



# STUDENT ATTENDANCE INITIATIVE

## Human Resources Committee

May 27, 2004

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Chief Operating Officer



# LAUSD Strategic Plan to Increase Student Attendance

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# Secondary Reform

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- Small School Learning Communities
- Secondary Literacy Intervention
- Instructional Guides and Periodic Assessments
- Student Attendance Initiative



# Attendance Matters

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- I) Correlated with increased student achievement
- II) Valued in the private sector (students' future employers)
- III) Compulsory under the law
- IV) Primary source of revenue for school districts
- V) An increase of  $\frac{1}{2}$  percentage point in the student attendance rate district-wide would provide \$16 million in additional revenue



# Attendance Impacts Student Achievement

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*“Student attendance remains the number one factor affecting the overall achievement of students.”*

*“Because teaching students the discipline that they need in order to survive in the business world is one of our main jobs, then students must understand early in their high school career, the consequence for poor attendance.”*

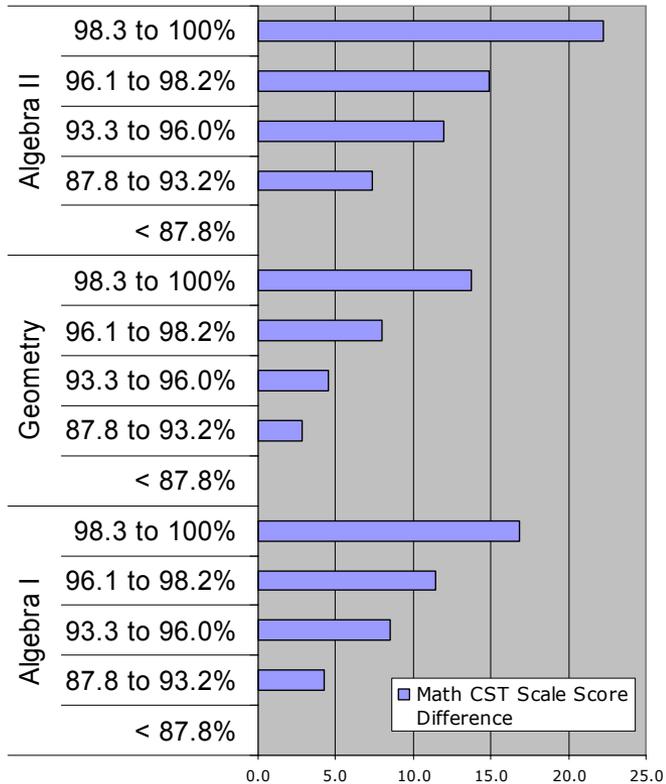
**-Fresno Unified School District**

*(FUSD 94.59% HS attendance rate v. LAUSD 89.93% HS attendance rate)*

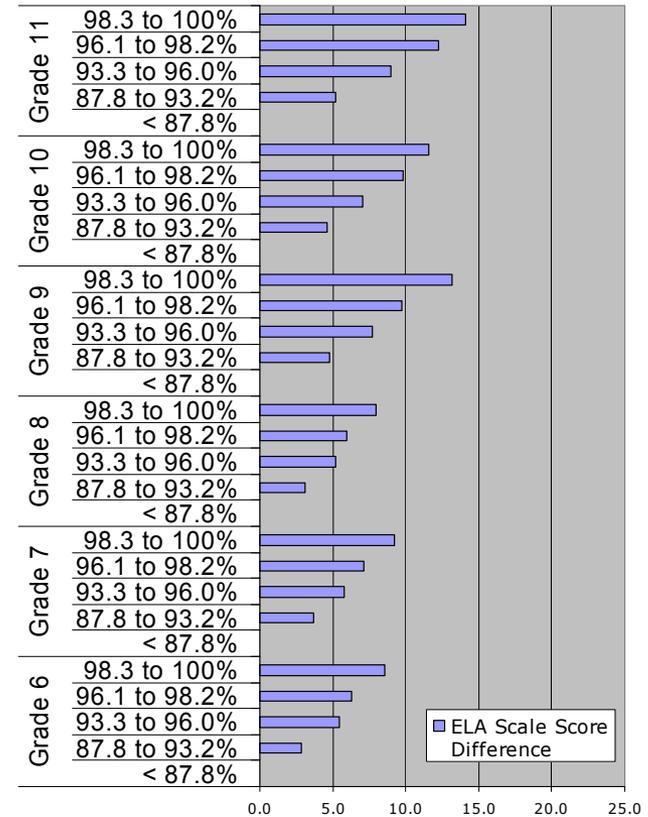


# Higher Attendance is Associated with Higher Achievement at the Secondary Level

**Effect of Attendance on Mathematics Scale Scores on the California Standards Test**



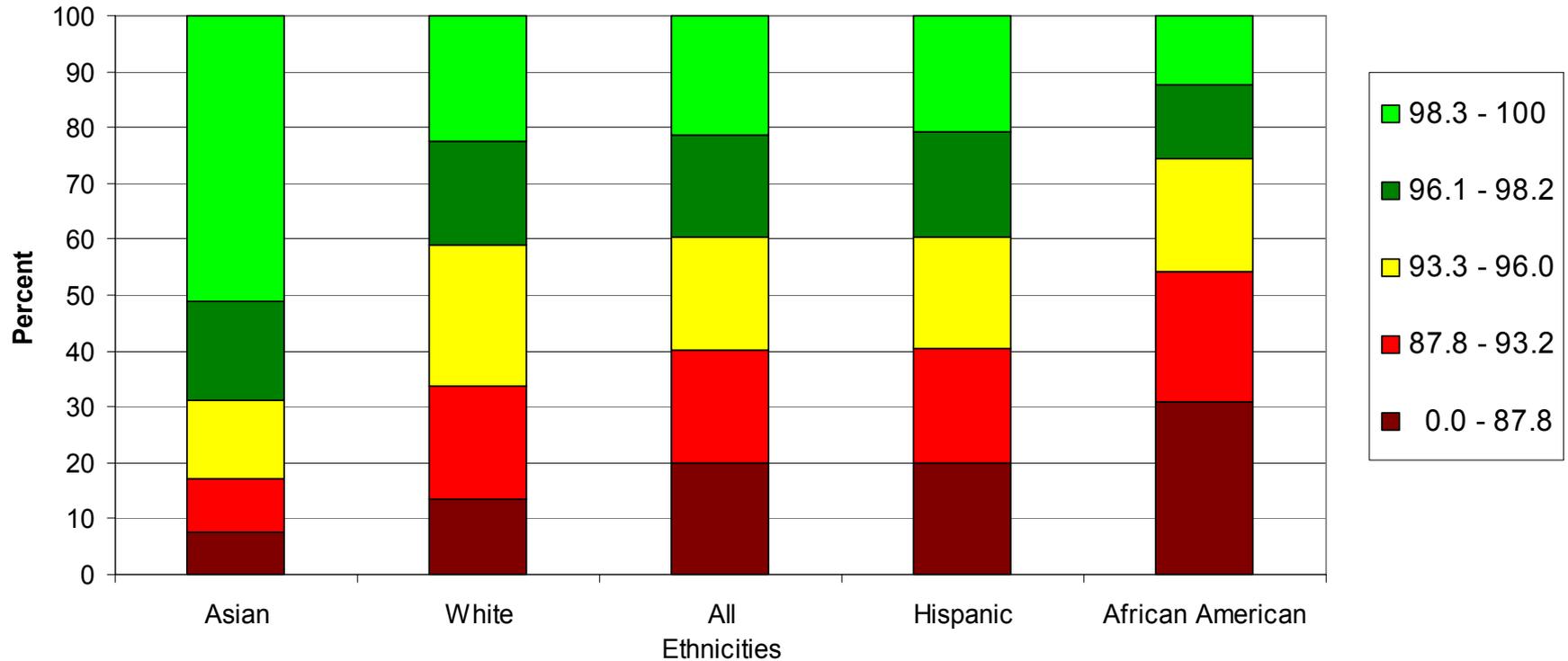
**Effect of Attendance on English Language Arts Scale Scores on the California Standards Test**





# Increasing Attendance Needs To Be Part Of The Effort To Close The Achievement Gap

Los Angeles Unified School District  
Percent of 2002-03 Secondary Students in Attendance Quintiles by Ethnicity





# It's The Law

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## **Education Code Section 48260 (a):**

Any pupil subject to compulsory full-time education or compulsory continuation education who is absent from school without a valid excuse THREE full days or tardy or absent more than any 30-minute period during the school day without a valid excuse on three occasions in a school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor and the superintendent of the school district

## **Legal Consequences for truancy:**

- Mandatory Student Attendance Review Board (SARB)
- Assignment to weekend study program (upon second truancy report or 6 unexcused absences)
- Suspension or revocation of driving privileges
- Court appearances and fines for parents



# ADA – The District’s Primary Source Of Revenue

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- Absence for any reason reduces ADA revenue
- A 2% increase in student attendance at secondary would provide \$30 million in additional revenue
- Additional revenue enhances school resources to improve instruction



# LAUSD Attendance Rate

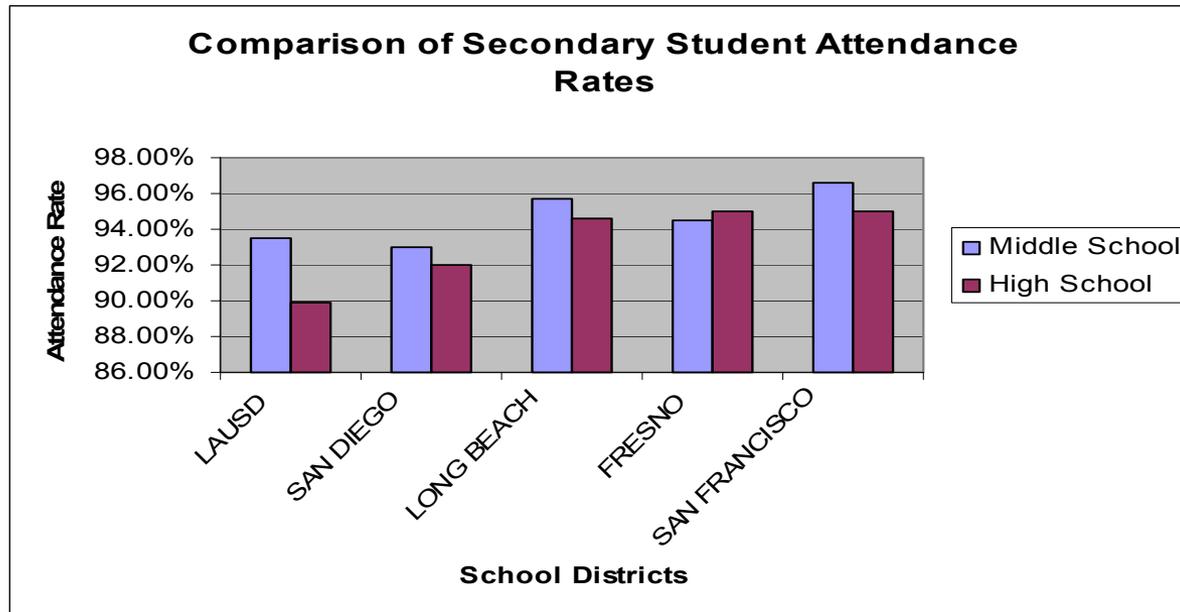
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<b>DISTRICT WIDE</b>	93.49%
<b>ELEMENTARY</b>	95.33%
<b>MIDDLE SCHOOL</b>	93.5%
<b>HIGH SCHOOL</b>	89.93%



