Overview

Understanding The District Fiscal ADA Calendar
District Attendance Policies
  ● Clearing Absences
  ● Saturday School
  ● Suspensions
  ● Attendance Letters
  ● Student Drop Letter for 15 Consecutive Days of Absence
District Attendance Codes
  Daily Procedures
    ● Class Entry
    ● Verification of Absences
    ● Monitoring “E” Code Limits
    ● Master Absence List
  Filing Attendance Documents
  Annual Procedures
    ● Records Retention
Short Term Independent Study (STIS)
  ● Elementary and Secondary
Opening of School
Understanding the District Attendance Codes
How to Delete An Attendance Letter
Reports at a Glance
Set Up For Connect Ed
Reports
  ● Master Absence List
  ● Gain Loss Report
  ● Deleted: Monthly Accumulative Attendance Report (MAAR)
  ● Enroll/Grade/Category Changes Report
  ● ADA/ADM Audit Report
  ● Detail Student Attendance
  ● Class Attendance Analysis
  ● Attendance Code Tracking Report
  ● Attendance Audit Report
  ● Deleted: Excessive Absence Report
Forms
  ● District Attendance Forms
  ● Saturday School Attendance Register
  ● Short-Term Independent Study for Grades 7-12
  ● K-8 Student Enrollment List
  ● 6-8 Student Withdrawal List

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  ● Added Attendance Percentage Reports
  ● Partial Day Suspension Report
  ● Short Term Out-of-district enrollments
  ● Adjusted Monthly Reconciliation, uses of Gain/Loss, Enroll/Grade/Category
  ● Updated Worksheets, Entry Lists, Exit Lists

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## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part I: Background Information</strong></td>
<td>7</td>
</tr>
<tr>
<td>About This Handbook</td>
<td>8</td>
</tr>
<tr>
<td>Overview to Attendance Accounting</td>
<td>9</td>
</tr>
<tr>
<td>Introduction</td>
<td>9</td>
</tr>
<tr>
<td>Understanding the District Fiscal ADA Calendar</td>
<td>9</td>
</tr>
<tr>
<td>Attendance and Enrollment Responsibilities</td>
<td>9</td>
</tr>
<tr>
<td>The Importance of Verifying Absences</td>
<td>11</td>
</tr>
<tr>
<td>District Attendance Policies</td>
<td>12</td>
</tr>
<tr>
<td>Absence Definitions</td>
<td>12</td>
</tr>
<tr>
<td>Opening Day of School</td>
<td>13</td>
</tr>
<tr>
<td>Clearing Absences</td>
<td>13</td>
</tr>
<tr>
<td>Chronic Illness</td>
<td>13</td>
</tr>
<tr>
<td>Excused Illness</td>
<td>13</td>
</tr>
<tr>
<td>Handling Students With Lice</td>
<td>13</td>
</tr>
<tr>
<td>Tardy for 31 Minutes or More (B Code)</td>
<td>14</td>
</tr>
<tr>
<td>Bereavement/Funeral</td>
<td>14</td>
</tr>
<tr>
<td>SARB Student Absences</td>
<td>15</td>
</tr>
<tr>
<td>Saturday School</td>
<td>15</td>
</tr>
<tr>
<td>Home and Hospital</td>
<td>16</td>
</tr>
<tr>
<td>Purpose of Short Term Independent Study</td>
<td>16</td>
</tr>
<tr>
<td>Suspensions</td>
<td>16</td>
</tr>
<tr>
<td>Monitoring Student Attendance and the SARB Process</td>
<td>17</td>
</tr>
<tr>
<td>Attendance Letters</td>
<td>18</td>
</tr>
<tr>
<td>SARB</td>
<td>19</td>
</tr>
<tr>
<td>Student Drop Letter For 15 Consecutive Days Of Absence</td>
<td>19</td>
</tr>
<tr>
<td>Short-Term Out-Of-District Dual Enrollments</td>
<td>20</td>
</tr>
<tr>
<td>District Attendance Codes</td>
<td>21</td>
</tr>
<tr>
<td>Communicating with Parents and Guardians</td>
<td>23</td>
</tr>
<tr>
<td><strong>Part II: Attendance Procedures</strong></td>
<td>24</td>
</tr>
<tr>
<td>Daily Procedures</td>
<td>25</td>
</tr>
<tr>
<td>Absence Verification by Webmail</td>
<td>33</td>
</tr>
<tr>
<td>Weekly Procedures</td>
<td>36</td>
</tr>
<tr>
<td>Teacher Verification</td>
<td>36</td>
</tr>
<tr>
<td>Weekly Cleanup</td>
<td>37</td>
</tr>
<tr>
<td>Monthly Procedures</td>
<td>40</td>
</tr>
<tr>
<td>Monthly Reconciliation</td>
<td>40</td>
</tr>
<tr>
<td>Backup Rosters</td>
<td>47</td>
</tr>
<tr>
<td>Filing Attendance Documents</td>
<td>48</td>
</tr>
</tbody>
</table>

STUDENT INFORMATION SYSTEM
# Part V: Zangle Attendance Reports

- Annual Procedures ................................................................. 49  
  - Records Retention ................................................................. 49  
- Short Term Independent Study (STIS) ............................................... 50  
  - Elementary ........................................................................... 50  
  - Secondary ............................................................................. 52  
- Opening of School ......................................................................... 55  

# Part III: Teacher Responsibilities ................................................. 57  

- Instructions for Teachers: How to Record Attendance ....................... 58  
  - Procedures ............................................................................. 58  
  - Important Points ..................................................................... 60  
- Understanding the District Attendance Codes ................................... 61  

# Part IV: Zangle Attendance Applications ........................................ 62  

- Applications at a Glance ................................................................ 63  
- Using Class Entry ......................................................................... 64  
  - Using Class Entry—Continuation .............................................. 67  
- Using Attendance History ................................................................ 69  
  - Understanding the Screen ......................................................... 69  
  - Entering/Updating Attendance Using the Keyboard ...................... 71  
  - Entering/Updating Attendance Using a Menu ............................... 72  
  - Mass-Filling Attendance for a Range of Days ............................... 73  
  - Viewing a List of Codes ............................................................ 74  
  - Setting Preferences ................................................................... 74  
  - Printing a Basic Student Attendance Report ................................. 75  
- Using Phone Log ............................................................................. 77  
  - Adding a Phone Log Record ....................................................... 77  
  - Editing a Phone Log Record ....................................................... 80  
- Using Rapid Entry .......................................................................... 81  
  - Rapid Entry by Student ............................................................... 81  
  - Rapid Entry by Class .................................................................. 85  
  - Rapid Entry by Group ................................................................. 88  
- How to Delete an Attendance Letter ................................................. 91  

# Part V: Zangle Attendance Reports ................................................ 92  

- Reports at a Glance ........................................................................ 93  
- Using Report Settings ...................................................................... 95  
  - Saving Settings .......................................................................... 95  
  - Configuring Settings .................................................................... 97  
  - Removing Settings ...................................................................... 98  
- Attendance Roster ........................................................................... 99  
  - Collection Status ....................................................................... 104  
  - To Determine Which Teachers Have Not Posted Attendance ............ 104  
  - To Print for Filing ...................................................................... 106  

STUDENT INFORMATION SYSTEM
Part VI: Forms ................................................................. 208

District Attendance Forms ............................................. 209
Absence Verification, Elementary .................................... 211
Agreement to Continue Pupil in Kindergarten .................... 212
Attendance Verification Phone Log .................................... 213
Chronic Illness ............................................................... 214
Corrections Sheet .......................................................... 215
Corrections Sheet Sample ................................................................. 216
Early Dismissal Log ......................................................................... 217
Early Dismissal Secondary ............................................................... 218
Elementary Absence Notification to Parent .................................... 219
K-12 School Monthly Enrollment Worksheet .................................. 220
Saturday School Attendance Register ........................................... 221
Secondary Absence Notification to Parent ...................................... 222
Short-Term Independent Study for Grades K-6 ............................... 223
Short-Term Independent Study for Grades 7-12 ............................. 228
Master List of Students on Independent Study ............................... 234
Single Period Positive Attendance Validation ............................... 235
K-8 Enrollment Entry List .............................................................. 236
6-8 Student Enrollment Exit List .................................................... 237
Tardy Log ....................................................................................... 238
Tardy Slip Secondary ..................................................................... 239
Tardy Slip, Elementary ................................................................... 240
Teacher Attendance Correction/Cancellation ............................... 241
Temporary Home Assignment, Elementary ................................. 242
Part I: Background Information
About This Handbook

This handbook, originally created by San Diego Unified School District, was adapted by San Juan Unified School District as reference material for attendance accounting. It addresses district attendance procedures in conjunction with using the Zangle student information system. It is used during Attendance training. The handbook is divided into five sections:

- **Part I** discusses an overview of attendance accounting, the district’s attendance codes, and the District’s Attendance policies.

- **Part II** describes daily, weekly, monthly, annual, and other attendance procedures.

- **Part III** explains the teacher responsibilities.

- **Part IV** explains how to use the Zangle attendance applications—Student History, Class Entry, Rapid Entry, and Phone Log.

- **Part V** shows how to generate Zangle attendance reports. Samples for each report are included in this section.

- **Part VI** includes copies of the attendance forms, located on the district intranet, for your reference.

Names used in the documentation are fictitious. Instructions are explained with screenshots and alphabetical steps. Please follow the steps in alphabetical order.
Overview to Attendance Accounting

INTRODUCTION
California laws require the reporting of attendance (CCR 401, Ed. Code 44809). Ed. Code 48340 requires notifying parents of absences on the day of the absence. The principal is responsible for assuring that attendance is recorded and acted on, timely, by all responsible staff and that the site satisfies the requirements established in law and district procedures.

Attendance starts with teachers recording attendance accurately and on time. The principal will monitor teacher attendance taking by establishing a reporting process with the attendance staff that assures teachers are taking attendance or provides immediate notification of problems. Zangle provides a Collection Status Report that indicates whether or not teachers have posted attendance. Office staff can run this report as often as needed during the course of the day for all or selected class periods.

Because of the legal requirements associated with attendance accounting, the district must be able to verify that all schools are following approved procedures. The instructions contained in this handbook must be followed at all schools that use Zangle. However, occasionally a site may have unique requirements that might justify some modification to the prescribed method. Any change will require prior approval by Director of Accounting. The site principal must request the change in writing. Until an alternate procedure is given approval, you must not deviate from the standard process outlined in this handbook.

UNDERSTANDING THE DISTRICT FISCAL ADA CALENDAR
It is critical that enrollment and attendance are posted as soon as possible so the activities are reflected in the current accounting period. Each school month is an accounting period and contains four weeks. The “District Fiscal ADA Calendar” and the “Dates to Run, Reconcile & Submit Reports to District Attendance” are on the intranet Forms and Doc page. The last day of the school month is the Active Enrollment date. This is marked with a circle on the District Fiscal ADA Calendar. One week after the Active Enrollment Date the “PreEdit” report is run and reviewed. Two weeks after the Active Enrollment Date the “Final” reports are run and reviewed. This date is marked with a star on the District Fiscal ADA Calendar. This allows the sites two weeks to perform clean up related to the previous month and print accurate reports for that month.

ATTENDANCE AND ENROLLMENT RESPONSIBILITIES
The attendance accounting function at a school may be done by one or more individuals at the site. There is no one specific classification assigned to perform all of the duties involved in attendance accounting. For purposes of this handbook Attendance refers to the personnel responsible for the job. Enrollment refers to those individuals who are responsible for enrolling and withdrawing students at the site. Each site principal determines which and how many of the school’s clerical staff are needed.
to complete the work. Some factors to consider include demographics of the school community, size of the school, and the instructional schedule.

A school with a high mobility rate may need to commit more resources to attendance accounting than a school in a more stable community—even if both schools are the same size. In some communities, parents routinely contact the school when students are absent. At other schools, the attendance personnel need to make phone calls to verify absences. All of these conditions need to be evaluated so attendance accounting is adequately supported. As noted earlier, the district depends on attendance for the majority of its financial resources. The better job schools do in attendance accounting and raising student attendance, the more money the district will have to use in educating students.

**Enrollment:** Enrollment is responsible for maintaining auditable records of student’s enrollments (enrollment entries) and withdrawals (enrollment exits). Enrollment must verify that the enrollment and schedule dates match to ensure accurate ADA. Enrollment must verify the accuracy of the number of enrollment entries and exits. Enrollment verifies that the ending totals are what were enrolled on the active enrollment date.

**Attendance:** Attendance is responsible for developing and maintaining auditable records of student attendance. In recording students’ absences from school, Attendance must verify all absences through personal contact, note, Connect Ed, webmail, or telephone call. All verifications must be documented. The teachers are responsible for reporting student attendance online using Teacher Connection website. If the website is not accessible or available then the teacher must record the attendance on a paper roster and sign and deliver the roster to Attendance for computer input using Zangle (paper roster must be filed). Attendance is responsible for printing a Collection Status report that indicates which teachers did not take attendance and informing the Principal of those teachers.

The work performed by Attendance serves four essential purposes:

1. Verifying that all teachers posted the students’ absences in ZANGLE. If any teacher did not post attendance for the prior day Attendance must enter that teacher’s attendance the next day when the teacher submits a paper roster. Attendance posts the absences for guest teachers. Attendance posts verified absences in Zangle which fulfills the district’s legal requirement to be accountable for the whereabouts of students enrolled in district programs.
2. Attendance records provide the basis for allotment of state apportionment funds to the district.
3. Verification of absences provides an opportunity to increase student attendance by alerting parents and site staff to unapproved student absences.
4. Attendance is responsible for printing “Teacher’s Summary of Attendance” weekly, distributing for signature, collecting and checking off as received as required by State guidelines.
THE IMPORTANCE OF VERIFYING ABSENCES
Verification of absences is very important to schools in order to improve student attendance. Phone calls to parents should be done early in the day to verify absences. It is inappropriate to wait until the afternoon to start calls regarding student absences. Attendance personnel must do more than simply record reasons for absences. They must be thoroughly familiar with the acceptability of absence excuses and provide this information when communicating with parents or guardians about student absences. Such cooperation between school and home can be an important intervention to prevent the development of serious attendance problems. If problems persist, Attendance should alert the site administrator or counselor.

In cases where students have become, or are in danger of becoming, habitually truant or irregular in attendance and other site interventions have failed to improve student attendance, it may be necessary to refer them to the School Attendance Review Board (SARB) at (916) 971-7310. SARB is a legally established board that provides intensive guidance and coordinated community services to meet the special needs of students with school attendance problems.
District Attendance Policies

ABSENCE DEFINITIONS

The table below specifies which absences are excused and unexcused.

**Excused:**

*The absences listed below are considered excused, as defined by the State.*

- **Illness.** This includes medical, dental, and chiropractic appointments, under a doctor’s care, medical quarantine and hospitalization. Illness does not include being overtired, sleeping in, parent or sibling ill. For information about how to handle lice, please see [page 13](#).

- **Bereavement.** This is described in detail on [page 14](#).

- **School-initiated absences, including suspensions.**

- **Students absent pending expulsion or placement.** Such students are carried on the school roll and included in the enrollment count until the date of placement.

- **Other excused absences.** Students may be excused from school for other absences including, but not limited to, the following:
  - Court appearances
  - Attendance at special religious ceremonies
  - Religious Holidays
  - Attendance at religious retreats (not to exceed four hours per semester)
  - Students excluded for five days because they are missing the 1st grade physical exam
  - Other family emergencies provided the student’s absence is requested in writing by the parent/guardian and approved by the principal or designee
  - Confidential medical appointments

**Unexcused:**

*Absences for reasons other than those listed to the left or non-approved personal emergency are unexcused. A non-approved personal emergency is a situation that school authorities find could have been handled in some other manner, even though approved by the parent or guardian. These absences count toward truancy.*

- This includes absence or tardiness 31 minutes or more for reasons that are not acceptable to the school nor approved by the parent or guardian; or absence where evidence shows that parent or guardian (a) has misrepresented facts regarding the absence with the intent to have it excused, or (b) has refused to cooperate to keep the student in school as required by law.

- **Vacations/Trips not covered by a written Short Term Independent Study contract, five days or more.**

- Parent verified student illness beyond the limit of 10 days per school year without a doctor verification.
OPENING DAY OF SCHOOL
Attendance must be taken and recorded on the first day of school.

All students who are enrolled, pre-enrolled, or expected to be in attendance on the first day of school are to be marked absent if they do not attend on opening day. Every effort must be made to make contact with a parent or guardian to verify their intent for the student’s attendance at that site. Enrollment should be notified if continued absences are reported during the first week of school. Drop summer “No Shows” as soon as verified as not returning but before the end of the first school month. See page 56 item 4.b.i. for detailed instruction. All students must be entered and all drops completed by the end of the first school month.

Attendance should print attendance rosters in the morning on the first day when they know there will be a guest teacher. If it is noted or you are informed that a student name is missing from the rosters please notify Enrollment. If you are informed by parents or teachers of students that should be dropped please notify Enrollment. See procedures on page 56.

CLEARING ABSENCES
- Parents must clear all absences within 5 school days.
- If an absence is not cleared within 5 days it will be rolled to a cut (Y code).
- After the 5 days only an administrator can approve the change of an attendance code. They may require proof from the parent/guardian. Document the administrator’s approval.
- Reminder if attendance codes are changed, attendance letters may no longer be supported by the appropriate number of attendance codes. For more information see How to delete an attendance letter on page 91.

CHRONIC ILLNESS
If your student has a diagnosed chronic illness, you may receive a physician’s authorization to excuse absences for your child. The form requires the treating physician to verify the diagnosis and list symptoms that would not necessitate an office visit, but require the student to remain home from school. With this authorization, the parent sends a note when the child returns to school listing one or more of the symptoms the physician has identified. These absences will be considered doctor verified (excused); use “V” absence code. A chronic illness form must be renewed at the beginning of each school year.

EXCUSED ILLNESS
San Juan Unified School District allows each parent to excuse up to 10 days without verification of illness from a medical professional or school employee. Anytime a student has a doctor’s appointment and/or doctor documentation requiring them to stay home from school, parents should provide this verification immediately to the attendance office when the student returns to school. These absences will be recorded as verified and will not take away from the 10 day parent excused limit. After the limit has been reached, absences without doctor verification are coded as “X”, unexcused.

HANDLING STUDENTS WITH LICE
Students absent because of lice are allowed three consecutive school days as excused absences (“V” code if staff verified or “E” code if parent verified). Weekends are not factored into the count of days for coding excused absences. A one-time extension may be granted by an administrator for a first time case, and with regular communication between the parent and school. These absences would be coded as excused. Future absences for this student or lice occurrence would be coded unexcused (“X”), which is considered unexcused and counts towards truancy. If a student is sent home from school with lice...
(after receiving instruction) their absence code remains “present” as there was an “intent” for the child to attend school that day and the child was engaged in instruction.

If the school is concerned the child is not being treated effectively or should not be out any longer, the school should request the parent bring the child to the school for evaluation and education on treatment and control of lice.

The school should verify the student is lice free per Board Policy 5000/AR 5141.33. (Excluded students may return to school when recommended treatment procedures have been used and when re-examination by the school designee shows that all pests and the majority of nits have been removed). District School Nurses can assist with providing training on treatment and consultations for resources and information, but are not available on a regular basis to do head lice checks at schools.

**TARDY FOR 31 MINUTES OR MORE (B CODE)**

1. In part, Section 48260 of the California Education Code reads: “Any pupil... who is absent from school without 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 on three occasions in one school year or any combination thereof is truant...”

2. In order to be in compliance with this education code requirement, the tardy/absence code “B” was developed. The “B” code is applicable for any unexcused partial day absence or tardy 31 minutes or more. Posting the “B” code for unexcused tardies/absences of 31 minutes or more is mandatory to be in compliance with the Education Code.

3. Written documentation is required stating the reason for the tardiness and time of arrival. A sample tardy log is provided on the District intranet. You may use the log or tardy slips, as long as the time and reason are noted.

4. A note from the parent will not necessarily excuse the student if the reason given on the note would normally be considered an unexcused reason for tardiness/absence. (i.e. “Bobby was late because he forgot to set his alarm and overslept.”)

5. All tardies 31 minutes or more must go through the Attendance office.

**BEREAVEMENT/FUNERAL**

The State accepts specific situations of bereavement as excused absences. These are coded “F.” Attendance needs to obtain the following information:

1. **Relationship.** The deceased must be a member of the student’s immediate family (parent, grandparent, brother, sister, and step-family of the same relationships) or a relative living in the student’s home.

2. **Location.** For the above listed relatives; if the services are in California, the student receives one day of the “F” code; if the services are out of California, the student receives up to three days of “F” codes.

3. Funerals of persons other than those listed above (situations where days of the above information is not available, absences exceeding the times outlined above) must be approved by the administrator and the following absence codes should be used:
   - “G” - days of travel, out of town, personal emergency. Student may make up missed work. Must be approved by administrator.
   - “E” - if student becomes ill from grief with headaches, stomach aches, etc.
If the needed information is too difficult to obtain for obvious reasons, then the absences may be posted as “G” if approved by the administrator.

Absences due to death of aunt, uncle, or cousin, if they did not live in the student's home, may be posted as “G” if approved by the administrator.

**SARB STUDENT ABSENCES**

Students who are absent during the 12 months after they are SARBed must provide medical verification for all absences. Absences with a medical verification are coded as “V”; those without are coded as an “X” which is considered unexcused and count toward truancy. Tardies with a medical verification are coded as “L”; those without are coded as “T” if 30 minutes or less, or “B” if more than 30 minutes; “B” is considered unexcused and counts toward truancy. SARB students are identified by the word “SARB” in the student banner.

**SATURDAY SCHOOL**

Saturday school is designed to respond to the problem of lost instructional time and State funding due to an absence or truancy.

Education Codes 37223 and 48260 outline the requirements for Saturday School to claim ADA:

- Attendance is voluntary except for a pupil defined as truant.
- A truant may be required to attend Saturday School.
- A suspension may not be made up at Saturday School.
- Saturday school must be held on a non-school day. It may not be held before or after school.
- A Saturday School class must meet the minimum day requirement (4 hours).
- A Saturday school class must consist of instruction offered during the regular school week (example: assignment to campus cleanup is not acceptable to make up any absence).
- All Saturday School classes must be staffed by a certificated instructor and have a maximum of 20 pupils per class. Any certificated principal or V.P. assisting with a class can sign off as a teacher so that you may have 40 pupils in that class.

In addition:

- Site Administrators (Principals, Vice Principals) may require a student to attend Saturday School for reasons of discipline, excessive tardies, or as an alternative to suspension. NO ADA may be claimed when Saturday School is attended for these reasons.
- Saturday Schools not meeting for the minimum day requirement of 240 minutes are NOT eligible for ADA, even if the student attending Saturday School is truant.
- Federal and State Child Nutrition Funding may be jeopardized if Free and Reduced Price Meals are not provided (Education Code 49550)

There must be a clear audit trail to identify the school day being made up for each student. This may be maintained by properly using and completing the SJUSD Saturday School Attendance Register (page 39).
HOME AND HOSPITAL
Students are to be enrolled in Home & Hospital and exited/withdrawn from their home school. Contact Home and Hospital regarding enrollment requirements.

PURPOSE OF SHORT TERM INDEPENDENT STUDY
Short Term Independent Study allows students to complete academic requirements during a pre-approved short-term absence from the school (of five days or more). STIS contract period cannot exceed any grading period (trimester, semester, etc.). Independent study is offered at the district’s option and is not available in all California school districts. School districts are not obliged to permit a student to engage in independent study if school officials determine that independent study is not an appropriate alternative for the student. (See Title V, California Code of Regulations 11700[D].)

When a student misses school using STIS, those days are not counted as unexcused; and do not count toward truancy.

Independent study is conducted under the supervision of a credentialed district employee. No student may be required to participate in independent study. No average daily attendance (ADA) for independent study may be claimed for an expelled or suspended student unless classroom instruction is made continuously available to that student.

Independent study is an instructional strategy that may be used to generate both ADA and academic credit, or academic credit only. Students in SDC (Special Day Class) may be assigned Independent Study only per their IEP (Individualized Education Program).

Requests to accommodate a short term absence are made on an individual basis. Principal or designee determines the student’s need for independent study. A minimum of one week in advance of a planned absence, the student and/or the parent/guardian must notify the site designee of the need for an independent study agreement to cover the days of absence. (If a personal or family emergency is involved, the principal may waive the time requirement.) ADA credit will not be given unless a signed and dated agreement is in effect on or before the days of absence.

SUSPENSIONS
If a student is suspended or officially released by an authorized certificated school employee before attending the minimum day, only the actual time in attendance may be credited for apportionment purposes. The Zangle SIS system does not perform this calculation. When you suspend a student you have the following options for attendance accounting:

1) If you count the day you suspend the student as their first day of suspension; all classes must be coded with an "S" code for suspension (you do not claim any ADA for the day).

2) If you are not counting the day the suspension occurs as the first day of the suspension:
   a. If the student attended 240 minutes, you code all missed classes following the time of suspension to the end of the day (the classes the student did not attend) as “G” code for “Administrator approved absence prior to suspension” (leave the “present” code for the classes the student attended and the District will receive ADA). Beginning the following day you use the “S” code for the appropriate days of the suspension.
   b. If the student did not attend 240 minutes, you must code all classes that day as “S” code for suspension. No ADA is claimed for the day. Beginning the following day you use the “S” code for the appropriate days of the suspension. This might cause some confusion in reconciling
suspension letters to a student’s attendance; thus provide documentation to reflect this practice.

MONITORING STUDENT ATTENDANCE AND THE SARB PROCESS

The Attendance Clerk has a very important role in improving both attendance and student learning. Identifying and monitoring students who are developing poor attendance habits enables available resources to be employed before attendance problems escalate out of control.

A positive climate often begins with the school Attendance Clerk. Their role is critical in identifying poor attendance as the Attendance Clerk begins the relationship with the family regarding attendance. The Attendance Clerk and teachers are the ones who will first notice that a student has poor attendance. It is important to note that school attendance requires a strong systematic approach that includes the office staff, administrators, teachers, counselors, resource specialists, and district staff. Working as a team provides the student and family the support needed to encourage good attendance and academic success.

Under California law (Education Code Section 48200) all children between the ages of six and eighteen are required to be enrolled and in regular attendance at school unless exempt by other provisions of the Education Code or unless excluded, expelled, suspended, or graduated. If a student and his/her family are going to be referred to court because of habitual truancy certain steps and procedures must have been implemented prior to the referral as governed by the State of California, the Sacramento County Juvenile Court, the Sacramento County District Attorney’s Office, The Sacramento County Department of Human Assistance and the San Juan Unified School District.

Attendance is a priority responsibility of the school sites. Their work upholds the expectations of both the district procedures and California law that every effort be made to ensure the welfare and the education of each student. Students chronically absent, whether excused for illness or unexcused and truant, are entitled to a systematic and coordinated effort to correct the underlying problems and thus allow learning to go forward.

The site attendance staff and teachers are the beginning of the systematic approach to resolving attendance problems. They notice persistent attendance problems that need to be referred to the counselor, administrator and other relevant support staff. The Attendance Clerk verifies the absences and records the reasons. This information is critical in helping a student to attend school on a regular basis.

When a student has persistent truancy problems that cannot be remedied at the school site, the Attendance Improvement Program (AIP) is available to provide a coordinated community effort to improve student attendance. AIP is to divert students with school attendance problems from the Juvenile Justice System after all available resources have been exhausted. As outlined by the California Education Code, a referral to the School Attendance Review Board (SARB) is to be considered when all site interventions and solutions have failed. If there is no significant improvement with attendance after a school has attempted interventions, a student may be referred to SARB and a SARB conference will be conducted.

The school counselor and/or administrator must be notified when a student has a large number of tardies and/or absences. The report should include the dates of absence or tardy, the absence codes and any names and contact information on the student or parent. The counselor and site administration will use the Attendance Clerk’s information to begin appropriate interventions. The Attendance Clerk keeps detailed, auditable records of each identified student in case the court or state subpoenas the attendance records.
ATTENDANCE LETTERS

Child Welfare and Attendance Letters (CWA 1 & CWA 2)
The CWA Letters are a broad warning to the parent/guardian that their child has had many illnesses. These letters may be used throughout the year and are sent out by the district. The Attendance staff should notify teachers and other support staff as appropriate when a student is having attendance problems in order to set up preventative measures.

Truancy Letter #1 (TRU1)
State law requires schools to classify a student as a truant if he/she is absent from school without a valid excuse (codes X, Y, or C) or is tardy or absent for more than any 30-minute period during the school day without a valid excuse (code B) on three occasions in one school year or any combination thereof. State law also requires that the student’s parent/guardian receive a TRU1 letter outlining the state law and the possible consequences for noncompliance with the law, thus giving the parent due process if the court becomes involved. The district will send TRU1 to the parent or guardian of a student upon the student’s third (X, Y, C, or B code) or any combination thereof, in any period or day.

Truancy Letter #2 (TRU2)
Once a student is reported as truant and is again absent without a valid excuse for two additional days or periods on two additional days or periods or tardy for over 30 minutes on two additional days, (a total of 5 X’s, Y’s, C’s, or B’s). A conscientious effort shall be made to hold at least one conference (either in person or by phone) with the parent/guardian and the student to review the student’s status, to plan remediation of the problems affecting attendance, and to document this effort. The TRU2 letter may go out before this conference has taken place. This conference is mandated by state law. If a parent refuses to conference with school staff, conscientious efforts to reach this parent must be documented.

Student Study Teams (SST’s) and the Attendance Improvement Teams are strongly encouraged at this point. They are often the powerful interventions that address the underlying symptoms and help to remediate the attendance problem. A TRU2 letter may be given at these meetings.

Truancy Letter #3 (TRU3)
When all efforts have failed and the student continues to be truant by having a sixth unexcused absence, the TRU3 letter is sent by the district informing the parent they and their child may be referred for a School Attendance Review Board (SARB) conference. The SARB Referral Packet may be filled out by the school site and signed by an administrator or counselor documenting that all procedures for SARB are in place. The District Attorney will not accept a case without the SARB referral documentation. The District Attorney also encourages information regarding the referred student siblings and their attendance records.
SARB
Once the Attendance Improvement Program receives a SARB referral, the staff will review the case in order to insure that the case meets all legal standards and due process has occurred. A SARB conference will be scheduled and confirmations of the scheduled SARB conference will be mailed out. The AIP staff will notify both parent/guardian and school as a reminder of the scheduled conference by mail, telephonic communication and electronic communication or by a home visit.

The SARB Conference Team may be comprised of representatives from the following:
- San Juan Unified School District
- Sacramento County Probation Department
- Law Enforcement
- Sacramento County Department of Human Assistance
- Sacramento County Child Protective Services
- Other Community Service Agencies

At the SARB conference additional resources and services are offered by the SARB team to the family. SARB requires a certificated staff member, usually a counselor, site administrator to attend these conferences to help facilitate the panel suggestions and to continue monitoring and working with the student at the school. If, after the conference, the student continues to be truant, the student and their parent/guardian may be referred to the Sacramento County District Attorney’s Office depending on the age of the student. The California Education Code, as well as the District Attorney’s Office, requires interventions by both schools and the AIP team. If the District Attorney’s Office determines interventions are insufficient, the case will be remanded back to the district. For any questions regarding the Attendance Improvement program or the SARB process call the AIP office at 979-8604.

STUDENT DROP LETTER FOR 15 CONSECUTIVE DAYS OF ABSENCE

Cabinet has approved the use of the student drop letter when students have accumulated 15 days of consecutive absences from schools without any contact from the parent or guardian. School administrators may mail the letter upon the 10th consecutive day of absence in which the parent/guardian has not called in the absence or the school’s attempted calls have not been returned. The letter indicates that the parent has 5 days to contact or meet with school officials in order to determine the student’s attendance status and residency. If a parent/guardian fails to make contact with school officials, the school has the authority to drop the student after the 15th day of consecutive absences. The Student Drop Letter is on the internet at http://www.sanjuan.edu/email/tl/090918/DropLtr.pdf
SHORT-TERM OUT-OF-DISTRICT DUAL ENROLLMENTS

During the date range when a student is known to have a short-term out-of-district dual enrollment (most commonly to Juvenile Hall for just a few days) and the student is expected to return to the same school, the school is to keep the student enrolled, scheduled, and marked absent with excused code G.

When the student returns, please take the following steps:

1. Absolve the absences to present (change the “G” codes to “dots”).
2. Drop the student using the date of the school day before the dual enrollment began as the exit date.
3. Immediately reenroll and reschedule the student, using the date of the school day the student returned as the reentry date.
4. If this affects an already finalized ADA month, send copy of correction sheet to attendance. Correction sheet should include three rows of information:
   a. the new exit date before the out-of-district enrollment,
   b. the new entry date after the out-of-district enrollment, and
   c. the date range of the attendance change from G to dot (absolve).

The effects of this procedure are as follows:

1. It will hold and preserve the student’s place of enrollment and scheduled courses during their absence.
2. Upon the student’s return, it will remove the absences from counting against the school’s attendance percentage rate.
3. It will remove the risk of both districts claiming ADA for the same days.
4. It will remove the need for the student to reenroll through San Juan Central.
District Attendance Codes

The table below lists the district’s attendance codes. It identifies the attendance codes that are classified as excused absences, unexcused absences, and tardies, and also shows which codes count toward truancy. An asterisk (*) signifies that the code is funded by the state and is not considered an absence. All codes are used in Zangle.

