



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

**SOUTHERN SECTION IS BUSY PREPARING FOR OUR APRIL 2016 STATE CONFERENCE IN ORANGE COUNTY!**

*The Editors of the CASCWA Intercom are pleased to bring to you this important information. We especially wish to thank all of the true "Child Advocates" who have contributed to this edition!*



## SEPTEMBER IS SCHOOL ATTENDANCE AWARENESS MONTH



**In this edition you will find:** Information on the 2016 State Conference in Orange County – Close to Disneyland; CASCWA Interviews Woodland JUSD's Gricelda Cardenas; Two articles by Dr. Ammar Saheli; Special "School Attendance Awareness" edition; Follow-up to several CASCWA Section Events; Jeni Mendel's "Website Pages and much more!"

**PLEASE VISIT CASCWA'S WEBSITE AT [WWW.CASCWA.ORG](http://WWW.CASCWA.ORG)**



## CASCWA State President's Message Dr. Ammar Saheli

Hello CASCWA, it is a pleasure and honor to serve as your State President for the 2015-2016 school year. I currently work as the Director of Student Support Services in the San Lorenzo Unified School District (Bay Section) and I remain passionate about the services we, as CASCWA members, provide to our students and families locally, county-wide, and across California. It is truly clear that CASCWA is the organization for those who pride themselves in working on the frontlines of education.

As a state, and all being in effect simultaneously, we have sweepingly new Education Code changes/additions, Common Core implementation efforts, Local Control Accountability Plans, Local Control Funding Formulas, the nuances of Truancy and Chronic Absenteeism, racial disproportionality in discipline and Special Education, and CASCWA is connected to every fiber. Your 2015-2016 CASCWA State Executive Board is working hard to make sure you have access to the information, resources, opportunities, and knowledge you need to take your effectiveness to deeper levels.

In addition to assisting CASCWA members in doing what we do best in the areas of attendance improvement and student/family welfare, my goal will be to help us courageously address, sharpen, and/or develop our individual and collective equity lens regarding racial disproportionality and its impact upon chronic absenteeism, truancy, out of class discipline referrals, suspensions, expulsion referrals, expulsions, students trauma, and Common Core access.

As we collaborate and move together, I am looking forward to the work we will do through the 2015-2016 school year.

2015-2016 CASCWA State Executive Board		
Name	Position	Section
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 Gonzalez	Membership Chair	San Joaquin
Frank Boehler	Intercom Editor	Southern
Section Presidents		
Janet McMurray	Bay Section President	Bay
Benita Washington	San Joaquin Section President	San Joaquin
Gricelda Cardenas	Delta Sierra Section President	Delta Sierra
Cami Berry	Southern section President	Southern

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

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

Greetings from the Bay Section!

I can't begin to thank our "Bay Section Executive Board" for their incredible work that resulted in the 2015 CASCWA State Conference in Napa, California. The entire conference was first class and the presentations were outstanding. Alan Del Simone. Is or conference chairperson and he did a tremendous job in all aspects of the conference. Napa was truly good for CASCWA!



The Bay Section is busy preparing plans for our up-coming events. We are in the process of updating our portion of the CASCWA website. Please go to go to [www.cascwa.org](http://www.cascwa.org), click on about us, and then go to Bay Section for information on our fall activities and events.

Each year our section recognizes students who have succeeded in overcoming adversity. Our scholarship program is one of the highlights of the year. If you are a CASCWA member and are in the Bay Section, we invite you to bring forward a success story in from your district. Recognizing these important students is what our organization is all about.

Finally, I wish to thank all sections of CASCWA for the recognition and celebration of the life of our Bay Section's Past President, Frank Valadez. He was a wonderful man and his memory will last with us forever.

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)



Dear CASCWA Delta Sierra Members,

It's with great honor that I introduce myself as the new CASCWA Delta Sierra Section President. I would like to welcome all current and new Delta Sierra members. I am looking forward to a great year of collaboration with any and all involved in student success.

In my first year of attendance work, the CASCWA State Conference was there with their SARB 101 workshops to help me better understand my role and how I could support and encourage my students and their family to strive for success.



As time has passed I have been fortunate to meet and receive support and mentorship from Delta Sierra members that have the expertise of been long time student advocates.

Delta Sierra will continue to hold a fall and spring workshop, more details to come. As we are ending the 2014/15 school year we are also gearing up to have a great start to the 2015/16 school year by planning for September Attendance Awareness Month. I look forward to reaching out and connecting with Child Welfare and Attendance personnel that service students within our Delta Sierra section. In closure, I would like to thank Delta Sierra Section for selecting me, as the "2014-15 Outstanding Service Award Recipient." This award is dear to my heart and greatly appreciated.

