

Distance Learning Attendance Plan

Engaging All Students In a
Distance Learning Only Environment

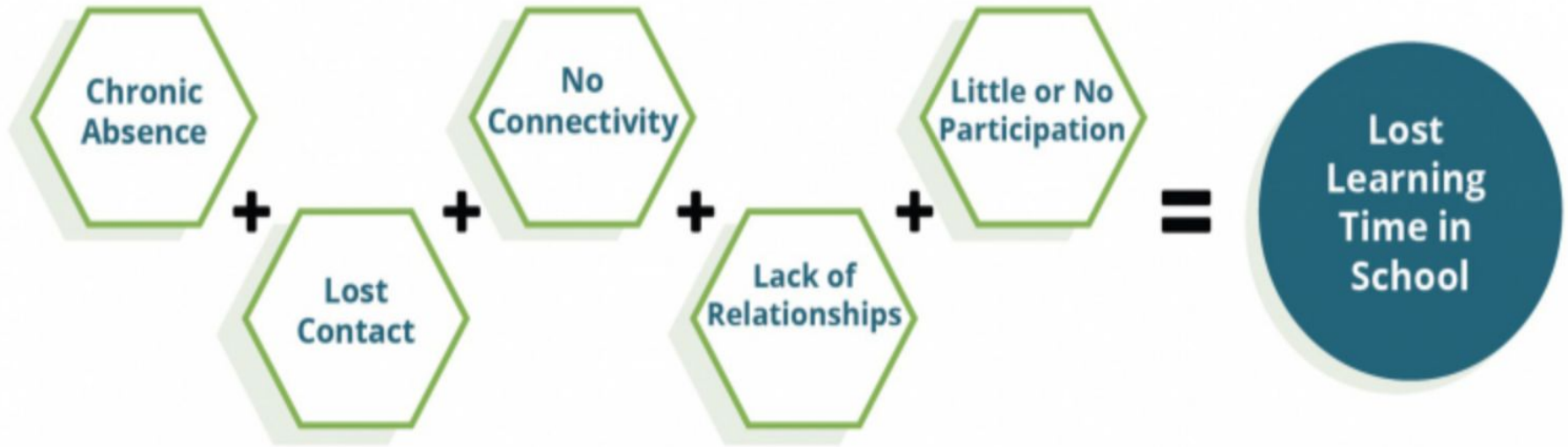
CDE Attendance Requirements for 2020/21

*Although LEAs will not be reporting ADA in FY 2020–21, LEAs are required to record and **track student attendance and participation** for the purpose of compulsory education, reporting student attendance in CALPADS for chronic absence reporting and avoiding audit penalties. Each LEA shall ensure the following is completed:*

- A weekly engagement record is completed for each student documenting the type of instruction:
 - In person or distance learning
 - Synchronous or asynchronous
 - Whole day or partial day
- Document individual daily student participation on each instructional day:
 - Tracking assignments and assessments, including whether it was completed or incomplete
 - Evidence of participation in online activities
 - Record of contacts between school employees and students or guardians

The Need to Identify and Monitor Students At Risk

Identifying Students At Risk Due to Absenteeism



4 Key Additional Attendance Measures

Additional “Attendance Measures ”

	What are we (districts, schools & community partners) trying to find out?	What are school/district responsibilities, with support from community partners?	What data can we collect? (Possible data points)	What are the equity implications?
Contact	Can we reach students and families?	Maintain regularly updated contact information.	% of families with working contact information. % of students unreachable, disaggregated by race/ethnicity, zip code, homelessness, foster care, free and reduced lunch, disabilities.	Working contact information is essential to offering supports and learning opportunities.
Connectivity	Are we ensuring all students and families have digital access and competency?	Provide access to technology and equip school staff and families to use it effectively.	% of students/families with technology (have computer, software, and internet). % of staff who have the equipment and skills to support digital learning.	Lack of technology = less access to quality learning opportunities. Digital literacy requires offering support in the home languages of families.
Relationships	Are we establishing reciprocal relationships with students and families and creating a sense of connection and support?	Ensure students and families have meaningful two-way communications with staff and each other about how to improve conditions for learning.	% of students reporting positive relationships with at least one adult in the school. % of students participating in group relationship building activities led by adults or peers (clubs, enrichment activities, advisory and mentoring). % of families reporting positive relationships with school staff. % of families reporting the opportunity to provide feedback on school decisions.	When students and families are connected to and supported by the school community, students are more likely to do well academically and stay in school.
Participation	Are students participating in learning opportunities?	Offer options to participate in meaningful learning opportunities.	% of students participating in learning opportunities at least 95% of the time. % of students missing 10% or more of learning opportunities.	Students who participate regularly are less likely to fall behind academically and graduate.

Elementary School Strategies: Proactive

- Dedicated communication to ES families via ParentSquare highlighting the importance of attendance.
- Instructional Aide assigned to each grade level to support with making calls/supporting students who synchronous learning.
- Teacher led Virtual Home Visits before school started to build early engagement, trust, and relationship building.
- Ebonie Hill, the Culture and Climate coordinator began reaching out to families of students two weeks before 8/24, who were identified to have struggled with virtual attendance in the Spring.
- School-wide community building via clubs.
- SEL PD, focusing on the trauma impact to students in a global pandemic, wellness circles, and creating positive and predictable student schedules.
- Ongoing teacher and staff PD on virtual engagement
- Clear student and family facing log in directions

Elementary School Strategies: Responsive

- Staff will make phone calls the first week to reach out to students who are not attending synchronous learning
- Ms. Ebonie to focus on students who are consistently unable to log on, and provide support as needed.
- Review of attendance in weekly COST meetings
- Student Attendance Review Team (SART) will initiate meetings early if needed.
- Initiation of the Student Attendance Review Board (SARB) if necessary.

Middle School Strategies: Proactive and Responsive

Proactive Actions

- An email to the middle school community promoting the importance of attendance
- Professional development focused on providing more engaging curriculum and instruction
- RJ Coordinator Rhiannon Landesberg has been reaching out to students who did not engage last spring to help make sure they have what they need
- WEB Orientation and new 7th/8th grade orientation and Homeroom letters and phone calls
- Extra staff to answer calls and reach out during the first week of school and to serve as non-SPED IA support

Middle School: Responsive Actions

Responsive Actions

- Assigning case loads of students to additional staff to offer weekly check-ins.
- Will make phone calls and home visits as needed in the first weeks of school to get all students connected.
- COST team will review attendance and engagement in our meetings and plan follow-up steps.
- Student Attendance Review Team (SART) will initiate meetings early if needed.
- Initiation of the Student Attendance Review Board (SARB) if necessary.

Next Steps

Principals or designees will report attendance data related to truancy at the October Board meeting including any new actions to address students who are at risk of chronic truancy.

- Data points include those listed on Slide 4.