For questions about how to use the attendance codes, please contact the District Attendance Department at (916) 971-7609 or (916) 971-7610.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Excused Absence</th>
<th>Unexcused Absence</th>
<th>Tardy</th>
<th>Count toward truancy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>.</td>
<td>Present*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Unverified Absence &lt;br&gt;Raw absence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Tardy 31+ Minutes*&lt;br&gt;Unexcused.</td>
<td></td>
<td></td>
<td>●</td>
<td>Yes</td>
</tr>
<tr>
<td>C</td>
<td>Cut (Parent verified)</td>
<td></td>
<td>●</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>D</td>
<td>On Site Suspension/P.A.S.S.*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Illness Parent verified,&lt;br&gt;limit 10 days per year.</td>
<td></td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Funeral Immediate family</td>
<td></td>
<td></td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>Administrator approved/confidential medical/court/partial day prior to suspension.</td>
<td></td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>Verified Single Period Positive*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Short Term Independent Study ADA*&lt;br&gt;Five days or more.</td>
<td></td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J</td>
<td>Short Term Independent Study No ADA not yet earned or not earned.</td>
<td></td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>Field Trip/Office/School Activity/SARB Appt*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L</td>
<td>Excused Tardy*&lt;br&gt;See reasons for excused absences on p. 12.</td>
<td></td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
<td>Excused Absence</td>
<td>Unexcused Absence</td>
<td>Tardy</td>
<td>Count toward truancy?</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>-------------------</td>
<td>-------</td>
<td>----------------------</td>
</tr>
<tr>
<td>M</td>
<td>Saturday School*&lt;br&gt;<strong>Full day absence made up at Saturday School. (c, x, or y if truant)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q</td>
<td>Temporary Home Assignment&lt;br&gt;<strong>Elementary tracks only.</strong></td>
<td></td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>Religious&lt;br&gt;<strong>Holiday- no limit/Retreat-up to four hours.</strong></td>
<td></td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>Suspension</td>
<td>●</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Tardy &lt;= 30 minutes Unexcused*&lt;br&gt;<strong>Unexcused or marked by teacher for reasons not yet known.</strong></td>
<td>●</td>
<td></td>
<td>●</td>
<td>Yes</td>
</tr>
<tr>
<td>V</td>
<td>Doctor/staff verified.</td>
<td>●</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Unexcused</td>
<td>●</td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Y</td>
<td>Rolled Cut From Unverified Absence&lt;br&gt;<strong>after 5 days.</strong></td>
<td>●</td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

Other areas describing the attendance codes are:

- Absence Definitions on [page 12](#).
- Understanding the District Attendance codes on [page 61](#).
Communicating with Parents and Guardians

**Parents have 5 days to verify/clear an absence.** Absences remaining unverified after 5 days will be automatically changed to a “rolled cut” which counts toward truancy after the 5 days. After 5 days only an Administrator can approve any change of an attendance code.

Attendance is responsible for verifying students’ absences. The manner in which personnel communicate with parents and guardians in verifying absences can sometimes affect the information schools receive. Following are some examples of dialogue Attendance can use to solicit correct and adequate absence verification from the home.

1. Try to determine the exact reason for the absence.
   
   “This is (your name), attendance clerk at (school name). Why is (student name) absent today?”

2. If the parent says the child is ill, ask what the nature of the illness is.
   
   “What is the nature of the illness?”

3. If the absence is unexcused (the child overslept, for example) inform the parent about the school attendance policy and direct him or her to “Facts for Parents” or www.sanjuan.edu.
   
   “Our attendance policy is ___________________. There is more information at the district website at www.sanjuan.edu…”

4. Encourage the parent to bring the student to school. (If a child is not contagious)
   
   “Can you bring (student name) to school now?”

5. If the child is going to be out ill for a long period (at least five more days) but may be able to do homework, Attendance should offer to start a Short Term Independent Study Contract (if the Administrator determines that it is an option for that student).

6. If the absence is due to a medical appointment, suggest that future appointments be made after school hours if possible. As part of the school policy, excessive scheduled appointments may require a doctor’s note.

7. If the absence is due to a lack of clothing, inform the counselor or nurse.

8. If the absence is due to a trip longer than five school days, recommend that the Short Term Independent Study be used in the future.

9. **DO NOT** use statements that lead parents into making excuses. If the parent does not want to give information that is requested, do not anger or alienate the parent. Document that the parent refused to give requested information and code the absence based on the reason given.
Part II: Attendance Procedures
Daily Procedures

The following procedures are provided to help you establish a routine for efficiently processing attendance at your school. **These procedures must be followed each day.** Begin processing attendance as early as possible each morning:

1. **Print Attendance Rosters.**
   a. If necessary, print **Attendance Rosters** (page 99) for guest teachers, zzteachers and any teacher who cannot access TeacherConnection. Guest teachers, zzteachers, and teachers who are unable to access TeacherConnection will take attendance using paper class rosters. Teachers are to sign and date their rosters before they are collected.
   b. High Schools only: Print Attendance Rosters for High School PE Teachers and place them in their boxes. PE Teachers are to take attendance daily, sign and date their roster and return them to the attendance office daily.

2. **Teachers take classroom attendance online.**
   Teachers use TeacherConnection (https://sis.sanjuan.edu/zangleconnect) to take attendance. They are expected to post attendance within the first 10 minutes of class. For details please refer to **Instructions for Teachers: How to Record Attendance** which begins on page 58.

3. **Use Class Entry (page 64) to post attendance for teachers who took attendance on paper**
   a. High School PE teachers/Guest teachers, zzteachers and teachers who cannot access TeacherConnection take attendance on paper using the attendance rosters that you printed. It is up to your school to determine how the rosters will be collected each period. Once you have the rosters signed and dated by the PE/Guest teachers, you will enter attendance using Class Entry as soon as possible.

   **IMPORTANT!** You must use the Class Entry application to post attendance for teachers who took attendance on paper. This application clears the teacher's name from the Collection Status Report (page 104) that is printed at the end of the day. The other attendance applications do not do this. Class Entry posts the attendance for the entire class, not just the absent students.

   **IMPORTANT!** Do not use this for individual student attendance entry. Doing so causes Zangle to report in error that attendance was taken for the entire class.

   b. Continuation: The default in Zangle is Absent. From the teacher roster you must input each student who was present for each period.

   c. Continuation: The defaulted absences in Zangle will not roll to Y codes; therefore, any “A” codes over 5 days old must be manually posted as “Y’s” by Attendance. This should be done daily for all “A” codes 6 days old or older. Or: each day after clearing all absences, change remaining default “A” codes which won’t roll to Y’s to posted “A” codes which will roll to Y’s.
d. Home Hospital: Use Attendance History (page 69) to enter attendance for each student. The default in Zangle is Absent. You must input each student who was present for each day/hour.

*Note*: Do not use Class Entry; attendance is received from the teachers once a week and Class Entry only permits entering attendance one day at a time.

4. **Determine which teachers have not posted attendance using the Collection Status Report (page 104).**

   - **Elementary tracks**: Before you make calls on today’s unverified absences you will want to determine which teachers have not posted attendance. Generate a Collection Status Report (page 104) and review it. You do not need to print the report at this time. Contact teachers who have not posted attendance and ask them to post.

   - **Secondary tracks, including K-8 schools**: It is suggested that you review the Collection Status Report (page 104) every period so you can see which teachers failed to post and then ask them to post.

5. **Process late students.**

   Each site will determine their procedures for tardies 30 minutes or less. All tardies 31 minutes or more must go through the attendance office to ensure compliance with the truancy education code. When late students arrive, issue Tardy Slips in duplicate, one for the student to give to the teacher and one for the file. The slips are available to order through the online print center.

   *NOTE*: Your school might use a different method of indicating tardies. You may continue to use this method but must complete the tardy log.

   When you enter the attendance for these students in Step 7, you will use the following codes:

   - **Post “B”** for all students who are tardy 31 minutes or more for an *unexcused* reason.
   - **Post “T”** for all students who are tardy 30 minutes or less for an *unexcused* reason.
   - **Post “L”** for all students who are tardy for an *excused* reason.

   *NOTE*: Tardies not posted can result in loss of ADA.

6. **Verify and document absences (voicemail, phone calls, notes, webmail) and post attendance.**

   Verify the reasons for student absences, then select Option 1 or Option 2 to document and post attendance.
IMPORTANT!

Each absence verification must contain the following (add/correct any missing data):

1. Date verification is received
2. First and last name of student
3. Date of absence
4. Reason for absence
5. Family contact giving verification
6. Employee receiving the verification

Once information is recorded on an approved form or entered in Zangle Phone Log, it does not need to be re-written on any other document.

Examples of correcting or providing missing data:

- **Discrepancy between teacher and parent/doctor**: If the clerk discovers that the teacher is reporting a student present but parent/doctor is reporting student as absent (or vice versa), the clerk must contact the teacher to verify. Document the teacher’s response and attach to the verification document.

- **Date Errors**: Make corrections in red on verification document, for example parent wrote *Tuesday* instead of *Wednesday* or *Sept 8* instead of *Sept 9*.

- **Clarification between partial day and full day absences**: Note clarifications on the verification document when parent or doctor didn’t specify partial-day or full-day absence.

- **Doctor visit/note written on day student attended**: Document on the doctor note that absence begins on the day after the note was written.

- **Student returns early from multi-day absence excused by doctor**: Document in red on the doctor’s note the date the child returned to school and initial.

**VERIFY REASONS FOR STUDENT ABSENCES**

- Listen to parent messages on the answering machine or voicemail.
- Receive phone calls regarding student absences.
- Receive student absence notes.
- Receive emails from webmail (see instructions following step 16). The email address must match the email address on the emergency card or in Zangle.

**OPTION 1:**

**Absence Verification Log (paper) and Attendance History** *(page 69)*

Record information on the Absence Verification Log (or previous day’s Phone Contact List, see page 107), then use Student Attendance History to post the attendance. TIP: Bring up Student Attendance History for a student while on the phone with each parent or guardian in order to clear any other past absences. Place a red checkmark on your source document to indicate an absence has been posted in Zangle.

*Note*: when parents return phone calls on a date later than outgoing call from clerk or Connect Ed both dates should be documented on the Phone Contact List.

**OPTION 2:**

**Phone Log Application** *(page 77)*

Use the Zangle Phone Log Application to document a student’s absence and automatically update a student’s attendance. You must complete the required fields for audit purposes. If you use this method you do not need to record the information on the Absence Verification Log. Place a red checkmark on your source document to indicate an absence has been posted in Zangle.

*Note*: Call time (see step D in Phone Log Report) should be the time and date the parent called, not the default time and date provided by the system.
7. Enter attendance in Zangle using Attendance History (Page 69) or Rapid Entry (Page 81).

- Collect all records of absence verification: Notes, Absence Verification Logs/slips, Phone Contact List, Tardy Slips, Tardy and Late Arrival Logs, webmail from parents/guardians, and verification received from other employees.

- Immediately begin posting absences in Zangle, using Attendance History (page 69) or Rapid Entry (page 81). Refer to District Attendance Codes on page 21 as needed.

- Place a red checkmark on your source document to indicate an absence has been posted in Zangle.

- Check for E code limit of 10 days (or equivalent to 10 days in periods). After the limit has been reached, absences without doctor verification are coded as “X”, which are unexcused and count toward truancy.

8. ELEMENTARY TRACKS (secondary optional): Run the Phone Contact List (page 107) and call to clear today’s unverified absences.

It is necessary to make phone calls to clear unverified absences. Even though the District-wide automated system will make phone calls in the evening for any remaining uncleared absences from that same day, because of safety, security, and liability, Elementary schools should begin calling as soon as attendance is posted in the morning but not until after all teachers (with the possible exception of the P.M. Kindergarten teacher) have posted attendance in Zangle. Run the Collection Status Report (page 104). Print the Phone Contact List (page 107) which lists all the students with the unverified absent code for today (have not been cleared). Use today’s Phone Contact List as you make telephone calls. NOTE: As a general guideline, it is best not to print this report more than once. If some names are missing because the absence had not been posted before the list was printed, write the names on the list. OPTION: use the Daily Call Report (page 180).

- If you are able to contact a parent or guardian to clear an absence, record the reason for absence on the report (the report provides space to record necessary information). Include with whom you spoke, the relation of that person to the student, the date and time, and your initials. Or, instead of writing on the paper, you may also use Phone Log (page 77) to document the phone call and post the student’s attendance directly into Zangle.

- Then use Attendance History (page 69) to post/clear the student’s unverified absences. You may also use Phone Log (page 77) to document the phone call directly into Zangle; the student’s attendance is automatically updated.

- Place a red checkmark on the source document to indicate the attendance has been posted in the system. Once the information is recorded on an approved form, it does not need to be re-written on any others.

- At the end of the day highlight all names which remain unverified. You will continue making phone calls from this list when time allows in the future.

- Sign, date, and file each daily Phone Contact List.
9. SECONDARY TRACKS, INCLUDING K-8 SCHOOLS: Identify “single period positive” students using the Master Absence List (page 110) and correct errors using Attendance History (page 69).

Most single period positives in a day of absences are in error. It is critical to determine if these are errors as they inflate the District’s ADA. If they are found in an audit the error will be extrapolated over the population and the District’s ADA reduced.

- Set up the Master Absence List (page 110) for only the “A” code, sorted by student, and review the report to identify students who appear to be single period positive.

- If you identify a student who appears to be a “single period positive,” do the following:
  - Check for a tardy not posted or record of early dismissal.
  - Check ROP, Con-Current College, or open list or group for period in question.
  - Check Attendance History (page 69). Click on the positive period in question to identify the teacher (located at the bottom of the screen).
  - Check the Collection Status Report (page 104).
    o If the report is clean (teacher took attendance for the period), email the teacher a copy of the Single Period Positive Attendance Validation Form requesting whether the student was present only in their class.
    o If the report shows the teacher has not taken attendance for the day, email the teacher reminding them to take attendance and also ask the question regarding the student identified with the single period positive in their class.

- If the teacher verifies the student as present, post “H” to indicate Single Period Positive Verified as present in Attendance History (page 69).

10. Call to clear previous days’ unverified absences.

When time permits, begin telephone calls regarding absences remaining unverified on prior days.

- Determine which households you need to call.
  - ELEMENTARY TRACKS: Call on highlighted names from yesterday’s Phone Contact List (page 107) to clear unverified absences from previous days. NOTE: Cross off any names which have been verified after highlighting.
  - SECONDARY TRACKS, INCLUDING K-8 SCHOOLS: Print the Phone Contact List (page 107) using the previous school day’s date to identify all the students who have unverified absence codes. Use the Phone Contact List to make telephone calls. NOTE: As a general guideline, it is best not to print this report more than once. If some names are missing because the absence had not been posted before the list was printed, write the names on the list. At the end of the day, highlight all names which remain unverified, so you can continue making phone calls when time allows in the future. Sign, date, and retain each daily Phone Contact List.

- If you are able to contact a parent or guardian to clear an absence, record the reason for the absence on the phone contact list. Include with whom you spoke, the relation of that person to the student, the date and time, and your initials.
Then use Attendance History (page 69) to post/clear the student’s unverified absences. You may also use Phone Log (page 77) to document the phone call directly into Zangle; the student’s attendance is automatically updated.

Place a red checkmark on the source document to indicate the attendance has been posted in the system. Once the information is recorded on an approved form, it does not need to be re-written on any others.

11. To cause automated outgoing phone calls for previous days’ remaining uncleared absences, set up Connect Ed using the Phone Contact List (page 107). The Phone Contact List can be used to generate a data file for use with an automated phone dialing system. Contact the SIS Help Desk 971-7195 x 1 for further assistance.

12. Print a Collection Status Report (page 104) for filing. At the end of the day, print a Collection Status Report for filing. The purpose of the report is to show that attendance was posted by every teacher. The goal is to print a blank Collection Status Report with no names on it. The bottom of the cover page will read, “NO SECTIONS SELECTED FOR REPORT.” This report needs to be retained for the required retention period. Sign and date the Collection Status report.

IMPORTANT: If the report contains teacher’s names, this report needs to go to the appropriate Administrator for daily review and signature. The administrator is to follow-up with teachers who are not taking attendance. The administrator must sign and date this report and return it to Attendance to be filed.

13. File absence documentation for filing. File documents daily. The attendance documents listed below must be retained for three years after the end of the current fiscal year. Please refer to Filing Attendance Documents on page 48 for more information.

14. Enrollment must keep a manual log of all new enrollment entries and enrollment exits. A manual log must be kept for all enrollment entries and exits in a school site during the school year. When ENROLLMENT enrolls a student in the school site or receives information from the San Juan Central about students enrolling at their site, they must record the required information on the Enrollment Entry List (located on the District Intranet). When students exit from a school site the required information must be recorded on the Enrollment Exit List (located on the District Intranet).

15. Monitoring “E” Code Limits

FOR ALL STUDENTS

Weekly run the Class Attendance Analysis Report (page 157). This report will provide a count of all “E” codes at your site.

- Elementary tracks and Upper Grade tracks at K-8 schools which take daily attendance:
  - Look for students who have 11 or more “E” codes
  - Note students who have reached their 10 “E” code limit
- Middle Schools; High Schools; Upper Grade tracks at K-8 schools which take period attendance:
  - After report opens, remove period sort
  - Look for students who have “E” codes equivalent to 11 days or more (i.e. for six period schools, 66; for five period schools, 55; for four period schools, 44, etc.)
note students who have reached their “E” code limit of more than 10 days but less than 11 days (i.e. for six period schools, 60-65; for five period schools, 50-54; for four period schools, 40-43; etc.)

Utilize this report to:
1. Identify students who have reached their limit of “E” codes and must now receive “X” for all subsequent parent verified absences without a doctor’s note.
2. Identify students over the “E” code limit in error. Then perform one of these steps to identify dates with excessive “E” codes:
   a. Double click on the number of E codes, this opens a new worksheet
   b. Run the Detail Student Attendance report (page 145)
3. Identify and change codes over the limit from “E” to “X”

FOR A SINGLE STUDENT

Click Enrollment. Click Profile. Click Attendance. Click Find. Select student. System defaults to “Detail by Date/Period”. Click Summary by Reason at bottom of page.
The selected student’s count of accumulated “E” codes appears.

NOTE: This report will not show you students who came to your school during the year who have a portion of their “E” codes at another school. To identify such students, you must reference your list of who has received the CWA letter.

NOTE: Do not reduce the limit of “E” codes for students with open or other Non-ADA bearing periods in their schedules. The result of this is that students with “short schedules” will actually have a longer time to reach the limit.

NOTE: This report will not show you students on SARB contract who are not to receive “E” codes during the date range of the contract. SARB students have the word SARB in the student banner.

16. Print the Master Absence List (Page 110)

At the end of each day run and print the Master Absence List to confirm that attendance has been posted and saved. This is the only Zangle comprehensive school-wide attendance document available before the Teacher Summary of Attendance is printed.
Absence Verification by Webmail

Using Outlook Web Access to Review Absence Email

For Windows Users:

1. Launch Internet Explorer from either the Start Menu or your Desktop icon.

2. In the Address Bar, type the following web address: http://webmail.sanjuan.edu, then click the green arrow or hit “enter” on your keyboard.

3. When prompted, type in the Username and Password provided to your site for the Absence Reporting email account, then click “OK.”

4. You may be prompted to select the default appearance, language, and time zone. Click “OK” to continue.

5. Review your inbox for any new messages.

NOTE: The username and password for your site’s email account will be provided to you via intra-district mail. For questions regarding your account login information, please contact the Technology Services Support Desk at 971-7195.

IMPORTANT!
Do not delete any emails. All emails must be saved indefinitely for history and tracking purposes.
6. When finished, click on “Log Off” in the upper right corner of the screen.

7. Click on “Close Window” to close Internet Explorer and to securely log out of Outlook Web Access.

For Macintosh Users:

1. Launch Safari from the icon on the Dock.

2. In the Address Bar, type the following web address: http://webmail.sanjuan.edu, then hit “return” on your keyboard.

3. When prompted, type in the username and password provided to your site for the Absence Reporting email account, then click “Log In.”

NOTE: The username and password for your site’s email account will be provided to you via intra-district mail. For questions regarding your account login information, please contact the Technology Services Support Desk at 971-7195.
4. Review your inbox for any new messages.

**IMPORTANT!**
Do not delete any emails. All emails must be saved indefinitely for history and tracking purposes.

5. When finished, click on “Log Off” in the upper right corner of the screen.

6. Click on “Safari” in the Toolbar menu, and select “Quit Safari” to completely close Safari and securely log out of Outlook Web Access.

**Getting Help**
Please contact the Technology Services SIS Help Desk at 971-7195 x 1, or by creating an Online Support Request at http://district.sanjuan.edu/support.
Weekly Procedures

This section describes the weekly procedures that Attendance will need to perform. This includes teacher verification of attendance, weekly cleanup, and attendance corrections.

TEACHER VERIFICATION

1. Print Teacher’s Summary of Attendance reports (page 118) for the week and get teachers’ signatures.

   - PRINT AND DISTRIBUTE. Each Friday, after all of the attendance has been posted, print and distribute the Teacher’s Summary of Attendance (page 118) for that week. Teachers are required to verify the attendance, make any corrections in red if necessary and initial, sign, and date the. If necessary, this report may be run on Monday and printed for the previous week. Before distributing, staple any manual rosters taken by substitutes to the Teacher Summary of Attendance.

   - COLLECT. Teachers must return the Teacher’s Summary of Attendance to you by Monday afternoon (or Tuesday afternoon if reports were run on Monday). Keep a system to ensure all teachers’ signed summaries are received.

   - CHECK. Check each returned summary for teacher signature, date, and errors note by the teacher.

   - FIX. Post attendance errors/corrections in Zangle; document each item with a red checkmark when it has been posted. Correct enrollment entry/exit information for students; document with a red checkmark on the roster to note the item has been completed.

   - FILE. File the Teacher’s Summary of Attendance rosters as follows:
     - ELEMENTARY TRACKS: By grade, then alphabetically by teacher.
     - SECONDARY TRACKS, INCLUDING K-8 SCHOOLS: By teacher alphabetically, then period.
WEEKLY CLEANUP

Attendance Corrections:  IMPORTANT!

- Use Attendance History (page 69) or Student Editor General tab and Enrollment tab to post corrections. Please refer to the Zangle Enrollment Handbook for information about Student Editor.

- Place a red checkmark on the source document for the correction (i.e. the Teacher Attendance Correction/Cancellation form) to indicate the correction was made in Zangle.

- You must change in red any corresponding support documentation (i.e. Daily Master Absence List, Teacher Summary of Attendance, enrollment entry/exit lists etc.) to provide a clear audit trail of the correction.

- When making changes in previous months which have already been reconciled:
  a. Complete a correction sheet. (See the form samples in Part VI) Sign and date the correction sheet.
  b. Make correction as noted above.
  c. File the correction sheet in your month end reconciliation folder as described on page 40. If you are not the staff who performs the monthly reconciliation, you must provide a copy of the correction to those who do, as correction sheets are used during the monthly reconciliation procedures.

---

1. **Identify students with no schedules.**
   Students who are enrolled need to be scheduled for class(es). Attendance is tied to the student’s schedule. Make sure that all students are scheduled.

   - Identify which students need to be scheduled for classes.

     1. **ELEMENTARY TRACKS:** Run the Student Schedule Analysis Report (page 122).

     2. **SECONDARY TRACKS, INCLUDING K-8 SCHOOLS:** Run the Unscheduled Period Report (page 129).

     3. **K-8 SCHOOLS:** You must run each report listed above.

   - Call the counselor or other office staff to determine when students on the list will be scheduled. Let them know you are waiting for this to be completed to perform your weekly attendance work.

   - When all students are scheduled, input any absence/attendance information that has not been posted.

   - Rerun report to ensure all students are scheduled.

2. **Check for non-school day enrollment entry / enrollment exit dates.**
   When enroll entering and enroll exiting (withdrawing, dropping) students, always use the date of a
school day. Any student enrolled or dropped on a non-school day (weekend, holidays, etc.) will cause problems with the monthly reconciliation process. Zangle does not prevent you from enroll entering or exiting a student on a non-school date. On a weekly basis, verify that there are no non-school day enrollment entry or exit dates.

- Run the Gain/Loss Detail Report (page 128) weekly to check for weekend enrollment entries and exits of the previous week. When selecting the dates, include the weekends before and after the previous week. Sort by grade, student, and date. After previewing/printing, review the report for students enrolled or dropped on weekend or holiday dates.

- Make any necessary corrections for non-school day enrollments.

NOTE: A student’s enrollment date and schedule effective date must match unless it is a summer enrollment date.

3. Check the attendance for students who were out on Short Term Independent Study (STIS).

Make sure the students who were out on Short Term Independent Study Master log have attendance posted correctly.

- Run the Attendance Code Tracking Report (page 163) or Class Attendance Analysis (page 157) filtered by “I” and “J” codes. Compare this to the STIS Master Log. Check for the following:

  1. Are the dates and codes correct?
  2. Are there posting errors? For example, are there any absence codes entered other than I’s or J’s?
  3. Are there any early returns that are not documented?
  4. Contracts pre-credited in error (Teachers writing the number of days (length) of the contract before it begins, instead of writing the number of days work completed after it ends).
  5. Did the contract end weeks ago, but the attendance still shows all J’s? Did you receive graded contract from teacher, or are the J’s correct (because the student didn’t do any work)?
  6. Check the contract for date errors, missing dates, and missing signatures.
  7. Are original work samples attached to the contact? (One sample per subject area per each week)
  8. Use Attendance History (page 69) to update students’ attendance as necessary.
4. Saturday School
The following steps describe the standard operating procedures for Saturday School.

a. To be completed by Administrator and Staff before Saturday School:
   - Administrator assigns students to Saturday School and Staff completes the columns: STUDENT NAME, STUDENT ID, GRADE, PHONE, and ELIGIBLE FOR ADA?
     - If reason is Discipline, Alternative to Suspension, or Tardy (Excessive Tardies), then ELIGIBLE FOR ADA? must be No.
     - If the reason is Truancy or Absence Make Up then ELIGIBLE FOR ADA? will be Yes.
       - Absence make up is by written request only from the parent requesting Saturday School to make up a given date. The School must keep the request with the attendance records for the proper retention period. Attendance will staple copy of parent request to Saturday School Attendance Register and file original request with student’s attendance records.

b. To be completed on Saturday:
   - Students in attendance will sign their name in the appropriate column.
   - Administrator and Teacher will sign the register.
   - The register will be sent to Site Attendance personnel.

c. To be completed by Site Attendance personnel (after Saturday School):
   - For each student whose Saturday School attendance was identified as “ELIGIBLE FOR ADA? No”: place a N/A in the columns: DATE OF ABSENCE BEING MADE UP, ABSENCE CODE BEING MADE UP, and ATTENDANCE POSTED.
   - For each student whose Saturday School attendance was identified as “ELIGIBLE FOR ADA? Yes”: search student attendance history for an all-day absence of a usable code. (Please give preference to dates within the P-Z reporting period for maximum recouping of ADA.)
     - If the reason was Truant, the all-day code must be C, X, or Y
       - Do not clear unverified “A” codes. Raw absence “A” codes need to be verified and cleared independently. Do not use a Saturday School to clean up the site attendance!
     - If the reason was Absence Make Up, the all-day code must be C, E, F, G, R, V, X, or Y.
   - If an all-day absence code is available:
     - Complete the following columns: DATE OF ALL DAY ABSENCE BEING MADE UP, ABSENCE CODE BEING MADE UP.
     - In Zangle Student Attendance History, replace first period of the all-day absence code with the M code. When there is no first period bearing ADA, use whatever ADA bearing class that student attends first on that day that is after First Period. Do NOT post M codes to Zero period. Do not change all period codes for the day as they are needed to maintain the audit trail; the untouched absence codes for the remaining periods indicate what type of absence is being made up at Saturday School.
     - Then initial in the appropriate row in the Attendance posted column.
   - If the DATE OF ALL DAY ABSENCE BEING MADE UP is in a previous ADA month which has been finalized and reported to District Attendance, then Attendance will complete a correction sheet and place it in the monthly reconciliation folder. Attendance must write the date the Saturday School was served in the Reason column of the correction sheet.

Any Questions, please call District Attendance at 916-971-7609 or 916-971-7610
Monthly Procedures

These procedures are to be performed at the end of every attendance month. For details about attendance months, due dates and timelines, refer to the District Fiscal ADA Calendar and Dates to Run, Reconcile & Submit Reports to District Attendance on the Intranet in Forms and Docs under Attendance Department.

MONTHLY RECONCILIATION

IMPORTANT!
You must complete Weekly Cleanup (page 37) prior to performing monthly reconciliation.

1. One week after month end Identify questionable items.
   One week after the Active Enrollment date (month end), run and inspect the ADA/ADM Audit - Period Detail and All Totals report (page 137) (“PreEdit”). The “PreEdit” report may be inspected online or printed. If any of the answers to the following questions are Yes, check the Collection Status Report to determine if the attendance code was due to the teacher not taking attendance.

   A. Does a student show present for one day on their drop date after several consecutive days of absences? Check to confirm that the student was in fact present on the drop date. If he or she was not present then the student must be marked absent. Drop date absence could have failed to have been posted by staff or could have been absolved in error. Check and correct student attendance before the student is dropped.

      Suspended example, but could happen with any code: SSSSS SS.

   B. Does a student show present for one day on their drop date after week(s) of “holidays” but proceeded by several consecutive days of absences? Check to confirm that student was in fact present on the drop date after the break; if not present then must be marked absent. Drop date absence could have failed to have been posted by staff or could have been absolved in error. Check and correct student attendance before the student is dropped.

      Unverified example, but could happen with any code:
      . . .AA AAAAA ****.

   C. Does a student have a single day of attendance surrounded by multiple days of all day absences? Check to confirm that the student was in fact present that day; if not present then must be marked absent. Most common occurrence of this is absence failed to be posted by staff.

      S.T.I.S. unfulfilled example, but could happen with any code:
      JJJJJ JJJJ

   D. Does a recently dropped student have day(s) of attendance showing prior to their drop date but preceded by or mixed in with several days of absences?
Check to confirm the student was in fact present on that day / those days; if not present then must be marked absent. Most common reason for this is absences not marked or posted; rarely, the student attends just one or two periods per day. Check and correct student attendance before student is dropped.

Unverified example, but could happen with any code:

AAAAA . .
AAA .A AA
AA . A AA
AAAAA AA

E. Do any dashes show on the ADA/ADM Audit - Period Detail and All Totals “PreEdit” report? Dashes represent a day/period that is enrolled but not scheduled. Most dashes reflect errors; dashes at period attendance schools do not always reflect errors. Dashes which reflect errors must be investigated and corrected.

Examples of dashes which reflect errors:
   a) the schedule entry date is later than the enrollment entry date
   b) the schedule exit date is earlier than the enrollment exit date
   c) there is a gap in a schedule within an ongoing enrollment

Examples of dashes which do not reflect errors:
   a) the period does not meet on that day
   b) the student’s correct schedule leaves them without any periods meeting on that day

2. Two weeks after month end when you run the ADA/ADM - Audit Summary Totals Only reports for current month being reconciled and all previous months review your monthly reconciliation folder for any correction sheets.
   If there are any corrections sheets, you must perform the following steps to ensure your attendance is accurate.

   ● You must compare the actual days present (“Act Pres”) on the ADA/ADM Audit - Summary Totals Only reports (see instructions on page 46) you ran this month with the actual days present on the same Summary Totals Only reports you ran one month earlier using the correction sheets to account for the difference.
   ● Whenever there are changes to Days Present (“Act Pres”) there will also be changes to Days Enrolled and/or Days Absent.
   ● Note: whenever there are changes to Days Present (“Act Pres”), there will also be changes to Days Enrolled and/or Days Absent.
     ▪ Example: The ADA/ADM Audit -Summary Totals Only report for Month 4 run in December has 15 more days actual present than the same report run in November. Correction sheets written between the running of the reports show 10 days added for Saturday School (X to M, C to M), 10 days added for short
term independent study (J to I), and 5 days subtracted for false single period positives to all day absences (dot to Y). The net $10 + 10 - 5 = 15$. The reports reconcile.

- If a correction affects more than one month (i.e. name change, grade change, ADA category change, duplicate student number deleted) then make copies to file with each month affected.
- If the actual days present do not reconcile, then additional correction sheets need to be written for changes done intentionally and/or to account for the correction of errors discovered during the reconciliation process. Errors may include accidental deletions of enrollments or schedules.
- Make corrections to the Monthly Enrollment Worksheet in red.
- Ensure revised report/worksheet agrees to other report/worksheet as noted in this section.
- “REVISED and date” must be noted in red diagonally across the original report. Keep original report.
- File new report on top of the previous run of the same report.
- Send correction sheet and a corrected copy of the following to District Attendance:
  - A copy of the corrected Monthly Enrollment Worksheet - note corrected
  - Signed ADA/ADM Certification page and total page (may be one or two pages) - note corrected
  - Signed MHAR (Continuation and Home Hospital) - note corrected

3. **ENROLLMENT: Reconcile the enrollment entries and enrollment exits.**

   Enrollment will print the Gain/Loss Report ([page 128](#)) and reconcile to the manual Enrollment Entry/Enrollment Exit lists ([page 30](#)) #14 for daily procedures.

