

UC Office of the President

Student Policy Research Papers

Title

Crisis in Classrooms: The Impact of ICE Raids on Chronic Absenteeism in Central Valley Schools

Permalink

<https://escholarship.org/uc/item/7bc9732p>

Author

Vargas, Emely

Publication Date

2025-10-01

POL 195 Final Paper Rough Draft:

Crisis in Classrooms: The Impact of ICE Raids on Chronic Absenteeism

in Central Valley Schools

Emely Dally Vargas

POL 195 FQ 2025

Jill Laufer

November 09, 2025

The landmark case of *Plyer v. Doe* established that every student— regardless of immigration status— is entitled to a free public education, cementing it as a constitutional right and framing schools as safe spaces. Despite this, immigration enforcement presence continues to strike fear into Central Valley communities as parents grapple with the uncertainty of sending their children to school amidst raid activity, raising levels of chronic-absenteeism.

Chronic-absenteeism refers to a student missing 10 days or more of the 180 instructional days that they are expected to attend, leaving them with detrimental setbacks in both academics and development. I seek to understand the broad implications of how immigration enforcement activity impacts student attendance. Specifically, to what extent does the threat of immigration enforcement raids under different presidential administrations impact patterns of chronic-absenteeism in north Central Valley K-12 public schools, and how does it affect student's academic achievements and wellbeing? To answer this question, I will build off of past research and conduct an analysis of three counties, (San Joaquin, Stanislaus, and Merced) annual attendance data from 2023-2025 under two different presidential administrations, and create a frequency index to measure ICE enforcement activity and its subsequent impact on students of Latino origin. Ultimately, I found that immigration enforcement had a small but unreliable impact on Latinx students chronic absenteeism and I conclude with a further discussion of what factors could be at play.

Context and Significance

Although the case of *Plyer v. Doe* guarantees undocumented students the right to an education, it does little to protect them from the fear that recent immigration enforcement practices have challenged this right. The former Biden Administration had established the schools have been treated as sensitive locations, which means that federal immigration officials

were deterred from conducting raids, detentions, or patrols near school campuses (DHS, 2021). However, in 2025 the Trump Administration sought to undermine and lift the protections, leading to an increased presence of ICE around school zones, which has increased anxiety about the safety of undocumented students and their parents in those areas (Shultz & Navarro, 2025).

As of September 2025, Governor Newsom signed two bills which aim to reduce ICE activity on school campuses and strengthen protections (Fagen, Friedman & Fulfroft LLP, 2025). Assembly Bill 49 prohibits LEAs (local educational agencies, such as school districts) from allowing ICE on school campuses without a judicial warrant, and Senate Bill 98 requires immediate active communication to parents, students, and faculty, in the case of ICE presence in a school (Fagen, Friedman & Fulfroft LLP, 2025). The bills were introduced partly in response to the bans that the Trump Administration has lifted in order to conduct immigration arrests in schools (Schultz & Najarro, 2025). These two bills also aim to reduce the worries of undocumented parents and students who fear possibly being stopped, arrested, or deported by immigration in school settings. Additionally, school districts have issued concerns over the declining rates of attendance that have been observed after immigration enforcement activity as this deterrence has two direct effects (Sierra, 2025).

Firstly, students' attendance is crucial to learning development for their academic achievements as students need active engagement and consistency in order to succeed in their educational institutions. If attendance drops—so will a student's long-term outcomes in grades, test scores, and development (Kirksey & Sattin-Bajaj, 2021). Second, California is one of the few states whose schools receive funding from ADA (average daily attendance) which means is the total days of student attendance divided by the total days of instruction (Sierra, 2025). Less attendance would result in less funding for district revenues, and the blow will hit hard if the

school is rural and underfunded to start. This is especially high stakes as more than 2 million of California's students come from immigrant-origin families, with the Central Valley being the home to the majority of them, this issue extends far beyond immigration policy as it interrupts the functioning of public education

Apart from policy, understanding the connection that immigration has to a student's overall wellbeing, this research will allow us to determine whether these short-term impacts translate into higher consequences to inform and implement adequate policies and regulations to ensure educational equity.

Literature Review

Research already demonstrates the numerous negative effects that immigration enforcement activity has on students and their educational and emotional wellbeing. Thomas S. Dee, published a study that took student attendance data from five southern Central Valley districts after a series of immigration raids in January 2025, and found a significant 22% short-term rise in daily absences compared to two previous years of data. However, Dee's focus was more on daily absences, and not chronic-absenteeism (missing greater than or equal to 10 days of instruction), this distinction is important, especially when gathering data from the CDE as I plan on doing. Additionally, while he stated long-term educational outcomes as possible consequences, they were fleetingly mentioned and not explored. Jacob Kirksey found a similar cumulative 11% drop in attendance after an immigration raid (Kirksey, 2024) . This study highlights the fact that these cause and effects are driven by community fears and responses to possible harm, mirroring my theory of threat. Similar to Dee, Kirksey explored weekly attendance data but viewed it from an overall annual perspective from 2014-2018, a model that I seek to replicate when analyzing changes under presidential terms.

