



Asian American and Pacific Islander Educators Network

In Person Meeting

Thursday, September 12, 2024

4:15 - 5:45 p.m.

<https://www.sccoe.org/sclis/aapi>



Welcome & Introductions



Jessica Bonduris, Ed.D.

Associate Superintendent
Professional Learning and Support Division

Emergency Preparedness



- Identify CPR/First Aid-Certified individuals in the room
- For emergencies, dial **9-1-1** from a landline

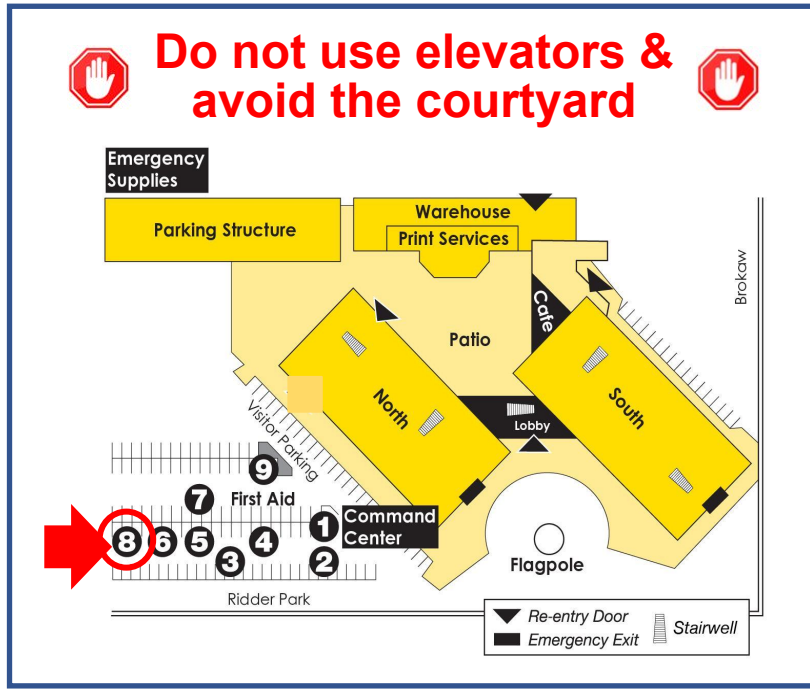


- Notify SCCOE Staff if you require assistance exiting
- A wheelchair is available (1st Floor, North Building)



- [See the complete Emergency Plan on the SCCOE Website](#)

Emergency Evacuation Site



- Presenter to point out **Assembly Area 8**, 2 stairwells/exits
- Follow staff to vacate the building
- Join your group in the parking lot at Assembly Area 8
- Do not go to your car or leave the parking lot until attendance reporting is completed

Emergency Devices

Emergency devices are located on each floor at the south end of the walkways connecting North and South buildings



Fire Extinguishers



Automated External Defibrillator (AED)



Narcan Naloxone Nasal Spray

Leadership, Service, & Advocacy

County Superintendent of Schools



Dr. Mary Ann Dewan

County Board of Education



Maimona Afzal Berta
Area 6



Victoria Chon
Area 5



Joseph Di Salvo
Area 4



Raena Lari
Area 7



Grace Mah
Area 1



Don Rocha
Area 3



Tara Sreekrishnan
Area 2

Agenda

I. Welcome & Introductions

II. Facilitated Discussion: *Attendance Awareness*

III. Discussion and Reflection

IV. Networking & Dinner

Land Acknowledgment

The AAPI Educators' Network is committed to showing respect and honoring the Indigenous Peoples of the land.

We honor and acknowledge that we are on their traditional territories and ancestral homelands. This area was also the site of trade, hunting, gathering, and healing for many other Native Nations: The Tamien [Tae mi yen], The Muwekma [Mew-Eck-Muh], Ohlone [Oh-Lone-ee], and many others.

Land Acknowledgment cont'd

We recognize the Indigenous peoples as the original stewards of the land, water, plants, and animals who called this place home.

As these words of acknowledgment are spoken and heard, the ties that these nations have to their traditional homelands are renewed and reaffirmed.

We respect the many diverse Indigenous peoples still connected to this land on which we gather. We pay our respect to them and give thanks to all Tribal Nations and the ancestors of this place.

Statement of Solidarity

The Santa Clara County Office of Education (SCCOE) in collaboration with the Asian American and Pacific Islander Educators Network affirms its commitment to...