   **NOTE:** For Month 2 Only, skip steps A, B, C and follow step D instead

   **A. Print the Gain/Loss Report.**
   The week after the monthly active enrollment date print the Gain/Loss Report for the month. Select Statuses A and M to exclude part-time students. See Weekly Cleanup procedures to check for weekend/holiday enrollment ([page 37](#)).

   **B. Reconcile the Gain/Loss Report to the Enrollment Entry and Enrollment Exit lists.**
   NOTE: Your Enrollment Entry/Enrollment Exit Lists must end on the Active Enrollment date or your reconciliation will be inaccurate. Check that the following agree:
   - Enrollment Entry/Enrollment Exit date
   - Grade
   If they do not agree, investigate and find the error, then make necessary corrections in Zangle. If a correction involves a previous month you must complete a correction sheet and send a copy to attendance. Ensure all documents reconcile. ADA/ADM Audit Report - Daily Detail and All Totals “Final” with Enrollment Entry List, Enrollment Exit List, Monthly Enrollment Worksheet, and other supporting documentation for clear audit trail.

   **C. Sign monthly enrollment entry/enrollment exit lists indicating reconciliation is complete.**
   Keep a copy to file and send the original to the site attendance office.
The ADA/ADM Audit - Daily Detail and All Totals “Final” report includes first day enrollments with the “enrollment entries” rather than with the “previous enrollment”. To adjust the Month 2 “enrollment entries” on the “PreEdit, “Final” and “Summary Totals Only” for reconciling purposes perform the steps listed below.

1) Run a First Day Enroll/Grade/Category Changes report.
   a) On the Options tab: title the report “First Day”; use the custom date range with start date and end date both being the first day; check the “Show Summary” box to generate both Detail and Summary reports.
   b) On the Sort tab: sort the fields in this order: Grade, Name, Change Type, Date.

Example: First Day Enroll/Grade/Category Change summary page

<table>
<thead>
<tr>
<th>Attendance Category</th>
<th>Grade</th>
<th>Prev Enroll</th>
<th>Enrolls #</th>
<th>Withdraws #</th>
<th>Grade Entries</th>
<th>Exits</th>
<th>Attend Cat Entries</th>
<th>Exits</th>
<th>Ending Enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>09</td>
<td>59</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>106</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>128</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>140</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>129</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>138</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>120</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>129</td>
</tr>
<tr>
<td>Subtotal</td>
<td></td>
<td>466</td>
<td>45</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>511</td>
</tr>
</tbody>
</table>

SDC (Special Day Class K…)

|                     | 09    | 7           | 0         | 0           | 0             | 0    | 0                 | 0    | 7        |
|                     | 10    | 3           | 0         | 0           | 0             | 0    | 0                 | 0    | 3        |
|                     | 11    | 5           | 0         | 0           | 0             | 0    | 0                 | 0    | 0        |
|                     | 12    | 6           | 0         | 0           | 0             | 0    | 0                 | 0    | 5        |
| Subtotal            |       | 21          | 1         | 0           | 0             | 0    | 0                 | 0    | 22       |
| Total               |       | 487         | 46        | 0           | 0             | 0    | 0                 | 0    | 533      |

c) From the Enroll/Grade/Category report, for each grade level, combine the Enroll #’s Regular and SDC together.
d) On the Month 2 ADA/ADM Audit reports subtract the first day enrollment numbers from the Enrollment Entries (“Enrl Entries”) for each grade level and school total (see example below).
e) On the Month 2 ADA/ADM Audit reports add the first day enrollment numbers to the Previous Enrollment (“Prev Enrl”) for each grade level and school total numbers (see example below).
Adjustment of grade enrollment entries and previous enrollment, using Summary Totals Only report as an example (make corresponding changes on the “Final” Daily Detail as well).

### Grade 9

<table>
<thead>
<tr>
<th>Grade</th>
<th>SDC (Special Day Class K-12)</th>
<th>Regular</th>
<th>Combined Attendance Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>115</td>
<td>130</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>89</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>118</td>
<td>126</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>118</td>
<td>126</td>
</tr>
<tr>
<td></td>
<td>49</td>
<td>809</td>
<td>858</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>858</td>
<td>858</td>
</tr>
<tr>
<td></td>
<td>1</td>
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</tr>
<tr>
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<td>37</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>38</td>
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<td>37</td>
</tr>
<tr>
<td></td>
<td>76.64</td>
<td>76.64</td>
<td>76.64</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>126</td>
<td>126</td>
<td>126</td>
</tr>
<tr>
<td></td>
<td>126</td>
<td>126</td>
<td>126</td>
</tr>
</tbody>
</table>

In this example, the ninth grade previous + entries = total numbers have been adjusted from 96+30=126 to 113+13=126.
2) Run a **Second Day to Month End Gain/Loss** report.
   a) On the Options tab: title the report “Second Day to Month End”; use the custom date range with start date being the second day and the end date being the month end; check the “Print Detail” box.
   b) On the sort tab add “Grade” and move it to the top.

3) The names, dates, and grade totals of Entries should agree with your manual Month 2 Enrollment Entry List which you created day by day as the entries occurred.
   a) Reconcile *students* with **Change Type: Enroll** on the **Second Day to Month End Enroll/Grade/Category Change** report (date, name, grade, attendance category) to the students listed on your manual Month 2 Enrollment Entry List. These should agree.

4) The names, dates, and grade totals of Exits (combined with Exits showing on the First Day Enroll/Grade/Category Change Report, if any) should agree with your manual Month 2 Enrollment Exit list which you created day by day as the exits occurred.
   In other words, sum the totals of Withdraws # numbers from **First Day Enroll/Grade/Category Change** report and the **Second Day to Month End Gain/Loss** report and reconcile to the Exit totals on your Month 2 Enrollment Exit list. These should agree.

5) Sign manual monthly enrollment entry and enrollment exit lists indicating reconciliation is complete. Keep a copy to file and send the original to the site attendance office.

4. **ATTENDANCE:**

   At each month end (active enrollment date), which is one week before you run the ADA/ADM **“PreEdit”** report, complete the District Monthly Enrollment Worksheet.

   - Obtain the monthly Enrollment Entry and Enrollment Exit lists from Enrollment.
   - Obtain the beginning enrollment figures from Ending Enrollment on Prior Monthly Enrollment worksheet.
   - Exception: In the 1st ADA Month of the school year (ADA Month 2) this is
     o The number of students enrolled (from Enrolled Student List - Student Directory) as of first school day
     o Manually adding other first day enrollment entries done after Student Directory was run
     o Manually subtracting (lining out) students who never attended your school this year (students with drop date earlier than first day of school: no shows and students exited to other sites)
     o See Opening of school ([page 55](#))
   - Record “monthly enrollments” from the monthly enrollment entry list on the “new enrollment” line by grade.
   - Calculate “total enrollment” line by adding “enrollment entries” to the “previous enrollment” line for each grade and total.
   - Record “enrollment exits” from the monthly enrollment exit list on the “enrollment exit” line by grade.


- Calculate “ending enrollment” by subtracting “enrollment exits” from the “total enrollment” for each grade and total.
- A few days later when you run and check the “PreEdit” against this worksheet, make revisions to the Worksheet or to Zangle and the PreEdit as needed, to prepare for the upcoming “Final”.

5. **ATTENDANCE: Reconcile ADA/ADM Audit Daily Detail and All Totals “Final” Report.**

   A. **Print the ADA/ADM Audit Daily Detail and All Totals “Final” Report (page 137)**

   Two weeks after Active Enrollment date (month end) run the ADA/ADM Audit - Daily Detail and All Totals report (“Final”). Check the “save summary totals” box.
   - **Note:** if you are unable to “save summary totals” because they were saved when the “PreEdit” was run, please see instructions on page 140.
   - **Note:** the report includes a line for each student’s entry and exit dates this year regardless of the date range of the report. Thus a September report run in December will show, but not count drop dates from October and November.
   - **Month Two:** always use custom date range from first day of school thru last day of month two.

   Each month when the ADA/ADM Audit - Daily Detail and All Totals (“Final”) report is run, also run the ADA/ADM Audit - Summary Totals Only report for that month and all previous months. Use correction sheets to reconcile these reports with the same reports run one month earlier. For example, when reconciling Month 4, also run the ADA/ADM Audit - Summary Totals Only reports for Months 2 and 3 to reconcile with the same reports run one month earlier. See Monthly Reconciliation #2 on page 41.

   Contact District Attendance for assistance.

   **NOTE:** This report is used for enrollment purposes. The ADA is not completely accurate as it does not include minimum day calculations or exclusions.

   B. **Reconciliation.**

   Reconcile the ADA/ADM Audit report to the Monthly Enrollment Worksheet for each grade and total. If they do not agree, investigate. Make necessary corrections in Zangle. Rerun the ADA/ADM Audit report. Ensure it reconciles. Document corrections/changes in red on supporting documentation to provide a clear audit trail (i.e. master absence list, notes, etc.). Ensure all documents reconcile.

   **NOTE:** If a correction is to a previous month you must complete a correction sheet and place in your “Monthly Reconciliation” folder (see #2 above).

   C. **Certification and filing.**

   After all corrections have been made and the reports reconcile, Attendance and an Administrator must sign the ADA/ADM certification on the last page. Make a copy of the Certification page. Sign the Monthly Enrollment Worksheet. File the ADA/ADM reports (page 48).
6. **CONTINUATION HOME & HOSPITAL ATTENDANCE: Review and Reconcile the Monthly Hours Attendance Report MHAR**

   A. **Print a Monthly Hours Attendance Report (MHAR)** (page 143).
      
      Run the report for the month on the report run date (two weeks after the Active Enrollment date). You must not run your MHAR until the report run date because the District needs to run the calculation on Thursday night.
      
      **NOTE:** Your site attendance “percentage claimed of possible” is on the last page of the MAHR.

   B. **Review the report for items which look out of place.**
      
      If there are any issues, research and correct, then rerun the report (keep the correct one). Review again.

   C. **Certification and Filing.**
      
      After all corrections have been made and the reports reconcile, the signatures of both the clerk and Administrator are required on the bottom of the page. Copy the last page of the MHAR report with the signature. File a copy of the MHAR as described on page 48.

7. **ATTENDANCE: Send reports to District Attendance.**

   Submit the following reports to the District Attendance office per the “monthly report due dates” in order to comply with the Education Code section 46305 and 44809.

   - Signed Monthly Enrollment worksheet
   - Signed ADA/ADM Audit -Daily Detail and All Totals “Final” certification page and total page (if on separate pages, send both)
   - Signed ADA/ADM Audit -Summary Totals Only full report (should be only two pages)
   - Signed and dated Correction sheets
   - Master List of Students on Independent Study
   - Continuation/Home & Hospital only: signed last page of MHAR

8. **File all Attendance reports as discussed on page 48.**

**BACKUP ROSTERS**

1. **Print backup Attendance Rosters (optional)** on page 99.

   This is optional. If your school’s network goes down or a teacher cannot log in to TeacherConnection for any reason, it is wise to have backup attendance rosters on hand so teachers can take attendance for the day. It is recommended that on a monthly basis you print a complete set of attendance rosters using the “Attendance Rosters 4 Week” form as shown in Step A on page 99.
Filing Attendance Documents

At the end of every Attendance Month, file all attendance documents, including reports, logs, notes, and slips. Create the following filing system. Then use the table below to identify where to file each item.

1. **Envelope.** Label an envelope in the format shown to the right. Change the month, year, dates, and number of days accordingly.

2. **Binder.** Have a binder set up with clearly marked tabs for each report/form.

3. **Student files (secondary tracks only, including K-8 schools).** At secondary schools, some items are placed in student files, like notes from parents and tardy slips.

<table>
<thead>
<tr>
<th>Item</th>
<th>Where to File</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Weekly Teacher’s Summary of Attendance reports with teacher’s signatures</td>
<td>File by teacher / Envelope</td>
</tr>
<tr>
<td>2. Teacher Paper Rosters</td>
<td>File by teacher / Envelope</td>
</tr>
<tr>
<td>3. Master Absence Lists (Single Period Positive)</td>
<td>Binder #3</td>
</tr>
<tr>
<td>4. Single Period Positive Attendance Verification forms</td>
<td>Envelope</td>
</tr>
<tr>
<td>5. Collection Status Reports</td>
<td>File</td>
</tr>
<tr>
<td>6. Attendance Code Tracking Report</td>
<td>Binder #3</td>
</tr>
<tr>
<td>7. Daily Phone Contact Report</td>
<td>Binder #2</td>
</tr>
<tr>
<td>8. Notes from parents</td>
<td>Envelope</td>
</tr>
<tr>
<td>9. Attendance Verification Phone logs</td>
<td>Binder #2</td>
</tr>
<tr>
<td>10. Tardy logs and slips</td>
<td>Envelope-slips Binder #2-logs</td>
</tr>
<tr>
<td>11. Short Term Independent Study Contracts with supporting documentation attached</td>
<td>Envelope</td>
</tr>
<tr>
<td>12. Early dismissals (slips or logs)</td>
<td>Envelope-slips Binder #4-logs</td>
</tr>
<tr>
<td>13. Admits</td>
<td>Envelope</td>
</tr>
<tr>
<td>14. ADA/ADM Audit - Summary Totals Only reports*</td>
<td>Binder #1</td>
</tr>
<tr>
<td>15. ADA/ADM Audit Daily Detail and All Totals “Final” reports *</td>
<td>Binder #1</td>
</tr>
<tr>
<td>16. Monthly Enrollment Entry/Enrollment Exit Lists</td>
<td>Binder #1</td>
</tr>
<tr>
<td>17. Corrections form</td>
<td>Binder #1</td>
</tr>
<tr>
<td>18. Monthly Enrollment Worksheet</td>
<td>Binder #1</td>
</tr>
<tr>
<td>19. Saturday School Logs</td>
<td>Binder #1</td>
</tr>
<tr>
<td>20. Monthly Hours Attendance Report (MHAR)*</td>
<td>Binder #1</td>
</tr>
<tr>
<td>21. Enroll/Grade/Category Change Report</td>
<td>Binder #1</td>
</tr>
<tr>
<td>22. STIS Master log</td>
<td>Binder #1</td>
</tr>
<tr>
<td>23. Gain/Loss Detail Report</td>
<td>Binder #1</td>
</tr>
</tbody>
</table>
NOTE: The asterisk (*) denotes that all revised reports, noted in red pen as “Revised,” should be filed in the binder under the new report.

NOTE: Binder #1 should group all reports for a month together; using monthly tabs. All other binders should have each report/log separated by tabs, in date order.

Annual Procedures

RECORDS RETENTION
State Education code requires that all records which relate to the monitoring and verification of student absences must be kept for the current year plus three past years. Exceptions: due to mandated cost processes, we must retain items 2 and 15 from years 2005-2006 and following indefinitely.

These records include:
1. Teacher’s Summary of Attendance for each week, signed and dated.
2. Any class rosters, teacher or substitute Rosters, used for attendance.
3. Documentation when Teacher Connection is not accessible. Signed and dated.
5. Absence Verification Logs and Slips.
6. Tardy Slips; Tardy and Late Arrival Logs.
7. Teacher Attendance Correction/Cancellation forms.
8. Early Dismissals (slips and logs)
9. Notes from parents, notes from doctors.
10. Short Term Independent Study contracts; logs and work samples.
11. Phone Contact List (Daily for elementary; When run for secondary).
13. Collection Status reports - daily.
14. Monthly reports
   - Monthly Hours Attendance Report (MHAR) (continuation and home/hospital)
   - Monthly ADA/ADM Audit - Daily Detail and All Totals “Final”
   - Monthly Enrollment Worksheet
   - Enrollment Entry & Enrollment Exit Lists
15. Correction Forms
16. Saturday School Logs
Short Term Independent Study (STIS)

The following steps describe the standard operating procedure for handling STIS.

ELEMENTARY

a. Before the student leaves, the student, parent, principal and supervising teacher (classroom teacher) must complete, sign and date the front page of the Independent Study Master Agreement.

The classroom teacher gives work assignments to student and completes the Assignment and Work Record section of the Independent Study Master Agreement.

The student/parent receives a copy of the forms along with assignments. If the Independent Study Master Agreement is not signed and dated before the STIS “begin date” no ADA will be received for the contract.

b. Before the student leaves, Attendance reviews forms for accuracy:
   • all signatures on the upper half of the page are complete
   • all dates on the upper half of the page are completed
   • Begin, end and due dates are correct
   • the contract is for five days or more

Attendance then faxes the signature page to the District Attendance office ext. 8032. Contracts may be for full days only of five or more days. The STIS work due dates cannot exceed: 2 weeks for grades K-8; three weeks for grades 9-12. Longer contracts may have multiple due dates. STIS contract period cannot exceed any grading period (i.e. a contract must end at the end of the trimester and a new contract begin for the new trimester).

Note: the number of contract days should be only the days the student is away; do not include the return date; do not include holidays or weekends.

c. Attendance records information about the student’s contract on the STIS log. Place the STIS contract in a pending folder.

d. Attendance immediately posts the student absent in Attendance Student History screen using the “J” code for each day the student is on contract. Use the Phone Log screen to post all “J” codes at one time. The “J” code is defined as: on contract, no ADA earned until student’s return to school with completed assignments.
e. In order to keep current with students on Short Term Independent Study, review the status of the STIS log often.

Note: Attendance should contact the teacher if no STIS contract and sample work has been received within five days of the end of the contract.

f. If a student returns to the classroom, full-time, prior to the end date of the Independent Study Master Agreement, then the STIS ends and regular instruction begins (remove “J” codes on or after the early return date and subsequently use normal attendance coding). Document on top of the contract: “student returned early, present in classroom on MM/DD.

If a teacher notes a student’s attendance shows a “J” code they on a day the student has returned to the classroom, they are to send in a “Teacher Attendance Correction/Cancelation” form.

If the time the student was on STIS is five days or more; replace the appropriate number of “J” codes with “I” codes as noted in step “j”; for the days the student was out of the classroom. The student will receive regular attendance accounting for the days he returned to the classroom.

No ADA can be claimed for any STIS fewer than five schooldays long; “J” code remains; student still receives Academic Credit for work done on time.

g. On the due date, the student/parent turns in (or mails/faxes) the STIS work to the Attendance Office. The attendance office notes on the top of the STIS Subsidiary Independent Study Assignment Agreement the date the homework was received and any other necessary information (see below). Keep a copy of the postmark date on the envelope.

Guidelines for when a student is absent the day they are to return to school after an independent study contract: The work is due the day they are to return back to school to receive ADA credit; a parent can bring the work in that day and the student would receive the appropriate I’s & J’s based on the work completed.

h. The supervising teacher receives and evaluates student’s work to determine the number of days/hours of attendance credit earned; uses professional judgment to determine the time value of the completed work.

Note: There is no set mathematical formula to arrive at this value; if the teacher determines that a work product has a time value greater/less than he or she estimated when making the assignments, the teacher takes this into consideration when crediting the student’s attendance. However, days’ credit may not exceed the number of days the student was away from the classroom. Example: A student returned early on the 8th day having done 8 days of work, but the teacher may only grant 7 days credit.

The supervising teacher completes the “calculation of attendance” and signs and dates the second page of the Independent Study Master Agreement.

i. The supervising teacher sends the Independent Study Master Agreement, Subsidiary Assignment Agreements, and initialed and dated samples of student’s original work to school
office for processing, and retention. A student’s work sample must include: one sample per subject area per five days.

j. If the total length of the contract remains 5 days or more, then Attendance changes the appropriate number of “J” codes to a “I” code as indicated by the supervising teacher on the Independent Study Master Agreement ‘calculation of attendance” box (making any necessary changes required by step f - documenting this next to the “calculation of attendance” box).

   Ensure that the “I” codes posted agree with the contract dates and days earned. “J” codes not changed to “I”, do not earn ADA.

k. Attendance completes: the “after student returns to school” information on the STIS log and the “checklist” on the second page of the Independent Study Master Agreement.

l. After reviewing the Student History screen for accuracy and verifying correct postings in the computer, Attendance files the completed contract with the original samples of the student’s graded work with the school month’s attendance documents. Keep all Contracts with the current year attendance documentation. Auditors recommend one original sample per every subject area per every five days of contract.

SECONDARY

a. Before the student leaves, the student, parent, principal and supervising teacher (El Sereno) must complete, sign and date the front page of the Independent Study Master Agreement.

   Each classroom teacher gives work assignments to student and completes the Individual Class Assignment for 7-12.

   The student/parent receives a copy of the forms along with assignments. If the Independent Study Master Agreement is not signed and dated before the STIS “begin date” no ADA will be received for the contract.

b. Before the student leaves, Attendance reviews forms for accuracy and checks that all signatures are complete, all dates are completed and correct, dates of contract are correct, that number of days agrees with dates of contract and that the contract is for five days or more.

   Contracts may be for full days only of five or more days. The STIS work due dates cannot exceed: 2 weeks for grades K-8; three weeks for grades 9-12. Longer contracts may have multiple due dates. STIS contract period cannot exceed any grading period (i.e. a contract must end at the end of the semester [or quarter at Block HS] and a new contract begin for the new semester [or quarter at Block HS]).

   Note: the number of contract days should be only the days the student is away; do not include the return date; do not include holidays or weekends.

c. Attendance records information about the student’s contract on the STIS log. Place the STIS contract in a pending folder.
d. Attendance immediately posts the student absent in Attendance Student History screen using the “J” code for each day the student is on contract. Use the Phone Log screen to post all “J” codes at one time. The “J” code is defined as: on contract, no ADA earned until student’s return to school with completed assignments.

e. In order to keep current with students on Short Term Independent Study, review the status of the STIS log often.

Note: Attendance should contact the Supervising Teacher if no STIS contract and sample work has been received within five days of the end of the contract.

f. If a student returns to the classroom, full-time, prior to the end date of the Independent Study Master Agreement, then the STIS ends and regular instruction begins (remove “J” codes on or after the early return date and subsequently use normal attendance coding). Document on top of the contract: “student returned early, present in classroom on MM/DD.

If the time the student was on STIS is five days or more; replace the appropriate number of “J” codes with “I” codes as noted in step “J”; for the days the student was out of the classroom. The student will receive regular attendance accounting for the days he returned to the classroom.

No ADA can be claimed for STIS fewer than five schooldays; “J” code remains; student still receives Academic credit for work done on time.

g. On the due date, the student/parent turns in (or mails/faxes) the STIS work to the Attendance Office. The attendance office notes on the top of the STIS Subsidiary Independent Study Assignment Agreement the date the homework was received and any other necessary information (see below). Keep a copy of the postmark date on the envelope.

Guidelines for when a student is absent the day they are to return to school after an independent study contract: The work is due the day they are to return back to school to receive ADA credit; a parent can bring the work in that day and the student would receive the appropriate I’s & J’s based on the work completed.

h. The supervising teacher receives and evaluates student’s work to determine the number of days/hours of attendance credit earned; uses professional judgment to determine the time value of the completed work.

Note: There is no set mathematical formula to arrive at this value; if the teacher determines that a work product has a time value greater/less than he or she estimated when making the assignments, the teacher takes this into consideration when crediting the student’s attendance. However, days’ credit may not exceed the number of days the student was away from the classroom. Example: A student returned early on the 8th day having done 8 days of work, but the teacher may only grant 7 days credit.

The supervising teacher completes the “calculation of attendance” and signs and dates the second page of the Independent Study Master Agreement.
i. The supervising teacher sends the *Independent Study Master Agreement, Subsidiary Assignment Agreements*, and initialed and dated samples of student’s original work to school office for processing, and retention. A student’s work sample must include: one sample per subject area per five days.

j. If the total length of the contract remains 5 days or more, then Attendance changes the appropriate number of “J” codes to a “I” code as indicated by the supervising teacher on the *Independent Study Master Agreement* ‘calculation of attendance” box (making any necessary changes required by step f - documenting this next to the “calculation of attendance” box).

Ensure that the “I” codes posted agree with the contract dates and days earned. “J” codes not changed to “I”, do not earn ADA.

k. Attendance returns the completed work to the appropriate teachers for grading purposes. Keeping the original work that includes the supervising teacher’s signature and date for attendance purposes; provide a copy of this to the classroom teacher.

l. Attendance completes: the “after student returns to school” information on the STIS log and the “checklist” on the second page of the Independent Study Master Agreement.

m. After reviewing the Student History screen for accuracy and verifying correct postings in the computer, Attendance files the completed contract with the original samples of the student’s graded work with the school month’s attendance documents. Keep all Contracts with the current year attendance documentation. Auditors recommend one original sample per every subject area per every five days of contract.
Opening of School

1. **Reconciling rollover students and summer activity:**
   To ensure that all students rolled correctly to the appropriate grade perform the following procedures:
   - Upon returning to school in August, run an enrolled student list for the new school year. You can use either the: **Student Directory** (page 151) or the **Analysis/Enrollment** report (page 155).
   - Reconcile the enrolled student list to last years’ Month 12 ADA/ADM Audit Report (page 137).
     o Ensure that all students returning to your site rolled to the correct grade; that all students promoted or retained are in the correct grade.
   - Investigate and correct any discrepancies.
   - Check communications from Central Enrollment (Green envelope) for students’ who were:
     o Added to your site who need a placement with a teacher
       ▪ Make sure these students are on your enrolled student report.
     o Dropped from your site because their family moved over the summer
       ▪ Make sure these students are not on (or removed from) your enrolled student report.

2. **Determine that all students are scheduled:**
   You need to ensure all students are scheduled. This provides:
   a. Student names are on the Teachers roster for attendance
   b. Correct classroom availability
   - Elementary - If you have not completed the scheduling of your students to teachers, contact the SIS Help Desk (971-7195 x1) for instructions in scheduling.
   - Before school starts, find unscheduled students by the following reports:
     - **ELEMENTARY TRACKS:** Run the **Student Schedule Analysis Report** (page 122).
     - **SECONDARY TRACKS, INCLUDING K-8 SCHOOLS:** Run the **Unscheduled Period Report** (page 125).
     - *(You may run this several times during the week).*

3. **Prepare for the first day of school:**
   On Friday afternoon before school begins, run a Student Directory or **New Analysis/Enrollment Report** by grade to have a clean starting list of students for the first day of school. **Title:**
   *(yy/yy) Beginning Enrollment Report List”*

4. **Creating “(yy/yy) Beginning Enrollment Counts” (First day of school):**
   On Monday, use the “(yy/yy) Beginning Enrollment Counts” to determine the beginning enrollment for the year (for your monthly enrollment worksheet and daily counts):
   a. Check communications from San Juan Central (emails/fax or district mail) for students’ who were:
      i. Added to your site who need a placement with a teacher
         1. Make sure to add these students’ to your “(yy/yy) Beginning Enrollment Counts” if needed.
ii. No Shows/Dropped from your site because their family moved over the summer
   1. Make sure to subtract these students from your “(yy/yy) Beginning Enrollment Counts” if needed.
   b. After attendance has been taken, check Collection Status Report (page 104) and run the Phone Contact List (page 107) to identify students with unverified absences:
   i. Call all students who intended to attend your site. If the phone number was disconnected which could indicate that the family had moved check the emergency cards from last year, contact one of the emergency numbers to attempt to determine where the family might be.
   - If you decide to drop them, remember to absolve/delete absences and check truancy tracking to delete any attendance letters sent in error (call SIS Help Desk 971-7195 x 1 for assistance) then drop the students as no shows from the system.
   - Use the Friday before school started for the no show drop date.
   - Daily subtract determined no shows students from “(yy/yy) Beginning Enrollment Count”.
   ii. Add all first day new students who attend your school the first day of school to your “(yy/yy) Beginning Enrollment Count”.
   iii. New students who start at your school the second day of the year add their name to your first Monthly Enrollment Entry list.
   iv. If a student attends your site for the first day of school and exits for any reason, add his/her name on your first month’s Enrollment Exit list.

<table>
<thead>
<tr>
<th>Run Friday:</th>
<th>“(yy/yy) Beginning Enrollment” (Analysis/Enrollment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add:</td>
<td>Central Enrollments (done after Friday) not in system</td>
</tr>
<tr>
<td>Add:</td>
<td>New Students who attended first day (transfers from other SJ Schools)</td>
</tr>
<tr>
<td>Subtract:</td>
<td>Central Exited/Withdrawn Students (done after Friday or not in system)</td>
</tr>
<tr>
<td>Subtract:</td>
<td>Determined No Shows (done daily through end of 1st ADA month)</td>
</tr>
<tr>
<td>Total:</td>
<td>Beginning Enrollment Count (for Monthly Enrollment Worksheet)</td>
</tr>
</tbody>
</table>

5. **Attendance Rosters:**
   Run a set of Attendance Rosters (page 99) to document the activity at your site for student who you move from teacher to teacher and to have as a back-up for the system the first week or two of school.
Part III: Teacher Responsibilities
Instructions for Teachers: How to Record Attendance

Average Daily Attendance (ADA) is the basis for 90% of the general purpose revenues received by San Juan Unified School District from the State of California. The accurate recording of absences and tardies plus verification of the reasons is a significant step in the process of calculating the ADA and the first step in addressing a student’s attendance concerns.

PROCEDURES
To record absences and tardies, the following procedures are required.

1. Use TeacherConnection (https://sis.sanjuan.edu/zangleconnect) to take attendance online. Teachers are required to take attendance per California Code and Regulations section 401.c and Education Code 409. Teachers with a multi-period day (typically at secondary sites) must post attendance every period. NOTE: PE, guest teachers and classroom teachers who cannot access TeacherConnection take attendance using a paper roster generated by the office.

2. Post attendance during the first ten minutes of class.

3. You are only allowed to mark your students as Present, Absent, or Tardy. The default attendance code for each student is Present (except for schools or tracks taking positive attendance).

NOTE: Continuation and Home and Hospital sites will see all students marked “unverified” absence by default.

Take attendance online using TeacherConnection. By default, all students are marked Present.

You may only mark students Present, Absent, or Tardy.

The Attendance Taken checkbox shows if you took attendance for that period.
4. Mark students as follows:
   a. For students who arrive late 30 minutes or less, post a tardy on TeacherConnection (or follow your site procedures).
   b. For students who arrive late 31 minutes or more, they must have a tardy slip or other tardy indicator. If not, send them to the office to be processed as tardy. If a student is late 31 minutes or more for an unexcused reason this counts towards truancy and must be verified and documented. Tardies still contribute toward a student’s ADA and district funding.
   c. Students who arrive to class late may not be marked Absent.
   d. Promptly notify Enrollment Clerk or appropriate staff member in the office of students who are no longer in your class or who have been added to your class but are not listed in TeacherConnection.
   e. Note: Continuation and Home and Hospital sites will mark a student as present for each period they are present.

5. IMPORTANT! After posting attendance, verify that the Attendance Taken checkbox is checked. This happens automatically after you have posted.

6. Elementary teachers: Send all parent/guardian notes and messages about absences and tardies to the office.

7. At the end of each week, the office will print a Teacher’s Summary of Attendance (roster). The teacher must review, sign, and date the report, and submit it to the office by Monday afternoon. If the Teacher’s Summary of Attendance does not have the correct students or attendance codes listed, note corrections in red for the office to correct.
   a. If a student has exited, line through the students name in red. Check for correct enrollment exit date.
   b. If a student is in your class and is not on the roster, write the student’s name in red. Check for correct enrollment entry date.
   c. If attendance is incorrect, write Present, Tardy, or Absent in red.
IMPORTANT POINTS

- **Attendance for the day must be entered on that day.**
  If the teacher does not take attendance, his or her name will show on a report that is reviewed daily by the principal. The principal is responsible for making sure all teachers post attendance every day.

- **Teachers can change attendance codes for students (for that day) after you have posted them.** For instance, if you mark a student Absent and then he shows up to class after attendance has been posted online, you may change the student’s code to Tardy (up to 30 minutes) and re-post. This is only possible during that school day.

- **Any attendance added or changed by an attendance clerk will overwrite the teachers’ codes.** For instance, if the attendance clerk verifies that an absent student is sick, he or she will change the code to reflect the illness.

- **You CANNOT post or change prior days attendance.**
  If changes to prior day’s attendance are necessary, you must complete the *Teacher Attendance Correction/Cancellation* form located on the intranet and send it to the office. The attendance clerk then updates the attendance in Zangle and retains the documentation for the required retention period.

- **Notify Attendance of any students on Short Term Independent Study so their absences get posted correctly and are not inadvertently coded as absences which count toward truancy.**
# Understanding the District Attendance Codes

The only codes a teacher uses in TeacherConnection are Present (designated by a period), Absent (A), and Tardy 30 minutes or less (T). The other codes are used by attendance clerks and will overwrite attendance entered by teachers.

