



INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Office of the Chief of Special Education, Equity and Access
Division of Student Health and Human Services

TO: Local District Superintendents

DATE: October 12, 2020

FROM: Anthony Aguilar 
Chief of Special Education, Equity, and Access

Pia V. Escudero, Executive Director 
Student Health and Human Services

**SUBJECT: FOR IMMEDIATE DISTRIBUTION TO ALL SCHOOL SITES:
DISTANCE/ONLINE LEARNING ATTENDANCE UPDATES**

Background

The purpose of this correspondence is to provide attendance updates as is related to Distance/Online Learning. Please share this correspondence and attachments with school site teams.

Distance/Online Learning MiSiS Attendance Codes

Beginning October 7, 2020, new attendance codes will be available in MiSiS. During Distance/Online Learning, teachers/school users will use the following attendance status codes when submitting attendance: Distance Present (DP) or Distance Absent (DA). Attendance status Present (P) and Absent (A) will continue to be available, and should only be used to record in-person attendance when necessary/appropriate. Please note that during district-wide, fulltime Distance/Online Learning, student attendance with a (P) and/or (A) will be automatically converted to DP and DA in MiSiS. Tardies and Left Earlys will not be available for selection during Distance/ Online learning. All previously entered T and LE for the period of distance learning (Fall 2020) will be converted to DPs.

For additional information and instructions on attendance taking procedures during Distance/Online Learning refer to **Attachment A: Attendance Record Keeping and Coding of Absences During Distance/Online Learning**.

For a one-page Distance/Online Learning general information handout refer to **Attachment B: Teacher Tips for Attendance Taking During Distance/Online Learning**.

Tiered Attendance Interventions During Distance/Online Learning

Absences during Distance/Online Learning will be reported to the state and District for purposes of calculating chronic absenteeism rates for each school and the District. To ensure accurate attendance, all schools should run the MiSiS Attendance Not Submitted Report daily and follow up with the teacher Attendance Not Submitted promptly.

Education Code Section 43504(f) requires Districts to develop written procedures for tiered reengagement strategies for all pupils who are absent from Distance/Online Learning for more than 3 school days or 60 percent of the instructional days in a school week.

In accordance with SB 98, these procedures shall include, but are not limited to:

- verification of current contact information for each enrolled pupil
- daily notification to parents or guardians of absences
- school's outreach plan to determine pupil needs, and as necessary, connect with health and social services and/or technology assistance
- when feasible, transitioning the pupil to full-time in-person instruction

For information regarding differentiated attendance support for students, refer to ***Attachment C: Tiered Attendance Interventions during Distance/Online Learning***.

Student Engagement During Distance/Online Learning

Notification of Truancy Letters are on hold during Distance/Online Learning. School Engagement Letters can be mailed home to communicate with parent/guardian regarding students who are not engaged with Distance/Online Learning. School personnel shall document all successful and unsuccessful contact attempts in the MiSiS Contact Log. Sample School Engagement Letters are accessible in the Student Health and Human Services SharePoint library under the School Engagement Resources folder located [here](#).

For additional information regarding case management of students who are not engaged with Distance/Online Learning refer to the Student Health and Human Services SharePoint library, Student Engagement Resources folder located [here](#).

Attendance Records for Spring of 2019-20 (March 13 to June 12, 2020)

Schools may utilize the Attendance Summary Report in MiSiS and adjust the start and end dates to exclude March 13 to June 12, 2020 in order to get school level attendance data for the 2019-2020 school year, when needed. The job aid for this report may be accessed under "Reports" here: <https://achieve.lausd.net/Page/6104>

At a later date, a clean up of attendance records from the Spring (from March 13 to June 12, 2020) will automatically convert student attendance records in MiSiS for this period to absence reason code School Emergency (SE).

Frequently Asked Questions

The California Department of Education (CDE) [website](#) provides information and resources regarding CDE's COVID-19 response efforts, including [Frequently Asked Questions](#) on Distance/Online Learning.

For additional information regarding SB 98 and attendance refer to ***Attachment D: Frequently Asked Questions During Distance/Online Learning***.

For questions regarding attendance during Distance/Online Learning, please contact your Local District Pupil Services and Attendance Coordinator.

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Thank you for your extraordinary efforts to ensure a successful school year for our students, families, and staff. If you have any questions, please contact Elsy Rosado at eyr3367@lausd.net or Alicia Garoupa at alicia.garoupa@lausd.net

Attachments:

Attachment A: Attendance Record Keeping and Coding of Absences During Distance/Online Learning

Attachment B: Teacher Tips for Attendance Taking During Distance/Online Learning

Attachment C: Attendance Tiered Interventions During Distance/Online Learning

Attachment D: Frequently Asked Questions During Distance/Online Learning

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**Updates Regarding Attendance Record Keeping and Coding of Absences
during Distance/Online Learning**

Beginning October 7, 2020, new attendance codes will be available in MiSiS.

During Distance/Online Learning, teachers/school users will use the following attendance status codes when submitting attendance: Distance Present (DP) or Distance Absent (DA).

DP should be marked when the student has participated in distance/online learning. As noted in CDE guidance, "Participation" for purposes of attendance in distance learning is defined as:

"Students that participate in any part of the instructional day are considered to be in attendance for that day. In distance learning, the instructional day is based on assignments, including assigned instruction made by and certified to by a certificated employee. Statute does not indicate a specific level of participation or amount of time students must be engaged in order to generate a day of attendance; that determination is at an LEA's discretion. Since the distance learning instructional day is based on assignments, including assigned instruction, that are the equivalent of a school day, participation in any part of those assignments can result in attendance. Statute requires that participation be verified by an LEA and lists example means of participation such as evidence of participation in online activities, completion of assignments/assessments, and contact with student, parents/guardian. Statute does not limit the means of participation to those listed."