- creating inclusive, affirming, and equitable school environments for each and every Asian American and Pacific Islander student, family, and staff of our Santa Clara County schools. This statement thus provides rationale and a foundation for operationalizing equity and social justice at the systems level for the Asian American and Pacific Islander students, families, and staff who make up our school communities.
- recognizing that the broad categories of “Asian American” and “Pacific Islander”, [when disaggregated](#), encompass a diversity of cultures, languages, religions, histories, geographical ties, immigration status, socio-economic backgrounds, and generations among over 50 ethnic groups, comprising almost [90,000 K-12 students](#) (35.3%) across Santa Clara County.

Introductions

HELLO
my name is

- Name
- Role
- District
- One Word

**Use *one* word
to describe
how you feel
right now.**



Facilitated Presentation

Attendance Awareness

Moderator



Jessica Simpson

Director, School Climate, Leadership & Instructional Services, Santa Clara County Office of Education

Topic Professional



Stephanie Palmeri Farías

Coordinator of Student Services,
East Side Union High School District

Stephanie Palmeri Farías is the Coordinator of Student Services at the East Side Union High School District. She has over 30 years of experience as a bilingual educator pre-K through 12, including many years as a classroom teacher, instructional coach, and school principal. In her current role she works with the Student Services team to provide guidance and assistance to students and families in the areas of attendance, safe learning environments, student behavior support and response, alternative learning options, family engagement, mental health and wellness, and transfers.



Attendance and MTSS
Stephanie Palmeri Farías
Coordinator of Student Services

Thursday,
September 12, 2024



We are East Side Union HS District

21,000+ students

- 37% Asian
- 46% Hispanic
- 6% Filipino
- 5% White
- 2% African-American

1,100+ certificated staff members
700+ classified staff members

11.9% Students with Disabilities

41% Socioeconomically Disadvantaged

11 comprehensive high schools
4 continuation high schools
1 small school of choice
1 middle college

19.8% English Language Learner

-73% Long Term English Learners

-27% Short Term English Learners

66% come from homes where a language other than English is spoken

CORE VALUES:

Equity

Inclusiveness

Commitment to Excellence

Diversity

Professional Capacity

Equity Policy 0105: Every student receives what he or she needs to thrive socially, emotionally, and academically.....interrupting inequitable practices and biases and creating inclusive and just conditions in our schools.

Equitable East Side Communities



As a district we are committed to building capacity amongst all staff members to ensure that equity and inclusion are essential principles of our school system.

Specifically, we will build capacity to attain equitable ESUHSD communities where:

- **ALL** students are **welcomed** as they are
- **strengths** and areas of **growth for all students are known and supported**
- adults **positively respond** to the social-emotional, wellness, and academic needs of every student
- **ALL** students engage with **tasks** that develop the strategic thinking skills for **full participation** in their local communities and the global society.

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Responding as a System: One Key Response

Creating Equitable Communities through Multi-Tiered Systems of Support (MTSS)

What is MTSS?

- An integrated, comprehensive **framework** that focuses on
- Instruction, Behavior, and Wellness (Whole Child)
 - Differentiated student-centered learning
 - Individualized student needs
 - The **alignment of systems** necessary for all students to achieve academic, behavioral and social success.



By embracing the Whole Child approach to teaching and learning, grounded in Universal Design for Learning (UDL), and Culturally Responsive Teaching (CRT), and utilizing Implementation Science and Improvement Science for continuous improvement, the California MTSS framework lays the foundation for the statewide system of support. (CDE)



Attendance Matters!



CORE VALUES:

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Inclusiveness

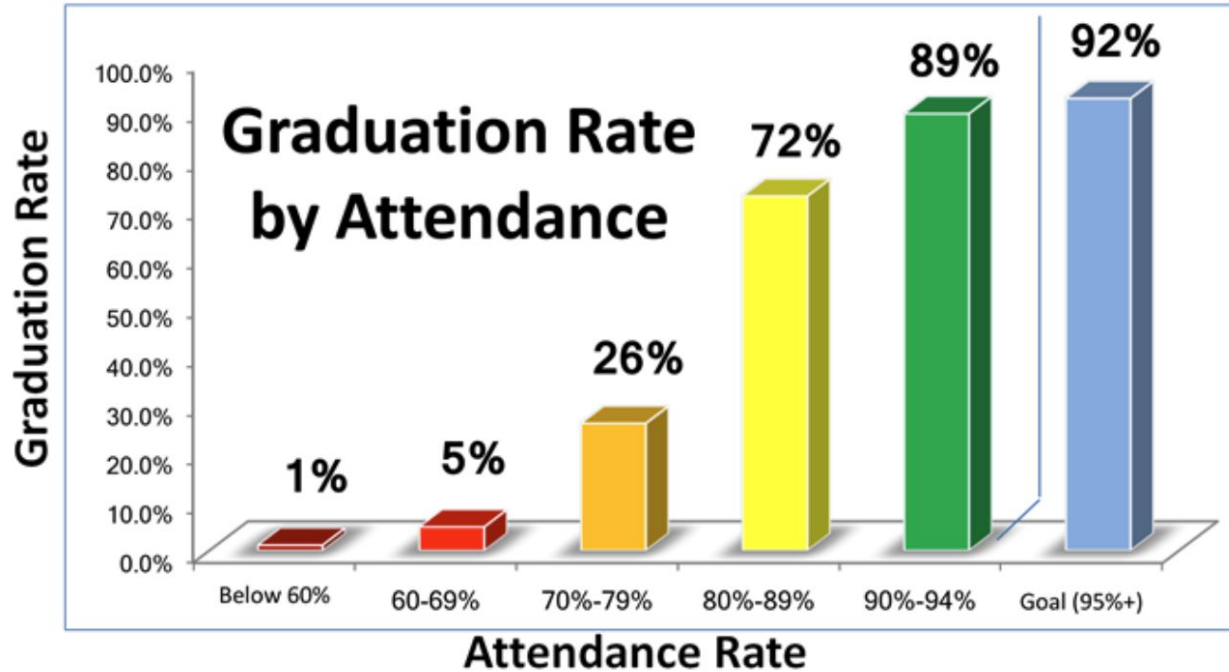
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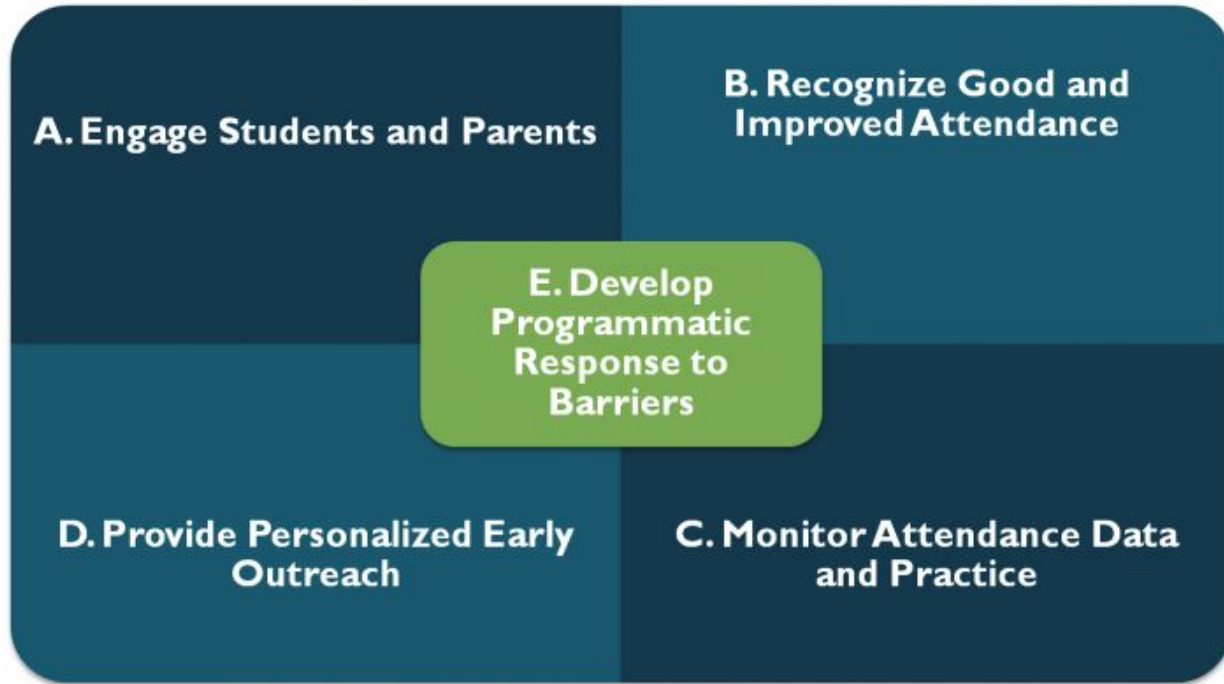
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The Plan for Improving Attendance



CORE VALUES: Equity Inclusiveness Commitment to Excellence Diversity Professional Capacity

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Partner Share



What are some of the major barriers to student attendance at your site/district? What are you currently doing to address these?