# Comparison of District Attendance Rates

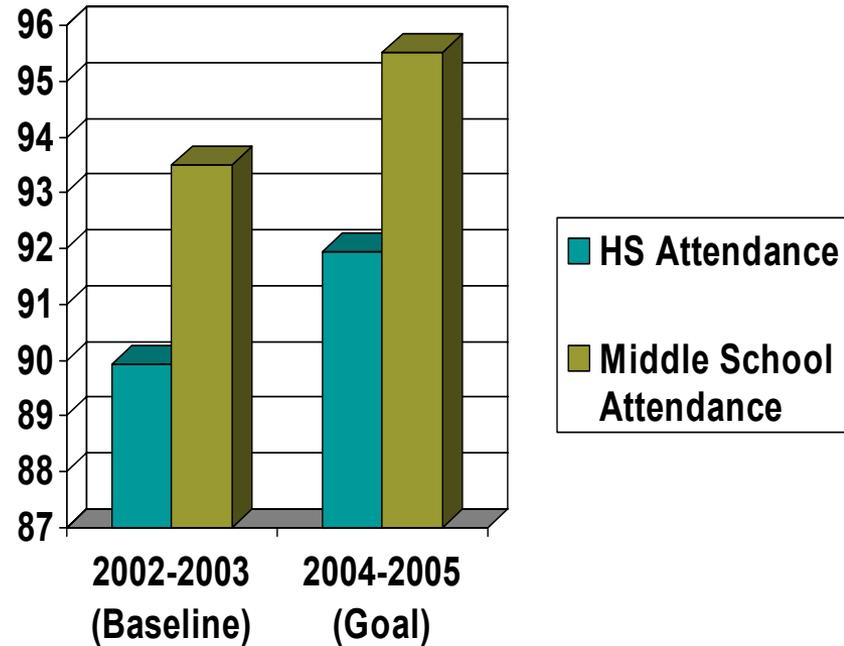
	LAUSD	SAN DIEGO	SAN FRANCISCO	LONG BEACH	FRESNO
<b>MIDDLE SCHOOL</b>	93.5%	93%	96.65%	95.7%	94.52%
<b>HIGH SCHOOL</b>	89.93%	92%	94.98%	94.6%	94.96%





## Goal – Increase Student Attendance

Increase student attendance at the secondary level by 2 percentage points District-wide





# Reasons For Student Absenteeism

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USC Graduate Students surveyed students and staff to determine the causes of student absenteeism at 4 LAUSD high schools with low attendance. A group of PSA counselors throughout the District were also surveyed on the reasons commonly cited for absenteeism.

## **Common Findings**

- Student Health (physical/mental)
- Safety
- School environment
- Community environment
- Family related problems
- Academic problems
- Culture/language barriers
- Lack of interest in classes
- Transportation problems
- Had to work
- Apathy – “did not feel like attending”



# Factors Which Positively Impact Student Attendance

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- Connection with adult on campus
- Awareness of attendance policy
- Parents encourage attendance
- Classes are interesting
- College/career plans
- Involvement in extracurricular activity
- Safety and school climate

(Identified by USC Student Researchers)



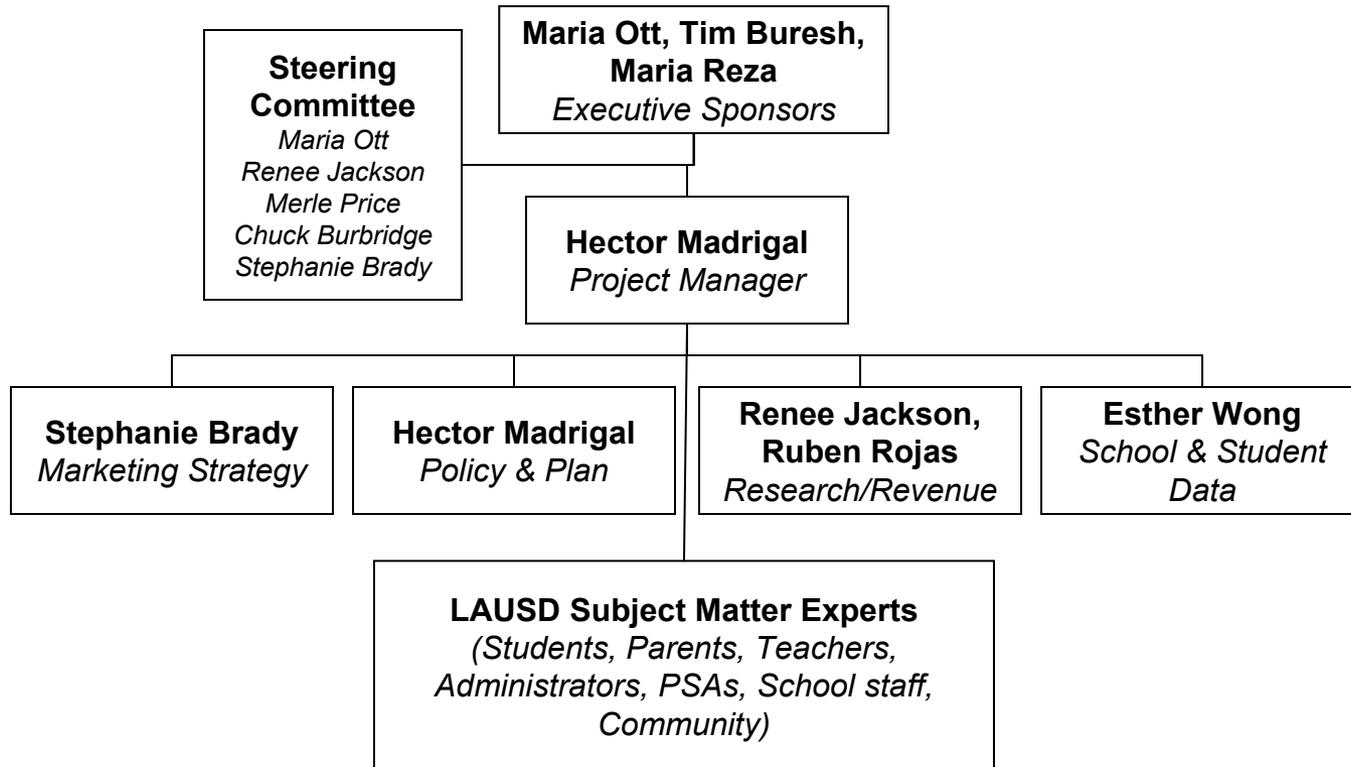
## Initiatives Likely to Impact Attendance

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- The Small School Learning Communities (SLC) Initiative will result in more personalized instruction
- Instructional initiatives at the secondary level will better engage and challenge students
- Revamped District Discipline Policy and Plan will improve school climate
- Expanded alternate delivery systems of instruction - distance learning, independent study, options schools and adult school offer students multiple ways to learn



# Student Attendance Project Team





# Strategy

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- Public awareness campaign
  - Higher attendance associated with increased achievement
  - Attendance cited by employers as highly valued
- Financial incentive for schools to increase attendance
- Strengthened district attendance policy



# Public Awareness Campaign

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## **What:**

- Outreach campaign to encourage families to focus on attendance
- Plan based on positive incentives to build interest in coming to school
- Attendance competition designed to establish goals and provide rewards to schools and students

## **Target Audience:**

- Secondary Schools
- Students
- Parents
- Teachers
- School Staff
- Community Members

## **How:**

- Kick-off for year-round schools July 1<sup>st</sup> at Dodger Stadium
- Second event in September tied to start of traditional calendar schools
- Launch media campaign to build public awareness
- Conduct parent outreach through Adult Education
- Establish rules of contest and provide dependable monetary benefits to schools
- Provide age-appropriate incentives for students to increase attendance



# Positive Incentives to Schools

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- Return 50% of additional revenue generated by increase in attendance to schools
- Funds will be distributed quarterly
- School site council has full discretion to determine how funds are spent
- Additional incentives for students and schools with most improved attendance



# Establishing A Comprehensive District Attendance Policy

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## **Accountability Structure**

- Central, local district and site level accountability for monitoring attendance
- Clearly defined roles and responsibilities

## **Site Plans**

- Based on best practices for preventing absenteeism
- Incentives to encourage students and staff to focus on attendance

## **Truancy Intervention**

- Mandated Attendance Intervention Protocol
- Weekend attendance recovery program
- Encouraged participation in alternative instructional settings
- Increased collaboration with law enforcement, City and District Attorneys

## **Explore Policies and Procedures Used Successfully in Other Districts**

- Period by period attendance
- In school suspension/truancy center instead of off campus suspension
- Connecting course credit to attendance



## Next Steps

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- Launch public awareness campaign
- Continue to collaborate with stakeholders
- Establish a District Wide Attendance Policy
- Develop policy implementation plan for schools

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## OUTLINE FOR MARKETING PLAN ON STUDENT ATTENDANCE

**May 27, 2004**

### **BASIC DESCRIPTION**

Superintendent Romer has made improved student attendance one of the top priorities in the District. District Superintendents will be made accountable for the performance of their schools. The marketing plan will be established based on a set of goals and successful accomplishments by the schools and students.

### **SALIENT FACTS**

The District receives approximately \$16.5 million per ½ percent increase in ADA. A 2 percent increase in middle and high schools would generate approximately \$30 million.

### **WHO WILL PARTICIPATE**

The campaign will be based on positive incentives to encourage school administrators, staff, teachers and parents to participate and to bring students into a competition to improve attendance.

All comprehensive secondary schools will participate in the program, with special emphasis placed on schools in the middle range where targeted efforts are most likely to succeed. Elementary schools already have acceptable attendance rates and are encouraged to maintain or increase them.

### **THE INCENTIVES AND BASIS OF THE COMPETITION**

All comprehensive secondary schools will be eligible to receive 50% of the additional revenue generated by increases in their attendance rate. This will be discretionary funding which the school site council will determine how best to spend. (This is explained in greater detail in the Financial Incentive for Student Attendance portion of this report). In addition to the financial incentive, awards will be distributed quarterly to recognize students and schools in two categories:

1. **Those with the most improved attendance**
2. **Those with the highest attendance**

The basis for schools to earn money and win awards will be the attendance rates at each comprehensive secondary school for the school year 2003-04. In addition to the quarterly distribution of financial incentives and awards, those schools that increase the most over

the course of the year and those that have the highest attendance for the year will be honored by the Superintendent and the Board of Education.