In a previous study, Kirksey also found direct connections between immigration activity/arrests in an area and the academic achievement, absenteeism, and school climate and safety of its students (Kirksey & Sattin-Bajaj, 2021). After collecting data from California's CORE eight largest school districts, they examined three sets of outcomes, 1) CAASP tests, 2) student absenteeism, and 3) replies from surveys. They found that data shows declines in academic achievement, attendance, and various measures of school climate and safety, particularly for Latinx students and English learners. Additionally, they found these results were stronger when comparing data during the Trump Administration, compared to the Obama Administration. I find this relevant to my research that they found stronger relationships between data during the Trump Administration as it's the current administration that I seek to research. The discussion of these results provides more links and explanations for my research and its bigger implications of political rhetoric that is spread which fuels threats to which immigration communities respond to, alluding to proof of my theory.

Additionally, Kirksey found that students from Latinx and English Learner backgrounds in particular, who demonstrated lower attendance levels had lower academic performance, and an increased risk of dropping out of school. Outside of school, students had greater engagement in risky behavior, less pro-social behavior, along with lower rates of political engagement, and more reported economic hardship. Kirksey's findings are backed up by Michael A. Gottfried, who found that apart from academics, chronic-absenteeism leads to a student developing a lack of peer connections and engagement, as well as a decline in their socioemotional wellbeing. Although Gottfried does not explicitly mention immigration enforcement as a factor, both of these studies reveal how absences contribute to academic deficiencies and socioemotional growth stunting. This connects to my theory of threat as communities who perceive threat

respond in avoidance, in this case— lack of school attendance to avoid ICE exposure. My research will connect how this pattern is specifically connected to the geopolitical climate and how it influenced fear-based absences. Niper Malika also finds that chronic absenteeism is higher when students perceive their school as unsafe, and also exalted when families face instability through housing, income, or trauma, all of which are potential stressors that can become risk factors when ICE is around. In communities such as the Central Valley that are low-income, rural, and agricultural, these existing vulnerabilities are disproportionately affected when ICE is present.

These sources provide the foundational basis for what I aim to research while addressing three different gaps within these studies. First, I will focus on the northern Central Valley counties of San Joaquin, Stanislaus, and Merced as the previous studies only focused on southern Central Valley Counties such as Fresno, Tulare, and Kings. The Central Valley has a prominent Latinx immigration community due to historical patterns of labor and it being a predominantly agricultural sector. My controls also account for this distinction as apart from looking at the Latinx student population as a whole, I will also be looking at Latinx students who have migrant status. Second, I will be filling a measurement gap in annual data observation. Two of the previous studies took district level monthly data, which is helpful for immediate short term observations on daily absence rates, but not on chronic-absenteeism, which has more drastic academic and funding consequences. I will be utilizing a more accessible and public source of data through the California Department of Education's DataQuest site to gather data on annual reports instead, making it a wider indication instead of asking individual districts for their data. Lastly, I will fill a policy timing gap by directly examining 2025 data with an emphasis on

examining the effects that the rollback of the Sensitive Locations Policy had, and subsequently the new legislation passed by Gov. Newsom.

Theory, Hypotheses, and Causal Mechanism

I hypothesize that an increase in immigration enforcement raids will result in an increase in student absence rates. I theorize this is due to the perceived threat and fear of deportation by ICE by parents who are undocumented or who have undocumented students as distrust in protection laws and in government agencies fuel this sentiment of fear. I also believe that a lack of knowledge of sanctuary sites and immigration resources contribute to the feeling of helplessness that this political climate brings.

This study hypothesizes that immigration enforcement presence, whether in the forms of raids or subsequent arrests, have a negative impact on student's daily attendance rates. Conceptually, my hypothesis suggests that increased levels of ICE activity fosters a fearful and hostile environment which increases the likelihood of higher rates of student's absenteeism in response to the perceived threat. Operationally, this correlation will be measured by collecting data of the independent variable, (immigration enforcement) data from 2023-2025 and gathering annual attendance rates to examine whether the dependent variable (attendance levels) decreased as reported by school districts in the counties I am analyzing. My causal mechanism would be that the perceived threat that fear brings is what is discouraging parents from sending their children to school. Another attributing factor could be the political signaling mechanisms that the current presidential administration is utilizing to influence policies and regulations. The null hypothesis would suggest that there exists no significant relationship between the presence of immigration enforcement due to presidential actions and school attendance rates during the observed period of time.

