

Problem Analysis & Policy Recommendations: Truancy an Issue in Kern County

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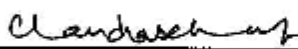
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Problem Analysis & Policy Recommendations: Truancy an Issue in Kern County

By Lakesha-Jones

This thesis or project has been accepted on behalf of the Department of Public Policy and Administration by their supervisory committee:


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The purpose of this policy analysis is to defined to my readers how truancy is define statewide; and explain school districts' truancy polices in a variety of States; and compare Panama Buena Vista and Bakersfield City Schools truancy rates. Also explain what factors contribute to truant behavior in students. And give my reader data on truancy rates in Kern County schools; to see if Kern County has a truancy issue.

Introduction

Truancy is defined as any unexcused absence from school is considered truancy, but states enact their own school attendance laws. State law determines, the age at which a child is required to begin attending school, the age at which a child may legally drop out of school, and the number of unexcused absences at which a student is considered legally truant. Truancy is a status offence an act that is a crime due to the young age of the actor, but would not be illegal for someone older. The other most common status offences are running away from home, alcohol use, curfew violations, and governability (Flaherty,Sutphen,Gretchen 2012).

How truancy is categorized; depends largely on the school's attitude towards truancy as a whole. A child's negative relationships with teachers and peers can be a cause for high truancy rates. When students can't get along with teachers or peers; the effects can be disciplinary problems which may lead to suspension, or expulsion. Students that miss school have a risk of, falling behind in school work; which could result in students; getting poor grades, or even failing all together (Flaherty,Sutphen,Gretchen 2012)

One of the most common causes of truancy and disruptive behavior in children is the influence of friends and peers. Many times these peers are seen encouraging truancy as a status seeking activity or as a way of joining in or blending in. The child's natural instinct to want to be a part of a larger crowd or group dynamic will take over, even if they are taught better habits. Elementary age children seek to belong which can result in students skipping school so that they can be popular with their peers. (Flaherty,Sutphen,Gretchen 2012) .

One of the biggest issues that sound truant behavior is poverty. Poverty is one of the biggest factors according to researchers ((Flaherty,Sutphen,Gretchen 2012) . Economic factors

can also play as a big factor in truancy; single parents often have lack of transportation or child care, high mobility rates, and parents working two or more jobs or some factors that play into truant behavior. And other addition factors can come into play for example: parents that have a higher socioeconomic status tend to be more involved in their children education versus parents that live in lower income areas. Studies show that in low income neighborhoods, children often attend poorly funded schools than children from more wealthy neighbors (Teasley, 2004).

Low-income raised children have a greater change at becoming truant; due to lack of community support. When a child lives in an environment where education achievement is not the norm; children don't see the positive effects of education. Family factors that contribute to truancy in students are naturally personal in nature. Parental attitudes to education are crucial to schools success in keeping children in school; often times a parent's condonation of truancy (albeit overt or tacit) is construed as the parent's not valuing education.

Individual (personal) factors related to child truancy include: lack of self-esteem/social skills/confidence; poor peer relations; lack of academic ability; special needs; and lack of concentration/self-management skills. Professionals have identified that many chronically truant children had a job, had non family support, or had trouble managing both school and work, thus forcing them to make a choice between personal life and school. When a student becomes pregnant, their risk of truancy increases (Flaherty,Sutphen,Gretchen 2012).

When a parent excuses their student's absents; even if the absents does not fall into the school guidelines for excused absents, it can send a negative message to the student. Most schools will only exceptionally agree to a child missing no more than ten days of school, those ten days or not normally for family vacation. Some schools may refuse to authorize any absences

for family vacation or any absent that is not due to illness or medical appointments (Maynard, McCrea, Pigott ., Kelly& Campbell, 2012).

Statement of the Problem

Over the past decade, Truancy cases have dramatically increased throughout the county (Teasley, 2004). The rates increase so much the Juvenile Justice and Direct Attorney's officers of many cities have worked together and implemented programs to target truancy effectively. After doing countless hours of research on this topic called truancy it appears to be one of the biggest problems in the school districts.

Students, skipping school used to be a onetime prank. Over the past years it's become more than a prank. Due to the world changing on how they view the old model that saying that said," it takes a whole village to raise a child", but unfortunately in today's world; neighbors and family friends no longer go by that model (it appears as if every family is out for themselves') (Flaherty,Sutphen,Gretchen 2012).

Today, truancy has become a major problem in this country that negatively influences the future of our youth and costs taxpayers thousands of dollars. With daily absentee rates as high as 30 percent in some cities, it is not surprising that truancy is rated among the major problems facing schools. The statistics speak (Flaherty,Sutphen,Gretchen 2012).

Purpose for This Study

Purpose for this study is to research if Kern County has a Truancy problem in their school systems. During this paper I will be explaining what truancy is and giving examples of different truancy programs and comparing two school districts, Panama Buena Vista and Bakersfield City Schools. After doing the research, I will present to my reader the data that reflects; If Panama Buena Vista truancy rate is extremely lower or higher then Bakersfield City Schools. And the data will show the factors that surround my findings. And the independent reporting charter that displays Panama Buena Vista Expulsion rate for both schools Bakersfield City Schools. Researcher suggests that many different factors come into play when it comes to truancy after reading this paper my reader will have a clear understanding of what those factors or (Maynard, McCrea, Pigott ., Kelly& Campbell, 2012) .

CHAPTER TWO – FACTORS

Back in the 1980 or Nation started to see a rise in truancy as a whole in the school systems. Due to that rise Juvenile courts nationwide started to implemented truancy laws. Due to the fact a large amount of chronic offenders were chronic truant students (Reid, 2012).

Factors:

During the 80's a variety of schools nationwide tried to target what caused students to be truant? Factors, that influence attendance according to or family factors which include parental supervision; for example what parents or monitoring their child's homework, grades and reading ability and attend PTA meetings etc. During my research I read that parents that find it difficult to get their children to school usual have lack of community or social support systems. One of the most regularly reported reasons for children in elementary to have unexcused absences, is missing the school bus. According to reaches this shows how many children or responsible for getting themselves to school (Reid, 2012).

Cultural norms and linguistic differences should also be taken into account. Schools must make sure that culture needs or being met, for example some cultures or required to pray three times a day, children should have a place in school were that can be done. Because if children or not allowed to have that time; then parents could keep them at home so they don't miss that worship time (Reid, 2012).

Economic Factors can also play a factor in truancy; single parents that have lack of transportation or child care, high mobility rates, and parents working two or more jobs or some factors that play into truant behavior. And other addition factors can come into play for example: parents that have a higher socioeconomic status tend to be more involved in their children education versus parents that live in lower income areas. Studies show that in low income

neighborhoods, children often attend poorly funded schools than children from more wealthy neighbors (Reid, 2012).