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Present</strong></td>
<td></td>
</tr>
<tr>
<td>Students are marked Present by default. A period (.) is used to show that a student is Present. NOTE: At schools taking positive attendance, students are marked Absent (A) by default and teachers must actively mark students present.</td>
<td></td>
</tr>
<tr>
<td>• Verified single period Positive</td>
<td>H</td>
</tr>
<tr>
<td>• On Site Suspension Assignment/P.A.S.S.</td>
<td>D</td>
</tr>
<tr>
<td>• Field Trip/Office/SARB Hearing</td>
<td>K</td>
</tr>
<tr>
<td><strong>Excused Absences, as defined by the State</strong></td>
<td></td>
</tr>
<tr>
<td>Includes student’s illness, medical /dental appoint, imm excl up to five days, quarantine, or lice.</td>
<td></td>
</tr>
<tr>
<td>Parent Verified Student Illness</td>
<td>E</td>
</tr>
<tr>
<td>Doctor/Staff Verified Student Illness</td>
<td>V</td>
</tr>
<tr>
<td><strong>Bereavement</strong></td>
<td></td>
</tr>
<tr>
<td>Limited to immediate family member (mother, father, grandparent, brother, sister, and the same step-relatives). One day of absence if service is in California, three days of absence if outside California.</td>
<td>F</td>
</tr>
<tr>
<td><strong>Other Excused Absences</strong></td>
<td></td>
</tr>
<tr>
<td>• Administrator approved, such as court appearances, family emergencies</td>
<td>G</td>
</tr>
<tr>
<td>• Absence make up at Saturday School</td>
<td>M</td>
</tr>
<tr>
<td>• Religious holidays - only District approved</td>
<td>R</td>
</tr>
<tr>
<td>• Suspended (because it is school initiated)</td>
<td>S</td>
</tr>
<tr>
<td>• Extended Suspension or Pending Placement to another site or facility</td>
<td>S</td>
</tr>
<tr>
<td>• Temporary Home Assignment</td>
<td>Q</td>
</tr>
<tr>
<td><strong>Unexcused Absences</strong></td>
<td></td>
</tr>
<tr>
<td>• Unverified absence, no reason given</td>
<td>A</td>
</tr>
<tr>
<td>• Unexcused reasons</td>
<td>X</td>
</tr>
<tr>
<td>• Cut (confirmed by parent, or parent uncooperative)</td>
<td>C</td>
</tr>
<tr>
<td>• Rolled cut (unverified absence automatically rolls)</td>
<td>Y</td>
</tr>
<tr>
<td><strong>Short Term Independent Study contract (STIS)</strong></td>
<td></td>
</tr>
<tr>
<td>Student and parent/guardian may enter into an independent study contract prior to the student’s absence. Credit is based on completion of assignments. “J” code is posted when student is gone, “I” code for days completed and ADA earned. Incomplete days of a contracts will remain coded “J”.</td>
<td>I or J</td>
</tr>
<tr>
<td><strong>Tardies</strong></td>
<td></td>
</tr>
<tr>
<td>ADA is received for tardies or early dismissals; these codes help to identify students with problem attendance for early intervention.</td>
<td></td>
</tr>
<tr>
<td>• For excused reasons</td>
<td>L</td>
</tr>
<tr>
<td>• For unexcused reasons, 30 minutes or less</td>
<td>T</td>
</tr>
<tr>
<td>• For unexcused reasons, 31 minutes or more</td>
<td>B</td>
</tr>
</tbody>
</table>

STUDENT INFORMATION SYSTEM
Part IV: Zangle Attendance Applications
Applications at a Glance

The following diagram describes Zangle's attendance applications.

- **Student Attendance History** (page 69): Used to view and edit attendance data, one student at a time, in a spreadsheet format. It can be used to bulk assign attendance codes for a student for an entire day or a range of days.

- **Class Entry** (page 64): Use Class Entry to enter and update attendance data in a class roster format. This application is used for entering all High School PE and guest teacher paper rosters after they have been turned in to the attendance office or for teachers who could not or did not post their attendance (and turned in a paper roster). Do not use this application for any other procedures than listed here.

- **Rapid Entry** (page 81): Is used to enter/update attendance by student, class, or group. With this method, first you assign and save the desired attendance code for the students, then post the attendance all at once.

- **Phone Log** (page 77): Is used to record absences received via an incoming telephone call from a parent/guardian. Use of this application is optional.

- **The Attendance Roster** (page 99): Is a quick way to access class rosters that can be formatted with a grid to collect attendance. These rosters need to be printed and distributed to guest teachers.

- **Reports** button gives you access to a menu of attendance reports. See page 93 for more information about reports.
Using Class Entry

Use **Class Entry** to enter and update attendance data in a class roster format. This application is used for entering all High School PE, guest teachers, guest teacher paper rosters and teachers who could not or did not post their attendance (and turned in a paper roster). Do not use this application for any other procedures than listed here.

**IMPORTANT!** You *must* use the Class Entry application to post attendance for teachers who took attendance on paper. This application clears the teacher’s name from the Collection Status Report (page 104) that is printed at the end of the day. The other attendance applications do not do this. Class Entry posts the attendance for the entire class, not just the absent students.

**IMPORTANT!** Do not use this for individual student attendance entry. Doing so causes Zangle to report in error that attendance was taken for the entire class.

Follow the steps below to enter attendance using Class Entry.

- Open **Zangle**. Click **Attendance**. Click **Class Entry**.
- Complete Steps A-G. Steps A-D are shown below. Steps E-G are on the following page.

If your school has multiple tracks, you can switch tracks here.

Select the teacher from the menu.

TIP: Quickly type the last name in the field to find the teacher.

Verify that the date is that for which the attendance is being taken.

Select a section. The sections are listed by period.

Click Edit.
NOTE: If every student is present, skip Steps E and F. Instead, click the Attendance Taken checkbox shown here. Then proceed to Step G.

Select the desired attendance code.

This screen only shows 17 attendance codes by default. You can stretch the window to show all attendance codes.

Click each student’s name or row to apply the selected code. Repeat Steps E and F as necessary until all attendance has been recorded.
A Y will appear here after you click Save in Step G. This clears the teacher's name (for this section) from the Collection Status report.

Click Save.
If you have more attendance to enter for this teacher, start over at Step C.
If you are finished, click Quit.
Using Class Entry—Continuation

Use Class Entry to enter and update attendance data in a class roster format. This application is used for entering all High School PE and guest teacher paper rosters after they have been turned in to the attendance office or for teachers who could not or did not post their attendance (and turned in a paper roster). Do not use this application for any other procedures than listed here.

IMPORTANT! You must use the Class Entry application to post attendance for High School PE and guest teachers. This application clears the teacher’s name from the Collection Status report (page 104). The other attendance applications do not.

NOTE: Continuation sites will mark a student as present for each period they are present; class entry shows “Unverified Absence - A” as the default in the system.

Follow the steps below to enter attendance using Class Entry.

- Open Zangle. Click Attendance. Click Class Entry.
- Complete Steps A-G. Steps A-D are shown below. Steps E-G are on the following page.

Select a section. The sections are listed by period.

Select the teacher from the menu.

Verify that the date is that for which the attendance is being taken.

If your school has multiple tracks, you can switch tracks here.

TIP: Quickly type the last name in the field to find the teacher.
Select the present or tardy attendance code for each student who is present for each period.

Click each student’s name or row to apply the present or tardy code.

Repeat Steps E and F as necessary until all attendance has been recorded.

This screen only shows 17 attendance codes by default. You can stretch the window to show all attendance codes.

NOTE: If every student is absent, skip Steps E and F. Instead, click the Attendance Taken checkbox shown here. Then proceed to Step G.

A Y will appear here after you click Save in Step G. This clears the teacher’s name (for this section) from the Collection Status report.

Click Save.

If you have more attendance to enter for this teacher, start over at Step C.

If you are finished, click quit.
Using Attendance History

UNDERSTANDING THE SCREEN

Use Attendance History to view and edit attendance data, one student at a time, in a spreadsheet format. It can be used to mass assign attendance codes for a student who will not be coming to school for an entire day or a range of days.

When you are not in Edit mode, you can enter a date range to display the student’s attendance history. Click All Year to see the entire school year. Click System Date to see a 60-day range (30 days before today’s date and 30 days after).

Click the Contacts button to see the student’s contact phone numbers.

Select a term from the menu to view the student’s term total absences and tardies by period.

The student’s attendance data are in the middle portion of the screen. Attendance is entered in cells. Each row is a different period. Each column is a different day. A dot signifies that the student is marked Present. By default, students are marked Present.

Course details (course number, section number, description, room number, teacher, cycle day, etc.) are displayed for the selected period.

Click Print to print attendance for the student. Click Find to find a student. Click List to see a list of students. Click Edit to edit the student’s information. Click Save to save changes. Click Quit to close out.
Remember that student schedules are tied to attendance!

Merge Cells Off
In Attendance History, schedule changes are identified in green. In the example below, the student’s schedule was changed on 9/4/09. She was in one section from Monday, 8/24/09 through Friday, 9/4/09, then began a new section on Tuesday, 9/8/09 (because Monday, 9/7/09 was a holiday). For this reason you see two rows for Period 4.

Merge Cells On
You can opt to set a preference to merge the cells so you do not see schedule changes. The same student is shown below with the cells merged. Only one row for Period 4 appears. NOTE: Click in any cell to see the student’s teacher, course, and room number at the bottom of the screen.

Please see page 74 for more information about setting your preferences for merging cells.
ENTERING/UPDATING ATTENDANCE USING THE KEYBOARD

Follow the steps to enter a student’s attendance in Attendance History.

Find the desired student. In edit mode, click once in the cell that needs to be updated. Type the letter (either lower- or upper-case) of the appropriate attendance code. If necessary, refer to the list of attendance codes on page 21.

If you need to fill the code down, make sure the cursor is in the first cell. Then press Control + Down Arrow (both on your keyboard) to fill the code down.

Click Save to save the changes.

Other keyboard methods:
You can also enter attendance by using the TAB key, the arrow keys, or the mouse to select a particular cell. Use the down-arrow to move down if necessary.
ENTERING/UPDATING ATTENDANCE USING A MENU

Find the desired student. In edit mode, right-click in the cell that needs to be updated. A window with attendance codes will appear.

Apply the code using one of these buttons:
- **Set Period Only:** This will set the selected cell only.
- **Set Period to End of Day:** This will apply the code to the selected cell and the ones after it.

The code(s) will be applied.

Click **Save** to save the changes.

Click once on the appropriate attendance code. (Or double-click if you want to apply this code to the selected cell only.)
MASS-FILLING ATTENDANCE FOR A RANGE OF DAYS

This technique is useful for entering the “J” code (for contracts) or other attendance codes that occur over a range of days (i.e. Suspension “S” code). The “J, S” codes are the only codes that should be used for future dates.

1. Find the desired student. In edit mode, right-click the cell that needs to be updated. A window with attendance codes will appear.
2. Click the appropriate attendance code.
3. When mass-filling for the future, only use J and S codes.
4. Enter the date of the last day that you want the code to be applied.
5. Click Set Period to End of Day. The codes will be applied to the range of days you selected.
6. Click Save to save the changes.
VIEWING A LIST OF CODES
While in edit mode, right-click any cell (or press Shift+?) to see a list of attendance codes. You can also choose Change Codes from the Codes menu while in edit mode to see the same list.

SETTING PREFERENCES
From the File menu, choose Preferences when you are not in edit mode. A preferences screen will appear. The screenshot below shows the screen with preferences changed from the default setting.

- **Reposition Student to Today’s Date.**
  The default setting is On. This feature will position the screen so that today’s date is displayed near the center of the screen when launching the application and will reposition in this way when changing students. If you turn this setting Off, the screen will launch with today’s date in the first column and will not reposition in any way when changing students.

- **Show ToolTips in Attendance Grid.**
  The default setting is On.

- **Merge Cells.**
  The default setting is On. Schedule changes are merged. Turning this Off will show multiple rows for any schedule changes.

- **Color of cells with no schedule.**
  The default color for cells with no schedule (unmerged cells) is green. To change the color, click Color. Choose a color and click OK.

- **Save preferences**

Click **Default** to set any changes you made back to the default settings.
PRINTING A BASIC STUDENT ATTENDANCE REPORT

Using Attendance History you can print a student’s attendance data for a specified range of dates. However, the recommended report for printing a student’s attendance data is the **Detail Student Attendance** report, which fits a student’s attendance for an entire school year for one track on one page (if the student has fewer than seven different attendance codes entered). For directions on running the Detail Student Attendance Report, page 145.

---

**A** Find the desired student. Click Print. A window will appear.

**B** Set the desired date range.

**C** Click Preview to preview the report. Or click Print to send the report directly to the printer.

---

**Do you have merge cells turned on?**

If you have merge cells turned on, you will receive a message that says: *The “Merge Cells” option is currently turned on. With this option on, the course name printed on the report may not accurately reflect schedule changes made during the date range of the report. To accurately reflect all possible schedule changes, please turn the “Merge Cells” option off before printing the report. Click OK.*

To turn off Merge Cells, go to File, Preferences and set the Merge Cells option to Off.
### Attendance History - Mira Loma High School

**Student:** Ho, Ashley Lane [192771]  
**Grade:** 10  
**Gender:** F  
**Birthdate:** 11/25/1990  
**Entry:** 07/06/2009  
**Track:** T0206 09/10  
**Advisor:** Vauch, Adam  
**Age:** 15  
**Term:** Ssm 1 [08/24/2009-01/14/2010]

**Term Totals based on Apportion Flag:** 0 Excused, 7 Unexcused, 2 Tardy

<table>
<thead>
<tr>
<th>Period</th>
<th>Course</th>
<th>08/24/2009 - 10/04</th>
<th>10/05/2009 - 10/28</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>US History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>English 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Algebra 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>MTF Pk 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>MTF Pk 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>MTF Spanish 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Biology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Woodworking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Period totals for date range / Legend**

- **T** Tardy < or = 30 min. / Personal
- **E** Excused / Illness
- **X** Non School Day
- **+** Present

Sample Report from Attendance History

San Juan Unified School District

http://www.sanjuan.edu
Using Phone Log

The Phone Log is primarily designed to record absences received via a telephone call from a parent or guardian of a student. Using the Phone Log application is optional. However, if the Phone Log is used, then printing a copy of the Phone Log for audit trail is required. Each printed Phone Log kept for audit trail should not have a date range exceeding beyond the days within any particular ADA month.

Follow the steps on the following pages to use Phone Log.

ADDING A PHONE LOG RECORD

The records that have been entered in the phone log are displayed here.

The Call Date Range and Attendance Date Range filter the records that appear on this screen.

Click a column header to sort by that column.

Click Delete to delete an existing record. Click Edit to edit an existing record. (You must click it first so that it is selected.) Click Add to add a new record. Click Quit to exit.

Click Add. The screen will change.

Click Find Student to find a student’s existing record in the log.

The records that have been entered in the phone log are displayed here.
IMPORTANT! Do not enter attendance codes for the future. For example, do not enter three days of future illness for a student as he or she might come to school. The only code that you may enter for the future is Short Term Independent Study No Credit Earned (J) and Suspension (S).
If you are entering the attendance for all periods, leave the Start Period as All Day.

If you need to write attendance for a range of periods, enter the Start Period and End Period.

**G** Click Done.

If attendance records already exist then a screen will appear telling you if you are going to write over the existing code(s). In this example, the student was marked Absent (A) all day for 9/29/09. This Phone Log entry will overwrite that attendance with “E” all day.

**H** Click Proceed.

**I** Click OK.
EDITING A PHONE LOG RECORD

For directions on printing a Phone Log report, please see page 177.
Using Rapid Entry

**Rapid Entry** is an application which allows you to quickly enter attendance data for individual students, a class or set of classes, or a student group, then post it at once. The screen has three tabs: Student, Class, and Group. Here are some examples of when you might use Rapid Entry:

- **Student tab.** To enter the Tardy code for Period 1 for all of the students who had tardy slips.
- **Class tab.** An entire class of students is going on a field trip.
- **Group tab.** All of the 10th graders are being detained for testing.

**IMPORTANT!** In this application, Save is not the same as Post. After saving, you must post the records in order to write the data to the student’s attendance history. Follow the directions carefully.

Follow the steps below to enter attendance using Rapid Entry.

**RAPID ENTRY BY STUDENT**

- Open Zangle. Click Attendance. Click Rapid Entry.
- Complete Steps A-K. Steps A and B are below. Steps C-K are on the following page.

**A**

Click the Student tab.

**B**

Find your student by typing the last and first name (only part of the name is necessary), then hit Enter on your keyboard (or click Find).

**NOTE:** You can also search by ID.
Enter the date, start and end periods, and attendance code. TIP: Press Tab to move to the next field and use the keyboard (rather than clicking the screen) to enter the information.

C

Click Save, or press Enter on your keyboard. (You might need to hit Enter twice.) The record is saved (but not posted) and the screen clears.

D

Repeat Steps B-D until all records have been saved.

E

DON'T FORGET! You still need to review and post the saved records. Continue to the next steps for posting the attendance.

F

Review the students in the pending attendance list and make changes as necessary. You can change the attendance code for any student or delete students from the list.

G

Click Post. A confirmation message will appear.
What does the action code refer to?
The first column of the Rapid Entry Log Report lists a code to describe the action taken for each student. The bottom of the report displays a legend to describe each action code:

- 1: Posted
- 2: Not Posted: Duplicate Records, most recent record used
- 3: Not Posted: No Schedule Records
- 4: Not Posted: Cannot overwrite existing code
- 5: All day entry: some periods posted, some cannot overwrite existing code
- 6: Not Posted: Student not active
- 7: Not Posted: Update failed
- 8: Not Posted: Date is locked

*Important: Print and investigate problems/errors/questions - do not ignore them!
Click Yes if you want to print the report. Click No to skip printing.

This message describes the number of actions taken.

Important: Any student that already has an attendance code OTHER THAN Present, Unverified Absence, or Late/Tardy will keep that code rather than be replaced by the Rapid Entry code used for the rest of the students.

Click OK.

After posting, the pending attendance list will be empty.

Click Done to keep the application open (or click Quit to exit).
RAPID ENTRY BY CLASS
- Open Zangle. Click Attendance. Click Rapid Entry.
- Complete Steps A-M. Steps A-G are below. Steps H-M are on the following pages.

In Step F, what is the difference between Use the Class’s Period and Select a Period Range?
- Select Use the Class’s Period if you want to post attendance for the students in the class for only that period. In the example above, the students in 320636F-5 would have the K code posted for Period 5 only.
- Choose Select a Period Range if you want to post all day attendance (or a range of periods) for the students in the class. In the example above, the students in 320636F-5 would have the K code posted all day.
If you selected Select a Period Range in Step F you will see this window.

Select All Day or enter the periods that you want to mark with the code selected in Step C.

Click Continue.

If you want to enter a different attendance code during the selected periods for a specific student, click the Code drop down menu and choose the desired code.

If you do not want to enter an attendance code during the selected periods for a specific student, uncheck that student’s name.

Review the attendance and make changes as necessary. You can change the attendance code or uncheck students that you do not want to include. When you are ready to save the records, click Save. A message appears.
Click Yes. This student will have no attendance posted because he was unselected in Step J.

The steps for posting are listed below. For directions with screenshots, refer to Rapid Entry by Student on page 81 (Steps E-K).

- Click Review to review the records that you have saved and want to post.
- Review the students in the pending attendance list and make changes as necessary. You can change the attendance code for any student or delete students from the list.
- When you are ready to post the attendance, click Post. A confirmation message will appear.
- Click Yes. A progress bar will appear, and then a log report will be displayed.
- Review the report, and then close the window.
- Click Done to keep the application open (or click Quit to exit).
RAPID ENTRY BY GROUP

- Complete Steps A-J. Steps A-F are shown below. Steps G-J are on the following pages.

A. Click the Group tab.
B. Set the date range.
C. Set the attendance code that you want to apply to a group.
D. Click Set Group. A new window will appear. Click the desired group.
E. Choose a start and end period. These can be the same.
F. Click Show Students. A new window will appear.

Click the Group tab. A new window will appear. Click the desired group. To create your own groups, use Group Editor (if you have the permissions to use this application).
If you want to enter a different attendance code during the selected periods for a specific student, click the Code drop down menu and choose the desired code.

If you do not want to enter an attendance code during the selected periods for a specific student, uncheck that student’s name.

Review the attendance and make changes as necessary. You can change the attendance code or uncheck students that you do not want to include.

When you are ready to save the records, click Save.

Click Yes.
The steps for posting are listed below. For directions with screenshots, refer to Rapid Entry by Student on page 81 (Steps E-K).

- Click Review to review the records that you have saved and want to post.
- Review the students in the pending attendance list and make changes as necessary. You can change the attendance code for any student or delete students from the list.
- When you are ready to post the attendance, click Post. A confirmation message will appear.
- Click Yes. A progress bar will appear, and then a log report will be displayed.
- Review the report, and then close the window.
- Click Done to keep the application open (or click Quit to exit).

IMPORTANT! The last step is to post the records you have saved.
How to Delete an Attendance Letter

Occasionally attendance codes which resulted in an attendance letter are changed to other codes, leaving the attendance letter unsupported by attendance codes. These unsupported attendance letters must be deleted.

- **Note**: before deleting an attendance letter, confirm that the letter is not supported by attendance codes by reviewing the year-to-date Detail Student Attendance (from all sites the student has attended). Request other site(s) to provide student’s attendance if needed.

To delete an attendance letter, please follow the steps below:

1. Open **Zangle**. Click **Behavior**. Click **Student Comm**. Click **Find**. Enter search data (either last name, first name, or student identification number). Click **List**.
2. Click on the record type to be deleted.
3. Click **Delete**. If the correct record is selected to be deleted, click **Yes**.

---

CAUTION: Letters from multiple years show in this screen. Please do **not** delete letters from prior years.
Part V:
Zangle Attendance Reports
# Reports at a Glance

The table below describes the Zangle Attendance Reports, including their main uses and how often you need to print them.

<table>
<thead>
<tr>
<th>Report</th>
<th>Page</th>
<th>Main Use</th>
<th>Printed how often?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Roster</td>
<td>p.99</td>
<td>For guest teachers or teachers who cannot access TeacherConnection. Print before the first day of school as backup rosters.</td>
<td>Daily</td>
</tr>
<tr>
<td>Collection Status</td>
<td>p.104</td>
<td>To determine which teachers did not post attendance.</td>
<td>Weekly</td>
</tr>
<tr>
<td>Phone Contact List</td>
<td>p.107</td>
<td>To clear unverified absences. Write on it as you make phone calls.</td>
<td>Monthly</td>
</tr>
<tr>
<td></td>
<td>p.107</td>
<td>To generate a data file for use with an automated phone dialing system.</td>
<td>As Needed</td>
</tr>
<tr>
<td>Master Absence List</td>
<td>p.110</td>
<td>To list all of the attendance entered for a particular day.</td>
<td>Daily</td>
</tr>
<tr>
<td></td>
<td>p.110</td>
<td>To identify students with a single period of attendance in a day of absences (single period positives).</td>
<td>Weekly</td>
</tr>
<tr>
<td>Teacher’s Summary of Attendance</td>
<td>p.118</td>
<td>For teacher’s verification of attendance. Teachers verify, sign, and return to the office.</td>
<td>Monthly</td>
</tr>
<tr>
<td>Student Schedule Analysis Report</td>
<td>p.122</td>
<td>To determine elementary students with no schedules.</td>
<td>As Needed</td>
</tr>
<tr>
<td>Unscheduled Period Report</td>
<td>p.125</td>
<td>To determine secondary students with unscheduled periods.</td>
<td>Monthly</td>
</tr>
<tr>
<td>Gain/Loss Detail Report</td>
<td>p.128</td>
<td>To check for “non-schoolday” enrollment and to reconcile the manual enrollment entry and enrollment exit lists and ADA/ADM reports.</td>
<td>Daily</td>
</tr>
<tr>
<td>Enroll/Grade/Category Change Report</td>
<td>p.131</td>
<td>To investigate attendance category questions and false enrollment entries and exits showing on ADA/ADM reports.</td>
<td>Monthly</td>
</tr>
<tr>
<td>ADA/ADM Audit - Detail</td>
<td>p.137</td>
<td>Used in the monthly reconciliation process.</td>
<td>As Needed</td>
</tr>
<tr>
<td>ADA/ADM Audit - Summary</td>
<td>p.137</td>
<td>Used in the monthly reconciliation process.</td>
<td></td>
</tr>
<tr>
<td>Monthly Hours Attendance Report</td>
<td>p.143</td>
<td>For positive attendance tracks only.</td>
<td></td>
</tr>
<tr>
<td>Report</td>
<td>Page</td>
<td>Main Use</td>
<td>Printed how often?</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Detail Student Attendance</td>
<td>p.145</td>
<td>To view the details of a student’s attendance for a specified date range.</td>
<td>Daily</td>
</tr>
<tr>
<td>Student Directory</td>
<td>p.151</td>
<td>To determine students on the first day of school.</td>
<td>Weekly</td>
</tr>
<tr>
<td>Enrollment Analysis</td>
<td>p.155</td>
<td>To determine enrollment numbers</td>
<td>Monthly</td>
</tr>
<tr>
<td>Class Attendance Analysis</td>
<td>p.157</td>
<td>To determine students who have remaining unverified absences.</td>
<td>As Needed</td>
</tr>
<tr>
<td>Class Attendance Analysis</td>
<td>p.157</td>
<td>To determine when students have reached their limit of “E” codes</td>
<td></td>
</tr>
<tr>
<td>Attendance Code Tracking</td>
<td>p.163</td>
<td>To determine students who have remaining unverified absences.</td>
<td></td>
</tr>
<tr>
<td>Truancy Tracking</td>
<td>p.167</td>
<td>To determine students who have a certain attendance code.</td>
<td></td>
</tr>
<tr>
<td>Perfect Attendance</td>
<td>p.169</td>
<td>To determine which students qualify as perfect as defined by each individual school.</td>
<td></td>
</tr>
<tr>
<td>Attendance Audit</td>
<td>p.173</td>
<td>To determine who posted attendance and when.</td>
<td></td>
</tr>
<tr>
<td>Phone Log Report</td>
<td>p.177</td>
<td>To see the records entered in the Phone Log application.</td>
<td></td>
</tr>
<tr>
<td>Daily Call</td>
<td>p.180</td>
<td>To review attendance for the day. Includes phone numbers.</td>
<td></td>
</tr>
<tr>
<td>Partial Day Suspension</td>
<td>p.205</td>
<td>To identify suspension posting errors in student attendance</td>
<td></td>
</tr>
<tr>
<td>Attendance Percentage Reports</td>
<td>p.183</td>
<td>To track and analyze attendance percentages</td>
<td></td>
</tr>
</tbody>
</table>
Using Report Settings

Since you will use certain reports often, it is highly recommended that you save your report settings so you do not have to configure the report each time you access it.

**Follow the directions below to use report settings.**

**SAVING SETTINGS**
- Launch **Zangle**. Select the desired report.
- Follow Steps A-E. Steps A and B are below. Steps C-E are on the following page.

---

**Configure the report, including information under the various tabs.**

**NOTE:** The tabs on your screen could look different from this picture.

---

**Click Settings. Select Save Settings As > Create New Set...**
Type a name that describes the report. The name should remind you of the purpose of the report or indicate the settings.

If you want this to be the default setting, click **Make default**. By choosing this setting, the report will automatically open to this setting in the future.

Check to see that your setting appears at the top of the screen. Also, click **Settings** and look for your saved setting. As you create more settings for this report, they will appear in the list of settings.

The asterisk next to the report setting signifies that this setting is the default.
CONFIGURING SETTINGS

- Launch Zangle. Select the report with a setting that you have saved.
- Follow Steps A-C below.

**A** While using a report setting that you have created, click Settings and choose Configure.

**B** Check the list of what is saved for your setting. Check (or uncheck) a box to configure what is saved.

**C** If you make changes, click Save. Otherwise click Cancel.

For some reports, including Attendance Rosters, make sure that Effective Date (or Date) is unchecked. Otherwise the date will be saved with the date that you used when you created the settings.
REMOVING SETTINGS

- Launch Zangle. Select the report with a setting that you have saved.
- Follow Steps A and B below.

**A**
Click **Settings** and choose **Remove Set**. Select the set that you want to remove.

**B**
Click Yes. The set will be removed.
Attendance Roster

High School PE teachers/Guest teachers, zzteachers and teachers who cannot access TeacherConnection take attendance on paper using the attendance rosters that you printed. It is up to your school to determine how the rosters will be collected each period. Once you have the rosters signed and dated by the PE/Guest teachers, you will enter attendance using Class Entry by the end of the day.

**Follow the steps below to print attendance rosters for guest teachers.**

- Open Zangle. Click Attendance. Click Attendance Roster.
- Complete Steps A-K. Steps A-D are shown below. Steps E-K are on the following page.

**Steps A-D:**

**A.** Click the drop-down menu and choose Attendance Rosters 1 week.

**B.** Enter the effective date. The system defaults to the system date.

**C.** Click the three checkboxes as shown.

**D.** Click Select to choose the teacher(s).

**TIP:** The first time you run this report, you might want to save your report settings so you do not have to configure the screen again. See page 95 for more information about Settings.

If your school has multiple cycle days (like A/B days or irregular meeting patterns), you might want to check Unscheduled day and/or Non-school day and then enter an @/# (or some other character) in the fields. This will mark those days (and holidays) with an @/# on the roster so that the guest teacher cannot mistakenly enter attendance on the wrong day.

Selecting a numerical value other than zero in this field will add that number of blank lines to the bottom of each roster.
Double-click Faculty to select the teacher(s) for whom you want to print Attendance Rosters.

NOTE: You can also generate rosters by Course, Class, Period, etc.

Double-click the name of the teacher(s) for whom you want to print Attendance Rosters. The selected teachers will move to the right side of the window.

Sort the list of faculty by name or ID.

Click Done.
The names of the teachers appear here.

The report will open to a cover page. Review the cover page, then click the X in the upper right corner to close it.
The course information appears at the top.

The signature certification line is at the bottom of the page.

The cover page lists how you set up the report. If you do not need the cover page, uncheck this box before printing.

Click Continue to print the roster(s) and cover page.

Click Cancel if you do not want to print the report.
### Attendance Rosters 1 week - Effective: 09/09/2009

Mira Loma High School - T 0205 09/10

**Faculty:** Lawson, Robert [501900]  
**Course:** 060501F-1, Art 1  
**Term:** Sem 1, Period 5; Room E9

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Iden</th>
<th>Gn</th>
<th>Gr</th>
<th>Mon 7</th>
<th>Tue 8</th>
<th>Wed 9</th>
<th>Thu 10</th>
<th>Fri 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applebum, Bonita J</td>
<td>131458</td>
<td>F</td>
<td>09</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broadus, Calvin</td>
<td>451279</td>
<td>M</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chin, Meredith Marie</td>
<td>451200</td>
<td>F</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dang, Leecheng</td>
<td>451281</td>
<td>M</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elliott, Massy</td>
<td>142693</td>
<td>F</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harris, Shawntae</td>
<td>108130</td>
<td>F</td>
<td>09</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hill, Lauryn</td>
<td>92115</td>
<td>F</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jackson, Oshae</td>
<td>79520</td>
<td>M</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Muhammed, Ali Shaheed</td>
<td>451278</td>
<td>M</td>
<td>09</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pantoja, Renee L</td>
<td>81134</td>
<td>F</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tran, Christina</td>
<td>88120</td>
<td>F</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wallace, Christopher</td>
<td>88223</td>
<td>M</td>
<td>09</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Students in Class:** 12  
**Signature:** ___________________________  
**Date:** ___________________________

I certify that all attendance has been recorded and compiled in accordance with all applicable policies and procedures.
Collection Status

During the day, determine which teachers have not posted attendance: Before you make calls on today’s unverified absences you will want to determine which teachers have not posted attendance. Generate a Collection Status Report and review it. You do not need to print the report at this time. Secondary schools: It is suggested that you review this report each period so you can see which teachers failed to post their attendance and then ask them to post attendance as soon as possible before the end of the day.

At the end of the day, print for retention: Print a Collection Status Report for retention. The purpose of the report is to show that attendance was posted by every teacher. The goal is to print a blank Collection Status Report with no names on it. The cover page will read, “NO SECTIONS SELECTED FOR REPORT.” This report needs to be signed, dated and retained for the required retention period. If there are teachers who did not post attendance for that day, their names will appear on the report.

Follow the steps below to determine which teachers have not posted attendance:

TO DETERMINE WHICH TEACHERS HAVE NOT POSTED ATTENDANCE

- Open Zangle. Click Attendance. Click Reports. Select Collection Status.
- Complete Steps A-E. Steps A and B are below. Steps C-E are on the following page.

For secondary schools:
To review this report at intervals throughout the day, click the Select tab. Double-click Track Period. Select the desired period(s) from the list and then click Done.
When you preview the report in Step D, you will see who did not post for the period(s) you selected.

Verify that the following are selected/entered:
- Today’s date
- Sections NOT Reported

Click Preview.
The report will open to a cover page. Review the cover page, then click the X in the upper right corner to close it.

Scroll down to see the number of sections not reported (not shown here).

To close the report preview, click the X in the upper right corner.

In this example, the Collection Status was run for Periods 1-4 to see who had not posted today. There are four teachers who did not post for four sections.

The cover page lists how you set up the report. If you do not need the cover page, uncheck this box before printing.

Click Continue to print the report and cover page.
Click Cancel if you do not want to print the report.
TO PRINT FOR FILING

- Perform the directions described in To Determine Which Teachers Have Not Posted Attendance beginning on page 104.
- Review the cover page and look for “NO SECTIONS SELECTED FOR REPORT.” This means that all teachers posted attendance for that day. Print the cover page, and sign and date the bottom of the cover page. There is no certification line. File the Collection Status cover page as described on page 48.

