

Policy 5113.1: Chronic Absence And Truancy

Status:
ADOPTED

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The Governing Board believes that absenteeism, whatever the cause, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The Board desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the district, and that students who are identified as chronically absent or truant receive appropriate support services and interventions as early as possible.

The Superintendent or designee shall establish a system to accurately track student attendance in order to identify individual students who are chronic absentees and truants, as defined in law and administrative regulation, and to identify patterns of absence throughout the district.

The Superintendent, attendance supervisor, or designee shall consult with students, parents/guardians, school staff, and community agencies, as appropriate, to identify factors contributing to chronic absence and truancy, including in relation to grade level and student subgroup patterns of chronic absence and truancy.

The Superintendent, attendance supervisor, or designee shall develop a tiered approach to reducing chronic absence. Such an approach shall include:

1. Strategies for preventing attendance problems, which may include, but are not limited to, efforts to provide a safe and positive school environment;
2. Relevant and engaging learning experiences;
3. School activities that help develop students' feelings of connectedness with the school, including personalized relationships between students and teachers and/or support staff;
4. School-based health services;

5. Letters alerting parents/guardians to the value of regular school attendance, including the use of ~~bilingual aides and~~ communication in the primary language used by parents/guardians; and
6. Incentives and rewards to recognize students who achieve excellent attendance or demonstrate significant improvement in attendance.

The tiered approach shall also provide for early outreach to students as soon as they show signs of poor attendance or if they were chronically absent in the prior school year. Early intervention may include personalized outreach, individual attendance plans, and/or mentoring to students with moderate levels of chronic absence, with additional intensive, interagency wrap-around services for students with the highest level of absence.

Students with serious attendance problems shall be provided with interventions specific to their needs, which may include, but are not limited to:

1. Health care referrals;
2. Transportation assistance;
3. Counseling, including trauma-informed practices, for mental or emotional difficulties;
4. Academic supports;
5. Efforts to address school or community safety concerns;

Discussions with the student and parent/guardian about their attitudes regarding schooling; or Other strategies to remove identified barriers to school attendance. The Superintendent, attendance supervisor, or designee may collaborate with child welfare services, law enforcement, courts, public health care agencies, other government agencies, and/or medical, mental health, and oral health care providers to make alternative educational programs and support services available for students and families.

The Superintendent or designee shall ensure that all attendance interventions are culturally responsive and take into account diverse family contexts and circumstances. This may include:

- 1. Training for attendance staff on cultural competence and implicit bias***
- 2. Reviewing intervention practices to identify and eliminate approaches that may be culturally insensitive or stigmatizing***
- 3. Involving culturally diverse staff and community and government partners in developing and implementing attendance strategies***
- 4. Ensuring communication about attendance is provided in families' primary languages and in culturally respectful ways***
- 5. Recognizing and respecting cultural, religious, and family observances that may affect attendance***
- 6. Adapting approaches to meet the specific needs of refugee and immigrant families, Native American families, and other culturally distinct groups within the district***

The Superintendent or designee shall ensure that staff assigned to fulfill attendance-related duties are trained in implementing a trauma-informed approach to chronic absence and receive information about the high correlation between chronic absence and exposure to adverse childhood experiences.

Students who are identified as chronically absent or truant shall be subject to the interventions specified in law and administrative regulation.

To provide students with an opportunity to make up lost instructional time and offset absences, the Superintendent or designee may implement an attendance recovery program for students in grades transitional kindergarten-12. Any such attendance recovery program shall ***be primarily funded through average daily attendance (ADA) from its respective program or other restricted funds dedicated to credit recovery*** and operated in accordance with Education Code 46211 and as specified in the accompanying administrative regulation.

A student's truancy, tardiness, or other absence from school shall not be the basis for suspension or expulsion. Alternative strategies and positive reinforcement for attendance shall be used whenever possible.

The Superintendent, attendance supervisor, or designee shall periodically report to the Board regarding student attendance patterns in the district, including rates of chronic absence and truancy districtwide and for each school, grade level, and numerically significant student subgroup as defined in Education Code 52052. Such information shall be used to evaluate the effectiveness of strategies implemented to reduce chronic absence and truancy and to develop annual goals and specific actions for student attendance and engagement to be included in the district's local control and accountability plan and other applicable school and district plans. As appropriate, the Superintendent or designee shall engage school staff in program evaluation and improvement and in the determination of how to best allocate available community resources.