School factors have a great influence over whether a child is truant. Attitudes of teachers and other students have a huge role on truant behavior. Because if a child is around a teacher that promotes a negative school environment students are likely to become truant, so they avoid that negative environment. And the same goes for negative peers; meaning if children are being bullied at school and they don't feel safe; a student is more than likely going to avoid being around that environment. According to (Reid, 2012) it's not uncommon for a student that is being bullied to develop anxiety and self-doubt which can lead to a student missing school and also delinquent behavior which could lead to a life of crime. When students are transitioning from elementary to middle school it's very important for students to understand how truant behavior can affect their lives in a negative matter.

Student variables can truly influence truant behavior; this includes mental health problems, unfamiliarity with attendance laws, or substance abuse, poor physical health etc. A study was done in Chicago and the findings of that study were that mental health issues often lead to truancy, most often in lower income areas, poverty rates and family stress contributed to stress which contribute to anxiety and plays a big role in truant behavior (Reid, 2012).

Studies show that when students have a reduction in cognitive or social skills a student does then have a greater difficulty developing relationships with fellow students and teachers. This stress can have a huge impact on school experience for students and students that have poor school engagements or at risk of becoming truant (Reid, 2012).

Impact of truancy in early elementary age children can often be due to illnesses or parental discretion, early absenteeism may establish attendance patterns for student's that can develop as a pattern in the future. School official and parents should pay close attention to early elementary attendance, because if truancy's is target when a student is at low risk, then they will be less likely to be truant in the future (Reid, 2012).

Research shows that children who are truant in elementary school are three times more likely to become truant in high school than children who were not truant in elementary. Research shows that early truancy intervention can help reduce truancy (Reid, 2012).

What other programs have been done to reduce truancy:

The Early Truancy Intervention program (ETI) started in Little Rock Arkansas 1981, in efforts to reduce truancy. This program represented a cooperative effort between a southern district State Attorney's office and public elementary schools around the southern area, a total of thirty six schools implemented the program. Methods that were used were data identifying, early school participation that were compiled from reports, that were reported by staff from schools around the Arkansas area, in April, 16 1981. This program did not target children in their families, only data from child's participation at school.

Little Rock Arkansas program (ETI) helped to reduce truancy, but did not target what factors played into truant behavior. Eventually this program changed their method of getting data (ETI) changed to a program that was more design to work with elementary school age children and their families; which helped schools in law maker's target the factors that sounded truant behavior; with hopes of decreasing chronic absenteeism and social risks.

The Early Intervention Program (ETI) delegated, three critical components first component was children in kindergarten through fifth grade that had five unexcused absences were automatically referred to the program; second school's utilizes a local advisory board composed of representatives from children welfare related agencies; three of the staff from (ETI) would address barriers to services and identified the factors of truant behavior, the (ETI) director and case managers also assisted in this process . This program served more than ten thousand kids (Lawrence, Lawther, Jennison., & Hightower, 2011).

Long term Impacted of (ETI) program was only four schools reported long term success stories; of those four schools only two of those schools saw a fifty percent drop in truancy during the program and maintained their levels for at least a year, (Lawrence, Lawther, Jennison., & Hightower, 2011).

Many schools have tried a variety of interventions to reduce truancy as a whole. Los Angeles schools', have a truancy issue which has been linked to criminal activities; which go hand in hand with truant behavior. Studies show that today's chronic truant student is tomorrow's criminal. In 1997, the California Youth Authority conducted an intake survey which showed that 76% of those committed to the CYA had missed an average of two years of school, had stopped attending school regularly in the fifth or sixth grade, and were not attending school at the time they were arrested. As a result, the District Attorney's Office and law enforcement agency in Los Angeles County, implemented intervention programs know as A.C.T. to address the truancy problem and help youth stay in school (Hendricks, Sale, Evans, McKinley & Carter 2010).

.A.C.T., or Abolish Chronic Truancy, places District Attorney's and office personnel in elementary schools to work with administrators, teachers, parents and students to intervene at the

very beginning of the truancy cycle. District Attorney representatives informed parents that it is their legal responsibility, to ensure their children attend school and that education is as essential as food, clothing, and shelter in a child's life and was stated saying "If there are problems interfering with the ability for a child to attend school then law enforcement agency will intervene". Los Angeles District Attorney Personnel; attempted to find community resources to help overcome these problems. Before law enforcement would take legal action; Law enforcement and schools officials analysis each truant behavior by addressing; a number of things first (see below) (Hendricks, Sale, Evans, McKinley & Carter 2010).

Table: Before legal action is enforced by school officials, this method is first used see below:

1. Frequent communication between teacher and family	3. Student counseling for truant students.	2. Referral to other agencies for family services, Referral to the school's attendance coordinator, Referral to the school's student assistance team, Referral to the school's drop-out prevention committee.
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Source: (Champion, Dean, and Alida V. Merlo, 2013)

While prosecution can see results from A.C.T. intervention, the focus of the program is not to punish parents and students, but to get truant students off the streets and back in the classrooms (Hendricks, Sale, Evans, McKinley & Carter 2010).

The A.C.T. program works, in a way that Los Angeles school districts are able to reduce truancy among all age groups between Kindergartens through 12th grade. When students or their parents violate school attendance laws, the matters are often referred to the Los Angeles District Attorney's Office; for an office hearing, which may appear strict but Los Angeles Schools have seen a great reduction in truancy when the program is enforced (Hendricks, Sale, Evans, McKinley & Carter 2010).

The goal of the A.C.T program; is to return each truant student to school while holding them responsible for their actions. In lieu of immediate referral for prosecution, the student and parents are given an opportunity to enter into a District Attorney School Attendance Contract. By entering the contract, students and parents agree to immediately eliminate unexcused absences and tardiness, to correct behavioral problems, and to adhere to truancy law and other hearing officer resolutions. Failure to adhere to the contract can result in formal prosecution (Hendricks, Sale, Evans, McKinley & Carter 2010).

One thing Kern County has done, in order to put a stop to truancy; is implementing the program called TRP, also known as Truancy Reduction Program. TRP which was established in Kern County in 1989; it's sponsored by the Kern County Probation Department and the Kern County Substance Abuse Prevention Education. This truancy program is composed with over 39 districts and targets K-12 grade. This program is funded through the Title IV. TRP program assesses truant students by conducting home visits, weekly school contacts, counseling with students and their families, referrals to outreach community programs, evaluates and mentors truant students. All students referred to this program are monitored for a whole academic year (Hendricks, Sale, Evans, McKinley & Carter 2010).

TRP goal is to stop students from being truant within four months. The program is targeted towards k-12 who has at least four unexcused absences or incidents of arriving late to class by 30 minutes or more. Having evaluation data in place helps the schools and community's partnerships choose the appropriate strategies to help prevent truancy. The goal of the program is to help academic performance improve, and to help strengthen families. Since; 1989 more than 6,000 plus students have been helped to stay in school. The data shows that the program TRP works, after three months in the program, participant's unexcused absences have dropped by 43 percent in the academic year of 1993-96 see chart below (Hendricks, Sale, Evans, McKinley &Carter 2010).