Gricelda Cardenas  
Delta Sierra President

## ***Congratulations to Delta Sierra Section President!***

*State Schools Chief Tom Torlakson Announces California's 2015 Classified School Employees of the Year*

*"Support Services and Security: Gricelda Cardenas, Foster Youth and Parent Liaison, Public Services for the Woodland Joint Unified School District, Woodland, Yolo County (7 years in current position) Ms. Cardenas' knowledge of foster youth and school procedures puts her in an ideal position to offer her expertise to administrators, school staff, social services professionals, group home personnel, and foster parents. Her position in the district is unique and important. To ensure families have access to community resources, she participates on various committees and boards, such as the Salvation Army. Ms. Cardenas also provides training throughout Northern California to ensure compliance with new laws and best practices. When a student is not attending school, Ms. Cardenas works to build a positive relationship and through her interactions, she identifies the barriers to attending school and works to overcome them. She is culturally sensitive and creative in her approach. Ms. Cardenas personally takes students to school & works with school staff to form special connections with struggling students, so they get the support they need."*

## **CASCWA Delta-Sierra Section President's Message**

**Benita Washington**  
Department of Social Work Education  
California State University, Fresno  
[bwashington@csufresno.edu](mailto:bwashington@csufresno.edu)

Dear Fellow CASCWA Member,

I would like to welcome all current members and newly appointed Child Welfare and Attendance personnel. We are truly blessed to have you in the "CASCWA San Joaquin Section Family." My membership in CASCWA has been invaluable in both my professional and personal life. My personal desire to become a CASCWA San Joaquin member stems from the encouragement of one of my mentor's in the field of Child Welfare, Bob Pankratz. He understood my strong desire to advocate for students and encouraged me to get involved and take an active role in CASCWA early in my career. As a result of his encouragement and mentoring I became an active member. CASCWA membership is crucial to the success of our organization. Increased membership and leadership (with integrity) increases our



ability to influence and advocate on behalf of the students and families we serve. Membership matters and the recruitment of new members is everyone's responsibility.

The San Joaquin section conducts a fall and spring workshop events each year. This provides our membership an opportunity to meet new people, reconnect with friends and share best practices. I wish to thank San Joaquin's Executive Board for their efforts in making the August "Campus Monitors, Campus Security, SB 1626 Training" a great success. Please watch for registration and program information in the coming months. In closing, I often ask students what legacy they will leave behind. I'd like to offer some thoughts on how to approach this year in a way that I hope will help you meet your goals & preserve and enrich the legacy that generations of CASCWA members have set for you.

Benita M. Washington  
San Joaquin Section President

## **CASCWA Southern Section – President's Message**

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



It is with a great deal of excitement that I begin a two year term as president of the Southern Section of CASCWA. I was first introduced to CASCWA in 2000 by my mentor John Burton. He shared that it would be an invaluable organization for me to participate in. I can honestly say that it has been a true pleasure working with dedicated professionals in the field of student services. There is always so much to learn and great people willing to share information and offer support.

Student advocacy is what we are really all about. It is our challenge to figure out what is not working for the young people we serve and develop strategies to help them to successfully move forward in their pursuit of education. Our theme in Southern Section for my term is "Making a Difference". Dedicated professionals with good knowledge and training, empathy and understanding, and the willingness to reach out to young people and their families can truly make the difference in our schools and communities.

We have an exciting enthusiastic board that is planning many activities for the year. Our first event is the fall workshop, "CSI CASCWA – Challenges, Strategies and Implementations" to be held on October 9, 2015 at Knott's Berry Farm, Resort Hotel.

Our section will be hosting the CASCWA State Conference on April 20-22, 2016 at the Anaheim Wyndham. We will be celebrating the 80<sup>th</sup> anniversary of CASCWA with the theme, "We Never Quit...Only Growing Stronger!" We encourage Southern Section members to get involved and join us on one of the many committees planning for this conference. We challenge each of our current members to invite a colleague to join our organization. I am looking forward to a great year and believe that each of us can "Make a Difference" by being a member of CASCWA.

Sincerely,

Cami Berry  
Southern Section President

1936 **SAVE THE DATE** 2016

## **2016 STATE CONFERENCE**

### **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 SARs; 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/>

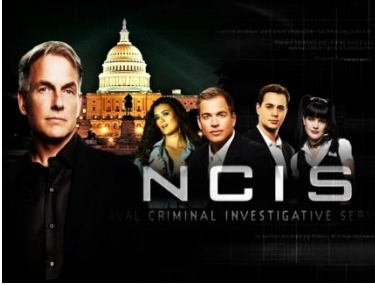


**FOR MORE INFORMATION ON CASCWA AND THE 2016 STATE CONFERENCE, PLEASE GO TO:**

**[WWW.CASCWA.ORG](http://WWW.CASCWA.ORG)**



## **CASCWA SOUTHERN SECTION – SAVE THE DATE**



### **"CSI CASCWA" – CHALLENGES, STRATEGIES, AND IMPLEMENTATIONS" DAILY ISSUES THAT CONFRONT SCHOOL ADMINISTRATORS**

**OCTOBER 9, 2015 – 9 AM TO 4 PM**  
**KNOTT'S BERRY FARM RESORT HOTEL**  
**7675 CRESCENT AVE, BUENA PARK, CA 90620**  
**PHONE: (714) 995-1111**

**WHO SHOULD ATTEND:** Child Welfare and Attendance Personnel; District and Site Administrators; SARB's; School Psychologists; Law Enforcement; Homeless Coordinators; Foster Youth Liaisons; and Other Related Personnel.