The Superintendent or designee shall conduct quarterly analysis of chronic absence and truancy data disaggregated by specific student populations. This analysis shall:

- 1. Identify specific student groups experiencing disproportionate rates of absence or truancy***
- 2. Examine root causes of disparities, including potential institutional practices that may create barriers***
- 3. Develop targeted strategies to address identified disparities***

4. ***Set measurable goals for reducing attendance gaps between student groups***
5. ***Regularly report progress toward these goals to the Board***

Schools with significant attendance disparities between demographic groups shall be required to develop specific action plans to address these gaps. The district shall provide additional resources and support to these schools as needed.

Removing Institutional Barriers

The district shall regularly assess and address structural and institutional barriers to attendance, including:

1. ***Transportation challenges, particularly for students from low-income households or those experiencing housing instability***
2. ***School scheduling that conflicts with family obligations or cultural practices***
3. ***School climate issues that may make students feel unsafe, unwelcome, or disengaged***
4. ***Health-related barriers, including lack of access to necessary medications or health services at school***
5. ***Policies or practices that may unintentionally penalize students facing social or economic challenges***
6. ***Access to technology or materials needed for successful school participation***
7. ***Flexibility to accommodate legitimate family needs without penalizing students***
8. ***All barriers should be examined from the District and community-wide perspective including other governmental agencies.***

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 306	<u>Explanation of absence</u>
5 CCR 420-424	<u>Record of verification of absence due to illness and other causes</u>

Ed. Code 1740	Employment of personnel to supervise attendance
Ed. Code 37223	Weekend classes
Ed. Code 44266	Pupil Personnel Services credential
Ed. Code 46000	Attendance records
Ed. Code 46010-46015	Absences
Ed. Code 46110-46120	Attendance in kindergarten and elementary schools
Ed. Code 46140-46148	Attendance in junior high and high schools
Ed. Code 46210-46211	Attendance recovery programs
Ed. Code 48200-48208	Children ages 6-18; compulsory full-time attendance
Ed. Code 48225.5	Work permits; entertainment and allied industries
Ed. Code 48240-48246	Supervisors of attendance
Ed. Code 48260-48273	Truants
Ed. Code 48290-48297	Failure to comply; complaints against parents
Ed. Code 48320-48325	School attendance review boards
Ed. Code 48326	Absence intervention teams
Ed. Code 48340-48341	Improvement of student attendance

Ed. Code 48400-48403	Compulsory continuation education
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 49067	Unexcused absences as cause of failing grade
Ed. Code 52052	Accountability; numerically significant student subgroups
Ed. Code 60901	Chronic absence
Gov. Code 54950-54963	The Ralph M. Brown Act
Pen. Code 270.1	Chronic truancy; parent/guardian misdemeanor
Pen. Code 272	Parent/guardian duty to supervise and control minor child; criminal liability for truancy
Pen. Code 830.1	Peace officers
W&I Code 11253.5	Compulsory school attendance; eligibility for aid
W&I Code 256-258	Juvenile hearing officer
W&I Code 601-601.5	Habitually truant minors

Management Resources

Description

Attendance Works Publication	District Attendance Tracking Tool
Attendance Works Publication	The Power of Positive Connections: Reducing Chronic Absence Through PEOPLE: Priority Early Outreach for Positive Linkages and Engagement, 2014

Attendance Works Publications	Bringing Attendance Home: Engaging Parents in Preventing Chronic Absence, 2015
Attendance Works Publications	School Attendance Tracking Tool
Attendance Works Publications	For School Board Members: Frequently Asked Questions About Chronic Absence
California Department of Education Publication	School Attendance Improvement Strategies
California Department of Education Publication	School Attendance Review Boards Handbook & Forms
Court Decision	L.A. v. Superior Court of San Diego County (2012) 209 Cal.App.4th 976
CSBA Publication	Research supported strategies to improve the accuracy and fairness of grades, July 2016
CSBA Publication	Seize the Data: Using Chronic Absence Data to Drive Student Engagement, March 2024
Website	CSBA District and County Office of Education Legal Services
Website	California Healthy Kids Survey
Website	California School Climate, Health, and Learning Survey System
Website	CSBA
Website	Attendance Works