Absences	1993-94	1994-95	1995-96
0	33	34	12
1-3	62	44	30
4-9	55	59	41
10-14	34	22	13
15-19	26	12	7
20+	42	21	24
Total	252	192	127

Source: (Hendricks, Sale, Evans, McKinley &Carter 2010)

The findings for academic years 1993 thru 1996 evaluations were broken up into two main categories. The first category covered the school's participation with the students' and the

student's family prior to referral to the program (TRP). Another finding solely focused on what worked to help prevent the truancy issue in Kern County which included the interviews that officer's conducted with the truant students and also include home visits with the family and the referrals to community programs, and what decision were made to file against the families (Hendricks, Sale, Evans, McKinley & Carter 2010).

This program has been implemented threw out Kern County school district and unfortunately some district in Kern County, have seen the truancy rates drop while other school districts have seen the truancy rate rises higher than before the program was implemented . After doing some research; on school districts in Kern County (Bakersfield City versus Panama Buena Vista) it clearly showed that one school district is struggling with truancy. Some researchers suggest that truancy comes from lack of family support, schools negative environments etc (Hendricks, Sale, Evans, McKinley & Carter 2010).

Introduction to chapter Three: Solutions

In chapter three, I will share the findings of why one district struggles in Kern County and another district appears to have reduced truancy as a whole. And give the reader a better understanding as to why, Panama Buena Vista School District truancy rate is lower than Bakersfield City schools. Also in chapter three readers will view data that reflects my findings

CHAPTER THREE: SOLUTIONS

Purpose of this study is to have a clearly understanding as to what causes students to become truant and why Panama Buena Vista has a lower truancy problem than Bakersfield City schools. Panama Buena Vista schools (elementary) policy may appear to be strict but after researching the data it appears the policy is working.

Panama Buena Vista policy is; “if a student has three unexcused absences, he/she is truant. Anytime a student is tardy for more than thirty minutes three times without a valid excuse, he/she is truant. It is also important that parents, guardians and school officials remember the state legislature has established truancy and attendance laws. According to the California Education Code, 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 school day 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” (www.truancy prevention.org, 2014).

When a student is initial classified as truant, the District notifies the student’s parent or guardian by mailing a letter that explains in great detail the student’s attendance. The letter also explains that parents or guardians who fail to meet the obligations that is enforced by law enforcement will be guilty of an infraction and subject to prosecution, if students truancy continues after repeated written notification to parent or guardian next step would be initiated by the district. Which includes home visits by the district attendance administrator or member of law enforcement officer? An habitually students or referred to school attendance review board,

which is a truancy mediation program operated that is assign by the County District Attorney or probation officer (Champion, Dean, and Alida V. Merlo,2013)

Panama Buena Vista district; believe that truancy is a very strong term that it’s attached to negative connotations. But the district believe it’s necessary that students and parents understand its necessary for a child to not be truant, so that every student has a chance at getting an educational experience (www.truancy prevention.org, 2014).

Panama Buena Vista district has expiations for excused absences from school only in certain cases, participation in religious instruction or participation in religious exercise away from school property may be considered excused subject to law and administrative procedures. Some examples of excused absents (see below) (www.truancy prevention.org, 2014).

Table: Panama Buena Vista Examples of Excused absents

1. Personal illness	2. Quarantine under the direction of a county or city health officer	3. Medical, dental, optometrical, or chiropractic appointments.	4. Attendance at funeral services for a member of the immediate family (mother, father, grandmother, grandfather, spouse, son, brother, sister, son-in-law, daughter-in-law, or any	5. Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including but not limited

Source: (www.truancy prevention.org, 2014)

Bakersfield City School abides by a similar truancy policy as Panama Buena Vista district and their model is; absences can add up before you know it. Today, education is rapidly paced. Students need to be regularly present and engaged to learn. Regular progress cannot be made with irregular attendance. School attendance has a huge impact on a student’s academic success starting in kindergarten and continuing through high school. Studies show that children who miss too many days in kindergarten and first grade can struggle academically in later years. They often have trouble mastering reading by the end of third grade. Poor attendance in

preschool and kindergarten can predict absenteeism in later grades. Bakersfield City School and Panama Buena Vista; realize some absences are unavoidable due to health problems or other circumstances. However, students that miss too much school, regardless of the reason, it can cause them to fall behind academically (www.truancy prevention.org, 2014)

Panama Buena Vista School and Bakersfield City Schools, do not want child to fall behind in school and get discouraged. These two Schools want parents to make sure their child attends school every day and arrives on time. Panama and Bakersfield schools both send literature to parents and express; that if parents need support getting their child to school, parents can reach out to school officials and officials will draw up a plan that helps children successful make it to school every day. (www.truancy prevention.org, 2014).

According to research; Bakersfield City School Districts; have an attendance guide lines policy, that they believe helps prevent truancy see below:

Table: Bakersfield City School Districts attendance guide lines

1. Make students and parents/guardians feel welcome. Make a point to say "hello" to every parent/guardian or student you see in the halls and outside--make it your business to know his or her names.	2. Create an environment that enables students to feel successful in something no matter how small it may seem. Award academic and attendance "letters," as you do for athletics.	3. When a student is absent, immediately talk to the parent/guardian not their answering machine. Make a personal phone call in the evening, or call parents/guardians at work during the day.	4. When a student is absent, immediately talk with them about why they were gone—let them know you are aware...and that you care that they are at school.	5. Forge a relationship with local businesses where youth may congregate when truant—encourage them to keep students in school during school hours. Create a poster that states "We support youth in school and will not serve anyone under 16 during school hours."
6. Forge a relationship with local law enforcement—make them your allies in showing the community, families, and students that school is the place to be. Empower community police officers	7. Don't provide the temptation for youth to be truant. Close your campuses during breaks and lunch.	8. Empower and expect classroom teachers to take action when they think a student may be truant. Ask teachers to make calls to absent youth or families in the afternoon or evenings.	9. Reward and recognize good attendance not just perfect attendance. Post large signs giving the daily attendance for the day. Reward individuals, classes, and the school for increased attendance.	10. Make your school a place where students feel safe and respected. Adopt a character education program that is planned and implemented by students according

to return youth to school.				
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Source: (www.truancyprevention.org, 2014).

During my research it appears that both school districts have models that they go by in order to reduce truancy as whole. "Below is Bakerfield City School District general description report. This report provides a count of students who were reported as being truant at one or more times during the academic year. Per Education Code Section 48260, a truant is defined as "a pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full 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, shall be classified as a truant."