Distance Absent (DA) should be marked when the student has not participated in distance/online learning. As noted in CDE guidance, "No Participation/Absent" for purposes of attendance in distance learning is defined as "The teacher or LEA employee is unable to verify that a student participated in at least some part of the assignments or assigned instruction that is included in the student's school day. In a distance learning setting, if a student does not participate in at least some part of the assignments or assigned instruction that constitute their school day, that student would generate an absence for that day."

Attendance status Present (P) and Absent (A) will continue to be available in MiSiS, and should only be used to record in-person attendance when necessary/appropriate. Please note that during district-wide, fulltime Distance/Online Learning, student attendance with a (P) and/or (A) marked prior to October 7, 2020 will be automatically converted to DP or DA in MiSiS.

Tardies and Left Earlys will not be available for selection during Distance/ Online learning. All previously entered T and LE for the period of distance learning (Fall 2020) will be converted to Distance Present (DP).

During full-time, district-wide Distance/Online Learning, schools are to use the codes and absence reasons outlined in table 1 below.

Table 1: Distance/Online Learning Attendance Codes--MiSiS attendance during Distance Learning--

STATUS	Description	Notes
DP	Distance Present	<ul style="list-style-type: none"> Evidence of participation/interaction on that day (attended daily live interaction and/or other forms of participation/interaction). Students participating in services as outlined in their IEP should be marked present for that school day. Same-day successful contact between certificated staff member and parent or caregiver and/or student.
DA	Distance Absent	<ul style="list-style-type: none"> No evidence of participation/interaction on that day (did not attend daily live interaction and/or other forms of participation/interaction) No same-day contact between certificated staff member and parent or caregiver and/or student.
P	Present (in-person)	Student was present/attended in-seat/in-person attendance (to be used with hybrid/in-person attendance only when appropriate)
A	Absent (in-person)	Student was absent from in-seat/in-person attendance (to be used with hybrid/in-person attendance only when appropriate)
Absence Reason Codes		
REASON	Description	Notes
U	Uncleared	<ul style="list-style-type: none"> Absent/no contact; Document attempted contacts in the MiSiS contact log (MiSiS job aid>Student Support>Contact Log Mass Update Screen, job aid available here: <u>https://achieve.lausd.net/Page/5831</u>)
1	Excused	<p>Standard excusable reasons still apply, as outlined in existing policy, law, and communicated to students and parents via the Parent-Student Handbook.</p> <p>Every principal shall require satisfactory explanation from the parent/guardian of a student, either in person or by written note, whenever the pupil is absent a part or all of a school day as per California Code of Regulations (CCR), Title 5, section 306.</p> <p>California E.C. 48208 provides that a student shall be excused from school due to:</p> <ul style="list-style-type: none"> Illness or injury of pupil Illness or medical appointment during school hours of a child of whom the pupil is a custodial parent Funeral of an immediate family member (may include any relative residing with the pupil) <ul style="list-style-type: none"> 1 day: in state 3 days: out-of-state and/or country Jury Duty (students 18 years or older) Medical, dental, optometric or chiropractic services Quarantine under the direction of a county or city health officer Administrator Approval -Justifiable Personal Reasons <p>Although absences for any reason are discouraged, Administrator Approval of Student Absence Form may be provided to parents/guardians requesting administrator approval for "justifiable personal reason" absences, such as:</p> <ul style="list-style-type: none"> Attending a pupil's naturalization ceremony to become a United States citizen For the purpose of serving as a member of a precinct board for an election pursuant to Elections Code section 12302 (students older than 18 years old) For the purpose of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment (maximum three days) <p>Additional Administrator Approval absences include, but are not limited to:</p> <ul style="list-style-type: none"> Court appearance Educational conference offered by non-profit organization (legislative/judicial) Employment conference Entertainment industry- no more than five absences per school year Funeral service (extended days) Medical exclusion or exemption Observance of religious or cultural holiday, ceremony, or secular historical remembrance Participation in not-for-profit performing arts organization (maximum five per school year) Pre-arranged mental health services (mental health day treatment) Religious instruction (attend minimum school day no more than four days per school month) Religious retreat (shall not exceed four hours per semester) Revoked suspension through appeals procedure School sites shall retain copies of completed and approved/denied <i>Administrator Approval of Student Absence Forms</i> in the same location as all other absence notes and maintain them with all absence notes for audit purposes for five years.
2	Unexcused	<ul style="list-style-type: none"> Absence reason provided by caregiver is not excusable, as defined above without successful same-day contact between certificated staff member and parent/caregiver and/or student. Document contacts in the MiSiS Contact Log (MiSiS job aid>Student Support, job aids available here: <u>https://achieve.lausd.net/Page/5831</u>)

Additional Reminders regarding Attendance Taking During Distance/Online Learning

The following information was part of the *Inter-Office Correspondence dated August 13, 2020 (Attachment B: Attendance Accounting Procedures During Distance Learning)*.

Schools are tasked with partnering with parents/guardians to clear all absences. Every effort shall be made by school staff to notify parents/guardians of their child's uncleared absences and steps required to clear all absences.

Verification of Absence Reason(s)

The reason(s) for an absence may be submitted by a parent/guardian, or educational rights holder, students 18-years or older either in person, by written note, phone, or verified by a home visit. Any of the following persons may verify an absence(s) due to illness or quarantine according to California Code of Regulations

Title 5, Sect. 421:

- A school or public health nurse
- An attendance supervisor (e.g., PSA Counselor)
- A physician
- A principal
- A teacher
- Any other qualified employee of a school district assigned to make such verification.

Parents/guardians are responsible for providing documentation of an excused student absence (CA Code of Regulations §306).