Website [California Association of Supervisors of Child Welfare and Attendance](#)

Website [California Department of Education](#)

Cross References

Code	Description
0400	Comprehensive Plans
0410	Nondiscrimination In District Programs And Activities
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0500	Accountability
1400	Relations Between Other Governmental Agencies And The Schools
3516.5	Emergency Schedules

4119.41	<u>Employees With Infectious Disease</u>
4131	<u>Staff Development</u>
4131	<u>Staff Development</u>
4219.41	<u>Employees With Infectious Disease</u>
4319.41	<u>Employees With Infectious Disease</u>
5030	<u>Student Wellness</u>
5112.1	<u>Exemptions From Attendance</u>
5112.1	<u>Exemptions From Attendance</u>
5112.3	<u>Student Leave Of Absence</u>
5112.3	<u>Student Leave Of Absence</u>
5112.5	<u>Open/Closed Campus</u>
5113	<u>Absences And Excuses</u>
5113	<u>Absences And Excuses</u>
5113.11	<u>Attendance Supervision</u>
5113.2	<u>Work Permits</u>
5113.2	<u>Work Permits</u>

5116.2	<u>Involuntary Student Transfers</u>
5117	<u>Interdistrict Attendance</u>
5117	<u>Interdistrict Attendance</u>
5121	<u>Grades/Evaluation Of Student Achievement</u>
5121	<u>Grades/Evaluation Of Student Achievement</u>
5125	<u>Student Records</u>
5125	<u>Student Records</u>
5126	<u>Awards For Achievement</u>
5126	<u>Awards For Achievement</u>
5131	<u>Conduct</u>
5131-E PDF(1)	<u>Conduct - Elementary Plan</u>
5131.2	<u>Bullying</u>
5131.4	<u>Student Disturbances</u>
5131.4	<u>Student Disturbances</u>
5137	<u>Positive School Climate</u>
5141.21	<u>Administering Medication And Monitoring Health Conditions</u>

5141.21	<u>Administering Medication And Monitoring Health Conditions</u>
5141.22	<u>Infectious Diseases</u>
5141.22	<u>Infectious Diseases</u>
5141.33	<u>Head Lice</u>
5141.6	<u>School Health Services</u>
5141.6	<u>School Health Services</u>
5144	<u>Discipline</u>
5144	<u>Discipline</u>
5144.1	<u>Suspension And Expulsion/Due Process</u>
5144.1	<u>Suspension And Expulsion/Due Process</u>
5145.3	<u>Nondiscrimination/Harassment</u>
5145.3	<u>Nondiscrimination/Harassment</u>
5145.6	<u>Parent/Guardian Notifications</u>
5145.6-E PDF(1)	<u>Parent/Guardian Notifications</u>
5145.6-E PDF(2)	<u>Parent/Guardian Notifications</u>
5146	<u>Married/Pregnant/Parenting Students</u>

5147	Dropout Prevention
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6020	Parent Involvement
6020	Parent Involvement
6020-E PDF(1)	Parent Involvement
6158	Independent Study
6158	Independent Study
6164.2	Guidance/Counseling Services
6164.5	Student Success Teams
6164.5	Student Success Teams
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E PDF(1)	Education For Homeless Children

6173.1	<u>Education For Foster Youth</u>
6173.2	<u>Education Of Children Of Military Families</u>
6173.2	<u>Education Of Children Of Military Families</u>
6173.4	<u>Education For American Indian Students</u>
6175	<u>Migrant Education Program</u>
6175	<u>Migrant Education Program</u>
6176	<u>Weekend/Saturday Classes</u>
6178	<u>Career Technical Education</u>
6178	<u>Career Technical Education</u>
6178.1	<u>Work-Based Learning</u>
6178.1	<u>Work-Based Learning</u>
6179	<u>Supplemental Instruction</u>
6183	<u>Home And Hospital Instruction</u>
6183	<u>Home And Hospital Instruction</u>
6184	<u>Continuation Education</u>
6184	<u>Continuation Education</u>