(www.truancyprevention.org, 2014)

Table: Bakersfield City School District general description report:

Name	Code	Census Enrollment	Cumulative Enrollment	Truant Students	Truancy Rate
Bessie E. Owens Intermediate	6116719	551	651	227	34.87
Bessie E. Owens Primary	6009138	695	833	149	17.89
Caroline Harris Elementary	6008858	490	602	285	47.34
Casa Loma Elementary	6008866	846	1,017	416	40.90
Cesar E. Chavez Elementary	6111900	741	804	124	15.42
Chipman Junior High	6008841	915	1,020	527	51.67
College Heights Elementary	6008882	927	1,132	432	38.16
Colonel Howard Nichols Elementary	6008890	646	756	376	49.74
Compton Junior High	6009021	676	779	450	57.77
Curran Middle	6009005	862	1,028	755	73.44
Downtown Elementary	6114284	310	314	53	16.88
Dr. Juliet Thorner Elementary	6109078	930	1,038	380	36.61
Emerson Middle	6008916	847	1,032	532	51.55
Evergreen Elementary	6008874	586	716	70	9.78
Frank West Elementary	6008924	673	808	246	30.45
Franklin Elementary	6008932	457	546	257	47.07
Fremont Elementary	6008940	886	1,047	454	43.36
Harding Elementary	6008965	598	664	104	15.66
Henry Eissler Elementary	6008973	636	744	206	27.69
Horace Mann Elementary	6008981	833	1,018	289	28.39
Hort Elementary	6008999	751	923	371	40.20

Jefferson Elementary	6009013	562	706	226	32.01
Leo G. Pauly Elementary	6009047	743	915	104	11.37
Longfellow Elementary	6009062	803	1,059	416	39.28
McKinley Elementary	6009070	832	1,052	522	49.62
Mt. Vernon Elementary	6009088	828	917	98	10.69
Munsey Elementary	6009096	676	851	467	54.88
Myra A. Noble Elementary	6009104	870	1,089	501	46.01
Name not found	0128694	0	0	0	0.00
Pioneer Drive Elementary	6009120	759	944	186	19.70
Rafer Johnson Childrens Center	6009112	0	282	0	0.00
Ramon Garza Elementary	6109052	978	1,152	181	15.71
Roosevelt Elementary	6009146	432	556	204	36.69
Sequoia Middle	6008957	986	1,109	342	30.84
Sierra Middle	6009153	766	855	399	46.67
Stella I. Hills Elementary	6109060	508	719	342	47.57
Voorhies Elementary	6009161	902	1,036	416	40.15
Walter Stiern Middle	6111264	1,344	1,584	898	56.69
Washington Middle	6009179	628	758	228	30.08
Wayside Elementary	6009187	749	871	380	43.63
William Penn Elementary	6009195	282	341	125	36.66
Williams Elementary	6009203	483	629	285	45.31

Report Total

Name	Code	Census Enrollment	Cumulative Enrollment	Truant Students	Truancy Rate
Bakersfield City	1563321	28,987	32,121	13,023	40.54
<u>County Total</u>	15	178,671	190,425	52,579	27.61
<u>State Total</u>	00	6,226,989	6,497,749	1,902,509	29.28

Source: (www.truancy prevention.org, 2014)

General Description of this Report

“This report provides an unduplicated count of students involved in one or more incidents¹ during the academic year who were subsequently suspended or expelled² from school. For the purposes of calculating suspensions and expulsion rates in this report, students who were suspended or expelled multiple times are counted only once in the report totals for these respective disciplinary outcome categories” : (www.truancy prevention.org).

Table: “Suspension and Expulsion Rate Formulas (Students Suspended and Students Expelled divided by Cumulative Enrollment) multiplied by 100”. (www.truancy prevention.org,2014).

¹ An incident is defined as one or more students committing one or more offenses on the same date at the same time”.
² Expulsion counts include all expulsions, even those expulsions where the term of the expulsion has been shortened or the enforcement of the expulsion has been suspended “(www.truancy prevention.org, 2014).

Table: Bakersfield City Report List of district and independently reporting charters that did not certify their 2012-13 CALPADS End-of-Year 3 - Discipline submission. (www.truancy prevention.org, 2014).

School	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
Bessie E. Owens Intermediate	6116719	551	651	47	7.2	2	0.3
Bessie E. Owens Primary	6009138	695	833	8	1.0	0	0.0
Caroline Harris Elementary	6008858	490	602	33	5.5	0	0.0
Casa Loma Elementary	6008866	846	1,017	23	2.3	0	0.0
Cesar E. Chavez Elementary	6111900	741	804	5	0.6	0	0.0
Chipman Junior High	6008841	915	1,020	133	13.0	10	1.0
College Heights Elementary	6008882	927	1,132	49	4.3	2	0.2

Colonel Howard Nichols Elementary	6008890	646	756	30	4.0	0	0.0
Compton Junior High	6009021	676	779	58	7.4	5	0.6
Curran Middle	6009005	862	1,028	240	23.3	6	0.6
Downtown Elementary	6114284	310	314	9	2.9	0	0.0
Dr. Juliet Thorner Elementary	6109078	930	1,038	23	2.2	0	0.0
Emerson Middle	6008916	847	1,032	194	18.8	3	0.3
Evergreen Elementary	6008874	586	716	51	7.1	0	0.0
Frank West Elementary	6008924	673	808	25	3.1	1	0.1
Franklin Elementary	6008932	457	546	34	6.2	0	0.0
Fremont Elementary	6008940	886	1,047	42	4.0	0	0.0
Harding Elementary	6008965	598	664	4	0.6	0	0.0
Henry Eissler Elementary	6008973	636	744	27	3.6	1	0.1
Horace Mann Elementary	6008981	833	1,018	35	3.4	2	0.2
Hort Elementary	6008999	751	923	46	5.0	0	0.0
Jefferson Elementary	6009013	562	706	49	6.9	0	0.0
Leo G. Pauly Elementary	6009047	743	915	48	5.2	1	0.1

Longfellow Elementary	600906 2	803	1,059	59	5.6	2	0.2
Mckinley Elementary	600907 0	832	1,052	43	4.1	1	0.1
Mt. Vernon Elementary	600908 8	828	917	8	0.9	0	0.0
Munsey Elementary	600909 6	676	851	64	7.5	0	0.0
Myra A. Noble Elementary	600910 4	870	1,089	24	2.2	1	0.1
Pioneer Drive Elementary	600912 0	759	944	28	3.0	0	0.0
Rafer Johnson Childrens Center	600911 2	0	282	0	0.0	0	0.0
Ramon Garza Elementary	610905 2	978	1,152	16	1.4	0	0.0
Roosevelt Elementary	600914 6	432	556	21	3.8	1	0.2
Sequoia Middle	600895 7	986	1,109	88	7.9	2	0.2
Sierra Middle	600915 3	766	855	160	18.7	7	0.8
Stella I. Hills Elementary	610906 0	508	719	39	5.4	0	0.0
Voorhies Elementary	600916 1	902	1,036	25	2.4	0	0.0
Walter Stiern Middle	611126 4	1,344	1,584	252	15.9	21	1.3
Washington Middle	600917 9	628	758	63	8.3	1	0.1
Wayside Elementary	600918 7	749	871	24	2.8	0	0.0