Research Design and Methods

In this research design, my independent variable would be immigration enforcement presence in the form of patrols or raids through a measure of intensity/frequency index. Observed through media coverage indexes, with a binary intensity indicator (1 = high enforcement area, 0 = low enforcement area). I chose to utilize different forms of measurements to maximize my coverage and ensure I was taking every source into account. I gathered data for this variable from the Department of Homeland Security Website and Customs and Border Protection's public press releases about the counties I am researching. For arrests and detainee numbers, I utilized Transactional Records Access Clearing House.

My dependent variable will be chronic-absenteeism and I will measure it through percentage based district rates in my three counties of San Joaquin, Stanislaus, and Merced. Despite my original research design, monthly specific data can not be accessed for each individual district, so I changed my measurement to be annual instead. On November 13th, the California Department of Education released new data for the 2024-2025 school year, making my source very timely. I gathered my data from the annual reported district-level data by the California Department of Education CALPADS DataQuest Dashboard.

Three control variables that may impact the relationship between my independent and dependent variables are race/ethnicity, migrant status, and age/grade level. Race and ethnicity may influence the relationship between absenteeism and ICE activity as Latinx and immigration-origin students have historically been more exposed to immigration enforcement, due to their different experiences, this can lead to them having higher levels of fear and school avoidance. On the other hand, students in racial groups who have little interaction or history with ICE activity may not exhibit the same sensitivity. Accounting for this, my analysis will be more

accurate in measuring whether the effect is driven by enforcement activity itself or underlying demographic factors, especially since the counties I am studying are majority Latinx.

I am also choosing to examine grade/age level because the effects of perceived threat vary across age groups. Younger students tend to depend more on parental decisions, to stay home or go to school, making a difference in the informed decisions. This is also important to note if we are taking into account the socioemotional development of students. If chronically absent, younger students miss out on crucial socialization and important milestones in their academic careers, leading to early setbacks that will only widen the gap between them and their classmates. They will miss out on foundational reading and math skills, as well as socioemotional learning.

High school students on the other hand have more autonomy in their decisions as they have more self-determination due to their age. However, they also face higher consequences as missing school will lead them to fall behind on credit accumulation, state testing, on-track graduation, and further disengage them from college and career pathways. Both race and ethnicity, migrant status, and grade level and age are demographic/student group filters that are also gathered on the CDE's DataQuest.

My unit of analysis will be the county school district's attendance data since that will be what I compare and analyze. My temporal scope will be the years of 2023-2025. January 2025 is typically the second half of the academic year for most schools and aligns with Trump's second Inauguration. My geographic scope will be the northern Central Valley, (Stanislaus, San Joaquin, Merced). My design structure will be a correlational event-study to observe the relation to my X and Y. I will collect quantitative observational data for attendance and frequency of

raids/arrests/detainments. To observe the relationship between my IV and DV, I ran two correlations tests of Pearson's r .

Results

To answer the question of whether increased immigration enforcement activity influences higher levels of chronic absenteeism among Latinx students, I examined data across nine county year observations to analyze the relationship. When tracking and evaluating ICE presence and activity, the intensity index remained stable in all three counties from 2023 to 2024 (Table. 1). With scores ranging from 2-3. As we shifted under a new presidential administration however, scores shot up to 4-5 in 2025. This demonstrates a sharp increase in intensity that could influence numerous factors and increase fear amidst communities of color as the Trump Administration fosters a more supportive environment for ICE to conduct enforcement activities that pose greater threats for Latinx communities.

When measuring student data, I first gathered enrollment data before collecting chronic absenteeism levels. I could not measure different types of migrant status as that information is not made publicly available, I did measure each county by the percentage of Latinx students by enrollment that they had in the 2024-2025 school year (Figure. 1). I found that data shows that Merced has the highest share of Latinx students (77%), followed by Stanislaus (65.6%), and finally San Joaquin (53.8%). I wanted to have enrollment data to justify if ICE activity would differ based on population.

For collecting chronic absenteeism data, I found several varying results. Firstly, the chronic absenteeism rates of the general Latinx student population steadily decreased in SJC and Stanislaus and stayed the same in Merced County (Figure. 2). Second, when filtering the student population to be only migrant students of Latinx descent, instead of seeing the same trend, SJC

reported a decrease, while Stanislaus and Merced reported an increase in chronic absenteeism.

Both of these results are crucial in understanding the possible trends and factors that might be at play in understanding this topic.