What if there are some teachers who did NOT take attendance?
If there are teachers who have not posted attendance or guest rosters which have not yet been entered in Zangle Class Entry, their names will appear on the Collection Status report. If this is the case, you will need to have the Principal sign and date the report, as well as the clerk. The teachers must be notified to complete their attendance. File the Collection Status report.
Phone Contact List

The Phone Contact List will report all the students who were marked with the unverified absence code (A) today. You will use it when you are making phone calls to clear unverified absences. The report provides spaces to document the reason for the student’s absence and other important information. As a general guideline, it is best not to print this report more than once. If some names are missing because the absence had not been posted before the list was printed, write the names on the list. Sign, date, and retain each daily Phone Contact List. NOTE: Use Daily Call Report for another option (page 180).

Follow the steps below to print a Phone Contact List.

TO IDENTIFY STUDENTS WITH UNVERIFIED ABSENCES (FOR PHONE CALLS)

- Open Zangle. Click Attendance. Click Reports. Select Phone Contact List.
- Complete Steps A-D. A sample report is on the next page.

Elementary: Enter today’s date.
Secondary: Enter the date of the previous school day.

Select Unverified Absent. It should be the only attendance code in the list that is highlighted.

Click both checkboxes as shown. This will give you room to write on the report. It will also provide a certification line to sign and date.

Click Preview.
Sample Phone Contact List (for making calls home)

<table>
<thead>
<tr>
<th>Date Called</th>
<th>Time Called</th>
<th>Student Name</th>
<th>Phone Number</th>
<th>Language</th>
<th>Absence Reason</th>
<th>Caller Name</th>
<th>Talked To</th>
<th>Absence Reason</th>
<th>Date Called</th>
<th>Time Called</th>
<th>Student Name</th>
<th>Phone Number</th>
<th>Language</th>
<th>Absence Reason</th>
<th>Caller Name</th>
<th>Talked To</th>
<th>Absence Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/10/08</td>
<td>10:30 AM</td>
<td>Abigail, Charlie</td>
<td>1619565594</td>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03/10/08</td>
<td>10:30 AM</td>
<td>Richard</td>
<td>1619565594</td>
<td>Spanish</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03/10/08</td>
<td>10:30 AM</td>
<td>David</td>
<td>1619565594</td>
<td>Spanish</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Number Of Students: 4

I certify that all attendance has been recorded and compiled in accordance with all applicable policies and procedures.

Signature: [Signature]

Date: 03/10/08
TO SET UP FOR CONNECT ED

The Connect Ed extract has been revised (9/15/09). You can now pull your data at your convenience. Please follow these instructions to create an extract from Zangle to use for Connect Ed:

1. Go to Attendance Module  
2. Select Reports  
3. Select Attendance Query Writer  
4. Highlight the ConnectEd Attendance report  
5. Select Export  
6. You will be prompted to save the file. Choose to “Save in” either desktop or my documents and enter a name for your file in the “Export File” field  
7. You will then receive the Zangle Query Prompt - select your school number by using the drop down menu  
8. Select school number using drop down menu  
9. Select absence date using mm/dd/yyyy format  
10. Select Proceed  
11. Continue on to Connect Ed to complete process

Let us know if you have any questions - helpdesksis@sanjuan.edu.

This information has also been posted on the SJUSD forum  
The Forum’s are located at - http://forums.sanjuan.edu/  
Log on to the Forums (using your network account) then use this link to go directly to the post -  
http://forums.sanjuan.edu/viewtopic.php?p=824#824

Your answers may already be waiting for you at:  
http://forums.sanjuan.edu/  
916-971-7195 option 1—or email the help desk at helpdesksis@sanjuan.edu.
Master Absence List

Run the Master Absence List for the following purposes:

- **To document all student’s absence and tardy codes for the day selected.** NOTE TO SCHOOLS WITH MULTIPLE TRACKS: Please see special directions after Step I.
- **To have a daily record of all codes posted each day,** run at the end of each day.
- **To determine students with a single period of positive attendance,** run daily. Directions for running the Master Absence List to look for “single period positive” students begin on page 114.

**Follow the steps below to print a Master Absence List.**

**TO DOCUMENT ALL STUDENTS’ ABSENCE AND TARDY REASONS**

- Open Zangle. Click Attendance. Click Reports. Select Master Absence List.
- Complete Steps A-I. Steps A-D are below. Steps E-I are on the following pages.

**Note:** If you want to see the Master Absence List by attendance code, do not sort the report as shown in Steps C-E. However, the report that you retain each day should not be sorted this way; print it alphabetically by student as described in these directions.

**A** Type the title “Master Absence List for Filing.”

**B** Verify the correct date is selected.

**C** Click the Print Certification Line checkbox.

**D** Click the Sort tab.

**E** If you have multiple tracks, run a separate report for each track.

**Filing** The Select Attendance Codes button allows you to select which attendance codes will be included in the report. By default, all codes except Present will be included. For this report you do not need to use this button.
Click the box next to Name and drag it up so Name is at the top of the list. This will sort the report by name.

Click Preview.

The report will open to a cover page. Review the cover page, and then click the X in the upper right corner to close it.
To close the report preview, click the X in the upper right corner.

Students with any code but Present will appear on the report for that day.

The signature certification line is at the bottom of the page.

I certify that all attendance has been recorded and compiled in accordance with all applicable policies and procedures.

The cover page lists how you set up the report. If you do not need the cover page, uncheck this box before printing.

Click Continue to print the report and cover page.

Click Cancel if you do not want to print the report.

DOES YOUR SCHOOL HAVE MULTIPLE TRACKS?

If you have multiple tracks (K-8, etc.), please follow these additional directions.

1. Run the report separately for each track. On the Options tab, use the dropdown menu to select a track.

2. In Step A, include the track in the title, like “Master Absence List for Retention—TM Track.” Remember to title each report differently based on the track for which the report is run.
### Sample Master Absence List (for retention)

**Master Absence List for Retention**  
**Mira Loma High School**  
**Friday September 4, 2009**

<table>
<thead>
<tr>
<th>Gr</th>
<th>Student</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
<th>Period 5</th>
<th>Period 6</th>
<th>Period 7</th>
<th>Period 8</th>
<th>Period 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Allen, Mariko [185431]</td>
<td>A A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Brown, Diva [202421]</td>
<td></td>
<td>E E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Clark, Gerald [90287]</td>
<td>T</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Garcia, Shaun [182135]</td>
<td>S S S S S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Ino, Ashley [192771]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Lewis-Jameson, Juncene [185338]</td>
<td>A A A A A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Sato, Ace [184846]</td>
<td>T</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Berg, Donald [172322]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A A A A A</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Chen, Monika [189455]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T</td>
</tr>
<tr>
<td>10</td>
<td>Dupont, Kathryn [112387]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A A A A A</td>
</tr>
<tr>
<td>10</td>
<td>Hernandez, Beatriz [103024]</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td>A A A A A</td>
</tr>
<tr>
<td>10</td>
<td>Ivanov, Isaac [149555]</td>
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<td></td>
<td></td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Papadopoulos, Polly [189771]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>E E</td>
</tr>
<tr>
<td>10</td>
<td>Schulz, Markus [145575]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A</td>
</tr>
</tbody>
</table>

**Signature:** ___________________________________________  
**Date:** ___________________________________________

I certify that all attendance has been recorded and compiled in accordance with all applicable policies and procedures.
TO DETERMINE SINGLE PERIOD POSITIVES

The Master Absence List can be used to identify students who have a single period of positive attendance during a day. If you have multiple tracks (K-8, etc.), you must run a separate report for each track for the purpose of creating a Master Absence List; but for single period positives, you need only run it for the TM (period attendance) track.

- Open Zangle. Click Attendance. Click Reports. Select Master Absence List.
- Complete Steps A-L. Steps A-E are below. Steps F-L are on the following pages.

Steps A-E:

A. Select only Absent - Unresolved (the A code). Use the arrows to do this.
B. Verify the correct date is selected.
C. Click Select Attendance Codes.
D. Use the single-right arrow to move an item from the left to the right.
E. Select only Absent - Unresolved (the A code). Use the arrows to do this.
F. Use the double-left arrow to move everything from the right to the left.

If you have multiple tracks, run a separate report for each track.
The report will open to a cover page. Review the cover page, then click the X in the upper right corner to close it.

DOES YOUR SCHOOL HAVE MULTIPLE TRACKS?
If you have multiple tracks (K-8, etc.), please follow these additional directions.
3. Run the report separately for each track. On the Options tab, use the dropdown menu to select a track.
4. In Step A, include the track in the title, like “Single Period Positive Report—TM Track.” Remember to title each report differently based on the track for which the report is run.
If you identify a student who appears to be a “single period positive,” do the following:

- Check for a tardy not posted or record of early dismissal.
- Check ROP, Con-Current College, or open list or group for period in question.
- Check Attendance History (page 69). Click on the positive period in question to identify the teacher (located at the bottom of the screen).
- Check the Collection Status Report (page 104).
  - If the report is clean (teacher took attendance for the period), email the teacher a copy of the Single Period Positive Attendance Validation Form (page 234) requesting whether the student was present only in their class.
  - If the report shows the teacher has not taken attendance for the day, email the teacher reminding them to take attendance and also ask the question regarding the student identified with the single period positive in their class.
  - If the teacher verifies the student as present, post an “H” code in Student History.

The cover page lists how you set up the report. If you do not need the cover page, uncheck this box before printing.

Click Continue to print the report and cover page.
Click Cancel if you do not want to print the report.

Scan the report, looking for students with all (or mostly) A’s and a hole where the teacher did not mark them Absent. If the period not marked absent is ADA bearing then these are “single period positive” students. Follow up with the teachers of these students and update their attendance as necessary. See the information at the bottom of this page.

This student is an example of a single-period positive.
### Sample Master Absence List (for single period positives)

**Single Period Positive Report**

**Mira Loma High School**

**Thursday September 3, 2009**

<table>
<thead>
<tr>
<th>Gr</th>
<th>Student</th>
<th>Per:</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Axelsson, Simone [95215]</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>10</td>
<td>Lee, Ashley [192771]</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Jackson, Juliet [185921]</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>O'Sullivan, James [88826]</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Dupont, Kathryn [112387]</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Ivanov, Isaac [141955]</td>
<td>A</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>10</td>
<td>Lewis-Jameson, Jancene [185338]</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teacher’s Summary of Attendance

After all of the attendance has been posted on Friday, use the Teacher’s Summary of Attendance to print teachers’ attendance rosters for that week. Distribute the rosters to the teachers. Teachers need to verify the attendance, make any corrections in red and initial, sign and date the rosters, and return them to Attendance by Monday afternoon. Attendance will post to Zangle any corrections made by the teachers. These rosters are then kept on file.

Follow the steps below to print the teachers’ attendance rosters for the week.

- Open Zangle. Click Attendance. Click Reports. Select Teacher’s Summary of Attendance.
- Complete Steps A-F. Steps A-C are below. Steps D-F are on the following page.

**TIP:** The first time you run this report, you might want to save your report settings so you do not have to configure the screen again. See p. 95 for more information about Settings.

**A** Click Week. Notice the Start and End dates automatically adjust to the correct date.

**B** Turn on the following three checkboxes:
- Include Tardy Counts
- Print Certification Line
- One Class Per Page

**C** Click Preview.
To close the report preview, click the X in the upper right corner.

The report will open to a cover page. Review the cover page, then click the X in the upper right corner to close.

The signature certification line is at the bottom of the page. After printing the report, teachers are to sign and date it before returning it to the attendance clerk.

The signature certification line is at the bottom of the page. After printing the report, teachers are to sign and date it before returning it to the attendance clerk.
Click Continue to print the report and cover page.

Click Cancel if you do not want to print the report.

The cover page lists how you set up the report. If you do not need the cover page, uncheck this box before printing.
## Sample Teacher’s Summary of Attendance

**Teachers Summary of Attendance**

Mira Loma High School : T 0205 09/10  
09/06/2009 to 09/12/2009

### September

* = No Attendance Taken

<table>
<thead>
<tr>
<th>Student</th>
<th>IDent</th>
<th>Per</th>
<th>Tdy</th>
<th>Abs</th>
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<th>7</th>
<th>8</th>
<th>9</th>
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<td>Avettson, Simone</td>
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<td>0</td>
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<td>Dupont, Kathryn Lyn</td>
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<td>Ho, Ashley Lane</td>
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<tr>
<td>Ivanov, Isadet</td>
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<td>0</td>
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<td>Jackson, Juliet</td>
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<td>Lewis-Jameson, Janeane May</td>
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<tr>
<td>O'Sullivan, James Hayden</td>
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<td>Papadopoulos, Polly</td>
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<td>Patel, Regina</td>
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<tr>
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<td>.</td>
<td>.</td>
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<td>.</td>
<td>.</td>
</tr>
</tbody>
</table>

20 Students  
Totals: 5 11

Teacher Signature: _____________________________________________  
Date: ________________________________________________

I certify that all attendance has been recorded and compiled in accordance with all applicable policies and procedures.
Student Schedule Analysis Report

- Launch Zangle. Click on Scheduling. Click Reports. Select Analysis/Student Schedule.
- Complete Steps A-G. Steps A-B are shown below. Steps C-G are on the following pages.

NOTE: If you only need to know the total number of unscheduled students (and not their names), select Free Time Summary in Step A.
Double-click Term. A new window will open. Select EYR elementary All Year. Click Done. Check that the screen says EYR.

Click Preview to preview the report. After the system calculates the students’ schedules, a window will open.

Read the cover page. Then click the X to close it. The report is “underneath” it.
Preview the report. Then click the X to close the report. A print dialog box will appear.

The report is sorted by grade level.

Use the arrow to go to the next page.

The students that have no schedules appear here, with the total number listed at the bottom.

The cover page lists how you set up the report. If you do not need the cover page, uncheck this box before printing.

Click Continue to print the report and cover page.

Click Cancel if you do not want to print the report.
The **Unscheduled Period Report** shows which students have holes in their schedules. The detail report lists the students with unscheduled periods. The summary report provides totals by grade level. You should run this report before monthly reconciliation.

NOTE: When generating the report for the entire school, it might take a while to run.

- Entry dates in Enrollment Student Editor Enrollment Tab, Enrollment Student Editor General Tab, and Schedule Change History should match.
- Exit dates in Enrollment Student Editor Enrollment Tab, Enrollment Student Editor General Tab, and Schedule Change History should match.
- Schedule Change History will show details of any gaps in schedules.
- Print Student Attendance and Schedule Change History before making any changes.
- Investigate to determine how to correctly close the gap:
  - The previous course exit date should be later, or
  - The current course entry date should be earlier, or
  - A third course should fill the gap between the other two.
- After Schedule is corrected, post attendance as needed.
### Sample Unscheduled Period Report (Detail)

<table>
<thead>
<tr>
<th>Grade: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen, Mariko [118431]</td>
</tr>
<tr>
<td>Axelsson, Simon [95219]</td>
</tr>
<tr>
<td>Chen, Monika Jane [188465]</td>
</tr>
<tr>
<td>Ivanov, Iosif [141665]</td>
</tr>
<tr>
<td>Patil, Regina [189604]</td>
</tr>
</tbody>
</table>

End of Detail Report. 1 student listed.
### Sample Unscheduled Period Report (Summary)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
<th>Period 5</th>
<th>Period 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>5 5 5</td>
<td>5 5 5</td>
<td>7 7 7</td>
<td>7 7 7</td>
<td>5 5 5</td>
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<tr>
<td>10</td>
<td>9 29 10 23 12 79</td>
<td>11 23 15 78 39 45</td>
<td>11 4 30 69 27 49</td>
<td>11 4 30 69 27 49</td>
<td>11 4 30 69 27 49</td>
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<td>11</td>
<td>1 2 3 4 5 6</td>
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<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td>All Grades</td>
<td>32 59 60 177 83 175</td>
<td>32 59 60 177 83 175</td>
<td>32 59 60 177 83 175</td>
<td>32 59 60 177 83 175</td>
<td>32 59 60 177 83 175</td>
<td>32 59 60 177 83 175</td>
</tr>
</tbody>
</table>

*Total of Unscheduled Period Report: 474 students included.*
Gain/Loss Report

The Gain/Loss Report displays starting enrollment, entries, exits, and ending enrollment for a specified date range. It is organized by attendance month. Set it up to include detailed information (student name, enter/exit code, grade, ethnicity, and gender).

This report needs to be run weekly. Use it to check for any weekend or non-school day enrollments which need to be changed to actual days of school.

NOTE: ADA category changes do not show on the Gain/Loss report or Enrollment Student Editor. They do show on the Enroll/Grade/Category Change Report and the ADA/ADM Audit Reports.

Follow the steps below to print a Gain/Loss Report.

- Open Zangle. Click Enrollment. Click Reports. Select Gain/Loss Report.
- Complete Steps A-G. Steps A-D are shown below. Steps E-G are on the following page.
The report will open to a cover page. Review the cover page, then click the X in the upper right corner to close it.

Click Continue to print the report and cover page. Click Cancel if you do not want to print the report.

The signature line is near the bottom.

Your start and end enrollment numbers for the attendance month are shown.

Students who came into your school during the date range appear here.

Students who were withdrawn are here.

The cover page lists how you set up the report. If you do not need the cover page, uncheck this box before printing.
Sample Gain/Loss Report (with details)

<table>
<thead>
<tr>
<th>Entry Date</th>
<th>Student</th>
<th>Status</th>
<th>Entry Code</th>
<th>Grade</th>
<th>Ethnicity</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/31/2009</td>
<td>Chavez, Carlotta</td>
<td>A</td>
<td>03</td>
<td>10</td>
<td>4</td>
<td>F</td>
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<tr>
<td>09/03/2009</td>
<td>Hadley, Eric</td>
<td>A</td>
<td>03</td>
<td>10</td>
<td>4</td>
<td>M</td>
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<tr>
<td>09/14/2009</td>
<td>Coleman, William</td>
<td>A</td>
<td>35</td>
<td>9</td>
<td>5</td>
<td>M</td>
</tr>
<tr>
<td>09/14/2009</td>
<td>Johnston, Michelle</td>
<td>A</td>
<td>01</td>
<td>9</td>
<td>8</td>
<td>F</td>
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<tr>
<td>09/16/2009</td>
<td>Tran, Christina</td>
<td>A</td>
<td>03</td>
<td>12</td>
<td>H</td>
<td>F</td>
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</table>

<table>
<thead>
<tr>
<th>Exit Date</th>
<th>Student</th>
<th>Status</th>
<th>Exit Code</th>
<th>Grade</th>
<th>Ethnicity</th>
<th>Gender</th>
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</thead>
<tbody>
<tr>
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<td>G</td>
<td>M</td>
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<td>09/23/2009</td>
<td>Navarro, Omar</td>
<td>A</td>
<td>240</td>
<td>12</td>
<td>4</td>
<td>M</td>
</tr>
</tbody>
</table>

I certify that all students entering and exiting from the school have been recorded in accordance with all applicable policies and procedures.

Date ___________________ Principal ___________________ Clerk ___________________
Enroll/Grade/Category Changes Report

It is important to make sure that the students’ enrollment entry and exit dates match their schedule entry and exit dates. The Enroll/Grade/Category Changes Report may be used to show the entry and exit dates for residency changes, grade changes, and attendance category changes. (Residency changes mean a student has moved out of your school’s attendance area but continuing at your school either as intradistrict or interdistrict transfer.) Run this report in conjunction with the Gain/Loss report and use the two reports to reconcile enrollment and schedule dates.

Note: ADA category changes show on the Enroll/Grade/Category Change report and the ADA/ADM Audit report. They do not show on the Gain/Loss report or in Enrollment Student Editor.

Follow the steps to run the Enroll/Grade/Category Changes report.

- Open Zangle. Click Enrollment. Click Reports. Select Enroll/Grade/Category Changes.
- Complete Steps A-M are on the following pages.
- Month 2 Only: Run the Enroll/Grade/Category report using two different date ranges:
  - First day only. This will give you the first day enrollments that need to be subtracted from the Enrollment Entries and added to the Previous Enrollment on the ADA/ADM Audit report.
  - Second day of school thru the end of the month. The enrollments should match the manual Month 2 Enrollment List.
  - The combined exits/withdrawals from the two lists should match the manual Month 2 Enrollment Exit List.
Click the Sort tab.

Make sure the following checkboxes are checked: Enroll/Withdraw, Grade, and Attendance Categories.

Make sure All Attendance Categories is checked.

Check Custom. Enter start and end dates for the previous week when doing weekly cleanup, or other selected dates. Otherwise, when running for ADA month click Attendance Month and select either previous or current, depending on which month you need.

Add attendance Month to the Title.

Add attendance Month to the Title.

Check Show Summary.

Select Grade. Click Done. Repeat Steps F-G, adding the remaining fields:
- Attendance Category
- Change Type
- Date
Put the fields in order: Grade, Attendance Category, Name, Change Type, Date. To do this, click the box next to each field and drag it up or down to change the sort order.

The report will open to a cover page. Review the cover page, then click the X in the upper right corner to close it.

To close the report preview, click the X in the upper right corner. A summary report will appear.

Each grade level is on a different page. Use the arrows to go back and forth.

The report is arranged by grade, alphabetically.

Use this information to check against the Gain/Loss report and enrollment/withdrawal list.
The summary report lists how you set up the report. If you do not need the cover page, uncheck this box before printing.

The summary report lists the enrollment, grade, and category changes by attendance category.

To close the summary report, click the X in the upper right corner.

Click Continue to print the report and cover page.

Click Cancel if you do not want to print the report.
## Enroll/Grade/Category Changes

**For 08/03/2009 To 08/28/2009**  
**School: Mira Loma High School**  
**Track: T 0205 09/10**

<table>
<thead>
<tr>
<th>Student</th>
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<th>Change Type</th>
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<th>Attendance Category</th>
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<td>10</td>
<td>08/25/2009</td>
<td>Enroll</td>
<td>05-Open enrollment</td>
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<td>Elliott, Missy [142693]</td>
<td>10</td>
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<td>Harris, Shawntae [108130]</td>
<td>09</td>
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<td>Enroll</td>
<td>03-Intra-district tran...</td>
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<td>Hill, Lauryn [92115]</td>
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<td>Jackson, Oshae [79520]</td>
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<td>08/24/2009</td>
<td>Enroll</td>
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<tr>
<td>Jones, Kimberly [192882]</td>
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<td>08/24/2009</td>
<td>Enroll</td>
<td>05-Open enrollment</td>
<td></td>
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<tr>
<td>Muhammed, Ali [451278]</td>
<td>09</td>
<td>08/24/2009</td>
<td>Enroll</td>
<td>05-Open enrollment</td>
<td></td>
</tr>
<tr>
<td>Mulvaney, Chelsea [451282]</td>
<td>11</td>
<td>08/26/2009</td>
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<td>09-Re-entered a S.J...</td>
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<td>Withdraw</td>
<td>160-Public CA School</td>
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<td>160-Public CA School</td>
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<td>08/24/2009</td>
<td>Enroll</td>
<td>03-Intra-district tran...</td>
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</table>
# Sample Enroll/Grade/Category Changes Report (summary)

## Enroll/Grade/Category Changes

For 08/03/2009 To 08/28/2009  
School: Mira Loma High School  
Track: T 0205 09/10

### Summary

<table>
<thead>
<tr>
<th>Attendance Category</th>
<th>Grade</th>
<th>Prev Enroll</th>
<th>Enrolls #</th>
<th>Withdraws #</th>
<th>Grade Entries</th>
<th>Exits</th>
<th>Attend Cat Entries</th>
<th>Exits</th>
<th>Ending Enroll</th>
</tr>
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<tr>
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<td>15</td>
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<tr>
<td>SDC (Special Day Class K...)</td>
<td>10</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>
ADA/ADM Audit Report

The **ADA/ADM Audit Report** shows all students attendance, enrollment entries and enrollment exits. It does not correctly calculate ADA for State Reporting (No minimum day calculation). It is a tool used in the monthly reconciliation process.

**Time line:**

<table>
<thead>
<tr>
<th>Active Enrollment Date</th>
<th>Month End</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADA/ADM Audit report - Period Detail &amp; All Totals Audit report - Period Detail &amp; All Totals</td>
<td>5 days after Month End run and review. “PreEdit”</td>
</tr>
<tr>
<td>Calculation</td>
<td>District runs 9 days after Month End</td>
</tr>
<tr>
<td>ADA/ADM report - Daily Detail &amp; All Totals</td>
<td>10 days after Month End, run, review, and reconcile. “Final”</td>
</tr>
<tr>
<td>ADA/ADM report - Summary Totals Only</td>
<td>Run, review, and reconcile current and all previous months</td>
</tr>
</tbody>
</table>

**Note:** for additional information see “District Fiscal ADA Calendar” and “Dates to Run, Reconcile, and Submit Reports to District Attendance” located on the District Intranet in Forms and Docs under the Attendance Department.

**Follow the steps below to print the ADA/ADM Audit Report**

- Open **Zangle**. Click **Attendance**. Click **Reports**. Select **ADA/ADM Audit**.
- Complete Steps A-Q. Steps A-B are shown below. Steps C-M are on the following pages.

1. **Title the report, i.e. Month 2 PreEdit report name in the title:** for example, “Month 2 Period”
2. **ECE Tracks?**
   - If no, select All Tracks.
   - If yes, select ADA bearing tracks
Click on **Grade** to highlight it.

Click **Edit**.
Visually verify that preschoolers have been excluded.

Click and drag to select ADA bearing grades, and to exclude preschool.

Click Done.

Click Preview.

The report will open to a cover page. Review the cover page, then click the X in the upper right corner to close it.
### Student's Attendance

<table>
<thead>
<tr>
<th>Student</th>
<th>Distinct Num</th>
<th>PID</th>
<th>Last Name</th>
<th>First Name</th>
<th>Grade</th>
<th>Att Cat</th>
<th>Days Enrolled</th>
<th>Days Not Enrolled</th>
<th>Days Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agosti, Maria</td>
<td>191261</td>
<td>0706</td>
<td>0004</td>
<td>0006</td>
<td>10</td>
<td>50</td>
<td>19</td>
<td>19</td>
<td>36</td>
</tr>
<tr>
<td>Alwood, George</td>
<td>163230</td>
<td>0706</td>
<td>0004</td>
<td>0006</td>
<td>10</td>
<td>50</td>
<td>19</td>
<td>19</td>
<td>36</td>
</tr>
<tr>
<td>Alwood, George</td>
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<td>0706</td>
<td>0004</td>
<td>0006</td>
<td>10</td>
<td>50</td>
<td>19</td>
<td>19</td>
<td>36</td>
</tr>
<tr>
<td>Cough, Augustine Lindsy</td>
<td>058136</td>
<td>0706</td>
<td>0004</td>
<td>0006</td>
<td>10</td>
<td>50</td>
<td>19</td>
<td>19</td>
<td>36</td>
</tr>
</tbody>
</table>

#### Notes:
- Absent + Act Pres = Days Enrolled
- Days Enrolled + Days Not Enrl = Possible Days
- The ADA/ADM Audit report shows all enrollment/withdrawal dates regardless of the date range of the report.
- Names showing without a line of attendance (dots etc.) indicate an error that the student is Enrolled but Not Scheduled.
- For information about interpreting dashes, please see item 1. E. under Monthly Procedures, Monthly Reconciliation on page 40.
Click **Continue** to print the report and cover page. Daily Detail - “Final” and Summary Totals Only” reports must be printed.
Click **Cancel** if you do not want to print the report. “Period Detail - “PreEdit” reports may be inspected online; printing of “PreEdit” reports is optional.

**DELETING PREVIOUSLY SAVED SUMMARY RECORDS**

- If summary records were saved in error on the *PreEdit*, when saving them for the *Final* the following message will appear:

There is an existing Summary record in track T 0172 09/10 that overlaps this date range. You must choose a different date range or delete any existing overlapping Summary records.

- To delete the previously “Saved Summary Record” click “Ok” on this Dates Overlap message.
- After clicking “Ok” the report ordering screen reappears; click the button that says “Show Summary Records”; the “Show Summary Records” screen will open (see below).

- Under the from column click on the first report; this highlights the date; use the down arrow on the keyboard to scroll down to your site “Record” showing when you last ran the report (IMPORTANT, do not delete another site’s “Record”!)
The line must be deleted to re-run this report using the same date range:
  - To delete the line showing your site “Record”, highlight the line; click the delete button; click done.
  - You can now re-run the report for the same date range. (Make sure when editing a Final report to save the original hard copy of the report and to print and save the revised Final report)

Sample of ADA/ADM Audit Report for Summary Totals Only:

### ADA/ADM Audit
**Mira Loma High School**: 2002/09/10
**02/22/2010 to 03/19/2010**
**School Days**: 20

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>09</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SDC (Special Day Class K-12)</td>
<td>33</td>
<td>21</td>
<td>2</td>
<td>20</td>
<td>20</td>
<td>167</td>
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<tr>
<td>Regular</td>
<td>407</td>
<td>399</td>
<td>6</td>
<td>365</td>
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<td>745</td>
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<tr>
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<td>419</td>
<td>11</td>
<td>406</td>
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<td>16</td>
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<td>153</td>
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<td>744</td>
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<td>952</td>
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</tr>
<tr>
<td>SDC (Special Day Class K-12)</td>
<td>16</td>
<td>15</td>
<td>1</td>
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<td>128</td>
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<tr>
<td>Regular</td>
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<td>362</td>
<td>2</td>
<td>362</td>
<td></td>
<td>634</td>
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<tr>
<td>Combined Attendance Categories</td>
<td>380</td>
<td>377</td>
<td>3</td>
<td>377</td>
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<td>621</td>
</tr>
</tbody>
</table>

**Sample of ADA/ADM Audit Report for Summary Totals Only:**

|---------------|-------------------|------------|------------|-------------|-------------|--------------|---------------|---------------|--------|-------------|-----------|-----|
Monthly Hours Attendance Report (MHAR)

FOR POSITIVE ATTENDANCE TRACKS ONLY. The Monthly Hours Attendance Report provides a listing of total attendance hours for a specific date range. It can be used to claim reimbursement for the Present attendance hours. Hours are calculated from the bell schedule of your track.

Follow the steps below to print the Monthly Hours Attendance Report.

- Open Zangle. Click Attendance. Click Reports. Select Monthly Hours Attendance.
- Complete Steps A-E shown below.

A. Add Title (include the ADA month and track). Select your track. This report is for positive attendance tracks only. Run for all tracks at your site.

B. Make sure all of your periods are selected. Select the appropriate attendance month. Making sure that it matches the ADA Calendar. Continuation: for months 3 and following you will select a range of months with the “From Month” always being month 2.

C. Enter the max hours per week. Continuation: 15.0 Home & Hospital: 5.0

D. Continuation only: Select Suspension from the list of attendance codes.

E. Click Preview. A cover page will appear. Close the cover page to see the report. Close the preview, then click Continue to print.
## Sample Monthly Hours Attendance Report

### Monthly Hours Attendance - Detail Line Report

#### Cork High School

**From:** 08/14/2008  **To:** 09/19/2008

<table>
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<tr>
<th>Ident</th>
<th>Student Name</th>
<th>Grade</th>
<th>SYE</th>
<th>Wk#</th>
<th>Week of</th>
<th>Hours Scheduled</th>
<th>Hours Possible</th>
<th>Hours Present</th>
<th>Hours Available</th>
<th>Extra Used</th>
<th>Extra From</th>
<th>From Week</th>
<th>Claimed</th>
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<tbody>
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<td>80:00</td>
<td>80:00</td>
</tr>
</tbody>
</table>

| Grade 11 | 0907027  | Abrahamovics, Lydia  | II | F  | 5 | 1 | 08/14/2009 | 10:00 | 6:00 | 10:00 | 4:00 | 0:00 | 0:00 | 10:00 |
|          |          |                        |    |    |   | 2 | 08/15/2009 | 25:00 | 13:00 | 25:00 | 16:00 | 0:00 | 0:00 | 15:00 |
|          |          |                        |    |    |   | 3 | 08/15/2009 | 25:00 | 13:00 | 25:00 | 10:00 | 0:00 | 0:00 | 15:00 |
|          |          |                        |    |    |   | 4 | 09/01/2009 | 20:00 | 12:00 | 20:00 | 8:00  | 0:00 | 0:00 | 12:00 |
|          |          |                        |    |    |   | 5 | 09/08/2009 | 25:00 | 13:00 | 25:00 | 10:00 | 0:00 | 0:00 | 15:00 |
|          |          |                        |    |    |   | 6 | 09/15/2009 | 25:00 | 13:00 | 25:00 | 10:00 | 0:00 | 0:00 | 15:00 |
| Grade 11 Totals |          |                        |    |    |   |         | 120:00 | 78:00 | 120:00 | 52:00 | 0:00 | 0:00 | 78:00 |

### Grand Totals

- **08/14/2008 - 09/19/2008**

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<tr>
<th>Hours</th>
<th>Hours Possible</th>
<th>Hours Present</th>
<th>Hours Available</th>
<th>Extra Used</th>
<th>Extra From</th>
<th>From Week</th>
<th>Claimed</th>
</tr>
</thead>
<tbody>
<tr>
<td>130:00</td>
<td>78:00</td>
<td>120:00</td>
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<td>0:00</td>
<td>78:00</td>
<td>158:00</td>
</tr>
</tbody>
</table>

**Printed 06/18/20...**
Detail Student Attendance

This produces a week-by-week summary of attendance for a specific student. The student’s attendance for an entire school year for one track will fit on one page (if the student has fewer than seven different attendance codes entered).

**NOTE:** You can also print a simple attendance report from Attendance History application as described on page 69. However, to display the entire school year that report will be about three pages long.

Follow the steps below to print a Detail Student Attendance report.