Acceptable methods for parents/guardians to communicate an absence reason are:

- Providing a written notice, signed and dated by parent/guardians;
- An email initiated by a parent/guardian from the parent/guardian's known email address;
- Upload of absence note in Parent Portal – refer to Parent Portal Job aid Attachments
- A phone call to/from the known parent/guardian.
School personnel shall document the phone call with reason from parent/guardian in MiSiS contact log for audit purposes.
- Messaging/Communication via LAUSD approved applications (e.g., Schoology, Parent Portal); for a full list of approved applications for use with students/student information, please visit <http://udipp.lausd.net> . Note: UDIPP approval does not mean that the District obtained a license to use the application. Please check with ITD and/or Procurement Services.

Unacceptable methods for parents/guardians to communicate an absence reason include:

- An email from an unfamiliar account to the school or to the teacher's personal device ;
- A text message from any mobile device
- Messaging/Communication through any applications that are not LAUSD approved.

In State compliance audits, the most common finding is discrepancies between absence notes and attendance reported. School staff should not only use the absence notes to enter the reason codes, but also to confirm that the absence is reported correctly in MiSiS. Staff at elementary schools shall confirm that the absent day in MiSiS

matches the absence date on the note. In addition to this confirmation, staff at secondary schools should also confirm that if note states that the student was absent for the entire day, all class periods for that student

reflect the absence; if not, staff should change the present record to absent. If this information is not clear on the note provided, school staff must add a notation that identifies the absent periods the note is excusing.

Absences during distance learning will be reported to the state and district for purposes of calculating chronic absenteeism rates for each school and the District.

Maintenance of Attendance Records/Document Retention

Pupil records are legal documents. Federal and State laws mandate that school employees protect and maintain the security and confidentiality of pupil records. State law requires that certain types of attendance documents be filed and stored. Required retention timeframes are detailed in [BUL-4926.2, Attendance Manual Policy and Procedures](#), dated March 1, 2013.

Principals are responsible for maintaining enrollment and attendance accounting records in accordance with District policy and ensuring that these records are available for audits.

Schools shall provide all teachers with a printed and/or electronic Five Column Roster at the beginning of each semester, for each class period. School office staff shall retain a master copy of the Five Column Roster, generated at the beginning of each semester, and periodically as needed. It is recommended that teachers record attendance in MiSiS and also on the Five Column Roster paper record at the beginning of each school year and at least until norm day and for several weeks at the beginning of each new semester to ensure accurate attendance accounting.

A job aid for running five column reports is available here under Attendance>Reports>Five Column Report: <https://achieve.lausd.net/Page/6104>

In the event that *Five Column Rosters* are not available, attendance is to be recorded on a blank sheet of paper. The teacher must sign their name and date the paper attendance record. The paper attendance record shall be used to enter the information into MiSiS as soon as connectivity is restored.

Paper attendance records must be retained for five years from their date, unless the school is notified by the Central Office of an audit delay requiring a longer retention period.

BlackBoard Connect Calls

During the period of distance learning:

- All attendance must be submitted and certified in MiSiS every day no later than 3:00 p.m. for that school day, with corrections to account for student participation in distance learning after that time entered by 3:00 p.m. on the following day, or by an earlier time designated by the school site administrator.
- Parents/guardians can designate the telephone number that will receive attendance messages on Blackboard Connect by indicating such on the *Student Emergency Information Form*.

Uncleared (UC) and no note (0) absences entered in MiSiS by 3:00 p.m. will be captured for a **same-day** BlackBoard Connect absence notification message:

English

ATTACHMENT A

Hello, this is [SITE_NAME] school; We hope that you and your loved ones are all doing well. This message is to inform you that our attendance records for [First_Name], show that your student has not yet log-in for [Periods] today and may be marked absent if they do not log-in and complete or submit their assignments

for today. Please assist your child with logging in and completing work so that they may receive attendance credit for today. If you need support, please call our office at XXXXXXXXXX or contact your child's teacher. If you think you are receiving this message in error, please ask your child to log-in and confirm that they have participated today. If your child will not participate today, please provide a reason for this absence as soon as possible. If you would like assistance with accessing community resources, you may contact our school or our District's Student Health and Human Services hotline at (213) 241-3840, Monday through Friday between 8 a.m. and 5 p.m.

Spanish

Hola, esta es la escuela [SITE_NAME]; Esperamos que usted y sus seres queridos estén bien. Este mensaje es para informarle que nuestros registros de asistencia demuestran que [FIRST_NAME] aún no ha iniciado su sesión de aprendizaje por distancia durante [PERIODS] hoy y podrá ser marcado ausente si no inicia sesión de aprendizaje por distancia y completa o envía sus tareas de hoy. Por favor ayude a su hijo a iniciar su sesión en línea y completar el trabajo para que pueda recibir crédito de asistencia por hoy. Si necesita apoyo, llame a nuestra oficina al [SITE_PHONE_NUMBER] o comuníquese con el maestro de su hijo. Si cree que está recibiendo este mensaje por error, pídale a su hijo que inicie su sesión y confirme que ha participado hoy. Si su hijo no participará hoy, proporcione la razón de esta ausencia lo más pronto posible. Si desea asistencia para acceder recursos comunitarios, puede comunicarse con nuestra escuela o a la línea directa de Servicios Humanos y de Salud para Estudiantes del Distrito al (213) 241-3840, de lunes a viernes de 8 a.m. a 5 p.m.

Uncleared (UC) and no note (0) absences that appear in MiSiS as of 3:00 p.m. **the following day** (absences for the previous school day) will result in a BlackBoard Connect call with this message:

English

Hello, this is XXX school; We hope that you and your loved ones are all doing well. This message is to inform you that our attendance records for XXXX, show that they were absent from distance learning for [periods] for the previous school day. Please log in to the LAUSD Parent Portal for additional information or call the school at XXXXXXXX. Please also contact your child's teacher if you think you are receiving this message in error and/or to provide a reason for this absence. If you would like assistance with accessing community resources, you may contact our school or our District's Student Health and Human Services hotline at (213) 241-3840, Monday through Friday between 8 a.m. and 5 p.m.