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Attendance

Barriers

- Chronic and acute illness
- Family responsibilities or home situation
- Trauma
- Poor transportation
- Housing and food insecurity
- Inequitable access to needed services
- System involvement
- Lack of predictable schedules for learning
- Lack of access to tech

Aversion

- Struggling academically and/or behaviorally
- Unwelcoming school climate
- Social and peer challenges
- Anxiety
- Biased disciplinary and suspension practices
- Undiagnosed disability and/or disability accommodations
- Parents had negative educational experiences

Disengagement

- Lack of challenging, culturally responsive instruction
- Bored
- No meaningful relationships to adults in the school (especially given staff shortages)
- Lack of enrichment opportunities
- Lack of academic and behavioral support
- Failure to earn credits
- Drawn to low-wage job vs. being in high school

Misconceptions

- Absences are only a problem if they are unexcused
- Missing 2 days per month doesn't affect learning
- Lose track and underestimate TOTAL absences
- Sporadic absences aren't a problem
- Attendance only matters in the older grades
- Suspensions don't count as absence



www.attendanceworks.org

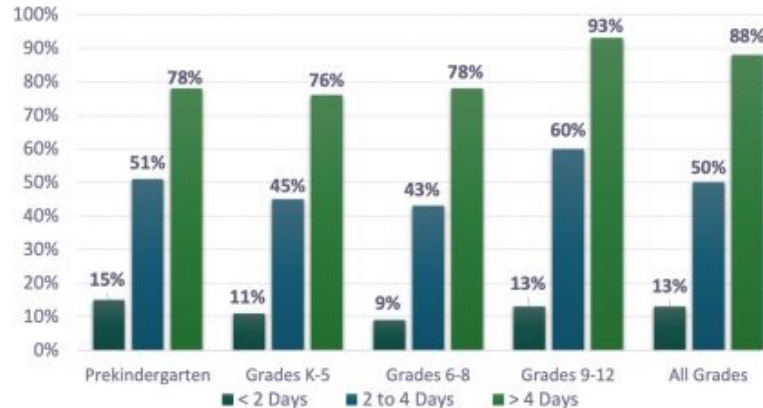


Attendance



Absences earlier in the year predict later absences without intervention

- Baltimore students who missed 2-4 days of school in September were **5 times** as likely to be chronically absent.
- Students who missed 5 or more days of school in September were **16 times** as likely to be chronically absent.



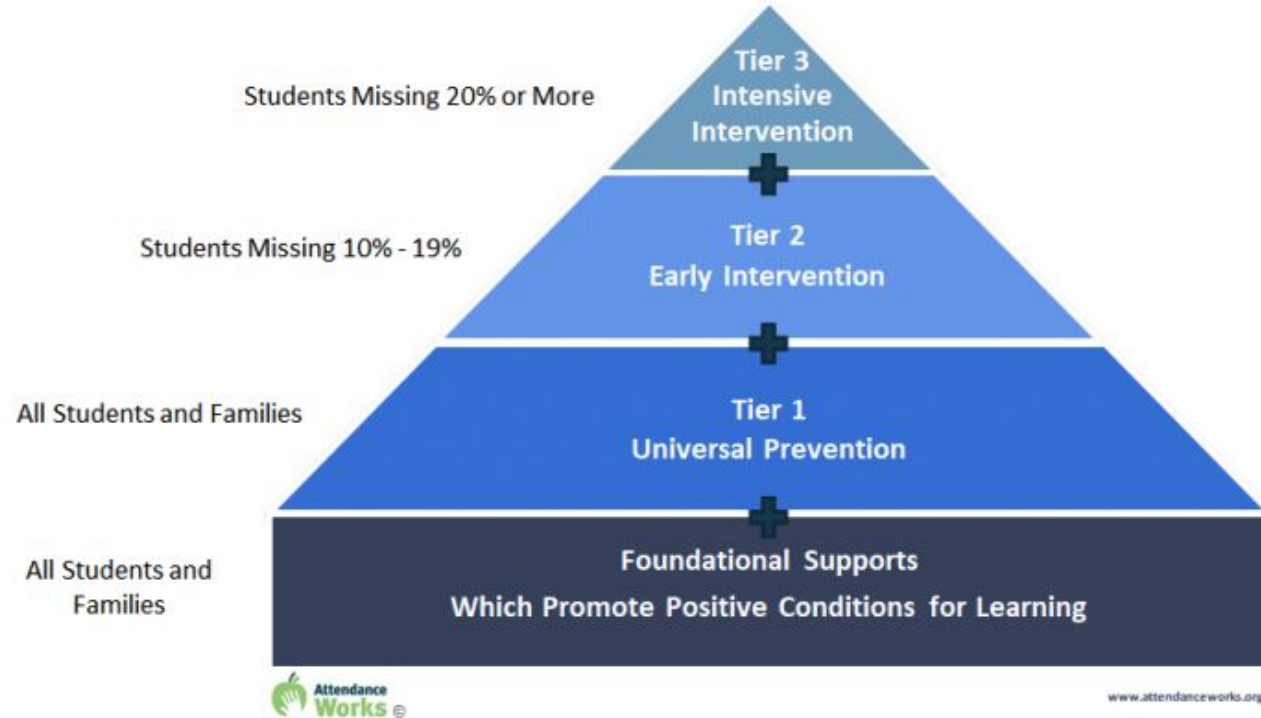
<http://baltimore-berc.org/wp-content/uploads/2014/08/SeptemberAttendanceBriefJuly2014.pdf>

