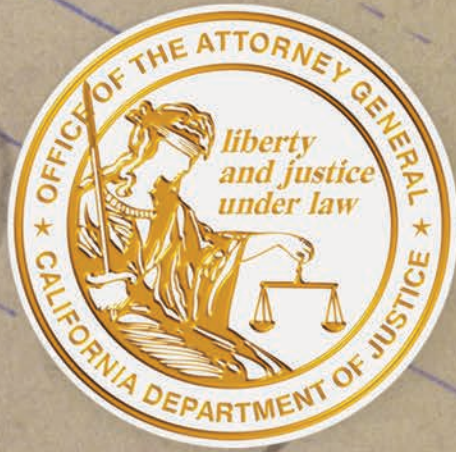




IN SCHOOL ON TRACK 2016

EXECUTIVE SUMMARY

Attorney General's 2016 Report on
California's Elementary School
Truancy & Absenteeism Crisis



KAMALA D. HARRIS
California Attorney General

#EveryKidCounts

+ IN SCHOOL ON TRACK 2016

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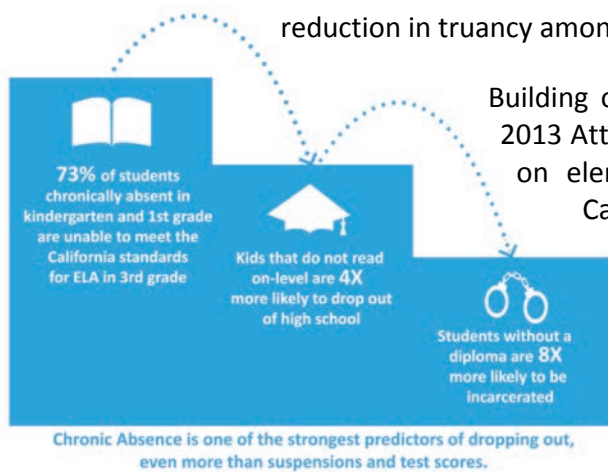
#EveryKidCounts

In School + On Track 2016

When a seven-year-old child is chronically absent from school, it is a clear indication of broader challenges in that child's life. It is our obligation to answer this call for help and intervene, so that all children can meet their full potential.

Attorney General Kamala D. Harris has made eliminating elementary school truancy a top priority of the California Department of Justice in order to keep children in school and out of the criminal justice system. Through this work, we have made great progress in the past several years. State policymakers, school districts, county offices of education, and advocates across California are raising awareness about the importance of school attendance for students' academic achievement and well-being, and are building infrastructure to intervene and reduce student absences. Yet, California continues to face an attendance crisis, one that disproportionately affects low-income, special education, and highly mobile students. Excessive absenteeism in elementary school for any reason—excused, unexcused or due to suspensions—reduces students' opportunities to learn and increases their risk of falling behind academically, dropping out of school, and later involvement in the criminal justice system.

Improving school attendance is a centerpiece of Attorney General Harris' public service. In 2006, as District Attorney in San Francisco, Harris investigated the factors contributing to the city's violent crime rate and found that 94% of San Francisco's homicide victims under age 25 were high school dropouts. Through a partnership with the San Francisco Unified School District, she worked to inform parents of the importance of school attendance and their legal obligation to ensure their children attend school. Attorney General Harris also helped connect parents with comprehensive services to address barriers to attendance. The initiative resulted in a 23% reduction in truancy among elementary students over a two-year period.



Building off of the work she began in San Francisco, since 2013 Attorney General Harris has released an annual report on elementary school truancy and chronic absence in California. This is the fourth edition of the report, *In School + On Track*. Drawing from four years of longitudinal data—a sample of almost half a million K-5 students—the report includes the most comprehensive analysis to-date on the high rates of absenteeism among California's elementary school students.

Data collected from our annual survey and from interviews with district and county leaders over the past four years illustrates leaders' strong and growing commitment to improve student attendance and address chronic absence. This report highlights the work of several districts, counties, and statewide collaboratives that have successfully implemented policies and practices to reduce student absences. The successes of these districts and counties demonstrate that we can solve this crisis together. We can solve it through better data tracking and monitoring systems, and through collaborative efforts that communicate the importance of school attendance to parents and provide wrap-around support to students and families in need.

Vital Progress in the Collection of Chronic Absence Data in California

Beginning at the end of the 2016-2017 school year, all local education agencies in California will be required to submit data to the California Department of Education on excused and unexcused absences, as well as out-of-school suspensions as required by the federal Every Student Succeeds Act (ESSA). Chronic absence rates will also become part of the state's new accountability system.

The collection of absence data represents a major advancement in the state's system for tracking chronic absence.

Update on the Attendance Crisis

Since the state of California does not currently and has not historically collected data on student absences, Attorney General Harris has sought to fill the gap. Through a partnership with Eagle Software and the participation of their Aeries client districts, we have access to student-level data for almost half a million K-5 students from nearly 200 California school districts. The data are longitudinal, covering the last four years. This allows us—for the first time—to analyze trends in student absences and attendance over time, including the relationship between these attendance patterns and students' attendance in later grades and their academic achievement.

An estimated 210,000 K-5 students in California missed 10% of the school year in 2015-2016.¹ These chronically absent students make up 7.3% of elementary students in the state. Analysis of Aeries data indicates that the chronic absence rates for elementary students have remained relatively stable over the last few years.

In addition, more than a quarter (25.2%) of all elementary school students were truant in the 2014-2015 school year. Our analysis of data from the California Department of Education (CDE) indicates a slight increase in the truancy rate from 23.2% the previous year.