Spanish

Hola, esta es la escuela [SITE_NAME]; Esperamos que usted y sus seres queridos estén bien. Este mensaje es para informarle que nuestros registros de asistencia demuestran que [FIRST_NAME] estuvo ausente del aprendizaje a distancia durante los [períodos] el día escolar anterior. Para obtener información adicional por favor inicie sesión en el portal para padres de LAUSD o llame a la escuela al [SITE_PHONE_NUMBER]. Por favor, también póngase en contacto con el maestro de su hijo si usted piensa que está recibiendo este mensaje por error y / o para proporcionar la razón de esta ausencia. Si desea asistencia para acceder recursos comunitarios, puede comunicarse con nuestra escuela o a la línea directa de Servicios Humanos y de Salud para Estudiantes del Distrito al (213) 241-3840, de lunes a viernes de 8 a.m. a 5 p.m.

It is important that schools accurately submit attendance and make all necessary updates prior to 3:00 p.m.. each day to communicate correct information to parents/guardians and to minimize unnecessary inquiries.

Schools should regularly generate the MiSiS Uncleared Absence Report to identify students with uncleared absences and attempt to obtain verification for absence from parents/guardians.

Attendance Monitoring and Accuracy

Monitoring attendance taking and ensuring record accuracy are critical to ensuring that students are regularly attending school and abiding by California Compulsory Education Law.

The Attendance Not Submitted report shall be generated at least once per day to verify that all attendance has been submitted, accurate, and followed-up on as needed.

There are numerous reports and to support the tracking and monitoring of student attendance, as outlined in the *Helpful Reports and Data Tools* (Table 2, below).

TABLE 2: HELPFUL REPORTS AND DATA TOOLS

To support tracking of attendance submittal and distance learning attendance and participation data

Report Name	Report Function/Use	Run Frequency	Job Aid
Attendance Not Submitted with Date Range **	This report provides a list of teachers who have not submitted attendance for their scheduled courses/ sections for any date range. Memos to Teachers can be generated with this report.	Daily before 3:00 p.m.	Attendance Not Submitted Report
Attendance Referral Form (Elementary)	This report will generate a single page of student's attendance and enrollment history for a select date range.	As needed	Attendance Referral Form
Attendance Referral Form (Secondary) **	This report will generate a student's summary attendance, detail attendance and enrollment history for a select date range.	As needed	Attendance Referral Form
Attendance Summary Report*	This report provides the number of full day absences, tardies, early leaves, partial days absences, partial days present, days enrolled and the percent present. A date range parameter can be selected. This report can be sorted by room, percent present or by alpha order (student). There is an option to include the home address	As needed	Attendance Summary Report
Classroom Attendance Totals by Date Range (Elementary & Secondary)**	This report displays the student's total instructional days, days attended, absences, and tardies by classroom. This report can be used for closing cumulative files.		Classroom Attendance Totals
Identify Students with Perfect Attendance (using the Attendance Summary Report)	This job aid goes into further detail in the procedure of identifying students that have perfect attendance for the month or year using the Attendance Summary Report and Microsoft Excel.		Identify Students with Perfect Attendance
Master Absence Report**	This report produces a list of students who have a full-day absence for the selected previous instructional day.		Master Absence Report
Statistical/SMASR**	This report provides summaries a school's attendance data and enrollment activity.		Generate a Statistical Report
Uncleared Absences Report	This report generates a list of students with uncleared absences accompanied by a letter to the parent/guardian requesting that the absences be cleared. The list/letter can be sorted by: teacher/counselor, grade level and student name.	Weekly/monthly	No job aid
Remote Learning Dashboard: Whole Child	Report to support teachers and schools with tracking log-in across numerous district applications; Limitation(s): Schoology information is currently several days old and does not currently display information by course for secondary students;	Daily	https://wholechild.lausd.net

ATTENDANCE TAKING TIPS DURING DISTANCE/ONLINE LEARNING

This is a tip sheet to support teachers/school users with taking attendance during Distance/Online Learning

GENERAL ATTENDANCE INFORMATION

- Teachers submit attendance no later than 3:00 pm each day.
- Teachers have up to 4 days to update student attendance in MiSiS.
- Black Board Connect (BBC) sends 2 calls a day:
 - **Same day BBC** call is sent to parents/caregivers of students with Uncleared (UC) and/or No Note (0) absences entered in MiSiS by 3:00 pm. Notification message informs parent to assist their child with logging and completing assignment(s), in order to receive attendance credit for the day.
 - **Following day BBC** call is sent to parents/caregivers of students with Uncleared (UC) and/or No Note (0) absences from the previous school day that appear in MiSiS as of 3:00 pm. Notification message informs parent that their child was absent from distance learning on the prior instructional day.