There will also be awards to individual students who demonstrate improved attendance. These could go to the secondary students with perfect attendance and the 50-100 with the most improved attendance.

### **THE TARGETED AUDIENCES**

There are various audiences to build student attendance and it will be essential to develop messages that reach individual groups:

- Students
- Parents
- Teachers
- School Staff
- Community Members

To be effective, we must use a different approach for each of these as well as breaking out students by age groups.

### **TIMELINE**

There will be two start dates because of our different calendars. The first and the most flamboyant will be the kick off for schools that start July 1<sup>st</sup>.

The second round will be for traditional calendar schools that start September 9<sup>th</sup>.

An overall slogan will be adopted that will be used as an umbrella for various activities. It will be something like “It Pays to Stay”, but we will use input from student groups to help develop the right phrase that will appeal to students.

### **PARTNERS**

- |                                  |               |
|----------------------------------|---------------|
| Board Members                    | Theaters      |
| District Superintendents         | Restaurants   |
| Principals at <u>each</u> school | Record Stores |
| Adult Ed                         | Book Stores   |
| UTLA, AALA, Local 99, CSEA       | Markets       |
| Parent groups                    |               |
| Adopt-a-School corporations      |               |
| Additional corporate sponsors    |               |
| Media                            |               |
| Amusement Parks                  |               |
| Sports Teams/Facilities/Athletes |               |

## **REASONS FOR STUDENT ABSENTEEISM**

- Family related problems – abuse or neglect, lack of supervision, substance abuse, family violence, out of home placements
- Illiteracy/language barriers
- Culture shock
- Inadequate skills/academic deficits
- Mental health – behavior disorders, learning disabilities, emotional instability, self-esteem problems, identity problems, psychological trauma
- Physical health problems
- Teen pregnancy
- High transiency rate
- Community related factors:
  - ▶ Lack of after school programs
  - ▶ Limited community partnerships
  - ▶ Gang activity
  - ▶ High crime area
  - ▶ Substance abuse
  - ▶ Poverty/economics
  - ▶ Limited job opportunities
- School related factors:
  - ▶ Hostile school environment
  - ▶ High teacher absenteeism (too often substitutes)
  - ▶ Inappropriate curriculum
  - ▶ Lack of alternative education programs
  - ▶ Excessive suspensions/O.T.'s
  - ▶ Lack of after school programs
  - ▶ Inadequate assessment
  - ▶ Insufficient resources

We will need assistance from parents and students who are respected on the school campuses (not always the student body leaders, but a mix of students). School staff at each school plays a very important part in this work, supporting PSA counselors who have more than they can handle. The office staff should be included in our plans. The PSA counselors function as clinical social workers addressing the complex problems that students/families face that cause absenteeism. PSA counselors go to the homes to find students and speak to their guardians. We will involve students in developing plans – perhaps hold focus groups or meet with student councils. We should include students from Locke High as well as those from a middle school in the valley, and a school in Southeast L.A.

The free and reduced lunch campaign and the Healthy Families campaign can be woven into this since it involves many of the same parents and students.

## **KICK-OFF PLANS**

We expect we can plan a major kick-off at Dodger Stadium during one of the pre-game promotions in late June or near the first of July. They have worked with us in the past and this would be an excellent audience for reaching parents, their children and other adults who could influence student attendance. They would use their scoreboard for transmitting our scripted messages. We could get a Dodger player on the field to speak to this and some students.

### **THE SCHOOLS**

Each school should have an established, well-displayed goal (perhaps with a thermometer type of symbol), to show their goal, their growth and successes. They should have a blueprint of their overall plan. We will design and produce banners to be placed strategically in each school. (We should be able to get these pro-bono). Each school should know there are rewards, and in some cases, principals can be willing to do something foolish (i.e., dye their hair purple as is often done in reading contests) to celebrate their success. Parents, teachers, students and staff need to know there will be some direct reward to the school and that should be explicit.

Some local districts have already launched campaigns to address student absenteeism, such as Districts F and G. There may be some best practices that can be passed along to the others. The topic will be included on every Friday District Superintendent agenda until we are certain a rhythm is in place and we are starting to see results in each of the Districts.

### **VARIOUS PROMOTION POSSIBILITIES FOR STUDENTS:**

Tickets to Magic Mountain, Hurricane Harbor, Disneyland, Knott's Berry Farm, Universal Studios, Raging Waters, Aquarium of the Pacific, baseball games, basketball games, other events at Staples (concerts), Forum concerts, raceway tickets, soccer events, AMC tickets, Tower Record/Virgin Records/Wherehouse, Barnes & Noble/Borders, admission to sports clinics, out-of-town trips such as Washington, D.C., coupons to Taco Bell, In & Out Burgers, McDonalds, Carl's Jr., Burger King, Pizza Hut, Shakey's Pizza, AM/PM Mini-markets, 7-11, Subway, Pollo Loco, KFC, Superior market chain, Gigante, Ralph's

### **VARIOUS PROMOTION POSSIBILITIES FOR STAFF/ADULTS:**

Restaurants (all ranges), spa, gift certificates at Target, Big K, Bed Bath & Beyond, Linens and Things, Lowe's, Home Depot, theatre tickets, trips

### **EXTERNAL EFFORTS:**

Get entertainment entity to make very professional PSA (solicit athletes and celebrities as spokespeople)

Get Fox Network and UPN to become our partner in this campaign since their programming appeals to a young audience.  
Approach AMC, Edwards and other theater chains to run these spots prior to start of movies (i.e. L.A. Times spots)  
Billboards – donated space with corporate sponsorship to produce product

### **MEDIA OUTREACH**

830 AM, KLUV, KZLA – Latino  
The Beat, Power 106, KJLH – African American  
KFWB/KNX – all news broad audience (parents/opinion leaders)  
Fox Network/UPN – youth audience (see above)  
KMEX  
Telemundo  
KLCS produce programming and run spots on this topic  
Newspapers

### **INTERNAL TEAM**

Maria Ott  
Stephanie Brady and all PIO staff  
Renee Jackson  
Hector Madrigal  
Esther Wong  
Eiko Moriyama  
Kathy Rattay  
District Superintendents

Please read proposal dated April 30 from Hector Madrigal that addresses District-wide policy and plan to improve student attendance.

## **LOS ANGELES UNIFIED SCHOOL DISTRICT**

### **FINANCIAL INCENTIVE FOR IMPROVED ATTENDANCE**

**May 27, 2004**

#### **THE STUDENT ATTENDANCE INCENTIVE PLAN**

The following program is proposed for next year to increase student attendance and share the increased revenues with the schools:

1. The School Information Branch will measure each school's FY 2003-04 average monthly attendance; cutoff date is School Month 7.
2. The School Information Branch will measure each school's average monthly attendance based on standard attendance submissions.
3. If a school's FY 2004-05 monthly attendance exceeds the FY 2003-04 monthly attendance, then the District will pay the school 50% of the additional ADA revenue generated by higher attendance.
4. If a school's monthly attendance rate does not meet the FY 2003-04 rate for the same month, the school receives nothing that month.
5. Central staff will process reports and calculate incentives following the close of the school month. Budget augmentations will be made quarterly. Monthly reports showing the status of every school will be web posted on 20th working day following the close of the school month.
6. The incentive funds distributed will be considered general funds, and may be used for the broadest possible range of expenses. School site councils will have discretion in the use of these funds. Creativity is encouraged.
7. Multi-track schools' measurements will be based on the combined attendance of all tracks in session.
8. If a school submits late or incomplete data, the school receives nothing that month.

## DISCUSSION

This is a plan that is simple to administer, simple to anticipate at the schools, and fair.

*What assurance is there that “gaining” schools will exceed “receding” schools?*

School attendance varies month by month. The response is twofold: we are betting on schools to improve a lot more than they decline, and the 50% holdback of funds should be enough to cover the losses from non-improving schools.

Schools currently have no financial incentive to improve attendance. Anecdotal information indicates that improving attendance requires additional effort at the schools. Attendance has often been shortchanged in order to meet other school priorities. The incentive program provides a reward to schools for the extra effort required to generate improvement.

The 50% withhold will not generate a “windfall” of revenue to the District; that is not its purpose. All schools’ attendance varies each month, up and down. The 50% withhold is designed to offset the anticipated revenue which is lost when schools come in under the budgeted attendance level (as half of the schools normally do).

*Why is there no penalty for schools with declining attendance?*

Schools with high, stable attendance levels are likely to fluctuate from month to month. Other schools may simply have a “bad month” for a variety of reasons. The program has been designed so that every school has a chance to improve and be rewarded every month of the year regardless of whether they have high or low attendance this year, and regardless of whether they have a bad month next year.

*How does this program replace the \$50/student cut?*

The District receives approximately \$26/student/day ADA revenue (see attachment 1). The District will distribute 50% of the additional revenue generated. Therefore, a school needs to improve average attendance by only four days to completely replace the \$50/student cut.

*Do schools really have room to improve?*

Average attendance figures for the current year (month 6) are:

Elementary Schools 95.33% attendance; 4.67% absent  
Middle School 93.50% attendance; 6.5% absent  
High School 89.93% attendance; 10.07% absent  
Other school districts in Los Angeles County have significantly higher average attendance: 100% attendance is not unusual where schools have implemented mandatory Saturday school and similar programs.

*How will money be distributed to schools?*

The money will be distributed into school accounts quarterly. The goal is to issue the reward as close to the time of action as possible.

Similarly, we want the least restrictions possible on the funds generated. Each school community will have a unique approach or use for the funds generated: including student incentives, additional staff time, augmenting discretionary accounts, special programs, etc. We want schools to be creative.

*How exactly will the District calculate incentives? Will it be a transparent process?*

See attachment #2 for sample calculations for a school with improving attendance and for a school with declining attendance.

*Can schools “bet on the come” and budget positions on the anticipation of getting incentive funds?*

If the attendance improvement did not materialize, the District would have no way to recover that money from the school. A school could decrease discretionary accounts to budget staff time (or other activities) to improve attendance, and then use the incentive funds received to restore their discretionary accounts. In that case, the school has assumed the risk of not succeeding, which probably creates even more incentive to improve.

*Will all schools share equally in the incentive?*

Obviously, the schools with the poorest attendance this year have the greatest potential opportunity next year (and they are obviously the schools where we need the improvement the most)! However, the schools with the highest attendance this year may have the most effective culture, climate and ability to pull together and make further improvement. It's hard to predict at

this time which schools will get the most money.

*Is there a particular plan schools must follow to improve attendance?*

No. While there are many “best practices” that schools should consider, every school has a unique culture and should structure the program that best fits its students. Schools should also feel free to change that plan as the year progresses.

