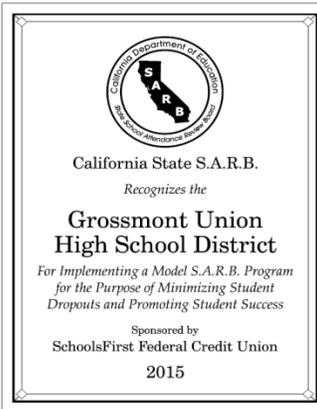




**CELEBRATING CASCWA'S EIGHTY YEARS  
OF ADVOCATING FOR CHILDREN**  
We never quit ..... only going stronger

**THE TIME IS NOW! YOU NEED TO REGISTER TODAY FOR APRIL'S 2016 STATE CONFERENCE IN ORANGE COUNTY!**



**In this March 2016 edition you will find:** Information on the 2016 CASCWA State Conference at the Anaheim Wyndham Hotel in Orange County; Interview of David Kopperud; Lozano Smith's Tactical Response Plans and SB 707; Education Code 48204.2 and sample policy; Bay Section and Southern Section Scholarship Information; Jeni Mendel's "Website Page"; and much more!

**PLEASE VISIT CASCWA'S WEBSITE AT: [WWW.CASCWA.ORG](http://WWW.CASCWA.ORG) FOR MORE INFORMATION AND THE TIME TO REGISTER FOR THE 2016 CASCWA STATE CONFERENCE IN ORANGE COUNTY IS NOW!**



**California Association of Supervisors of  
Child Welfare & Attendance**

## **CASCWA State President's Message**

On behalf of the entire State Executive Board I say hello "CASCWA" and we look forward to seeing you at the 2016 State Conference in Anaheim (April 20-22, 2016). Although it is not time for the pomp and circumstance of graduation ceremonies and all the preparation of end of year festivities and anxieties, the school year continues to move quickly and the "Spring Semester" is in effect.



Our Southern Section of CASCWA is working relentless to ensure that your conference experience is one of the best as we celebrate 80 years of educational advocacy, student support, diligent service, and the implementation of practices to promote daily and on-time student attendance.

The season of Spring has not officially arrived, but in checking the pace and climate of our students, families, schools, and district offices, it seems to have officially sprung. We sometimes find that during this time educational distractions and anxieties peak. It is around this thematic educational season that suspensions slowly climb, uncharacteristic expulsions surface, and frazzled adults find themselves reacting as opposed to responding. At any given moment you or I could be the frazzled one, or we could be the person called to help console and or deescalate a student crisis or provide encouragement to a wearied colleague. Regardless of the circumstance, stay focused on the true purpose of why we sacrifice the way we do for the students and families that we serve, knowing the moment of resilience needed is soon coming our way.



Once again, this places the appropriateness of our 80<sup>th</sup> CASCWA State Conference at the perfect time. It will arrive at a period where it will be befitting for us to enjoy the camaraderie of each other, while continuing to deepen our learning, additionally unwinding from the first three quarters of the school year. Through it all we will also reap the benefits of recharging and gearing up for the final stretch of the school year.

Keep up the great work CASCWA and know that your Executive Board and all of your Section Presidents continue to work hard at making sure the leadership of this organization operates at a high and efficient level, ensuring that the legacy of CASCWA is maintained and that the immeasurable capacity of our future shines brightly.

If I do not see or hear from you again, I do look forward to seeing you in April at the State Conference.

Sincerely,

Ammar Saheli, Ed.D, MS, PPSC  
CASCWA State President

<b>2015-16 State Executive Board</b>		
<b>Name</b>	<b>Position</b>	<b>Section</b>
Ammar Saheli	President	Bay
Sergio Mendoza	Past President	San Joaquin
Tim Catlin	President Elect	Southern
Gricelda Cardenas	Vice President	Delta-Sierra
Dennis Wiechmann	Treasurer	San Joaquin
Socorro Martinez	Secretary	San Joaquin
Joe Taylor	Legislative Representative	Delta-Sierra
Sherman Garnett	Legislative Representative	Southern
Grace Espindola	Legislative Representative	Delta-Sierra
Brian Chandler	Webmaster	San Joaquin
Brian Gonzales	Membership Chair	San Joaquin
Frank Boehler & Mark Michels	Intercom Editors	Southern
<b>Section Presidents</b>		
Janet McMurray	Bay Section President	Bay
Gricelda Cardenas	Delta-Sierra Section President	Delta-Sierra
Brian Gonzales	San Joaquin Section President	San Joaquin
Cami Berry	Southern Section President	Southern

## **CASCWA Bay Section – President’s Message**

**Janet McMurray**  
**West Contra Costra Unified School District**  
[jmcmurray@wccusd.net](mailto:jmcmurray@wccusd.net)

Greetings from Bay Section,

Time flies as we look forward to the 2016 State Conference in Anaheim. It’s hard to believe that it’s been almost one year since our hosting the 2015 Conference. But time marches on as does the work to improve the educational success of all students.

We continue to keep up to date on educational issues, findings and trends and try to provide opportunities for professional development within the section as well as encourage members to attend workshops and forums throughout the state.

Each year Bay Section provides scholarships for students who have overcome challenges or hardships on their path to graduation. Applications are now available.

Bay Section looks forward to seeing all of you in Anaheim and remember to: Network! Network! Network!

Janet McMurray  
 Bay Section/President



# CASCWA Delta-Sierra Section President's Message



**Gricelda Cardenas**  
**Woodland Joint Unified School District**  
[Gricelda.cardenas@wjusd.org](mailto:Gricelda.cardenas@wjusd.org)

Greetings form Delta Sierra,

We are so thankful to our members for their continued support of Delta Sierra. While we are the smallest in membership we are mighty in our commitment to provide resources and opportunities to all those within our section. We are looking forward to attending this year's State Conference hosted by the Southern Section in Anaheim. Delta Sierra has started to plan for the 2017 State Conference and we thank all those who have provided us with advice and support.

In February, Delta Sierra held two events: Drug Impairment Training in Yolo County Office of Education and Restorative Justice Practices in Shasta County Office of Education. Both events allowed us to provide the content that professionals in the area were seeking.

We would like to thank Hector Molina for his leadership role in conducting The Drug Impairment Training. Those who attended have asked for day two of the training that provides some hands on practice, including goggles that let you experience how sight is impaired under different levels of alcohol intoxication. We have begun to plan for this event to occur the upcoming month. Thank you Mr. Molina, for your continued role within CASCWA.

Mr. Dan Sackheim, another long time CASCWA member, was instrumental in the workshop held at Shasta COE. Dan and Michelle Schnack, from Restorative Schools Vision Project, did a fantastic job of presenting practical and functional Restorative Justice Procedures while addressing Trauma and its effects on our students. Dan was graciously available during lunch for a question and answer section discussing Community Day School in their entirety. Thank you Mr. Sackheim, for your continued support.

We are extremely happy that with the help of Heidi Brahms, we had attendees from three northern Counties including Modoc. It was a great event that allowed us to better understand the needs and types of trainings that are essential for the continued Professional Development that staff need in assisting our students. We look forward to our continued collaboration with Shasta COE. Thank you Mrs. Brahms, for your flexibility and eagerness to help your staff and students.

Delta Sierra is an organization that is dedicated to providing an enhanced knowledge and understanding of how we may better assist our students with education and life situations. We continue to welcome and encourage colleagues to join our organization in this quest.