- Open Zangle. Click Attendance. Click Reports. Select Detail Student Attendance.
- Complete Steps A-Q. Steps A-D are shown below. Steps E-Q are on the following page.

A. Set the date range. In this example, the entire 2009-10 academic year was selected.

B. Choose Full or Abbreviated Report Format. The Abbreviated Report often fits on a single page and does not show weekends.

C. Click Contacts to include contact information. Select the contact type from the list, control-clicking to choose multiple contact types.

**Note:** Only the first two contacts will be shown on the report.

D. Click the Select tab. Go to Step E to view.

Select the track(s) for which you would like to view attendance.

Check or uncheck the various options you would like to appear on the report.

Add to Title, the date you are running this.
To select student or multiple students, Click **Student**

To select a specific student type last name, first name, or student ID, then click **Find**
To select multiple students, click **Find**.
Repeat Steps G, H, I until selection of students is completed.

Click single VCR button to move name from Not Selected window to Selected window.

Type student’s last name in the Search field.

Click on name to select it.

Click Done.
Click Data Limits.

Highlight (or shift-click) the desired periods.

Click Preview.
The student’s attendance is listed in a week-by-week view. A legend appears at the bottom (not shown).

To close the report preview, click the X in the upper right corner.

The student’s attendance is listed in a week-by-week view. A legend appears at the bottom (not shown).

The report will open to a cover page. Review the cover page, then click the X in the upper right corner to close.

The report will open to a cover page. Review the cover page, then click the X in the upper right corner to close.

The cover page lists how you set up the report. If you do not need the cover page, uncheck this box before printing.

Click Continue to print the report and cover page.

Click Cancel if you do not want to print the report.
# Sample Detail Student Attendance Report

**Printed 06/16/2009 01:14**

## Detail Student Attendance
**Mira Loma High School**
**Dates From 08/24/2009 To 06/11/2010**

**Student:** Schulz, Markus  
(816) 555-1055  
**Grade:** 10  
**Adviser:** Diamond, Michael  
**Student ID:** 145575

<table>
<thead>
<tr>
<th>Sch Trk</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>0205 T</td>
<td>08/24</td>
<td>08/25</td>
<td>08/26</td>
<td>08/27</td>
<td>08/28</td>
</tr>
<tr>
<td>0205 T</td>
<td>08/31</td>
<td>09/01</td>
<td>09/02</td>
<td>09/03</td>
<td>T</td>
</tr>
<tr>
<td>0205 T</td>
<td>09/07</td>
<td>Legal Holiday</td>
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<td>09/09</td>
<td>09/10</td>
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<tr>
<td>0205 T</td>
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<td>Legal Holiday</td>
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<td>05/27</td>
<td>05/28</td>
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<tr>
<td>0205 T</td>
<td>05/31</td>
<td>Legal Holiday</td>
<td>06/01</td>
<td>06/02</td>
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<tr>
<td>0205 T</td>
<td>06/07</td>
<td>06/08</td>
<td>06/09.....</td>
<td>06/10</td>
<td>06/11</td>
</tr>
</tbody>
</table>

### Legend and Tally

<table>
<thead>
<tr>
<th>Attendance Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Absent - Unresolved</td>
<td>28</td>
</tr>
<tr>
<td>I: Illness</td>
<td>3</td>
</tr>
<tr>
<td>S: Independent Study / ADA</td>
<td>54</td>
</tr>
<tr>
<td>E: Early dismissal</td>
<td>1157</td>
</tr>
</tbody>
</table>

### Count Attendance Type

- 8: A (Absent - Unresolved)
- 29: I (Illness)
- 54: S (Independent Study / ADA)
- 1157: E (Early dismissal)
Student Directory Report

Use the Student Directory Report to generate a list of the students at your school. These directions explain how to run the report as of the first day of school where the results are sorted by grade level.

Follow the steps below to print a Student Directory Report:

- Open Zangle. Click on Enrollment. Click on Reports. Select Student Directory.
- Complete Steps A-J. Steps A and B are shown below. Steps C-J are on the following pages.

A. Set the system date to the first day of school. Click on the date, hit ctrl + D, change date.

B. Click the Sort tab.

Listing means a list of students.
Summary means a breakdown of the students by grade, gender, and ethnicity.

Check to ensure the selections are set to ALL.

If desired, you may type your own title here (add run date).
Click the box next to Grade and drag it to the top of the list. This will sort the report by grade, then name.

Secondary: Select Grade and ID from the menu, then click Done. Sort order: Grade, Name, ID.

Click Add to add another field to sort by.

Click Preview.
Read the cover page. Then click the X to close it. The report is “underneath” it.

The students are listed by grade level.

The summary report lists the totals by grade level, broken down by ethnicity.
Click Continue to print the report and cover page.

Click Cancel if you do not want to print the report.

The cover page lists how you set up the report. If you do not need the cover page, uncheck this box before printing.
Generating an Enrollment Analysis Report

An Enrollment Analysis Report opens as an Excel pivot table. It can be used to verify your enrollment numbers by grade level. You can opt to include part-time students (those attending your school) and future students.

Follow the steps below to generate an Enrollment Analysis Report.

- Open Zangle. Click on Enrollment. Click on Reports. Select Analysis/Enrollment.
- Complete Steps A-C. Steps A and B are below. Step C is on the next page.

A. Select the effective date.

B. Click Create Pivot Table. This will open an Excel spreadsheet.

C. You can opt to include part-time and future students, or exclude students with no "Count Attendance" classes.
**NOTE:** There are additional fields you can add to this report. They are listed to the right in the PivotTable Field List. For instance, if you want to include ethnicity or counselor, click the fields to add them to the report.
Class Attendance Analysis

The Class Attendance Analysis report gives you an attendance breakdown in a spreadsheet view. This report automates the creation of an Excel Pivot Table that accesses Zangle attendance data to provide extended data analysis capabilities. It can be used to look at attendance data in various ways. By default, information is displayed by period. Examine the columns to see the number of times a student has a particular attendance code entered for that period.

This report can be used to view counts of selected attendance codes.
- “E” for year-to-date 10-day limit.
- “I and J” Short Term Independent Study
- “M” Saturday School
- “S” Suspension
- “C” and “Y” for seniors ineligible to participate in graduation ceremonies
- “A” for remaining unverified absences
- Any other code or code combinations

The directions below show you how to use the report to view remaining unverified absences.

Follow the steps below to generate a Class Attendance Analysis report.

- Open Zangle. Click Attendance. Click Reports. Select Analysis/Class Attendance.
- Complete Steps A-K. Steps A and B are below. Steps C-K are on the following pages.

**Analysis/Class Attendance - Mira Loma High School**

Class Attendance Analysis

Date Range: 08/24/2009

09/11/2009

Create Pivot Table

Quit

Select a date range. The report will only include attendance data within this range.

In this example, the report is configured to show attendance from the first day of school through 9/11/09.

Click Create Pivot Table to preview the report. An Excel Pivot Table will open.
In the PivotTable Field List, uncheck the following field:
- period
If desired, check the student id field checkbox to add to Row Labels area.

Click the att arrow in Cell B8 to filter the attendance codes displayed on the report.

A will filter the report to show only unverified absences. Click OK.

E will filter the report to show only parent verified illness. Click OK.
NOTE: This is an Excel document is separate from Zangle. You can save the file to your computer if desired.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mira Loma High School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Attendance by Reason</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For the period 08/24/2009 to 09/11/2009</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>track</td>
<td>(All)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>teacher</td>
<td>(All)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count of date</td>
<td>att</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>student</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>6</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
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<td>6</td>
<td>6</td>
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<tr>
<td>J</td>
<td>6</td>
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<td></td>
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<tr>
<td>K</td>
<td>6</td>
<td>6</td>
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<td>L</td>
<td>1</td>
<td>1</td>
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<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>54</td>
<td>54</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Double-click the grand total or any individual student’s grand total to open the record(s) in a new sheet. The sheet will provide the dates of the absences.

This is a list of students with A’s during the specified date range.
To sort by grade, in the Pivot Table Field List, click and drag grade from “choose fields” window to “column labels” window.

To select grades, click on the drop down arrow next to the grade filter (cell D8 in this example).

A window will open. You may select the grade(s) you wish to view. By default all grades are checked.
A window will open. You may select the type of attendance you wish to view. By default all types are checked.

To select only absent, present, or tardy codes, click on the drop down next to type (cell B8 in this example).
HOW TO SET COLUMN HEADINGS, HEADER/FOOTER, AND PAGE NUMBERS FOR A PIVOT TABLE REPORT WITH MULTIPLE PAGES:

Before printing report:
1. Set column headings to print on all pages of report:
   a. In Excel ribbon, click on page layout; click margins (w/pull down arrow); select custom margins.

   ![Image of Excel page layout settings]

   b. Page setup opens:
      • Click the sheet tab. Under Print titles in rows to repeat at top: type i.e. $1:$10 or highlight in spreadsheet (explanation $1 first row to repeat: $10 last row to repeat). Click ok.

   ![Image of Excel page setup settings]

2. To add a page number to each page:
   o Select tab for header/footer; select custom header; click in right section; click second button to insert page number; click ok.
Attendance Code Tracking Report

Use the Attendance Code Tracking Report to identify students who have a defined number of absence types during a range of dates. With this report you can export the results to a file or create a mail merge file to use with form letters. An example of how to use this report includes identifying students with S’s, as shown in these directions.

Follow the steps below to use the Attendance Code Tracking Report.

- Open Zangle. Click Attendance. Click Reports. Select Attend Code Tracking.
- Complete Steps A-M. Steps A-E are below. Steps F-M are on the following pages.

Steps A-E are below.

A. Enter a title, like Students With S’s.

B. Enter the following:
   - Count from/to: Set the date range that you want to check.
   - Report # days: Enter 1 and 99. This will check for students with 1 or more days.
   - # of periods: Enter 1.

C. Select your school and track.

D. Click Select Attendance Codes. In the window that opens, remove all attendance codes from the right side of the screen except for S-Suspension Absent, then click Done. Only S-Suspension Absent should appear on this screen.

E. Click Select. In this example, the report is configured to look for students with at least one period of S-suspension from 8/24/09 - 9/4/09.
For currently enrolled students only, leave default “Active Students” and go to step J.
To include students who have dropped, click on “Active Students” and continue with step G.

Click Edit.

For currently enrolled students only, leave default “Active Students” and go to step J.
To include students who have dropped, click on “Active Students” and continue with step G.

Click Edit.
Click "This Year's Students".

Click Done.

Click Preview.
The report will open to a cover page. Review the cover page, then click the X in the upper right corner to close it.

Review the report. To close the report preview, click the X in the upper right corner.

Students with at least one "S" during the date range will appear on the report.

The cover page lists how you set up the report. If you do not need the cover page, uncheck this box before printing.

Click Continue to print the report and cover page. Click Cancel if you do not want to print the report.
Truancy Tracking Report

Use the Truancy Tracking Report to identify students who have a defined number of absence types during a range of dates. With this report you can export the results to a file or create a mail merge file to use with form letters. An example of how to use this report includes determining students nearing 15 days of suspension, as shown in these directions.

Follow the steps below to use the Truancy Tracking Report.

- Open Zangle. Click Attendance. Click Reports. Select Truancy Tracking.
- Complete Steps A-H. Steps A-E are below. Steps F-H are on the following pages.

A. Enter a title, like Students Nearing 15 Days Suspension.
B. Enter the following:
   - Count from/to: Set the date range that you want to check.
   - Report # days: Enter 10 and 99. This will check for students with 10 or more days.
   - # of periods: Enter 1.

C. Click Select Attendance Codes. In the window that opens, remove all attendance codes from the right side of the screen except for Suspension, then click Done. Only Suspension should appear on this screen.
D. Click Preview.

In this example, the report is configured to look for students with at least 10 days of Suspension from 8/24/09 - 12/11/09.
Students who meet your search criteria appear on the report.

The report will open to a cover page. Review the cover page, then click the X in the upper right corner to close it.

Check the number of records near the bottom of the cover sheet to see if any students are nearing 15 days of suspension.

Review the report. To close the report preview, click the X in the upper right corner.

The cover page lists how you set up the report. If you do not need the cover page, uncheck this box before printing.
Perfect Attendance

The Perfect Attendance report is a customizable report that will list the students who have only the present codes during a specified date range. Because the district does not have an official definition of what constitutes a student having perfect attendance, the principal at each school in conjunction with the attendance clerk decides which attendance codes a student can have and be considered perfect.

NOTE: It is strongly recommended that once the principal decides which codes count as perfect and the Perfect Attendance dialog box is configured with those codes, you save those settings. See page 95 for instructions on saving settings in Zangle pre-defined reports.

Follow the steps below to print a Perfect Attendance report.

- Open Zangle. Click Attendance. Click Reports. Select Perfect Attendance.
- Complete Steps A-H. Steps A-B are shown below. Steps C-H are on the following pages.

Set a date range. In this case, the entire 2009-10 academic year was selected.

Click Change Codes.
Double-click codes in the left column to move to the right column. Any code that a student can have and be considered Present needs to be moved to the right column.

In this example, Present (.) and School Activity/Office (K) will count as Present. Each school decides which codes count as Present.

Click Done.

If your school has multiple tracks and you want to run this for a specific track, click an option here.

Click Preview. The report takes time to scan through each student’s attendance.

If your schools says that a student can have a certain number of period absences and still get Perfect Attendance, enter the number of period absences here.

If your schools says that a student can have a certain number of period absences and still get Perfect Attendance, enter the number of period absences here.
To close the report preview, click the X in the upper right corner.

Students who meet the Perfect Attendance criteria appear on the report.

You might want to print the cover page in Step H to remember how you set up the Perfect Attendance report.

The cover page lists how you set up the report. If you do not need the cover page, uncheck this box before printing.

Click Continue to print the report and cover page. Click Cancel if you do not want to print the report.
Sample Perfect Attendance Report

<table>
<thead>
<tr>
<th>Student</th>
<th>Enrolled</th>
<th>Track</th>
<th>Grade</th>
<th>Periods Total</th>
<th>Absent</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abner, Frida</td>
<td>T</td>
<td>10</td>
<td>85819</td>
<td>900</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Buck, Cherie</td>
<td>T</td>
<td>12</td>
<td>172262</td>
<td>900</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hinds, Timothy</td>
<td>T</td>
<td>12</td>
<td>172894</td>
<td>900</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Miller, Kelly P</td>
<td>T</td>
<td>12</td>
<td>129108</td>
<td>987</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Royer, Damon</td>
<td>T</td>
<td>12</td>
<td>71937</td>
<td>720</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Schaeffer, Alison</td>
<td>T</td>
<td>12</td>
<td>172127</td>
<td>1080</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Smith, Carlos</td>
<td>T</td>
<td>12</td>
<td>177252</td>
<td>1080</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sykes, Kelly</td>
<td>T</td>
<td>09</td>
<td>196359</td>
<td>987</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Welch, Jennifer</td>
<td>T</td>
<td>12</td>
<td>123279</td>
<td>993</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Attendance Audit Report

The Attendance Audit Report lists changes that have been made to student attendance records. Records can be filtered by specifying an attendance date range and/or a change date range. The information in this report can be grouped by class, student, attendance date, attendance code, change date, posted by faculty, or class teacher.

Reports with longer date ranges may print excessive information. Keep each report’s date range within a particular ADA month (see District Fiscal ADA Calendar), to be filed with that month’s records. You may choose to run four reports of one week each rather than one report of four weeks.

NOTE: “Del” on an Attendance Audit Report indicates that attendance has been deleted. If the report does not also show that the attendance has been subsequently reposted, then the deleted attendance must be determined and reposted. This may require time consuming research of teacher weekly summaries of attendance, phone logs, notes, etc. The best way to avoid the necessity of time consuming research is for attendance to be printed before retroactive schedule changes are made.

Follow the steps below to generate an Attendance Audit Report.

- Open Zangle. Click Attendance. Click Reports. Select Attendance Audit Report.
- Complete Steps A-I. Steps A and B are shown below. Steps C-I are on the following pages.

In this example, the report is configured to show attendance from the first day of school through 9/04/09.
If you know the student, teacher, or class that you want to audit, double-click the field and select it here. In this example, the records for Student 92765 are being checked for 9/4/09 (date set in Step A).

If you want to see all students and classes, skip this step.

Click **Sort**.

Sorting by **Student**, **Attendance Date**, and then **Class** will place a student’s attendance on one page.

Sorting by **Class**, **Student**, and **Attendance Date** will place each scheduled period on a separate page.

To change sort order, click on the box to make the double ended arrow appear, then drag and drop the box in desired order.

Desired fields can be edited, added, or deleted here.

Click **Preview**.
The report will open to a cover page. Review the cover page, then click the X in the upper right corner to close it.

To close the report preview, click the X in the upper right corner.

The report shows the attendance date, period, change date/time, attendance code, posted by, and whether the staff member was the teacher.

In this example, the student had been marked Absent (A) by the teacher, and then a staff member who wasn’t the teacher updated the attendance as Excused (E).

The cover page lists how you set up the report. If you do not need the cover page, uncheck this box before printing.

Click Continue to print the report and cover page.

Click Cancel if you do not want to print the report.
Sample Attendance Audit Report

<table>
<thead>
<tr>
<th>Student</th>
<th>Attend Date</th>
<th>Period</th>
<th>Change Date</th>
<th>Att Code</th>
<th>Posted By</th>
<th>Not Chk</th>
</tr>
</thead>
</table>
Phone Log Report

Use the **Phone Log Report** when you want to print the records entered in Phone Log. The report will list the student name/ID, call date, attendance code, absence date(s), period(s), track, staff name of who recorded the call, the name of the person who called, the relation of the person to the student, and notes from the staff member who recorded the call.

**Directions.**

- Open Zangle. Click **Attendance**. Click **Reports**. Select **Phone Log Report**.
- Complete Steps A-F. Steps A-C are shown below. Steps D-G are on the following page.

![Phone Log Report - Mira Loma High School](#)

**A** Enter Dates for Report.

**B** Include items you want to view on your report.

**C** Click Preview.
The report will open to a cover page. Review the cover page, then click the X in the upper right corner to close it.

To close the report preview, click the X in the upper right corner.

The student’s attendance is listed in a week-by-week view.

The cover page lists how you set up the report. If you do not need the cover page, uncheck this box before printing.

Click Continue to print the report and cover page.

Click Cancel if you do not want to print the report.
<table>
<thead>
<tr>
<th>Student</th>
<th>Call Date</th>
<th>Att Code</th>
<th>Absence From</th>
<th>Absence To</th>
<th>Faculty</th>
<th>Track</th>
<th>Periods</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talked To: Ms. Robinson</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Remarks: Child has the flu</td>
</tr>
<tr>
<td>Dupont, Katharyn [112387]</td>
<td>09/30/09 07:24 A</td>
<td>E</td>
<td>09/30/09</td>
<td>09/30/09</td>
<td>Hamada, Peyri [1000317]</td>
<td>T 0205 09/10</td>
<td></td>
<td>All</td>
</tr>
<tr>
<td>Talked To: Linda Dupont</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Remarks: Student is sick.</td>
</tr>
<tr>
<td>Talked To: Sally Hernandez</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Remarks: Student has a fever.</td>
</tr>
<tr>
<td>Talked To: Mrs. Hernandez</td>
<td>09/29/09 10:05 A</td>
<td>E</td>
<td>09/28/09</td>
<td>09/29/09</td>
<td>Hamada, Peyri [1000317]</td>
<td>T 0205 09/10</td>
<td></td>
<td>All</td>
</tr>
<tr>
<td>Talked To: Mr. Ivanov</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Remarks: Student had to go to the doctor for a sports injury.</td>
</tr>
<tr>
<td>Jackson, Juliet [185921]</td>
<td>09/29/09 08:30 A</td>
<td>J</td>
<td>10/05/09</td>
<td>10/09/09</td>
<td>Hamada, Peyri [1000317]</td>
<td>T 0205 09/10</td>
<td></td>
<td>All</td>
</tr>
<tr>
<td>Talked To: Marianne Garcia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Remarks: Family going to New York to visit family members.</td>
</tr>
<tr>
<td>Talked To: Mrs. Li</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Remarks: Student is sick.</td>
</tr>
<tr>
<td>Talked To: Mr. Papadopoulos</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Remarks: Child was sick all night with stomach flu.</td>
</tr>
<tr>
<td>Talked To: Schulz, Hannah</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Remarks: Child had stomach flu yesterday.</td>
</tr>
</tbody>
</table>

Certification Signature: ____________________________ Date: ____________________________
Daily Call

The Daily Call prints a list of all (or selected) attendance codes posted for students on a specific day. This may be used as a tool for attendance clerks to check the day’s attendance situation or review the attendance data of an entire day for any calendar date. This report is for your use only and is not part of the audit process.

Follow the steps below to print a Daily Call report.

- Open Zangle. Click Attendance. Click Reports. Select Daily Call.
- Complete Steps A-E. Steps A-B are below. Steps C-E are on the following page.

Click Preview.

Enter the effective date.

Click Select Attendance Codes if you only want students with certain codes to appear on the report.
The report will open to a cover page. Review the cover page, then click the X in the upper right corner to close.

To close the report preview, click the X in the upper right corner.

This report displays the course, section, period, and teacher.

The student’s attendance (description, not code) is listed in the last column.

The cover page lists how you set up the report. If you do not need the cover page, uncheck this box before printing.

Click Continue to print the report and cover page. Click Cancel if you do not want to print the report.
<table>
<thead>
<tr>
<th>StuID</th>
<th>Student</th>
<th>Phone</th>
<th>Per Crs-Sect</th>
<th>Course Title</th>
<th>Teacher</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>185431</td>
<td>Allen, Mariko</td>
<td>(916)555-4431</td>
<td>1</td>
<td>US History</td>
<td>Malone, Sam</td>
<td>Absent ....</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>Algebra 2</td>
<td>Howe, Rebecca</td>
<td>Absent ....</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>MYP PE 4</td>
<td>Tortelli, Carla</td>
<td>Absent ....</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>MYP Spanish 2</td>
<td>Boyd, Woody</td>
<td>Absent ....</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td>Biology</td>
<td>Peterson, Norm</td>
<td>Absent ....</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td>Woodworking</td>
<td>Clavin, Cliff</td>
<td>Absent ....</td>
</tr>
</tbody>
</table>
| 95215  | Axelsson, Simone| (916)555-1270 | 1            | US History        | Malone, Sam   | Independent ...
|        |                |         | 2            | English 2         | Chambers, Diane| Independent ...
|        |                |         | 3            | Algebra 2         | Howe, Rebecca | Independent ...
|        |                |         | 4            | MYP PE 4          | Tortelli, Carla| Independent ...
|        |                |         | 5            | MYP Spanish 2     | Boyd, Woody   | Absent ....  |
|        |                |         | 6            | Biology           | Peterson, Norm| Absent ....  |
|        |                |         | 7            | Woodworking       | Clavin, Cliff  | Independent ...
| 189455 | Chen, Monika    | (916)555-9100 | 1            | US History        | Malone, Sam   | Absent ....  |
|        |                |         | 2            | English 2         | Chambers, Diane| Absent ....  |
| 90237  | Clark, Gerald   | (916)555-0190 | 5            | MYP Spanish 2     | Boyd, Woody   | Absent ....  |
| 182135 | Garcia, Shaun   | (916)555-1098 | 6            | Biology           | Peterson, Norm| Absent ....  |
|        |                |         | 7            | Woodworking       | Clavin, Cliff  | Absent ....  |
| 53278  | Hadley, Deanna  | (916)555-9901 | 1            | US History        | Colbert, Stephen | Excused Tardy / ...
| 103024 | Hernandez, Beatriz| (916)555-0888 | 1            | US History        | Malone, Sam   | Excused / Illness |
|        |                |         | 2            | English 2         | Chambers, Diane| Excused / Illness |
|        |                |         | 3            | Algebra 2         | Howe, Rebecca | Excused / Illness |
|        |                |         | 4            | MYP PE 4          | Tortelli, Carla| Excused / Illness |
|        |                |         | 5            | MYP Spanish 2     | Boyd, Woody   | Excused / Illness |
|        |                |         | 6            | Biology           | Peterson, Norm| Excused / Illness |
|        |                |         | 7            | Woodworking       | Clavin, Cliff  | Excused / Illness |
| 185338 | Lewis-Jameson, Janeane| (916)555-7777 | 1            | US History        | Malone, Sam   | Absent ....  |
|        |                |         | 2            | English 2         | Chambers, Diane| Absent ....  |
|        |                |         | 3            | Algebra 2         | Howe, Rebecca | Absent ....  |
|        |                |         | 4            | MYP PE 4          | Tortelli, Carla| Absent ....  |
|        |                |         | 5            | MYP Spanish 2     | Boyd, Woody   | Absent ....  |
|        |                |         | 6            | Biology           | Peterson, Norm| Absent ....  |
|        |                |         | 7            | Woodworking       | Clavin, Cliff  | Absent ....  |
| 184846 | Sato, Ace       | (916)555-3282 | 1            | US History        | Malone, Sam   | Absent ....  |
|        |                |         | 2            | English 2         | Chambers, Diane| Absent ....  |
|        |                |         | 3            | Algebra 2         | Howe, Rebecca | Absent ....  |
|        |                |         | 4            | MYP PE 4          | Tortelli, Carla| Absent ....  |
Introduction to Percentage Reports

Attendance percentage rates provide information on student attendance relative to enrollment. The attendance percentage report supports the district’s goal of improving ADA through:

- Assisting schools in making a significant difference in student attendance
- Maintaining a sustained focus on attendance
- Collaborating and engaging the employees in the district
- Improving performance by leveraging success
- Setting benchmarks, goals and monitoring progress
- Providing information to analyze, adjust, and reassess tactics throughout the year

The final measure of meeting an attendance percentage goal occurs on the last day of P-2. The daily, weekly, monthly information provides information on how we are progressing toward our final goal.

Each increase of 1% in the District’s attendance percentage results in an approximate additional $2,000,000 in revenue.

To determine the increase in revenue that a 1% increase in your site attendance percentage rate would provide perform the following calculations:

- Site Enrollment times current attendance percentage rate = estimated ADA
- Site Enrollment times goal attendance percentage rate = goal ADA
- Estimated ADA minus goal ADA = difference ADA
- Difference ADA times $5,225.00 (current revenue limit) = increase in revenue for a 1% increase in attendance percentage rate
Monthly Attendance Percentage Report

The Monthly Attendance Percentage report shows monthly attendance percentages for your school or for all schools in your division. The report includes weekly information, goal percentage, and year-to-date attendance percentage for each month completed.

- For a week still in progress, that week will be blank.
- For a month still in progress, the percentage of that month will only be thru the most recently completed week.
- For a month still in progress, year-to-date attendance percentage will read zero.
- The most useful comparison is year-to-date attendance percentage to the goal attendance percentage.

Users should recognize that attendance data is constantly being updated:

- Data for a month or week just recently completed will be preliminary.
- Enrollment/Schedule entry date differences are being identified and reconciled.
- The student work from Short Term Independent Study contracts recently completed may not yet be evaluated by the teacher, and attendance is not posted.
- False single period positives at Middle and High Schools are still being cleared to all day absences.
- Saturday School attendance is posted to previous absences after completed.

Follow the steps below to print a Monthly Attendance Percentage report.

- Open Zangle. Click on Attendance. Click on Reports. Select Attendance Query Writer.
- Complete Steps A-E. Steps A-B are shown below. Steps C-E are on the following page.

There are three Monthly Attendance Percentage reports: District, Elementary, Middle, High School.
For all schools in your division, check All.

To select only one ADA month, enter ADA month number.

To select all ADA month's year-to-date, check All.

Click Proceed
### Sample Monthly Attendance Percentage Report: Elementary School

<table>
<thead>
<tr>
<th>School</th>
<th>Subset</th>
<th>M#</th>
<th>W1</th>
<th>W2</th>
<th>W3</th>
<th>W4</th>
<th>Att</th>
<th>Mth%</th>
<th>YTD%</th>
<th>Goal%</th>
<th>Funding +/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arlington ES</td>
<td>3</td>
<td>9</td>
<td>08/30/2021</td>
<td>97.12</td>
<td>10/09/2021</td>
<td>96.47</td>
<td>11/13/1996</td>
<td>95.78</td>
<td>12/09/2009</td>
<td>95.85</td>
<td>96.29</td>
</tr>
</tbody>
</table>

### The report’s column headers signify the following:

- **School:** ........ School’s four digit code
- **Subset:** ........ ES for elementary school, ES-K8 for K-8 school, ES-SpEd for Ralph Richardson and Laurel Ruff, MS for middle school, HS for high school, HS-SpEd for La Vista
- **M#:** ............ Month number from the District ADA Calendar
- **W1,2,3,4#:** .... Week number of the school year, from the District ADA Calendar
- **W1,2,3,4Att:** ... Sum of each day’s attendance for the corresponding school and week
- **Mth%:** ........... Attendance percentage for the corresponding school and week
- **YTD%:** ........... Year-to-date Attendance Percentage through the end of the month (M#)
- **Goal%:** ........ Last Year’s year-to-date Month 9 Attendance percentage plus 1%
- **Funding +/-:** Year-to-date funding gained/lost relative to the goal. The final measure of meeting the goal percentage occurs on the last day of P-2.
Monthly Attendance Percentage Comparison

The Monthly Attendance Percentage Comparison report can be run for all schools in a division or subset, for all months or a specific month. This report gives you excellent comparison with other schools in your level/subset while giving you access to the details behind it. Users should recognize that attendance data is constantly being updated:

- Data for a month or week just recently completed will be preliminary.
- Enrollment/Schedule entry date differences are being identified and reconciled.
- The student work from Short Term Independent Study contracts recently completed may not yet be evaluated by the teacher; and attendance is not posted.
- False single period positives at Middle and High Schools are still being cleared to all day absences.
- Saturday School attendance is posted to previous absences after completed.

Follow the steps below to print a Monthly Attendance Percentage Comparison report.

- Open Zangle. Click on Attendance. Click on Reports. Select Attendance Query Writer.
- Complete Steps A-E. Steps A-B are shown below. Steps C-E are on the following page.

There are three Monthly Attendance Percentage Comparison reports: Elementary, Middle, High School.

Click on the report for the division your school belongs to.

For excel spreadsheet, click Export.
Enter the ADA month number from the ADA calendar.

Choose the appropriate subset from the dropdown.

Click Proceed to save the data.

To select all ADA month's year-to-date, check All.

For all subsets in your division, check All (see page 23).
Sample Monthly Attendance Comparison Report: Middle School

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Monthly Attendance Percentage Comparison: Middle School</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sum of mnth_prcnt</td>
<td>month&lt;br&gt; 3</td>
</tr>
<tr>
<td>4</td>
<td>Schname</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Andrew Carnegie Middle School</td>
<td>97.02</td>
</tr>
<tr>
<td>6</td>
<td>Arcade Fundamental Middle School</td>
<td>97.44</td>
</tr>
<tr>
<td>7</td>
<td>Arden Middle School</td>
<td>96.56</td>
</tr>
<tr>
<td>8</td>
<td>John Barrett Middle School</td>
<td>95.83</td>
</tr>
<tr>
<td>9</td>
<td>Jonas Salk High-Tech Academy</td>
<td>95.73</td>
</tr>
<tr>
<td>10</td>
<td>Louis Pasteur Middle School</td>
<td>97.08</td>
</tr>
<tr>
<td>11</td>
<td>Sylvan Middle School</td>
<td>95.58</td>
</tr>
<tr>
<td>12</td>
<td>Will Rogers Middle School</td>
<td>97.37</td>
</tr>
<tr>
<td>13</td>
<td>Winston Churchill Middle School</td>
<td>97.08</td>
</tr>
</tbody>
</table>

After double clicking on a percentage in the worksheet above, another worksheet will open:

The report’s column headers signify the following:

- **School:** School’s four digit code
- **Schname:** School name
- **SchYear:** School year being reported identified as the calendar year in which the school year ends.
- **Subset:** ES for elementary school, ES-K8 for K-8 school, ES-SP for Ralph Richardson and Laurel Ruff, MS for middle school, HS for high school, HS-SP for La Vista
- **Month:** Month number from the District ADA Calendar
- **wk1,2,3,4nbr:** Week number of the school year, from the District ADA Calendar
- **w1,2,3,4dt:** Monday’s date for the corresponding week, from the District ADA Calendar
- **w1,2,3,4days:** Number of possible school days for the corresponding week.
- **w1,2,3,4prcnt:** Attendance Percentage for the corresponding school and week.
- **goalprcnt:** Last Year’s year-to-date Month 9 Attendance percentage plus 1%
- **mnth_prcnt:** Attendance Percentage of the corresponding school and month
- **ytd_prcnt:** Year-to-date Attendance Percentage through the end of the corresponding month

Double click on the attendance percentage for a school, and you can see all of the data used to determine that percentage (Sample below).
Weekly Attendance Percentage Report

The Weekly Attendance Percentage report shows weekly attendance percentages for all schools in your division or for your school only, for all weeks or a specific week. Users should recognize that attendance data is constantly being updated:

- Data for a month or week just recently completed will be preliminary.
- Enrollment/Schedule entry date differences are being identified and reconciled.
- The student work from Short Term Independent Study contracts recently completed may not yet be evaluated by the teacher; and attendance is not posted.
- False single period positives at Middle and High Schools are still being cleared to all day absences.
- Saturday School attendance is posted to previous absences after completed.

Follow the steps below to print a Weekly Attendance Percentage report.