William Penn Elementary	600919 5	282	341	12	3.5	0	0.0
Williams Elementary	600920 3	483	629	49	7.8	2	0.3

Source: (www.truancy prevention.org, 2014)

Report Total

Level	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
Bakersfield City	1563321	28,987	32,121	2,111	6.6	71	0.2
Kern County Total	15	178,671	190,425	16,127	8.5	509	0.3
State Total	00	6,227,989	6,497,749	329,370	5.1	8,266	0.1

Table: Panama Buena Vista general description report:

Name	Code	Census Enrollment	Cumulative Enrollment	Truant Students	Truancy Rate
Amy B. Seibert Elementary	6009922	717	873	334	38.26
Berkshire Elementary	6119994	1,021	1,149	366	31.85
Bill L. Williams Elementary	6113401	695	757	255	33.69
Buena Vista Elementary	6009260	907	975	279	28.62
Charles H. Castle Elementary	6095012	714	867	316	36.45
Christa McAuliffe Elementary	6110001	619	682	246	36.07
Douglas J. Miller Elementary	0119099	807	911	255	27.99
Earl Warren Junior High	6112262	921	935	225	24.06
Fred L. Thompson Junior High	6009930	774	860	373	43.37
Laurelglen Elementary	6105423	570	726	204	28.10
Leo B. Hart Elementary	6107627	571	632	219	34.65
Louise Sandrini Elementary	6099436	605	701	259	36.95

O. J. Actis Junior High	6099428	657	753	298	39.58
Old River Elementary	0113951	1,006	1,127	355	31.50
Panama Elementary	6009948	670	752	219	29.12
Ronald Reagan Elementary	6115257	958	1,036	318	30.69
Roy W. Loudon Elementary	6108187	835	950	517	54.42
Sing Lum Elementary	6104632	800	891	281	31.54
Stine Elementary	6009955	774	970	433	44.64
Stockdale Elementary	6096986	570	618	199	32.20
Stonecreek Junior High	0110775	819	878	316	35.99
Tevis Junior High	6107619	757	836	297	35.53
Wayne Van Horn Elementary	6066674	558	671	230	34.28

Source: (www.truancyprevention.org 2014)

Report Total

Name	Code	Census Enrollment	Cumulative Enrollment	Truant Students	Truancy Rate
Panama-Buena Vista Union	1563362	17,325	18,857	6,794	36.03
County Total	15	178,671	190,425	52,579	27.61
State Total	00	6,226,989	6,497,749	1,902,509	29.28

Table: "Panama Buena Vista City Report List of district and independently reporting charters that did not certify their 2012-13 CALPADS End-of-Year 3 - Discipline submission".

School	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
Amy B. Seibert Elementary	6009922	717	873	96	11.0	0	0.0
Berkshire Elementary	6119994	1,021	1,149	37	3.2	0	0.0
Bill L. Williams Elementary	6113401	695	757	36	4.8	0	0.0
Buena Vista Elementary	6009260	907	975	12	1.2	0	0.0
Charles H. Castle Elementary	6095012	714	867	94	10.8	0	0.0

Christa Mcauliffe Elementary	6110001	619	682	6	0.9	0	0.0
Douglas J. Miller Elementary	0119099	807	911	62	6.8	1	0.1
Earl Warren Junior High	6112262	921	935	117	12.5	1	0.1
Fred L. Thompson Junior High	6009930	774	860	203	23.6	2	0.2
Laurelglen Elementary	6105423	570	726	64	8.8	0	0.0
Leo B. Hart Elementary	6107627	571	632	33	5.2	1	0.2
Louise Sandrini Elementary	6099436	605	701	57	8.1	0	0.0
O. J. Actis Junior High	6099428	657	753	192	25.5	5	0.7
Old River Elementary	0113951	1,006	1,127	8	0.7	0	0.0
Panama Elementary	6009948	670	752	85	11.3	0	0.0
Ronald Reagan Elementary	6115257	958	1,036	27	2.6	0	0.0
Roy W. Loudon Elementary	6108187	835	950	73	7.7	1	0.1
Sing Lum Elementary	6104632	800	891	32	3.6	0	0.0
Stine Elementary	6009955	774	970	86	8.9	0	0.0
Stockdale Elementary	6096986	570	618	31	5.0	0	0.0
Stonecreek Junior High	0110775	819	878	98	11.2	1	0.1
Tevis Junior High	6107619	757	836	143	17.1	1	0.1
Wayne Van Horn Elementary	6066674	558	671	68	10.1	0	0.0

Report Total

Level	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
Panama-Buena Vista Union	1563362	17,325	18,857	1,634	8.7	13	0.1
Kern County Total	15	178,671	190,425	16,127	8.5	509	0.3

State Total	00	6,227,989	6,497,749	329,370	5.1	8,266	0.1
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Source: (www.truancy prevention.org).

After doing the research it appears that each school district is enforcing truancy polices as a whole. But the data clearly shows that Panama Buena Vista truancy rate is 36.03% which is extremely lower then Bakersfield City Schools which is 40.54%. Even the data that shows both schools; independently reporting charters display; Panama Buena Vista Expulsion rate as 0.1% versus Bakersfield City Schools which is 0.2 which is still a big jump. Researcher suggests that many different factors come into play when it comes to truancy. A big factor is low income families (www.truancy prevention.org)._(See below)

Table: Children in Poverty in Bakersfield City School District

Location	Percent
California	23.8%
Kern County	34.1%
Bakersfield City (School District)	48.8%

Source: (www.truancy prevention.org)

Table: Children in Poverty in Panama Buena Vista School District

Location	Percent
California	36.3%
Kern County	46.2%
Panama Buena Vista School District	43.%

Source: (www.truancy prevention.org)

This data clearly shows that Bakersfield City School District has a higher percent of low income families than Panama Buena Vista School District.

CHAPTER FOUR: SUMMARY, RECOMMENDATIONS, CONCLUSION

SUMMARY

During this paper; I have defined to my readers how truancy is define statewide; which is any unexcused absence from school is considered truancy, A child is considered truant when the student provides no valid or documented reason for missing school. School administrators understand that special circumstances may arise from time to time that prevents children from attending school. However, every school district in a variety of States; has their own attendance policies that define what truancy is. But all states enact their own school attendance laws. State law determines on the age at which a child is required to begin attending school, the age at which a child may legally drop out of school, and the number of unexcused absences at which a student is considered legally truant. Truancy is a status offence an act that is a crime due to the young age of the actor.