The results present two core patterns that I observed. First, with overall Latinx student chronic absenteeism data, I could not find a strong relationship between ICE activity and an increase in absenteeism as a rise in ICE activity in comparison showed a decline in chronic absenteeism rates. There was no significant difference when analyzing grade levels, so a generalization for all grades was determined to be the best. A Pearson's correlation of ≈ -0.77 suggests no positive relationship and may indicate decreasing absenteeism alongside rising ICE activity. However, when filtering by student groups and focusing on migrant Latinx students, all counties except SJC showed an increase in chronic absenteeism in the years 2024-25. In this case, I ran the correlation again and found a slight positive relationship of $r=1$.

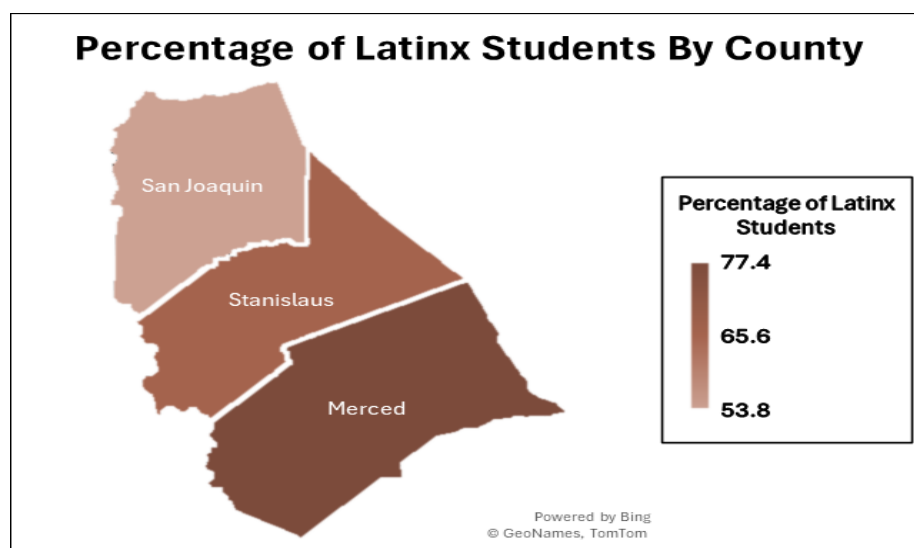


Figure 1: Percentage of Latinx Students by County (CDE DataQuest)
This colored map graph shows that Merced has the highest share (77%), Stanislaus (65.6%), and San Joaquin (53.8%).

Year	County	Arrests (I1)	Operations (I2)	Detainments (I3)	LEA Concern (I4)	Alerts (I5)	Binary ICE Index (0–5)
2023	San Joaquin	1	1	0	0	0	2
2024	San Joaquin	0	0	1	0	1	2
2025	San Joaquin	1	1	1	1	1	5
2023	Stanislaus	0	0	1	0	1	2
2024	Stanislaus	1	1	1	0	1	4
2025	Stanislaus	1	1	1	1	1	5
2023	Merced	0	1	1	0	1	3
2024	Merced	1	1	1	0	1	4
2025	Merced	1	1	1	1	1	5

Table 1. ICE Binary Intensity Index (constructed using DHS, CBP, TRAC, and local news reports, 2023–2025)

This table shows the different intensity scores of the three counties over the span of three years. Each county was scored 1 point if they had an arrest, operation, detainment, alerts, or an LEA expressed concern that year. The higher the score, the higher the ICE intensity.

