SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item#_1 .2

Meeting	g Date: February 6, 2014
Subject	t: 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

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

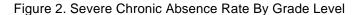
Chronic Absenteeism in Sacramento City Unified School District: 3-Year Trend Overview

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 analyses¹ 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 SCUSD², 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.



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