Also I have displayed what factors have caused one school district to thrive, why another district struggled to reduce truancy rates. Each school used the same program, and for the most part enforced attendances policies; that were legally enforced by law enforcements. Unfortunately the data displayed poverty to be the number one reasons, for high truancy rates for Bakersfield City Schools. Bakersfield City Schools fell short when it came to reducing truancy rates as a whole. And Panama Buena Vista School District truancy rates declined overall.

As a parent, to help prevent Truancy

Parents have to take control of their children, meaning parents must be aware of what factors play in to truant behavior as stated earlier; Cultural norms and linguistic differences should also be taken into account , Economic Factors can also play a factor in truancy , School factors have a great influence over weather a child is truant. Research shows that children who are truant in elementary school are three times more likely to become truant in high school than children who were not truant, in elementary (www.truancy prevention.org).Steps that parents can go by to help take responsibility see chart below:

Table: As a parent, what can I do?

Talk to your child's teacher and building administrator. It is important to keep the lines of communication open between you and the school.	Make certain your child is at school each day on time.
Set a regular routine for getting homework done and turned in. Establish rules and consequences for breaking those rules, then follow through!	Limit late night activity. Have a regular, reasonable bedtime and stick to it on school nights. Don't allow other activities to take priority over school.
Find ways to reinforce the importance of your child's education.	Find ways to increase your child's interest in school through after-school activities and sports.

Source: (www.truancy prevention.org 2014).

Data shows that poverty played a key role in truancy rates in Kern school districts. After researching Kern County two school districts; which were, Bakersfield City School District and Panama Buena Vista Districts. Both schools' enforced the truancy program, known as Truancy Reduction Program also known as (TRP). But after data was ran it appeared that

Panama Buena Vista schools truancy rate (36.03%) which was extremely lower than Bakersfield City schools truancy rate is 40.54%.

CONCLUSION

After doing research, it appeared to be very clear; why one school district truancy rate were lower than the other. It appears that a big factor was that Panama Buena Vista has a lower poverty rate versus Bakersfield City School District. Research has shown that children that live in low-income areas have a greater chance of becoming a truant student; because they lack supervision (www.truancy-prevention.org 2014). During my research it appeared that although Panama Buena Vista implements the same truancy policies as Bakersfield City schools truancy rates were higher than that of Panama Buena. Kern County appears to have an ongoing truancy issue.

My Recommendations

Some of Kern County school districts are struggling with high rates of truancy. Schools, teachers, and law enforcements are seeking effective ways to deal with students who or truant. Due to truancy's being such a complex issues nationwide, there are no evidence based programs that can simply be adopted to solve the problem of truancy. Kern County School Districts; need a program that is comprehensive, that has multifaceted solutions that work at multiple levels. To arrive at effective solutions, schools officials and law enforcements officers should be sensitive to local conditions, but must also draw on the current knowledge base. Simply knowing the extent or causes of a problem doesn't necessarily indicate what it will take to improve the situation. In order for schools to reduce truancy rates they must understand what needs to be done to effectively impact truancy, see examples below:

- Kern County School District, need to identify the issues that are causing the students to miss school often, example would be parents have lack of transportation and students don't live in walking distance of the school.
- Kern County School District, must mandate that each school site; provides opportunities for effective programs.
- Kern County School District, must target each student truant behavior on different levels, for example high risk truant students should have different steps than, low risk students.
- Kern County School District; need to coordinate a plan with parents and students that helps reduce truant behavior.
- Kern County School District; must make individual, programmatic, and systemic approaches that helps reduces truancy.

Kern County Schools systems or searching for affective ways to target truancy as a whole and should create resources that or more effective, by focusing on the source and scope of the attendances problem. This will allow Kern County schools to build a complete record of their student's attendance issues and the school's efforts to address them. This record is important to determine what form of intervention is most effective, and to identify the serious cases in which law enforcement and district attorneys should exercise their authority to address a student's attendance issue. Finally, a tracking system can yield vital information for researchers and policymakers to better assess the causes and effects of truancy and chronic absence, and refine their strategies to battle the problem.

Schools and parents have to work together and order to reduce truancy rates example; would be for parents to actively coordinate with schools officials and arrange times to meet with their

child's school guidance's counselors ;so parents can have an understanding of what their children needs or , like missing assignments low test scores etc. It is crucial that the parents' play a role in integrating their students into the classroom see below.

- Parents should take an active interest in their student's schoolwork.
- Parents should ask their child to demonstrate what they learned in school.
Parents should volunteer to help in their child class rooms.
- Parents should look for early signs of truant behavior; examples would be children that show emotional distress, children that have suicidal thinking and behavior, children that have known substances abuse problems, students that have history of using weapon-related violence, and early sexual activity.

Kern County officials and law enforcement must understand that in order to reduce truant behavior as a whole they must have a good understanding, as to what factors come to play; Kern County School District, need to identify the issues that are causing the students to miss school often, if this district does not target the cause of the problem; they will never find effective ways of reducing truancy.

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Appendix A- IRB Approval

Institutional Review Board for Human Subjects Research

Anne Duran, Ph.D.
Department of Psychology
Scientific Concerns

Roseanna McCleary, Ph.D.
Masters of Social Work
Scientific Concerns

Steven Gamboa, Ph.D.
Department of Phil/Rel Studies
Nonscientific/Humanistic Concerns

Lily Alvarez, B.A.
Kern County Mental Health
Community Issues/Concerns

Grant Herndon
Schools Legal Service
Community Issues/Concerns

Mike Butler
Community Issues/Concerns

Kathleen Gilchrist, Ph.D.
Department of Nursing
Scientific Concerns

Paul Newberry, Ph.D.
Department of Philosophy/
Religious Studies
Nonscientific/Humanistic Concerns
IRB/HSR Chair

Randy Schultz, Ed.D.
Teacher Education
Nonscientific/Humanistic Concerns

Steve Suter, Ph.D.
Department of Psychology
Research Ethics Review Coordinator
and IRB/HSR Secretary

Date: 01 November 2013

To: Lakesha Jones, PPA Student

cc: Chandra Commuri, Public Policy and Administration
Paul Newberry, IRB Chair

From: Steve Suter, Research Ethics Review Coordinator

Subject: Protocol 13-111: Not Human Subjects Research

Thank you for bringing your protocol, "**Truancy an Issue in Kern County: Problem Analysis & Policy Recommendations**", to the attention of the IRB/HSR. On the form, "*My Project Human Subjects Research?*" received on October 31st, 2013, you indicated the following:

I want to interview, survey, systematically observe, or collect other data from human subjects, for example, students in the educational setting. **NO**

I want to access data about specific persons that have already been collected by others [such as test scores or demographic information]. Those data can be linked to specific persons [regardless of whether I will link data and persons in my research or reveal anyone's identities]. **NO**

Given this, your proposed project will not constitute human subjects research. Therefore, it does not fall within the purview of the CSUB IRB/HSR. Good luck with your project.

If you have any questions, or there are any changes that might bring these activities within the purview of the IRB/HSR, please notify me immediately at 654-2373. Thank you.