Sincerely,

Gricelda Cardenas  
Delta Sierra President

“Far and away the best prize that life has to offer **is the chance** to work hard at work worth doing.”

---Theodore Roosevelt



## **CASCWA San Joaquin Section President's Message**

**Brian Gonzales**  
Kings County Office of Education  
[bpgonzales@kingscoe.org](mailto:bpgonzales@kingscoe.org)

It is my pleasure to introduce myself as the new San Joaquin Section President. I am humbled and consider it an honor to serve the Section Board and general membership for the next two years. I also thank you for supporting CASCWA San Joaquin Section whether you are a new member, a well-seasoned CWA veteran or anywhere in between.



For nearly 17 years I have been employed by the Kings County Office of Education as Truant Officer and SARB Coordinator. Over the years I have invested myself in bring the SARB process back to the original intent of the authors of the compulsory education code by offering families support and resources, with the support of the judicial system throughout California and especially the Central Valley. I share the passion that every CASCWA member has to work with students. I especially enjoy having a positive impact on those students that would have otherwise dropped out of school or become lost to in the legal system.

I am a current member of the California State SARB, Co-author of the State SARB training manual, coordinator of the Central California Truancy Task Force and co-coordinator of the Central California Truancy Summit now going on its fifth year. I have given presentations on the SARB process and truancy intervention strategies throughout California to various influential agencies and organizations. David Kopperud once called me “The Great Collaborator” and I have found that I do live-up to that title by working hard to network agencies and resources to best serve schools, students and families.

As President of CASCWA’s second largest section, I am looking forward to working hard alongside our board member. During my term I will strive to offer our general membership additional useful professional development, greater opportunities for general membership participation in CASCWA events, expanding our board membership and also rekindle CASCWA’s influence on pending legislation and current CWA events as a member of the State Executive Board.

If you have any questions or concerns regarding our section or would like to become more active in our section events please feel free to contact me at [bpgonzales@kingscoe.org](mailto:bpgonzales@kingscoe.org).

Sincerely,

Brian Gonzales  
President, CASCWA – San Joaquin Section



## **CASCWA Southern Section President’s Message**

**Cami Berry**  
**Riverside COE, Retired**  
[Cami\\_berry@yahoo.com](mailto:Cami_berry@yahoo.com)

Dear CASCWA,

The Southern section had a very successful Phil Kauble Topical Forum on Friday, February 5<sup>th</sup>. Edgar Zazueta, the new director from ACSA’s Governmental Relations Office shared information on the new Every Student Succeeds Act. We appreciate all the Southern Section members who were able to join us at this event.

The Board is working diligently on the Spring Conference scheduled for April 20-22<sup>nd</sup> at the Wyndham Hotel. We had more sessions proposed than we had the space for in the program and have selected outstanding workshop presenters. We expect this to be a terrific conference with valuable information being shared. Information about the conference can be found on our website. Jerry Hime is our Conference Coordinator Extraordinaire and is to be commended for his incredible work.

Each year Southern Section gives out a number of scholarships to high school graduates who have battled adversity and won. These are students who have turned things around in their lives, are finishing high school and would like to go on to a college or trade school. Our scholarship luncheon has been planned for June 3, 2016. Applications for the scholarships are due by April 19<sup>th</sup>. The application and information is found on the CASCWA.org website. Please consider sponsoring a student from your district for one of these scholarships. We look forward to seeing many of you at the State Conference where we will be recognizing CASCWA’s 80<sup>th</sup> year advocating for children.

Sincerely,

Cami Berry  
Southern Section President

**Southern Section's Phil Kauble Topical Forum – Riverside County Office of Education  
Presenter: Edgar Zazueta ACSA**



Thank you Allison Haynes and the entire staff of the Riverside County Office of Education for making this Phil Kauble Topical Forum a successful event!



# 1936 2016 STATE CONFERENCE 2016

## CELEBRATING CASCWA'S EIGHTY YEARS OF ADVOCATING FOR CHILDREN

Founded in 1936, the California Association of Supervisors of Child Welfare and Attendance (CASCWA) celebrates eighty years of service, it's Oak Anniversary, in 2016. CASCWA, like the oak tree, is symbolized by the strength and endurance it exhibited meeting the challenges of changing times during these eighty years. It is proud of those years of accomplishments. The 2016 state conference, hosted by Southern Section, will celebrate the Oak Anniversary with an outstanding program.



CASCWA is known statewide for never giving up on students and for being the number one organization for professionals in the field of student services.

The 2016 State Conference topics will include: increasing ADA while reducing absences and truancy; school safety issues; student discipline; student records; recent court decisions; special education issues; Model State SARBs; legal opinions, networking opportunities; and much, much, much more!

### WE NEVER QUIT...

### ONLY GROWING STRONGER!

### HOSTED BY CASCWA'S SOUTHERN SECTION

 CASCWA **APRIL 20, 21 & 22, 2016**  CASCWA



Anaheim Wyndham Hotel  
12021 Harbor Blvd,  
Garden Grove, CA 92840  
(714) 867-5555

<http://anaheimwyndham.com/>



There has been an excellent turn out for the 2016 State Conference. At this time, the Wyndham Hotel is totally sold out. Our Conference Chairman, Jerry Hime has met made arrangements with the Marriott Hotel next door for additional rooms. They will match the Wyndham's rate of \$135.00 which includes parking and complimentary wifi. All of the Marriott's rooms are suites. Their website is: <http://www.marriott.com/hotels/travel/snaas-anaheim-marriott-suites/> We have posted additional conference information on the CASCWA website. Go to [www.cascwa.org](http://www.cascwa.org)... Click on about us... then click on Southern Section!

**TO REGISTER FOR THE 2016 STATE CONFERENCE, PLEASE GO TO:  
[WWW.CASCWA.ORG](http://WWW.CASCWA.ORG) AND REGISTER ON-LINE!**



## **THE OAK TREE**

# **“We Never Quit...Only Growing Stronger”**

## **April 20 – 22, 2016**

The 2016 CASCWA state conference carries on the tradition of providing an outstanding professional growth opportunity for the attendees. The program begins with the academy on Wednesday, April 20, featuring two strands. A strand focusing on residency, attendance and discipline has been designed for new administrators while the strand for “seasoned” administrators will focus on school safety. Following the academy an opening session will feature Matthew Emerzian founder of “Every Monday Matters,” a program that inspires people to understand how they matter and empowers them to get involved and make a difference. He will discuss the school curriculum he designed in two break-out sessions on Thursday.

Thirty-four sessions have been scheduled for Thursday and Friday with a full range of topics including racial equity, sexual exploitation, attendance issues, bullying, restorative practices, searches and physical restraints, school climate, gang awareness, and more. The sessions are being presented by experience school administrators and agency personnel. The program is designed to provide information and strategies to take back to the school site the week after the conference. The break-out sessions will conclude on Friday morning.

Model SARB awards winners will be recognized at the conclusion of the break-out sessions on Thursdays. The award winners have been invited to be present. Following the awards ceremony a Presidents’ Reception will be held to further recognize the award winners, feature entertainment, and provide attendees the opportunity to network.

A continental breakfast will be available each morning with lunch provided on Wednesday and Thursday. During lunch on Thursday Ben Chida, Attorney Advisor with the California Department of Justice, will give an update of current issues affecting students and youth. The installation of the incoming CASCWA state officers will also take place during lunch as well as a preview of the 2017 conference to be hosted by the Delta Sierra Section.

