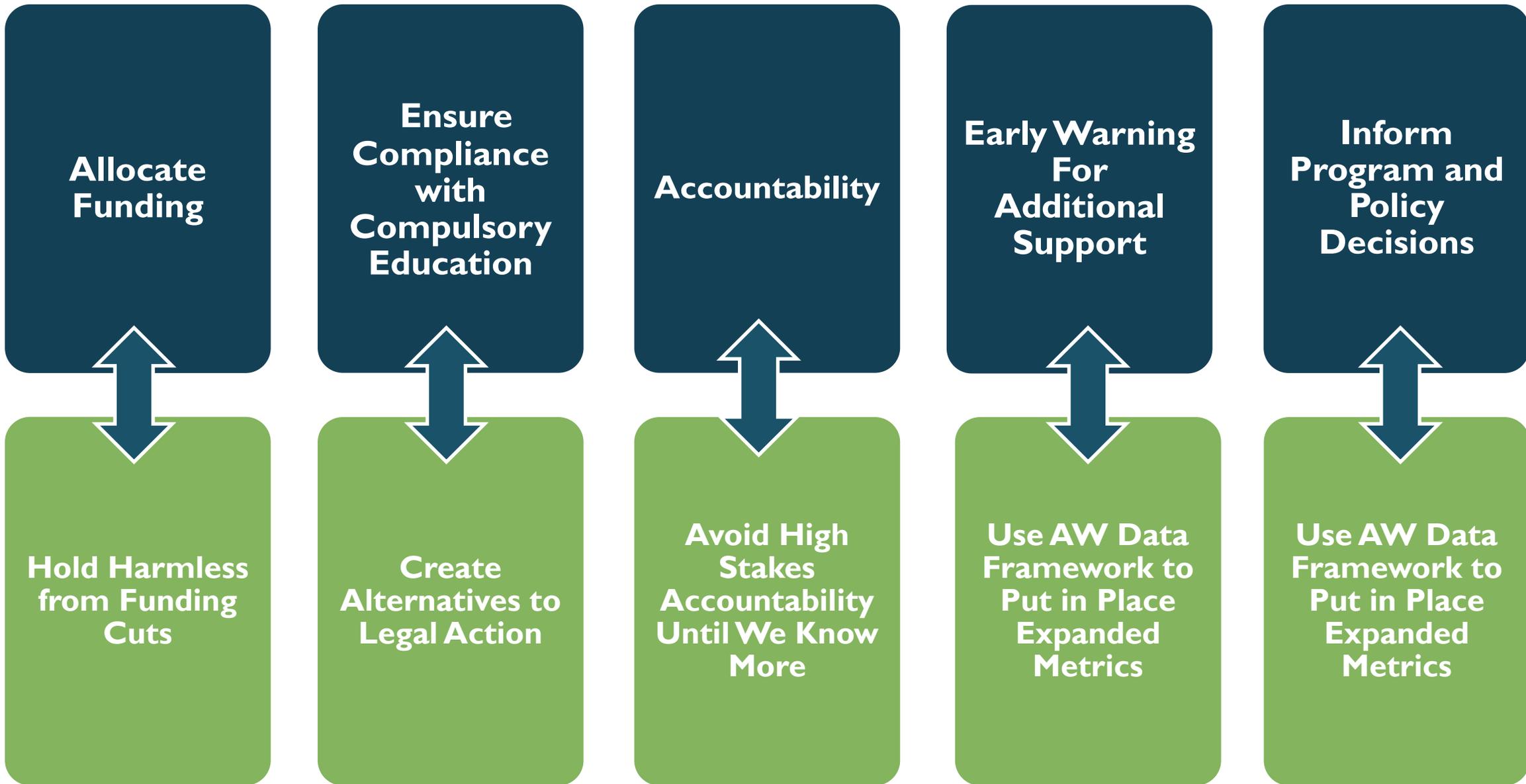# CAAP Meeting

Agenda

1. Introductions
2. Attendance Works metrics framework (brief update)
3. Summary and review of SB98 (aka AB77) (Learning Continuity and Attendance Plans)
4. Implications and Opportunities
5. Announcements

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The Multiple Purposes for Attendance Data Should Guide Action

Allocate Funding	Ensure Compliance with Compulsory Education	Accountability	Early Warning For Additional Support	Inform Program and Policy Decisions
⬍	⬍	⬍	⬍	⬍
Hold Harmless from Funding Cuts	Create Alternatives to Legal Action	Avoid High Stakes Accountability Until We Know More	Use AW Data Framework to Put in Place Expanded Metrics	Use AW Data Framework to Put in Place Expanded Metrics

Chronic Absence Remains a Critical Early Warning Measure for In Person Instruction.