*Why don't we just budget and assign more staff to the problem schools?*

That approach has not worked very well. It's too easy for schools to not accept their responsibility for attendance (e.g., we can't do better because Central didn't give us enough resources) or to not work as a team (e.g., it's the PSA folks' problem) or to have additional staff work on things other than attendance. Even if we wanted to provide these positions, there is no budget available.

*What will happen to schools that have declining attendance?*

Central staff will prepare detailed monthly reports for all schools that indicate attendance and progress (or lack thereof). We expect that many schools may have an occasional “bad month” – that's ok. However, a school that fails to make any progress can expect to receive a lot of scrutiny and management attention.

*What about attendance factors that are outside a schools control like the flu? Or rainy weather?*

Supposedly this was a bad flu year, so all schools should have a slight advantage next year. As for rainy weather, the answer is while you can't change the weather, you can prepare for it: pre-communications with the parents, opening the school early to have a dry refuge for the kids, providing cheap ponchos for the kids, etc.

*What if a high school improves attendance by declining enrollment-squeezing out marginal kids and sending them to Opportunity Schools?*

We will be tracking retention very closely next year for a number of reasons. Any unusual decline in enrollment will receive a lot of management attention. Mid-year renorming remains an option.

## **LOS ANGELES UNIFIED SCHOOL DISTRICT**

### **COMPREHENSIVE STUDENT ATTENDANCE POLICY**

#### DISTRICT VISION STATEMENT

The Board of Education of the Los Angeles Unified School District (LAUSD) believes that every child has the right, as well as the obligation, to attend school. The Board is committed to the development of programs and practices that foster and encourage both the enrollment and the regular, daily attendance of all students who are subject to the State's compulsory school attendance laws.

It is the District's firm belief that student attendance and student achievement are closely intertwined, that you cannot have the latter without the former. Students who develop patterns of poor attendance are very likely to be unsuccessful both academically and socially. In addition, if a child's chronic absenteeism is not addressed in its early stages, the odds are great that he or she will either 1) need costly instructional remediation and/or special services, or 2) develop a negative self-concept, engage in anti-social behavior, experience academic failure, drop out of school, and, in adulthood, fail to contribute positively to the local community.

As an affirmation of the LAUSD's strong commitment to improving student attendance and, thus, student achievement, the District proposes that the Board of Education adopt a student attendance policy and establish a District-wide Attendance-Improvement Plan to guide schools in the accomplishment of their attendance-improvement goals. Accordingly, every school shall, in collaboration with the entire school community, develop a written attendance plan. The school plan must be consistent with District policy and with the District plan and must take into consideration the particular needs of the school.

#### ATTENDANCE A TOP PRIORITY FOR LAUSD

It is of utmost importance that the District establish programs and provide services to improve the chances that youth in the LAUSD attend school on a regular basis:

- It is the school that provides access to learning opportunities for all students in the District, including the at-risk populations; but only if the students are in school and attending classes regularly.
- It is the school's lessons and teaching that enable today's students to become tomorrow's contributing and productive members of society.
- It is student in-seat attendance that generates State funding for school districts.

Therefore, the Superintendent must make it clear to everyone, including and especially the Local District Superintendents, that improving student in-seat attendance is an extremely high priority for the District.

Additionally, every participant within the LAUSD shall assume an active role in promoting improved student attendance. Every person in the District, Local Districts, and, most especially, every person in our schools can make a difference for our children.

#### DISTRICT ATTENDANCE PLAN

The District shall implement a comprehensive attendance-improvement plan.

This plan shall incorporate and/or be in alignment with the District policies contained in this document and shall include a variety of strategies relevant to attendance improvement. These strategies may consist of, but not be limited to, the following:

1. Implementing a District-wide attendance improvement campaign.
2. Targeting schools with consistent patterns of poor attendance and carefully analyzing their school-site attendance-improvement plans.
3. Developing a variety of incentive strategies and recognition programs designed to encourage schools to improve their attendance rates.
4. Implementing a District-wide, automated, computerized telephone dialer system for all comprehensive schools, once funds become available.
5. Implementing public service announcements and other media programs that promote the positive aspects of improved student and employee attendance.
6. Reviewing the roles of clerical staff and student support services personnel, as they relate to student attendance.
7. Requiring schools with poor student attendance to allocate appropriate site resources for student support services personnel, such as PSA counselors and classified staff to focus on increasing student attendance rates. In addition, the District should develop a plan to augment school funding for support staff, once funds become available.
8. Revising present procedural student attendance policy bulletins.
9. Developing a training program for administrators, support services personnel, and clerical staff.
10. Incorporating attendance improvement efforts into other related or relevant District initiatives, such as the small-learning communities' initiative or the school-site safety plans.

## DISTRICT ATTENDANCE POLICIES

Improving student attendance is a complex and multidimensional undertaking, particularly in large urban school districts that are plagued with high rates of poverty, transience, and other societal problems. No single policy or strategy, in and of itself, can significantly increase student attendance. However, a comprehensive policy, that addresses both student and District needs, if implemented properly, will result not only in gains in student attendance, but also in academic achievement. Therefore, the District proposes that the Board of Education adopt the following as its comprehensive student attendance policy.

### 1. Accountability

#### *a. Central District*

The District shall designate a current administrator who will be responsible for monitoring student attendance, District-wide. This individual will work closely with Planning, Assessment, and Research in creating key statistical reports that will highlight individual schools' and Local Districts' attendance data. This person shall meet regularly with the Superintendent, and other appropriate senior staff, to analyze student attendance trends and patterns and develop strategies based on this data.

#### *b. Local District*

Local District (LD) Superintendents shall make it clear that Local Districts and schools shall assume the same accountability for improved student attendance that they do for improved test scores.

Each LD shall identify at least one existing staff member (e.g., PSA field coordinator) who will have the overall responsibility to implement and oversee the LD attendance-improvement plan and/or campaign.

LD Superintendents and their designee(s) shall review and monitor the pertinent attendance statistics of each of their schools on a monthly basis.

LD Superintendents and their designee(s) shall also closely monitor local school programs/practices that impact student attendance, including, but not limited to:

- 1) Student suspension data and practices
- 2) Alternatives to off-campus suspensions (in-school suspensions)
- 3) Opportunity transfer data and practices
- 4) Involvement of student support personnel, such as PSA counselors, school nurses, clerical staff, for helping to meet the needs of the school's at-risk students and potential school dropouts
- 5) Attendance Incentive Programs

*c. Schools*

Each school principal shall identify an existing certificated staff who will assume overall responsibility for developing and implementing a school-wide student attendance campaign. Each month, the school principal shall review, with staff member, the school's monthly attendance statistics as well as reports generated by the District.

Schools reaching LD attendance goals will be recognized at the monthly principals' meetings and asked to share best practices.

If a school falls below its LD goal for three consecutive months, the principal will meet with the LD attendance administrator, the PSA Field Coordinator, and any other staff determined to be relevant to discuss the situation and strategize on ways to improve attendance.

2. Mandated Attendance Intervention Protocol

Each school shall follow the District's mandated attendance intervention protocol as illustrated in Attachment A. School principals must ensure that all school staff are provided with in-service training on how to implement the protocol. In addition, each school principal must dedicate the clerical staff necessary for daily implementation of the protocol.

3. School-Site Attendance Plan

Every school shall have a written attendance improvement plan. The plan shall establish a comprehensive, proactive approach for improving both student and employee attendance.

This plan shall be developed with the participation of school staff, parents, and other community partners and shall be posted for public viewing. For additional input, school-site staff shall enlist support from UTLA, AALA, CSEA, and Local 99 in the development of standards and accountabilities regarding student and employee attendance.

The school plan must be consistent with State and Federal Laws and District policies on attendance.

The plan shall also address issues including, but not limited to:

- a. implementing the school-site attendance-improvement campaign
- b. creating positive incentives
- c. using school staff appropriately
- d. adhering to the attendance intervention protocol (attachment A)
- e. dealing with student tardiness

- f. notifying parents regarding students absences
- g. handling partial day absences
- h. conducting staff training programs
- i. implementing applicable policies, programs, and strategies contained in this document, and
- j. enforcing compliance with District policies on attendance.

4. Identifying and Responding to At-Risk Students and Potential School Dropouts

Students who are chronically absent from school, or habitually truant, are often at-risk of educational failure and school dropout. Each school shall develop a system or process by which to identify and assist at-risk students. The process may include, but not be limited to, the following:

- a. A review of the student's records, including attendance, grades, test scores, and discipline records, to determine the most appropriate services.
- b. A compilation of available in-school and community resources that address various specific needs of students.
- c. Assigning a case manager (such as a PSA counselor) to coordinate, monitor, and document services offered and services used for students who exhibit patterns of poor attendance, social/emotional problems, or poor school adjustment.
- d. Forming a Resource coordinating Team (RCT) or coordination of services team (COST) that documents and coordinate multidisciplinary student services that may include, but not be limited to, SST, IEP, SART, or SARB.
- e. A process by which to evaluate the effectiveness of current interventions and to determine if alternative and/or additional interventions need to be implemented.

5. Creating A Positive School Climate

Every school shall develop a positive social climate. This climate must be nurturing, encourage positive human relations between staff and students, and make students feel, and believe, that they are important human beings capable of making wise decisions. The classroom environment should be hospitable and should create an atmosphere in which regular school attendance and high achievement are expected of each and every student. A positive school climate promotes good attendance and academic achievement.

In addition, because a positive school social climate promotes in students the desire to both want to attend school on a regular basis and achieve their academic potential, its importance cannot be taken lightly. A positive school climate includes, but is not limited to, the following:

*a. Welcoming*

All school communications to and staff interactions with students reflect that every student is welcome at school and is expected to do well.

*b. Safe*

Every effort is made to secure the well-being of all students and staff while in the classrooms, hallways, or bathrooms, on the playground, and in and around any other areas of the school.

*c. Culturally sensitive*

Staff models understanding and appreciation of the cultural diversity of the school, the neighborhood, the country, and the world. This diversity is valued, and its value is reflected in the school's curriculum.

*d. Responsive*

Staff will make every attempt to address the many and varied needs of all students, be those needs of an educational, physical, emotional, educational, social, financial, or other nature.

In particular, staff will make every effort to provide services for students who display behaviors including, but not limited to, bullying, hate speech, threats against others, suicidal ideation, depression, isolation, and substance abuse.

*e. Clean*

The school is clean and the buildings, classrooms, and surroundings are well-maintained.

*f. Respectful*

Respect for others, their persons and their property, is modeled by all and for all, regardless of anyone's race, gender, ability, age, religion, or sexual orientation. Respect for others includes an understanding and appreciation of people's differences, including, for example, learning styles.

6. Alternative Instructional Practices

Student attendance significantly declines when students realize they can no longer earn a passing grade in a class. Each teacher shall be encouraged to grade "in-class" work, thereby encouraging student attendance and participation in class. In addition, a continuum of teacher-led, small, community-alternative school programs shall be created that will enable students to remain in school, recover work and credits, and

complete graduation requirements. These programs may include weekend classes (see below), independent study, and after-school tutoring.