On April 20, 21, and 22 attendees will have the opportunity to “grow stronger” by gaining knowledge and skills essential to the administration of student services. This will take place in the ideal conference environment of the Wyndham Anaheim Garden Grove Hotel. Excellent dining and shopping are within walking distance of the hotel and assistance will be available with Disneyland attendance.

**CASCWA Southern Section welcomes the opportunity to host the annual conference.**

## The Following is a Tentative Conference Schedule at a Glance

<b>Room</b>	<b>Session</b>	<b>Thursday, 9:15 – 10:30</b>
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Catalina A2	Behavior Support Teams: One District’s Approach to Addressing Social/Emotional/Behavioral Needs	
Catalina A3 Avalon 2	Bully Prevention and Positive Behavior Intervention and Supports (PBIS) Saturday Academy: Recover ADA and Connect Students thru Academic Achievement Activities	
Catalina B Avalon 3	Connecting the Dots: School Attendance and the Child Welfare System Are You Listening? School Safety from a Student’s Perspective	
Catalina A1	Adverse Childhood Experiences – Implications for Health and School Success	

<b>Room</b>	<b>Session</b>	<b>Thursday, 10:45 - 12:00</b>
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Catalina A2	Every Monday Matters	
Catalina A3 Avalon 2	Connecting the Dots: Student Discipline, School Climate and the LCAP How to Guide Districts through the Launch of MTSS	
Catalina B Avalon 3	Marijuana Trends and Prevention Collaboration PBIS, Student Engagement, and School Climate	
Catalina A1	Anything & Everything in the World of Transfer	

<b>Room</b>	<b>Session</b>	<b>Thursday, 1:15 – 2:30</b>
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Catalina A2	Every Monday Matters	
Catalina A3 Avalon 2	TIPS: Trauma Informed Practices for Schools Strategies to Connect With and Engage Girls In and Out of School	
Catalina B Avalon 3	Searches, Surveillance, and Physical Restraint An Overview of Restorative Practices	
Catalina A1	Show You C.A.R.2E: Child Abuse Recognition & Reporting Education	

<b>Room</b>	<b>Session</b>	<b>Thursday, 2:45 – 4:00</b>
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Catalina A2	Ensuring Equal Treatment Based on Race in School Discipline	
Catalina A3 Avalon 2	Getting LEAN in the Classroom (co-learning and teaching) Getting Students Back on TRACK: Truancy Reduction & Attendance Coalition of Kern	
Catalina B Avalon 3	Searches, Surveillance, and Physical Restraint Stop “Mickey Mousing” Around with Attendance	
Catalina A1	Emotional Baggage (Social Impact Training)	

<b>Room</b>	<b>Session</b>	<b>Friday, 8:45 – 10:00</b>
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Catalina A1	Working with Parents of High-Risk Youth (The Parent Project Model®)	
Catalina B Catalina A2	Ensuring Equal Treatment Based on Race in School Discipline Working with Parents to Combat Child Sexual Exploitation	
Catalina A3 Avalon 2	McKinney-Vento & Foster Youth, Developing Systems of Support Practitioner to Pro: How Student Services Programming is Shaping the LCAP	

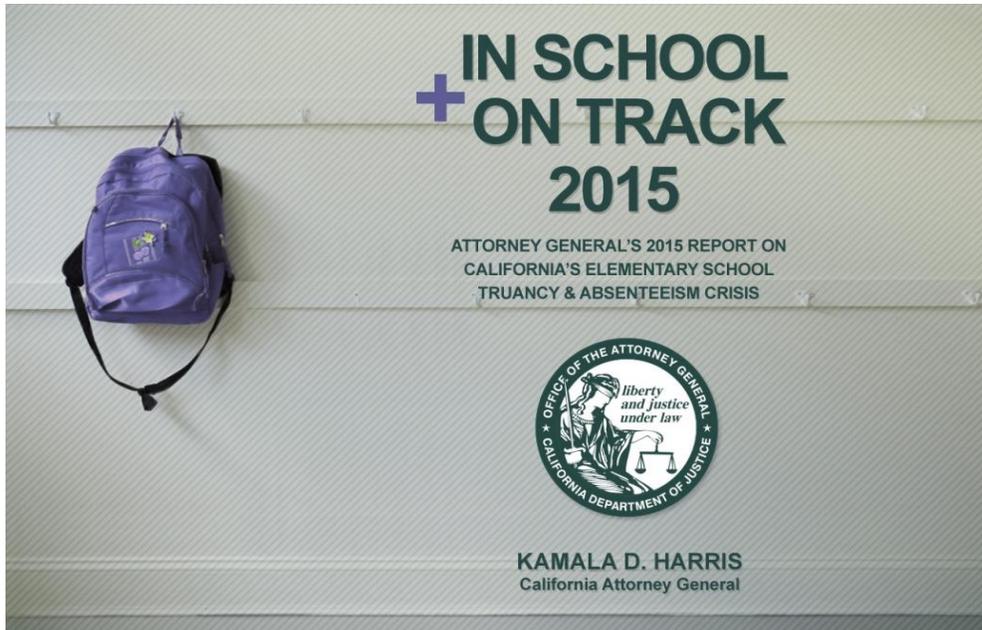
<b>Room</b>	<b>Session</b>	<b>Friday, 10:15 – 11:30</b>
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Catalina A1	A Community-Based Approach to Improving Attendance	
Catalina B Catalina A2	Restorative Practices within a Multi-tiered System of Supports GAME: The Riverside County District Attorney’s Office’s Gang Awareness and Prevention Program	
Catalina A3 Avalon 2	You can’t create change without YOUTH Still Not Sure What an Accommodation Plan Is? Do We Need to Exit 504 Students	

**FOR MORE CONFERENCE INFORMATION, PLEASE GO TO [WWW.CASCWA.ORG](http://WWW.CASCWA.ORG)**

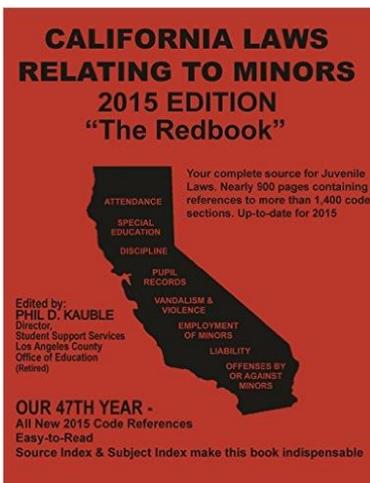
**IN SCHOOL AND ON TRACK**  
This is a must reading for all CWA Offices in California

*Kamila D Harris*  
*California Attorney General*  
<https://oag.ca.gov/truancy/2015>



**CALIFORNIA LAWS RELATING TO MINORS**  
BY PHIL KAUBLE

California Laws Relating to Minors is your complete source for Juvenile Laws. 900 pages containing references to more than 1,400 code sections. **The 2016 Edition will soon be available!**



**A special "Thank You" to:**  
**Phil Kauble and**  
**Legal Books Distributing**  
**for their support to CASCWA**  
**Southern Section's**  
**Scholarships.**

<http://legalbooksdistributing.com/california-laws-relating-to-minors-2015/>

# CASCWA INTERVIEWS MR. DAVID KOPPERUD CALIFORNIA DEPARTMENT OF EDUCATION



**David Kopperud**  
**Education Programs Consultant**  
**Educational Options, Student Support, and**  
**American Indian Education Office**  
**Coordinated Student Support Division**  
**California Department of Education**

**1430 N Street**  
**Sacramento, CA 95814**  
**916-323-1028**  
**Fax: 916-323-6061**  
**[cwa@cde.ca.gov](mailto:cwa@cde.ca.gov)**

**There is no one who has been interviewed more times by the “Intercom” than David Kopperud!**

A few days ago, the editors of the “Intercom” called David to ask a few questions about State SARB. Within minutes, David shared specific information about activities going on today and what is ahead for the future. The editors immediately knew that this information needed to be passed on to our members and to friends of CASCWA.

