



INTERCOM

August
2007

Official Publication of the California Association Supervisors of Child Welfare & Attendance



2007 CASCWA
AUGUST EDITION

**Dennis
Wiechmann**
"2007"

Lee Lundberg
Service Award
Recipient

Congratulations
Dennis! You
have truly earned
this prestigious
recognition.

IN THIS EDITION OF THE INTERCOM:

CASCWA interviews Mr. Frank Valadez of the Gilroy Unified School District

CASCWA congratulates the section service award recipients: Dennis Wiechmann (State); Tim Erwin (Bay); Jane Claar (Delta); Mike Robinson (San Joaquin) and Donna Dalton Opoku-Agyeman Ph.D. (Southern.)

News from David Kopperud – CDE

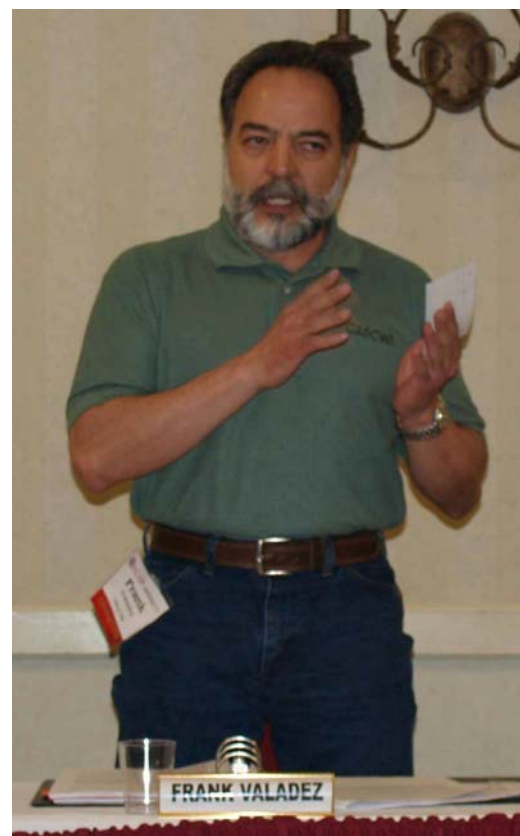
Home-schooling – Educational Equity and CIF

Excerpts: Education Week – Graduation Data

MARK YOUR CALENDAR

2ND ANNUAL WESTERN REGIONAL TRUANCY PREVENTION CONFERENCE – October 10-12, 2007 at Hotel Zoso, Palm Springs California

2008 ANNUAL CASCWA STATE CONFERENCE – April 23-25, 2008 at Queen Mary Hotel, Long Beach, California



STATE PRESIDENT'S MESSAGE
Jan Treff
Alameda County Office of Education



**CASCWA C.R.U.S.H. in
Napa! Thanks Bay!**

After a long summer at my desk, I am looking forward to the new school year, believe it or not. I am sure that even some of you are looking forward to the year ahead. As always, CASCWA is your key resource to address any concerns and/or issues that may arise whether you are a veteran or a rookie, expert advice is at your fingertips. Simply click "Ask the Experts" and you will be amazed at the breadth of response that you receive from colleagues all over the state.

After a long summer at my desk, I am looking forward to the new school year, believe it or not. I am sure that even some of you are looking forward to the year ahead. As always, CASCWA is your key resource to address any concerns and/or issues that may arise whether you are a veteran or a rookie, expert advice is at your fingertips. Simply click "Ask the Experts" and you will be amazed at the breadth of response that you receive from colleagues all over the state.

The State Executive Board will meet during a retreat on August 14-15, 2007 in Sacramento to look back at the accomplishments of last year and look forward to renewed focus and challenges. Two of the focus areas will be membership and leadership development in addition to legislation, professional development, promotion/marketing, and communication.

CASCWA took an active role during the summer months in promoting much needed legislation and provided letters to Senator Darrell Steinberg to support SB 219 Real School Accountability along with SB 406 Work Permits. In addition, the State SARB, a committee with CASCWA representation, forwarded recommendations to the State Superintendent for needed changes and the Superintendent endorsed all of the recommendations! For more information about the State SARB, you may contact David Kopperud, our partner at the CDE, at dkopperud@cde.ca.gov.

As you may already know, the second annual National Truancy Conference will be taking place on October 10-12, 2007 in beautiful Palm Springs at the amazing Hotel Zoso. Please check for further details regarding the truancy conference, including hotel rates and presenters, as well as other CASCWA events by clicking on the link on our home page. Speaking of conferences, don't forget that this year's State Conference is going to be aboard the legendary Queen Mary in Long Beach. Stay tuned for more details.

I wish all of you well as the new school year begins and encourage you to invite your colleagues to become CASCWA members so that they may also reap the benefits of this outstanding professional organization.

For more information about the upcoming conference, please log onto www.cascwa.org or contact me directly at 510/670-4225 or jtreff@acoe.org. I look forward to seeing all of you in Palm Springs in October, 2007, and Long Beach in April, 2007.

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2006 - 2007

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CASCWA'S MISSION STATEMENT

CASCWA is an organization comprised of school and community professionals who are dedicated to improving school climate, safety, and increasing school attendance. We create a network of professional support, mentors and educators and we influence relevant legislation and advocate for the needs of students, families and schools.

BAY SECTION PRESIDENT'S REPORT-Tim Erwin Newark Unified School District terwin@nUSD.k12.ca.us

A few years ago I was appointed as our district's first pupil service coordinator. I had worked for several years as an intervention specialist at an elementary school and that work had made me a member of our district's SARB panel. When appointed I knew a few things about pupil services, but it was a big learning curve. One day I was doing internet searches for information about expulsions and found the CASCWA web site. Once that the CASCWA site, I felt like I had found gold. I was so impressed with the breadth of knowledge, expertise and professionals that I found. Soon that the web searches I attended my first Bay Section meeting and then state conference. I know that the distinct honor to serve as the Bay Section president.

Coming off a very successful state conference in Napa, Bay Section is looking at building upon this success. We want to continue to work on our membership reaching out to those who joined us for the first time in Napa.

The work we do everyday can be stressful and for some we are the only one in our district who truly understands the area of pupil services. CASCWA is the legs that can help us stand when the job gets overwhelming. As CASCWA's Bay Section we are here to provide that support. Remember with CASCWA you are not alone. To a successful year!



DELTA-SIERRA SECTION PRESIDENT'S REPORT - Grace Espindola Sutter C.O.E. (530) 822-2418 grace@sutter.k12.ca.us



Welcome to all CASCWA members and non-members! I am extremely excited and honored to serve as the Delta-Sierra Section President for the next two years. I am also grateful to have the opportunity to work with colleagues who possess such a high caliber of knowledge, expertise, tradition and most of all their dedication and caring to serve our children and youth.

Yes, the above statement is true. Delta-Sierra Section has changed our elected official term to serve two years effective May 2007. Our Executive Board made this decision and change in order for our Section to be more in line with our State CASCWA Board elected official terms. In addition to this important change, our Delta-Sierra members are in the process of changing to improve and generate new energy and innovation on effective ideas, methods and reasons why our students would choose to stay in school. The following is a brief list of projects and topics we plan on delivering to our members this year.

Delta-Sierra Board makes the commitment to our members:

Priority 1: To have an excess of funds to support our Richard C. Davis Scholarship

- Priority 2: To provide two workshops with the focus of Rigor, Relevance and Relationships
- Priority 3: To increase membership and excellence in the quality of service to our members
- Priority 4: To align with State CASCWA Board goals and strategies to our Sections
- Priority 5: To begin the planning of our 2009 State Conference

As your President, it is my promise to each of you to do my best and represent our CASCWA mission to the fullest. If you are considering to get involved and give your time, I urge you to join us and BE part of CASCWA we certainly we love to have you.