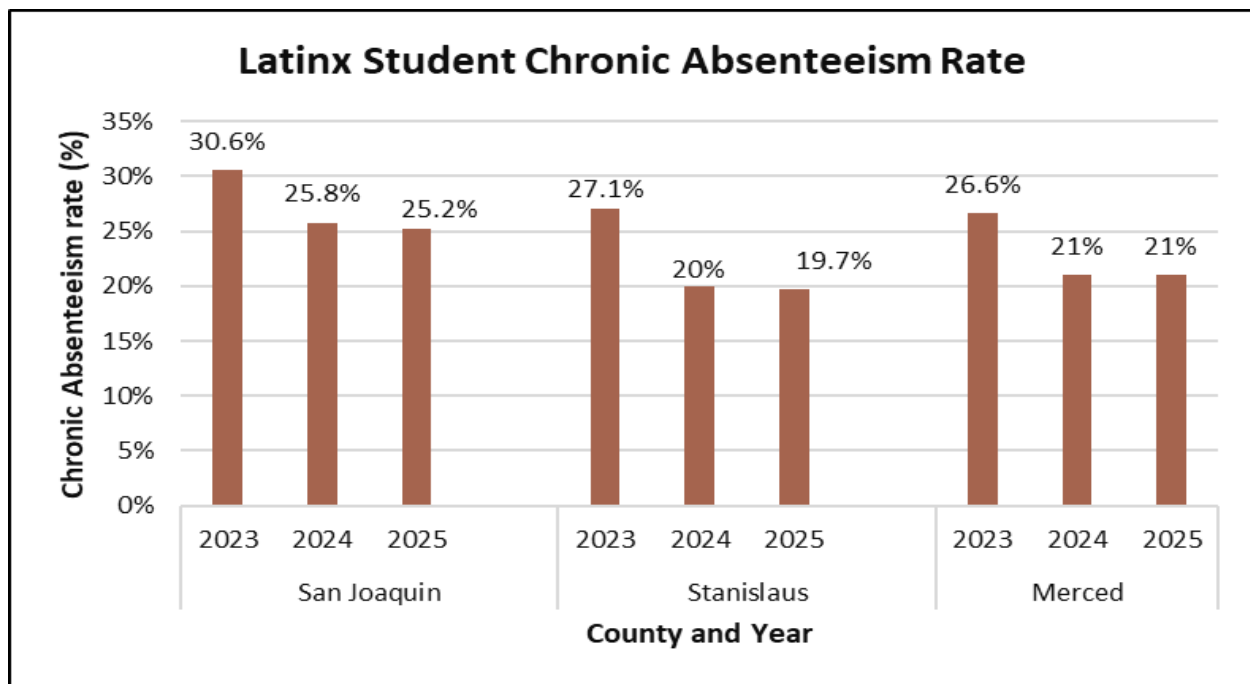


Figure 2: Latinx Absenteeism Rates (%), 2023–2025 (CDE DataQuest)

This bar graph shows the trends of the three counties chronic absenteeism rates across three years. It shows that San Joaquin shows steady decline, Stanislaus fluctuates and Merced shows mixed trends.

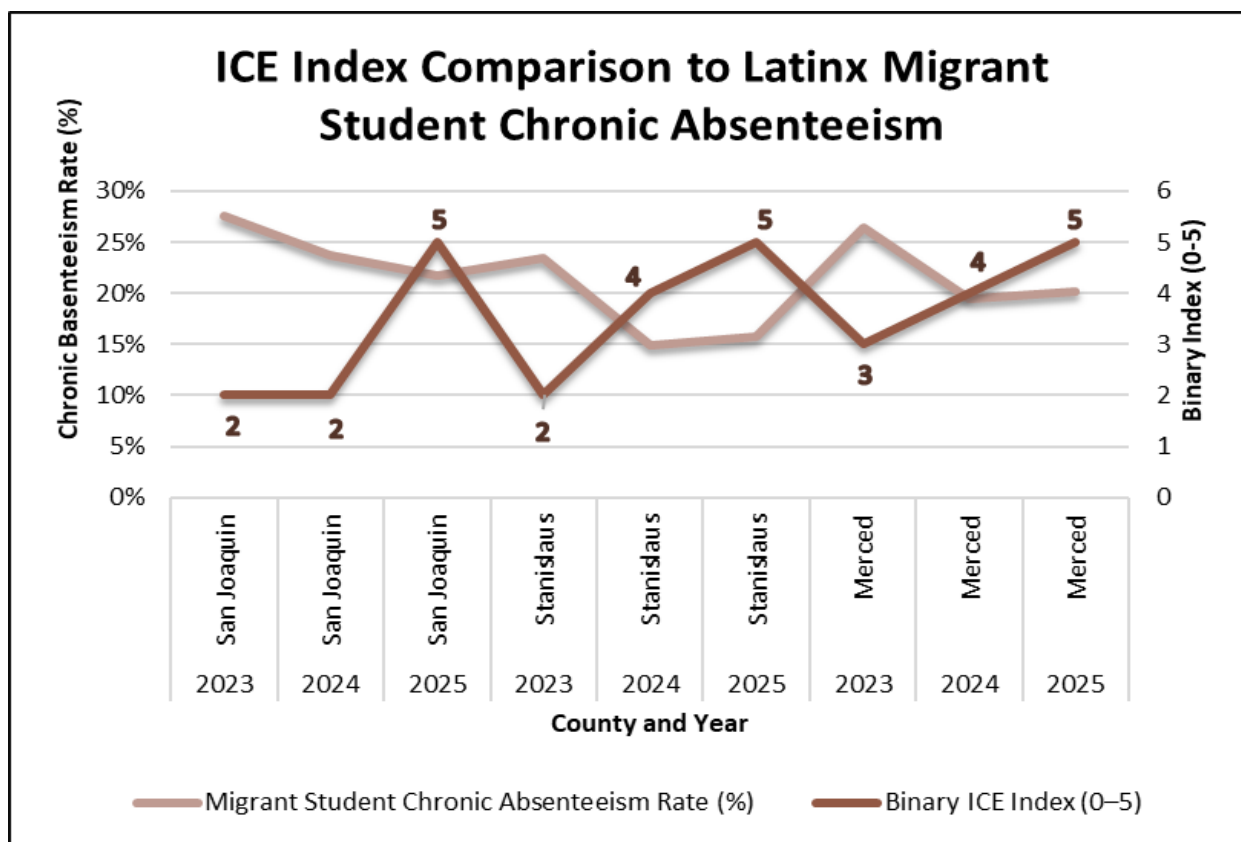


Figure 3.: ICE Index (Binary Index) vs. Latinx Migrant Chronic Absenteeism (CDE DataQuest)
 Graph shows that ICE activity remained moderate until a sharp jump in 2025. Chronic absenteeism declined in all counties despite increased ICE enforcement.