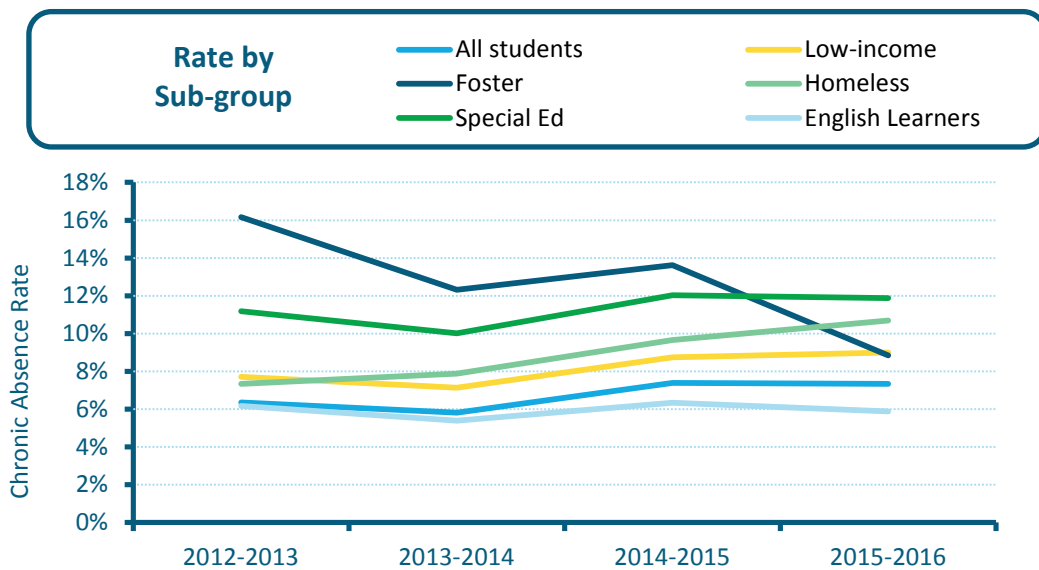
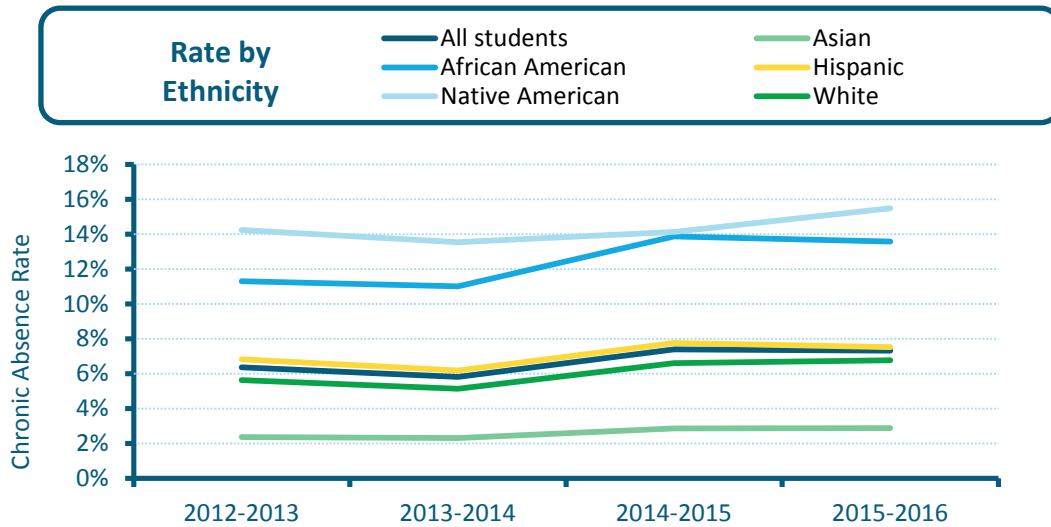
Our analyses also confirm earlier research on the disproportionately high rates of absenteeism among elementary African American and Native American students, Pacific Islanders, special education students, and foster and homeless youth. In the 2015-2016 school year, the chronic absence rate among African American K-5 students was 14%, twice the rate for all students. Their severe chronic absence rate—defined as missing 20% or more of the school year—was three times the rate for all students. The chronic absence rate among low-income African American students was even higher at 16%, the same as the chronic absence rate for K-5 Native American students. The chronic absence rate for K-5 Pacific Islanders in the same year was 11%.

The chronic absence rate among African American K-5 students was 14%, twice the rate for all students. Their severe chronic absence rate—defined as missing 20% or more of the school year—was 3 times the rate for all students.

¹ This estimate is calculated based on a 7% chronic absence rate found in our Aeries data sample of approximately 500,000 K-5 students.

With the known impact of early attendance on student achievement, later school attendance, and high school completion,² the high absence rates for K-5 students in California are a reminder to remain vigilant and focused on ensuring that no absence or child goes overlooked.

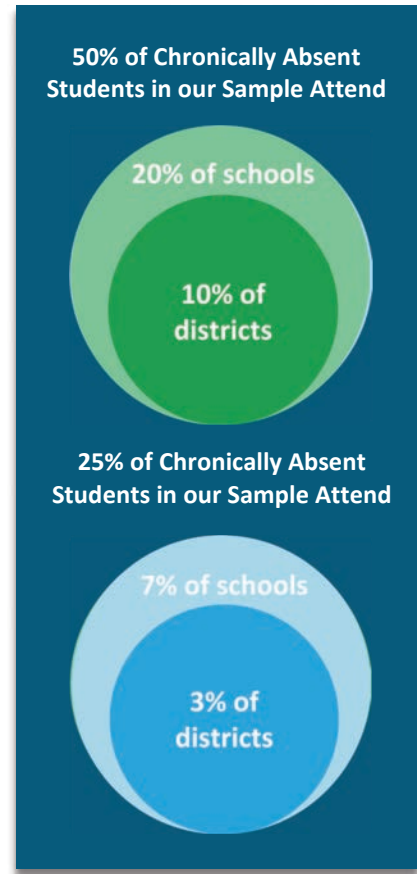
Disproportionately High Chronic Absence Rates



² <https://oag.ca.gov/truancy/2015>; <http://www.attendanceworks.org/wordpress/wp-content/uploads/2013/04/The-Facts-About-Chronic-Absence.pdf>; Hernandez, D.J. (2012). Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation. Hunter College and Graduate Center City University of New York. Retrieved from <http://www.aecf.org/m/resourcedoc/AECF-DoubleJeopardy-2012-Full.pdf>