DAILY PARTICIPATION FOR MARKING A STUDENT PRESENT DURING DISTANCE/ONLINE LEARNING

- Evidence of participation in daily live interaction and/or other online activities.
 - Example: videoconference through Zoom, Schoology conference, Microsoft Teams, or other District-approved platform
- Participation in online activities
 - Example: participation in virtual field trip, lab, other online activities
- Completion of regular assignments
 - Example: Submitted assignment in Schoology, other platform(s) or paper packets
- Completion of assessments
 - Example: Completed assessment in Schoology or other application
- Contacts between certificated staff members and student or parents/caregivers
 - Example: Same-day phone call or email interaction/communication regarding instruction

NEW ATTENDANCE STATUS CODES FOR DISTANCE/ONLINE LEARNING (AVAILABLE OCTOBER 7 IN MISIS)

- **Distance Present (DP):**
 - Evidence of participation/interaction on that day (attended daily live interaction and/or other forms of participation/interaction).
 - Student participating in services as outlined in their IEP should be marked present for that school day.
 - Same-day successful contact between certificated staff member and parent/caregiver and/or student regarding instruction.
- **Distance Absent (DA):**
 - No evidence of participation/interaction on that day (did not attend daily live interaction and/or other forms of participation/interaction)
 - No same-day contact between certificated staff member and parent/caregiver and/or student.
 - Contact with parent/caregiver that is only regarding reason for absence/non-participation and not instruction.

BEST PRACTICES AND RESOURCES

- To capture attendance for synchronous instruction, provide a daily morning question. For example, post a question in chat on Zoom (and save chat) or discussion prompt in Schoology.
- Turn on Schoology notification to be notified every time a student submits an assignment. For instructions click [here](#).
- Schoology course analytics can be used to monitor entire class participation. For instructions click [here](#).
 - Course Analytics is updated every hour.
 - Usage Analytics is updated every 24 hours.
- Submit preliminary, same-day attendance in MiSiS daily no later than 3:00 pm (or by an earlier time designated by the school site administrator).
- Submit corrections to account for additional student participation in Distance Learning that occurred after that time no later than 3:00 pm the following day.
- Document successful and attempted contacts and communications in the MiSiS Contact Log.
- Schools shall provide outreach and intervention for any student who is absent from distance learning for 3 or more days in a school week or 60% of the instructional week. These interventions, according to SB98, must include:
 - verification of current contact information for each enrolled pupil
 - daily notification to parents or guardians of absences
 - school site efforts to determine pupil needs, and as necessary, connect students and/or families with health and social services
 - when feasible, transitioning the pupil to full-time in-person instruction


Pupil Services and Attendance

Attachment C

Tiered Attendance Intervention Strategies for Distance/Online Learning

In accordance with SB98 schools are to develop written procedures for tiered reengagement strategies for all pupils who are absent from distance learning for more than three schooldays or 60 percent of the instructional days in a school week. These procedures shall include, but are not limited to, verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupil needs including connection with health and social services as necessary, and, when feasible, transitioning the pupil to full-time in-person instruction. *Absences, Engagement and Participation all relate to attendance in distance learning.*

This table includes a list of possible strategies that provides differentiated attendance support for students. The LA Unified Attendance goal is for all students to achieve 100% Attendance.

Chronic Less than 91% students <i>(includes students absent 60 percent or more of the school week)</i>	BASIC 92-95% (NO MORE THAN 2- NON ENGAGEMENT/PARTICIPATION DAYS FOR EVERY 25 DAYS)	Excellent 96-100% (NO MORE THAN 1- NON ENGAGEMENT/ PARTICIPATION DAY FOR EVERY 25 DAYS) 
STRATEGIC INTERVENTION FOR STUDENT ABSENCES FOR CHRONIC ABSENCES LITTLE TO NO ENGAGEMENT/PARTICIPATION	RE-TEACHING/ INTERVENTION FOR STUDENT ABSENCES FOR MODERATE ATTENDANCE ENGAGEMENT/PARTICIPATION	MAINTAINING REGULAR ATTENDANCE ENGAGEMENT/PARTICIPATION
<ul style="list-style-type: none"> <input type="checkbox"/> Identify students with excessive absences (e.g. MiSiS, MyData, Focus, Schoology) <input type="checkbox"/> Engagement and Outreach Letter #3 <input type="checkbox"/> Rewards for students who move up in attendance bands by the next 25th instructional day <input type="checkbox"/> Student virtual workshops <ul style="list-style-type: none"> ◆ Study skills/organizational Skills ◆ Career exploration ◆ Credit recovery and education <input type="checkbox"/> Attendance parent meeting, coordinated with PSA Unit <input type="checkbox"/> Parent workshops <input type="checkbox"/> Parent phone calls to ensure school has updated contact and address information <input type="checkbox"/> Case manage identified students <input type="checkbox"/> Blackboard Connect log in reminder calls <input type="checkbox"/> Individual parent conference with student and school staff <input type="checkbox"/> Referrals to school and community resources <input type="checkbox"/> Referral to school-based support staff <input type="checkbox"/> School Engagement Team Meeting/ plan for intervention <input type="checkbox"/> Resource Panel presentation for case consultation and/or additional community resources <input type="checkbox"/> Consult with District Attorney Mediation or City Attorney as needed <input type="checkbox"/> Consult with DCFS as appropriate 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify students who have school absences/ absences (e.g., MISIS, MyData, Focus, Schoology Analytics) <input type="checkbox"/> Mail Engagement Letters to students <input type="checkbox"/> Contact all available numbers to try to reach parent/legal guardian/educational rights holder/caregiver (parent). <input type="checkbox"/> Once contact has been established, review contact numbers to ensure school has updated phone numbers, and address information. <input type="checkbox"/> Provide family, school or community referral to address barriers, as appropriate/needed <input type="checkbox"/> General & small group targeted parent virtual meeting to review the importance of school attendance, expectations and available supports <input type="checkbox"/> Hold an SSPT meeting <input type="checkbox"/> Weekly or bi-monthly student check-ins <ul style="list-style-type: none"> ◆ Identify a staff member or PSA to monitor and/or reward weekly student attendance improvement <input type="checkbox"/> Attendance improvement certificates <input type="checkbox"/> Student targeted workshops/ group interventions <ul style="list-style-type: none"> ◆ Study skills/organizational skills ◆ Career exploration ◆ Credit recovery and education <input type="checkbox"/> Blackboard Connect message to parents <input type="checkbox"/> Provide parent workshops based on school community needs 	<ul style="list-style-type: none"> <input type="checkbox"/> Student certificates for Excellent attendance (from the beginning of the school year) <input type="checkbox"/> Blackboard Connect message to congratulate parents /students <input type="checkbox"/> Recognition during virtual assembly/ school newsletter <input type="checkbox"/> 96% or higher team member benefits – weekly/bi-monthly incentive <input type="checkbox"/> Opportunity drawing ticket/special activity every 25th day milestone <input type="checkbox"/> Invitation to attend and/or virtual assemblies <input type="checkbox"/> Recognition for students and/or parents at awards ceremony (semester/year) <input type="checkbox"/> Ongoing student check-ins to congratulate and encourage student to maintain attendance rate <input type="checkbox"/> Establish call center for parent/ guardian inquiries <input type="checkbox"/> Establish & communicate attendance expectations and policies (e.g., letters, assemblies, bulletin boards, posters, etc.) <input type="checkbox"/> Cultivate culture of attendance & welcoming environment <input type="checkbox"/> Engagement Policy letter mailed home <input type="checkbox"/> Presentations during advisory regarding attendance/engagement expectations <input type="checkbox"/> Coffee with the principal – share attendance/participation expectations during Distance Learning as defined by SB98 <input type="checkbox"/> Ensure all students have access to internet connectivity and devices to participate in the educational program <input type="checkbox"/> Post and publicize attendance expectations, data and successes