SAN JOAQUIN SECTION PRESIDENT'S REPORT - BENITA WASHINGTON

Fresno Unified School District bwashi@fresno.k12.ca.us

We had an exciting year in 2006 – 2007. I look forward to serving as the CASCWA San Joaquin section president in the upcoming 2007 – 2008 school year. We will continue to provide professional development aimed at increasing the knowledge and skills of our districts' personnel. The leadership team is comprised of the following individuals:



Bill Stewart – President Elect, Clovis Unified School District
 John Luis – Vice President, Newman-Crows Landing Unified
 John Cristiansen – Treasurer, Ceres Unified
 Mike Robinson – Secretary, Fresno County Office of Education
 Tom Neeb – Past President
 Galen Wright – Scholarship Chairman, Madera Unified
 Art Williams – Legislative Representative, Central Unified School District
 John Luis – Legislative Representative, Newman-Crows Landing Unified
 Dennis Wiechmann – Board Advisor
 Greg Bass – Board Advisor
 Joe Brucia – Board Advisor

We had three events during the 2006 – 2007 school year. The first event was a workshop on expulsion that was held on October 5, 2006 at the Madera Golf Course. We were able to increase our membership through this workshop. We held an executive meeting at Woolgrowers on January 18, 2007. Our final event was our Scholarship Luncheon on May 11, 2007 at the Madera Golf Course. We awarded several \$1,000 scholarships to deserving high school students.

SOUTHERN SECTION PRESIDENT'S REPORT - DR. VICTOR C. THOMPSON

Director, Division of Student Support Services – L.A.C.O.E. (562) 922-6233 thompson_victor@lacoedu

Greetings to all CASCWA members from the Southern Section! We hope that you are having an enjoyable summer as we anticipate (or already started in year-round districts) another exciting new school year. Our June Scholarship Luncheon, chaired by Pat James of the Lynwood Unified School District, was another inspiring success, as we honored several student scholarship winners and our CWA administrative professionals and support staff.

We look forward to hosting the **2nd Annual Western Regional Truancy Prevention Conference**, October 10-12, 2007 in Palm Springs. Register at www.cascwa.org Conference topics include truancy prevention, laws and protocol, effective SARB processes, prosecution, probation and truancy, and court intervention. A special pre-conference session with Santa Clara County Deputy District Attorney Lois Baer will take place on Wednesday October 10th.



We are also honored to host the **CASCWA State Conference**, April 23-25, 2008, aboard the historic Queen Mary in Long Beach. We hope that none of you will "miss the boat," and participate in a rewarding conference in America's most diverse city. Our Section Board will hold its board retreat on the Queen Mary August 10, 2007. We will review the section's on-line customer service survey, and plan activities and events to better meet member needs. We look forward to greater participation from our members, and hope that you will join one of our board committees, in the areas of Communication/Newsletter, Conferences, Legislation, Membership, Program, SARB, and Scholarships. Lastly, the Southern Section pays tribute to Dr. Donna Dalton Opoku-Agyeman, our Past President. We appreciate your leadership, and reminding us of the importance of people, of making an extra effort to connect to our students, parents, teachers, and staff. Dr. Donna's legacy remains with us as we work towards a successful new CASCWA year.

CASCWA INTERVIEWS MR. FRANK VALADEZ GILROY UNIFIED SCHOOL DISTRICT CWA-SUPERVISOR OF ATTENDANCE



In April of 2007, CASCWA's Bay Section hosted an outstanding state conference in Napa Valley. Bay Section's Vice President, Frank Valadez, was a major contributor to the conference's success. Over the past several years, Frank has been an active member of CASCWA and has been a solid member of our Child Welfare and Attendance brotherhood. Frank is outspoken and has a deep passion for children and their rights to a quality education. CASCWA was pleased when Mr. Valadez agreed to the following interview:

Frank, you have been a member of CASCWA for many years. Tell us a little bit about your self, your career and what the field of Child Welfare and Attendance means to you!

Briefly, I was born in Ventura, California and raised in San Jose and Hollister. I graduated from Hollister High and Gavilan Community College, in Gilroy, served two years aboard the USS Constellation in the Gulf of Tonkin during the Vietnam War, returned, earned my B.A. at La Universidad de las Américas in Mexico City and Puebla, returned, earned my teaching and counseling credentials and masters at U.C. Santa Barbara and began my professional career as a counselor at Gilroy High in 1974. After 25 years at Gilroy High, I accepted the position as the District Attendance Officer.

The home visits, required of my position, helped me understand the sub cultures of poverty, drugs and crime that exist in Gilroy, invisible to most educators and members of the community. Although I take a hard line on truancy because that is what I find to be most effective, I marvel that so many of these kids are in school as often as they are. I often ask the question, "What is worse, a family that pulls their children out of school for 15 consecutive days to go on vacation (unexcused absences) or the child who misses fifteen days over a three-month period because of the turmoil and poverty in the home?" Intervention to keep these kids in school is what child welfare and attendance is all about, sometimes a hard line, sometimes a soft touch.

Many of our CASCWA members have driven through Gilroy, but we know little about the community. What can you tell us about your district and the community you serve?

Gilroy still has a small town atmosphere although the population is very close to 50,000. Over half of the population is Hispanic, with many families from Mexico. The old Gilroy families are Italian, Mexican, Portuguese, Japanese and European stock, pretty well blended. More Asian, African American and Eastern Indian families are moving in. The orchards of apricots, prunes and cherries and beautiful hillsides are being replaced by very expensive homes. We pick up about 300 new students a year in the school district. Visitors to the area usually come to shop at the Gilroy Outlets, visit the wineries or the Garlic Festival.

Gilroy used to be a small Mecca for musicians (John Lee Hooker) and there is still a strong community theatre element in the area. Our current claim to fame is NFL quarterback Jeff Garcia, one of my former counselees, who has been very

generous to the community, both in the giving of his time and financial support for scholarships and sports programs. Most visitors don't see the west side of Gilroy with open, rolling hills, reservoirs, redwoods, oaks and streams. It is very nice country, if you don't mind some very hot days during the summer. We are about 35 minutes from the coast, 45 minutes to Carmel, 25 minutes to San Jose and an hour and 15 minutes from San Francisco.

Are there any unique attendance issues or discipline issues particular to the Gilroy Communities?

Yes. We are a relatively poor school district. Teacher's salaries are at the bottom of the scale for Santa Clara County. We have limited resources to work with attendance issues. Not all schools have liaisons and we have only one School Resource Police Officer to work a district of 10, 000 students.

On a positive note, however, we have a great SARB with community agencies well represented. We are able to use the City Council Chambers for SARB's and D.A. Mediations. This formalizes the process for both. Police officers, also short staffed, seldom attend but we have had no incidents.

Perhaps unique to the community, is that we have a columnist in the local paper that is a home schooling parent. She is, of course, critical of school district procedures.

Because we have many families with relatives in Mexico, extended vacations during the holidays is an ongoing challenge. I instituted short-term independent study for K-5 but implementing the program for the higher grades is problematic because it is strictly voluntary on the teacher's part. It would be difficult to have all of each student's teachers agree to do the extra work. Mandating participation would become a negotiable item on the teachers' contract.



At the State Conference in Napa Valley, you were on a panel that focused on the controversial topic of home schooling. You have been quoted in newspaper regarding this important topic. The Intercom has several questions regarding the panel. First, some people view home schooling as an illegal education, while others view it as a family's right. What is your perspective of home schooling in light of the compulsory attendance laws?

Currently, it is the parent's right to home school, simply because the CDE is accepting the use of the Private School Affidavit for "schools" of one student or more. What the parent/guardian does not have the right to do is declare the student exempt from the State's compulsory attendance laws. The determination of exemption is to be made by the Attendance Supervisor of the school district in which the student resides.