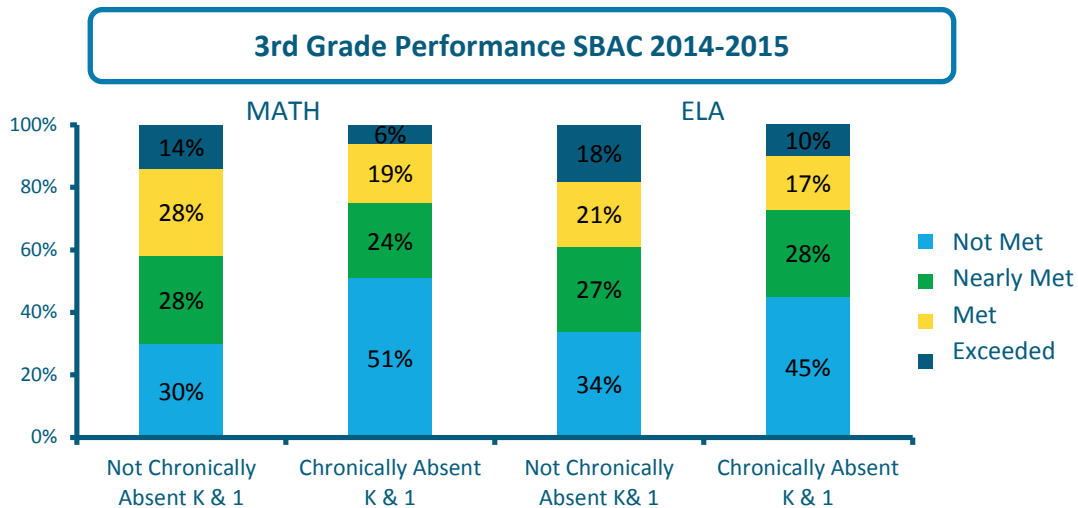
Chronically Absent Students Are Concentrated in a Small Number of Schools and School Districts

According to our sample, chronically absent students are concentrated in a small number of schools and school districts in California, corroborating research conducted by Attendance Works.³ Specifically, 50% of chronically absent students in our sample attend only 20% of schools and 10% of school districts.



Early Attendance Impacts Academic Achievement

From our analysis of sample data, three-quarters of all students who were chronically absent in kindergarten and first grade did not meet the California state standards in third grade for math and English language arts, with their scores falling into the categories of “not met” or “nearly met.” This represents a fifteen-percentage point difference compared to students who were not chronically absent in kindergarten and first grade, among which 60% did not meet state standards.



Three quarters of students who were chronically absent in kindergarten and first grade did not meet the California state standards in math and English language arts in the third grade.

³ http://www.attendanceworks.org/wordpress/wp-content/uploads/2016/08/PreventingMissedOpportunityFull_FINAL9.8.16_2.pdf

Suspensions Exacerbate the Attendance Crisis


Among K-5 students in our sample, there were over 14,500 suspensions and a total of nearly 23,000 days of missed instruction. Moreover, 55% of students with more than one suspension were also chronically absent. Applying the results of our analysis statewide, we estimate over 9,700 kindergarten and first grade students in California were suspended in the 2015-2016 school year. Notably, 5th graders were suspended at a rate three times that of kindergarteners.

African American students represent 22% of all suspensions and 28% of students suspended for more than three days, while only representing 5% of the overall K-5 student population.

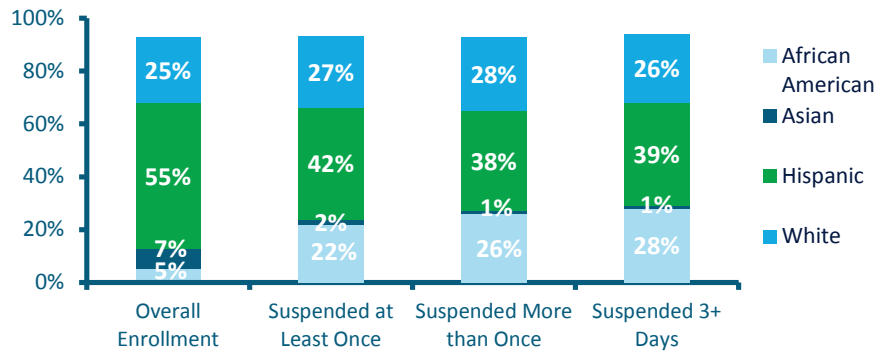
Low-income students account for 82% of all suspensions in our K-5 sample, and 30% of all suspensions involve students receiving special education services. Foster children are suspended at a rate two and a half times that of non-foster students. African American students represent 22% of all suspensions and 28% of students suspended for more than three days, while only representing 5% of the overall K-5 student population.

Suspensions disproportionately impact boys, low-income students, foster students, and students with disabilities

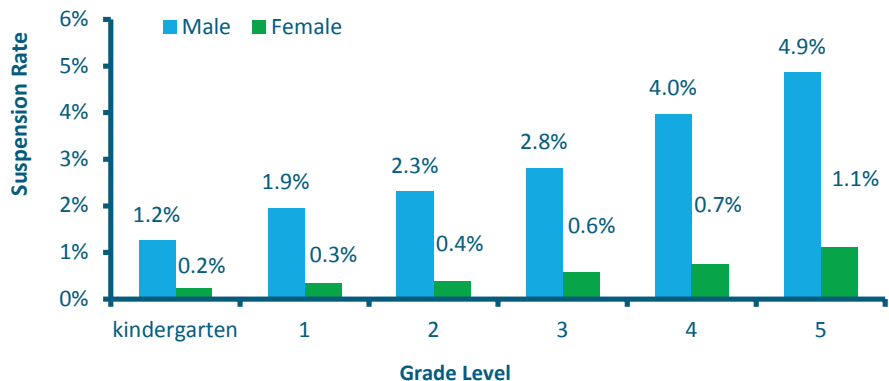
Gender Disparities
Suspension data also reveal a large gender disparity across all races and subgroups. On average, **boys are suspended at approximately three times the rate of girls.**



Racial Disparities in Student Suspensions



Gender Disparities in Student Suspensions



Foster and Homeless Youth: Highly mobile students are more likely to be chronically absent than their non-mobile peers

In the 2015-2016 school year, the chronic absence rate for foster students in our sample was almost 9%—about two percentage points greater than non-foster students in our sample. These same foster students had chronic absence rates of 14% in 2014 and 12% in 2013, double the rates of non-foster students in the same years.