Tiered Attendance Intervention Strategies for Distance/Online Learning

UNIVERSAL STRATEGIES THAT TARGET ALL BANDS

- ☐ 25th instructional day celebrations
- ☐ Attendance challenges
 - Encourage students to maintain excellent attendance until the upcoming instructional day milestone to earn rewards and privileges
- ☐ Classroom competitions/awards/recognition
 - Highest classroom attendance (e.g., virtual celebrations, banner, rewards, etc.)
 - Public displays of graphs and winning classrooms on school website or newsletter
- ☐ Incentives/opportunity drawings on high absenteeism days
- ☐ Informational letters, incentives, and/or opportunity drawings for days with “poor attendance” per previous years’ data
 - Tuesday after Labor Day, Friday before/Monday after winter break, etc.
- ☐ Mentor program for 9th grade students (e.g., with 12th graders or staff members as mentors)
- ☐ New student/parent orientation to discuss attendance/engagement policy
- ☐ Classroom virtual visits to discuss attendance expectations
- ☐ Newsletters for students and parents mailed home monthly/quarterly or each semester or posted on school’s website
- ☐ Virtual Parent meetings and activities to educate, engage, and involve parents in their child’s education
- ☐ Perfect attendance awards and activities (monthly/semester/end of year)
 - Certificates
 - Meal coupons, small prizes, front of the lunch line pass, tickets to school sporting events, etc.
 - Recognition on a data wall/ school’s website
 - Tickets for a monthly opportunity drawing
- ☐ Progress letters including attendance data and credit updates to students and parents
- ☐ Referrals to school and community resources that address needs of families and promote attendance
 - Connect families to school and community programs, extracurricular activities, counseling groups, etc.
- ☐ Ongoing communication for parents/guardians on methods to updated contact and address information
- ☐ Virtual Resource fair (in collaboration with support staff)
 - Breakout rooms: alternative education sites, health clinic, mental health agencies, job/career, etc.

Pupil Services and Attendance

Attachment C

Tiered Attendance Intervention Strategies for Distance/Online Learning

2020-21 Student Attendance District Goal

Attendance Achievement by Instructional Day 2020-21				
<i>EXCELLENT Attendance means having NO MORE THAN 1 absence per 25 DAYS OF INSTRUCTION</i>				
<i>BASIC Attendance means having NO MORE THAN 2 absences per 25 DAYS OF INSTRUCTION</i>				
Instructional Day	Date	Less than 91%	92% -95%	96% -100%
		Chronic	Basic	Excellent
25	September 23	3 or more	2	0-1
50	October 29	5 or more	3-4	0-2
75	December 11	7 or more	4-6	0-3
100	February 8	9 or more	5-8	0-4
125	March 16	11 or more	6-10	0-5
150	April 28	13 or more	7-12	0-6
175	June 3	15 or more	8-14	0-7
180	June 10	15 or more	8-14	0-7

Frequently Asked Questions- SB 98, Attendance, and Distance Learning

- 1. Question: The Attendance policy states that teachers are to submit attendance by 3:00 p.m., but the policy also states that teachers have up to 4 days to update attendance. Does this mean that they are responsible for clearing absences and updating absences codes, too?**

Answer: Teachers are to submit and certify attendance in MiSiS every day no later than 3:00 p.m. for that school day, with corrections to account for student participation in distance learning after that time entered by 3:00 p.m. on the following day, or by an earlier time designated by the school site administrator.

Schools shall put systems in place to ensure absences are cleared. These systems may include teachers updating and/or identifying office staff supporting those efforts.

It is recommended that out of classroom certificated personnel focus on the tiered outreach efforts outlined in SB98 on following up with students that are not participating in distance learning.

Teachers have up to 4 days to make any attendance updates which includes making changes to attendance that has already been submitted.

Uncleared (UC) and no note (0) absences entered in MiSiS by 3:00 p.m. will be captured for a same-day BlackBoard Connect absence notification message

- 2. Question: What documentation is required for parents/guardians to clear absences?**

Answer: Documentation is required to clear student absences. Examples of documentation include a parent note, an entry by school staff regarding the reason in the MiSiS contact log (e.g., parent informed staff member via email or phone contact that student was absent due to an illness) or a school absence form (e.g., half sheets created by schools) with the school staff member indicating they had contact with the parent regarding an absence. Parents can upload absence notes through a feature in the Parent Portal. If parents upload absence notes, schools should clear the absence with appropriate code and file the absence note. Information for parents about registering for the Parent Portal can be found at [Parent Portal website](#); a job aid for document uploads is included under the [User guide section](#) of the [enroll.lausd.net](#) website.