There is no question that most parents do an excellent job of home schooling but there are abuses that should be of concern to all districts. Home schooled students need to be protected not only to insure they receive an education but that they are in a safe environment. The promising outcome of having had the panel at the State Conference was that everyone on the panel was willing to work together to attempt to bridge the gap between home schooling advocacy organizations and school districts. Michael Smith, Esq. from the Legal Defense Home Schooling Association was very knowledgeable and actually quite amiable. I am optimistic that we will be able to move forward as a group to eliminate some of the gray areas that have made "home-schooling" such a controversial issue.

How does a CWA administrator access the California Department of Education's information on private school affidavits within a district's boundary and what should they do with the information?

The website may be accessed with the following email address:

http://www.cde.ca.gov/sp/ps/rq/ap/coe_logon.asp

The password, which is not confidential, is: dra4h5vu Using this password will allow one to access the schools that have five students or fewer.

Having this information will allow the supervisor of attendance to check on whether an affidavit has been filed. The attendance supervisor of the district would have the right to visit the home or ask the parents to come in (right!!) to see, in my opinion, whether instruction is taking place. Is there a school? Are there materials? Is there a work station? Is there an attendance register? Does the teacher speak English? If it is obvious that there is little or no instruction taking place then I would not consider the student as being enrolled in school. There is no school. Therefore the student is truant and can be referred to SARB for a determination by the SARB. By that time, the parent will probably have everything in order.

If the parent is requesting a work permit, then the attendance supervisor has more leverage to make inquiries. Work permits must be issued by the school district of residence.

Although there appears to be differences of opinions between offices of child welfare and attendance and home schooling advocates, what are the areas of agreement?

There seems to be no disagreement that the Private School Affidavit must be filed and that an attendance register must be kept. Beyond these two points, a resistant parent with the support of an advocacy organization can disagree with just about everything else.

You have been a long standing member of "State SARB." What do you consider to be a few of "State SARB's" most important accomplishments over the past few years?

I have attended State SARB meetings, beginning with the home schooling issues. The publication of the SARB Handbook has provided districts with solid information and a framework for well-functioning SARB's throughout the State. The State SARB has also been a vehicle for new legislation and changes to bills that are being authored. It has also provided a forum for people in the trenches, such as me, to meet directly with legislators, attorneys and high level administrators with the CDE, as well as my counterparts in other districts.

What has CASCWA meant to you and what advice would you give to new administrators in the field of CWA?

Having been in education for 33 years, I have obviously been a member of various associations and attended my share of meetings and conferences. But, you know, I think doing what CASCWA people do has an impact on our lives. I think, if nothing else, it gives us a different perspective about education and life in general. We work primarily with adults and minors who are at risk, people who are on the edge of getting locked up or earning a diploma. I think that creates a very special brotherhood and sisterhood of professionals. There is a comradeship that exists in CASCWA that I did not perceive in other organizations. And when I'm stuck but able to send an email or pick up the phone and speak with someone who has been there and done that, that is an invaluable resource. New CWA administrators can either do it on their own or benefit from the experiences of some fine people who are always willing to help. Thanks for the opportunity of this interview!.



Mr. Valadez, CASCWA greatly appreciates this excellent interview. Your passion for children and the Gilroy community is evident. CASCWA says "Thank You" for being the right man in the right field of education.

FRANK VALADEZ Gilroy Unified School District SARB/ATTENDANCE Frank.Valadez@gusd.k12.ca.us



CASCWA

CALIFORNIA ASSOCIATION OF SUPERVISORS OF CHILD WELFARE AND ATTENDANCE

MARK YOUR CALENDAR

2nd Annual Western Regional Truancy Prevention Conference

Seek 'em Out! Keep 'em In 2!

**Co-sponsored by CASCWA & the National
Truancy Prevention Association (NTPA)**

Hosted By CASCWA Southern Section

October 10th, 11th & 12th, 2007

Palm Springs, California at the Hotel Zoso

The Hotel Zoso is located in the heart of downtown Palm Springs and within walking distance of all local attractions.

This conference will feature national and local presenters. Sessions will focus on proven methodologies and cost free practical ideas to combat truancy in your community. Place these dates on your calendar. You will not want to miss it. Last year's conference was outstanding with over 300 in attendance. Plans are underway to expand the program making the 2007 conference even more on target!

Please visit the CASCWA website at

www.cascwa.org

or go to the NTPA website

www.truancycourt.org



Seek 'em Out! Keep 'em In 2!

The Second Annual Western Regional Truancy Prevention Conference will be held in Palm Springs, California at the Hotel Zoso. The hotel is located in the heart of downtown and within walking distance of all local attractions. CASCWA hotel room rate is \$134; **call 1.760.325.9676 for reservations or go to: <http://www.hotelzoso.com/>**

Reservations at the Hotel Zoso in Palm Springs can now be made for the truancy conference on line at:

https://reservations.ihotelier.com/crs/g_login.cfm?hotelID=4771

Attendee Code: **GCICASUCH** Group Code: **GCICASUCH**



Conference Topics

The 2006 National Truancy Conference provided attendees with workshops that could be immediately implemented. This year's program is being expanded and will include greater number of national topics. The conference will be targeting:

Truancy Prevention and Intervention

Truancy Laws and Protocol

National Center for School Engagement

eTruancy School Innovation and Advocacy

Proven Effective SARB Process

Creating a Case for Prosecution

Probation and Truancy

Court Intervention and Follow-up

Special Pre-Conference Session with Lois Baer, Deputy District Attorney, Santa Clara County
Wednesday Afternoon, October 10, 2007 (No additional conference cost)

AND MUCH MORE!

NATIONAL TRUANCY PANEL PRESENTATIONS



Jack O'Connell
CA State Superintendent
of Schools
(confirmation pending)



J. Robert Flores
U.S. Department of Justice OJJDP
Washington D.C.
(confirmation pending)



Darrell Steinberg
California
State Senator



Lois Baer
Deputy District Attorney
Santa Clara County

THE PROGRAM TARGETS TRUANTS, EXCESSIVE ABSENCES AND INCREASING ADA



Listing of Confirmed Presenters/Panel Members:

Peter Scott, Truancy Administrator and Author, Australia; Fayneese Miller, Ph.D., University of Vermont; Nicole Barron, Director, Truancy Bureau, Brooklyn, New York; Mark Breese, Orange County Department of Education, Legal Services; Rob Jacobsen, Los Angeles County Office of Education; Kathy Relyea, SB County DA; Vicki Harlos, LCSW, Coordinator, Student and Family Support Programs, Albany, Oregon; Deputy District Attorney Raquel Marquez, Lieutenant Doug McGrew and Officer Lois Gardella, Lead Community Prosecutor, Law Enforcement Liaison to Riverside COE, Supervising Probation Officer, Sheriff's Administration/Riverside COE, Safe Schools Unit; School Innovations and Advocacy; Stanislaus County Sheriff's Department, Juvenile Services: Ray Culberson; San Bernardino City Unified School District; Ken Seeley, Ed.D., The Colorado Foundation and the National Center for School Engagement; Craig Borba, Ed.D. and Staff, Palm Springs Unified School District; Christine Ridley, Health Services, Office of San Bernardino CSS; Ursula Reed, Coordinator, Oakland Truancy Attendance Program; Judith A. Martinez, MURP, National Center for School Engagement The Colorado Foundation for Families and Children; David Kopperud, Chairperson, State School Attendance Review Board (SARB) Learning Support and Partnerships Division California Department of Education; Joe Tucker, San Juan Unified School District; Wendy Christian, LCSW, Tia Looney, MSW and Terry Wright, MSW, Alexandria City Public Schools, Virginia; Sharon Gallagher, Attorney at Law, Glendale, Arizona; Steve Fraire, San Diego Office of Education & San Diego County Juvenile Probation Department; Sherman Garnett, Director, CWA, San Bernardino COE, Joe Taylor, Director, CWA, Sacramento COE; Daniel Sackheim, Consultant, Secondary, Post Secondary and Adult Leadership Division, CDE; Richard Goulston, Regional Vice President Advance Path Academics; Karl Birusingh, Systems Technology Specialist, Grant Joint Union High School District and several more key presenters!