Chronic absence rates for homeless students are even higher. In the 2015-2016 school year, homeless students in our sample had a chronic absence rate of almost 11%, about four percentage points greater than non-homeless students in our sample. The severe chronic absence rate for homeless students was twice the rate for all other students.

Chronic absence rates for foster students were 14% in 2014 and 12% in 2013, double the rates of non-foster students in the same years.

Despite persistent attendance problems among highly mobile students, including homeless and foster youth, responses to our 2016 survey indicate that only 52% of school districts have a system in place to alert a new school about a student's attendance history when a student transfers into their district from another district in California. Also according to our survey of district leaders, in the 2015-2016 school year over a quarter of school districts did not have a system in place to share attendance information for foster youth with relevant social service agencies. These responses indicate the need to build better systems to ensure students with poor attendance receive the assistance they need right away when they transfer to a new school.

Only 52% of school districts have a system in place to alert a new school about a student's attendance history when a student transfers into their district.

The Cost of Absenteeism

Districts report substantial returns on even modest investments to improve attendance

Over the past six years, school districts in California have lost an estimated \$7.3 billion in funding due to student absences. However, even small investments can make a large difference in improving student attendance and recapturing previously lost funds. This year's survey responses from districts that reported investing in attendance programs indicate an average school district investment of \$71,831 in programs to improve attendance yields an average return of \$112,936 in increased funding.



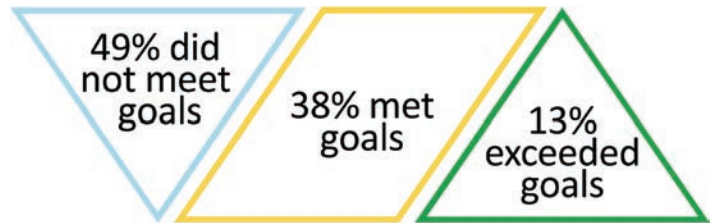
Leveraging LCFF & LCAPs for Improvement

| Elements of an Effective LCAP | 2014 (80 LCAPs) | 2015 (200 LCAPs) | 2016 (214 LCAPs) |
|--------------------------------------------|--------------------|---------------------|---------------------|
| Includes chronic absence data ⁴ | 18% | 33.9% | 47.2% |
| States chronic absence goals | 52% | 88.5% | 81.3% |
| Includes specific chronic absence goals | 30% | 74.3% | 74.8% |
| Lists chronic absence goals by subgroup | 5% | 15.9% | 10.5% |

Inclusion of data on chronic absenteeism in Local Control Accountability Plans (LCAPs) has steadily increased

Our analysis of over 200 LCAPs indicates an additional 30% of districts now report their chronic absence data in their LCAP compared to three years ago. However, reporting of attendance goals and the disaggregation of goals by subgroups has stagnated in the last year.

Of 230 districts, only 90 reported whether or not they met, exceeded or failed to meet their goals for reducing chronic absence in the Annual Update section of their LCAP.



California is Making Progress

School districts demonstrate a commitment to continuous improvement

Despite persistently high rates of absenteeism and suspensions, California school districts have demonstrated a commitment to continuous improvement in their efforts to increase elementary school attendance over the past several years. For example, in 2016 99% of surveyed school districts report that they have already implemented changes or plan to implement changes to their district's policies and programs to improve elementary school attendance during the 2016-2017 school year. Also in 2016, 80% of school districts surveyed cite an increased awareness of attendance issues in their district as a reason for changes in their attendance programs. Nearly 70% of school districts attributed their changing practices, in part, to their LCAP.

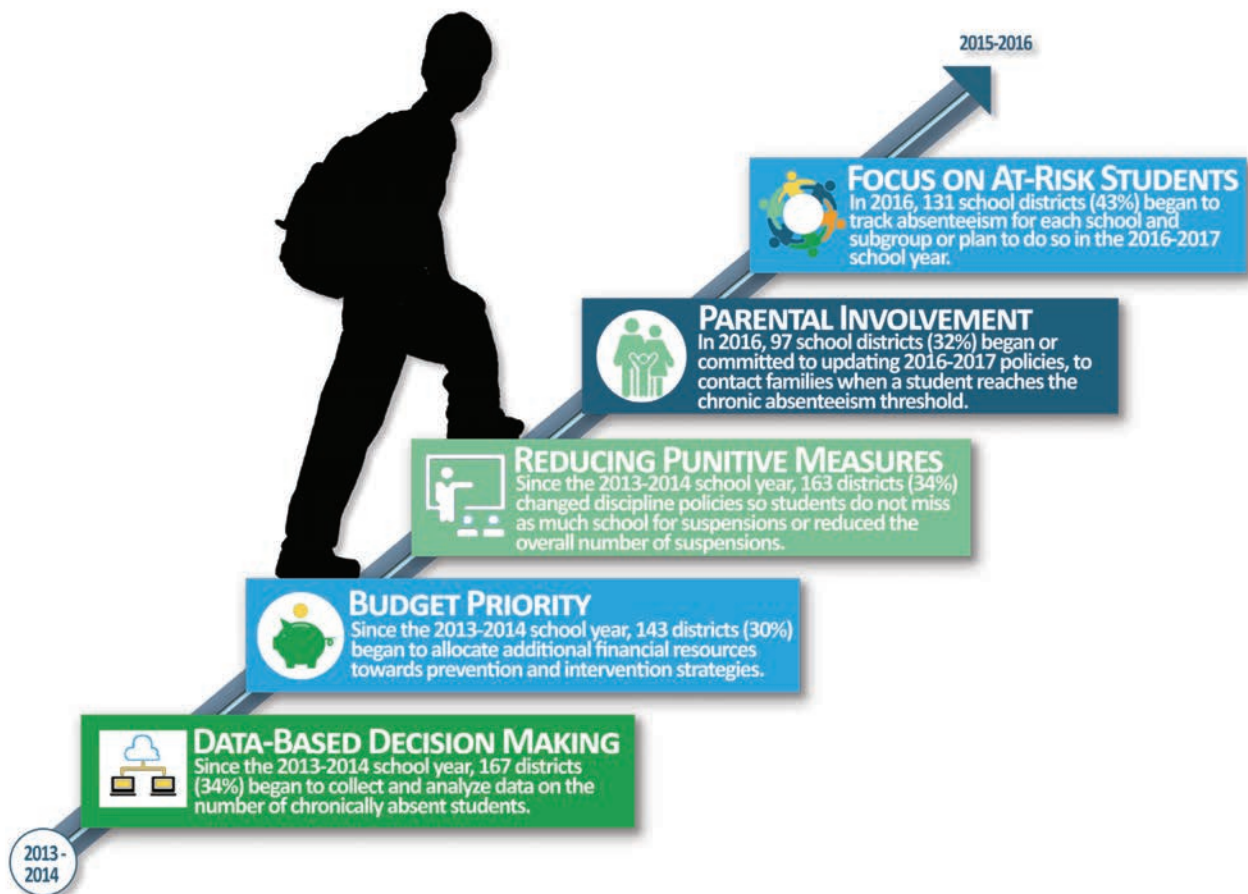
⁴ This calculation only includes LCAPs that had clearly labeled data for the current year, not unmarked data or data from previous years.