### **CASCWA SOUTHERN SECTION CSI TOPICS WILL TARGET:**



**CASCWA's Website is: <http://cascwa.org>**

**The 2015-16 school year marks the 80<sup>th</sup> anniversary of CASCWA**



**CSI CASCWA  
SOUTHERN SECTION WORKSHOP**

**KNOTT'S BERRY FARM RESORT HOTEL  
7675 CRESCENT AVE  
BUENA PARK, CA 90620  
PHONE: (714) 995-1111**

**OCTOBER 9, 2015 - 9 AM TO 4 PM**

**Registration Form**

Name and Title \_\_\_\_\_ Telephone: \_\_\_\_\_

District/Agency: \_\_\_\_\_ Fax: \_\_\_\_\_

Mailing Address: \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Email Address: \_\_\_\_\_ Cell: \_\_\_\_\_

**The registration fee is \$80. The registration fee may be paid by check or by purchase order. Fees include continental breakfast & lunch. The deadline for registration is September 30, 2015. Workshop registration & continental breakfast begins at 8:00 AM.**



**PLEASE SUBMIT YOUR REGISTRATION AND PAYMENT TO:**

**CASCWA Southern Section  
P.O. Box 4222  
Orange, California 92863-4222**



*If you have any questions, contact Jerry Hime  
at (714) 390-2679 or email at [gjhime@earthlink.net](mailto:gjhime@earthlink.net)*

**For more CASCWA information, go to [WWW.CASCWA.ORG](http://www.cascwa.org);  
go to about us; then click on Southern Section!**



## A Call to Making Equity Explicit



Public education is a place where all aspects of who we are, what we do, and what we expect collides and comes together with the real world. This is also a very true reality in the realm of equity. The essence of this article is meant to serve as a challenge to CASCWA to include the explicit work and linguistic paradigm of equity as an organic component of our work and organization. With that general statement some will ask; what is equity? For this project equity is being defined as the processes, practices, and engagement strategies implemented across schools and districts to ensure student success for underserved student populations, intentionally addressing racial disproportionality and gaps -- by way of academic performance and access, discipline, SPED, and more.

The conceptions of equity and social justice are thorny and difficult mindsets to maintain and make explicit. Based upon all the different forms of training we have received as educators and CASCWA members, virtually none of us came into the arena of public education with the desire to or a comfort level for addressing problems and disparities with clear racial inequities. The ugliness of some of the horrors historically inflicted upon various groups in America, by way of Eurocentric hegemony, makes it even difficult today to talk about issues that expose current racial disparities. Subconsciously, some might find it easier to discuss disparities and gaps related to poverty, socioeconomic status, gender, or gender expression, but after all those discussions are facilitated, the racial gap is still an embedded reality.

If we are honest, discussing race-related problems simply is not an easy task, exercise, or project. Additionally, while having these conversations in faculty/department meetings, professional developments, collaborative circles, Professional Learning Communities, or conferences, we then must contend with jolting thematic terms such as implicit bias, White privilege, colorblindness, institutional racism, cultural competence, racial disproportionality, racial overrepresentation, racial-risk, and more.

As much as we would like to conceal or sanitize our public education reality in California and the US, failing to name some of the issues across our public education continuum will not change the educational conditions for many of our schools, students, and families. Again, public education is the place where all elements of our nation and state intersect, collide, or come together. Whether watching the news, reading the newspaper, or surfing your favorite social media outlet, racially charged incidents continue to be a part of our nation's past and present. Based upon subgroup and disaggregated data, such realities have had and continue to have an entrenched foothold in our California schools and those throughout the US. Despite its difficulty, refusing to acknowledge the influence of race in our data-outcomes fosters a disservice to, yet again, underserved student populations.

Because of the strong presence, influence, resourcefulness, prestige, esteem, and respect of CASCWA, it is my urge that we make explicit efforts to address such realities as a deepened layer of assistance and support to each other as an organization and the schools and districts we serve. It should be routine for strands of explicit equity related topics/trainings and professional developments to be a part of our annual state conferences and our Bay, Southern, Delta Sierra, and San Joaquin section Fall/Spring workshops across California. It is much easier to take an aggregate approach to public educational improvement reforms, but in taking such steps, we do nothing to close academic and opportunity gaps, regarding racial disparities. The work within public education is hard, and even harder when trying to address racial disproportionality, but for the sake of our students and families the discomfort must be worth it.





One of the horrifying elements of racial disproportionality, despite the fact that it mirrors other forms of non-educational data outcomes, is that racial disproportionality in our schooling systems with negative trajectories is predictable. It is unjust that with accuracy we can predict for the 2015-2016 school years which groups will be racially overrepresented in various negative categories. If things were working under a socially just motif and ethos, accurate student subgroup predictability would not be possible, and better yet, no disproportionality would exist. However, this is not the current educational footprint of our day and time.