CASCWA



ntpa

2nd Annual Western Regional Truancy Prevention Conference

Seek 'em Out! Keep 'em In 2!

Co-sponsored by CASCWA & the National Truancy Prevention Association (NTPA) - Hosted By CASCWA Southern Section

CASCWA –NTPA EARLY BIRD REGISTRATION

Registration Form

October 10, 11 & 12, 2007

Name and Title: _____ Telephone: _____

District/Agency: _____ FAX: _____

Address

City

Zip Code

E-mail Address

Name and Title: _____ Telephone: _____

District/Agency: _____ FAX: _____

Address

City

Zip Code

E-mail Address

Name and Title: _____ Telephone: _____

District/Agency: _____ FAX: _____

Address

City

Zip Code

E-mail Address

Number of conference attendee(s) _____ times \$195 = \$ _____ amount enclosed.

Make checks payable to **CASCWA**. Purchase Orders will be accepted for registration. Registration fee or P.O. Confirmation is to accompany this form. No refunds, or purchase orders after October 5, 2007. Please complete the information above and mail to **CASCWA Southern Section, P.O. Box 4223, Huntington Beach, CA 92605**. If you have any questions, please contact **gjhime@earthlink.net**.

CELL PHONES – ELECTRONIC SIGNALING DEVICES CONTINUE TO BE AN ISSUE FOR OUR MEMBERS, HERE IS A SAMPLE BOARD POLICY SENT TO CASCWA

Students

BP 5114.11

Electronic Signaling Devices and Laser Pointers

Students may possess or use electronic signaling devices, including but not limited to pagers, beepers and cellular/digital telephones, provided that such devices do not disrupt the educational program or school activity. Electronic signaling devices shall be turned off during class time and at any other time directed by a district employee. (Education Code 48901.5)

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to health-related purposes. (Education Code 48901.5)

The school district does not encourage or advise the use of electronic signaling devices on school campuses, and the school district does not assume responsibility for lost or stolen items.

Laser pointers which aim a dot at their target and which are intended as long-range pointers for presentations can be hazardous and disruptive in a school setting. Students may not bring a laser pointer on school premises, without prior permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school related purpose. (Penal Code 417.25-417.27)

Each school site shall follow the district standards for conduct and discipline regarding the use and possession of electronic signaling devices and laser pointers, which are consistent district wide. Disruption in the classroom or school environment shall result in appropriate disciplinary action:

- a. First offense - confiscate the instrument, send it to the office with a referral slip, call parent to pick up the device from the school and have parent sign a contract that clearly states the steps of the progressive discipline process now in place
- b. Second offense - parent contact and the student loses the privilege of carrying the instrument for the remainder of the school year
- c. Subsequent offense(s) – additional parent contact, and more severe disciplinary action, including, but not limited to, suspension.

Legal References

Education Code 48901.5 Electronic Signaling Devices

Penal Code 417.25 Laser Pointer: definition and use of in a threatening manner

Penal Code 417.27 Laser Pointer: possession on school campus; pointing at eye(s)

Policy Adopted: September 4, 2007

CALPADS: California's System for Monitoring Individual Student Achievement over Time

Why Data Matters in Improving Public Schools

Over the past decade, California has moved from a public school system with widely varying standards and expectations -- and no means of determining how effectively our schools educate students -- to one where achievement is assessed and reported annually at every school, district and for the state as a whole. Collecting and reporting this data has allowed our state to hold schools accountable for results, to target reforms and education resources to the schools where they are needed most. It has shed light on achievement gaps and led to higher expectations, more focused instruction and steady, significant achievement gains.

Why California Needs an Individual Student Data System

California's public education data system is far from complete. Our state lags behind many others when it comes to our ability to collect information about student achievement and to use that information to improve our schools and help students succeed. Until California is able to measure and monitor the enrollment history and achievement data of individual

students as they move through the public school system, we will remain unable to accurately report drop-out and graduation rates, or to prevent many students from dropping out of school. And we will be unable to clearly see which education programs are the most effective in helping students to succeed.

To evaluate the impact of educational investments, research often requires monitoring the same group of students or instructors over time. Individual student data will increase accountability, and it is the cornerstone for compliance with federal law under the *No Child Left Behind Act of 2001* (NCLB).



The Road to Building a Longitudinal Student Data System in California

State law enacted in 2002 required the assignment of individual, yet non-personally identifiable student identifiers to all K-12 students enrolled in California public schools. It also established the California Longitudinal Pupil Achievement Data System (CALPADS) that includes statewide assessment data, enrollment data, and other demographic elements required to meet federal NCLB reporting requirements. This requires not only building a central data system in Sacramento, but it means training over 9,000 California schools to collect, manage, and report data for more than 6.2 million students annually. School districts need funding at the local level to purchase hardware, hire staff and train their school staff. According to the current timeline, full statewide implementation will take place in 2009. The California Department of Education, however, is already collecting statewide student-level enrollment data to begin calculating more accurate dropout and graduation rates.

How California will Collect Individual Student Data

Every K-12 student in California must have a 10 digit, non-personally identifiable number to be maintained while they attend a public school. This includes students in every possible school setting, including traditional schools, charter schools, court schools and special education schools. Private school students do not receive a Statewide Student Identifier (SSID). The California School Information Services (CSIS) Program is responsible for issuing SSIDs and operating the student locator system. The numbers in each student identifier are randomly generated. Unique student identifiers make it possible to track student-level data such as achievement and enrollment over time. Additionally, student identifiers can ensure that students who move from one school district to another are assigned the services they need as soon as they enroll in school.

What student-level data will be included in CALPADS

The initial set of data elements for CALPADS development includes basic demographic information such as student ethnicity and socioeconomic status, participation in programs such as free and reduced lunch, enrollment, course completion and statewide assessment data. It will also include teacher assignment data, such as the courses taught and subjects for which the teacher is highly qualified under NCLB. In the future, additional data elements may expand CALPADS to include such information as grades assigned on a student's report card or immunization records, assuming authority and resources are given to collect such data.

What data will be available and who gets access to the data

The California Department of Education is under obligation to maintain privacy protections of student education records required under the Family Educational Rights and Privacy Act (FERPA).

Schools and districts will have access to their students' data. Non-identifiable student data may be provided to legislative policy analysts, evaluators of public school programs, and education researchers from established research organizations. While the law restricts access to raw data files, many aggregate data reports will be publicly available.

CALPADS will only contain statewide assessment results such as the annual California Standards Tests, the California High School Exit Exam and English Language Development Test. CALPADS will not include local assessment data, such as results from reading diagnostic tests or curriculum-based exams. The system will be designed to allow local school districts to integrate CALPADS data files with local assessment data.

The promise of CALPADS

CALPADS is initially designed to meet federal reporting requirements and provide specific longitudinal assessment results. Over time and with the necessary legislative support and state investment of resources, CALPADS has the capacity to expand into a comprehensive student and teacher data warehouse. It could make an array of important information available to parents and the public while supporting policymakers, school administrators and teachers in making decisions in the best interest of students.

Timeline for CALPADS

- Special Projects Report to be submitted by California Department of Education to the Governor's Department of Finance - July 16, 2007
- Special Projects Report due to be approved by Governor's Department of Finance - August 27, 2007

- Notice of vendor selection due to develop CALPADS - September 4
- CALPADS to be tested with pilot districts - School Year 2008-09
- CALPADS to be implemented with all districts - School Year 2009-10

Educational Equity for Home-schooled Students

by Alan I. Friedman, Presented at the CASCWA State Conference Napa, April, 2007



We probably all agree that no student should be denied a quality education. However, because the California legislature has not adequately addressed home-schooling in the Education Code, it is almost impossible for school districts to ensure educational equity for home-schooled students.

