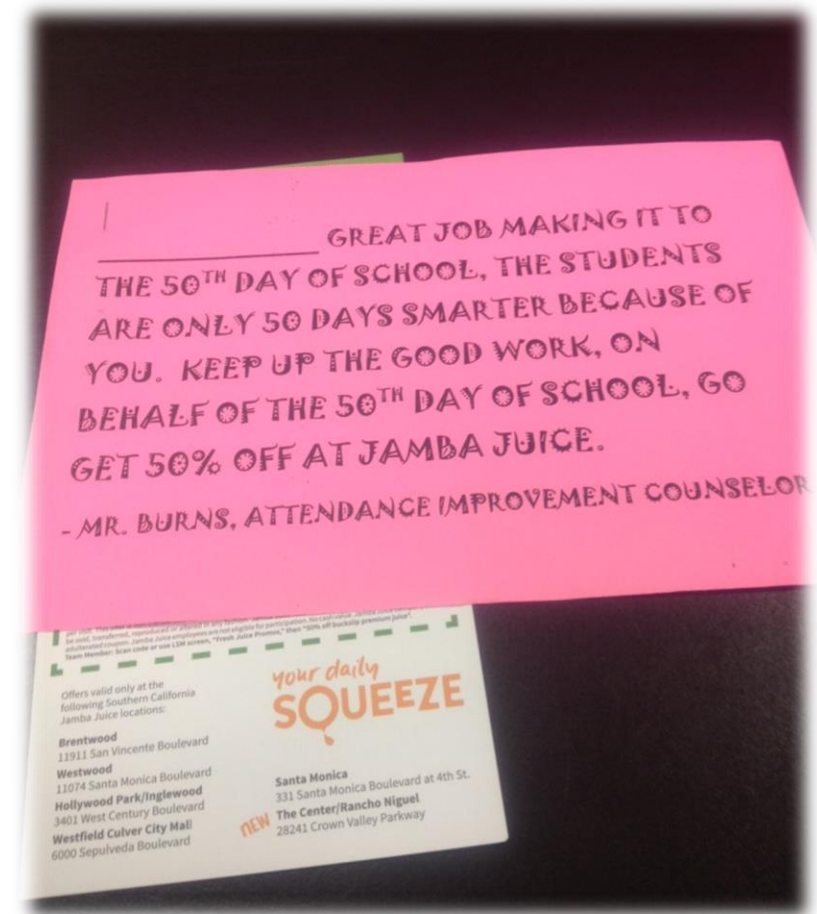


Incentive and Recognition Programs

Attendance Improvement Program

Main components

- Recognition of students
- Recognition of parents
- Recognition of staff
- 25 instructional day activities/events
- Attendance challenges
(5 days, 10 days, 25 days, etc.)