As an organization and within our collective schools and district/county offices, we do a nice job annually in reducing truancy, chronic absenteeism, out of school suspensions, expulsions, and expulsion referrals, while increasing school safety, but while the aggregate numbers and percentages appear impressive, the disaggregated data -- by race and subgroup -- continues to be shocking. In some settings there is not even a push to look at data by race. As long as the California Department of Education and the Federal Government continues to send us data by race/subgroup, race will need to be an explicit part of our collaborative conversations, solutions, and plans.

We have school districts in California and represented in CASCWA that have been identified as significantly disproportionate and disproportionate, while other schools and districts have racial overrepresentation. To be our best as an organization, it seems imperative that we add or intensify the intentional and explicit layer of equity. Whether it is being asked for or not, many districts in California are struggling with issues of equity and racial disproportionality. Although we must persistently strive to manifest cutting edge strategies and interventions for all students, to holistically be educationally responsible, we cannot forget to also look at how our racial subgroups and subgroups in general are performing.

As stated before, the conversations and processes of analysis are difficult, but the negative data is just as real and a part of our schools as the positive. It all must be addressed. Every school and district has a unique set of circumstances with population, demographics, and trends, but some of the most underserved subgroups across California are identified as African American, Latino/Latina, English Language Learners, and SPED. Again, this is not an exhaustive list, but aside from the traditional subgroup paradigm, addressing racial disproportionality is the right thing to do and a bold step to take in Making Equity Explicit.



Lastly, equity is not a program; it is a mindset and discipline of praxis, as well as a lens from which to look, for the purpose of assessing systems, data, and outcomes. Thus in solution and as educational practitioners, we must also be careful with the management of our strategic intervention systems like SART, SARB, Restorative Practices, Positive Behavior Supports, alternatives to suspension, etc., because without an applied equity lens the gaps will continue, masked by overall improvement.

This is a challenge to us all as *A Call to Making Equity Explicit*.

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

# CASCWA INTERVIEWS GRICELDA CARDENAS

## WOODLAND JOINT UNIFIED SCHOOL DISTRICT



*There is a new shining star in the CASCWA Delta Sierra Section and her name is Gricelda Cardenas. Gricelda is now the "Delta Sierra President." She is also the "Homeless/Attendance Liaison" for the Woodland Joint Unified School District. The editors of the Intercom were honored to have an opportunity to interview Ms. Cardenas. She is a wonderful person as you will see in the following interview:*

### **Gricelda Cardenas**

*Foster Children & Youth Program Manager*

*District Parent Liaison*

*Woodland Joint Unified School District*

*Gricelda Cardenas <[Gricelda.Cardenas@wjusd.org](mailto:Gricelda.Cardenas@wjusd.org)>*

*Ms. Cardenas, the editors of the Intercom would like to ask you a few questions. Our goal is simply to get to know more about you as an educator and as a person. Our first question is about you. Please tell us a little bit about your past and your path that now has you working with at-risk youths in the Woodland Joint Unified School District.*

I have always enjoyed helping others, especially families and children in need. When I was in high school, I was asked to help translate for two new students whose language was only Spanish. I jumped at the prospect of helping as I still remembered how much I struggled in learning English myself. Back then it was a fun challenge to see if I could actually translate the entire time we were in our Math class. It was also exciting to make new friends. I then started helping our neighbors with translations and when I started driving I would help some family friends get to doctor's appointments. I have always loved the feeling of accomplishment that I get from helping others.

Before working for Woodland Joint Unified School District I greatly benefited from working for the Yolo Family Resource Center. It was there that I was able to better understand the Woodland community, it's needs and resources and how I could provide assistance to others.

*What are some of your responsibilities in the workplace?*

As the Foster Children & Youth Program Manager I make sure that all of their rights are being met. My goal is to assure that all staff members understand that foster youth students have rights too and that they have the empathy and desire to provide them with a safe and caring environment. That we all understand how much a simple smile or a "how are you" can mean the world to a student in foster care. I help with school placement, Special Education needs, discipline, training for school staff and outside agencies, bringing resources to our students, attendance and any other concerns that arise.

As the District Parent Liaison, I oversee our Parent University Program. I plan district wide parent trainings and workshops based on what our staff sees as a need and more importantly what our parents are requesting assistance with. Most recently we held an Incoming Kindergarten Parent Camp. It allowed us to help engage parents early on in their child's education while empowering them with the knowledge that they can be the best advocate and supporter of their child's success in school. Good school attendance was a key focus of our camp and our parents left with a greater understanding of its importance.



*The Delta Sierra Section of CASCWA has been blessed with several outstanding presidents. The history of CASCWA includes contributions of from presidents such as Rich Davis, Joe Taylor and Hector Molina. You have the privilege of working with Hector Molina. What has CASCWA and Mr. Molina meant to you over the years?*

CASCWA was such a great resource for me when I first started as an Attendance/Homeless Liaison for the District. I remember going to SARB 101 at my first State Conference. I have been very fortunate to meet and work with past Delta Sierra Presidents. Rich Davis is a fountain of information and I can spend all day listening to him recall his earlier days in CASCWA. Talking with Joe Taylor, I can see and hear his passion and desire for the continued success of the organization. Joe has been a great supporter of Delta Sierra and greatly encouraged and supported me as I first became a Board Member.