7. Weekend Attendance Recovery School

As a component of the student attendance-improvement plan, the District is exploring the possibility of developing and implementing weekend classes as a means of assisting students deemed truant or whose parents, voluntarily, wish that he or she make up missed classes. This program will be developed and implemented in accordance with applicable laws and regulations, as well as existing District policy. The Board encourages schools to establish such programs, provided they comply with all applicable State and District guidelines.

8. Involving Parents/Notifying Parents

Each school shall create and implement programs and activities that encourage parent involvement. Particular attention shall be paid to communicating and interfacing with the parents of at-risk students who, historically, remain uninvolved in school activities.

Additionally, parents/guardians have the right to be notified, in their own language:

- a. Of the requirements of the California compulsory education laws.
- b. When their child has been absent from school without a valid excuse.
- c. Of the resources available to assist them in addressing problems that serve as barriers to regular school attendance.
- d. Of opportunities to access District resources, such as alternative educational programs.

9. Forming Partnerships with City/District Attorney

Research indicates that student attendance significantly increases when school districts form strong partnerships with their City or District Attorneys' (CA or DA) offices in developing and implementing truancy abatement programs. Therefore, the District, LDs, and schools are encouraged to work closely with LAUSD Pupil Services and Attendance professionals to develop truancy abatement partnerships with CA or DA offices.

In addition, the District proposes that the Board of Education adopt the attached Memorandum of Understanding between the District and the Los Angeles City Attorney's Office pertaining to the Operation Bright Future Program, a truancy abatement joint partnership at selected District schools.

10. Loitering Ordinance (Police Citations)

The City of Los Angeles has authorized local law enforcement officers, such as School Police officers, to cite students who are not in school during school hours for loitering. In some cases, these students or their parents may be required to pay a fine.

Returning a student to school, however, especially following an extended absence, unless a specific support plan has been developed, will probably lead to a frustrating and disruptive experience for both the teacher and the student who, in effect, is being programmed for failure. Therefore, the District shall evaluate the efficacy of this program and develop recommendations for best addressing the support services needs of students upon their return to school following these citations.

11. Utilizing “Best Practices” To Address Student Attendance

The District, Local Districts, and schools shall analyze practices that contribute to increased or decreased attendance and develop policies and strategies to assist schools in the implementation of programs that enhance attendance. Examples of best practices include, but are not limited to, the following

*a. Establishing Benchmarks or Targets*

Each LD and each school shall establish annual attendance-improvement targets for the year. Although these targets shall be in alignment with overall District goals of 95% attendance rate, LDs and schools may establish targets that are realistic, that is, appropriate for their own past patterns of attendance and any emerging trends in their attendance data.

*b. Providing Professional Development*

Each LD shall implement appropriate training to all its administrators, teachers, support personnel, and classified staff so that all staff have a clear understanding of their roles, and responsibilities in the areas of attendance improvement, attendance accounting, and attendance monitoring.

*c. Creating Incentives*

The District, Local Districts, and schools shall establish positive, meaningful incentives that include recognition of the teachers, students, parents, support staff, and administrators who are successful in meeting the goals of attendance improvement.

Both monetary and non-monetary incentives, based on percentages of improved attendance, could have significant impact on a school's improved attendance and lead to higher school morale and ongoing, sustained efforts for improving attendance.

12. Relationship of School and Classroom Attendance to Grades

The LAUSD recognizes that there is a direct correlation between class attendance and academic achievement. Current Board of Education policy mandates that attendance, work habits, and cooperation may not be used as part of a rigid formula that results in an automatic fail, in the lowering of a student's grade or in the denial of class credit. All grading practices must be consistent with existing District policies and must be in alignment with all State standards.

However, pursuant to Education Code Section 49067(b), the District proposes that, beginning July 1, 2004, the Board of Education authorize staff to develop an attendance policy that will allow teachers to fail students who are absent from class in excess of a pre-determined number of days without valid excuse.

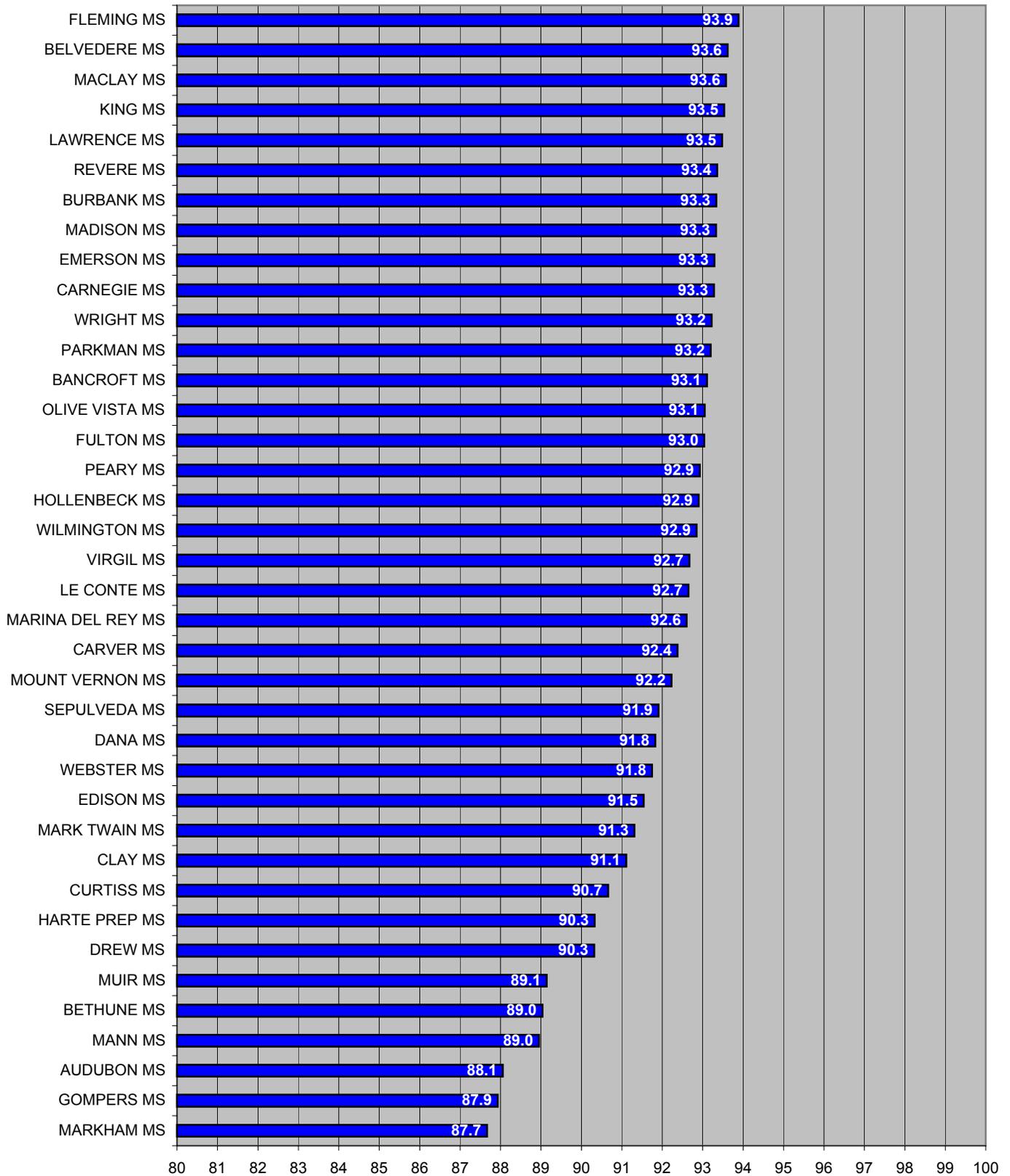
The District will establish the procedures to address such matters as student due process, appeal steps, and necessary safeguards to prevent increases in school dropouts and decreases in enrollment. The District will develop a policy bulletin on this subject to set forth parameters and guidelines necessary to ensure successful implementation of this policy.

13. Consequences for Non-Compliance with Attendance Policies

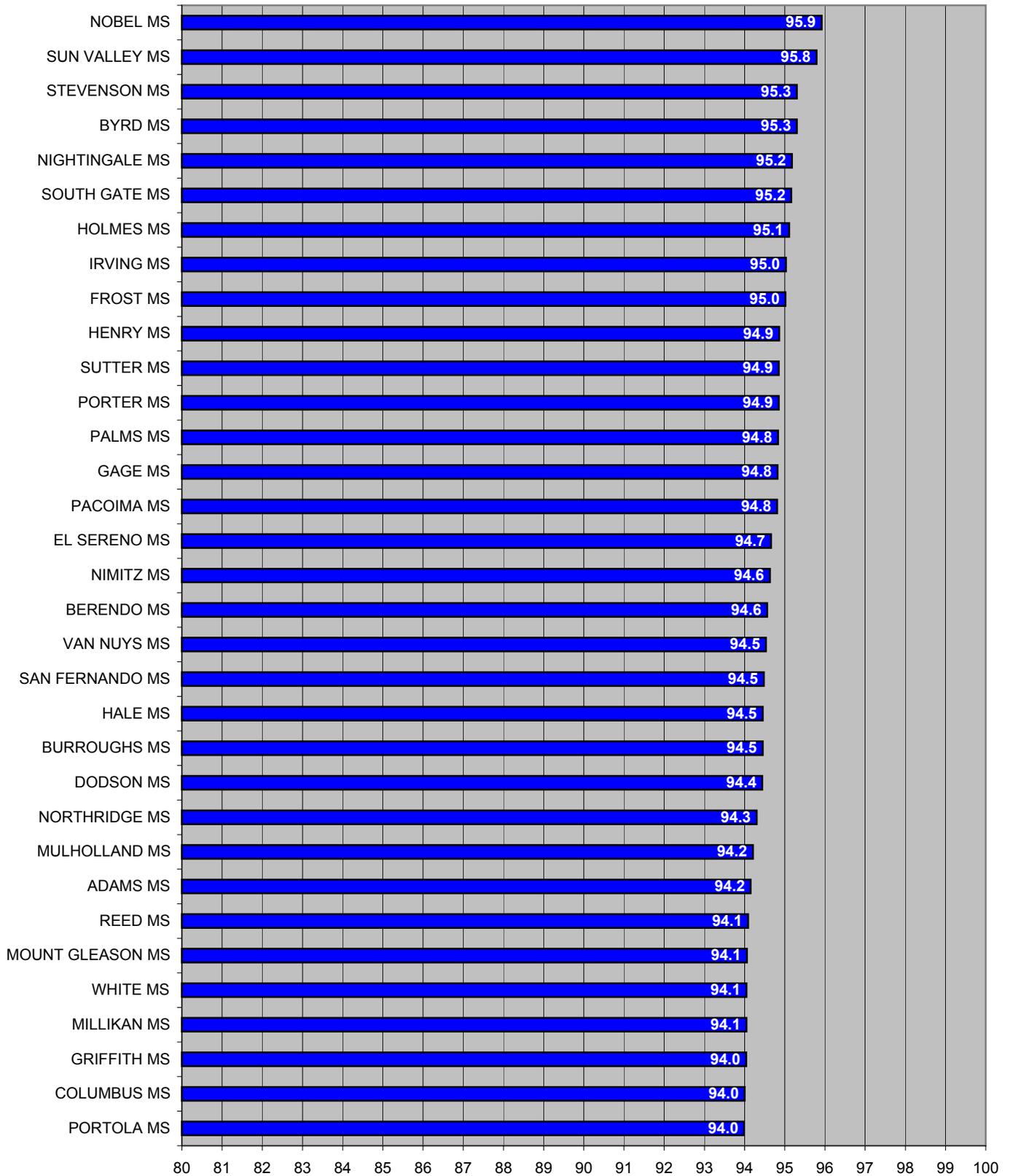
Attendance is everybody's business. All District officials, LDs, and school administrators, teachers, student support services personnel, and classified staff are responsible for understanding their respective roles in improving student attendance. Compliance with LAUSD, LD, and school-site policies, plans, and procedures is imperative, and must be considered as part of the overall performance evaluations of District employees. Willful disregard of, or failure to comply with, the District attendance policies may be cause for disciplinary action.