District leaders also report improvements in district programs and policies to increase attendance and reduce chronic absence

In addition to greater public awareness about the importance of school attendance, over the past four years districts have continued to strengthen their efforts to reduce chronic absence. In 2016, more districts now collect and monitor data on student absences longitudinally, and more districts review attendance data at regularly scheduled intervals than reported four years ago. Districts report more frequent communication with schools about truancy and chronic absence and more meaningful outreach to parents when students are identified as chronically absent. Moreover, districts increased their support for students and families rather than using approaches that make parents feel reprimanded and guilty when their child is absent. Districts have also transitioned away from discipline policies that remove students from the classroom.

A Timeline of Progress

In our annual survey, we ask school district leaders to report changes to their data collection systems or attendance programs that they made in the current year or that they plan to make for the year ahead. Their responses each year indicate substantial progress over the years.



Year after year, districts report that they are making new investments to improve attendance, making changes to their systems for monitoring attendance, improving communication with parents, and refining their discipline policies. These reported changes in district practices and policies are a clear indication of district leaders' continued commitment to improving attendance and reducing chronic absence.

Recommendations

UC Davis researcher Nancy Erbstein refers to chronic absenteeism as an issue with a “silent constituency,” lacking vocal and wide-ranging stakeholders to advocate for continued attention and investments to improve student attendance. Yet, the research is clear. When students miss school they are more likely to fall behind and eventually, to drop out.⁵ When students drop out, they are more likely to become involved with the criminal justice system. Therefore, we must *all* continue to champion the need for better systems to track, monitor, and respond to chronically absent students. This effort requires the continued involvement of the Attorney General's Office, the California Department of Education, the California State Board of Education, the U.S. Department of Education, schools, school districts, and agencies and advocates across the country. These recommendations present ways to collectively expand and strengthen efforts to address California's attendance crisis.

Institutionalize annual report

This report is the fourth of its kind from the Attorney General's Office. Year after year, many of the district leaders who respond to our surveys indicate that the Attorney General's report prompted them to make changes to their attendance policies and practices to ensure students do not fall through the cracks. With the upcoming reporting requirement that all local educational agencies report student absences for the 2016-2017 school year to the California Department of Education (CDE), CDE, in consultation with the California Department of Justice, should release an annual report on chronic absence and connect this work to district LCAPs. The state plays a critical role in observing statewide trends, providing a meaningful feedback loop to districts and counties, and promulgating effective practices.

Improve data tracking and monitoring at the local- and state-level

California needs a statewide accountability system that will monitor and prioritize improving elementary student attendance (chronic absence and suspensions). The state can also help to make chronic absence data more accessible through CALPADs. All stakeholders should be able to easily access reports on chronic absence online—by district, by grade and by key student subgroups.

⁵ <https://oag.ca.gov/truancy/2015>; <http://www.attendanceworks.org/wordpress/wp-content/uploads/2013/04/The-Facts-About-Chronic-Absence.pdf>; Hernandez, D.J. (2012). Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation. Hunter College and Graduate Center City University of New York. Retrieved from <http://www.aecf.org/m/resourcedoc/AECF-DoubleJeopardy-2012-Full.pdf>

CALPADS only collects information annually and therefore cannot be used as a real-time early warning system by districts to track student absences as needed throughout the school year. Therefore, districts need data systems with the capacity to track chronic absence over time and in real-time so that student information systems (SISs) can be used as effective early warning systems. Districts' SISs should allow for live tracking, monitoring, and intervention rooted in data and evidence. Districts should encourage their SIS providers to include a chronic absence dashboard, if they do not already do so.

Provide support to improve data collection and monitoring

Some districts need greater support to enhance their capacity to collect data on student absences—as required for the 2016-2017 school year. The California Department of Education, the California Collaborative for Educational Excellence (CCEE), and county offices of education should strategize how to provide this support to districts. These entities could strengthen district capacity to have a data-centric approach to goal setting and decision-making and encourage collaboration across schools and districts. Support for districts should also include strategies to ensure the quality and completeness of data collected.

Focus on early attendance

As a system, we must address high rates of absenteeism in the earliest grades. In California, this means we should be looking at attendance as early as preschool and Transitional Kindergarten. Culturally, schools – not just parents – need to shift their focus from attendance as a mere legal compliance issue to a core student achievement issue (particularly in preschool and kindergarten when school is not compulsory until age six).

Improve the LCAP template to standardize data reporting and goal setting for chronic absence by subgroup

Our analysis of LCAPs indicates the need for greater support for districts to develop goals and review data consistently broken down by subgroup; to ensure robust metrics are used to measure attendance; and to make sure districts clearly and specifically report whether or not they have been able to meet their goals for reducing chronic absence.

Reduce student absences due to suspensions by expanding programs that focus on behavioral support rather than punitive approaches to student discipline

Research on the negative impact of school absences on students' long-term academic success indicates the need to replace suspensions for minor offenses with behavioral support for students, especially in the early grades. In addition, districts can increase their use of their School Attendance Review Boards (SARB) to provide greater support to students with behavioral issues and to reduce the number of school days students miss due to suspensions.