I have had the pleasure of having Hector Molina as a mentor and supervisor over the years that I have been at WJUSD. He has pushed and allowed me to grow professionally. I greatly appreciate the help and support that he has provided to me. It makes a great difference to know and feel that your supervisor has confidence in your abilities and is always there for any questions that may arise. He truly is a great asset to our team, both within our school district and CASCWA.

*September is School Attendance Awareness Month. What are a few of the strategies or practices that your district has put in place to combat absenteeism and truancy?*

Our goal is to spotlight school attendance in as many ways possible. We are recognizing all students that had perfect attendance last school year by displaying their first name and school they attended at the District Office. Along with their names, there will be data, charts and quotes to help promote good attendance. All sites are making phone calls and providing more information to parents and students. There will be an attendance challenge for all school sites comparing last September's attendance data to this years.



Delta Sierra is collaborating with Yolo County Office of Education, and Yolo County District Attorney's office to provide a half day workshop promoting September School Attendance Awareness Month throughout Yolo County. We want to encourage community members to join us in improving school attendance.

*You work closely with homeless families. From issues of school records, transportation, to registration, there is no population of students that need greater understanding than families of homeless students. Please describe your interaction with Woodland's homeless population and please share with our readers one of your success stories.*

The Woodland Joint Unified School District Homeless Program is near and dear to my heart. When I first began to oversee the program there were few students identified and receiving services. Seven years later we have identified and provided services for an average of 680 students per year. I have worked closely with community organizations and clubs to assure that our students are receiving as much assistance as possible. I have provided training to staff that helps them not only understand their rights under the law but most importantly obtain a better appreciation for the hardship that these KIDS are going through.

I have had the opportunity to help kids obtain basic needs like hygiene products, as well as items that we take for granted like a new pack of crayons or a full bottle of glue. There is a family that always comes to mind when I think of those that I have been fortunate to help. This family had a student in High school, his mother and her two grandchildren who were at the time in elementary. They came to stay in the shelter in Woodland

because this shelter does not separate families, instead allowing all families to sleep in the cafeteria. The younger girls, one receiving Special Education services, were both enrolled in one of our elementary sites and provided with all materials they needed. Her son was a senior and he really wanted to graduate from the high school that he had previously been attending, a ride that would take him about two hours on the public bus each way. We talked a lot about the practicality of the situation and decided that we would support him as best we could. His mother and I were in constant communication and reviewing the situation to make sure that he was doing well and heading towards graduation. Many bus passes later, he graduated from high school and is currently close to graduating from a University. His mother now has great job helping others and is financially stable. The girls are heading towards high school graduation. Now whenever we see each other and give each other a hug, it is a reminder of why I loved my job. Even though I now primarily focus on students in foster care and parents in general, I have not and will not fully step back from providing assistance to one of our most vulnerable populations.

*We are always encouraging other in our field to become active in CASCWA. If someone wanted to become more involved, or even become a board member, what direction would you give them?*

Reach out to any current board member, go to our website and send us an email, or give me a call. CASCWA helps us stay up to date on legislation affecting or impacting our field. My interactions with CASCWA members have always been positive, and I genuinely feel that we want to help others in our field be better prepared to support our students.

*CASCWA members tend to be family oriented. This is what makes CWA administrators great. They often care about others as much at work as they do at home. Please tell us a little bit about your family and what they mean to you.*

My parents immigrated to the United States when I was seven years old along with my brother, then three years old, to provide us with better opportunities for our future. My father taught me that we must struggle to achieve our dreams because if we do not struggle, then we did not dream big enough. He would tell me that I would not fully appreciate that which came easy to me. We are a close family of four siblings that are there to support one another.



My husband went back to school and is now in his last year of the Radiology Program. Our daughter, Briana, is starting high school this year and our son, Brandon, is now in fifth grade. Our babies are growing rapidly and I hope that they grow to respect & value others around them & know that struggling for what they want is a virtue.

***Wow! Ms. Cardenas! Your interview is one of the best articles that has ever appeared in the Intercom. You have truly earned the respect of CASCWA members throughout the state. Thank you for sharing your thought with our CASCWA members and others in our field. Your words from your heart can be echoed throughout the state in CWA offices everywhere!.***

