

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION

Agenda Item# 1.2

Meeting Date: February 6, 2014

Subject: Attendance Improvement and Chronic Absence

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First

# Board of Education Executive Summary

## Student Hearing and Placement Department (SHPD) and Integrated Support Services

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### I. Overview/History of Department or Program

#### Attendance Office

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**Board of Education Executive Summary**  
Student Hearing and Placement Department (SHPD)  
and Integrated Support Services

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Chronic Absence Project



## Board of Education Executive Summary

### Student Hearing and Placement Department (SHPD) and Integrated Support Services

October of that school year. For example, if the school has an enrollment of 600 students, it will have a 50 percent truancy rate if it has 300 students classified as truants during the year.) 08.0.2fCh6p 8n6dTfa

## **Chronic Absenteeism in Sacramento City Unified School District: 3-Year Trend Overview**

Chronic absenteeism—missing at least 10% of school days for any reason—is associated with a variety of poor learning, health and life outcomes. This brief follows up on earlier analyses<sup>1</sup> of 2010-2011 student attendance data to examine chronic absenteeism prevalence and trends in Sacramento City Unified School District (SCUSD).

### ***More than 1 in 10 students are chronically absent.***

Across SCUSD<sup>2</sup>, overall chronic absence rates for the past three years have been 11.7% (2010-2011), 13.8% (2011-2012), and 11.8% (2012-2013). Therefore, chronic absenteeism appears to be a persistent challenge

absenteeism increase, but the proportion of these students that is severely chronically absent also increases.

Figure 2. Severe Chronic Absence Rate By Grade Level

***Although district satisfactory attendance rates increased from 2011-2012 to 2012-2013, chronic absence rates did not decrease.***

Overall, the percentage of SCUSD students with “satisfactory” attendance (missing less than 5% of school) increased from 62.8% in 2011-2012 to 69.3% in 2012-2013. However, chronic absence rates did not decrease, and rates of severe chronic absenteeism remained similar (see Figure 2 above). This pattern raises questions about whether intervention strategies fostered the improved satisfactory attendance, and if so, whether alternative strategies might be required to reach students missing school at dangerously high rates.

***In sum,*** preliminary analyses of