Change California law to require that a child’s parent or guardian be notified when the child is excessively absent for any reason

Under California law, school districts must notify a child’s parent or guardian after the student has three combined unexcused absences or tardies during the school year (first notification of truancy) and after the child’s fifth unexcused absence (third notification of truancy).⁶ There are currently no reporting requirements around chronic absence. California must modernize its laws to ensure communication with parents when their child is excessively absent for any reason, and to encourage school districts to use their School Attendance Review Teams (SARTs) and School Attendance Review Board (SARB) as tools to address chronic absence and truancy.

Communication with parents and guardians must be reframed to include more positive language and clear information on how much school the child is missing

A toolkit (<https://oag.ca.gov/truancy/toolkit>) released by the Attorney General’s Office and partner organizations makes the following research-based suggestions with regard to communication with parents/guardians: parents should feel supported, rather than guilty and in trouble when their child is absent; include simple, easy-to-understand language in all communication; frame the discussion around “absences” rather than “attendance”; and give parents specific reasons why absences matter. Research by Todd Rogers, Harvard University, and Avi Feller, University of California, Berkeley, showed that regular reminders about the importance of attendance delivered to parents throughout the school year reduced student absenteeism.⁷

Advocate for a common national definition for chronic absence

The U.S. Department of Education defines chronic absence as missing 15 or more days of school in a single school year for any reason. California defines chronic absence as missing 10% or more of the school year.⁸ For comparability purposes, the federal government and the states should work together to establish a national definition for chronic absence.

California should use chronic absence data to take a tiered approach to targeting resources and building capacity to improve student attendance

Identifying which students are chronically absent is merely the first step in our support for improving attendance. Attendance Works has developed a multi-tiered approach to tracking absence data and using these data to identify areas where state and county agencies can work together to gain insights into likely causes of poor attendance, and to build new strategies for interagency solutions to the most severe chronic absence problems.⁹

⁶ Although the law requires reporting the second truancy to the attendance supervisor or the superintendent, there is no requirement that the parent or guardian be notified of the second truancy.

⁷ Rogers, T., & Feller, A. (2016). *Reducing Student Absences at Scale*. Working Paper Draft, http://scholar.harvard.edu/files/todd_rogers/files/reducing.pdf

⁸ California *Education Code (EC)* Section 60901(c)(1)

⁹ http://www.attendanceworks.org/wordpress/wp-content/uploads/2016/08/PreventingMissedOpportunity_Full_FINAL.pdf

Special Project Team

Kamala D. Harris
Attorney General

| | |
|-------------------------|----------------------------------|
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| Ben Chida | Attorney Advisor |
| Sherrie Reed | Education Research Fellow |
| Aunna Wilson | Education Research Fellow |
| Jennifer King | Executive Assistant |

The recommendations expressed in this report are based on research and input from the staff of the Attorney General’s Special Project Team and office. These recommendations should not be considered as representing the views of any agency or organization that contributed to the report.

Acknowledgements

The Attorney General’s Office thanks the many members of the education, law enforcement, and non-profit communities who generously gave their time and insight to discuss ways to combat the crisis of truancy and chronic absence in California’s elementary schools. This report reflects the hard work and dedication of the full range of community partners engaged in improving attendance for California’s youngest students. We acknowledge and thank you for your contributions to this project. Most importantly, we thank you for the work you do every day to help students and their families.

Below is a list of the over 462 schools, school districts, and county offices of education throughout California, as well as non-profit organizations and others, who have contributed to this report.

Key Partners

| | |
|-----------------------------|-----------------------------------------|
| Children Now | Attendance Works |
| Eagle Software | California Department of Education |
| The Education Trust-West | California School-Based Health Alliance |
| Fight Crime: Invest in Kids | |

Contributors from the Education Community

| | |
|----------------------------------------------------------------|---------------------------------------------|
| ABC Unified School District | Ackerman Charter School District |
| Adelanto Elementary School District | Alameda Unified School District |
| Albany Unified School District | Alexander Valley Union School District |
| Alpine County Unified School District | Alta Dutch Flat School District |
| Alta Vista Elementary School District | Alum Rock Union Elementary School District |
| Alvina Elementary Charter School | Alvord Unified School District |
| Amador County Unified School District / Office of Education | Anaheim City School District |
| Anaheim Elementary School District | Anaheim Union High School District |
| Anderson Union High School District | Antioch Unified School District |
| Apple Valley Unified School District | Arena Union Elementary School District |
| Arvin Union School District | Atascadero Unified School District |
| Auburn Union School District | Azusa Unified School District |
| Ballard School District | Ballico-Cressey Elementary School District |
| Bass Lake Joint Union Elementary School District | Bassett Unified School District |
| Beardsley Elementary School District | Beaumont Unified School District |
| Bella Vista Elementary School | Bellevue School District |
| Bellevue Union School District | Bellflower Unified School District |
| Belmont-Redwood Shores School District | Benicia Unified School District |
| Bennett Valley Union School District | Berkeley Unified School District |
| Beverly Hills Unified School District | Big Creek Elementary School District |
| Big Oak Flat-Groveland Unified School District | Big Pine Unified School District |
| Big Springs Union Elementary School District | Big Sur Unified School District |
| Big Valley Joint Unified School District | Biggs Unified School District |
| Black Butte Union Elementary School District | Blake Elementary School District |
| Bonita Unified School District | Bonny Doon Union Elementary School District |
| Bonsall Unified School District | Brea-Olinda Unified School District |
| Brentwood Union Elementary School District | Buena Vista Elementary School District |
| Burbank Unified School District | Burnt Ranch Elementary School District |