# California Legislature Designates September School Attendance Awareness Month

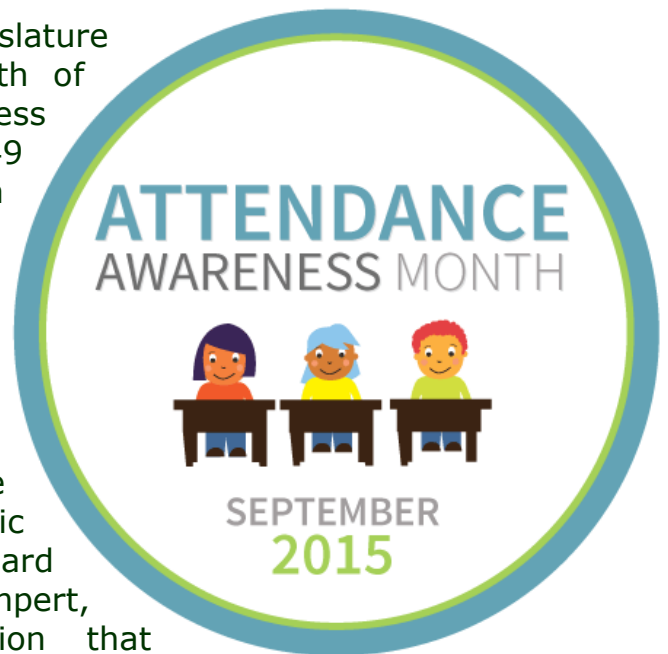
Sacramento, Calif. – The California State Legislature passed a resolution that designates the month of September 2014 as School Attendance Awareness Month. Assembly Concurrent Resolution (ACR) 149 by Assembly member Shirley N. Weber (D – San Diego) encourages public officials, educators, and communities in California to observe the month with appropriate activities and programs.

“As we embark on the new school year, the goal of Attendance Awareness Month is to mobilize schools and communities not only to promote the value of good attendance and its link to academic success, but also to take concrete steps toward reducing chronic absence,” said Ted Lempert, President of Children Now, the organization that sponsored the resolution.

In a statement on the Assembly Floor, Assembly member Weber noted that chronic absenteeism disproportionately affects low-income pupils and children of color and called on schools and communities to raise awareness, monitor chronic absence, and work to address the individual and systemic barriers that lead to missing schools, including school climate, engagement, transportation, health, nutrition and even unfair discipline policies.

State Superintendent Tom Torlakson also sent out a communication to all county and district superintendents and charter school administrators in July inviting them to join the September Attendance Awareness Month Campaign and provided links to resources to support their efforts.

Attendance Awareness Month was celebrated for the first time in September 2013 as part of a nationwide event recognizing the connection between school attendance and academic achievement. The annual campaign is led by Attendance Works, a national and state initiative that promotes awareness of the important role that school attendance plays in achieving academic success starting with school entry.



**<http://www.childrennow.org/about-us/press-releases/press-release-details1/>**





CALIFORNIA  
DEPARTMENT OF  
EDUCATION

**TOM TORLAKSON**

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

August 21, 2015

Dear County and District Superintendents and Charter School Administrators:

**SEPTEMBER ATTENDANCE AWARENESS MONTH:  
ENGAGING COMMUNITIES TO REDUCE CHRONIC ABSENCE**

As you welcome students back to school, I encourage you to join me in informing schools, families, and community partners about the importance of school attendance—and that every day counts! The campaign for September Attendance Awareness offers a prime opportunity to promote this awareness about the value of each instructional minute.

Families often do not realize how quickly absences can add up, and the start of a new school year is the time to build awareness about the connection between attendance and school success.

We can share the message that children will learn and succeed in the classroom when we remove barriers to attendance, establish good attendance patterns, and celebrate success in punctual and improved attendance. A great resource for positive messaging and attendance incentives is the "Count Us In Toolkit" found on the Attendance Works Web page at <http://awareness.attendanceworks.org/resources/toolkit/>.

Below are additional resources for you to consider in back-to-school nights or a parent summit:

- Bringing Attendance Home Toolkit: Engaging Parents in Preventing Chronic Absence at <http://www.attendanceworks.org/tools/for-parents/bringing-attendance-home-toolkit/>
- Leading Attendance: A Toolkit for Principals at [http://www.attendanceworks.org/wordpress/wp-content/uploads/2015/01/AW-Principal-toolkit-FINAL\\_2photos-1.pdf](http://www.attendanceworks.org/wordpress/wp-content/uploads/2015/01/AW-Principal-toolkit-FINAL_2photos-1.pdf)

Attendance also improves when schools closely monitor chronic absence and engage in personalized early outreach and support to students. Many of our Model School Attendance Review Board (SARB) programs have had great success by monitoring chronic absenteeism by grade level, ethnicity, and special programs to identify groups at risk and provide targeted early interventions. Using baseline chronic absence data enables you to closely monitor progress and set goals aligned with your Local Control and Accountability Plan (LCAP).

Together we can give all children an equal opportunity to learn by using chronic absence data to ensure that our students are in the classroom. These three steps can help you improve your system of attendance supervision:

1. If you have not already done so for your LCAP, use your chronic absence data to identify which schools and student populations have the highest chronic absence rates. California *Education Code* Section 60901 defines a chronic absentee as a student who has missed 10 percent or more of school days for any reason, including unexcused or excused absences and suspensions, during the days enrolled. Remember that chronic absence is different from truancy. In California, truancy is defined in *Education Code* Section 48260 as missing three days of school or being more than 30 minutes late to class without a valid excuse three times in one school year.
2. You may also share the aggregate data on chronic absence rates with your SARB so that SARB members can help identify and address the common causes for high chronic absence rates, including transportation issues or lack of access to health care. Encourage SARB members to engage community partners, especially volunteers and businesses, in providing attendance incentives that reward students for good and improved attendance. The SARBs also can enlist partners from public health, behavioral health, law enforcement, and social services to assist your schools when families need to be linked to community services.
3. Use your data to identify students with a past history of poor attendance who could benefit from positive personal engagement and extra support at the start of the school year. Link them to positive prevention-oriented supports (for example, an authorized enrollment center for Covered California which includes medical, vision, dental, and mental health support or a nonprofit outreach organization that provides after-school activities and family support).