www.attendanceworks.org





Attendance



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Inclusiveness

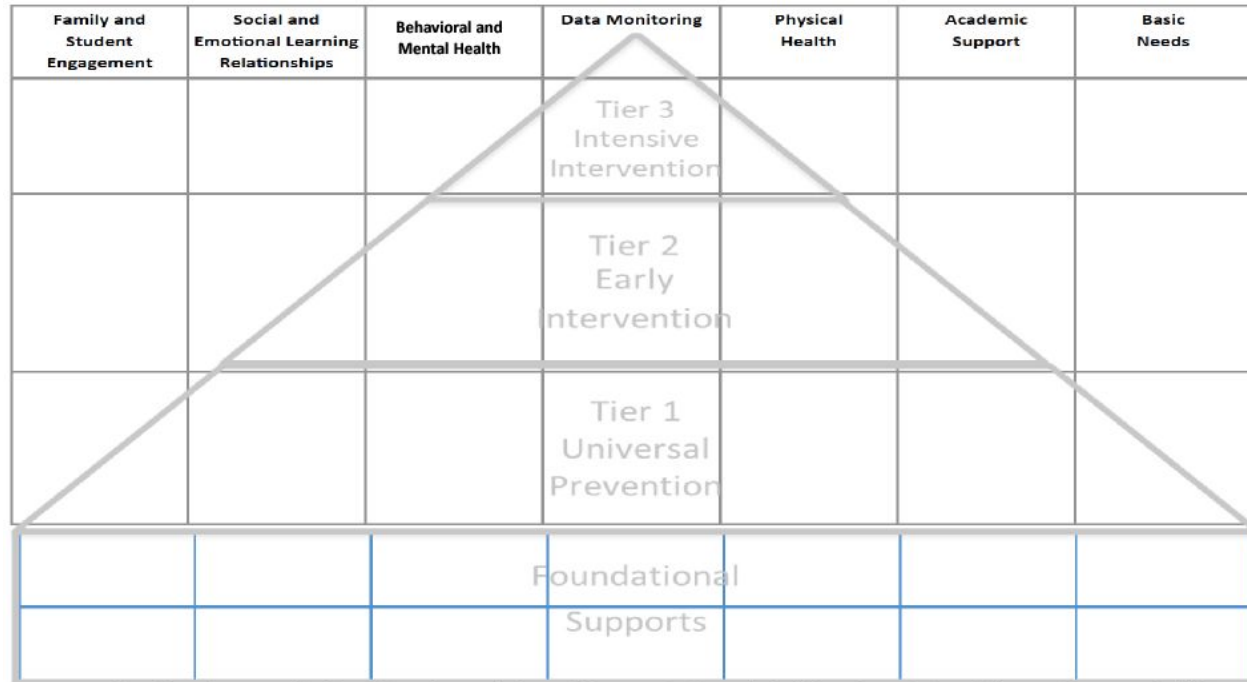
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Attendance



Adapted from format created by Nancy Erbstein, Associate Professor of Education in Residence, with the UC Davis Center for Regional Change and Sacramento City USD.