Chronic absence is missing so much school for any reason that a student is academically at risk. To ensure it acts as an early warning sign, Attendance Works recommends defining it as **missing 10% or more of school for any reason**.

Excused absences ➕ Unexcused absences ➕ Suspensions ➡️ **Chronic Absence**
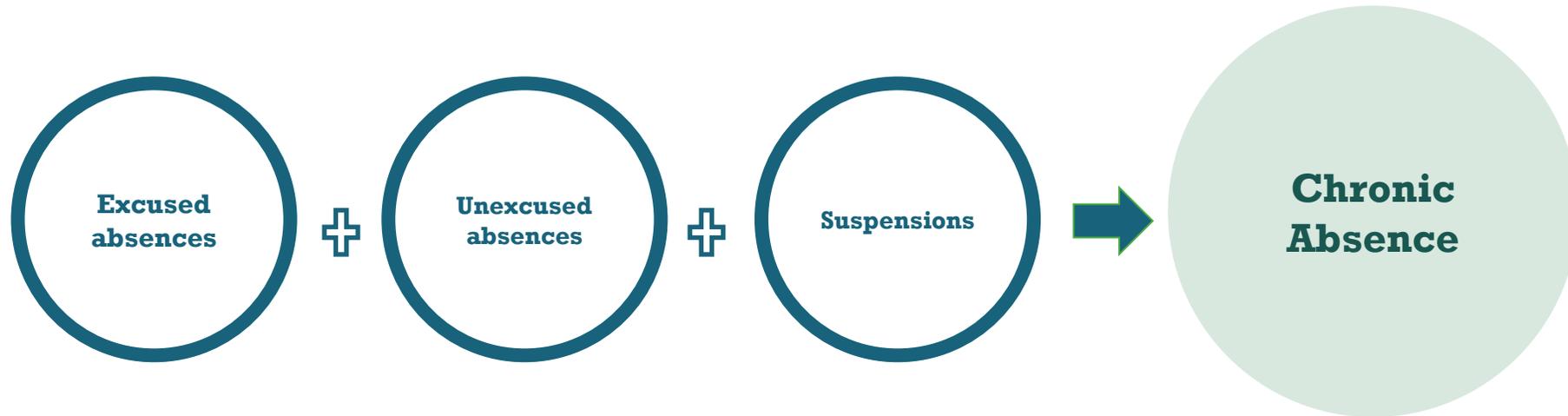
Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).

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A New Data Framework Is Needed for Distance Blended/ Learning

A new framework for attendance and absenteeism data is needed to:

1. Encourage states, districts and communities to monitor lost learning time in school in order to promote student success regardless of ESSA accountability.

2. Adopt a holistic approach to data collection that informs current and future efforts to improve conditions of learning

3. Promote a tiered approach to supporting students beginning with prevention.

4. Strategically target investments that address the digital divide, lack of supports (health, economic, nutrition, housing, etc.) and other inequities.

Additional Terms for "Attendance" During Distance Learning

Contact
Working contact information exists for each enrolled student and their family.

Connectivity
Students and families have access to technology (computer, software and internet access) and school staff are equipped to support digital literacy.

Relationships
Students and families feel connected, supported and engaged in reciprocal, problem-solving relationships.

Participation
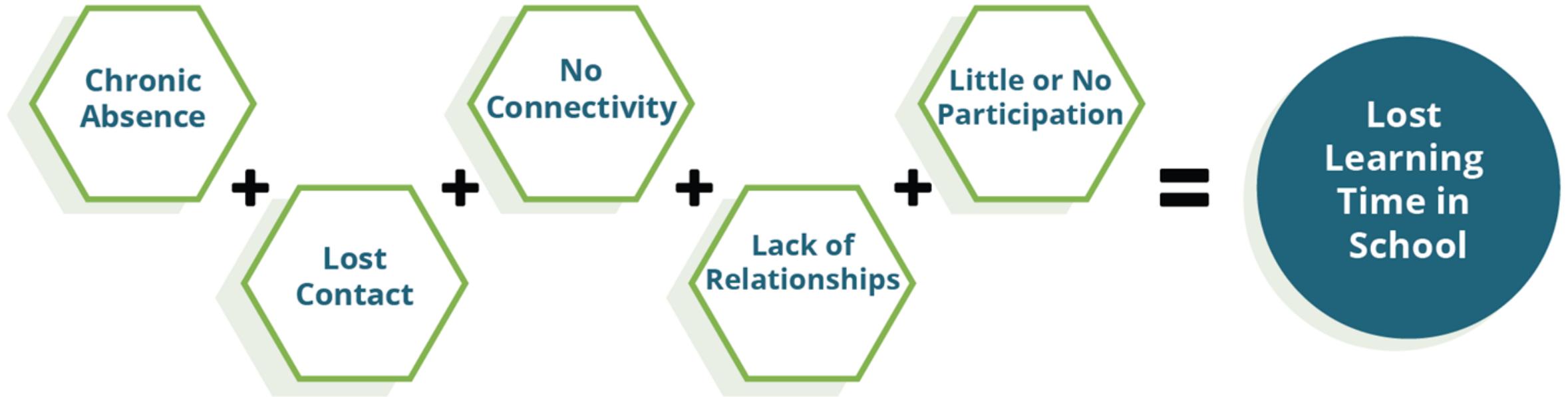The extent to which students show up and complete learning activities.