Steve Suter, University Research Ethics Review Coordinator

Appendix B- FIGURES

Figure 1- Panama Buena Vista Examples of Excused absents

1. Truant behavior is not as ingrained at this age as it will later become.	3. The parent of the elementary school-aged child still has control over the child and can, therefore, be held accountable.	2. If intervention occurs later in the child's life, he will have fallen so far behind academically as a result of truancy that getting the pupil back in school will be a matter of winning the battle having already lost the war.
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Figure 2- The data shows that the program TRP works, after three months in the program

Absences	1993-94	1994-95	1995-96
0	33	34	12
1-3	62	44	30
4-9	55	59	41
10-14	34	22	13
15-19	26	12	7
20+	42	21	24
Total	252	192	127

Source: (www.truancy prevention.org 2014)

Figure3- Panama Buena Vista Examples of Excused absents

1. Personal illness	2. Quarantine under the direction of a county or city health officer	3. Medical, dental, optometrical, or chiropractic appointments.	4. Attendance at funeral services for a member of the immediate family (mother, father, grandmother, grandfather, spouse, son, brother, sister, son-in-law, daughter-in-law, or any	5. Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including but not limited
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Figure 4- Bakersfield City School Districts attendance guide lines

1. Make students and parents/guardians feel welcome. Make a point to say "hello" to every parent/guardian or student you see in the halls and outside--make it your business to know his or her names.	2. Create an environment that enables students to feel successful in something no matter how small it may seem. Award academic and attendance "letters," as you do for athletics.	3. When a student is absent, immediately talk to the parent/guardian not their answering machine. Make a personal phone call in the evening, or call parents/guardians at work during the day.	4. When a student is absent, immediately talk with them about why they were gone—let them know you are aware...and that you care that they are at school.	5. Forge a relationship with local businesses where youth may congregate when truant—encourage them to keep students in school during school hours. Create a poster that states "We support youth in school and will not serve anyone under 16 during school hours."
6. Forge a relationship with local law enforcement—make them your allies in showing the community, families, and students that school is the place to be. Empower community police officers to return youth to school.	7. Don't provide the temptation for youth to be truant. Close your campuses during breaks and lunch.	8. Empower and expect classroom teachers to take action when they think a student may be truant. Ask teachers to make calls to absent youth or families in the afternoon or evenings.	9. Reward and recognize good attendance not just perfect attendance. Post large signs giving the daily attendance for the day. Reward individuals, classes, and the school for increased attendance.	10. Make your school a place where students feel safe and respected. Adopt a character education program that is planned and implemented by students according

Figure 5- Bakersfield City School District general description report:

Bessie E. Owens Intermediate	6116719	551	651	227	34.87
Bessie E. Owens Primary	6009138	695	833	149	17.89
Caroline Harris Elementary	6008858	490	602	285	47.34
Casa Loma Elementary	6008866	846	1,017	416	40.90
Cesar E. Chavez Elementary	6111900	741	804	124	15.42
Chipman Junior High	6008841	915	1,020	527	51.67
College Heights Elementary	6008882	927	1,132	432	38.16
Colonel Howard Nichols Elementary	6008890	646	756	376	49.74
Compton Junior High	6009021	676	779	450	57.77
Curran Middle	6009005	862	1,028	755	73.44
Downtown Elementary	6114284	310	314	53	16.88

Dr. Juliet Thorner Elementary	6109078	930	1,038	380	36.61
Emerson Middle	6008916	847	1,032	532	51.55
Evergreen Elementary	6008874	586	716	70	9.78
Frank West Elementary	6008924	673	808	246	30.45
Franklin Elementary	6008932	457	546	257	47.07
Fremont Elementary	6008940	886	1,047	454	43.36
Harding Elementary	6008965	598	664	104	15.66
Henry Eissler Elementary	6008973	636	744	206	27.69
Horace Mann Elementary	6008981	833	1,018	289	28.39
Hort Elementary	6008999	751	923	371	40.20
Jefferson Elementary	6009013	562	706	226	32.01
Leo G. Pauly Elementary	6009047	743	915	104	11.37
Longfellow Elementary	6009062	803	1,059	416	39.28
McKinley Elementary	6009070	832	1,052	522	49.62
Mt. Vernon Elementary	6009088	828	917	98	10.69
Munsey Elementary	6009096	676	851	467	54.88
Myra A. Noble Elementary	6009104	870	1,089	501	46.01
Name not found	0128694	0	0	0	0.00
Pioneer Drive Elementary	6009120	759	944	186	19.70
Rafer Johnson Childrens Center	6009112	0	282	0	0.00
Ramon Garza Elementary	6109052	978	1,152	181	15.71
Roosevelt Elementary	6009146	432	556	204	36.69
Sequoia Middle	6008957	986	1,109	342	30.84
Sierra Middle	6009153	766	855	399	46.67
Stella I. Hills Elementary	6109060	508	719	342	47.57
Voorhies Elementary	6009161	902	1,036	416	40.15
Walter Stiern Middle	6111264	1,344	1,584	898	56.69
Washington Middle	6009179	628	758	228	30.08
Wayside Elementary	6009187	749	871	380	43.63
William Penn Elementary	6009195	282	341	125	36.66
Williams Elementary	6009203	483	629	285	45.31

Report Total

Name	Code	Census Enrollment	Cumulative Enrollment	Truant Students	Truancy Rate
Bakersfield City	1563321	28,987	32,121	13,023	40.54
County Total	15	178,671	190,425	52,579	27.61
State Total	00	6,226,989	6,497,749	1,902,509	29.28

Source: www.truancy-prevention.org

Figure 6- Bakersfield City School Report

School	Code	Census Enrollment	Cumulative Enrollment	Students Suspende d	Suspension Rate	Students Expelle d	Expulsion Rate
Bessie E. Owens Intermediate	6116719	551	651	47	7.2	2	0.3
Bessie E. Owens Primary	6009138	695	833	8	1.0	0	0.0
Caroline Harris Elementary	6008858	490	602	33	5.5	0	0.0
Casa Loma Elementary	6008866	846	1,017	23	2.3	0	0.0
Cesar E. Chavez Elementary	6111900	741	804	5	0.6	0	0.0
Chipman Junior High	6008841	915	1,020	133	13.0	10	1.0
College Heights Elementary	6008882	927	1,132	49	4.3	2	0.2
Colonel Howard Nichols Elementary	6008890	646	756	30	4.0	0	0.0
Compton Junior High	6009021	676	779	58	7.4	5	0.6
Curran Middle	6009005	862	1,028	240	23.3	6	0.6
Downtown Elementary	6114284	310	314	9	2.9	0	0.0
Dr. Juliet Thorner Elementary	6109078	930	1,038	23	2.2	0	0.0
Emerson Middle	6008916	847	1,032	194	18.8	3	0.3
Evergreen Elementary	600887	586	716	51	7.1	0	0.0