If you would like more resources from Attendance Works, visit the Superintendents Call to Action Web page at <http://www.attendanceworks.org/superintendents-call-to-action/> where you can become part of the attendance awareness network.

I encourage you to begin this new school year with a winning collaborative, data-driven strategy to address chronic absence and celebrate the positive results.

If you have any questions regarding this subject, please contact David Kopperud, Education Programs Consultant, Educational Options, Student Support, and American Indian Education Office, by phone at 916-323-1028 or by e-mail at [dkopperud@cde.ca.gov](mailto:dkopperud@cde.ca.gov).

Sincerely,



Tom Torlakson

TT:dk  
2015-05248



# DAVID KOPPERUD'S COMMENTS

## CALIFORNIA DEPARTMENT OF EDUCATION

*One of the greatest child advocates in the State of California is David Kopperud of the California Department of Education. His lifetime work in the field of school attendance has positively impacted every student in every classroom in every school in every district. He has taken the work of State SARB to their highest level and is the driving force behind the "State's Model SARB Program." This*

*soft spoken unselfish man is well connected with today's "Child Welfare and Attendance Leaders." David is also to be commended as the driving force behind this edition of the CASCWA Intercom. The following comments are from an email that David sent to our editors:*



*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*

The Office of the Attorney General has been a good partner with the California Department of Education (CDE) in making the case for paying more attention to the problem of chronic absence and truancy. The Attorney General proposed extensive legislation to address truancy and chronic absenteeism, and her annual reports have used data from a sub-set of districts to estimate the extent of the chronic absence problem in elementary schools.

At CDE (in partnership with the California County Superintendents Educational Services Association, CDE Foundation, Attendance Works, and the Region IX Equity Center) we are in the process of building the capacity of four county offices of education to help districts calculate and monitor chronic absence. Some districts, like those with Model SARBs, regularly monitor chronic absence and work with site administrators and SARBs to analyze attendance problems. Other districts have yet to determine their baseline chronic absence rates.

We are hoping to expand the capacity of county offices to help districts collect and compare chronic absence rates by grade level, student subgroups, and schools. In 2014, the Office of the Attorney General found the highest levels of chronic absence in kindergarten and that the African American elementary students were 2.5 times more likely than white students to be chronically absent. Ninety percent of students with severe chronic absence were low-income.





Currently, the State SARB recognizes promising practices in the state through the Model SARB Recognition Program. We have found innovative and inspiring SARBs scattered across the state, and these SARBs are recognized by both the Office of the Attorney General and the California Department of Education at the annual CASCWA conferences.

Initially, SARBs focused on reducing the dropout rate by taking referrals on the most serious cases of habitual truancy in the district. Now many SARBs lead a three-tiered approach to reducing chronic absence in schools. In

the first tier, SARBs recognize good and improved attendance of schools, classes, and individual students. SARBs have become engaged with educating all students and families with an awareness of the importance of regular attendance, especially during September (Attendance Awareness Month). In the second tier, SARBs oversee efforts to notify parents of the consequences of poor attendance and efforts to provide personalized early outreach, such as home visits. In the third tier, SARBs meet directly with the families who have the most persistent school attendance problems to combine the expertise and resources of all SARB members and the agencies they represent. At the State SARB we will be considering a proposal to update the duties of attendance supervisors in the *Education Code* to reflect this more comprehensive, data-driven approach to keeping students in school.



**Reducing Chronic Absenteeism Conference**  
*Aligning Conditions of Learning, Outcomes, and Engagement for All Students*  
**September 18, 2015**  
**Corona-Norco Unified School District**

**OPENING REMARKS**  
**KENNETH M. YOUNG**  
 Riverside County Superintendent of Schools  
**MIKE HESTRIN**  
 District Attorney, Riverside County

**KEYNOTE SPEAKERS**  
**TOM TORLAKSON**  
 State Superintendent of Public Instruction  
**HEDY CHANG**  
 Attendance Works Consortium

**SPECIAL GUEST SPEAKER**  
**Jill Habig**  
 Assistant Attorney General

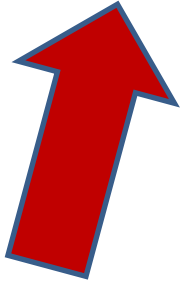
**FEATURING MARTIN LUTHER KING HIGH SCHOOL THEATER STUDENTS**

**WORKSHOPS ARE ALIGNED TO THE LCAP STATE PRIORITIES. TOPICS WILL INCLUDE:**

- Regional Best Practices
- LCAP Goal Samples and Strategies
- Early Interventions TK-5
- SARB Court and District Protocols
- Engaging Parents and Student Strategies
- Engaging Community and School Boards
- Legislative Updates

# New Toolkit Outlines Strategies for Attendance Awareness Month

<http://www.thehatchergroup.com/new-toolkit-outlines-strategies-for-attendance-awareness-month/>



**Go to this website to view the Hedy Chang “Attendance Works” video!**



Attendance Works and the Campaign for Grade-Level Reading have joined a partnership working to recognize September as Attendance Awareness Month, and The Hatcher Group produced a toolkit to help schools and communities start planning for September’s activities.