# **Appendices**

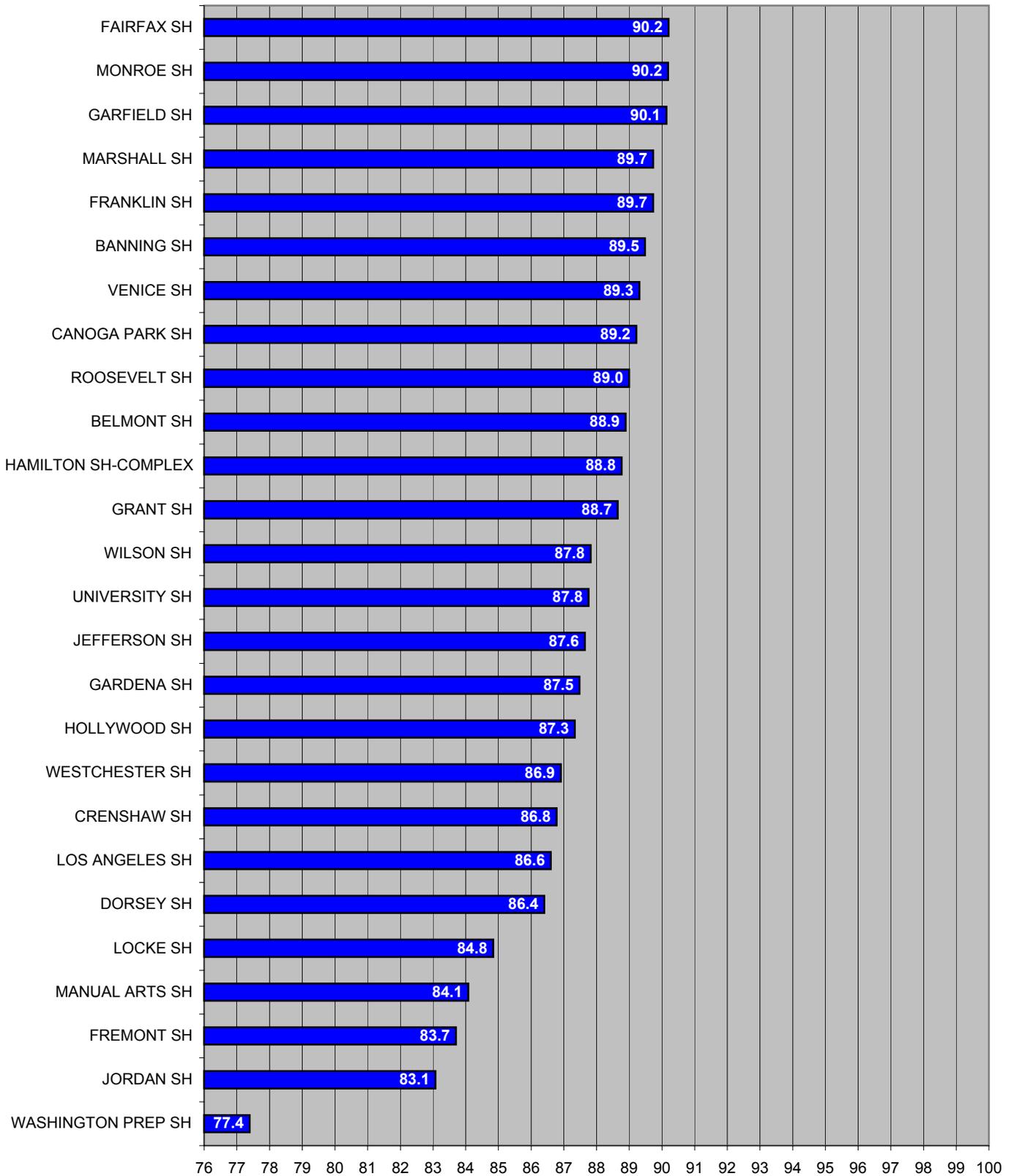
## Los Angeles Unified School District 2002-03 Middle School Student Attendance



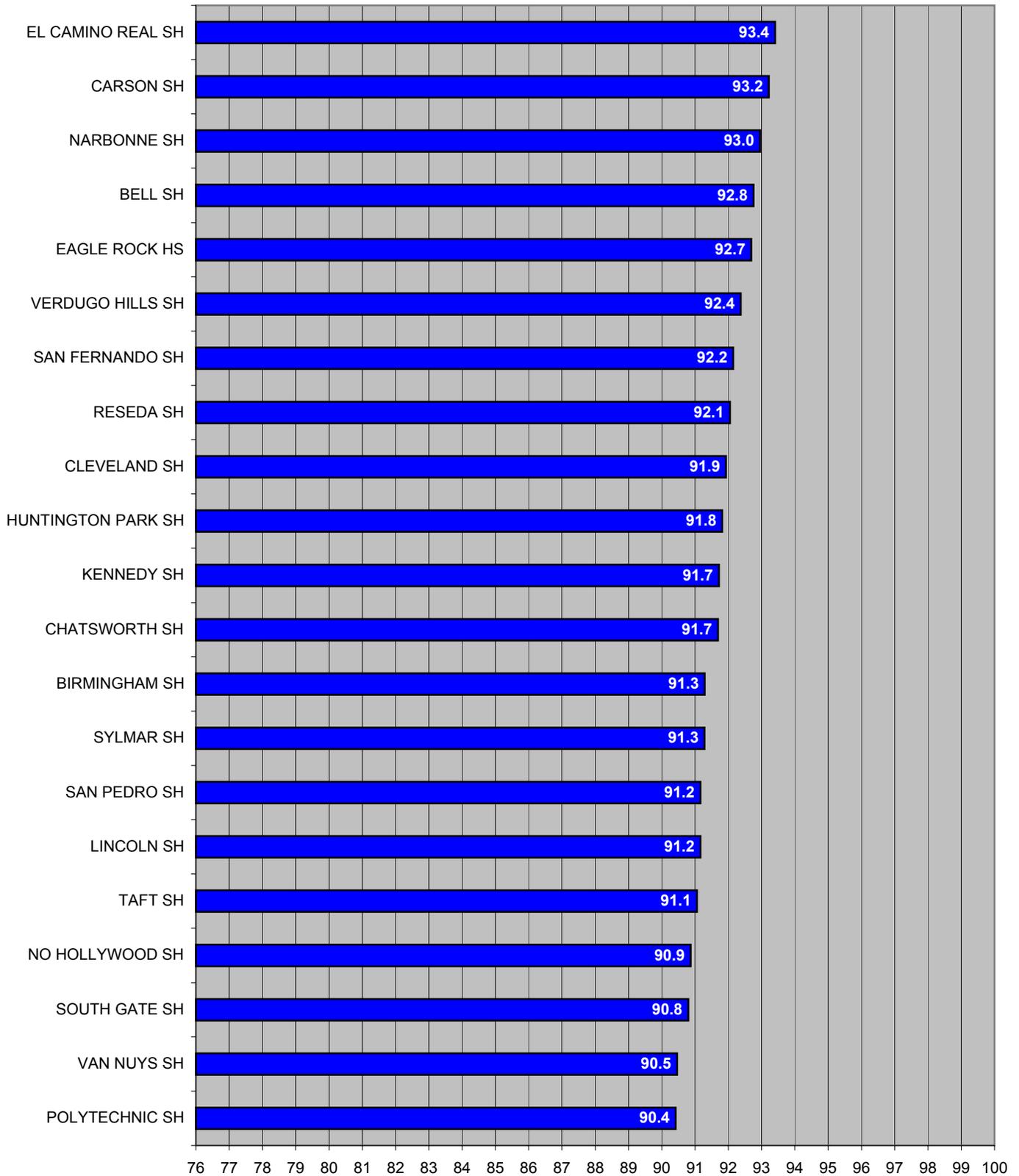
## Los Angeles Unified School District 2002-03 Middle School Student Attendance



## Los Angeles Unified School District 2002-03 Senior High School Student Attendance



## Los Angeles Unified School District 2002-03 Senior High School Student Attendance



# **Addressing Absenteeism in LAUSD High Schools**

Presented to:

**Los Angeles Unified School District  
Office of the Superintendent  
Monday, May 3, 2004**

Presented by:

**Amna Imam, Nora Casillas, Farrah Hakimian, Silvestre Quiroz – USC Students**

# Students Missing School

<b>LAUSD</b>	<b>93.49</b>	<b>12 days</b>
– <b>Elementary</b>	<b>95.18</b>	<b>9 days</b>
– <b>Middle School</b>	<b>93.29</b>	<b>12 days</b>
– <b>High School</b>	<b>90.27</b>	<b>18 days</b>

# Effects of Student Absenteeism

## ● Students who miss school

- Low Student Achievement
- Delinquency
- Dropout

## ● Financial Loss to the District

# Research Questions

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- **What are the factors that influence student attendance in LAUSD schools?**
- **What are ways to increase attendance in LAUSD schools?**

# Reasons For Being Absent



# Methodology

- **320 Student Surveys**
- **20 Teacher/Administrator Interviews**
- **10 LAUSD Staff Interviews**

