LOS ANGELES UNIFIED SCHOOL DISTRICT
DIVISION OF ADULT AND CAREER EDUCATION

GUIDELINE NO. 010.00
April 21, 2020

SUBJECT: TAKING ATTENDANCE IN DACE-SIS AS A RESULT OF SCHOOL
             CLOSURE IN SPRING 2020

    I.   Background
    II.   Tracking Attendance by Program
    III. Entering Attendance in DACE-SIS
    IV.   Roles and Responsibilities
    V.   Monitoring

The purpose of this reference guide is to provide procedural information for taking and
monitoring attendance in DACE-SIS during school closures due to Covid-19.

   I.   BACKGROUND

        This guideline provides supplemental information to guideline 003.00 "Reporting
        Attendance Using DACE-SIS." Consistent student attendance is critical for adult
        learners to meet their educational, family and career goals, and a prerequisite for
        demonstrating student outcomes to qualify for participation in the Workforce Innovation
        and Opportunity Act (WIOA), Carl D. Perkins Career and Technical Education Act, and
        the California Adult Education Program (CAEP). Adherence to this guideline ensures
        continued compliance with state and federal reporting requirements.

        In addition, students enrolled in CTE programs that lead to professional certification must
        demonstrate attendance in a training program. Finally, students with contracts funded by
        WIOA Title I, (I-Train) must also demonstrate attendance as a requirement for receiving
        those training funds.

        Offering courses using a Distance Learning (DL) framework provides an alternative
        option for students to complete course work remotely and allows students to work at their
        individual proficiency levels within personal time constraints. Individual growth is
        measured in terms of the demonstration of competencies; therefore, direct teacher
        supervision is not required.

   II. TRACKING ATTENDANCE BY PROGRAM:

        There are three (3) models for measuring DL instruction: 1) Clock time, 2) Teacher
        verification, and 3) Learner mastery.

        A. Explanation of Models

1. Clock Time	Actual Contact Time with Students (i.e. remote conferencing service "Zoom")

	Example: If a student attends one (1) hour long instructional remote conferencing session, that student is granted one (1) hour of attendance.
2. Teacher Verification (Project-based)	Teacher determines attendance time required to complete project-based assignment. *Example: If a student completes an EL Civics lesson, and the teacher determines that it took the student two (2) hours to complete the assignment, the student is granted two (2) hours of attendance.*
3. Learner Mastery	Teacher determines attendance time required to complete mastery of lesson content. Teacher will base attendance hours on education contract guidelines. If no specific guidelines exist, the teacher will determine attendance hours to master specific course content. When a student masters this specific course content, the teacher will assign corresponding attendance. CTE Instructors can use course outline competency hours as a guide. *Example: When a student masters the competency of "the present perfect tense" and the teacher determines that it is valued at ten (10) hours of attendance, the teacher will assign ten (10) hours of attendance for that student.*

Each program area (ABE, ASE, ESL, CTE, IET, AC^{2}T and FSI) will track their attendance using the following three (3) models:

B. How to Take Attendance

1–Clock Time	Teacher will post attendance directly into DACE-SIS after the remote conferencing "Zoom" meeting has completed.
2–Project Based	* When the project-based assignment is completed, the teacher will determine equivalency of attendance hours and post in DACE-SIS on the completion date.(Teachers start posting attendance on the completion date of the project and work

	backwards in time to post all project-based calculated attendance, not to extend beyond scheduled class hours)
3–Mastery Based	*When it is determined that mastery of a subject has been achieved, the teacher will determine equivalency of attendance hours and post attendance in DACE-SIS on the completion date. (Teachers start posting attendance on the date mastery is determined and work backwards in time to post calculated attendance, not to extend beyond scheduled class hours)

* Note:

- *This attendance guideline does not dictate scheduled class hours.*
- *Because scheduled class hours will remain the same in DACE-SIS as before the school closures, teachers will have a 19-day window to post attendance. Although coursework may be completed asynchronously, attendance hours need to be posted for regularly scheduled class hours. Teachers may need to distribute the hours over multiple days.*
- *The same restrictions remain but the window has changed for certifying attendance. A teacher will have 19 days to certify attendance. If a teacher misses this window, he/she **will email** their administrator or designee to request certification of attendance on their behalf. The attendance may be entered in by the DACE-SIS Coordinator at the administrator's direction.*
- *Any changes in attendance certification need to be put in writing via email. DACE-SIS Coordinators will keep a copy of this correspondence.*

C. Examples by Program

Adult Basic Education	1 hour Zoom + 1 hour *Reading Horizons* + 3-hour assignment = 5 hours of attendance
Adult Secondary Education	1 hour of Zoom + 1 hour Schoology practice + 3-hour assignment = 5 hours of attendance
Adult Secondary Education (AC^{2}T)	1 hour of Zoom + 1 hour Schoology practice + 3-hour assignment = 5 hours of attendance

Adult Secondary Education (AIS)	1 hour of Zoom + 4-hour contract assignment = 5 hours of attendance
English as a Second Language	1 hour Zoom + 1 hour *Burlington English* practice + 3-hour assignment = 5 hours of attendance
Integrated Education and Training	1 hour Zoom + 1 hour of EL Civics + 3-hour assignment = 5 hours of attendance
Career Technical Education	½ hour Zoom + 1 hour *YouTube* tutorial + 3-hour assignment + ½ hour Zoom assessment = 5 hours of attendance

