
District Advisory Council

February 14, 2023

“DAC”entines Day!

Attendance: Policies & Procedures

— District Advisory Council Presentation —
February 14, 2023

Presentation Objective

To review attendance policies and procedures, as well as to respond to DAC questions including those related to:

- Why Attendance Matters
- Chronic Absenteeism & Truancy Defined
- Compulsory Education
- Reasons for Absence Excused per Education Code
- State vs. CVUSD Chronic Absenteeism Data
- Student Attendance Review Team (SART) & Student Attendance Review Board (SARB)
- School and District Responses to Attendance Struggles
- What Can Parents/Guardians Do to Assist?

Why Attendance Matters

Elementary:

- Starting in Kindergarten, missing 10% of school, or about 2 days each month over the course of the school year, can make it harder to learn to read.
- Who can read on grade level after 3rd grade?
 - 64% of students with good attendance in K and 1st grades
 - 48% of students with at-risk attendance in K or 1st grade
 - 41% of students chronically absent in K or 1st grade
 - 17% of students chronically absent in K and 1st grades

Secondary:

- By 6th grade, chronic absenteeism is one of the primary signs that a student may drop out of high school
- By 9th grade, attendance is a better predictor of graduation rates than 8th grade test scores
- Missing 10%, or 2 days each month, can affect a student's overall academic success

Chronic Absenteeism & Truancy

Chronic Absenteeism: A pupil who has been absent 10% or more of the school days in the school year (divide number of days the pupil is absent by the number of regular school days the pupil is enrolled). Chronic absenteeism is regardless of the reason for absence.

Truancy: A “truant” is any pupil between the ages of 6 and 18 who is absent from school without a valid excuse three days in one school year, or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof.

Compulsory Education

Education Code 48200

- A pupil between the ages of 6 and 18 who is not otherwise exempted shall attend school for the full time designated as the length of the school day by the governing board

Education Code 48201

- Upon a pupil's transfer from one school district to another, the district the pupil is transferring into shall request that the last enrolled district provide records
 - Attendance records are included

Excusals from Attending

Education Code 48205 & CVUSD Administrative Regulation 5113

- | | |
|--|--|
| <ul style="list-style-type: none">● Personal illness (including mental health or behavioral health)● Medical, dental, optometrical or chiropractic appointment● Attendance at funeral services for an immediate family member (one day in CA, three days out of state)● Illness or medical appointment of child whom the student is the custodial parent● Quarantine under the direction of a County or City Health Official | <ul style="list-style-type: none">● Observation of religious holiday or ceremony● Participation in a cultural ceremony or event which relates to the habits, practices, beliefs and traditions of a group of people● Participation in religious exercises or to receive moral and religious instruction● Attendance at religious retreat (up to 4 hours per semester) |
|--|--|

Excusals from Attending

Education Code 48205 & CVUSD Administrative Regulation 5113

- | | |
|---|---|
| <ul style="list-style-type: none">● Attendance at the student's naturalization ceremony to become a United States citizen● To spend time with an immediate family member who is an active member of the uniformed services● Attendance at employment conference● Attendance at educational conference on the legislative or judicial process offered by a nonprofit organization | <ul style="list-style-type: none">● Participation in a nonprofit performing arts organization if performing for a public school audience*● Work in the entertainment industry*● Jury Duty● Service as a member of a precinct board for an election● Other reasons authorized at the discretion of the principal or designee based on the student's specific circumstances |
|---|---|

* maximum five absences per school year

Q- Student Information System Attendance Codes

- | | |
|--|---|
| <ul style="list-style-type: none">● Present (the default for all sites except Century Academy)● Absent● Bereavement● Counselor● Doctor's Appointment● Doctor's Note● Emergency Closure● Excused● Graduated● Health Office● Home and Hospital Complete● Home and Hospital Incomplete● Illness | <ul style="list-style-type: none">● Immunization Noncompliant● In House Suspension● I/S Complete (Independent Study)● I/S Incomplete● Main Office● No Class Meeting● Non-Class Day● Public Health Mandate● School Activity● Suspended● Tardy Excused● Tardy Unexcused < 30 minutes● Tardy Unexcused > 30 minutes● Contacted Unexcused● Truant |
|--|---|

State vs. CVUSD Chronic Absenteeism

Academic Year	State Chronic Absenteeism Rate	CVUSD Chronic Absenteeism Rate
2021-22	30.0%	14.7%
2020-21	Not Applicable	Not Applicable
2019-20	Not Applicable	Not Applicable
2018-19	12.1%	5.5%
2017-18	11.1%	5.4%

Student Attendance Review Team (SART)

Student Attendance Review Team (SART): Prior to sending the final Student Attendance Review Board (SARB) notification letter to a family, a SART meeting shall be held at the student's school site.

SART Meetings are held with school representatives, parents/guardians and the student. These are designed to address barriers to attendance as well as to formulate corrective action plans to improve attendance. Parents and students will be advised of all compulsory attendance laws at the SART meeting.

Student Attendance Review Board (SARB)

Student Attendance Review Board (SARB): Process begins with notification from school site to parents/guardians.

- Letter 1: Following 3 full-day unexcused absences
- Letter 2: Following 6 full-day unexcused absences

(SART)

- Letter 3: Following 10 full-day unexcused absences

Following site-based interventions, cases may be referred to District SARB which consists of:

- Student Support Services administrator, school site administrator
- School Resource Officer, District Attorney, Probation Officer
- Public Health Nurse, Community Advocate, Interface and CalWorks
- BreakThrough counselor and representative from the Thousand Oaks Teen Center

Collective Responsibility

Attendance problems are generally a symptom of bigger struggles that a student and their family may be facing.

Truancy and chronic absenteeism are problems that can be solved... they require a collective commitment to identify struggles and intervene early.

Attendance is not one person's responsibility, rather, the school and district must partner with students and their families to take ownership and address attendance concerns.

School and District Responses to Attendance Struggles

- Monitor student attendance regularly
- Confirm parent/guardian/caregiver contact information (for automated attendance calls and emails)
- Promote co-curricular and extracurricular activities that increase connectedness to school and peers
- Observe and respond to changes in student affect or behavior
- Confirm that student has basic necessities and school supplies
- Personal phone calls - determine barriers and work with family via Case Conference and/or Student Study Team meeting to overcome
- Conduct home visits (supportive rather than punitive approach)
- Referrals to outside agencies
- Student Attendance Review Team, Student Attendance Review Board

What Can Parents/Guardians Do to Assist?

- Emphasize the importance of attending school every day
- Build routines that support attending and arriving on time
- Talk to your student about academic and social aspects of school
- Encourage your student to participate in clubs or other activities
- Call the office/attendance line if your student will be absent and indicate reason for absence
- Alert the school of any unique circumstance(s) that may be preventing your student from attending school... if we don't know we can't help
- If you're wondering whether or not you should contact the school the answer is most likely YES

QUESTIONS?

It has been nearly 3 years since COVID-19 began, and now might be a good time to reflect, as parents, on the journey of our students academically, socially with others and social-emotionally.

Academically

- What has been your child's academic journey in the last years to now?
- Have extended absences due to COVID impacted your child academically? If so, how?
- What has worked to address your student's academic needs? What has not really worked?
- What next steps do you hope for?

Socially

(Interpersonal - Others)

- What has your child's social journey been in the last years to now?
- What has worked to address rebuilding campus culture and student connection more recently? What has not worked?
- What next steps do you hope for?

Social Emotionally

(Intrapersonal - Self)

- What has your child's SEL journey been from the last few years to now?
- What has worked to address SEL more recently? What has not really worked?
- What next steps do you hope for?