Attendance Works
Advancing Student Success By Reducing Chronic Absence

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 tech = 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.

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Proposal For Calculating Attendance/Participation Rates

Steps to Take	What is It?	Additional Considerations
1.Define the learning opportunities for the quarter or semester.	A learning opportunity is an instructional or learning activity that takes place in person, or synchronous or asynchronous distance learning	
2.Track "attendance or participation" for each learning opportunity.	For in-person sessions and synchronous virtual sessions, school staff and leaders of enrichment activities would take attendance. For asynchronous distance learning, participation standards would be established, and missed participation documented.	What can be measured for asynchronous learning (e.g., the student showed evidence of completing the work or participating in the activity) How will attendance for each learning opportunity be recorded in a standardized system (SIS, google doc, etc.)
3.Calculate attendance/participation rates	# of learning opportunities attended compared to the number of opportunities offered in-person, asynchronous and synchronous for the period that the student is enrolled.	
4.Calculate the absence rate for each student	Total # of absences from learning opportunities compared to total # of learning opportunities offered.	Data can be aggregated across quarters/semesters and across classes to determine if a student would be considered chronically absent for the year.
5.Analyze for patterns	Calculate the number and percent of students with absenteeism rates of 10% or higher by school, grade, classroom, and sub-population.	
6.Develop early warning indicators for preventive action	Establish appropriate indicators for intervention for each tier of response e.g. Tier 2 – Missing 10% or more of learning opportunities in a month or 40% in a week.	

Identifying Students At Risk Due to Absenteeism

Chronic Absence + **Lost Contact** + **No Connectivity** + **Lack of Relationships** + **Little or No Participation** = **Lost Learning Time in School**