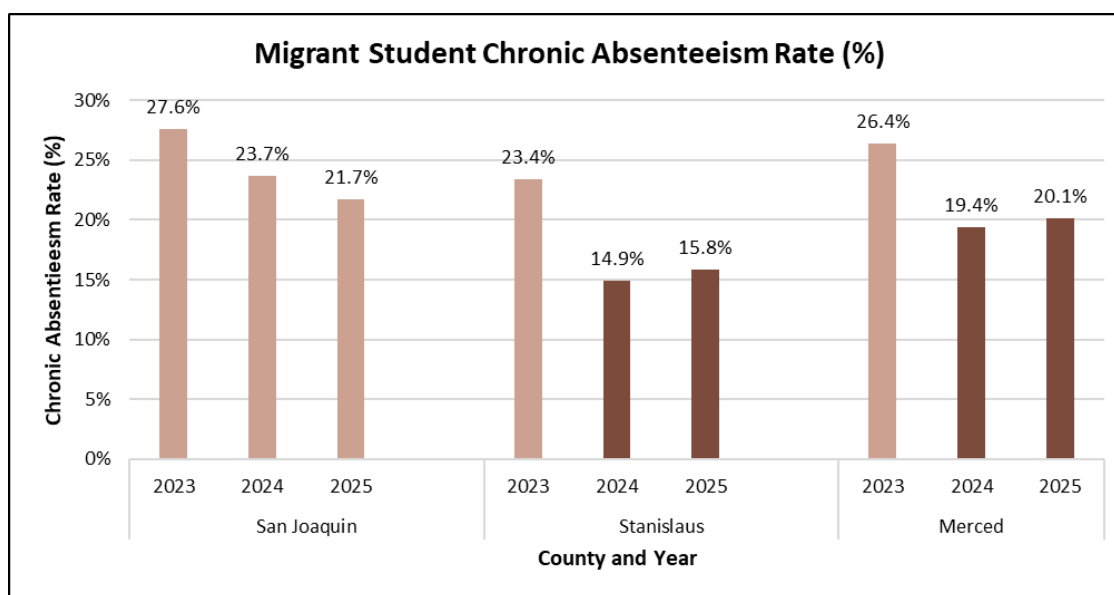


Figure 4: Migrant Chronic Absenteeism Rates (%), 2023–2025 (CDE DataQuest)
 This bar graph shows the trends of the three counties chronic absenteeism rates across three years. It shows that San Joaquin shows steady decline, Stanislaus fluctuates and Merced shows mixed trends. It is observed that migrant students improved overall attendance in SJC, but not in the other two counties, the darker column show that increase.

Discussion and Research Implications

The results of the study offer several implications that take on a different direction than I anticipated. To start, the overall results of Latinx chronic absenteeism compared to the iCE index contradicted my original hypothesis. I find this to be unsurprising as viewing the overall chronic absenteeism level through the lens of immigration enforcement turns out to be a generalization of the Latinx community. Closer examinations of students parent's undocumented status could provide better insights within the community as perhaps even if students are documented, their parents are but they are sending them to send their children to school regardless. This declining rate of chronic absenteeism represents good change nevertheless. This exemplifies the resilience of Latinx students, as it presents us with the possibility that student wellbeing and school climate may buffer the impacts of broader county political climate or pressures. It shows that in all three counties, there are district or school based initiatives that are working in favor of improving chronic absenteeism rates. This gives us a positive result to witness the improvement of Latinx students as a subgroup since they have been historically underperforming in the public school system, which carries significant implications on how schools can continue to carry out support for their students through sustained attendance initiatives and holistic support.

The data instead does go to show that the presence of immigration enforcement does not have a uniform impact across all the counties as there are varying results across different years and subgroups. When filtering chronic absenteeism through migrant status, the counties of Merced and Stanislaus show an increase in chronic absenteeism following the increased ICE index scores in 2024-2025. These also happen to be the two counties with the highest enrollment percentages of Latinx students, alluding to their families who might also be of migrant status as well. San Joaquin County's improved rate could likely be attributed to protective actions such as

those of Stockton Unified leaders who said they were “...dedicated to fostering a district where students and families feel safe, supported, and empowered.” (Workman, 2025). Stockton Unified is SJC largest district and is the only district out of the counties to express action, and not just concern against the threat apart from Stanislaus (Johnson, 2025). Regardless, the correlation only provided a slight positive result to prove the relationship, to which I recommend closer observation following this academic year to strengthen the relationship.