- 3. Question: A parent has called the school or teacher and has shared that their child is ill and will be absent/will not participate in distance learning, is the student mark absent or present if there has been same-day contact between parent and certificated staff?**

Answer: Attendance should reflect the reason that the parent communicates with staff. In this case, the student would be marked absent with the appropriate absence reason code.

- 4. Question: If a parent/guardian reports to a certificated staff member that their child is having connectivity issues and cannot connect online or turn in work, will the student be marked absent or present? What if the contact with parent was with a classified staff?**

Answer: A student's non participation due to connectivity could be marked present if a certificated staff member makes same day contact with student/parent/ caregiver and takes steps to maintain school connectedness such as: informing the student/parent/caregiver of assigned work, assisting the student with technology issues, confirming partial completion of work, and/or receiving completed work using another method.

- 5. Question: A student does not show up to their Zoom/synchronous class and does not submit any assignments or assessments or otherwise demonstrate participation in online learning, BUT the teacher receives a same-day email communication from the parent, how might that teacher mark that student if the email says (see below examples):**

Frequently Asked Questions- SB 98, Attendance, and Distance Learning

Answer:

Reason Given by Parent/Guardian	Attendance accounting and considerations
<i>My child did not participate because they were ill.</i>	Student would be marked absent, with an excused reason code (1).
<i>My child did not participate because the WiFi was out (no other information given)</i>	<p>Teacher response to email, as noted below, would make this as an interaction (Present), no response from teacher (absent).</p> <p>A student's non participation due to connectivity may be marked present if a certificated staff member makes same day contact with student/parent/ caregiver and takes steps to maintain school connectedness such as: informing the parent/student of assigned work, assisting the student with technology issues, and/or receiving completed work using another method.</p> <p>Schools should consider designating staff members for parents/students to contact them for assistance with technology/connectivity issues.</p>
<i>My child did not participate because they were helping their younger sibling with their studies.</i>	Student would be marked absent with unexcused reason code (2). It is recommended that school staff follow up with student/family to problem solve to support participation in daily live interaction and access to asynchronous activities.

- 6. Question: Do students have up to 4 days to engage with class material and still be marked present for the day? For example: A student does not login for two days and logs in on the 3rd day and completes all the asynchronous work missed. They then message the teacher and state they were experiencing a hardship of some sort (wifi/technology/electricity) and therefore were not able to log in for the missed days. Does the teacher then go back and mark the student present for the days missed?**

Answer: *The teacher should mark the student present for the day the student logged in and submitted the assignment(s) (in this case, the 3rd day).*

The teacher should mark the student present for the day the student communicated with the teacher (in this case, the 3rd day).

Schools shall establish procedures for students and families to support same-day contact with teachers when experiencing any hardships (wifi/technology/connectivity) so that students may receive attendance/participation credit for the day.

- *These procedures could include daily communication via email with certificated staff regarding outcomes of calls.*

- 7. Question: Can Class Dojo be used as evidence of participation?**

Answer: *LAUSD is not limiting interaction for participation purposes to District integrated platforms. Class Dojo, as well as other platforms/applications that may be used by teachers, can be accepted as evidence of participation.*

Frequently Asked Questions- SB 98, Attendance, and Distance Learning

Platforms/applications that are not District-integrated (i.e., those that cannot be readily tracked by the District via District Single Sign-On) require teachers to maintain documentation of participation/interactions via electronic record(s) (e.g., MiSiS contact log) and/or paper 5 column roster.

8. Question: What are other possible scenarios for attendance/participation?

Answer: The Table below display various scenarios and recommendations.

#	Scenario	Recommendation/Guidance	Notes/Considerations
1	Student interacts with PSA Counselor or other Certificated staff during school hours; classes are not discussed but other social/emotional needs/supports are discussed.	Counselors should discuss student participation, including information about specific classes that the student is not participating in; in this scenario, the counselor/certificated staff member should log the contact in MiSiS contact log, communicate with the teacher(s) and student should be marked absent with the appropriate reason code, unless technical/connectivity issues are identified, in which case the student should be marked present.	All supports should be documented, and efforts continued to support the student with participation. Counselor/staff should communicate with the parent regarding the student's absence and support efforts toward participation and attendance.
2	Student interacts with PSA Counselor or other Certificated staff after school hours; classes are not discussed but other social/emotional needs/supports are discussed.	Counselors should discuss student participation, including information about specific classes that the student is not participating in; in this scenario, the counselor/certificated staff member should log the contact in MiSiS contact log, communicate with the teacher(s) and student should be marked absent with the appropriate reason code, unless technical/connectivity issues are identified, in which case the student should be marked present.	All supports should be documented, and efforts continued to support the student with participation. Counselor/staff should communicate with the parent regarding the student's absence and support efforts toward participation and attendance.
3	Student log-in to Schoology (or other application(s) provided/tracked by teacher) during instructional hours (9:00-2:15) WITHOUT demonstrating other forms of participation, such as completing any assignment(s) or assessment(s), communicating with teacher, and/or logging in to any course	Mark the student present for the class period(s) scheduled at the time that the student logged in; follow up with the student/family (ideally on the same day) to determine any need for support and/or the reason(s) for non-participation in synchronous time and/or asynchronous learning; confirm whether participation in online activities or partial assignment was completed; support the student with increasing level/amount of daily participation.	District integrated applications, such as Schoology do not require separate documentation of participation; non-district integrated applications (e.g., Class Dojo) require teachers to maintain a record of how participation for attendance purposes was determined
4	Student log-in to Schoology (or other application(s) provided/tracked by teacher) outside of instructional hours (9:00-2:15) WITHOUT demonstrating other forms of participation, such as completing any assignment(s) or assessment(s), communicating with teacher, and/or logging in to any course	Mark the student present for advisory period; if no advisory period that day, school should determine a standard period for capturing minimal participation for attendance purposes, such as the first period of the day; follow up with the student/family (ideally on the same day) to determine any need for support and/or the reason(s) for non-participation in synchronous time and/or asynchronous learning; confirm whether participation in online activities or partial assignment was completed; support the student with increasing level/amount of daily participation.	District integrated applications, such as Schoology do not require separate documentation of participation; non-district integrated applications (e.g., Class Dojo) require teachers to maintain a record of how participation for attendance purposes was determined