Attendance: Foundational & Tier 1 Supports



Foundational and Tier 1 Supports - Universally Offered

- Foundational and Tier 1 attendance supports should be available for all students throughout the school year! Foundational supports promote the positive conditions for learning that ensure students are engaged and want to show up to school.
- Tier 1 raises awareness about the vital role strong attendance plays in student achievement. These strategies are designed to motivate satisfactory attendance for every student. If a school has high levels of chronic absence, it can be a sign that a greater investment is needed in nurturing positive conditions for learning and offering Tier 1 universal attendance strategies.

Attendance: Foundational Supports

Foundational Supports Which Promote Positive Conditions for Learning

- > Physical and Emotional Health and Safety
 - Healthy learning environments
 - Welcoming, safe school climate
 - Access to food and other basic needs
 - Restorative circles
- > Belonging, Connection and Support
 - Active student and family engagement
 - Advisories/meetings to build community
 - Enrichment and clubs
 - Positive peer connections



Attendance: Foundational Supports

> Academic Challenge and Engagement

- Access to tech and internet
- Learning supports
- Project-based learning
- Credit recovery opportunities
- Internships/community service
- Alternative scheduling options

> Adult and Student Well-Being and Emotional Competence

- Restorative check-ins
- Access to health care and mental health supports
- Trauma-informed practice
- Staff self-care



Attendance: Tier 1 Supports

Tier 1 Universal Supports

- › Clear, concise and consistent communication about schedules and expectations
- › Routines, rituals and celebrations related to attendance and engagement
- › Personalized communication to families when students are absent
- › Recognition of good and improved attendance
- › Impact of attendance on whole child widely understood
- › Connection to a caring adult in the school
- › Every child and their family encouraged to develop a success plan that includes attention to attendance





Attendance: Foundational/Tier 1 Supports

<https://drive.google.com/file/d/1cy1WixUtsRIP2A32qjk9I2091QgQ3kpy/view>

https://drive.google.com/file/d/1UQq76ZTS4bBxOlZoTdN_UrGLd_Ty_7cO/view?usp=drivesdk



ATTENDANCE MATTERS.
ON TIME. ALL DAY.
EVERY DAY.

Did You Know?

- Attending school regularly is a better predictor of high school graduation than test scores
- Attending school regularly helps build relationships with teachers and classmates
- Attending school helps students keep up with daily lessons and assignments
- Missing just 2 days a month means a child misses 10% of the school year

What You Can Do

Students:

- Be in class on time everyday!
- Ask for help if you're having trouble getting to school

Parents and Caregivers:

- Contact your student's school if they are absent
- Schedule non-urgent medical appointments after school
- Plan vacations during school breaks and over summer

Good Attendance Leads to Success

- High School Graduation
- Preparation for Your College & Career

<p>Excused Absences</p> <ul style="list-style-type: none"> Illness Funeral for family Cultural ceremonies Other approved purpose or reason 	<p>Unexcused Absences</p> <ul style="list-style-type: none"> Oversleeping Shopping errands DMV Appointment Vacations Skipping Class
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Learn more about ESUHS's attendance policies

QR Code

bit.ly/ESUHSAttendance

To clear up absences or learn about resources contact:

<p>Carla Rodriguez Attendance Secretary (A-L) 408-347-5953 rodriquezcc@esuhsd.org</p>	<p>Leticia Flores Attendance Clerk (M-Z) 408-347-5914 floresl@esuhsd.org</p>	<p>Ricardo Ramirez Parent and Community Involvement Specialist 408-347-5926 ramirezri@esuhsd.org</p>
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Attend Today Achieve Tomorrow

What Foundational and Tier 1 supports do you currently have in place at your site/district? What barriers or challenges do you face?

Attendance



When to Add Tier 2 Early Intervention

Provide Tier 2 supports to students who missed 10% or more of school (18 days or more in an 180-day school year) during the prior school year. Remember, this includes all days missed regardless of the reason. Whether students attend school in person, remotely or with a hybrid schedule, missing 10% of school is the early warning sign that a student is off track.