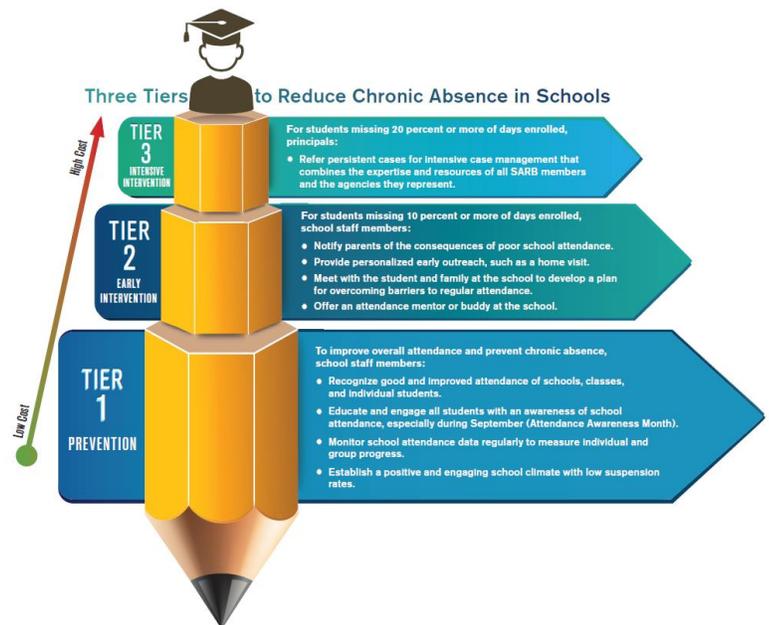
In the summer of 2015, the “Intercom” dedicated the edition to “School Attendance Awareness Month.” Also, members of CASCWA continue to see tremendous strides in combating truancy through the combined efforts of State Superintendent of Schools, Tom Torlakson, and State Attorney General, Kamala Harris.

Improving school attendance increases student success and increases revenue for districts. For many of us, we see this as a no brainer. However, there is diversification in the efforts throughout the state to combat excessive absenteeism and truancy. Perhaps, mandated data to be maintained in the future will bring changes in the next few years. The editors hope that this article will bring awareness to each and every one of you. We especially thank Mr. David Kopperud for all that he does for the State Department of Education and for the children in California.



## *Why does CDE promote a tiered approach to attendance that begins with chronic absence prevention?*

At the California Department of Education (CDE), we promote a tiered approach to attendance improvement that begins with prevention because Tier 1 activities such as attendance recognition programs and the development of positive and engaging school climates encourage better attendance among all students. Tier 1 activities are low cost and engage all students and families and clarify attendance expectations and goals. SARBs should encourage Tier 1 activities in all schools and ensure that school officials are monitoring their attendance data. However, Tier 1 activities are not the complete solution, and some students and families will require truancy notifications, chronic absence notifications, or personalized outreach to address attendance problems. In Tier 2, a school team may also meet with the pupil and family to develop a plan for attendance improvement or offer an attendance monitor or buddy for the student. Tier 2 students are truants or chronic absentees. When Tier 2 interventions do not resolve the problem, then the SARB must become involved directly with a SARB referral for a SARB meeting and intensive case management with coordination of services from the agencies represented by the SARB members. SARB referrals are considered a Tier 3 intervention for habitual truants or students who are missing 20% or more of the days enrolled.



## *What are the key ingredients for systemic change in poor attendance?*

Our Model SARBs demonstrate the key ingredients for systemic change by putting in place effective practices at each of the three tiers. SARB members encourage incentive programs and model positive engagement with students and families by offering caring relationships to convey why attendance every day matters. SARB leadership works with district leadership to ensure that attendance data is accurate, accessible, and regularly reported. SARB members also analyze attendance data and collaborate on best practices to respond to patterns in the data. The SARB is composed of strategic partners who address specific attendance or behavior barriers that interfere with education. Barriers to attendance may include health or mental health conditions or issues involving school climate, excessive suspensions, or school transportation. In some cases, the solution to attendance problems may involve school-based health care or the implementation of behavioral intervention and supports that keep students in school and hold them accountable.

## *What are a few of your attendance goals for all districts?*

I would like all districts to develop strategic goals for reducing chronic absence from their baseline rates in their Local Control and Accountability Plans (LCAPs). I would like districts to develop these chronic absence plans by learning from Model SARBs that share their data and demonstrate their best practices in early identification of students at risk. The CDE also has a role to play in helping districts reach their chronic absence reduction goals by helping districts use the annual chronic absence data that will be collected by the California Longitudinal Pupil Achievement Data System (CALPADS). This statewide data will not be useful for early identification but will be a rich data base for identifying chronically absent student populations with the least educational opportunities. CALPADS data may also equip parent and community groups to advocate for solutions that will assist the identified high-risk student populations.

*What are the opportunities available to attendance supervisors today in improving school attendance?*

Attendance supervisors should take advantage of Attendance Awareness Month every September. Both State Superintendent of Public Instruction Tom Torlakson and State Attorney General Kamala Harris lead statewide campaigns that focus on attendance, and Attendance Works provides plenty of sample materials that attendance supervisors can use. This is a great opportunity to get out a positive message about school attendance at the start of a school year. In addition to Attendance Awareness Month, we will have an Every Student, Every Day Ad Council media campaign and an Office of Civil Rights data release of chronic absence in the nation's schools in Spring 2016. This public focus on school attendance should help attendance supervisors get the actionable data they need from their districts' student information systems. Attendance supervisors may use the District Attendance Tracking Tool (DATT) from Attendance Works or use the automated download if their district uses the Aries data system to develop their local early warning systems. If an attendance supervisor does not have access to actionable chronic absence data yet, the attendance supervisor should take this opportunity to request the data due to the greater accountability for chronic absence reduction created by the Local Control and Accountability Plan (LCAP) and the Every Student Succeeds Act (ESSA). Besides the Model SARBs, there are a growing number of models in the state developed by the CORE districts and the County Peer Learning Network. The State SARB has also proposed legislation that would update the role of attendance supervisors and assistance attendance supervisors in the *Education Code*.



Attendance supervisors may use the District Attendance Tracking Tool (DATT) from Attendance Works or use the automated download if their district uses the Aries data system to develop their local early warning systems. If an attendance supervisor does not have access to actionable chronic absence data yet, the attendance supervisor should take this opportunity to request the data due to the greater accountability for chronic absence reduction created by the Local Control and Accountability Plan (LCAP) and the Every Student Succeeds Act (ESSA). Besides the Model SARBs, there are a growing number of models in the state developed by the CORE districts and the County Peer Learning Network. The State SARB has also proposed legislation that would update the role of attendance supervisors and assistance attendance supervisors in the *Education Code*.

