



Date: October 5, 2009

To: Dr. J. Brian Sarvis, Superintendent

From: Eric D. Smith, Deputy Superintendent
Ana Hernandez, District Attendance Specialist

Subject: Implementation of Systems at Comprehensive High Schools to Ensure Proper Attendance Accounting

Background

In order to qualify for ADA apportionment, a student in grades 9-12 must be scheduled to attend the minimum day requirement of 240 instructional minutes. Administrative Regulation 6146.1 outlines that all students must be continuously enrolled in a full schedule; six credit earning courses, three credit earning courses at SMHS. Thus, all students in grades 9-12 should be meeting the 240 minute requirement, with a few exceptions as allowed by board policies and education code.

As per education code and district board policies, there are a few exceptions where students are allowed to be scheduled for less than the required 240 minute requirement and claim full ADA or ADA on a pro-rated basis. In order to accurately exclude the disallowed ADA, these students must be properly identified in the Aeries student attendance system.

Issue

After identifying that some students at the three comprehensive high schools were not being enrolled in courses that count toward attendance apportionment, the following steps are being taken as part of district oversight to avoid a recurrence of the over claiming of apportionment that occurred in fiscal year 2008-09.

- Coordination of efforts among departments
 - - fiscal services, educational services, information technology services and personnel
- Scheduled school site visits
- Update staff on the changes to current board policies and administrative regulations
- Update current student information system, Aeries procedures as it relates to this matter

Adams Elementary School
Cesar Chavez Charter School
Cleveland Elementary School
Franklin Elementary School

Harding Elementary School
McKinley Elementary School
Monroe Elementary School
Open Alternative School

Peabody Charter School
Roosevelt Elementary School
Santa Barbara Charter School
Santa Barbara Community Academy
Washington Elementary School

Goleta Valley Junior High School
La Colina Junior High School
La Cumbre Junior High School
Santa Barbara Junior High School

Dos Pueblos High School
La Cuesta Continuation High School
San Marcos High School
Santa Barbara High School

Coordination of efforts among departments; Fiscal Services, Educational Services and ITS

- Reviewed current programs allowed to be operated within the district
 - Reviewed courses not considered a “valid” offering
 - Reviewed the district’s current ROP program with Sheryl Malone at the county
 - Coordination with personnel, Ann Peak on possible staffing issues
 - Proper accounting for the Career Choices class at one of the high schools
- Updated incomplete WEE Plan- In compliance as of September 23, 2009
- Identified the need to have systems in place in our IT department so that at the district level we can begin to monitor the school’s data for compliance
- Identified the need to provide sites with minutes or a list of agenda items covered during the monthly Secondary Aeries Coordinators Meetings

Scheduled school site visits

- Met with administrators, counselors, registrar and attendance technicians
- Reviewed site specific ADA corrections done in 2008-09
- Provided and reviewed changes in current board policies as it relates to the school day and course requirements
- Reviewed the process for allowable exceptions for students to be enrolled in less than the 240 minutes minimum day and proper identification of such programs in Aeries
 - Understanding what is not considered a “valid” course offering for ADA apportionment credit
 - Study hall without a certificated staff member
 - “Place holders” used during scheduling in order to assist with the process
 - Non-district courses offered on campus
- Stressed the need for school staff to understand the district taught courses and the non-district taught courses- course titles should be updated if needed for clarification purposes
- Proper identification of student program status in Aeries is critical
- The importance to communicate with the registrars in a timely manner
- The need to establish internal control systems and procedures at each school site
- All stakeholders involved in the process need to take ownership for their part in the process
- Provided an opportunity to answer specific site questions

Update staff on the changes to current board policies and administrative regulations

- Review changes in current board policies and administrative regulations
- Reviewed the process for allowable exceptions for students to be enrolled in less than the 240 minutes minimum day
- Work Experience Education (WEE) - Reviewed shared plan with all three high schools
- ROP- answered questions relating to ROP

Additionally, ITS has created a series of software programs which identify and report students who, based on their class schedules, have been incorrectly assigned with respect to the Attendance Programs shown below:

- Regular
- Non-Minimum Day
- Regional Occupational Program ROP
- Work Experience Education.

The software programs examine the school Master Schedule, each student's class schedule, each student's classes for beginning and ending dates, and the student's attendance enrollment records for Attendance Program and enter and leave dates. The programs also refer to the attendance eligibility indicator by class on each class in the Master Schedule.

The printed report is to be used by school personnel responsible for student scheduling. The reports may be used to correct student schedules and course attendance records (CAR) if appropriate and notify the Registrar to update the student's enrollment records in the Aeries System with student Attendance Program(s) and associated enter and leave dates.

ITS will process these software programs and forward the reports to the schools prior to Attendance Month 01 reports and on request at any time throughout the school year.