During the current school year, activate Tier 2 assistance when a student misses two days in the first month, a total of four days by the end of the second month, six days by the end of the third month and so on. Early attendance patterns are highly predictive of later absences for both in-person and remote settings. *Click on the image below to enlarge it.*

Attendance

Tier 2 Early Intervention

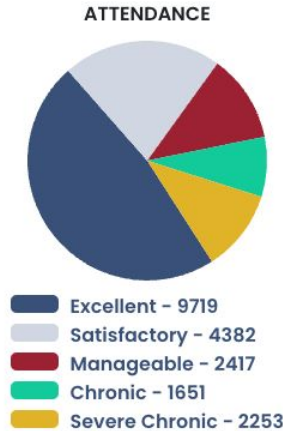
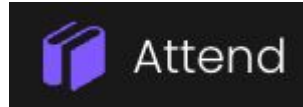
- > Common community and school barriers identified and addressed
- > Individualized student success plan that includes attention to attendance
- > Attendance strategies added to IEP
- > Family visit
- > Mentors
 - Success Mentors
 - Peer Group Connections
- > Intensive tutoring
- > Check-In/Check-Out (CICO)
- > Expanded learning opportunities
- > Small group interventions and supports for students
- > Restorative alternatives to discipline and suspension





Attendance: Tier 2 Supports

What Tier 2 supports do you currently have in place at your site/district? What barriers or challenges do you face?



East Side High School District Student Services Attendance Improvement Plan (AIP)

Student Information			
Student Name:	I live with:		
Grade:	Age:	DOB:	Student Cell:
Guardian Name(s):	Email/Phone:		

School Information			
School:	Credits Completed/Needed:		
On Track:	IEP:	504 Plan:	
Favorite Subject:	Post-Graduation Plans:		
Is this a follow up SARC meeting? Yes No	Dates of Previous meetings:	Absences to Date:	Absences since last SARC:
		Tardies to Date:	Tardies since last SARC:

Student Strengths (Shared by Staff)	Student Strengths (Shared by Family)
1.	1.
2.	2.
3.	3.
Someone who supports me at school:	Someone who supports me at home:

Areas of Support		
Academic	Basic Needs	Social Emotional Support
<input type="checkbox"/> Counselor <input type="checkbox"/> Alternative Program <input type="checkbox"/> Tutoring/Subject	<input type="checkbox"/> Backpack/Supplies <input type="checkbox"/> Hygiene Kit <input type="checkbox"/> Transportation <input type="checkbox"/> Job <input type="checkbox"/> Groceries <input type="checkbox"/> Clothing/Sizes	<input type="checkbox"/> Anxiety <input type="checkbox"/> Depression <input type="checkbox"/> Grief <input type="checkbox"/> Substance Use <input type="checkbox"/> Other: _____

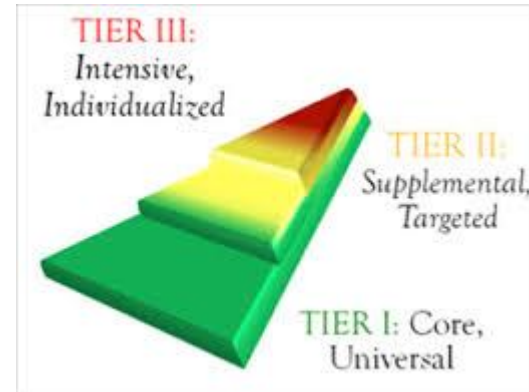
Intervention Support Plan			
Attendance Barrier	Intervention/Support for student's improved school attendance	Assigned Person and Progress Review Dates	Notes
1.			
2.			
3.			
4.			

Attendance

When to Add Tier 3, Intensive Intervention

Provide Tier 3 supports to students who missed 20% or more of the past school year. During the current school year, activate Tier 3 supports whenever a student misses 20% or more of days enrolled. Finally, add Tier 3 supports when a student's attendance has not improved during the current school year even with Tier 2 interventions.

Remember that each tier adds another layer of support. *Students requiring additional Tier 2 or Tier 3 support still benefit, as all students do, from Foundational Supports and Tier 1!*