*Who are some of the important community partners who can play an important role in improving school attendance?*

The California Legislature has slowly increased the number of community partners who can play an important role in improving student attendance in *Education Code* Section 48321 which lists the membership of county and local SARBs. The latest additions are representatives from the county district attorney's office and a representative from the county public defender's office:

1. Parents (parents are key members of SARBs who are often overlooked).
2. A representative of school district leadership
3. A representative of the county probation department
4. A representative of county social services
5. A representative of county superintendent of schools
6. A representative of law enforcement agencies
7. A representative of community-based youth service centers
8. A representative of school guidance personnel
9. A representative of child welfare and attendance personnel
10. A representative of school or county health personnel
11. A representative of school, county, or community mental health personnel
12. A representative from the county district attorney's office
13. A representative from the county public defender's office.

*In your opinion, where are we right now in California right now for improving school attendance?*

I have seen an expansion of the number of school attendance champions and a growing awareness of the problem and the need for accountability for improving school attendance, especially during the last six years. We are in an exciting time of growing accountability for improving school attendance, and it is interesting to look at the progress we have made since the original legislation for SARBs was adopted.

The SARB process was put in place thirty years ago to address students with persistent attendance and behavior problems who eventually dropout of the public education system. The intent of the Legislature was to provide intensive guidance and community services to meet the special needs of students with school attendance or behavior problems while also enforcing California's compulsory education laws. The State SARB was added about nineteen years ago to provide statewide policy coordination and to encourage the development of SARB strategies. However, the state and federal accountability models did not have a focus on attendance improvement, and school districts and county offices varied greatly in their attendance improvement efforts.



The first recent attempt to increase accountability for attendance improvement not directly related to the SARB process came with Senate Bill 1357 six years ago that defined a chronic absentee and attempted to add chronic absenteeism data collection to CALPADS. The bill was contingent upon federal funding which did not materialize, but it did create a new awareness about the impact of all school absences (not just absences without a valid excuse). SARBs had always had an interest in excessive absences as well as truancy, but the chronic absenteeism rate became a new way for SARBs to measure absences for any reason that have a great impact, especially in the early elementary grades.

In 2011, State Superintendent Tom Torlakson recognized the importance of chronic absenteeism as an additional metric to truancy for identifying students with poor attendance and convened the first chronic absence policy forum.

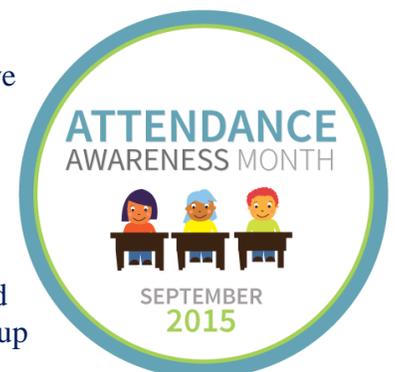
In 2012, the *SARB Handbook* was revised to include chronic absence as an additional indicator of school attendance risk.

In 2013, State Attorney General Kamala Harris released her first annual *In School + On Track* report highlighting the importance of addressing both truancy and chronic absence. This was also the year that California passed a new funding formula for public schools that required districts to report chronic absence rates as part of the Local Control and Accountability Plan. CORE districts in California also received a waiver from federal accountability requirements using chronic absence rates as a measure in their School Quality Improvement Index.

In 2014, the California Department of Education collaborated with the California County Superintendents Educational Services Association (CCSESA) to launch a Peer Learning Network in voluntary counties focused on reducing chronic absence rates. California Chief Justice Tani Cantil-Sakaute launched a Keep Students in School and Out of Court Initiative.

In 2015, the federal government launched an Every Student, Every Day initiative and included chronic absence as a required metric for local educational agencies and state educational agencies.

In 2016, the California Department of Education announced it would begin collecting annual chronic absence data from all local educational agencies in CALPADS in the Spring of the 2016-17 school year. We are now headed toward a level of accountability for school attendance improvement by subgroup never possible before.





*What is the definition of a district's student who is being identified as having excessive absenteeism?*

A "chronic absentee" has been defined in California *Education Code (EC)* Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays." This is the definition recommended for identifying a student who has excessive absenteeism.

The "chronic absenteeism rate" has been defined in California *Code of Regulations* Title 5, Section 157497.5 appendix:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

The chronic absenteeism definition is used in California for Local Control and Accountability Plans and differs from the chronic absenteeism rate definition used in accordance with the data collection conducted pursuant to section 203(c)(1) of the Department of Education Organization Act (20 U.S.C. 3413(c)(1)). The federal definition for chronic absenteeism counts students who have missed 15 days of school for any reason during one school year rather than students who have been absent 10 percent or more of the school days. Having two different definitions of chronic absenteeism is bound to cause some confusion.

*School districts across the State of California are reporting a significant amount of data, including student attendance. What are a few of the pieces of the puzzle that are being reported today that you believe are most significant? If you could look into a crystal ball and see the future, what do you see on the horizon for California's attendance reporting and what possibilities are seen in the near future coming from the "Federal Government?"*



I think the Attorney General's reports and the collection of chronic absence data in the early grades has led many districts to realize that more effort is needed to reduce absences in the early grades, so that students will be proficient readers by third grade. We need to pay close attention in the early grades because students can become disengaged and behind quickly in the early grades. The earlier focus on identifying truants often failed to overlook young children who were not counted as truant. I think we will also see much more attention to subgroups of students, such as African American students and foster youth, who may have higher rates of chronic absenteeism. The federal government is going to focus on chronic absenteeism as a civil rights issue that impacts the

poor and certain minorities.

*The editors of the Intercom have always had tremendous respect for California's State SARB. Thanks to your hard work and the directions given to you by the State Superintendent of Schools, the work of State SARB has impacted students in every school in the state. Please tell us a little bit about the makeup of the State SARB and your personal reflections on the growth of State SARB over the years!*

I am so grateful to the dedicated volunteers on the State SARB who have been appointed by the State Superintendent of Public Instruction. They have shared their expertise, their resources, and their time to help students on the margins of the educational system. Of course, many of our State SARB members are also members of CASCWA and work for county offices of education or school districts. Many have been chairpersons of Model SARBs. We also have a good representation of Deputy District Attorneys, county mental health officials, county children and family service agencies, county probation, youth, the California State PTA, Children Now, the California Department of Justice, the California Teachers Association, and the California Association of African American Administrators and Superintendents Association. Many of these members have been on the State SARB for years and have seen several editions of the SARB Handbook and several cohorts of the Model SARB Recognition Program. They have worked together over the years to build the capacity of the school districts to identify students at risk and reduce the number of dropouts in the state educational system. They have also coordinated the statewide attendance awareness messaging campaign and engaged a growing number of partners to make this work possible.