Use Data to Support An Integrated Multi-tiered System of Support

Tier 3
Intensive
Intervention

Tier 2
Early Intervention

Tier 1b
Personalized Outreach

Tier 1a
Universal Prevention

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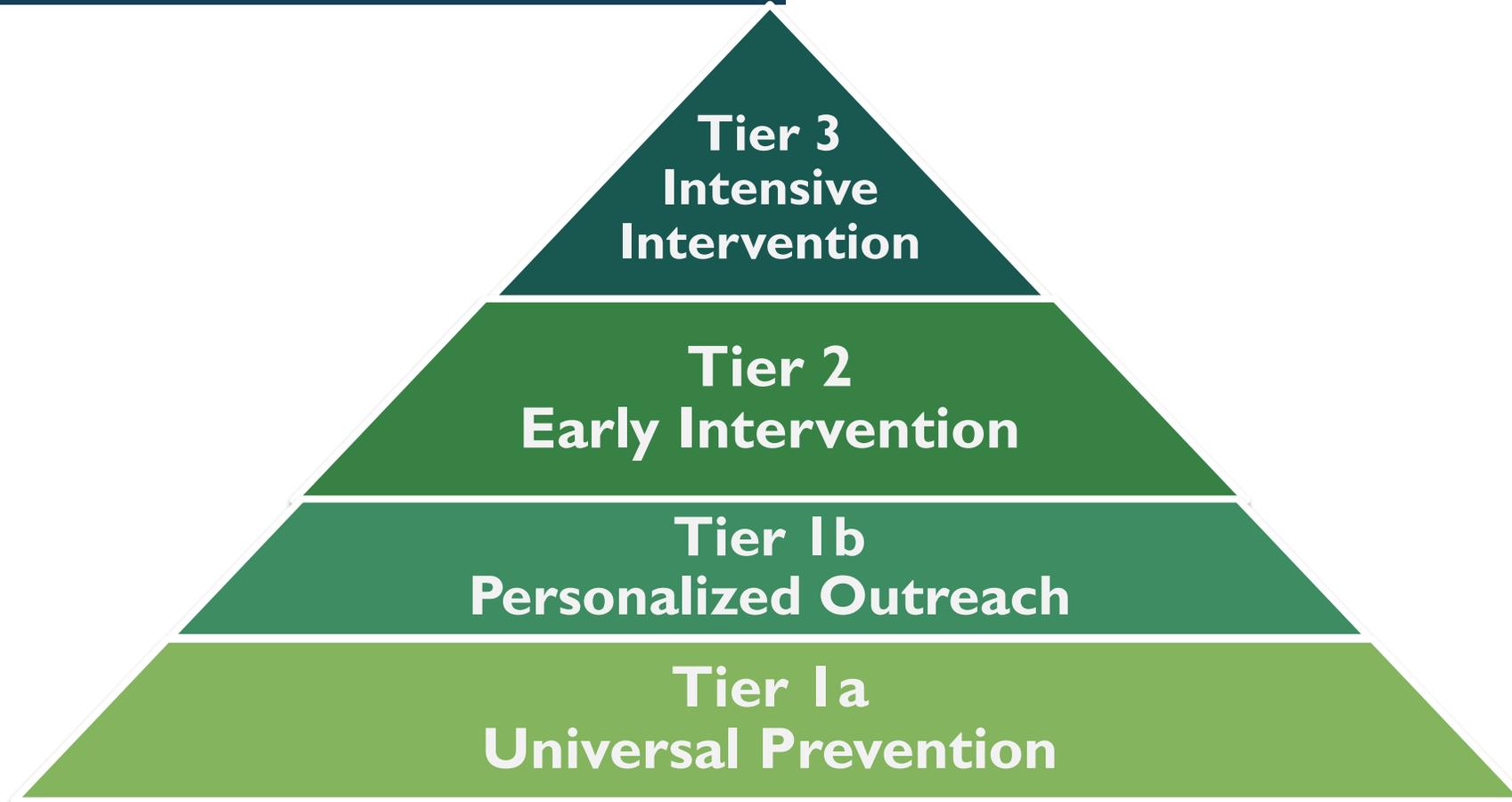
Define Indicators to Activate Additional Support

	Early Warning Indicators
Tier 1b Personalized Outreach	**What activates more personalized preventive check in?** (e.g. 1 missed interaction, 1 missed assignment, 1 missed class) **Who provides this?** Teachers?
Tier 2 Early Intervention	**What activates more ongoing sustained early intervention ?** (e.g. Missing 40% of learning opportunities in a week or 10% of learning opportunities in a month) **Who is involved in outreach and support?** Attendance staff? Counselors? Nurses? Others depending upon need for intervention?
Tier 3 Intensive Intervention	**What activates intensive intervention?** (e.g. Loss of contact?) **Who is involved in outreach and support?** Social Workers? Staff of public agencies, etc.?

Truancy, which deals with unexcused absences still applies for in-school attendance.

However, given the pandemic, school administrators must use their discretion for excusing absences (EC Section 48260(c)).

Different rules apply for absences in distance learning.

What SB98 Says About Attendance in Distance Learning (Section 43504)

- Local educational agency must document <u>daily participation</u> for each pupil on each school day
- A pupil who does not participate in distance learning on a school day is documented as absent for that school day.
- Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents or guardians.
- Each local educational agency shall ensure that a weekly engagement record is completed for each pupil documenting participation.

Absences in Distance Learning

Missing more than three school days or 60 percent of the instructional days in a school week triggers action:

- LEAs must have written procedures for tiered re-engagement strategies
- LEAS must verify Contact Information
- Notify parents or guardians of absences
- Have a plan for outreach to determine pupil needs, including connection with health and social services as necessary

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Learning Continuity Attendance Plans

Timeline:

- CDE will post template for Plans on July 13
- Stakeholder engagement required with both in-person and virtual options
- LEAs submit LCPs by September 30
- COEs review and offer amendments by October 30
- LEAs have 15 days to schedule a public meeting and consider COE recommendations

Implications for Stakeholders?

What opportunities does SB98 offer to:

- Parents/parent organizations?
- Youth/youth advocates?
- LEAs?
- Afterschool programs?
- School-based health centers?
- Researchers?
- Others?

Attendance Awareness Campaign 2020-2021

Save the Dates: Present, Engaged and Supported!
2020 Webinar Series

★ **July 22:** Data + Relationships to Support the Transition to School

★ **August 19:** Trauma-Informed Welcome to School

★ **September 30:** Best Practices For Successful Transition During Covid-19
http://awareness.attendanceworks.org/resources/webinars/