- Open Zangle. Click on Attendance. Click on Reports. Select Attendance Query Writer.
- Complete Steps A-E. Steps A-B are shown below. Steps C-E are on the following page.

There are three Weekly Attendance Percentage reports: District, Elementary, Middle, High School.

A. Click on the report for the division your school belongs to.
B. To print report, click Print.
   - To display on the screen, click Display.
   - For an excel spreadsheet, click Export.
Weekly Attendance Percentage Report: Middle School

C. For your school, enter your school’s four digit school code.

D. Enter a Monday as a Week Date in MM/DD/YYYY format.

NOTE: You must use Monday’s date as all records are stored by their corresponding Monday’s date.

E. Click Proceed to save the data.
The report’s column headers signify the following:

School: .......... School Name
Subset: .......... ES for elementary school, ES-K8 for K-8 school, ES-SpEd for Ralph Richardson and Laurel Ruff, MS for middle school, HS for high school, HS-SpEd for La Vista
M#: ............ Month number from the District ADA Calendar
WkDt: .......... Monday’s date for the corresponding week, from the District ADA Calendar
SDays: .......... Number of possible school days for the corresponding week.
MonAtt: .......... Sum of Monday’s attendance for the corresponding school and week.
Mon%: .......... Monday’s Attendance Percentage for the corresponding school and week.
Wk%: .......... Attendance Percentage for the corresponding school and entire week.
Mt%: .......... Attendance Percentage for the corresponding school and month.
YTD%: .......... Year-to-date Attendance Percentage thru the end of the corresponding month.
Goal %: .......... Last Year’s Year-to-date Month 9 Attendance percentage plus 1%
Funding +/-: ... Year-to-date funding gained/lost relative to the goal. The final measure of meeting the goal percentage occurs on the last day of P-2.
Weekly Attendance Percentage Comparison

The Weekly Attendance Percentage Comparison report can be run for all schools in a division or subset, for all weeks or a specific week. This report gives you excellent comparison with other schools in your level/subset while giving you access to the details behind it.

Users should recognize that attendance data is constantly being updated:

- Data for a month or week just recently completed will be preliminary.
- Enrollment/Schedule entry date differences are being identified and reconciled.
- The student work from Short Term Independent Study contracts recently completed may not yet be evaluated by the teacher; and attendance is not posted.
- False single period positives at Middle and High Schools are still being cleared to all day absences.
- Saturday School attendance is posted to previous absences after completed.

Follow the steps below to print a Weekly Attendance Percentage Comparison report.

- Open Zangle. Click on Attendance. Click on Reports. Select Attendance Query Writer.
- Complete Steps A-E. Steps A-B are shown below. Steps C-E are on the following page.

There are three Weekly Attendance Percentage Comparison reports: Elementary, Middle, High School.

For an excel spreadsheet, click Export.
Sample Weekly Attendance Percentage Comparison: Middle School

Double click on the attendance percentage for a school, and you can see all of the data used to determine that percentage (Sample below).
After double clicking on a percentage in the screen above, another worksheet will open:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
<th>M</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>subset</td>
<td>school</td>
<td>schname</td>
<td>schyear</td>
<td>wdate</td>
<td>month</td>
<td>wnum</td>
<td>schdays</td>
<td>mon_dt</td>
<td>mon_prct</td>
<td>mon_stucnt</td>
<td>tue_dt</td>
<td>tue_prct</td>
<td>tue_stucnt</td>
</tr>
<tr>
<td>MS</td>
<td>0004</td>
<td>John Barrett Middle School</td>
<td>2011 08/30/2010</td>
<td>3</td>
<td>9</td>
<td>5 08/30</td>
<td>97.41</td>
<td>901 08/31</td>
<td>97.19</td>
<td>898</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The report’s column headers signify the following:

- **subset**: ES for elementary school, ES-K8 for K-8 school, ES-SpEd for Ralph Richardson and Laurel Ruff, MS for middle school, HS for high school, HS-SpEd for La Vista.
- **school**: School four digit code
- **schname**: School Name
- **schyear**: School Year of Attendance Data
- **wdate**: Monday’s date for the corresponding week, from the District ADA Calendar
- **month**: Month number from the District ADA Calendar
- **wknnum**: Week number of the school year, from the District ADA Calendar
- **schdays**: Number of possible school days for the corresponding week.
- **mon,tue,wed,thr,fri_dt**: Corresponding dates for Monday thru Friday
- **mon,tue,wed,thr,fri_prct**: Day’s Attendance Percentage for the corresponding school and week.
- **mon,tue,wed,thr,fri_stucnt**: Sum of each day’s attendance for the corresponding school and week.
- **wk-prcnt**: Attendance Percentage for the corresponding school and entire week.
- **mth_prcnt**: Attendance Percentage for the corresponding school and month.
- **goalprcnt**: Last Year’s year-to-date Month 9 Attendance percentage plus 1%
- **ytd_prct**: Year-to-date Attendance Percentage through the end of the corresponding month.
- **diff_prct**: Difference in Attendance Days between Goal and Actual Attendance Percentage.
Daily Absence Detail for Attendance Percentage

This report will show students considered absent or under scheduled (school receives no ADA for student who is scheduled for less than the minimum daily requirement). Run this report for a specific school and a specific date.

Follow the steps below to print a Daily Absence Detail for Attendance Percentage report.

- Open Zangle. Click on Attendance. Click on Reports. Select Attendance Query Writer.
- Complete Steps A-E. Steps A-B are shown below. Steps C-E are on the following page.

There are three Daily Absence Detail for Attendance Percentage reports: Elementary, Middle, High School.

NOTE: These reports return a lot of rows. Select just one school and one day at a time or the report will time out and return no report.

A. Click on the report for the division your school belongs to.

B. To print report, click Print. To display on the screen, click Display. For an excel spreadsheet, click Export.
Enter your School Number

Enter the date in MM/DD/YYYY format.

Click Proceed
The report’s column headers signify the following:

Typ: .......... Absent or Under Scheduled
School: ......... School Name
Subset: ......... ES for elementary school, ES-K8 for K-8 school, ES-SpEd for Ralph Richardson and Laurel Ruff, MS for middle school, HS for high school, HS-SpEd for La Vista
M#: ............ Month number from the District ADA Calendar
W#: ............. Week number from the District ADA Calendar
Stu#: .......... Number of students enrolled at the corresponding school on the date of the report
StuAbs: ......... Number of students considered absent for the corresponding school on the date of the report
StudentName: . Name of the student who is absent on the day of the report.
Grade: .......... Grade level of the student who is absent.
Att: ............ Attendance Code entered for the day of the report for the corresponding student.
Desc: ............ Description of corresponding Attendance Code
Report Details

The absences for the selected day include days on which the student was present but scheduled for less than minimum daily requirements. These students will not receive ADA for this day.

Absent Portion of Report:
- Students must be enrolled and scheduled to be included in the report.
- Students must have an absent code which is contained on the Absence Codes list below for all periods in their schedule.
- Calendar cannot be marked as a Non Service, Holiday, Non-school day, etc. Week cannot be marked as a break week on the ADA calendar.
- Month number and Week number are from the ADA calendar, located on the District Attendance Department’s webpage.
- Students who are enrolled part time at an additional school, who attended at least one period at that school will not be marked as absent at their primary school, even if they were absent for all of the periods scheduled at the primary school site. All attendance is counted toward the primary schools counts.

Under Scheduled Portion of Report:
- Students must be enrolled and scheduled to be included in this report.
  - Students who are not participating in ROP courses, Concurrent College, or Work Experience must have less than 240 minutes.
  - Students must have less than 180 minutes for Concurrent College or Work Experience not including their Concurrent College or Work Experience courses’ scheduled minutes.
  - Students must have less than 145 minutes for ROP, not including their non-elective ROP courses.
- Two day average is applied to determine if secondary students are under scheduled for a day. This process will attempt to average the day with the day prior. If the report is unsuccessful in averaging with the prior day, it will average the day with the next day. The average must be greater than the limits in item ‘a’ to be used.
- Courses with a description which includes the following are not included in the total minute calculation.
  - Senior Project
  - Open Period
  - Period Open
  - WorkAbility
  - Visions
  - Advisory
### Absence Codes List:

<table>
<thead>
<tr>
<th>Attend Code</th>
<th>Description</th>
<th>Present or Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>.</td>
<td>Present</td>
<td>Present</td>
</tr>
<tr>
<td>A</td>
<td>A-Unverified Absent</td>
<td>Absent</td>
</tr>
<tr>
<td>B</td>
<td>B-Tardy 31+ minutes Unexcused</td>
<td>Present</td>
</tr>
<tr>
<td>C</td>
<td>C-Cut (Parent Verified)</td>
<td>Absent</td>
</tr>
<tr>
<td>D</td>
<td>D-On Site Suspension/P.A.S.S.</td>
<td>Present</td>
</tr>
<tr>
<td>E</td>
<td>E-Illness Parent Ver -10 day limit</td>
<td>Absent</td>
</tr>
<tr>
<td>F</td>
<td>F-Funeral Immediate family</td>
<td>Absent</td>
</tr>
<tr>
<td>G</td>
<td>G-Admin App/Conf Med/Court</td>
<td>Absent</td>
</tr>
<tr>
<td>H</td>
<td>H-Verified Single Period Pos</td>
<td>Present</td>
</tr>
<tr>
<td>I</td>
<td>I-Short Term Ind Stdy/ADA</td>
<td>Present</td>
</tr>
<tr>
<td>J</td>
<td>J-Short Term Ind Stdy/NO-ADA</td>
<td>Absent</td>
</tr>
<tr>
<td>K</td>
<td>K-Field Trip/Office/Sch Activities</td>
<td>Present</td>
</tr>
<tr>
<td>L</td>
<td>L-Excused Tardy</td>
<td>Present</td>
</tr>
<tr>
<td>M</td>
<td>M-Saturday School</td>
<td>Present</td>
</tr>
<tr>
<td>N</td>
<td>N-Flu-like Symptoms</td>
<td>Absent</td>
</tr>
<tr>
<td>Q</td>
<td>Q-Temp Home Assign (Elem)</td>
<td>Absent</td>
</tr>
<tr>
<td>R</td>
<td>R-Religious</td>
<td>Absent</td>
</tr>
<tr>
<td>S</td>
<td>S-Suspension</td>
<td>Absent</td>
</tr>
<tr>
<td>T</td>
<td>T-Tardy &lt; or = 30 Min Unexcused</td>
<td>Present</td>
</tr>
<tr>
<td>V</td>
<td>V-Dr/Staff Verified</td>
<td>Absent</td>
</tr>
<tr>
<td>X</td>
<td>X-Unexcused/Parent Approved</td>
<td>Absent</td>
</tr>
<tr>
<td>Y</td>
<td>Y-Rolled Cut from Unverified Abs</td>
<td>Absent</td>
</tr>
</tbody>
</table>
## Subsets

Subset allows you to look at a group of schools, such as K-8 without the rest of the Elementary sites.

<table>
<thead>
<tr>
<th>Elementary Subsets</th>
<th>Middle School Subsets</th>
<th>High School Subsets</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES: Elementary</td>
<td>MS: Middle School</td>
<td>HS: High School</td>
</tr>
<tr>
<td>ES-K-8: K-8 Schools</td>
<td></td>
<td>HS: SpEd: La Vista</td>
</tr>
<tr>
<td>ES - SpEd: Ruff, Richardson</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Parameters and Components

a. Students must be enrolled and scheduled to be included in the report.
b. Students must have an absent code which is contained on the Absence Codes list above for all periods in their schedule.
c. Calendar cannot be marked as a Non Service, Holiday, Non-school day, etc. Week cannot be marked as a break week on the ADA calendar.
d. Month number and Week number are from the ADA calendar.
e. (Enrolled) Student Counts/Days of Attendance equal all students who are enrolled and scheduled for that day for a school with an enrollment status of active or primary of multiple, multiplied by the number of school days included. The report does not count Part Time enrollments. Each student ID is counted once.
f. Number of Students Absent counts each unique student ID listed on corresponding day for the above Absence Report.
g. Goal Percent - Equivalent to last year’s month 9’s percentage plus one percent.
h. Attendance Percentage (Daily): Students Enrolled minus Students Absent divided by Students Enrolled multiplied by 100.00
i. Attendance Percentage (Weekly): Sum of Students Enrolled for week minus Sum of Students Absent that week divided by Sum of Students Enrolled for the week multiplied by 100.00
j. Attendance Percentage (Monthly): Sum of Students Enrolled for month (per ADA Calendar) minus Sum of Students Absent that month divided by Sum of Students Enrolled for the month multiplied by 100.00
k. Days Enrolled: Students Enrolled for each day from beginning of year up to and including date in question
l. Note: Reports show a point in time percentage for each school. As schools complete clean up or give credit on an old absence for a Saturday school, the percentages will change. Schools should keep this in mind as they are determining when to run the reports.
m. Goal Days: Goal Percentage x Days Enrolled
n. Actual days Present: SUM of (Students Enrolled minus Students Absent) for each day from beginning of year up to and including date in question
o. Days +/- Goal: Actual days Present minus Goal Days
p. YTD Attendance Percentage: (SUM(Students Enrolled YTD minus SUM(Students Absent YTD)) divided by SUM(Students Enrolled YTD)) multiplied by 100.00 [This same calculation is applied to Weekly and Monthly Attendance Percentages to get YTD].
q. Weekly YTD Values will equal the last day of the weeks, YTD values.
r. Monthly YTD values will equal the last week of the ADA month, YTD values.
s. If the week is incomplete then the YTD percentage will show up as a zero.
DEFINITIONS

- **Days Enrolled**
  
  Sum of daily enrollments (active and primary-of-multiple) (Note: excludes part-time enrollments and preschoolers)

- **Days Attended**
  
  Sum of daily attendance (from active and primary-of-multiple enrollment statuses) (Note: excludes attendance from part-time enrollments and preschoolers).

- **P-2 Reporting Period and Divisor**
  
  Date range and number of school days from and including first day of school year through the last day of last attendance month ending on or before April 15. In 2010-2011: 08/23/10 - 03/25/11, 131 days.

- **Attendance Month**
  
  Four weeks. Does not match grading period. Does not match calendar month.

- **District ADA Calendar**
  
  Begins on first Monday in July, ends on last Friday of last ADA Month. Usually contains twelve attendance months. Posted on Internet: SJUSD, Departments, Attendance.

- **P-2 ADA (Average Daily Attendance)**
  
  P-2 “Days Attended” divided by “P-2 Divisor”. Never greater than 1.00 per student.

- **Attendance Percentage**
  
  “Days Attended” divided by “Days Enrolled”

- **Goal Percentage**
  
  Last year’s “P-2 Attendance Percentage” plus one percent (point in time).

- **Goal Days**
  
  “Days Enrolled” times “Goal Percentage”

- **Days Above/Below Goal**
  
  “Days Attended” minus “Goal Days”

- **Year-to-date Days Above/Below Goal**
  
  “Funding +/−” divided by “Daily Funding Earned per Student”

- **Revenue Limit**
  
  Maximum funding earnable by any one student’s attendance in any one school year. Revenue Limit for School Year 2010-2011 is $5,225.00.

- **Daily Funding Earned per Student**
  
  “Revenue Limit” divided by “P-2 Divisor”. In 2010-2011 this is $5,225 / 131 = $39.89 per day.

- **Funding +/−**
  
  “Days Above/Below Goal” times “Daily Funding Per Student”. The result is the year-to-date funding above/below the goal funding (“Days Attended” equal “Goal Days”).
ACCURACY OF DATA

- Single Period Positives: all day absences not posted absent by every teacher at period attendance schools/tracks and not yet cleared to all day absence, falsely increase the ADA and percentages.

- Any tardies not yet posted at daily attendance schools/tracks after being marked absent by teacher will falsely decrease the ADA and percentages.

- Any retroactive schedule changes which change an all-day absence or suspension to a false period present because the absence/suspension has not yet been manually reposted will falsely increase ADA and percentages.

- Any pending short-term-independent-study contracts either in progress and/or recently completed with enough student work done to earn one or more days of ADA but not yet graded by teacher and/or posted by clerk into Zangle temporarily lower percentages because attendance for ADA is not yet posted.

- Any Saturday School attendance posted to a previous uncleared or unexcused all day absence will raise the ADA and percentage from what it was previously. These can be posted retroactive to even the first day of the school year, in some cases.
Partial Day Suspension Report

This report shows students who have a Suspension attendance code for some but not all of their scheduled classes on the Suspension Date listed on the report. Students who were suspended for the entire day will not be listed on this report. The report is sorted by school, suspension date, and student name.

See suspension attendance accounting procedures at the end of this document.

Follow the steps below to print the Partial Day Suspension report.

- Open Zangle. Click on Attendance. Click on Reports. Select Attendance Query Writer.
- Complete Steps A-D. Steps A - B are shown below. Steps C-D are on the following page.

To print report, click Print.
- To display on the screen, click Display.
- For an excel spreadsheet, click Export.
C. Enter the School number.

D. Click Proceed

Sample Partial Day Suspension Report Export View

<p>| | | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>School</td>
<td>Schyr</td>
<td>SuspDate</td>
<td>Student Name</td>
<td>Student Name &amp; ID</td>
<td>EnrollDt</td>
<td>ExitDt</td>
<td>NbrPer</td>
<td>NbrSusp</td>
<td>NbrSusp</td>
<td>NbrSuspended</td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td>---------</td>
<td>---------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Bella Vista High School</td>
<td>T</td>
<td>2011/10/18</td>
<td>0103</td>
<td></td>
<td>10/07/2010</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Bella Vista High School</td>
<td>T</td>
<td>2011/10/19</td>
<td>0103</td>
<td></td>
<td>10/07/2010</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Bella Vista High School</td>
<td>T</td>
<td>2011/09/30</td>
<td>0103</td>
<td></td>
<td>10/07/2010</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Bella Vista High School</td>
<td>T</td>
<td>2011/09/24</td>
<td>0103</td>
<td></td>
<td>10/07/2010</td>
<td>6</td>
<td>1</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample Partial Day Suspension Report Display View

<p>| | | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Schyr</td>
<td>SuspDate</td>
<td>Student Name</td>
<td>Student Name &amp; ID</td>
<td>EnrollDt</td>
<td>ExitDt</td>
<td>NbrPer</td>
<td>NbrSusp</td>
<td>NbrSusp</td>
<td>NbrSuspended</td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Bella Vista High School</td>
<td>T</td>
<td>2011/10/18</td>
<td>0103</td>
<td></td>
<td>10/07/2010</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bella Vista High School</td>
<td>T</td>
<td>2011/10/19</td>
<td>0103</td>
<td></td>
<td>10/07/2010</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bella Vista High School</td>
<td>T</td>
<td>2011/09/30</td>
<td>0103</td>
<td></td>
<td>10/07/2010</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bella Vista High School</td>
<td>T</td>
<td>2011/09/24</td>
<td>0103</td>
<td></td>
<td>10/07/2010</td>
<td>6</td>
<td>1</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 Records

Student Name & ID
ATTENDANCE REPORTS

Use the Class Attendance Analysis Report (page 157) to see a spreadsheet view of totals of suspension code “S” within a specified date range.

Use the Attendance Code Tracking Report (page 163) to identify students who have suspension code “S” within a specified date range.

Use the Truancy Tracking Report (page 167) to identify students nearing 15 days of suspension.

Use the Attendance Audit Report (page 173) to document when and by who suspended attendance code “S” was posted within specified attendance date and change date ranges.
Part VI: Forms
## District Attendance Forms

The table below lists each district attendance form, the owning department, and location.

<table>
<thead>
<tr>
<th>FORM NO.</th>
<th>DESCRIPTION OF FORM</th>
<th>WAREHOUSE</th>
<th>FORMS &amp; DOCS</th>
<th>DEPARTMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>105981</td>
<td>6-8 Student Enrollment Entry List</td>
<td>●</td>
<td>Attendance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6-8 Student Enrollment Exit List</td>
<td>●</td>
<td>Attendance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6-8 Monthly Enrollment Worksheet</td>
<td>●</td>
<td>Attendance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7-12 School Monthly Enrollment Worksheet</td>
<td>●</td>
<td>Attendance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7-12 Student Enrollment Entry List</td>
<td>●</td>
<td>Attendance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7-12 Student Enrollment Exit List</td>
<td>●</td>
<td>Attendance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9-12 Monthly Enrollment Worksheet</td>
<td>●</td>
<td>Attendance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9-12 Student Enrollment Entry List</td>
<td>●</td>
<td>Attendance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9-12 Student Enrollment Exit List</td>
<td>●</td>
<td>Attendance</td>
<td></td>
</tr>
<tr>
<td>105841</td>
<td>Absence Verification - Elementary</td>
<td>●</td>
<td>Attendance</td>
<td></td>
</tr>
<tr>
<td>105832</td>
<td>Agreement to Continue Pupil in Kindergarten</td>
<td>●</td>
<td>Auditing/Finance</td>
<td></td>
</tr>
<tr>
<td>105973</td>
<td>Attendance Verification Phone Log</td>
<td>●</td>
<td>Attendance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chronic Illness Verification Form</td>
<td>●</td>
<td>Attendance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Correction Sheet</td>
<td>●</td>
<td>Attendance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Correction Sheet - Sample</td>
<td>●</td>
<td>Attendance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Early Dismissal - Secondary</td>
<td>●</td>
<td>Attendance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Early Dismissal Log</td>
<td>●</td>
<td>Attendance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elementary Absence Notification to Parent</td>
<td>●</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>K-5 or K-6 Monthly Enrollment Worksheet</td>
<td>●</td>
<td>Attendance</td>
<td></td>
</tr>
<tr>
<td>FORM NO.</td>
<td>DESCRIPTION OF FORM</td>
<td>WAREHOUSE</td>
<td>FORMS &amp; DOCS</td>
<td>DEPARTMENT</td>
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<tr>
<td>---------</td>
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<td>--------------</td>
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</tr>
<tr>
<td></td>
<td>K-6 Student Enrollment Entry List</td>
<td></td>
<td>●</td>
<td>Attendance</td>
</tr>
<tr>
<td></td>
<td>K-6 Student Enrollment Exit List</td>
<td></td>
<td>●</td>
<td>Attendance</td>
</tr>
<tr>
<td></td>
<td>K-8 Student Enrollment Entry List</td>
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<td>●</td>
<td>Attendance</td>
</tr>
<tr>
<td></td>
<td>K-8 School Monthly Enrollment Worksheet</td>
<td></td>
<td>●</td>
<td>Attendance</td>
</tr>
<tr>
<td></td>
<td>K-8 Student Enrollment Exit List</td>
<td></td>
<td>●</td>
<td>Attendance</td>
</tr>
<tr>
<td></td>
<td>K-12 School Monthly Enrollment Worksheet</td>
<td></td>
<td>●</td>
<td>Attendance</td>
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<td></td>
<td>Saturday School Attendance Register</td>
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<td>●</td>
<td>Attendance</td>
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<tr>
<td></td>
<td>Secondary Absence Notification to Parent</td>
<td></td>
<td>●</td>
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<tr>
<td></td>
<td>Short-Term Independent Study for Grades 7-12</td>
<td>●</td>
<td>●</td>
<td>Auditing/Finance</td>
</tr>
<tr>
<td>105831</td>
<td>Short-Term Independent Study for Grades K-6</td>
<td>●</td>
<td>●</td>
<td>Auditing/Finance</td>
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<td>Single Period Positive Attendance Validation Form</td>
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<td>Attendance</td>
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<tr>
<td></td>
<td>STIS - Master List of Students on Independent Study</td>
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<tr>
<td>105992</td>
<td>STIS Individual Class Assignment for 7-12</td>
<td>●</td>
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<td>Auditing/Finance</td>
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<td>Tardy Log</td>
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<td>Attendance</td>
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<td>Tardy Slip - Secondary</td>
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</tr>
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<td>105843</td>
<td>Tardy Slip Elementary NCR</td>
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<td>●</td>
<td>Attendance</td>
</tr>
<tr>
<td></td>
<td>Teacher Attendance-Correction/Cancellation</td>
<td></td>
<td>●</td>
<td>Attendance</td>
</tr>
<tr>
<td>105926</td>
<td>Temporary Home Assignment - Elementary only</td>
<td></td>
<td>●</td>
<td>Auditing/Finance</td>
</tr>
</tbody>
</table>
Agreement for Pupil to Continue in Kindergarten

SAN JUAN UNIFIED SCHOOL DISTRICT
Division of Teaching and Learning
3738 Walnut Avenue, Carmichael, CA 95608

Agreement for Pupil to Continue in Kindergarten
Reflects amendments to Education Code Sections 46300 and 49011, effective January 1, 1992

Name of Pupil: ________________________________

Kindergarten Attendance Anniversary Date: ____________________________
(One year from date of enrollment)

Name of Principal Approving for the District: __________________________

School of Attendance: ________________________________

Information for parent or guardian:
California law provides that after a child has been lawfully admitted to a kindergarten and has attended for a year, the child shall be promoted to the first grade unless the school district and the child’s parent/guardian agree to having the child continue to attend kindergarten for not longer than one additional year. This rule applies whether a child begins kindergarten at the beginning of a school year or at some later date, so that a child who begins kindergarten in January, for example, shall be promoted the following January unless there is formal agreement to having him or her continue in kindergarten. Because kindergarten age children often do not develop at steady or predictable rates, the California Department of Education recommends that approval for a child to continue not be given until near the anniversary of a child’s admittance to kindergarten.

I agree to having my child (named above) continue in kindergarten until ____________________________
(May not be more than one year beyond anniversary)

Date: ____________________________

Signature of Parent/Guardian: ____________________________

Date: ____________________________

Print name of Parent/Guardian: ____________________________

Address: ____________________________

Street Address: ____________________________

City: ____________________________

State: ____________________________

Zip Code: ____________________________

Telephone: Home: ____________________________

Work: ____________________________

Cell: ____________________________

Original: Cumulative Folder  Copy: Parent/Guardian  Copy: Site Records (3 years)  Copy: Director
rev 08/08/11 jy 
To locate form online search Forms & Docs, keyword: Reporting To Parents Continue in K
## Attendance Verification Phone Log

<table>
<thead>
<tr>
<th>SCHOOL NAME</th>
<th>STUDENT NAME</th>
<th>STATUS OF A sockets in D885</th>
<th>DATE</th>
<th>REASON FOR ABSENCE</th>
<th>PHONE NUMBER</th>
<th>RESULT</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**School Name:**

**Student Name:**

**Status of Absence:**

- 1: Excused
- 2: Tardy
- 3: Absent
- 4: Unexcused

**Date:**

**Reason for Absence:**

**Phone Number:**

**Result:**

**Comments:**
San Juan Unified School District
Office of Student Assistance & Prevention Programs/OSAPP
Attendance Improvement Program
4826 Kenneth Avenue, Carmichael, CA 95608
TEL: 916-971-7022  FAX: 971-7347

CHRONIC ILLNESS VERIFICATION FORM

STUDENT/DOB/GRADE:

Forward to: 
School Fax Number

Dear Physician,

Your patient is a student enrolled in San Juan Unified School District. For our records, please list the chronic illness diagnosed for the student. Also, please check or list symptoms that would not warrant an office visit, but might require the child to stay home from school. This will allow the parent to verify illnesses, by listing in writing to the school the symptoms designated below, without bringing the child to your office for an examination. This document expires at the end of the academic year it was received.

Physician Verification

Physician signature and Printed name date
(Copy of business card or letterhead is required)

Chronic Illness/Medical Diagnosis:

Symptom(s):

Expected frequency of episodes and length of absence per episode day(s).

Neurological system
- Lethargy
- Dizziness/unsteadiness
- numbness in extremities
- petit mal seizures
- grand mal seizures
- severe headache
- blurred vision

Integumentary system
- skin lesions
- infections
- edema

Musculoskeletal system
- pain
- inflammation/swelling

Respiratory system
- weakness/fatigue
- tachycardia
- continual coughing
- congested airway
- difficult breathing
- pain

Cardiovascular system
- weakness/dizziness
- palpitations
- rapid pulse
- tachycardia
- pain
- fevers/infections

Gastrointestinal system
- nausea/vomiting
- diarrhea
- constipation
- abdominal pain

Genitourinary system
- bladder/kidney infection
- fever

Ear, Nose & Throat
- chronic infections
- severe allergies
- severe asthma
- fever
- pneumonia/pneumonitis

Physician’s name and address

I hereby request and authorize the exchange of information on the above diagnosis pertaining to my child between Health Services designated staff of the San Juan Unified School District and the physician named above.

I request San Juan Unified School District to contact the parent/guardian signing this authorization before contacting the authorizing medical professional. (Initial here to request) This contact will only be made if the frequency or length of absences exceeds the numbers authorized above. I further understand with this verification, I must submit written explanations to verify each absence.

Parent/Guardian Signature and date:

All blank areas and appropriate symptoms must be filled in for form to be valid.

(Chronic Illness revised 9/01 date next year)
### Corrections Sheet

<table>
<thead>
<tr>
<th>SCHOOL NAME</th>
<th>STUDENT NAME</th>
<th>STUDENT #</th>
<th>GRADE LEVEL</th>
<th>PROGRAM</th>
<th>DATE TO CORRECT TO</th>
<th>ATTENDANCE CODE</th>
<th>REASON FOR CORRECTION</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**San Juan Unified School District**

**ATTENDANCE and/or ENTRY/LEAVE DATE CORRECTIONS**

**SCHOOL MONTH**

(The ADA/Month(s) in which the error(s) are to be corrected)

**ADJ. OR DELETION**

**SIGNATURE**

*Zangle Attendance Handbook ● Page 215*
<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>STUDENT #</th>
<th>GRADE</th>
<th>PROGRAM</th>
<th>DATE TO CORRECT</th>
<th>ATTENDANCE CODE</th>
<th>REASON FOR CORRECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geiss, Dina</td>
<td>2285353</td>
<td>6</td>
<td>1</td>
<td>9/24</td>
<td>J</td>
<td>Completed IS, gets 3 of 5 days</td>
</tr>
<tr>
<td>Kugelman, Ken</td>
<td>3317979</td>
<td>4</td>
<td>2</td>
<td>9/22</td>
<td>X</td>
<td>Office error in posting</td>
</tr>
<tr>
<td>Kenny, Linda</td>
<td>3332828</td>
<td>3</td>
<td>1</td>
<td>9/17</td>
<td></td>
<td>Leave/Drop from grade 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>1</td>
<td>9/18</td>
<td></td>
<td>Entered grade 4, promotion</td>
</tr>
<tr>
<td>Jones, John</td>
<td>4447979</td>
<td>1</td>
<td>1</td>
<td>9/15</td>
<td></td>
<td>Leave/Drop from program 1 Regular</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9/16</td>
<td></td>
<td>Entered on 9/16 due to SDC</td>
</tr>
<tr>
<td>Smith, Mary</td>
<td>4446565</td>
<td>3</td>
<td>2</td>
<td>8/25</td>
<td></td>
<td>Repeated discipline issue</td>
</tr>
<tr>
<td></td>
<td>3334564</td>
<td>3</td>
<td>2</td>
<td>9/19</td>
<td></td>
<td>Entered by wrong number</td>
</tr>
<tr>
<td>Johnson, Stacey</td>
<td>2279977</td>
<td>6</td>
<td>1</td>
<td>9/9</td>
<td>J</td>
<td>Contract - student returned early before end of contract</td>
</tr>
<tr>
<td>Silveira, Jose</td>
<td>3385564</td>
<td>3</td>
<td>2</td>
<td>9/25</td>
<td></td>
<td>Legal name change to Rodrigues, Jose</td>
</tr>
<tr>
<td>Washington, Bob</td>
<td>2689977</td>
<td>6</td>
<td>1</td>
<td>8/22</td>
<td></td>
<td>entered grade 4 in error, should be grade 5</td>
</tr>
<tr>
<td>Madison, Julie</td>
<td>4492020</td>
<td>K</td>
<td>2</td>
<td>9/16</td>
<td>E</td>
<td>had Dr's not but was not posted</td>
</tr>
<tr>
<td>Jefferson, Susan</td>
<td>2270044</td>
<td>6</td>
<td>1</td>
<td>9/9</td>
<td>J</td>
<td>posting error, was THA contract not IS</td>
</tr>
<tr>
<td>Tervillger, Bernice</td>
<td>98846</td>
<td>5</td>
<td>1</td>
<td>9/28</td>
<td></td>
<td>Changed VFD leave date - 3 days absent 2 day ADA (5 gross days of change)</td>
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<tr>
<td>Rew, Sharon</td>
<td>118843</td>
<td>2</td>
<td>2</td>
<td>9/16</td>
<td>A</td>
<td>Per Te Att Corr/Can Form - absent to tardy</td>
</tr>
</tbody>
</table>

**SIGNATURE**

**DATE**

Correction was expedited
<table>
<thead>
<tr>
<th>Name of Employee Verifying</th>
<th>DATE</th>
<th>STUDENT NAME</th>
<th>NAME OF AUTHORIZED PERSON &amp; RELATIONSHIP TO STUDENT</th>
<th>TIME IN</th>
<th>TIME OUT</th>
<th>REASON</th>
<th>SIGNATURE</th>
</tr>
</thead>
</table>

As of 6/10/09

School Name and Number:
Elementary Absence Notification to Parent

SAN JUAN UNIFIED SCHOOL DISTRICT
ATTENDANCE OFFICE
ABSENCE NOTIFICATION TO PARENT
ELEMENTARY

SCHOOL NAME__________________________

____________________________________  ______________________
Student name                          Grade

Was absent on ________________________  Reason for absence: ________________________
Date(s)

Print Parent Name and relation to student Parent Signature Today’s Date

Attention Parents: Any absence not cleared will result in truancy (For more information see the attendance in the Parent Handbook or contact the school office).
# San Juan Unified School District
## K-12 School Monthly Enrollment Worksheet

### Month Ending Day

<table>
<thead>
<tr>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>SCHOOL TOTAL</th>
</tr>
</thead>
</table>

### Previous Enrollment

### Enrollment Entries

### Distinct Students

### Enrollment Exits

### Ending Enrollment

### Worksheet Preparation for Enrollment

1. Obtain Previous Enrollment figures from Ending Enrollment on Prior Month Enrollment Worksheet.
   (Exception: In the 1st ADA Month of the school year (ADA Month 2) this is the number of students enrolled (from Enrolled Student List) as of first school day less adjustment for no-shows. Students enrolled on the first day of school are part of the Previous Count, NOT part of the Enrollment Entries Count. (see Attendance Handbook))
2. Record "Enrollment Entries" from the monthly enrollment list on the "Enrollment Entries" line by grade.
3. Calculate "District Students" line by adding "Enrollment Entries" to the "Previous Enrollment" line for each grade total.
4. Record "Enrollment Exits" from the monthly withdrawal list on the "Enrollment Exits" line by grade.
5. Calculate "Ending Enrollment" by subtracting "Enrollment Exits" from the "District Students" for each grade and total.