Attendance

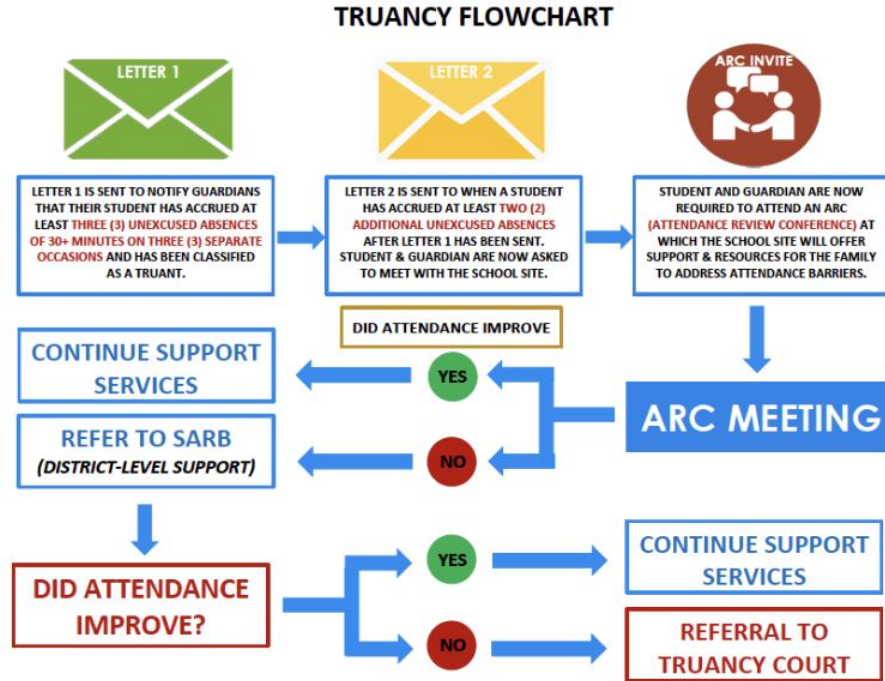
Tier 3 Intensive Intervention

- > Educational support champions / advocates
- > Interagency case management
- > Housing stability supports
- > Student attendance review board
- > Community-based, non-criminal truancy court
- > Individualized learning and success plan leading to graduation
- > Legal Intervention (as a last resort)





Attendance: Tier 3 Supports



What Tier 3 supports do you currently have in place at your site/district? What barriers or challenges do you face?



Closing

What is your biggest takeaway from today or an idea you would like to implement at your site/district?



Thank You!



Stephanie Palmeri Farías
Coordinator of Student Services
palmeris@esuhd.org
(408) 347-5206



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Discussion: *Attendance Awareness*

- **Discussion Question 1**

- *Addressing Language Barriers and Engagement:* Given that 34% of AAPI students in Santa Clara County come from non-English-speaking households, as reported by the 2023 California Dashboard, how can we better tailor our outreach and communication strategies to engage these families effectively in their children's education and attendance? What successful strategies have you implemented or observed in your districts?



Discussion: *Attendance Awareness*

- **Discussion Question 2**

- *Data-Driven Interventions:* Considering the significant variation in absenteeism rates among different AAPI subgroups, such as the 16% rate for Filipino students versus 12% for Chinese students, according to the 2023 California Dashboard, how can we leverage disaggregated data to design more targeted and effective attendance interventions? What challenges and successes have you experienced in using such data in your roles?"



Discussion: *Attendance Awareness*

- **Discussion Question 3**

- *Culturally Responsive Attendance Programs:* Schools implementing culturally responsive programs have seen an 8% reduction in absenteeism among AAPI students, as reported in district attendance records from 2023. What elements of these programs do you believe are most effective, and how can we scale these efforts across districts to ensure that all AAPI students benefit from such tailored approaches?



Discussion: *Attendance Awareness*

- **Discussion Question 4**

- *Mental Health and Cultural Stigma:* With the 2023 California Healthy Kids Survey indicating that 28% of AAPI students in Santa Clara County experience significant anxiety, yet only 12% seek counseling services perhaps due to cultural stigma, what role do our schools play in destigmatizing mental health, and how can we ensure that counseling services are both accessible and culturally appropriate for AAPI students?





Discussion

Reflection

Discussion and Reflection

- What information that was shared during the facilitated presentation resonated with you?
- How can this apply to your work in education?
- Based upon what you heard tonight, what can you do as educators or community members to respond to the needs of Asian American youth?

Networking and Dinner

Enjoy!



Please Provide Feedback

<https://sccoe.to/aapien-survey-091224>

THANK YOU!



2024-25 Network Meetings

4:15 to 5:45 p.m.



Wednesday, November 6, 2024

Wednesday, February 12, 2025

Wednesday, April 2, 2025

[Invite your colleagues to register!](#)

(This year, you will need to register separately for all meetings.)



Jessica Simpson, Ed.S.

Director, School Climate, Leadership
& Instructional Services

Professional Learning & Support Division

jsimpson@sccoe.org

(669) 212-4444

Santa Clara County Office of Education

Working collaboratively with school and community partners, the **Santa Clara County Office of Education (SCCOE)** is a regional service agency committed to serving, inspiring, and promoting student and public school success. The SCCOE is a premier service organization driven by the core principles of equity, diversity, inclusion, and partnership.

For more information about the Santa Clara County Office of Education, please visit www.sccoe.org



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