	4						
Frank West Elementary	600892 4	673	808	25	3.1	1	0.1
Franklin Elementary	600893 2	457	546	34	6.2	0	0.0
Fremont Elementary	600894 0	886	1,047	42	4.0	0	0.0
Harding Elementary	600896 5	598	664	4	0.6	0	0.0
Henry Eissler Elementary	600897 3	636	744	27	3.6	1	0.1
Horace Mann Elementary	600898 1	833	1,018	35	3.4	2	0.2
Hort Elementary	600899 9	751	923	46	5.0	0	0.0
Jefferson Elementary	600901 3	562	706	49	6.9	0	0.0
Leo G. Pauly Elementary	600904 7	743	915	48	5.2	1	0.1
Longfellow Elementary	600906 2	803	1,059	59	5.6	2	0.2
Mckinley Elementary	600907 0	832	1,052	43	4.1	1	0.1
Mt. Vernon Elementary	600908 8	828	917	8	0.9	0	0.0
Munsey Elementary	600909 6	676	851	64	7.5	0	0.0
Myra A. Noble Elementary	600910 4	870	1,089	24	2.2	1	0.1
Pioneer Drive Elementary	600912 0	759	944	28	3.0	0	0.0
Rafer Johnson Childrens Center	600911	0	282	0	0.0	0	0.0

	2						
Ramon Garza Elementary	610905 2	978	1,152	16	1.4	0	0.0
Roosevelt Elementary	600914 6	432	556	21	3.8	1	0.2
Sequoia Middle	600895 7	986	1,109	88	7.9	2	0.2
Sierra Middle	600915 3	766	855	160	18.7	7	0.8
Stella I. Hills Elementary	610906 0	508	719	39	5.4	0	0.0
Voorhies Elementary	600916 1	902	1,036	25	2.4	0	0.0
Walter Stiern Middle	611126 4	1,344	1,584	252	15.9	21	1.3
Washington Middle	600917 9	628	758	63	8.3	1	0.1
Wayside Elementary	600918 7	749	871	24	2.8	0	0.0
William Penn Elementary	600919 5	282	341	12	3.5	0	0.0
Williams Elementary	600920 3	483	629	49	7.8	2	0.3

Source (www.truancyvention.org 2014)

Report Total

Level	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
Bakersfield City	1563321	28,987	32,121	2,111	6.6	71	0.2
Kern County Total	15	178,671	190,425	16,127	8.5	509	0.3
State Total	00	6,227,989	6,497,749	329,370	5.1	8,266	0.1

Figure 7- Panama Buena Vista general description report:

Name	Code	Census Enrollment	Cumulative Enrollment	Truant Students	Truancy Rate
Amy B. Seibert Elementary	6009922	717	873	334	38.26
Berkshire Elementary	6119994	1,021	1,149	366	31.85
Bill L. Williams Elementary	6113401	695	757	255	33.69
Buena Vista Elementary	6009260	907	975	279	28.62
Charles H. Castle Elementary	6095012	714	867	316	36.45
Christa McAuliffe Elementary	6110001	619	682	246	36.07
Douglas J. Miller Elementary	0119099	807	911	255	27.99
Earl Warren Junior High	6112262	921	935	225	24.06
Fred L. Thompson Junior High	6009930	774	860	373	43.37
Laurelglen Elementary	6105423	570	726	204	28.10
Leo B. Hart Elementary	6107627	571	632	219	34.65
Louise Sandrini Elementary	6099436	605	701	259	36.95
O. J. Actis Junior High	6099428	657	753	298	39.58
Old River Elementary	0113951	1,006	1,127	355	31.50
Panama Elementary	6009948	670	752	219	29.12
Ronald Reagan Elementary	6115257	958	1,036	318	30.69
Roy W. Loudon Elementary	6108187	835	950	517	54.42
Sing Lum Elementary	6104632	800	891	281	31.54
Stine Elementary	6009955	774	970	433	44.64
Stockdale Elementary	6096986	570	618	199	32.20

Stonecreek Junior High	0110775	819	878	316	35.99
Tevis Junior High	6107619	757	836	297	35.53
Wayne Van Horn Elementary	6066674	558	671	230	34.28

Source (www.truancyvention.org 2014)

Report Total

Name	Code	Census Enrollment	Cumulative Enrollment	Truant Students	Truancy Rate
Panama-Buena Vista Union	1563362	17,325	18,857	6,794	36.03
County Total	15	178,671	190,425	52,579	27.61
State Total	00	6,226,989	6,497,749	1,902,509	29.28

Figure 8- Panama Buena Vista City Report List of district and independently reporting charters that did not certify their 2012-13 CALPADS End-of-Year 3 - Discipline submission.

School	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
Amy B. Seibert Elementary	6009922	717	873	96	11.0	0	0.0
Berkshire Elementary	6119994	1,021	1,149	37	3.2	0	0.0
Bill L. Williams Elementary	6113401	695	757	36	4.8	0	0.0
Buena Vista Elementary	6009260	907	975	12	1.2	0	0.0
Charles H. Castle Elementary	6095012	714	867	94	10.8	0	0.0
Christa Mcauliffe Elementary	6110001	619	682	6	0.9	0	0.0
Douglas J. Miller Elementary	0119099	807	911	62	6.8	1	0.1
Earl Warren Junior High	6112262	921	935	117	12.5	1	0.1
Fred L. Thompson Junior High	6009930	774	860	203	23.6	2	0.2
Laurelglen Elementary	6105423	570	726	64	8.8	0	0.0
Leo B. Hart Elementary	6107627	571	632	33	5.2	1	0.2
Louise Sandrini Elementary	6099436	605	701	57	8.1	0	0.0

O. J. Actis Junior High	6099428	657	753	192	25.5	5	0.7
Old River Elementary	0113951	1,006	1,127	8	0.7	0	0.0
Panama Elementary	6009948	670	752	85	11.3	0	0.0
Ronald Reagan Elementary	6115257	958	1,036	27	2.6	0	0.0
Roy W. Loudon Elementary	6108187	835	950	73	7.7	1	0.1
Sing Lum Elementary	6104632	800	891	32	3.6	0	0.0
Stine Elementary	6009955	774	970	86	8.9	0	0.0
Stockdale Elementary	6096986	570	618	31	5.0	0	0.0
Stonecreek Junior High	0110775	819	878	98	11.2	1	0.1
Tevis Junior High	6107619	757	836	143	17.1	1	0.1
Wayne Van Horn Elementary	6066674	558	671	68	10.1	0	0.0

Report Total

Level	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
Panama-Buena Vista Union	1563362	17,325	18,857	1,634	8.7	13	0.1
Kern County Total	15	178,671	190,425	16,127	8.5	509	0.3
State Total	00	6,227,989	6,497,749	329,370	5.1	8,266	0.1

Source: (www.truancy prevention.org 2014)