In 2005, the El Dorado County Office of Education (EDCOE) reported that "many, if not most, legitimate home-schoolers are providing a form of education significantly below state standards for students in public schools." EDCOE has also observed that about one-third of the pupils and families who appear before the two SARBs request home-schooling and "don't seem to care which compulsory-education dodge they [use], as long as the end result is that the student no longer must get up and go to school and be accountable for learning."

In 2006, the Marin County Civil Grand Jury gave its County school districts a failing grade for neglecting their oversight responsibilities for home-schooled children. The Grand Jury further observed that because the California Department of Education (CDE) does not take an active role in monitoring home-schools, "neither the local school districts nor the CDE [know] whether home-schoolers are getting the education to which they are entitled under the law."

CDE officials admit that the popularity of home-schooling had not been anticipated when the Education Code was written and, therefore, home-schooling was not explicitly addressed. Now, faced with the explosive growth in the home-schooling movement and a well-funded army of home-schooling advocates, home-schooling legislation has become a political hot potato, and California legislators are fearful of the unpleasant consequences of becoming involved.

Since the Education Code makes no provision for home-schooling, parents who desire to teach their children at home have had to use a circuitous route to legitimize the operation of their schools: they file a Private School Affidavit (PSA) with the state Department of Education — the same form used by brick-and-mortar academies — and declare themselves to private schools.

CDE has elected to abdicate its responsibility and accept all PSAs at face value, rather than evaluating the PSAs on their merits. CDE merely adds the so-called private school to its website and passes along the PSA to the school district in which the school is located.

How long will the Legislature, the courts, CDE, and school districts turn a blind eye to the parents who violate the state law for compulsory education, who abuse the use of the Private School Affidavit, and who provide their children with an inferior education through so-called home-schooling? How long will CDE and local school districts shrink from confrontations with those parents who hide behind the illegitimate facades of private schools and use PSAs as permission slips for raising generations of truants, ill equipped to enter the work force? How long will CDE and local school districts refuse to challenge the validity of fictitious Private School Affidavits, finding contentment instead in verifying that all of the blanks have been filled in.

The system may work well for legitimate brick-and-mortar private schools, but it breaks down when PSAs from questionable sources are accepted without being vetted, or when knowingly false PSAs are submitted despite the penalties of perjury. Attesting that a private school exists offers little assurance if all PSAs are accepted at face value and without challenge.

Remember the words of CDE attorney, Carolyn Pirillo, Deputy General Counsel under Superintendent of Public Instruction Delaine Eastin: "The affidavit is not a license to operate a private school [and] ... the mere filing of the PSA is not to be considered an approval of the school or its courses. Therefore, filing the affidavit does not transform

a parent into a private school."

Local school districts are already empowered to evaluate PSAs. But evaluating a PSA is not the same as evaluating a private school, and most administrators believe that EC 33190 prohibits a private school from being evaluated.

On the contrary, EC 33190 actually contains wording that enables an evaluation of a private school: "Filing pursuant to this section shall not be interpreted to mean, and it shall be unlawful for any school to ... represent by any means whatsoever, that the State of California, ..., the State Board of Education, the State Department of Education or any accrediting agency has made any evaluation, recognition, approval, or endorsement of the school or course unless this is an actual fact." Clearly, these words do not prohibit the Department of Education from evaluating a private school; rather, they prohibit the private school from claiming that that they have been evaluated unless they actually have been. But by recognizing that evaluation of a private school could take place, EC 33190 permits it to happen.

We're dealing with a situation run amok because home-schooling is not even addressed in the Education Code. Sure, a body of new legislation would be the ideal solution, but the likelihood of that happening anytime soon is about nil — especially after the home-schooling special-interests get wind of what is afoot. However, the power to effect positive change is already within the reach. The viable solution is found in separating the issue of home-schooling from that of the Private School Affidavit.

Since there is no definition of — nor provision for — "home-schools" or "home-schooling" in the Education Code, if a parent asserts that he or she is conducting a "home-school" for the education of his or her child, but if that "home-school" is not conducted full time, and if its teachers (the parent or parents) are not capable of teaching, then the home-school does not meet the definition of a "private school," and the attempted filing of a private-school affidavit by the parent(s) should be rejected by the local school district. The question of whether the parents are keeping attendance records then becomes moot.



It appears, then, that the only provision of the Education Code that may apply to children (who would otherwise be in a full-time public school) being educated at home is Section 48224 — provided that the children are instructed for at least three hours a day by a private tutor or other person (e.g., a parent), and further provided that this tutor or other person holds a valid state teaching credential. Now *that* provision would certainly bulldoze the special interests who try to use PSAs to erect walls of invincibility.

So here are my recommendations for an effective near-term solution:

Local school districts: Vet each Private School Affidavit that comes up for renewal each October (as well as those PSAs newly submitted at other times during the year), and reject those that do not meet the provisions of 33190, 48222, and other applicable sections.

CDE and the State SARB: Develop a model policy on home-schooling for local school boards, based on the provisions of Section 48224. The model policy should provide for oversight of home-schools by local school districts in the areas of curriculum, hours of instruction, tutor qualifications, and pupil attendance. (Each local school board will have to decide for itself if it has the intestinal fortitude to adopt the policy and withstand the onslaught of the home-schooling special interests.)

There you have it — a severing of the connection between home-schools and Private School Affidavits, accomplished without any legislative changes to the Education Code. Will CDE seize the opportunity to eliminate bogus private schools and provide educational equity for home-schooled students? Let's hope so.

SAVE THE DATE



DON'T MISS THE BOAT

CASCWA'S 2008 STATE CONFERENCE

LONG BEACH, CALIFORNIA ON THE QUEEN MARY

Hosted by Southern Section

APRIL 23, 24, & 25, OF 2008

Mark your calendars early! The 2007-08 school year promises to be a defining moment in our state's educational history. This conference will deliver current information on issues impacting school districts throughout the state. The focus will target issues such as combating truancy and increasing ADA; the SARB process from site activity to prosecution; current legal issues; diversity, foster youth, suspension/expulsion process; maintenance of school records; the discipline process for special education students; important new and pending legislation; maximizing revenue from mandated costs; substance abuse programs for prevention and intervention; taking control and targeting gang activities and much more. The program is currently being put together and it looks promising. Once again, Wednesday, April 23, 2008, will be a "CWA Academy" for those new to the field or for those who want a refresher course! More information will soon be available at www.cascwa.org. Let's rock the boat in Long Beach next April!



2008 State CASCWA Conference



Priority Registration Form
 Wednesday, April 23 – Friday, April 25, 2008
 Historic RMS Queen Mary & Hotel
 1126 Queens Highway, Long Beach, CA 562-435-3511

Name _____ Business Phone _____

Address _____ Home Phone _____

City/State/Zip _____

School District or Agency _____ Position / Title _____

E-mail _____

		Amount
1. Wednesday Pre-Conference Academy Registration (Either includes continental breakfast, lunch, plus complementary CASCWA membership) <input type="checkbox"/> A. CWA 101 Academy — OR <input type="checkbox"/> B. CWA 201 Academy Check Selection Additional Lunch for guest		\$ 155
		\$ 20e
2. Thursday & Friday Conference Registration (Includes continental breakfast, lunch, complementary CASCWA Membership, Intercom Subscription, & President's Reception) Additional Lunch for guest		\$ 215 \$20e
3. COMBO PAK – Pre-Conference Academy & Conference Registration (1 & 2) BEST DEAL!		\$ 275
4. COMBO PAK – GROUP – Group discount sending 5 or more registration forms from same district & sent in together. BEST GROUP DEAL!		\$ 225
5. Conference Registration for Retirees (includes CASCWA Membership) Additional Lunch for guest		\$ 75 \$ 20e
6. Conference Registration <i>without</i> CASCWA Membership (Thursday & Friday) Additional Lunch for guest		\$ 250 \$ 20e
7. Thursday only Conference Registration <i>without</i> CASCWA Membership (Includes continental breakfast, lunch) Additional Lunch for guest		\$ 165 \$ 20e
8. Friday only Conference Registration <i>without</i> CASCWA Membership (Includes continental breakfast)		\$140

I would like to request a vegetarian lunch on ____ Wednesday ____ Thursday

Registration fee must accompany this form.