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| Burton School District | Butte County Office of Education |
| Cabrillo Unified School District | Calaveras Unified School District |
| Caliente Union School District | Campbell Union School District |
| Capistrano Unified School District | Carlsbad Unified School District |
| Carpinteria Unified School District | Carter G. Woodson Charter Schools |
| Castaic Union School District | Castle Rock Union Elementary School District |
| Castro Valley Unified School District | Center Joint Unified School District |
| Central Elementary School District | Central Unified School District |
| Central Union Elementary School District | Centralia Elementary School District |
| Ceres Unified School District | Chaffey Joint Union High School District |
| Charter Oak Unified School District | Chatom Union School District |
| Chawanakee Unified School District | Chico Unified School District |
| Chino Valley Unified School District | Chowchilla Elementary School District |
| Chowchilla Union High School District | Cienega Union School District |
| Cinnabar Charter & Elementary School District | Claremont Unified School District |
| Clovis Unified School District | Coachella Valley Unified School District |
| Coalinga-Huron Unified School District | Colfax Elementary School District |
| Colton Joint Unified School District | Columbia Elementary School District |
| Colusa Unified School District | Compton Unified School District |
| Corcoran Joint Unified School District | Corona-Norco Unified School District |
| Cottonwood Union Elementary School District | Covina-Valley Unified School District |
| Credo Charter School District | Cucamonga Elementary School District |
| Cupertino Union School District | Curtis Creek Elementary School District |
| Cutten Elementary School District | Cuyama Joint Unified School District |
| Cypress Elementary School District | Davis Joint Unified School District |
| Dehesa School District | Delano Joint Union High School District |
| Delhi Unified School District | Desert Sands Unified School District |
| Dinuba Unified School District | Dixon Unified School District |
| Dos Palos Oro Loma Joint Unified School District | Duarte Unified School District |

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| Ducor Union Elementary School District | Durham Unified School District |
| Earlimart Elementary School District | East Whittier City Elementary School District |
| Eastern Sierra Unified School District | Edison Elementary School District |
| El Rancho Unified School District | El Segundo Unified School District |
| Elk Grove Unified School District | Empire Union School District |
| Escalon Unified School District | Esparto Unified School District |
| Etiwanda School District | Evergreen Elementary School District |
| Evergreen Union School District | Exeter Unified School District |
| Fairfield-Suisun Unified School District | Fall River Joint Unified School District |
| Fallbrook Union Elementary School District | Fallbrook Union High School District |
| Farmersville Unified School District | Feather Falls Union Elementary School District |
| Ferndale Unified School District | Fillmore Unified School District |
| Firebaugh-Las Deltas Unified School District | Foresthill Union School District |
| Forestville Union School District | Fort Bragg Unified School District |
| Fort Sage Unified School District | Fortuna Elementary School District |
| Fountain Valley Elementary School District | Fowler Unified School District |
| Fremont Unified School District | Fresno County Office of Education |
| Fresno Unified School District | Garden Grove Unified School District |
| Gerber Union Elementary School District | Gilroy Unified School District |
| Glendale Unified School District | Glendora Unified School District |
| Golden Plains Unified School District | Golden Valley Unified School District |
| Gonzales Unified School District | Grant Elementary School District |
| Gratton Elementary School District | Green Point School District |
| Greenfield Union Elementary School District | Grenada Elementary School District |
| Gridley Unified School District | Guadalupe Union School District |
| Guidance Charter School | Gustine Unified School District |
| Hacienda La Puente Unified School District | Happy Camp Elementary School |
| Hart-Ransom Union Elementary School District | Hawthorne School District |
| Healdsburg Unified School District | Heber Elementary School District |

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|---------------------------------------------|------------------------------------------------|
| Hemet Unified School District | Hickman Community Charter District |
| Holtville Unified School District | Hope Elementary School District |
| Horicon Elementary School District | Hueneme Elementary School District |
| Hughes-Elizabeth Lakes Union Elementary | Huntington Beach City School District |
| Imperial Unified School District | Indian Springs Elementary School District |
| International Polytechnic High School | Jamestown School District |
| Jamul Dulzura Union School District | Jefferson School District |
| John Swett Unified School District | Junction Elementary School District |
| Kashia Elementary School District | Kelseyville Unified School District |
| Kerman Unified School District | Kern County Superintendent of Schools |
| Kernville Union Elementary School District | Kid Street Learning Center |
| Kings County Office of Education | Kingsburg Joint Union High School District |
| Kirkwood Elementary School District | Kit Carson Union Elementary School District |
| Konocti Unified School District | La Canada Unified School District |
| LA County Education Programs | LA County High School for the Arts |
| LA County Office of Education | Lafayette Elementary |
| Lafayette School District | Lake Tahoe Unified School District |
| Lamont Elementary School District | Lancaster School District |
| Larkspur-Corte Madera School District | Lawndale Elementary School District |
| Le Grand Union High School District | Leggett Valley Unified School District |
| Liberty School District | Linden Unified School District |
| Lindsay Unified School District | Livermore Valley Joint Unified School District |
| Livingston Union School District | Lodi Unified School District |
| Lone Pine Unified School District | Long Beach Unified School District |
| Loomis Union School District | Los Alamitos Unified School District |
| Los Angeles Unified School District | Los Molinos Unified School District |
| Lost Hills Union Elementary School District | Lucia Mar Unified School District |
| Lynwood Unified School District | Magnolia Union Elementary School District |
| Mammoth Unified School District | Manhattan Beach Unified School District |

In School + On Track 2016: Executive Summary

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|-----------------------------------------------|-------------------------------------------------------|
| Manteca Unified School District | Manzanita Elementary School District |
| Maple Creek Elementary School District | Maple School District |
| Marin County Office of Education | Mariposa County Unified School District |
| Mark West Union Elementary | Martinez Unified School District |
| Marysville Joint Unified School District | Mattole Unified School District |
| McFarland Unified School District | McKittrick Elementary School District |
| McSwain Union Elementary School District | Mendota Unified School District |
| Merced City Elementary School District | Meridian Elementary School District |
| Middletown Unified School District | Milpitas Unified School District |
| Modoc Joint Unified School District | Mojave Unified School District |
| Monrovia Unified School District | Monson-Sultana Joint Union Elementary School District |
| Montgomery Elementary School District | Moraga Elementary School District |
| Moreland School District | Moreno Valley Unified School District |
| Morgan Hill Unified School District | Morongo Unified School District |
| Mother Lode Union School District | Mountain Empire Unified School District |
| Mountain View Elementary School District | Mountain View Los Altos High School District |
| Mt. Diablo Unified School District | Murrieta Valley Unified School District |
| Napa Valley Unified School District | Needles Unified School District |
| New Haven Unified School District | Newcastle Elementary School District |
| Newman-Crows Landing Unified School District | North Cow Creek Elementary School District |
| North Monterey County Unified School District | Norwalk-La Mirada Unified School District |
| Novato Unified School District | Nuestro Elementary School District |
| Oak Grove Union School District | Oak Park Unified School District |
| Oak Valley Union Elementary School District | Oakland Unified School District |
| Ocean View School District | Orange Center Elementary School District |
| Orange County Department of Education | Orinda Union School District |
| Orland Unified School District | Oro Grande Elementary School District |
| Oroville Elementary School District | Oroville Union High School District |
| Outside Creek Elementary | Owens Valley Unified School District |