In order to fortify campus protections and maintain an upwards trend in Latinx students educational achievements, I recommend the following based on my observations of this research study. 1) Stronger policies and protections for vulnerable student populations. AB 49 and SB 98 apply protections for campuses, but targeted policies for vulnerable student populations such as migrant, homeless, or economically disadvantaged youth. 2) Mental health support and trust building initiatives for immigrant-origin families. Accessible services that are provided by school systems can aid in minimizing the exposure to hospitals or clinics. It could also make it easier for students to receive services at school as they might not be able to attend elsewhere. Connecting parents in a support group could also foster a sense of community and belonging, allowing them to share possible resources and warnings. This would also help in restoring trust in school institutions where they can be framed as resource outlets for parents who may view them otherwise. 3) Additional program initiatives that target educational attainment and retention for Latinx students. We saw an overall improvement in Latinx chronic absenteeism rates across all counties. To maintain the upwards trend in educational achievements, there should be LEA-based initiatives that aim to not only raise attendance, test scores, and graduation rates, but sustain them, especially as all three counties have a majority Latinx student population to serve. These actions will ensure not only a safe learning environment, but a thriving one.

Research Limitations and Extensions

Although the findings of this study provide some useful insights in the relationships between immigration enforcement and absenteeism, several limitations must be acknowledged. These include the short time frame of analysis, data availability, and measurement choices. The most significant limitation was the short time frame of analysis. Having only 9 observations in total limited by statistical reliability and my study's larger implications. I had originally chosen my counties to fill in gaps that I observed in literature as the majority of studies only looked at southern Central Valley counties. I do wish to have looked further back to better track the trends in chronic absenteeism rates, but since the 2019-2021 data was impacted by the COVID-19 pandemic, I found that it would be unfruitful. As for data availability, I utilized the California Department of Education's DataQuest reports as they were the easiest to access.

After conducting this research, I find that monthly data could have revealed clearer short-term attendance trends for me to analyze, instead of using annual data. Unfortunately, only districts are able to release that data, and I felt that I had no pull as a student to do so. DataQuest is good for accessibility and filters, but its annual data blurs sadly blurs the larger picture that I wanted to paint. Lastly, in retrospect I wish I would have measured my ICE index by conducting qualitative surveys that focused on measuring parent and community fears. Although instances of ICE activity through my trackers were useful, it would have been good to get that insight towards the attitude and fears of ICE. This could have also revealed more along the lines of community resilience if they had been strong, or the lack of support and distrust if the responses were weaker.

If I were to expand on this study, I would compare the entirety of the rural Central Valley to the urban Bay Area or Socal area. I believe that this could reveal interesting patterns beyond

immigration enforcement, and more into demographics and socioeconomic insights. Another possible comparison would be to take California counties and Texas counties to see the varying difference across state lines. California and Texas share similar demographics of diversity, public education, immigration, and are both border states with Mexico. This would also provide more insight into my theory that political rhetoric plays into perceived threat as California is a mostly Democratic state, while Texas is majority Republican. This could also call for school campus protections like SB 98 and AB 49 in Texas, which has none at the moment. These different research designs could provide larger implications for not only California, but for several states whose immigrant communities are currently under threat with the Trump Administration's current agenda.

Conclusion

In this research study, I sought to understand the relationship between immigration enforcement and student absences. I specifically asked, to what extent does the threat of immigration enforcement raids under different presidential administrations impact patterns of chronic-absenteeism in north Central Valley K-12 public schools, and how does it affect student's academic achievements and wellbeing? To answer this question, I built off on past research and conducted an analysis of three counties, (San Joaquin, Stanislaus, and Merced) annual attendance data from 2023-2025 under two different presidential administrations, and created a frequency index to measure ICE enforcement activity and its subsequent impact on students of Latinx origin.

Contrary to my original hypothesis, I found that upon examination, there was no positive correlation between ICE activity and levels of chronic absenteeism. Instead, when ICE activity went up, chronic absenteeism levels in the three counties went down. I attribute this to policy

projections in action, local school district initiatives, and increase of school offered support.

However, when I specifically looked at students of migrant status, the findings revealed a slight positive correlation that could indicate a more reliable conclusion if we observe it more closely.