# School Selection Process

224 High Schools



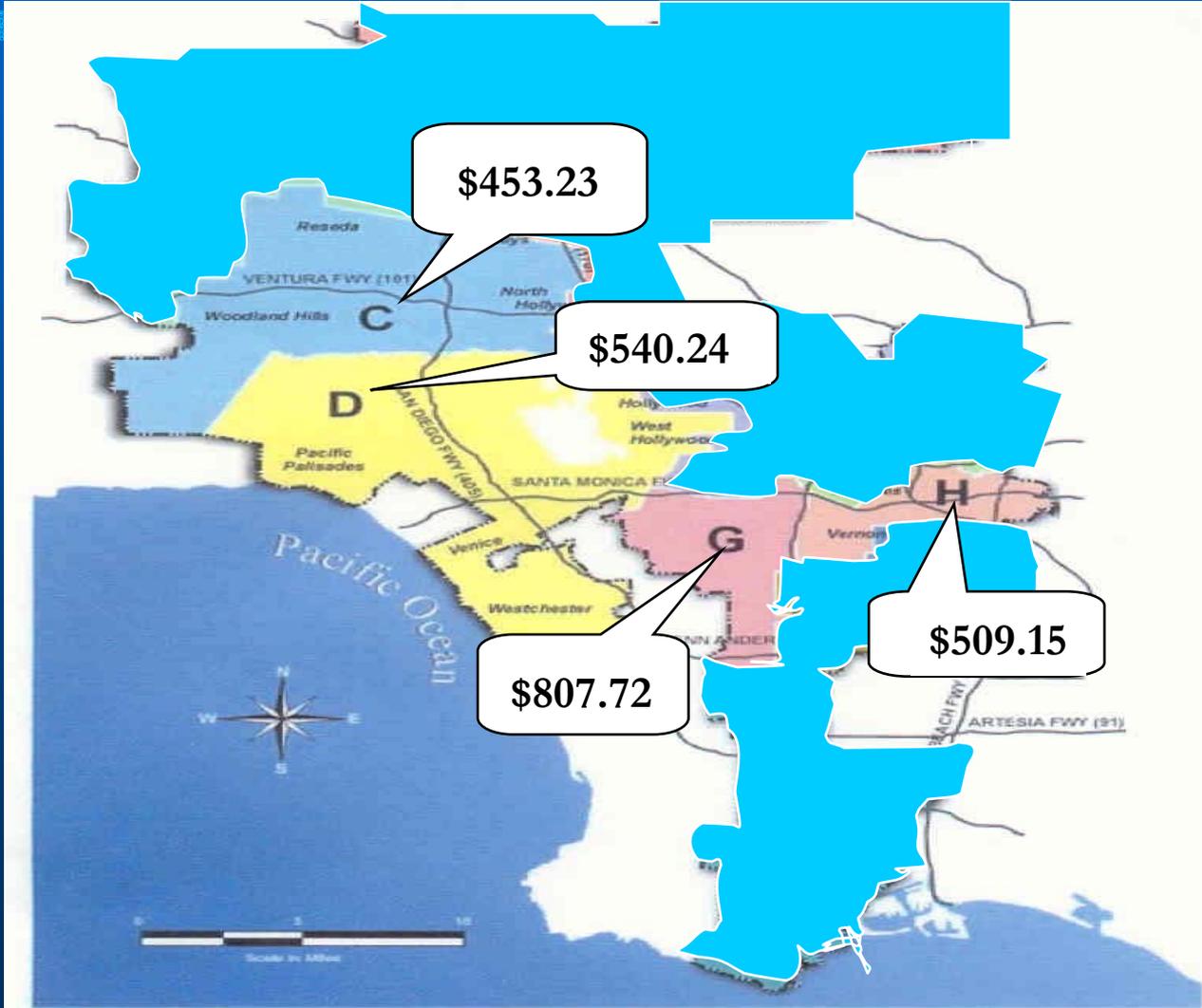
47 High Schools



4 High Schools

# School Selection Process

Money lost per student enrolled





# Analysis & Findings: Student Surveys

- **Race/Ethnicity:** 35% African-American, 43% Latino
- **Gender:** 48% Male, 52% Female
- **Important to Attend School:** 66% said 'Always'
- **College/Career Plans:** 91% said 'Yes'
- **Extra-curricular:** 50% said 'Yes'
- **Awareness of Attendance Policy:** 84% said 'Yes'
- **Parental Encouragement:** 91% said 'Always'

# Analysis & Findings: Student Surveys

Y = Number of times the student was absent in the 2002-03 school year

X1 = Gender

X2 = Race/Ethnicity

X3 = Grade

X4 = Age

X5 = Student performance

X6 = Student health

X7 = Did not feel like it

X8 = Did not feel safe at school

X9 = Family reasons

X10 = Classes are boring

X11 = Transportation problems

X12 = Had to work

X13 = Important to attend school everyday

X14 = Parents encourage attendance everyday

X15 = When absent teachers ask why

X16 = Adult I can speak to at school

X17 = Aware of school attendance policy

X18 = Involved in extracurricular activity

X19 = Have plans to go to college

The formula is:

$$Y = B_0 + B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4 + B_5X_5 + B_6X_6 + B_7X_7 + B_8X_8 + B_9X_9 + B_{10}X_{10} + B_{11}X_{11} + B_{12}X_{12} + B_{13}X_{13} + B_{14}X_{14} + B_{15}X_{15} + B_{16}X_{16} + B_{17}X_{17} + B_{18}X_{18} + B_{19}X_{19} + \epsilon$$

# Analysis & Findings: Student Surveys

<ul style="list-style-type: none"><li>• Student performance</li></ul>	<ul style="list-style-type: none"><li>• Gender</li></ul>
<ul style="list-style-type: none"><li>• Student health</li></ul>	<ul style="list-style-type: none"><li>• Race/Ethnicity</li></ul>
<ul style="list-style-type: none"><li>• Did not feel like it</li></ul>	<ul style="list-style-type: none"><li>• Grade</li></ul>
<ul style="list-style-type: none"><li>• Family reasons</li></ul>	<ul style="list-style-type: none"><li>• Age</li></ul>
<ul style="list-style-type: none"><li>• Classes are boring</li></ul>	<ul style="list-style-type: none"><li>• Did not feel safe at school</li></ul>
<ul style="list-style-type: none"><li>• Important to attend school every day</li></ul>	<ul style="list-style-type: none"><li>• Transportation Problems</li></ul>
<ul style="list-style-type: none"><li>• Adult I can speak to at school</li></ul>	<ul style="list-style-type: none"><li>• Had to work</li></ul>
<ul style="list-style-type: none"><li>• Involved in extracurricular activity</li></ul>	<ul style="list-style-type: none"><li>• Parents encourage attendance every day</li></ul>
<ul style="list-style-type: none"><li>• Have plans to go to college</li></ul>	<ul style="list-style-type: none"><li>• When absent teachers ask why</li></ul>
	<ul style="list-style-type: none"><li>• Aware of school attendance policy</li></ul>

# Analysis & Findings: Student Surveys

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<ul style="list-style-type: none"><li>• Involved in extracurricular activity</li></ul>	<ul style="list-style-type: none"><li>• Parents encourage attendance every day</li></ul>
<ul style="list-style-type: none"><li>• Have plans to go to college</li></ul>	<ul style="list-style-type: none"><li>• When absent teachers ask why</li></ul>
	<ul style="list-style-type: none"><li>• Aware of school attendance policy</li></ul>

# Analysis & Findings: Interviews

- Implementation of attendance policy varies
- Parents have the most influence on student attendance
- Connection between teachers and students is important
- Disincentive for schools to maintain enrollment after “norm” day

# Recommendations

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- Develop School Climate Strategic Plan
- ‘School is Important’ Marketing Campaign
- Increase Community Partnerships
- Enforce Implementation of School Attendance Plans
- Advocate Norm Day Reform

# Develop School Climate Strategic Plan

## Why?

- Students think school is boring

## Plan of Action

- Develop School Climate Committee
- Administer Student, Staff, and Faculty Surveys
  - Thinking About My School Inventory

# ‘School is Important’ Marketing Campaign

## Why?

- Students who think school is important and those that have college or career plans attend school more often.

## Plan of Action

- ‘School is Important’ Campaign Week
- Mentorship Program with college students, professionals, leaders
- Essay Competition on college/career plans
- Appreciation of students with good attendance, grades, involvement
- Opportunities for Adults to increase educational attainment

# Increase School Community Partnerships

## Why?

- Students need access to services and resources beyond the scope of the school

## Plan of Action

- Develop a brochure with list of community partnership resources
- Community Organizations attend school events
- Parent, Local Business People and other community members as volunteers

## Best Practices

- Paramount Education Partnership

# Enforce Implementation of School Attendance Plans

## Why?

- Disconnect between attendance policy and practice

## Plan of Action

- Attendance policy should consistently enforced at every level
- Policies should be well publicized
- Policies should include incentives and consequences
- Communicate policy to students and parents on a regular basis
- Increase Attendance Support Staff

## Best Practices

- South Gate High School

# Advocate Norm Day Reform

## Why?

- No incentive to keep enrollment up after norm day

## Plan of Action

- Mid-year norm day adjustments
- Provide incentives to schools that maintain norm day enrollment

# Limitations

- Only low-attendance schools
- Omitted survey responses
- Time constraints

## **EDUCATION CODE**

### **SECTION 49067**

49067. (a) The governing board of each school district shall prescribe regulations requiring the evaluation of each pupil's achievement for each marking period and requiring a conference with, or a written report to, the parent of each pupil whenever it becomes evident to the teacher that the pupil is in danger of failing a course. The refusal of the parent to attend the conference, or to respond to the written report, shall not preclude failing the pupil at the end of the grading period.

(b) The governing board of any school district may adopt regulations authorizing a teacher to assign a failing grade to any pupil whose absences from the teacher's class that are not excused pursuant to Section 48205 equal or exceed a maximum number which shall be specified by the board. Regulations adopted pursuant to this subdivision shall include, but not be limited to, the following:

(1) A reasonable opportunity for the pupil or the pupil's parent or guardian to explain the absences.

(2) A method for identification in the pupil's record of the failing grades assigned to the pupil on the basis of excessive unexcused absences.

(c) Notwithstanding the provisions of subdivision (a) of Section 49061, the provisions of this section shall apply to the parent or guardian of any pupil without regard to the age of the pupil.

## **EDUCATION CODE**

### **SECTION 48260-48273**

48260. (a) Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the schoolday without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district.

(b) Notwithstanding subdivision (a), it is the intent of the Legislature that school districts shall not change the method of attendance accounting provided for in existing law and shall not be required to employ period-by-period attendance accounting.

48260.5. Upon a pupil's initial classification as a truant, the school district shall notify the pupil's parent or guardian, by

first-class mail or other reasonable means, of the following:

(a) That the pupil is truant.

(b) That the parent or guardian is obligated to compel the attendance of the pupil at school.

(c) That parents or guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chapter 2 of Part 27.

(d) That alternative educational programs are available in the district.

(e) That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.

(f) That the pupil may be subject to prosecution under Section 48264.

(g) That the pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege pursuant to Section 13202.7 of the Vehicle Code.

(h) That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

48260.6. (a) In any county which has not established a county school attendance review board pursuant to Section 48321, the school district may notify the district attorney or the probation officer, or both, of the county in which the school district is located, by first-class mail or other reasonable means, of the following if the district attorney or the probation officer has elected to participate in the truancy mediation program described in subdivision (d):

(1) The name of each pupil who has been classified as a truant.