**In School + On Track 2016:
Executive Summary**

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|--------------------------------------------------------|-----------------------------------------------|
| Oxnard School District | Pacific Elementary School District |
| Pacifica School District | Palo Verde Unified School District |
| Palo Verde Union Elementary School District | Panama-Buena Vista Union School District |
| Paradise Elementary School District | Paramount Unified School District |
| Parlier Unified School District | Pasadena Unified School District |
| Paso Robles Joint Unified School District | Piedmont Unified School District |
| Pierce Joint Unified School District | Pioneer Union School District |
| Pixley Union Elementary School District | Placer County Office of Education |
| Placer Hills Union School District | Placer Union High School District |
| Placerville Union School District | Pleasant Ridge Union School District |
| Pleasant Valley Joint Union Elementary School District | Pleasanton Unified School District |
| Plumas County Office of Education | Plumas Lake Elementary School District |
| Plumas Unified School District | Point Arena Schools |
| Pomona Unified School District | Pond Union Elementary School District |
| Porterville Unified School District | Poway Unified School District |
| Redding Elementary School District | Redondo Beach Unified School District |
| Reed Union School District | Reeds Creek Elementary School District |
| Reef-Sunset Unified School District | Rescue Union School District |
| Rialto Unified School District | Richgrove School District |
| Rim of the World Unified School District | Rincon Valley Union School District |
| Rio Dell Elementary School District | Ripon Unified School District |
| River Delta Unified School District | Riverbank Unified School District |
| Riverdale Joint Unified School District | Riverside Unified School District |
| Rosemead School District | Roseville City School District |
| Ross Valley School District | Round Valley Joint Elementary School District |
| Saddleback Valley Unified School District | Samueli Academy |
| San Antonio Union Elementary School District | San Benito High School District |
| San Bernardino City Unified School District | San Carlos Elementary School District |
| San Diego Unified School District | San Gabriel Unified School District |

In School + On Track 2016: Executive Summary

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|--------------------------------------------------------|----------------------------------------------|
| San Jacinto Unified School District | San Jose Unified School District |
| San Lorenzo Unified School District | San Lucas Union Elementary School District |
| San Luis Coastal Unified School District | San Luis Obispo County Office of Education |
| San Marino Unified School District | San Rafael City School District |
| Sanger Unified School District | Santa Barbara Unified School District |
| Santa Clara Elementary School District | Santa Clara Unified School District |
| Santa Maria-Bonita School District | Santa Paula Unified School District |
| Santa Rosa City Schools | Santa Ynez Valley Union High School District |
| Saratoga Union School District | Saugus Union School District |
| Sausalito Marin City School District | Scotts Valley Unified School District |
| Sebastopol Unified School District | Seeley Union School District |
| Selma Unified School District | Sequoia Union Elementary School District |
| Shandon Joint Unified School District | Sierra-Plumas Joint Unified School District |
| Silver Valley Unified School District | Simi Valley Unified School District |
| Solana Beach School District | Solano County Office of Education |
| Sonoma County Office of Education | South Bay Union School District |
| South Monterey County Joint Union High School District | South Pasadena Unified School District |
| South San Francisco Unified School District | Southern Humboldt Unified School District |
| Standard Elementary School District | Stanislaus County Office of Education |
| Stockton Unified School District | Stony Creek Joint Unified School District |
| STREAM Charter School | Sulphur Springs School District |
| Summerville Elementary School District | Sundale Union Elementary School District |
| Sunnyside Union Elementary School District | Sunnyvale School District |
| Susanville School District | Sutter Union High School District |
| Taft City School District | Taft Union High School District |
| Tahoe-Truckee Unified School District | Tehachapi Unified School District |
| Temecula Preparatory School | Temple City Unified School District |
| Thermalito Union Elementary School District | Three Rivers Union School District |
| Tipton Elementary School District | Torrance Unified School District |

In School + On Track 2016: Executive Summary

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|------------------------------------------------|----------------------------------------------|
| Tracy Unified School District | Travis Unified School District |
| Tres Pinos Union Elementary School District | Trinidad Union School District |
| Tulare City School District | Tulare Joint Union High School District |
| Tulelake Basin Joint Unified School District | Turlock Unified School District |
| Ukiah Unified School District | Union Elementary School District |
| Union Hill School District | Upland Unified School District |
| Upper Lake Union Elementary School District | Upper Lake Union High School District |
| Val Verde Unified School District | Vallejo City Unified School District |
| Victor Elementary School District | Village Charter School |
| Vista Unified School District | W.E.B. Dubois Charter School |
| Walnut Creek Elementary School District | Walnut Valley Unified School District |
| Wasco Union Elementary School District | Washington Colony Elementary School District |
| Washington Unified School District | Waterford Unified School District |
| Waugh Elementary School District | Weaver Union School District |
| Weed Union Elementary School District | West Covina Unified School District |
| West Park School District | Westminster School District |
| Westmorland Union Elementary School District | Westside Union School District |
| Westwood Unified School District | Whittier City School District |
| Whittier Union High School District | Williams Unified School District |
| Willits Unified School District | Wilmar Union School District |
| Wilsona School District | Winship-Robbins Elementary School District |
| Winters Joint Unified School District | Woodlake Unified School District |
| Woodland Joint Unified School District | Wright Elementary School District |
| Yolo County Office of Education | Yosemite Unified School District |
| Yreka Union School District | Yuba City Unified School District |
| Yucaipa-Calimesa Joint Unified School District | |

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