Although limited by a small sample size, this study contributes to the growing conversation surrounding immigration enforcement, school climate, public policy, and educational equity. My study demonstrates that fears and threats surrounding immigration enforcement do not immediately translate into measurable declines in chronic-absenteeism, and if they do, it's only slight. Despite my findings challenging my original expectations, they affirmed a deeper need for further analysis. For policymakers and administrators, these results reinforce the importance of investment in culturally responsive practices, protection policies for vulnerable students, and mental health support. Local protections made for the benefit to serve people, and not the institution, are more effective than often assumed. Largely, this study also implies the need for state-level protections in mitigating the possible educational consequences of federal enforcement decisions for the best interests of students.

The story that emerged out of this study is not one of fear, but one of community resistance in the face of adversity. Although landmark decisions such as *Plyler v. Doe* established the legal foundations for educational access, contemporary threats to such foundations demand critical examination and community-responsive policy making. My hope is that this work contributes to the ongoing movement to ensure that schools remain spaces for Latinx students to learn and succeed, amidst it all.

References

- Chronic absenteeism in California. (n.d.). *Public Policy Institute of California*.
<https://www.ppic.org/publication/chronic-absenteeism-in-california/>
- Dee, T. (2025). Recent immigration raids increased student absences. *EdWorkingPapers*.
<https://edworkingpapers.com/ai25-1202>
- Fagen, Friedman & Fulfroost LLP. (2025, September 22). Governor Newsom signs AB 49 and SB 98 — New obligations for schools on immigration enforcement and document sharing. *F3 Law Insights*. <https://www.f3law.com/insights/governor-newsom-signs-ab-49-and-sb-98/>
- Gottfried, M. A. (2014). Chronic absenteeism and its effects on students' academic and socioemotional outcomes. *Journal of Education for Students Placed at Risk (JESPAR)*, 19(2), 53–75. <https://doi.org/10.1080/10824669.2014.962696>
- Hogan, Megan. Trump vs. Biden on immigration: A side-by-side policy comparison | Piie, June 24, 2024.
<https://www.ppie.com/blogs/realtime-economics/2024/trump-vs-biden-immigration-side-side-policy-comparison>
- Johnson, Taylor. “With Concerns about Ice Going to Schools, What Are Stanislaus Districts’ Policies?” Yahoo! News. Accessed December 4, 2025.
https://www.yahoo.com/news/concerns-ice-going-schools-stanislaus-220048282.html?fr=sycsrp_catchall&guccounter=1
- Immigration reports. (n.d.). *TRAC Reports*. <https://tracreports.org/immigration/index.html>
- Kirksey, J. J. (2024). Weeks after the raid: The immediate and sustained changes in student attendance rates following immigration arrests. *Educational Evaluation and Policy Analysis*, 0(0). <https://doi.org/10.3102/01623737241288838>
- Kirksey, J., & Sattin-Bajaj, C. (2021, October 4). Immigration arrests and educational impacts: Linking ICE arrests to declines in achievement, attendance, and school climate and safety in California. *AERA Open*, 7(4). <https://doi.org/10.1177/23328584211039787>
- Malika, N., Granillo, C., Irani, C., Montgomery, S., & Belliard, J. C. (2021). Chronic absenteeism: Risks and protective factors among low-income, minority children and adolescents. *The Journal of School Health*, 91(12), 1046–1054. <https://doi.org/10.1111/josh.13096>
- Schultz, B., & Najarro, I. (2025, January 22). Trump administration lifts ban on immigration arrests at schools. *Education Week*.
<https://www.edweek.org/policy-politics/trump-admin-lifts-ban-on-immigration-arrests-at-schools/2025/01>
- Sierra, A. (2025, September 2). ICE immigration activities compromise funding, education, and student mental health because of school area raids. *El Popular News*.

<https://elpopularnews.com/2025/09/02/ice-immigration-activities-compromises-funding-education-and-student-mental-health/>

“Secretary Mayorkas Issues New Guidance for Enforcement Action at Protected Areas | Homeland Security.” Secretary Mayorkas Issues New Guidance for Enforcement Action at Protected Areas. Accessed December 5, 2025.

<https://www.dhs.gov/archive/news/2021/10/27/secretary-mayorkas-issues-new-guidance-enforcement-action-protected-areas>.

U.S. Department of Homeland Security. (2023–2025). *News releases*. DHS.

<https://www.dhs.gov/newsroom>

U.S. Customs and Border Protection. (2023–2025). *Field office news releases*. CBP.

<https://www.cbp.gov/newsroom>

Workman, Hannah. “Stockton Unified Reaffirms Support for Immigrant Families amid Deportation Fears.” The Stockton Record. Accessed December 4, 2025.

<https://www.recordnet.com/story/news/education/2025/01/31/stockton-unified-reaffirms-support-for-immigrant-families-trump-deportation-fears/78089336007/>.