Purchase Orders will be accepted for registration.

This conference is an authorized expenditure of School Safety, Safe and Drug Free Schools, Title I, Title VI, and SIP Funds

No purchase orders or refunds (substitutions only) after March 14, 2008

Make check payable to: CASCWA Mail to: Laura Castrellon LACOE, DSSS, ECC 3236 9300 Imperial Hwy. Downey, CA 90242 652-922-6247	Host Hotel Reservations (Limited Number of Rooms) QUEEN MARY HOTEL 562-435-3511 or 800-437-2934 Room rates: \$110 for single or double occupancy (plus 15% tax), Includes breakfast voucher Rates guaranteed thru March 23 ~ Parking is \$10 daily
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DENNIS WIECHMANN IS AWARDED CASCWA'S LEE LUNDBERG SERVICE AWARD – WELL DESERVED!



Dennis Wiechmann is **"Mr. CASCWA."**

CASCWA has known for years that Dennis is **"Mr. CWA"** for the Sanger Unified School District.

CASCWA has witnessed Dennis develop into a true **"CWA Expert"**, who has put in countless hours for our professional organization. During his term as president, he provided leadership and worked for the betterment of the entire state.

Dennis is currently completing his doctorate, while being a loving father and an exceptional educator. Most importantly, he is a child advocate and a driving force behind the recent state scholarship awarded in Napa.

He is one of a kind and he was a unanimous choice as he truly follows in the foot steps of the great Lee Lundberg.

Congratulations Dennis and "Thank You!"



Superman 2007



**2006-07 CASCWA
SECTION SERVICE AWARD RECIPIENTS**



BAY SECTION
Tim Erwin
NEWARK U.S.D.



DELTA SECTION
Jane Claar
RIO LINDA U.S.D.



SAN JOAQUIN SECTION
MIKE ROBINSON
FRESNO C.O.E.



SOUTHERN SECTION
DR. DONNA DALTON
OPOKU-AGYEMAN
RETIRED LAKE ELSINORE U.S.D.

THE ORANGE COUNTY REGISTER RELEASED THE FOLLOWING ARTICLE ON JULY 4, 2007

ASK THE TEACHER CIF Excludes the Home-schooled

Q. Is it true that home-schooled kids can no longer participate in CIF sports? Why and when did this happen? We were planning to home school, but we want our children to be able to compete in sports. In the past, home-schoolers have been able to do both. Is this a rumor?

A. No, it is not a rumor. As of 2006, the California Interscholastic Federation (CIF) revised the school regulations for home schooling and home study programs. Under Article 30 "Students who are enrolled in home schooling or home study programs are not eligible to participate in CIF competition. Such programs include, but are not limited to, home schooling or home study wherein parents, or other persons, are responsible for the curriculum, instruction and evaluation."

Students enrolled in independent or home study programs, however, are still eligible. CIF defines independent/home study programs as "those programs approved, administered and evaluated by that school/school district's governing body."

In other words, students have to have a third party overseeing their educational progress.

You could imagine a parent taking her child out of school, where he might be failing, thus ineligible to play sports, and claim that he is now home schooled and miraculously getting straight A's. This is no longer possible.

CIF wants to ensure that if students are being taught in the home, someone outside the home is monitoring the progress.

EXCERPTS FROM EDUCATION WEEK JUNE 12, 2007

EDUCATION WEEK®

**More Than 1.2 Million Students Will Not Graduate in 2007;
Detailed Graduation Data Available for Every U.S. District and State**

***In-depth Labor-Force Analysis Finds Strong Relationship Between
Education and Income for Jobs Nationally and for Individual States***

WASHINGTON—June 12, 2007—Today's high school graduates enter a world in which they'll need at least some college to gain access to decent-paying careers, according to a report released today by *Education Week*. And those without even a high school diploma will face increasingly bleak labor-market prospects.

The report, *Diplomas Count: Ready for What? Preparing for College, Careers, and Life After High School*, draws on two national databases to examine the distribution of jobs nationally and within each state, and the relationship between education and pay levels.

The report also includes the latest analysis by the Editorial Projects in Education Research Center of graduation rates nationwide, finding that an estimated 1.23 million students, or about 30 percent of the class of 2007, will fail to graduate with their peers. Native American, Hispanic, and African-American students are among the groups with the lowest graduation rates.

In addition, a new analysis conducted for the report—which is part of the multi-year Graduation Project and is supported by the Seattle-based Bill & Melinda Gates Foundation—finds a strong relationship between educational attainment and earnings.

“At both national and state levels, our research shows that a high school diploma alone is not sufficient for students to access the jobs that will provide a real future and to thrive in our economy,” said EPE Research Center Director Christopher B. Swanson, who conducted the analysis.

By combining information from a U.S. Department of Labor database that classifies jobs into five “zones,” defined by education, training, and experience requirements, with data from the U.S. Census Bureau, the analysis shows the proportion of adults nationally and in each state who hold occupations in the various job zones, their median earnings, and their average education levels.

More often than not, young people will need to complete at least some college to earn a decent wage, according to the analysis. Fewer than one in 10 employees in Job Zone 3 or higher have less than a high school diploma. In Job Zone 3, for which the median income is \$35,672 annually, 37 percent of workers have some college education and another 26 percent have a bachelor's degree. For jobs in Zone 5, which require the most extensive preparation, median income reaches \$59,113 and more than three-quarters of workers hold a bachelor's degree.

In contrast, at the bottom end of the job-zone classifications, where workers with a high school education or less are concentrated, the median annual income is \$12,638.

Gap Between Labor-Market Findings, Graduation Rates

Swanson's analysis of high school graduation rates, using a method he's developed known as the Cumulative Promotion Index, or CPI, shows that despite the increasing importance of education in the labor market, only about 70 percent of U.S. 9th graders make it to graduation four years later. That figure drops to 46 percent for black males and 52 percent for Hispanic males. About six in 10 black and Hispanic females earn a diploma within four years of entering high school.

While graduation rates for Asian, Hispanic, and black students improved slightly from 2003 to 2004, the most recent data available, rates dipped slightly for white students and Native Americans. As in past years, more than one-third of the students lost from the high school pipeline failed to make the transition from 9th to 10th grade.

The report also examines graduation rates for the nation's 50 largest school systems.

This year's analyses also show a severe mismatch between local labor markets and students' education levels in many urban areas. For example, while 15.7 percent of the labor market in the District of Columbia occupies Job Zone 5—in which more than nine in 10 workers have at least some college and more than three-quarters have a bachelor's degree—most of those jobs are inaccessible to Washington's public school students, more than four in 10 of whom fail to earn a diploma within four years.

A Road Map to State Graduation Policies

To provide context for high school graduation rates, *Diplomas Count* examines state policies in three key areas: definitions of college and workforce readiness, high school completion credentials offered, and exit exams. Among the findings:

< **College and Work Readiness:** Eleven states define what students should know and be able to do to be prepared for credit-bearing courses in college, and 14 states are working on a definition. Twenty-one states have a definition of work readiness, and 10 are working on one. Approaches to defining readiness fall into four major categories: standards, skills, coursework, and assessments.

< **Advanced Diplomas:** Twenty-four states award advanced diplomas or some type of formal recognition to students who exceed standard graduation requirements. But while all of those states award honors for accomplishments in core academic subjects, only eight also provide recognition for accomplishments in a career or technical program.