Incentives and Recognition Programs

Attendance Improvement Program

□ Types of Rewards

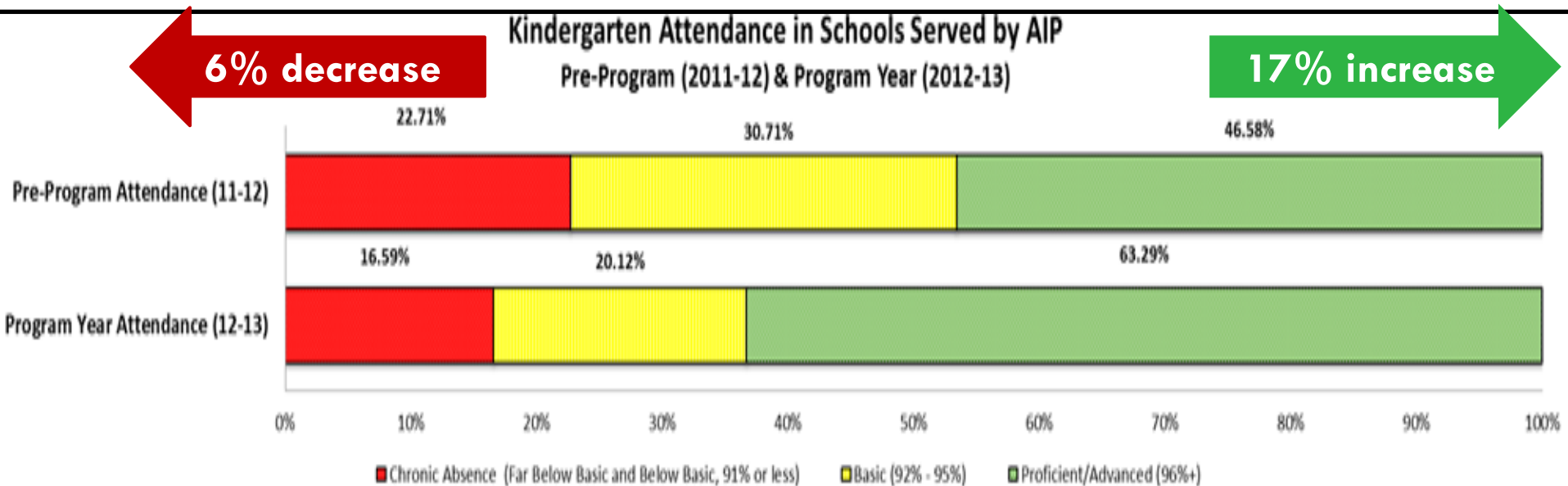
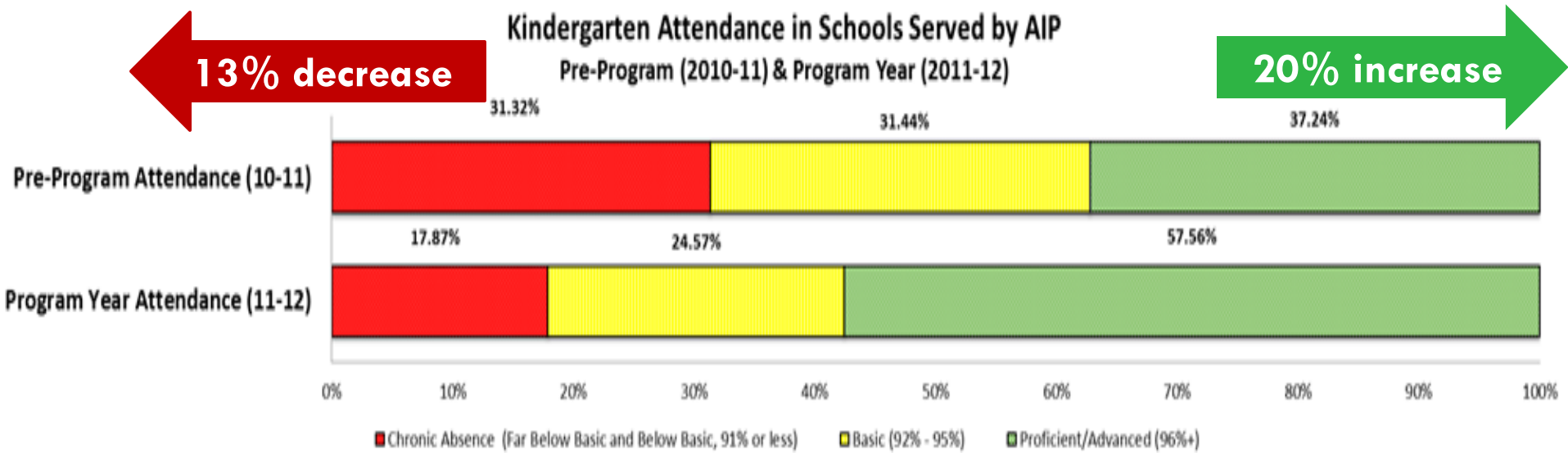
- Parent and student recognition letters, certificates, gift cards, meal coupons, game tickets, and other donated prizes
- Recognition assembly for students and their parents/families
- Field trips
 - *Finance Park, Aquarium of the Pacific, LACMA, etc.*
- Movie and Popcorn Party

Incentive and Recognition Programs

Recognizing all Stakeholders

- Students with Proficient/Advanced attendance each month/year
- Students who pass all classes the first/second semester
 - Smaller goals can be set every 5 weeks (progress reports)
- Students who meet small goals set with counselor (e.g., attendance, credits, and or behavior)
- Most improved certificates for the above categories
- Parents/caregivers of students who meet specific goals
- Classrooms with excellent/improved attendance
- School staff who directly support students (to show appreciation)