(2) The name and address of the parent or guardian of each pupil who has been classified as a truant.

(b) The school district may also notify the district attorney or the probation officer, or both, as to whether the pupil continues to be classified as a truant after the parents have been notified pursuant to subdivision (a) of Section 48260.5.

(c) In any county which has not established a county school attendance review board, the district attorney or the probation officer of the county in which the school district is located may notify the parents or guardians of every truant, by first-class mail or other reasonable means, that they may be subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chapter 2 of Part 27 for failure to compel the attendance of the pupil at school.

(d) If the district attorney or the probation officer, or both, are notified by a school district that a child continues to be classified as a truant after the parents or guardians have been notified pursuant to subdivision (a) of Section 48260.5, the district attorney or the probation officer in any county which has not established a county school attendance review board may request the parents or guardians and the child to attend a meeting in the district attorney's office or at the probation department pursuant to Section 601.3 of the Welfare and Institutions Code to discuss the possible legal consequences of the child's truancy. Notice of the meeting shall be given pursuant to Section 601.3 of the Welfare and Institutions Code.

48261. Any pupil who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be reported as a truant to the attendance supervisor or the superintendent of the district.

48262. Any pupil is deemed an habitual truant who has been reported as a truant three or more times per school year, provided that no pupil shall be deemed an habitual truant unless an appropriate district officer or employee has made a conscientious effort to hold at least one conference with a parent or guardian of the pupil and the pupil himself, after the filing of either of the reports required by Section 48260 or Section 48261.

48263. If any minor pupil in any district of a county is an habitual truant, or is irregular in attendance at school, as defined in this article, or is habitually insubordinate or disorderly during attendance at school, the pupil may be referred to a school attendance review board or to the probation department for services if the probation department has elected to receive these referrals. The supervisor of attendance, or any other persons the governing board of the school district or county may designate, making the referral shall notify the minor and parents or guardians of the minor, in writing, of the name and address of the board or probation department to which the matter has been referred and of the reason for the referral. The notice shall indicate that the pupil and parents or guardians of the pupil will be required, along with the referring person, to meet with the school attendance review board or probation officer to consider a proper disposition of the referral.

If the school attendance review board or probation officer determines that available community services can resolve the problem of the truant or insubordinate pupil, then the board or probation officer shall direct the pupil or the pupil's parents or guardians, or both, to make use of those community services. The school attendance review board or probation officer may require, at any time that it determines proper, the pupil or parents or guardians of the pupil, or both, to furnish satisfactory evidence of participation in the available community services.

If the school attendance review board or probation officer determines that available community services cannot resolve the problem of the truant or insubordinate pupil or if the pupil or the parents or guardians of the pupil, or both, have failed to respond to directives of the school attendance review board or probation officer or to services provided, the school attendance review board may, pursuant to Section 48263.5, notify the district attorney or the probation officer, or both, of the county in which the school district is located, or the probation officer may, pursuant to Section 48263.5, notify the district attorney, if the district attorney or the probation officer has elected to participate in the truancy mediation program described in that section. If the district attorney or the probation office has not elected to participate in the truancy mediation program described in Section 48263.5, the

school attendance review board or probation officer may direct the county superintendent of schools to, and, thereupon, the county superintendent of schools shall, request a petition on behalf of the pupil in the juvenile court of the county. Upon presentation of a petition on behalf of a pupil, the juvenile court of the county shall hear all evidence relating to the petition. The school attendance review board or the probation officer shall submit to the juvenile court documentation of efforts to secure attendance as well as its recommendations on what action the juvenile court shall take in order to bring about a proper disposition of the case.

In any county which has not established a school attendance review board, if the school district determines that available community resources cannot resolve the problem of the truant or insubordinate pupil, or if the pupil or the pupil's parents or guardians, or both, have failed to respond to the directives of the school district or the services provided, the school district, pursuant to Section 48260.6, may notify the district attorney or the probation officer, or both, of the county in which the school district is located, if the district attorney or the probation officer has elected to participate in the truancy mediation program described in Section 48260.6.

48263.5. (a) In any county which has established a county school attendance review board pursuant to Section 48321, the school attendance review board may notify the district attorney or the probation officer, or both, of the county in which the school district is located, or the probation officer may notify the district attorney, by first-class mail or other reasonable means, of the following if the district attorney or the probation officer has elected to participate in the truancy mediation program described in subdivision (b):

(1) The name of each pupil who has been classified as a truant and concerning whom the school attendance review board or the probation officer has determined:

(A) That available community services cannot resolve the truancy or insubordination problem.

(B) That the pupil or the parents or guardians of the pupil, or both, have failed to respond to directives of the school attendance review board or probation officer or to services provided.

(2) The name and address of the parent or guardian of each pupil described in paragraph (1).

(b) Upon receipt of notification provided pursuant to subdivision (a), the district attorney or the probation officer may notify the parents or guardians of each pupil concerning whom notification has been received, by first-class mail or other reasonable means, that they may be subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chapter 2 of Part 27 for failure to compel the attendance of the pupil at school. The district attorney or the probation officer may also request the parents or guardians and the child to attend a meeting in the district attorney's office or at the probation department pursuant to Section 601.3 of the Welfare and Institutions Code to discuss the possible legal consequences of the child's truancy. Notice of the meeting shall be given pursuant to Section 601.3 of the Welfare and Institutions Code.

48264. The attendance supervisor or his or her designee, a peace officer, a school administrator or his or her designee, or a probation officer may arrest or assume temporary custody, during school hours, of any minor subject to compulsory full-time education or to compulsory continuation education found away from his or her home and who is absent from school without valid excuse within the county, city, or city and county, or school district.

48264.5. Any minor who is required to be reported as a truant pursuant to Section 48260 or 48261 may be required to attend makeup classes conducted on one day of a weekend pursuant to subdivision (c) of Section 37223 and is subject to the following:

(a) The first time a truancy report is required, the pupil may be personally given a written warning by any peace officer specified in Section 830.1 of the Penal Code. A record of the written warning may be kept at the school for a period of not less than two years, or until the pupil graduates, or transfers, from that school. If the pupil transfers, the record may be forwarded to any school receiving the pupil's school records. A record of the written warning may be maintained by the law enforcement agency in accordance with that law enforcement agency's policies and procedures.

(b) The second time a truancy report is required within the same school year, the pupil may be assigned by the school to an afterschool or weekend study program located within the same county as the pupil's school. If the pupil fails to successfully complete the assigned study program, the pupil shall be subject to subdivision (c).

(c) The third time a truancy report is required within the same school year, the pupil shall be classified a habitual truant, as defined in Section 48262, and may be referred to, and required to attend, an attendance review board or a truancy mediation program pursuant to Section 48263 or pursuant to Section 601.3 of the Welfare and Institutions Code. If the district does not have a truancy mediation program, the pupil may be required to attend a comparable program deemed acceptable by the school district's attendance supervisor. If the pupil does not successfully complete the truancy mediation program or other similar program, the pupil shall be subject to subdivision (d).

(d) The fourth time a truancy is required to be reported within the same school year, the pupil shall be within the jurisdiction of the juvenile court which may adjudge the pupil to be a ward of the court pursuant to Section 601 of the Welfare and Institutions Code. If the pupil is adjudged a ward of the court, the pupil shall be required to do one or more of the following:

(1) Performance at court-approved community services sponsored by either a public or private nonprofit agency for not less than 20 hours but not more than 40 hours over a period not to exceed 90 days, during a time other than the pupil's hours of school attendance or employment. The probation officer shall report to the court the failure of the pupil to comply with this paragraph.

(2) Payment of a fine by the pupil of not more than one hundred dollars (\$100) for which a parent or guardian of the pupil may be jointly liable.

(3) Attendance of a court-approved truancy prevention program.

(4) Suspension or revocation of driving privileges pursuant to Section 13202.7 of the Vehicle Code. This subdivision shall apply only to a pupil who has attended a school attendance review board program, a program operated by a probation department acting as a school attendance review board, or a truancy mediation program pursuant to subdivision (c).

48265. Any person arresting or assuming temporary custody of a minor pursuant to Section 48264 shall forthwith deliver the minor either to the parent, guardian, or other person having control, or charge of the minor, or to the school from which the minor is absent, or to a nonsecure youth service or community center designated by the school or district for counseling prior to returning such minor to his home or school, or to a school counselor or pupil services and attendance officer located at a police station for the purpose of obtaining immediate counseling from the counselor or officer prior to returning or being returned to his home or school, or, if the minor is found to have been declared an habitual truant, he shall cause the minor to be brought before the probation officer of the county having jurisdiction over minors.

48266. Any person taking action pursuant to Sections 48264 and 48265 shall report the matter, and the disposition made by him of the minor to the school authorities of the city, or city and county, or school district and to the minor's parent or guardian.

48267. Any pupil who has once been adjudged an habitual truant or habitually insubordinate or disorderly during attendance at school by the juvenile court of the county, or has been found to be a person described in Section 602 and as a condition of probation is required to attend a school program approved by a probation officer, who is reported as a truant from school one or more days or tardy on one or more days without valid excuse, in the same school year or in a succeeding year, or habitually insubordinate, or disorderly during attendance at school, shall be brought to the attention of the juvenile court and the pupil's probation or parole officer within 10 days of the reported violation.

Notwithstanding Section 827 of the Welfare and Institutions Code, written notice that a minor enrolled in a public school in grades 7 to 12, inclusive, has been found by a court to be a person described in Section 602 and as a condition of probation is required to attend a school program approved by a probation officer shall be provided by the juvenile court, within seven days of the entry of the dispositional order, to the superintendent of the school district of attendance, which information shall be expeditiously transmitted to the principal or to one person designated by the principal of the school that the minor is attending. The principal or the principal's designee shall not disclose this information to any other person except as otherwise required by law.

48268. The court, in addition to any judgment it may make regarding the pupil, may render judgment that the parent, guardian, or person having the control or charge of the pupil shall deliver him at the beginning of each schoolday, for the remainder of the school term, at the school from which he is a truant, or in which he has been insubordinate or disorderly during attendance, or to a school designated by school authorities.

48269. If the parent, guardian, or other person having control or charge of the child, within three days after the rendition of the judgment executes a bond to the governing board of the school district in the sum of two hundred dollars (\$200), conditioned that the child will, during the remainder of the current school year, regularly attend some public or private school in the city, or city and county, or school district, and not be insubordinate or disorderly during attendance, then the court may make an order suspending the execution of the judgment so long as the condition of the bond is complied with. The bond shall be filed with the secretary of the board of education, or clerk of the board of trustees. All money paid or collected on the bond shall be paid into the county treasury as provided in Section 41001.

48273. The governing board of each school district shall adopt rules and regulations to require the appropriate officers and employees of the district to gather and transmit to the county superintendent of schools the number and types of referrals to school attendance review boards and of requests for petitions to the juvenile court pursuant to Section 48263.