*We will be handing out the Model SARB Awards at the 2016 CASCWA State Conference in April. If one of our members wishes to submit an application for their district in 2017, where should they go and what should they do?*

I want all CASCWA member to know that I would be delighted to help them apply for Model SARB Recognition. I can be reached at [cwa@cde.ca.gov](mailto:cwa@cde.ca.gov) or 916-323-1028. The invitation to apply from the State Superintendent is available at the CDE Web site at <http://www.cde.ca.gov/ls/ai/sb/modelsarbltr.asp> The instructions and application are available at <http://www.cde.ca.gov/ls/ai/sb/modelrecognition.asp> Information about last year's Model SARBs is available at <http://www.cde.ca.gov/nr/ne/yr15/yr15rel24.asp>

*What else would you like to share with our CASCWA members?*

I believe CASCWA members should know that the importance of their work is being recognized now more than ever before. They will also be held more accountable for their work because it has been incorporated in the Local Control and Accountability Plan, and California Longitudinal Pupil Achievement Data System will provide a rich source of chronic absence data for each subgroup of students in their districts. This is a challenging and exciting time for CASCWA members. There is a growing focus on building the capacity for chronic absence reduction as a district priority both at the state level and the federal level.

## STATE SARB AWARDS SPONSORED BY SCHOOLSFIRST FEDERAL CREDIT UNION

Several years ago, the State SARB board took action to initiate a recognition program for outstanding local “SARB Boards.” At the onset, one of our CASCWA members mentioned this award at an event where a representative of SchoolsFirst Federal Credit Union was attending supporting a local school district in Orange County.



The CASCWA member asked if SchoolsFirst would be interested in sponsoring the awards. This request was taken to their organization and CASCWA and State SARB got an immediate “thumbs up!” Ever since that day SchoolsFirst has made these awards possible to districts across the state.

We have never formally said, “Thank You” and want to do so at this time in our “Intercom.” We appreciate all that SchoolFirst does for the children, parents and school districts in Orange County! We especially want to thank Ms. Tamany Smith.

### CDE Website

There is no reason why this plaque cannot be hanging in your office! Go to the following website for information on the 2015-15 Model SARB recognition program (invitation letter and application.) We anticipate that the material will be very similar in 2016-17:

<http://www.cde.ca.gov/ls/ai/sb/modelrecognition.asp>

Go to the following website for the current SARB Handbook and SARB Forms:

<http://www.cde.ca.gov/ls/ai/sb/sarbandbook.asp>

## **Tactical Response Plans and SB 707: Are Your Schools Prepared to Evaluate and Respond to Threats?**

**By: Trevin Sims, Partner at Lozano Smith**  
**Eric Barba, Associate at Lozano Smith**

Recently, various school district officials nationwide received anonymous communications threatening violent attacks. These events, and the school districts' responses, highlight the importance of having appropriate plans in place to evaluate and respond to threats.

The California Education Code establishes the basic framework for school districts to take steps to make schools safe. Each school in a district is required to develop a comprehensive school safety plan "that addresses the safety concerns identified through a systematic planning process." (Ed. Code, § 32280.) A "safety plan" is "a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus." (Ed. Code, § 32280.) The plan must be annually reviewed and updated by March 1. (Ed. Code, § 32286.)

Generally, the school site council is responsible for developing the safety plan. (Ed. Code, § 32281.) However, in lieu of the school site council, a school district or county office of education may elect to develop confidentially the portions of the safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, otherwise known as a "tactical response plan." (Ed. Code, § 32281(f)(1).) The term "tactical response" means the "steps taken to safeguard pupils and staff, to secure the affected school premises, and to apprehend the criminal perpetrator or perpetrators." (Ed. Code, § 32281(f)(2).) When developing a tactical response plan, district or county officials must consult with law enforcement officials and invite representatives of exclusive bargaining units of district employees to participate. (Ed. Code, § 32281(f)(1).)

The range of incidents that may be addressed in a tactical response plan is broad, and may include serious criminal threats and acts such as bomb threats, active shooter situations, and terrorist attacks. Tactical response plan considerations will vary by district and school. What may be a critical need during an emergency for a large urban school district may not be a concern for a rural school district. Similarly, rural schools may not be able to rely on the resources provided to schools in urban areas. Recognizing this reality, the components of a tactical response plan are purposefully broad to allow educators and law enforcement officials to tailor plans to the unique needs of their district.

Because of the sensitive nature of tactical response plans, they are afforded special protection from disclosure to the public. For example, a governing board may meet in closed session to discuss the tactical response plan. (Ed. Code, § 32281(f)(3); Gov. Code, § 54957.) Additionally, the plan may be exempt from disclosure under the California Public Records Act. (Ed. Code, § 32281(f)(1); Gov. Code, § 6254(aa).) However, a governing board must publically announce the outcome of any vote to approve the plan. (Ed. Code, § 32281(f)(3).)

One current, critical issue related to tactical responses for active shooter situations is permitting the presence of concealed weapons on campus. Recently passed legislation, Senate Bill (SB) 707, gives district officials the authority to determine whether concealed weapon permit holders may possess firearms on school grounds. However, SB 707 provides no guidance to district officials on appropriate standards and procedures in exercising that authority. As a result, school officials are left to struggle with important questions, including:

- Should concealed weapons be permitted at district sites at all?
- Who should be granted permission?
- What criteria should be applied for granting permission?
- What conditions should be imposed on the storage, handling and use of concealed weapons?

The answers to these questions implicate student and staff safety, district and individual liability exposure, and risk management.

The recent threats across the country are a reminder to California educators to be vigilant and to proactively address student safety, including by paying close attention to the tactical response components of school safety plans.

Lozano Smith will be presenting workshops on topics relating to school safety and SB 707 implementation. For information on the next series of workshops, please go to their website. If you have any questions regarding comprehensive school safety plans, tactical response plans, and SB 707, please contact one of Lozano Smith's [nine offices](#) located statewide. You can also visit their [website](#), follow on [Facebook](#) or [Twitter](#), or download the firm's [Client News Brief App](#).

**Authors:**

**Trevin E. Sims** is a Partner in Lozano Smith's Los Angeles office and leads the firm's school safety practice. Over his career, his practice has touched on virtually every area of public education law, including governance, student discipline, charter schools, and facilities and business.

**Eric Barba** is an Associate in Lozano Smith's Walnut Creek Office. His practice focuses on the facilities and business and labor and employment aspects of education law. Mr. Barba has case management experience related to individual discrimination, harassment and retaliation claims.

## EDUCATION CODE 48204.2 AB 1101 REQUIREMENTS

**Education Code 48204.2.**

(a) If a school district elects to undertake an investigation pursuant to subdivision (c) of Section 48204.1, the governing board of the school district shall adopt a policy regarding the investigation of a pupil to determine whether the pupil meets the residency requirements for school attendance in the school district before investigating any pupils.

(b) The policy shall do all of the following:

(1) Identify the circumstances upon which the school district may initiate an investigation, which shall, at a minimum, require the school district employee to be able to identify specific, articulable facts supporting the belief that the parent or legal guardian of the pupil has provided false or unreliable evidence of residency.

(2) (A) Describe the investigatory methods that may be used by the school district in the conduct of the investigation, including whether the school district will be employing the services of a private investigator.

(B) Before hiring a private investigator, the policy shall require the school district to make reasonable efforts to determine whether the pupil resides in the school district.

(3) Prohibit the surreptitious photographing or video-recording of pupils who are being investigated. For purposes of this paragraph, "surreptitious photographing or video-recording" means the covert collection of photographic or video graphic images of person or places subject to an investigation. For purposes of this paragraph, the collection of images is not covert if the technology is used in open and public view.

(4) Require that employees and contractors of the school district engaged in the investigation must identify themselves truthfully as such to individuals contacted or interviewed during the course of the investigation.

(5) Provide a process whereby the determination of a school district as to whether a pupil meets the residency requirements for school attendance in the school district may be appealed, and shall specify the basis for that determination. If an appeal is made, the burden shall be on the appealing party to show why the decision of the school district should be overruled.