< **Exit Exams:** Twenty-two states require exit exams for the class of 2007 and three states—Maryland, Oklahoma, and Washington—plan to do so for future graduating classes. The number of states basing exit exams on standards at the 10th grade level or higher has increased from six in 2002 to 18 in 2007.

The EPE Research Center is the research division of the Bethesda, Md.-based nonprofit Editorial Projects in Education. The Research Center conducts annual policy surveys and collects data for the *Quality Counts* and *Technology Counts* annual reports, and the Education Counts online database. It also contributes research and data to special reports in *Education Week* and edweek.org. The EPE Research Center is on the Web at www.edweek.org/rc.

The EPE Research Center has also published three online-only policy briefs:

- Under the No Child Left Behind Act and determining whether schools have made adequate progress. “What It Takes to Graduate for the Class of 2006-07” provides 50-state data on graduation policies in four broad

categories: course taking requirements, exit exams, completion credentials, and mandatory-attendance age.

- “High School Assessments, 2006-07” examines statewide testing for general education students in grades 9-12 during the 2006-07 school year, including end-of-course tests, exit exams, and college-admissions tests.
- “Graduation Rates Under NCLB” looks at how states are carrying out federal requirements for calculating and reporting graduation rates

Visit Diplomas Count at www.edweek.org/go/dc07

CONTACT: Vanessa Lillie, (202) 955-9450 ext. 319, vlillie@communicationworks.com
Albert Lang, (202) 955-9450 ext. 317, alang@communicationworks.com

JUVENILE COURT WITNESS GUIDELINES AS GOOD TODAY, AS IT WAS 20 YEARS AGO

***ARE YOU INVOLVED IN A SCHOOL-JUVENILE MATTER?
ARE YOU UNEASY ABOUT BEING SUBPOENEED
TO TESTIFY IN A JUVENILE COURT CASE?***

If the answer is “**Yes**”, you may be interested in the Los Angeles Unified School District (CWA), School Court Liaison Counselor Program. These Counselors suggest that when you appear in court, you follow these “witness guidelines:”

- Avoid any display of anger or punitive attitude which may be interpreted by the court as bias.
- Speak clearly and factually, avoid hearsay and opinion-type statements.
- Be prepared to testify for the prosecution, but also be ready to answer cross examination questions from the defense.
- Void educational jargon, which may not be readily understandable.
- Don’t change your attitude, voice or behavior when answering defense questions.
- Know the facts of the case thoroughly, especially your particular involvement.
- While it is permissible to refer to notes, they must be available to the defense for examination.
- Do not testify as to what you think, feel or believe, make your answers to questions responsive.
- If you do not understand a question, ask for clarification rather than being unsure or trying to “bluff your way.”
- Do not allow yourself to be “baited” by questions about your competency.
- Try not to allow the defense attorneys to influence your testimony by rephrasing your responses and possibly giving your responses different interpretations.
- Be careful of your answers to such questions as, “Have you discussed this case with anyone?”
Remember, you may have discussed the case with the deputy district attorney, which is permissible and expected.
- Do not remain at the court after you complete your testimony and have been excused. This might be interpreted as having a more than professional interest in the case.

ONE SCHOOL DISTRICT'S NEWSLETTER MESSAGE TO ALL PARENTS IN THE DISTRICT AT SCHOOL AND ON TIME EVERYDAY!

Your child's attendance record is important! It is no secret that students with excellent attendance tend to graduate and have higher grades. In fact, it is not unusual to review high school attendance records for those students being considered for class valedictorian and discover perfect attendance dating back to kindergarten.

Students having excessive absenteeism or tardiness in elementary school often continue with poor attendance in high school and become a truant, drop out of school and fail to achieve their potential in life. It should be everyone's goal to have your child at school on time everyday. This is truly an attribute for life that is in the best interest of your child.

The district recognizes the fact that there are times during the school year when children are ill or may miss school for certain reasons. Please keep in mind that a vacation is not an excusable absence as listed in Education Code 48205. Please schedule your holidays outside of the school calendar year.

Excellent attendance begins in kindergarten. To put this into perspective, should a child miss fifteen days annually out of the one hundred eighty day school year from kindergarten to the twelfth grade year, that child will have missed over one full year of instructional time. An attendance record of this kind forces a child to be constantly making up missed assignments and reduces the child's ability to compete with other students.

There is no question that parents want the best for their children. In order to strive for the best, it is the position of the Office of Child Welfare and Attendance that each child in the district should be at school, in class and on time every day.

THE CREATIVE TENSION OF THE SARB PROCESS BY DENNIS WIECHMANN, SANGER UNIFIED SCHOOL DISTRICT

In his book *The Fifth Discipline: The Art and Practice of the Learning Organization* Peter Senge describes the idea of *Creative Tensions* as a way effective leaders of organizations can work with others to tap into the potential energy that exists to achieve and accomplish goals. A "bow and arrow" provides a good analogy for the idea of creative tension. The bow, while potentially a beneficial hunting device, is useless until enough tension is drawn as to launch an arrow towards the target. If one applies too little tension, the arrow will fall short of its intended target. If one applies too much tension, then the ability to control the direction of the arrow is lost and the arrow will be off target. The key is to apply the right amount of tension.

What does this have to do with the SARB process? As a member of the State CASCWA board I have been reading the emails that have been coming from our members on the State SARB board and listening to reports from the State SARB board representatives regarding recent testimony that was given at the request of Senator Steinberg. As I understand it, there appears to be a growing concern regarding the lack of effectiveness of the SARB process and the dignity that is shown to the parents who participate in district SARB processes.

As I read the emails and listen to the updates, I became concerned that what was being presented to Senator Steinberg was inaccurate, perhaps misleading, and contrary to ideas of "creative tension" and effective leadership. Within the Sanger Unified School District we have established a SARB process that has the ability to put a significant amount of "tension" on the "bow". Specifically, we have invested the financial resources to have a deputy district attorney, probation officer, and school resource officer attend our SARB hearings. The addition of the probation officer and deputy district attorney were the new additions to the SARB panel for this year, and were specifically added to the existing board to allow for increased tension.

The Sanger Unified SARB panels are formal proceedings that have a strong emphasize parent accountability and if needed parent and student accountability. Parents who are required to come before the board are not allowed the option of providing excuse after excuse as to why their children are not attending school on a regular basis. Panel members challenge their excuses and the right amount of tension is placed upon the families to ensure that when they leave the SARB meeting they know that **THEY** must make the necessary changes. If a family is in need of additional resources they are provided with contact information for the resources to help deal with problems that may be viewed as obstacles. As part of the outcome of the SARB process students may be drug tested, the parents may be required to attend parenting classes, and/or there social services monies may be reduced. In any event, all parents are required to have their children attend school 97% of the time and have all absences verified by a doctor or school official. If the panel feels that the student's attitude and behavior are an issue, the student will be put on probation. If the deputy district attorney feels that the parents are violating penal code 272 (child neglect), charges will be filed. To ensure that the tension continues to be applied, a formal review date is scheduled and the families are told when to return to review the attendance progress.

At the scheduled review the panel looks at the attendance rate since the last reporting period and makes additional referrals if needed. The end result is to keep enough tension on the families so **THEY** are compelled to continue making the needed changes and get their children to school. Currently we have over 78 cases that are actively engaged in our district SARB process. Of those, attendance data for 52 of the families have been compiled from last year to compare with their progress this year. The following table presents the attendance rates for the 2005-2006 school year and the current average attendance rate for the 2006-2007 school year, based upon attendance rates compiled at the end of March 2007. The excused, unexcused, and all columns are comprised of all attendance marks. That is they include full day absences as well as tardy information.

05-06 Excused	05-06 Unexcused	05-06 All		06-07 Excused	06-07 Unexcused	06-07 All
9%	21%	30%		4%	9%	13%

The result of the Sanger Unified School SARB process, which is structured to create tension, is demonstrating impressive results. If these results continue through the end of the year, the SARB students collectively will have increased their exposure to instructional time by over 207,000 instructional minutes. Conservatively, this equates to about two weeks of additional instruction per student. We have a much better chance of raising all of our students to the proficient level when they actually come to school.