I certify the Monthly Enrollment Worksheet has been reconciled with the ADA/ADM Report.

**Signature**

**Date**

**Revised 7/7/11**
# Saturday School Attendance Register

<table>
<thead>
<tr>
<th>Reason</th>
<th>Absence Code</th>
<th>ADA Eligible</th>
<th>Student Name</th>
<th>Student ID</th>
<th>Grade</th>
<th>Phone</th>
<th>Status</th>
<th>Date of Absence</th>
<th>Date</th>
<th>Absence Code</th>
<th>Attendance Made Up</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Panic/Abnormal</td>
<td>1</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Suspension</td>
<td>2</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternative</td>
<td>3</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
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<tr>
<td>Other</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

To be completed and signed before Saturday School.

Teacher Signature

Administrator Signature

Certify that the student was on time and in attendance.

Attendance is defined as being present at the school, on time, and participating in school activities for the entire school day. Only students with a valid attendance record are allowed to participate in Saturday School activities. No absences during the school year. Only students with a valid attendance record are allowed to participate in Saturday School activities.
Secondary Absence Notification to Parent

SAN JUAN UNIFIED SCHOOL DISTRICT
ATTENDANCE OFFICE
ABSENCE NOTIFICATION TO PARENT
SECONDARY

SCHOOL NAME,________________________

_________________ Student name _____________ Grade ___________

Was absent on _______________. Reason: __________________________

Date

Parent Name and relation to student Parent Signature Today’s Date

Attention Parents: Any absence not cleared will result in truancy (For more information see the attendance pages in the Parent Handbook or contact your school office).

Attention Students: Failure to return this notice on the next school day could result in disciplinary Action (See your school’s handbook for more information).
Short-Term Independent Study for Grades K-6

Enclosed is a packet of instructions necessary to put a student on Short-Term (less than one semester) Independent Study. Obtain Master Agreement forms from district stores/warehouse (#105831).

You can utilize independent study when the student:
- attends family funeral
- has family illness/emergency
- is pending evaluation or alternative placement
- is waiting for a decision on a critical incident
- has an unavoidable personal family business

Please note:
- Work must be returned every two weeks to the Supervising Teacher for review and grading.
- Suspended or expelled students cannot earn ADA in independent study.
- Independent study cannot replace Home & Hospital Instruction (when a student is expected to be out of school for at least 3 weeks and has a doctor's reason why they cannot attend the regular classroom).
- If the student is in special education, the I.E.P. must include independent study.
- Instructions are enclosed for recording attendance.
- No ADA can be claimed unless the following procedures are followed.

We can give you any support that you need. If you have questions or concerns about this packet, please contact the Internal Auditor at 971-7270.
DIRECTIONS FOR ELEMENTARY SCHOOLS AND TEACHERS

Use this process for claiming and documenting ADA for students of special circumstances who are temporarily not attending school (Short-Term Independent Study). Students should be gone a minimum of one week (5 days).

No ADA can be claimed unless the following procedures are followed:

BEFORE the Student Leaves:

The School Office:
- Will ensure that the contract is completed in full. Parent/Guardian, Student, Supervising Teacher and Principal must sign AND date Master Agreement (contract), at which time a Begin date and an End date of contract is determined. These signatures must be dated PRIOR to the Begin date of the contract.
- The supervising teacher must be a certificated teacher employed by the district. The supervising teacher will coordinate the work assignments and determine the number of days of academic credit. The supervising teacher must personally review and evaluate the time value determined by the individual classroom teachers.
- ADA credit is only received for contracts of 5 days or more.
- Work product (i.e. assignments) is issued to the student. It is explained to the student and parent that the work product must be turned in by the next school day after the student returns (End date) in order to receive attendance credit.
- To ensure full funding of the Master Agreement/Contract, fax a copy to Central Attendance for review. Fax number 979-8032.

The Student and Parent:
- Reads and signs the Master Agreement

When the student returns:

The Student:
- The student must turn in his work product (i.e. assignment) on the next school day following the “End date” on the Master Agreement/Contract in order to receive attendance credit for contracts 5 days or greater. Failure to turn in work product will disallow all ADA associated with this contract.

The Teacher:
- The classroom teacher dates and initials the work product when it is received from the student.
- The classroom teacher evaluates, corrects and grades the work that has been completed by the student.
- The teacher determines the amount of “Attendance Credit Days” that can be given based on the time value of student work completed.
- Indicates on the roll sheet a “J” on the last day the student is gone on the Short-Term Independent Study.
- The teacher returns the completed Master Agreement/Contract with work samples to the School Office for attendance processing.
Short-Term Independent Study for Grades K-6

(continued)

The School Office:
- Changes the “F” absence code to “I”’s for the amount of Attendance Credit completed as noted on on the Master Agreement/Contract based upon the Teacher’s assessment of work completed.
- For those contracts which are less than 5 days, leave the “F” code in the Student System, regardless of whether the work is completed or not (to collect ADA, minimum contract length is 5 days).
- Staples Master Agreement/Contract and work sample together, and places it in the school attendance file with the monthly detail.

When the above procedures have been completed, the K-6 school can claim ADA. Partial days cannot be claimed if the student doesn’t meet the minimum day requirements.

Please note: With Short-Term Independent Study, a day of ADA is equal to the minimum day requirement:
- Kindergarten is 200 minutes(inclusive of recesses, increments of 3 hours a day)
- Grades 1-3 is 230 minutes(exclusive of recesses, increments of 4 hours a day)
- Grades 4-8 is 240 minutes(exclusive of recesses, increments of 4 hours a day)
Short-Term Independent Study for Grades K-6
(continued)

San Juan Unified School District

MASTER AGREEMENT FOR SHORT-TERM INDEPENDENT STUDY K-6
(Fax to Central Attendance: 979-8032)

Name: ____________________________ School: ____________________________
Grade: ____________________________ Student ID #: ____________________________
BEGIN Date: ____________________________ END Date: ____________________________

Work Product is Due to the School: ____________________________ (Teachers must sign & date work samples when received)

* The Work Product (i.e. homework assignment) is due on the next school day following the "END Date" from above.

AGREEMENT: We have read all pages and attachments of this agreement and hereby agree to all conditions set forth:

Student Date Supervising Teacher Date

Parent Date Principal Date

Assignment & Work Record

<table>
<thead>
<tr>
<th>Course Subject</th>
<th>Description of Assignment and Books/Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
</tr>
<tr>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td></td>
</tr>
<tr>
<td>Music</td>
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<tr>
<td>Health</td>
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<tr>
<td>Physical Education</td>
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<tr>
<td>Other</td>
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</tbody>
</table>

Manner & Method of Evaluation: (check all that apply)

☐ Review & Grading of Assignments ☐ Oral Interview or Presentation
☐ Written Test ☐ Other ___________________

Attendance Credit: __________ days (round down to “whole” days)

Supervising Teacher’s Signature: ____________________________ Date: __________

Form #015811 WHITE-School Copy YELLOW-Teacher Copy PINK-Parent Copy Rev 07/00

STUDENT INFORMATION SYSTEM
Short-Term Independent Study for Grades K-6

(continued)

SAN JUAN UNIFIED SCHOOL DISTRICT
MASTER AGREEMENT FOR SHORT-TERM INDEPENDENT STUDY K-6

OBJECTIVE: The student will complete the courses listed below during the term of this agreement as they are outlined in the San Juan Unified School District Curriculum.

- Language Arts
- Mathematics
- Physical Education
- Work Habits
- Art
- Music
- Social Studies
- Social Skills
- Science
- Health

- The major objective for the duration of this agreement is to enable the student to keep current with the appropriate grade studies (for the period covered).
- This agreement is to enable the student to successfully reach the objectives and complete the assignments identified in the assignment and work record form(s) that will be part of this agreement. With the support of the parent or guardian, the student will submit assignments on or before the due date.
- According to district policy for independent study in grades K-6, no more than two weeks may elapse between the date assignments are made by the teacher and the date it is due, unless an exception is made in accordance with district policy.
- The San Juan Unified School District will provide the teacher services, instructional materials, and other necessary items and resources as specified for each assignment.

STUDENT: I understand that:

$ Short-Term Independent study is an optional educational alternative in which no pupil is required to participate.
$ I am entitled to textbooks, a teacher, and all school district services and resources.
$ I agree to complete all my assigned work and achieve at least the minimum performance requirements.
$ If I do not give evidence of completed assignments, I will not receive any credit.
$ I have the same rights as any student of the San Juan Unified School District.
$ The assigned work is due no later than the next school day following the “END DATE” of this agreement.
$ I must follow the Discipline Code and Behavior Guidelines of the San Juan Unified School District.

The PARENT: Understands the above, and is:

$ Responsible for the supervision of the student while he/she is completing the assigned work and for submitting all completed assignments necessary for evaluation.
$ Liable for the cost of replacement or repair for damaged or lost books and other materials that are checked out to the student.
$ Aware that if the student has an individualized education program (I.E.P.), the I.E.P. must specifically provide for his/her enrollment in independent study.
$ Able to appeal to the school administrator any decision about the student's placement or school program according to the school district's procedures.
Short-Term Independent Study for Grades 7-12

Short-Term Independent Study (STIS) for 7-12

Enclosed is a packet of instructions necessary to put a student on independent study. Obtain Master Agreement forms from district stores/warehouse (#105981, #105992).

You can utilize independent study when the student:
• Attends family funeral
• Has family illness/emergency
• Is pending evaluation/alternative placement or
• Is waiting for a decision on a critical incident
• Has an unavoidable personal family business.

Please note:
• According to district policy for independent study in grades 7-12, no more than two weeks may elapse between the date assignments are made by the teacher and the date it is due, unless an exception is made in accordance with district policy.
• Suspended or expelled students cannot earn ADA in independent study.
• Independent study cannot replace Home & Hospital Instruction (when a student is expected to be out of school for at least 3 weeks and has a doctor’s reason why they cannot attend the regular classroom).
• If the student is in Special Education, the I.E.P. must include independent study.
• Instructions are enclosed for doing attendance.
• No ADA can be claimed unless the following procedures are followed.

We can give you any support that you need. If you have questions or concerns about this packet, please contact El Sereno (971-5060) for grade 7-12 concerns.

Short-Term Independent Study (STIS) for 7-12
El Sereno will be available between the 2nd Friday in September through the 4th Friday in May

Rev 03/08
DIRECTIONS FOR SHORT TERM INDEPENDENT STUDY 7-12

No ADA can be claimed unless the following procedures are followed:

SITE ADMINISTRATION

Before the Student Leaves:

1. At least 5 school days prior to absence: The Student, Parent and School Administration must complete a “Master Agreement for Short-Term Independent Study” form (and fax it to El Sereno School (971-5070), if utilizing their services).

2. Student, Parent and School Administrator must sign and date Master Agreement at which time a date of departure and a day of returning to school is determined (the signature dates may proceed the entry date but must never back date the entry date).

3. Upon receiving a properly approved contract, El Sereno/staff will contact the student, parent and school staff and make arrangements to meet with the student and/or parents to complete the processing of the “MASTER AGREEMENT FOR SHORT-TERM INDEPENDENT STUDY (7-12)” and arrange class assignments.

4. Work product (i.e. assignments) is issued to the student and it is then explained to the student and parent that the work product must be turned in by the next school day after the student returns (exit date) in order to receive attendance credit. For those contracts greater than two weeks, district policy for independent study in grades 7-12 states that “no more than two weeks may elapse between the date assignments are made by the teacher and the date it is due, unless an exception is made in accordance with district policy.”

5. ADA credit is only received for contracts of 5 days or more.

6. The Supervising teacher must be a certificated teacher employed by the district. The Supervising teacher will coordinate the work assignments and determine the number of days of academic credit based upon the time value determined by a review of the individual work assignments.

7. A list of the subjects being offered must be listed on the Master Agreement under subject.
   a. A copy of the “Individual Class Assignment (form 105992)” form needs to be filled out completely by the teacher(s), with the objective and assignment. Pink copy goes to the student.

When the student returns:

1. The student must turn in his work product (i.e. assignment) on the next school day following the exit date on the Master Agreement in order to receive attendance credit for contracts 5 days or greater.

2. The site administration dates and initials the work product when it is received from the student and places in El Sereno pick-up location, if applicable.

3. The Supervising teacher retrieves and then evaluates/grades the work assignment that has been completed by the student. In some cases the class teacher grades the work assignment.

4. The Supervising teacher determines the amount of attendance credit that can be given based on the time value of student work completed. The hours of credit are noted on the “Individual Class Assignment” form where it says attendance credit.

Rev 03/08
DIRECTIONS FOR SCHOOL ADMINISTRATION (continued)

5. The Supervising teacher completes the “Individual Class Assignment” form, signs and dates it.

6. The Supervising teacher must record anywhere along the top page of the work product packet (each class assignments) the following information:
   a. Their signature or initials
   b. Academic credit or grade represented by sample
   c. Apportionment credit represented by sample (e.g. one day out of ten days)
   d. Date evaluated

7. The Supervising teacher must transfer the hours of credit from each “Individual Class Assignment” form to the Master Agreement. The Supervising teacher then returns to the Attendance department:
   a. Completed Master Agreement (all signatures, attendance credit, etc)
   b. Completed Individual Class Assignment (all signatures, attendance credit, grades, etc)
   c. Original work samples (should show proof of grading, signature, date)

ATTENDANCE OFFICE

Prior to Student Departure:

1. A “J” code is entered into Pertaine for the dates that the student will be absent per Master Agreement.

Upon Student Return:

1. For contracts which are 5 days or more, take the amount of attendance credit that the coordinating teacher has recorded on the Master Agreement and change the “J” to an “I” for that amount of days.

2. For those contracts where a student returns early (absence less than 5 days), leave the “J’s” on the Pertaine system.

3. ONLY POST those days of attendance actually earned per the Master Agreement. For example, a 7-day contract with a student earning only 4 days of attendance credit would mean that the Attendance staff would only change 4 of the 7 “J” codes to “I” code.

4. Keep the white copy of the Master Agreement for Short-Term Independent Study (7-12), white copy of each “Individual Class Assignment” by topic and the original work product (fully graded) sample with the attendance records.

rev 03/08
SAN JUAN UNIFIED SCHOOL DISTRICT
MASTER AGREEMENT FOR SHORT-TERM INDEPENDENT STUDY (7-12)

- The major objective for the duration of this agreement is to enable the student to keep current with the appropriate grade studies (for the period covered).
- This agreement is to enable the student to successfully reach the objectives and complete the assignments identified in the assignment and work record form(s) that will be part of this agreement. With the support of the parent or guardian, the student will submit assignments on or before the due date.
- According to district policy for independent study in grades 7-12, no more than two weeks may elapse between the date assignments are made by the teacher and the date it is due, unless an exception is made in accordance with district policy.
- The San Juan Unified School District will provide the teacher services, instructional materials, and other necessary items and resources as specified for each assignment.

STUDENT- I understand that:

- Short-Term Independent study is an optional educational alternative in which no pupil is required to participate.
- Short-Term Independent study is a privilege not a right.
- I am entitled to textbooks, a teacher, and all school district services and resources.
- I agree to complete all my assigned work and achieve at least the minimum performance requirements.
- If I do not give evidence of completed assignments, I will not receive any credit.
- I have the same rights as any student of the San Juan Unified School District.
- The assigned work is due no later than the next school day following the “End Date” of this agreement.
- I must follow the Discipline Code and Behavior Guidelines of the San Juan Unified School District.

THE PARENT- Understands the above, and is:

- Responsible for the supervision of the student while he/she is completing the assigned work and for submitting all completed assignments necessary for evaluation.
- Liable for the cost of replacement or repair for damaged or lost books and other materials that are checked out to the student.
- Aware that if the student has an individualized education program (I.E.P.), the I.E.P. must specifically provide for his/her enrollment in independent study.
- Able to appeal to the school administrator any decision about the student’s placement or school program according to the school district’s procedures.
Short-Term Independent Study for Grades 7-12

---

**San Juan Unified School District**

**MASTER AGREEMENT FOR SHORT-TERM INDEPENDENT STUDY (7-12)**

Name: ___________________________ School: ___________________________

Grade: ___________________________ Student ID #: ___________________________

BEGIN Date: ______________________  END Date: ______________________

Work Product is Due to the School:

*The Work Product (i.e. homework assignment) is due on the next school day following the "END Date" from above.*

**AGREEMENT:** We have read all pages and attachments of this agreement and hereby agree to all conditions set forth:

---

Student: ___________________________ Date: ________________

Supervising Teacher: ___________________________ Date: ________________

Parent: ___________________________ Date: ________________

School Administrator: ___________________________ Date: ________________

---

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<tr>
<th>Period</th>
<th>Teacher</th>
<th>Subject</th>
<th>Grade</th>
<th>Hours Earned</th>
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Total Hours __________________

Divided by Minimum Day Equivalent: **4 hours**

Equals Days of Attendance Credit (Round Down): _________________ (A)

Number of Days of Contract: _________________ (B)

Days of Apportionment Credit - Choose the lesser of line (A) or (B): __________________

---

Supervising Teacher’s Signature*: ___________________________ Date: ________________

---

*Supervising teacher must evaluate, sign & date first page of the work product packet (all class assignments)
## Short-Term Independent Study for Grades 7-12

(continued)

### San Juan Unified School District

**INDIVIDUAL CLASS ASSIGNMENT**

<table>
<thead>
<tr>
<th>Pupil Name:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject/Period:</td>
<td>Course Code:</td>
</tr>
<tr>
<td>BEGIN Date:</td>
<td>END Date:</td>
</tr>
</tbody>
</table>

### Objective:

<table>
<thead>
<tr>
<th>Assignment (Include Resources &amp; Materials)</th>
<th>Due Date</th>
<th>Date Rec’d</th>
<th>Staff Signature</th>
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**Manner & Method of Evaluation:**
(check all that apply)

- [ ] Review & Grading of Assignments
- [ ] Written Test
- [ ] Oral Interview or Presentation
- [ ] Other __________

**Teacher’s Comments/Grade:**

________________________________________________________________________

Number of Hours for purposes of assigning "Attendance" credit: ___________

Teacher’s Signature: ___________________________ Date: __________

A copy of this form must be kept in the attendance office with a copy of an "Original" work sample (Must show proof of grading & review)

Form #105092  WHITE-Attendance Copy  YELLOW-Teacher Copy  PINK-Pupil Copy  Rev-03/08
## SAN JUAN UNIFIED SCHOOL DISTRICT
### MASTER LIST of STUDENTS on INDEPENDENT STUDY

School #/ADA Month: ______________________

<table>
<thead>
<tr>
<th>Before Student Leaves on Independent Study Contract</th>
<th>After Student Returns to School</th>
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</thead>
<tbody>
<tr>
<td><strong>Student's Name</strong></td>
<td><strong>Student's I.D. No.</strong></td>
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</tbody>
</table>
Single Period Positive Attendance Validation Form

San Juan Unified School District

School ________________

Teacher Name: _________________________________

The following student was not marked absent from your class on the specified date. However, the student was marked absent both the period before and after your class. Please check your attendance records carefully and verify by checking the appropriate box as to whether or not the student listed was absent or present in the your class on the date shown.

Student Name: _________________________________

Date being verified: ________________ Period ______ Absent □ Tardy □ Present □

I verify that the above information is accurate and recorded on my permanent attendance record.

__________________________________________  ________________
Teacher Signature  Date

San Juan Unified School District

Single Period Positive Attendance Validation Form

School ________________

Teacher Name: _________________________________

The following student was not marked absent from your class on the specified date. However, the student was marked absent both the period before and after your class. Please check your attendance records carefully and verify by checking the appropriate box as to whether or not the student listed was absent or present in the your class on the date shown.

Student Name: _________________________________

Date being verified: ________________ Period ______ Absent □ Tardy □ Present □

I verify that the above information is accurate and recorded on my permanent attendance record.

__________________________________________  ________________
Teacher Signature  Date
# K-8 Enrollment Entry List

SAN JUAN UNIFIED SCHOOL DISTRICT
K-8 STUDENT ENROLLMENT ENTRY LIST

<table>
<thead>
<tr>
<th>ENTRY</th>
<th>STUDENT'S NAME</th>
<th>STUDENT NUMBER</th>
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**ADDITIONAL INFORMATION**

**TOTAL**

If List is more than one page long, then please use grand totals at bottom of last page of list:

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**PAGE OF PAGE:**

I certify the Student Enrollment List has been reconciled with the Gain/Loss report.

Signature __________________________ Date ________________

W:/Audit/ken Attendance/Reconciling

REVISED 7/6/11
# 6-8 Student Enrollment Exit List

<table>
<thead>
<tr>
<th>EXIT DATE</th>
<th>STUDENT'S NAME</th>
<th>STUDENT NUMBER</th>
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</table>

**TOTAL**

If List is more than one page long, then please use grand totals at bottom of last page of list:

**GRAND TOTAL**

PAGE OF PAGE: ____________________________

I certify the Student Withdrawal List has been reconciled with the Gain/Loss Report.

Signature ____________________________ Date ____________________________

W:\Audit\Ken\Attendance\Reconciliation

REVISED 7/8/11
# Tardy Log

**SAN JUAN UNIFIED SCHOOL DISTRICT**

**TARDY LOG**

<table>
<thead>
<tr>
<th>DATE</th>
<th>STUDENT NAME</th>
<th>RELATIONSHIP &amp; NAME OF PERSON VERIFYING</th>
<th>TEACHER OR GRADE</th>
<th>TIME IN</th>
<th>REASON</th>
<th>CODE POSTED **</th>
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</tbody>
</table>

* Post in Zangle by individual student in Attendance History or Rapid Entry NOT by Teacher/CLASS ENTRY

** Tardy < 30 Minutes unexcused = T  
B  Tardy > 31 Minutes  
L  Excused Tardy

---

**SIGNATURE & DATE of Person Responsible for Verifying Completion of Form**

As of 6/10/09
### Tardy Slip Secondary

**Tardy Slip**  
*San Juan Unified School District*

<table>
<thead>
<tr>
<th>Name</th>
<th>Student ID#</th>
<th>Date</th>
</tr>
</thead>
</table>

- **Excused tardy**  
- **Tardy <or=30 min/unexcused**  
- **Tardy >30 min/unexcused**

**Period(s) absent:**  
1 2 3 4 5 6 7  (Use periods as it applies to your site)

**Time arrived at school**  
Reason

- **Verified by:**  
  - Mother  
  - Father  
  - Guardian  
  - Other

- **How verified:**  
  - Note  
  - Phone  
  - Came in  
  - Other

<table>
<thead>
<tr>
<th>School Site</th>
<th>Signature</th>
</tr>
</thead>
</table>

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**Tardy Slip**  
*San Juan Unified School District*

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  - Other

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*San Juan Unified School District*

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</tr>
</thead>
</table>
Tardy Slip, Elementary

TARDY SLIP
San Juan Unified School District
P–6 Division

Name ____________________________
Date ____________________________ Time ____________________________
Teacher ____________________________ Room ____________________________
REASON
☐ Medical ☐ Missed Bus ☐ Overslept
☐ Other ____________________________
Signature ____________________________

FORM #105843 Revised 4/96

TARDY SLIP
San Juan Unified School District
P–6 Division

Name ____________________________
Date ____________________________ Time ____________________________
Teacher ____________________________ Room ____________________________
REASON
☐ Medical ☐ Missed Bus ☐ Overslept
☐ Other ____________________________
Signature ____________________________

FORM #105843 Revised 4/96

TARDY SLIP
San Juan Unified School District
P–6 Division

Name ____________________________
Date ____________________________ Time ____________________________
Teacher ____________________________ Room ____________________________
REASON
☐ Medical ☐ Missed Bus ☐ Overslept
☐ Other ____________________________
Signature ____________________________

FORM #105843 Revised 4/96

TARDY SLIP
San Juan Unified School District
P–6 Division

Name ____________________________
Date ____________________________ Time ____________________________
Teacher ____________________________ Room ____________________________
REASON
☐ Medical ☐ Missed Bus ☐ Overslept
☐ Other ____________________________
Signature ____________________________

FORM #105843 Revised 4/96
### Teacher Attendance Correction/Cancellation

<table>
<thead>
<tr>
<th>SAN JUAN UNIFIED SCHOOL DISTRICT</th>
<th>TEACHER ATTENDANCE CORRECTION/CANCELLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAST NAME OF PUPIL</td>
<td>FIRST NAME</td>
</tr>
<tr>
<td>ROOM</td>
<td>TEACHER SIGNATURE</td>
</tr>
</tbody>
</table>

Mark student:

- [ ] Absent
- [ ] Tardy
- [ ] Tardy

Cancel Previous:

- [ ] Absent
- [ ] Tardy

*(To clear tardy 31 minutes or more, student must go to the attendance office.)*

Mark student:

- [ ] Absent
- [ ] Tardy

Cancel Previous:

- [ ] Absent

*(To clear tardy 30 minutes or more, student must go to the attendance office.)*

---

**Teacher Attendance Correction/Cancellation**

This notification certifies the change of attendance to be made in the student information system.

<table>
<thead>
<tr>
<th>Last Name of Pupil</th>
<th>First Name</th>
<th>Period</th>
<th>Date of Absence</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room</td>
<td>Teacher Signature</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mark student:

- [ ] Absent
- [ ] Tardy
- [ ] Tardy

Cancel Previous:

- [ ] Absent
- [ ] Tardy

*(To clear tardy 31 minutes or more, student must go to the attendance office.)*
TEMPORARY HOME ASSIGNMENT
Directions for Schools and Teachers

Use this process for claiming and documenting attendance for students of special circumstances who are temporarily not attending school. Students can only be gone from school less than 5 days.

No ADA can be claimed.

BEFORE THE STUDENT LEAVES:
THE HOME SCHOOL:
• Completes Temporary Home Assignment Agreement, top section and files it in the attendance folder.
• Makes sure the parent, student, principal and teacher signs the Temporary Home Assignment Agreement.

THE CLASSROOM TEACHER OR SCHOOL OFFICE:
• Indicates Temporary Home Assignment on the teacher’s roll sheet with a “Q” on each day the student is gone.
• Teacher assigns student work.
• Records uncleared absences on the roll sheet until the student returns. Use “Q” for unclesed absence.

THE PARENT:
• Reads and signs the Temporary Home Assignment Agreement.

WHEN THE STUDENT RETURNS:
THE TEACHER:
• Teacher dates and initials the homework when it is received.
• Teacher completes the certification section on the Temporary Home Assignment Agreement, and gives the bottom copy to the student. Additional forms should be given as needed.
• Submits all Temporary Home Assignment Agreement Forms and original sample work (not tests) to the home school office.
• Indicates on the roll sheet a “Q” on the last day the student is gone.

THE SCHOOL OFFICE:
• Leaves the “Q” absences for the amount of days of attendance credit for the contracts, as noted on Temporary Home Assignment form. For contracts which do not have 100% (full days) of attendance credit, change the absence code from “Q” to the absence code which corresponds to their absence reason as noted at top of the Temporary Home Assignment Agreement (shaded area).

THE HOME SCHOOL:
• Staples Temporary Home Assignment Agreement and sample homework together, and places it in the school attendance file with the monthly detail. See attached samples.

Please Note: In Temporary Home Assignment, all days can be minimum days.
ADA Minimum school day:
• Kindergarten is 200 minutes (inclusive of recesses, increments of 3 hours a day)
• Grades 1-3 is 230 minutes (exclusive of recesses, increments of 4 hours a day)
• Grades 4-8 is 240 minutes (exclusive of recesses, increments of 4 hours a day)

PLEASE BE SURE THE DAYS OF WORK COMPLETED ARE RECORDED ON THE TEMPORARY HOME ASSIGNMENT AGREEMENT.
Do not reproduce the forms. Request additional forms from district stores/warehouse (Form#105926).
Temporary Home Assignment for Elementary

Enclosed is a packet of instructions necessary to put a student on Temporary Home Assignment. Obtain Temporary Home Assignment Agreement forms from district stores/warehouse (#105926).

You can utilize Temporary Home Assignment any time the student will be gone from school for less than 5 days.

Please note:
- Temporary Home Assignment cannot replace Home & Hospital Instruction (when a student is expected to be out of school for at least 3 weeks and has a doctor's reason why they cannot attend the regular classroom).
- If the student is in special education, the I.E.P. must include independent study.
- Instructions are enclosed for doing attendance.
- **No ADA can be claimed.**
- If homework assignments are not completed, the original absence code will be used (and the student may be subject to SARB proceedings).

We can give you any support that you need. If you have questions or concerns about this packet, please call 971-7610 or 971-7609.
Temporary Home Assignment, Elementary (continued)

San Juan Unified School District

TEMPORARY HOME ASSIGNMENT K-6
No ADA - For absences less than 5 days

NAME ___________________________ SCHOOL ___________________________
GRADE ___________ STUDENT ID# ___________________________ ABSENCE REASON __________________________________________

DURATION Less than 5 days ENTRY DATE ________________ EXIT DATE ________________

Date Homework is Due to the School ________________ (Teachers must initial & date homework samples when they are received.)

AGREEMENT: We have read pages 1 and 2 of this agreement and hereby agree to all the conditions set forth.

SIGNATURES:

Student ___________________________ Date ________________ Supervisor Teacher ___________________________ Date ________________

Parent/Guardian ___________________________ Date ________________

Principal ___________________________ Date ________________ Other ___________________________ Date ________________

Assignment & Work Record Form

Entry Date ________________ Exit Date ________________ Subject(s) ___________________________

Books/Materials: (See attached as needed)

Assignments/Activities/Special Projects: (See attached as needed)

Evaluation Method(s):

Meeting(s): Frequency ________________ Time ________________ Place ________________ Manner ________________

Certification (completed by teacher)

Evaluation/Grades/Comments:

Attendance Credit: ________________days (round down - whole days only)

Supervising Teacher’s Signature ___________________________ Date ________________
TEMPORARY HOME ASSIGNMENT K-6

OBJECTIVE—The student will complete the studies listed below during the semester as they are outlined in the San Juan Unified School District curriculum.

✅ Language Arts ☑️ Mathematics ☑️ Physical Education ☑️ Work Habits
✅ Art ☑️ Music ☑️ Social Studies ☑️ Social Skills
✅ Science ☑️ Health

➤ The major objective for the duration of this agreement is to enable the student to keep current with _________ grade studies (for the period covered).

➤ This agreement is to enable the student to successfully reach the objectives and complete the assignments identified in the assignment and work record form(s) that will be a part of this agreement. With the support of the parent or guardian, the student will submit assignments on or before the due date.

➤ According to district policy for independent study in grades K-6, no more than two weeks may elapse between the date assignments are made by the teacher and the date it is due, unless an exception is made in accordance with district policy.

➤ The San Juan Unified School District will provide the teacher services, instructional materials, and other necessary items and resources as specified for each assignment.

STUDENT—I understand that:

➤ Temporary Home Assignment is a form of education that I have chosen.
➤ I am entitled to textbooks, a teacher, and all school district services and resources.
➤ I must agree to complete all my assigned work and achieve at least the minimum performance requirements.
➤ If I do not give evidence of completed assignments, this could result in a review of my agreement.
➤ I must follow the Discipline Code and Behavior Guidelines of the San Juan Unified School District.
➤ I have the same rights as any student of the San Juan Unified School District.
➤ The assigned work is due no later than the next school day following the exit date of this agreement.

The PARENT—Understands the above, and is:

➤ responsible for the supervision of the student while he/she is completing the assigned work and for submitting all completed assignments necessary for evaluation.
➤ liable for the cost of replacement or repair for damaged or lost books and other materials that are checked out to the student.
➤ aware that if the student has an individualized education program (I.E.P.), the I.E.P. must specifically provide for his/her enrollment in independent study.
➤ able to appeal to the school administrator any decision about the student’s placement or school program according to the school district’s procedures.
➤ if the homework assignments are not completed, the original absence code will be used to record the student’s attendance (the student may be subject to SARB proceedings).