(c) The policy required pursuant to this section shall be adopted at a public meeting of the governing board of the school district.

*(Added by Stats. 2015, Ch. 170, Sec. 1. Effective January 1, 2016.)*

## **Draft Board Policy Language to Address AB 1101 Requirements**

The Board of Trustees believes that all children should have the opportunity to receive educational services. Staff shall encourage parents/legal guardians to enroll all school-aged children in school.

The Superintendent/designee shall maintain procedures, consistent with applicable laws and regulations, for reasonable evidence that the pupil meets residence requirements for school attendance in the District. These requirements shall include all enrollment requirements regarding foster students and homeless students, including unaccompanied youth. If an employee of the District reasonably believes that the parent or legal guardian of a pupil has provided false or unreliable evidence of residency, the District may make reasonable efforts to determine that the pupil actually meets the residency requirements.

In the event the Superintendent/designee reasonably believes false or unreliable evidence of residency has been provided by a parent/legal guardian, the following procedures apply:

1. The Superintendent/designee shall identify the circumstances upon which the District may initiate an investigation, which shall, at a minimum, require the District employee to be able to identify specific, articulable facts supporting the belief that the parent/legal guardian of the pupil has provided false or unreliable evidence or residency. Examples of such situations include, but are not limited to: altered documents; credible information from the property owner or neighbor that the student does not reside at the address provided; results of a home visit by a District employee indicating the student does not reside at the address provided; credible information from the student stating s/he does not reside at the address provided; and/or mail sent by the school returned from the address provided.
2. The Superintendent/designee may use reasonable investigatory methods, as appropriate, to determine residency. These methods may include, but are not limited to:
  - a. Review of documentation;
  - b. Home visit by District personnel;
  - c. Interview of student and parent/legal guardian;
  - d. Contacting the landlord or neighbors regarding whether or not the student resides at the address provided;
  - e. [INSERT MORE AS NEEDED].
3. The Superintendent/designee may hire a private investigator if the investigatory methods described above are inconclusive to determine whether the pupil resides in the school district.
4. For any investigation conducted pursuant to this policy, the District shall:
  - a. Prohibit the surreptitious photographing or video-recording of pupils who are being investigated. For purposes of this policy, “surreptitious photographing or video-recording” means the covert collection of photographic or videographic images of persons or places subject to an investigation. For purposes of this policy, the collection of images is not covert if the technology is used in open and public view.

- b. Require that the employees and contractors of the District engaged in the investigation must identify themselves truthfully as such to individuals contacted or interviewed during the course of the investigation.
5. If the District determines that the pupil does not meet the residency requirements for school attendance in the District, the District shall provide the parent/legal guardian with the basis for the determination. The parent/legal guardian may appeal this determination to \_\_\_\_\_ within \_\_\_ days of the determination. If an appeal is made, the burden shall be on the parent/legal guardian to show why the decision of the District should be overruled.

Legal References: EDUCATION CODE 48204 Residency requirements for school

## **BAY SECTION**

### **Student Scholarship Information**

Dear Scholarship Coordinator:

Each year Bay Section CASCWA, California Association of Supervisors of Child Welfare and Attendance, awards \$500.00 scholarships to deserving, graduating high school seniors who have overcome unique obstacles and difficulties.

The students we want to recognize and honor are those who may have had to overcome lack of success early on due to personal or family problems, attendance or discipline issues. These students may have benefited from the intervention of a school counselor, community agency, or a child welfare and attendance worker.

Please help us to reach deserving students who are working against the odds to improve themselves. This may be a student who might not necessarily be attending a four-year college but attending a community college or a vocational program.

The one page application form and requirements are included. Thank you for your support.

Sincerely,

*Janet McMurray*

Janet McMurray  
Scholarship Chairman

A complete application packet for this scholarship award shall include:

- Application form
- A personal letter/statement, which describes the obstacles student has faced and career goals and plans for further education and/or training
- One letter of recommendation
- Transcript – freshman through first semester of senior year

**Deadline: Applications should be postmarked by Friday, April 15, 2016.**

Mail application packet to:  
Janet McMurray  
1319 Everett St  
El Cerrito, CA 94530  
(510) 932-9177

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# ESSA puts new emphasis on improving student attendance by Tom Chorneau

(District of Columbia) It was a surprise to many that Congress came together last fall to pass an update of the national education law – doing away with most of the problems caused by No Child Left Behind and giving states new flexibility.

Not likely as surprising to anyone engaged in the public education system, however, is the new emphasis federal lawmakers have placed on getting more of the nation’s K-12 students to show up for class as part of the legislative mandate.

The Every Student Succeeds Act, signed by President Barack Obama on Dec. 10, 2015, eliminates the most onerous accountability mandate on schools – adequate yearly progress – while giving states new freedom to design and implement their own systems for measuring student performance.

But Congress retained some key requirements too, such as annual assessments in grades three through eight and once in high school for math and English language arts, as well as the need to continue to identify persistently underperforming schools.

ESSA calls on states to create accountability systems that use multiple measures to gauge student outcomes. The bill requires that states receiving Title I money must also collect and report “measures of school quality, climate and safety...”

Among the metrics listed that must be broken down by subgroup is chronic absenteeism – both excused and unexcused.

“It is good news that chronic absence data is included in the ESSA reauthorization for Title I schools because it moves us closer to the day when all districts will be using chronic absence data and acting on it,” said David Kopperud, an education programs consultant with the California Department of Education, who helps oversee statewide attendance issues.

Long overlooked as a vehicle for improving public education, attendance is increasingly viewed as a fundamental first step in boosting student performance – especially among early learners.

According to a study from Johns Hopkins University, chronic absenteeism in kindergarten is associated with lower academic performance in first through third grade. Johns Hopkins researchers also found a strong relationship between sixth-grade attendance and the percentage of students graduating on time or within a year of their expected high school graduation.

The University of Chicago reported last year that attendance and grades were the two greatest predictors of later academic performance among middle school students.

A number of states have already taken steps to address chronic absenteeism by making schools keep better track of attendance rates and report the numbers publicly.

In California, for instance, as many as 230,000 elementary students missed more than 18 days in 2014-15. As a result, lawmakers there have included attendance as one of the educational goals that districts must report on and set goals to improve – especially for low income students, English learners and foster youth.

The language adopted by Congress is similar:

“(viii) Information submitted by the State educational agency and each local educational agency in the State, in accordance with data collection conducted pursuant to section 203(c)(1) of the Department of Education Organization Act (20 U.S.C. 3413(c)(1)), on –

“(I) measures of school quality, climate, and safety, including rates of in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment;...”

Kopperud points out that the new law requires chronic absenteeism rates to be disaggregated by all the significant subgroups, including racial and ethnic subgroups as well as those for homeless students and foster youth.

He noted that ESSA will also allow Title II funds to be used for professional development in chronic absence reduction strategies.

One potential issue for California schools could be the definition of “chronic absenteeism.” The state sets the mark at any student missing 10 percent of the school year, while the new federal Title I rule is based on missing 15 days of the school year.

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## **SOUTHERN SECTION Student Scholarship Information**

### **Hello Phil Kauble Topical Forum Participants,**

Each year, Southern Section recognizes several students who have overcome adversity, completed graduation requirements and are continuing with their education at a higher level.