Frequently Asked Questions- SB 98, Attendance, and Distance Learning

#	Scenario	Recommendation/Guidance	Notes/Considerations
5	No student log-in/on-line activity; PSA Counselor or other certificated staff contacts the student on the same day DURING instructional hours	If parent/caregiver provides an absence reason, advise teacher and/or designated office staff of reason for absence and student should remain "Absent" with the appropriate reason code, except in cases where the parent/caregiver informs a staff member (certificated or classified) that non-participation was due to power outage and/or connectivity issues, in which case the school should provide the student and/or parent/caregiver with information about missed instruction/materials and the student should be marked present for that day (based on same day contact with a school/district employee).	<p>All successful and attempted contacts should be recorded in the MiSiS contact log;</p> <p>Each school should establish a system to support parents/caregivers with communicating to school regarding reasons for non-participation/absence on the same day, to the extent possible</p> <p>Each school should also continue to have systems in place to ensure that contacts are documented in MiSiS and communicated to designated personnel in the office, classroom teacher(s), or designated teachers, such as advisory or 1st period teachers to ensure attendance records are accurate and updated as needed.</p>
6	No student log-in/on-line activity; PSA Counselor or other certificated staff contact the student on the same day but OUTSIDE of instructional hours.	If parent/caregiver provides an absence reason, advise teacher and/or school office of reason for absence and student should remain "Absent" except in cases where the parent/caregiver informs a staff member (certificated or classified) that non-participation was due to power outage and/or connectivity issues, in which case the school should provide the student and/or parent/caregiver with information about missed instruction/materials and the student should be marked present for that day (based on same day contact with a school/district employee).	<p>All successful and attempted contacts should be recorded in the MiSiS contact log;</p> <p>Each school should establish a system to support parents/caregivers with communicating to school regarding reasons for non-participation/absence on the same day, to the extent possible.</p> <p>Each school should also continue to have systems in place to ensure that contacts are documented in MiSiS and communicated to designated personnel in the office, classroom teacher(s), or designated teachers, such as advisory or 1st period teachers to ensure attendance records are accurate and updated as needed.</p>

9. Question: Does a Parent Assurance Letter (PAL) suffice for a withdrawal when no other documentation can be provided?

Answer: Schools shall document all information provided by parents/guardians and exercise due diligence efforts to confirm that a withdrawing student has moved outside of the boundaries of LAUSD and/or is enrolling in another educational program. If due diligence has been made to obtain validating documentation (e.g., records request, enrollment verification form) from the receiving school, a signed Parent Assurance Letter with the indication of the type of withdrawal will suffice. To access the most up to date PAL, please refer to the 2020-2021 Enrollment Resources and Forms located [here](#).

10. Question: If students move out of state can they remain enrolled in LAUSD?

Frequently Asked Questions- SB 98, Attendance, and Distance Learning

Answer: *If a student will not be returning to LAUSD a withdrawal must be entered with a leave code 5 for “out of state.” Due diligence efforts should be made to confirm each student’s enrollment in their next school.*

11. Question: How do I access the Whole Child Dashboard and the quick guide to the Remote Learning Student Related Information in Whole Child Integrated Data?

Answer: *To access the Whole Child Remote Learning Dashboard: <https://wholechild.lausd.net>. For help locating applicable information on Whole Child, review the quick guide, Remote Learning Student Related Information in Whole Child Integrated Data available at <https://achieve.lausd.net/wholechild> via the What’s New page and under Quick Links > Professional Development Resources > User Guides & Information.*

12. Question: Our school received a formal email requesting records for one of our students. Can the school email the records and release them?

Answer: *The law prohibits the release of pupil records information without written consent of the parent or adult student (18 years or older) or a lawful court order. Although the law allows for sharing pupil record information in limited situations, the documentation for that authorization is needed in order to share the information. An email alone would not be sufficient.*

DCFS social workers who are providing case management services for students and families still need to show evidence that the student is under DCFS supervision and verify their identity (e.g, with a copy of their DCFS identification badge). For Probation officers, they also need to show evidence that the student is under Probation supervision and the conditions of probation for which they need pupil record information. In addition, email may not be a secure method of transmitting pupil record information. Please contact IT Security for guidance.

13. Question: How can schools collect student forms (e.g., student emergency information forms and other annual forms) from parents/caregivers?

Answer: *In addition to in-person collection of forms via school offices, Parent Portal provides an electronic, secure method of transmitting documents between parents/guardians and schools. This portal supports school offices with the collection of documents and forms, including additional enrollment forms and annually disseminated forms.*

Parents/guardians may securely upload and share documents within Parent Portal and their child’s school of enrollment has access to review, download, and print these documents via this system. To utilize this upload feature, parents/guardians need to register/have an account for the Parent Portal and to add/link their students to their account.

Schools may access the Additional Enrollment Documents folder located under the 2020-2021 Enrollment Resources and Forms located [here](#).