AIP Year-End Outcome Data: Years 1 and 2



Juvenile Hall/Camp Returnee

- In L.A. County, approximately 180 juvenile offenders are sent home from a detention facility each month (LA County Dept. of Probation)
- Two-thirds of all youth released from LA County correctional facilities reside within LA Unified School District, making it the highest population of probation students in the nation
- Provide early intervention, dropout prevention & recovery services to students returning from juvenile detention facilities
- Enhanced case management is utilized to ensure timely enrollment, increased school attendance and academic achievement, school stability, and access to resources.
- 11 Juvenile Hall/Camp Returnee counselors serve LAUSD

YouthSource Centers

- ❑ PSA Counselor is co-located at 16 YouthSource Centers
- ❑ Provide support services such as needs assessments, case management and follow-up, linkages, resources and referrals through the YouthSource system.
- ❑ Targets youth between the ages of 16-21
- ❑ Focus on re-engaging students in the educational process and providing opportunities to develop employment skills
- ❑ Serve as a deterrent, intervention and alternative for all students dealing with citations for daytime curfew violations as part of their Truancy Diversion Program

FamilySource Centers

- PSA Counselors co-located at 13 FamilySource Centers
- Provide support services such as:
 - ▣ Outreach to local schools
 - ▣ Collaboration with LAUSD departments/services and FamilySource System Partners
 - ▣ Psychosocial Assessments
 - ▣ Linkage for families to FamilySource Services
 - Volunteer Income Tax Assistance (VITA)
 - Cash for College
 - FAFSA Workshops
 - ▣ Arrest Diversion Program
 - ▣ Parent Education

Foster Youth Achievement Program

- Provide comprehensive services to maximize educational outcomes, the emotional well-being, and social development for children in out-of-home care and/or on probation
- The program has a multi-disciplinary staff responsible for providing academic support, vocational/career counseling, transition support and case management services
- Currently, there are 8,278 foster youth attending LAUSD schools

Homeless Education

- Provides advocacy and assistance to approximately 15,000 homeless students and their families annually in compliance with the McKinney-Vento Homeless Assistance Act
- Educate staff on enrollment procedures for youth
- Connect with community partners to get donations for families:
 - Backpacks
 - Toiletries
 - Tokens
 - Prom Dress Giveaway
 - Adopt a Family

The Diploma Project

- Federally funded by the U.S. Department of Education's High School Graduation Initiative Grant
- Schools selected based upon annual dropout rates above the state average, 9th grade retention rates, and school attendance rates
- A Graduation Promotion Counselor is placed at selected secondary schools. In addition, Re-entry Graduation Promotion Counselors focus on re-engaging students that have dropped out from the identified high schools.
- Graduation Promotion Counselors identified and served over 24,987 students (High School and Middle School) from 2010-2013

Grad Van



2013-2014 Accomplishments

Grad Van

- Staffed by PSA Counselors who provide information on:
 - ▣ Enrollment and registration support
 - ▣ Graduation information, credits earned, A-G requirements
 - ▣ Education Options
 - ▣ Importance of Attendance
 - ▣ Identifying resources needed for student success
- The goals of the Grad Van are to:
 - ▣ Promote & inform parents about LAUSD and Pupil Services
 - ▣ Highlight importance of attendance to academic achievement
 - ▣ Promote and explain Superintendent's performance meter
 - ▣ Provide information on post secondary options

Student Recovery Day



PURPOSE

- R**e-engage students and families and provide resources and support to transition youth back into school
- E**ducate the community about compulsory education laws and the impact of chronic absenteeism
- A**ssist schools with recovering out of school youth with the ultimate goal of decreasing the dropout rate
- C**reate a sense of ownership in bringing students back to school
- H**eighten district/community awareness of the number of students missing from our schools

2013-2014 Accomplishments

SRD Outcomes (2008-2013)

Volunteers	3,617
Phone Calls	14,808
Home Visits	9,561
Business Visited	3,151
Students Recovered	4,598