Below you will find a link to access the 2016 scholarship nomination form. (also attached) You must be a Southern Section CASCWA member to nominate a student.

**The student completes a two page statement on their background.** The statement includes information on how they **overcame their adversity** and how **school personnel helped them**. The last portion of their nomination form should include comments describing their **future educational plans**.

The “**Nomination Forms**” are mailed /emailed to the Scholarship Chairperson, Ms. Ilsa Garza-Gonzales, Director, Administrative Services, Jurupa Unified School District. Ms. Garza-Gonzales will bring together a team of CASCWA Executive Board Members to read and rate each nomination application.

**Applications are due April 12, 2016**, scholarship winners and nominators will be notified May 2016.

*If you are in the field of “Child Welfare and Attendance”, you are working with students who have overcome adversity and are now headed in the right direction for their future, please take the time to submit a nomination for one of your students.*

Thank you,

Sandra Amatriain

Click on scholarships, scroll down to Southern Section

[www.cascwa.org](http://www.cascwa.org).

## CASCWA Southern Section

# 2016 “LILLIE WILSON” SCHOLARSHIP NOMINATION FORM

**CRITERIA:** Scholarships will be granted to students who are leaving high school to continue their education. Scholarships will be awarded to students who have benefited from intervention by a Child Welfare and Attendance professional.

<b>Applicant’s Name:</b>	
<b>Applicant’s Email:</b>	
<b>School’s Name:</b>	
<b>School District:</b>	
<b>School of Attendance:</b>	
<b>Home Address, City &amp; Zip Code:</b>	
<b>Home Phone #&amp; Cell Phone #:</b>	
<b>CASCWA Member making or overseeing the nomination:</b>	
<b>CASCWA Member’s Email:</b>	
<b>CASCWA Member’s Phone#:</b>	
<b>Name of any other School Member assisting with the nomination:</b>	
<b>Other School Member’s Email:</b>	
<b>Other School Member’s Phone:</b>	
<b>Other - School District Address:</b>	

**APPLICATION DEADLINE:** Tuesday, April 12, 2016

**AWARD’S SELECTION:** May, 2016

**AWARD’S PRESENTATION:** Recipient(s) and nominating CASCWA Member will be invited to the Southern Section Scholarship Awards Ceremony on Friday, June 3, 2016, at the Holiday Inn in Buena Park, CA. Time to be determined. CASCWA Member – If your student is selected please calendar and provide sufficient time for your student to leave campus and travel to the event. One recipient will receive the prestigious “Phil Kauble Scholarship Award.”

**REQUIRED:** 1) Scholarship Nomination Form; 2) Student Statement; and 3) CASCWA Member Statement

**STUDENT STATEMENT:** ATTACH a maximum two page, double spaced 12 point Times New Roman font typed statement by the student. The statement should 1) give a brief description of the student’s background, 2) how the student overcame adversity; 3) how school personnel helped the student; & 4) the future educational plans of the student.

**CASCWA MEMBER STATEMENT NOMINATION:** Provide a one-page letter describing the student’s involvement with Child Welfare and Attendance and include how he/she overcame adversity. Attach the statement to the application.

**Send the completed Applications to:**

**Ilsa Garza-Gonzalez**  
 Jurupa Unified School District  
 Director, Administrative Services  
 4850 Pedley Road  
 Jurupa Valley, CA 92570  
 (951) 360-4140 Fax (951) 360-4143  
[igonzaletz@jusd.k12.ca.us](mailto:igonzaletz@jusd.k12.ca.us)  
 cc: [sandra\\_amatryan](mailto:sandra_amatryan)

## Jeni Mendel's "Website" Pages

*Over the past several years, the editors of the CASCWA Intercom and Connection have received on-going emails from Jeni Mendel of the Grossmont UHSD, Sherman Garnett and several other executive board members. Below you will find specific websites that the editors have chosen to pass on to our members. Please look over the following sites and see if they relate to your personal work load. Hopefully, you will find the websites useful! Jennifer will be attending our April CASCWA State Conference in Orange County. She hopes to see you there! Please visit her and say hello!*



### **San Mateo County Truancy Program Description**

<http://www.smcoe.org/learning-and-leadership/safe-and-supportive-schools/san-mateo-county-truancy-program/san-mateo-county-truancy-program-description.html>

### **How much do dropouts cost us? The real numbers behind 'pay now or pay later' Seattle Time Article**

<http://blogs.seattletimes.com/educationlab/2014/01/03/how-much-do-dropouts-cost-us-the-real-numbers-behind-pay-now-or-pay-later/>

### **Opioid Epidemic in the United States**

<http://painphysicianjournal.com/2012/july/2012;15;ES9-ES38.pdf>

### **New law offers opportunity to revise California's blueprint for school accountability**

<http://edsources.org/2016/new-law-offers-opportunity-to-revise-californias-blueprint-for-school-accountability/93089>

### **Will California use chronic absenteeism as a new metric of school success?**

<http://edsources.org/2016/will-california-use-chronic-absenteeism-as-a-new-federal-metric-of-school-success/94999>

### **Ensuring Educational Stability for Foster Kids**

<http://www.theatlantic.com/education/archive/2015/12/esea-foster-kids/420894/>

### **Underdogs: California School for the Deaf**

<https://www.youtube.com/watch?v=ThcX1hag9xY>

### **Motivational video "Change your mind in just 2.50 mins"**

<https://www.youtube.com/watch?v=psgjh9jFyMs>

### **The Most Beautiful Way To Stop A Bully I've Ever Seen**

[https://www.youtube.com/watch?v=Ii6L\\_Aux9RU](https://www.youtube.com/watch?v=Ii6L_Aux9RU)

### **Ways to Stop Bullying**

[https://www.youtube.com/watch?v=ynTuA\\_tIZDE](https://www.youtube.com/watch?v=ynTuA_tIZDE)

### **Songs In Real Life kids style**

<https://www.youtube.com/watch?v=7Roa3aKnFoE>

### **You raised me up!!!!!! AMAZING!!! It will put a smile on your face.**

[http://www.kuaishou.com/i/photo/lwx?userId=76250346&photoId=401977271&cc,=share\\_wxtl&from=timelin e&isappinstalled=0](http://www.kuaishou.com/i/photo/lwx?userId=76250346&photoId=401977271&cc,=share_wxtl&from=timelin e&isappinstalled=0)

**Jenifer Mendel, DPS, Coordinator Child Welfare and Attendance, Foster, Homeless and Military youth Liaison, Grossmont Union High School District, 1100 Murray Dr, El Cajon, CA 92020.**

**Jeni's email address is: [jmendel@guhdsd.net](mailto:jmendel@guhdsd.net)**

## Granlibakken Tahoe Hotel – CASCWA State Conference 2017



One of the most successful CASCWA conferences was held years ago at the Granlibakken Lake Tahoe Hotel. Our Delta Sierra Section is planning on surpassing the previous success with the up-coming 2017 CASCWA State conference next year. They are already working hard on the preparations and we hope to share more information in next edition of the Intercom

*We trust that you have found this edition of the CASCWA Intercom to contain material that relates directly to your CWA daily efforts. For more information about CASCWA, please go to [www.cascwa.org](http://www.cascwa.org).*

**Hope to see you in April at the 2016  
CASCWA State Conference in Orange  
County! The time has come to register!**

*The co-editors of the CASCWA Intercom are Mark Michels & Frank Boehler*