Debunking Attendance Myths

Myth I:

Fact:

Myth 2:
Attendance doesn't affect the amount of classroom resources available to students.

Average Daily Attendance (ADA) is directly tied to funding, and a higher ADA generally means more resources for the school, classroom materials, technologies, educator salaries and other educational resources. It can significantly impact the overall quality of education provided. For example, raising attendance in Rocklin Unified by 1\% equals the salaries of 67 part-time instructional assistants or 9 intervention teachers!

Fact:
School funding is directly tied to student attendance. In Rocklin Unified, each day a student generates approximately $\$ 90$. School districts receive funding based on the number
of students present on a given day and over a specified period. When students have planned absences for three or more consecutive days, they should request an independent study contract and return completed work on their first day back to school.

Myth 3:
Attendance doesn't count in Transitional Kinder (TK) or Kindergarten because it isn't required.

Fact:
Attendance in TK and Kindergarten generates ADA for school districts and ensures school districts have the necessary resources to educate young children. Positive school attendance in TK and Kindergarten establishes healthy habits.

Myth 4:
Students must be at school by 10 a.m. for their attendance to count.

Fact:
School districts generate ADA when students attend school, regardless of whether they come late or leave early. If students have an unavoidable appointment, they are encouraged to attend school before and/or after.

Myth S:
Missing two days per month isn't a big deal.
Students who miss two days per month generate roughly 18 absences in a school year.
Fact: 18 days is $10 \%$ of the school year. Students who miss $10 \%$ are considered chronically absent and typically have lower academic performance and wellness indicators than their peers with positive attendance.