III.   ENTERING ATTENDANCE BY PROGRAM

Once a student is enrolled and scheduled into DACE-SIS, the teacher can begin taking attendance for the student. Schools are responsible for providing training and technical assistance to teachers, enabling them to report accurate and timely attendance. If the school site DACE-SIS Coordinator is unable to resolve an attendance issue, the teacher can open a help-desk ticket at (213) 241-5200 or helpdesk.lausd.net

A. Student Attendance and Certification Process

The teacher (teacher of record, co-teacher and/or substitute) is required to submit and certify attendance for each section and will continue to be alerted to submit and certify attendance fifteen (15) minutes prior to the end of each class section by DACE-SIS, as this is a function of the software. The teacher is also required to certify attendance for each section meeting date. Teachers will not be able to submit or modify attendance beyond a **19-day** instructional window, which includes the current and previous class day.

- Teachers will receive alerts daily to remind them to take attendance. Teachers will not be able to take attendance after the 19-day instructional window.

If the DACE-SIS system is unavailable for attendance, and the teacher is unable to obtain the DACE-SIS *Teacher Roster Report*, the DACE-SIS Coordinator will assist by emailing and distributing weekly class rosters to ensure attendance is accurately recorded. The teacher must submit the completed roster via email to the DACE-SIS Coordinator, who will enter student daily attendance into the system on behalf of the teacher if the

window for taking attendance has already closed. The teacher is still responsible for certifying the attendance entered by the DACE-SIS Coordinator, once attendance has been entered.

B. NO-SHOWS and DROPPED Students

Once a student has not attended class for **19** consecutive instructional days, an alert will show in the DACE-SIS portal. Once this happens, the DACE-SIS Coordinator will notify the principal or designee. The principal or designee is then responsible for assigning staff to conduct a follow-up call to the absent student. Once a student has missed **19** consecutive instructional days (or the teacher determines that the student is no longer attending), the teacher will drop the student from the class roster using the following designations:

- Course Completion Code – L (Leaver)
- Grade – NC (No Credit) *

* Once NC is assigned as the grade, the teacher can drop the student by assigning the current date. The teacher should not backdate to last day of attendance.

IV. ROLES AND RESPONSIBILITIES

A. TEACHERS AND SUBSTITUTES

The matrix below summarizes roles and responsibilities for attendance taking, certification, and alerts.

Item	Status	Who takes attendance?	Who certifies attendance?	Who receives alert to take and certify attendance?	Comments
1	The teacher of record takes attendance within the 19-day instructional window	Teacher of record	Teacher of record	1. Teacher of record 2. Co-teacher with permission to modify 3. DACE-SIS Coordinator 4. Administrators	The 19-day instructional window includes the current and previous 18 days

2	The teacher of record is absent, and the substitute is assigned to take attendance	Substitute	1. Teacher 2. Substitute 3. Co-teacher with permission to modify	1. Teacher of record 2. Substitute 3. Co-teacher with permission to modify 4. DACE-SIS Coordinator 5. Administrators	None
3	The teacher of record cannot enter attendance in DACE-SIS within the window	The teacher takes attendance manually and submits the paper pencil attendance record via email to the DACE-SIS Coordinator who will enter it into DACE-SIS	1. Teacher 2. Co-teacher with permission to modify	1. Teacher of record 2. Co-teacher with permission to modify 3. DACE-SIS Coordinator 4. Administrators	The email record of the paper class roster with manually written attendance hours should be provided as supporting document to DACE-SIS Coordinator
4	Special event	DACE-SIS Coordinator under principal's direction	Principal	1. Teacher of record 2. Co-teacher with permission to modify 3. DACE-SIS Coordinator 4. Administrators	None

| 5 | Teacher of record is absent, and the substitute is not assigned in DACE-SIS | The substitute teacher takes attendance manually and submits the paper pencil attendance record via email to the DACE-SIS Coordinator who will enter it into DACE-SIS | 1. Teacher 2. Co-teacher with permission to modify | 1. Teacher 2. Co-teacher with permission to modify 3. DACE-SIS Coordinator 4. Administrators | SAA should be allowed to assign substitutes in DACE-SIS to minimize this scenario |

V. MONITORING

A. School Sites

School administrators (and/or designees) are responsible for reviewing various attendance monitoring reports as identified in the matrix below and resolving conflicts when discrepancies between teachers of record and designees occur. If staff becomes aware of inconsistencies in the daily attendance and certification procedures, they should alert the school site administration as soon as possible.

Report/Alert	Purpose	Frequency	Responsibility	Action
Teacher Completion Report	Identify teachers who have not certified attendance	Daily	Administrator and/or designee	Follow up with teachers so attendance data can be captured and certified

Consecutive Absences	Identify students with at least **19** days of consecutive absences	Daily	Administrator and/or designee	Contact students immediately to understand what barriers are contributing to poor attendance and offer options or supportive services

For assistance, please contact Laura Chardiet, Coordinator at (213) 241-3830 or by email at laura.chardiet@lausd.net.

APPROVED: Joseph Stark, Executive Director

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