It is my belief that SARB boards work. It is my belief that our SARB board is effective because of the tension that we create with the families. I also understand that there are other SARB models or truancy intervention programs that work. The legislators need to understand that there are multiple ways that districts can address truancy and drop out problems and should be willing to provide funding for a variety of different programs, including those that strive to apply creative tension to the families to encourage change. If you have any questions regarding our SARB process please contact me at 559-351-1408. ***Dennis Wiechmann M.S.; Supervisor of Child Welfare and Attendance; Sanger Unified School District; CASCWA Immediate Past President.***

WHAT'S UP WITH KOPPERUD AND CDE? DAVE IS BACK AND BETTER THAN EVER!

COMING SOON TO SCHOOL DISTRICT THROUGHOUT CALIFORNIA! MODEL SARB RECOGNITION RUBRIC!

Joe Taylor and I have been discussing the Model SARB Recognition Program and the need for flexibility in recognizing exemplary school attendance programs. Joe noted that we have many excellent attendance programs, such as truancy mediation programs, that should be recognized even if they do not earn points in every content area of the rubric. We may want to recognize programs that excel in three or more content areas as well as programs that excel in all areas of the rubric.

The current twelve content areas of the rubric are as follows:

- 1) SARB Chairperson Leadership
- 2) Needs of Population Served by SARB Program
- 3) Methodology for Determining Youths to Be Referred to SARB
- 4) SARB Collaboration
- 5) Inventory of Resources
- 6) Goals and Objectives
- 7) Program Design and Content
- 8) Organizational Structure
- 9) Measuring and Reporting Outcomes
- 10) Interventions Prior to SARB
- 11) Tone of SARB Meetings
- 12) Holistic Rating



I think this recognition of SARBs that meet the special needs of students with persistent school attendance or school behavior problems is long overdue. By showcasing these model SARBs, we can encourage the coordination and development of strategies to reduce the number of dropouts in the state public education system.

Bills to watch:

SB 219 (Steinberg), the bill that would require the Superintendent of Public Instruction, with the approval of the state board, to include school and district dropout rates for eighth- and ninth-graders in the API, was amended yesterday in the Assembly. The State SARB approved the concept of expanding the API to create greater accountability for the dropout crisis.

One of the amendments took out the requirement that the state board approve the method for including dropout rates in the API. Another amendment took out the inclusion of college and career outcomes in the API. The Superintendent of Public Instruction would establish a broadly representative and diverse advisory committee to advise him on the revision of the API. The advisory committee could advise the SPI about how the API might evolve as the state's student-level data system provides more accurate data.

AB 219 would also still require that the test scores of students referred to alternative education programs be initially counted in the scores of the schools and districts which referred the students. The new educational options data collected in the Annual Statewide Student Identifier (SSID) Maintenance should better track students referred to alternative education programs.

After the current amendments, SB 219 would still reduce any incentive to encourage low performing students to transfer to an alternative education program or drop out in order to make the traditional school look better. SB 219 would provide an incentive to support SARB and other programs aimed at reducing the dropout rate.

According to the Senate Committee on Appropriations, the cost of implementing SB 219 would be between \$400,000 to \$600,000 over two years.

SB 406 (Steinberg) was only slightly amended in the Assembly on July 10. The bill ensures that school districts have a solid review process for requiring good attendance and academic performance before issuing work permits. Although SARBs are not involved in issuing work permits, SARBs would have a clear basis for having work permits revoked if the new attendance requirements were not met.

I am also hoping that we will soon have more information on changes to the high school graduate data, dropout data, and educational options data due to the Annual Statewide Student Identifier (SSID) Maintenance. Even if our efforts to obtain more funding for the student data collection are not successful, there are activities which can help LEAs become better prepared for the Fall 2007 Annual SSID Maintenance. We especially want to encourage schools to gather and evaluate student exit/withdrawals as early as possible. If data is gathered and evaluated earlier, there will be more time to devote to any problems that occur or to resolve unusual cases.

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CHANGES TO OCTOBER 2007 CBEDS REPORTING REQUIREMENTS

The California Department of Education has made changes to the way school districts will report data for the October 2007 California Basic Data Systems collection.

Graduate and dropout data will be collected through both CBEDS reporting forms and the Annual Statewide Student Identifier (SSID) Maintenance process. The Annual SSID submission will serve as the “official” source counts for graduates and dropouts. The “parallel reporting” is required to transition the reporting of graduate and dropout data from CBEDS to the Annual SSID Maintenance to ensure the accuracy of the data.

For specific information, please go to: <http://www.cde.ca.gov/ds/sd/cs/ewdcodes8.asp>

SCHOOL INNOVATIONS & ADVOCACY NEW SOLUTIONS FOR EDUCATION

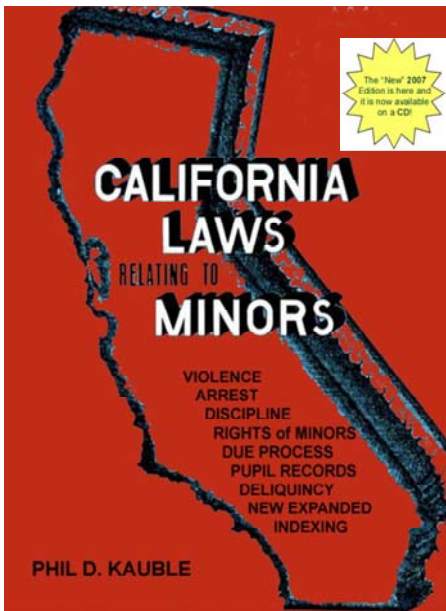


School Innovations & Advocacy continues to be a major supporter of CASCWA and our State Conferences. This year will be no exception. The Intercom editor recently met with Jeff Owen of SIA. We discussed the up-coming “2ND ANNUAL WESTERN REGIONAL TRUANCY PREVENTION CONFERENCE” – October 10-12, 2007 at Hotel Zoso, Palm Springs California.

I asked Jeff what the name of his workshop would be? Jeff looked at me and said, “I am not coming.” Then he smiled, as only Jeff can do, and told me that he and his wife are expecting a new baby in their family at the same time as the conference. Of course, we look forward to SIA’s presentation every year and SIA will be sending Three experts to present to our CASCWA members.

Please take the time to visit: <http://www.sia-us.com/>

California Laws Relating to Minors Continues to set the standard for California's CWAs



“CALIFORNIA LAWS RELATING TO MINORS”

California Laws Relating to Minors has set the standard for publications in the field of CWA for the past thirty-eight years. We are pleased to announce that the latest “2007 edition” is now available on a **CD**.

The **CD** contains over **900 pages** of up-to-date information that is used daily by our CASCWA members, school administrators, police, probation and social services.

The CD has the ability to do “**Word Search**” and bring you directly to specific codes referenced in the 2007 edition. This is a must in our field. The next page includes an order form for your use. Mr. Kauble is donating a portion of the publication sales directly to CASCWA who will use the funds for



scholarship purposes. We thank Phil for his generosity! Also, our CASCWA website, www.cascwa.org, has placed on the main page a direct link to Legal Books Distributing Company's main website page. You will go to the main page and click on the section in the right. This will take you to a page that contains several excellent publications. Scroll down and you will find the information on how to order the 2007 California Laws Relating to Minors. <http://www.discovery-press.com/>

Attention all CASCWA Members: The ACADEMY 101 at the April 2008 State Conference on the Queen Mary will showcase the CD and its usage. You will realize the potential and the importance of this document for your office!





California Association Supervisors of Child Welfare and Attendance

First Name	Last Name	School Year	Today's Date
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Name of School/Place of Employment		School and District	County
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