The [Count Us In! toolkit](#) offers talking points on the importance of good attendance, template proclamations and press releases, ideas for engaging students and parents, and advice for tracking data to identify and intervene with chronically absent kids. It details how everyone in the community—parents, faith leaders, housing authority workers, businesses, afterschool programs, mayors and, of course, educators—can get involved.

Attendance Works has also released a video describing how chronic absence has become a crisis in our schools and providing concrete examples of how communities are turning around poor attendance. You can use this video to educate and motivate your community to address chronic absence during Attendance Awareness Month or beyond.



# Principal's Toolkit

<http://www.attendanceworks.org/tools/schools/principals/>

## LEADING ATTENDANCE IN CA: PRINCIPALS TOOLKIT

[California Funding Formula: Brief and Handouts](#)

1

[Model SARRL Recognition Program 2014-15](#)

2

[San Francisco Toolkit](#)

3



### California Principal Profiles

[Nima Taheri](#)

[Garfield Elementary](#)

[Oakland](#)

[Read more here](#)

[Snowway/Boiler](#)

[FLACC/Prescott](#)

[Oakland](#)

[Read more here](#)

[Cait Hong](#)

[Roosevelt Middle](#)

[Oakland](#)

[Read more here](#)

[Peggy Green](#)

[Smith River Elementary](#)

[Smith River](#)

[Read more here](#)



We are seeking nominations from superintendents for additional Principal Attendance Leaders (PALs) to recognize for their outstanding work. Click here to nominate a principal for a profile.

## A TOOLKIT FOR PRINCIPALS TO ADDRESS CHRONIC ABSENCE

Principals know from experience and common sense what research confirms: Showing up for class matters. Students can't benefit from investments in high-quality instruction and more engaging, rigorous curriculum unless they are in their classroom. As early as the first month of school, chronic absence (missing 10 percent of school days; an average of just two days a month) can be an early warning sign of academic trouble, whether a student is in preschool or high school.



Nationwide, an estimated one in 10 students are chronically absent. While California does not know the precise number of chronically absent students in middle and high school, a 2014 analysis by the California Attorney General's office found that an estimated 250,000 elementary students are chronically absent. The highest levels were in kindergarten.

Whether excused or not, absences add up. The resulting loss of instructional time can be substantial and, for many students, the academic consequences are decidedly negative. Children who are chronically absent in kindergarten and first grade are much less likely to read proficiently by the end of third grade and are more likely to have poor attendance in later grades. By middle and high school, chronic absence is a proven early warning sign that a student will drop out. This is especially true for those students living in poverty, who need school the most and are sometimes getting the least.

The good news is that chronic absence is a problem we can solve. Attendance improves when schools and communities work with families to monitor absences and to identify and address barriers that are keeping students from getting to class. While everyone can help students show up every day, principals are uniquely positioned to ensure their schools adopt a comprehensive, tiered approach to improving attendance that fits with their overall approach to promoting academic achievement. Such a tiered approach is easily incorporated into existing reforms that can be expanded to include specific attention to chronic absence data and support to cultivate good attendance.

In California, principals can make a difference when they:

- [Cultivate a School-Wide Culture of Attendance](#)
- [Use Data to Determine Need for Additional Support](#)
- [Take a Team Approach and Develop Staff Capacity](#)
- [Advocate for Additional Resources and Improved Policy](#)

Click on the green links above to find tools and templates for each topic.

As a principal, you are positioned to take these strategies and tailor them to the realities of your own school community and staff. Draw upon your knowledge as well as that of key staff members, parent leaders and, if available, informed community partners. Use the resources in this toolkit to tailor a plan for reducing chronic absence that suits your school's strengths and shores up its weaknesses. You can find positive, effective, preventive approaches to improving attendance before turning to more costly punitive measures. With the right plan in place, you can improve student attendance and, with it, raise academic achievement.

Download the [Executive Summary](#).

*Leading Attendance in California was produced with the generous financial support of the California Endowment, the Californians Dedicated to Education Foundation, the Campaign for Grade-Level Reading, the W.K. Kellogg Foundation and the Re/aid Zone, a Bay Area early literacy initiative of the SO Fund, the legacy fund of the Super Bowl 50 Host Committee.*

*While the views expressed in this toolkit are ultimately those of Attendance Works, we deeply appreciate being able to draw upon the expertise and insights from colleagues with the California Department of Education, the Californians Dedicated to Education Foundation, the Region IX Equity Assistance Center at WestEd and the California County Superintendents' Educational Services Association.*



# CDE's School Attendance Improvement Strategies

<http://www.cde.ca.gov/ls/ai/cw/attendstrategy.asp>

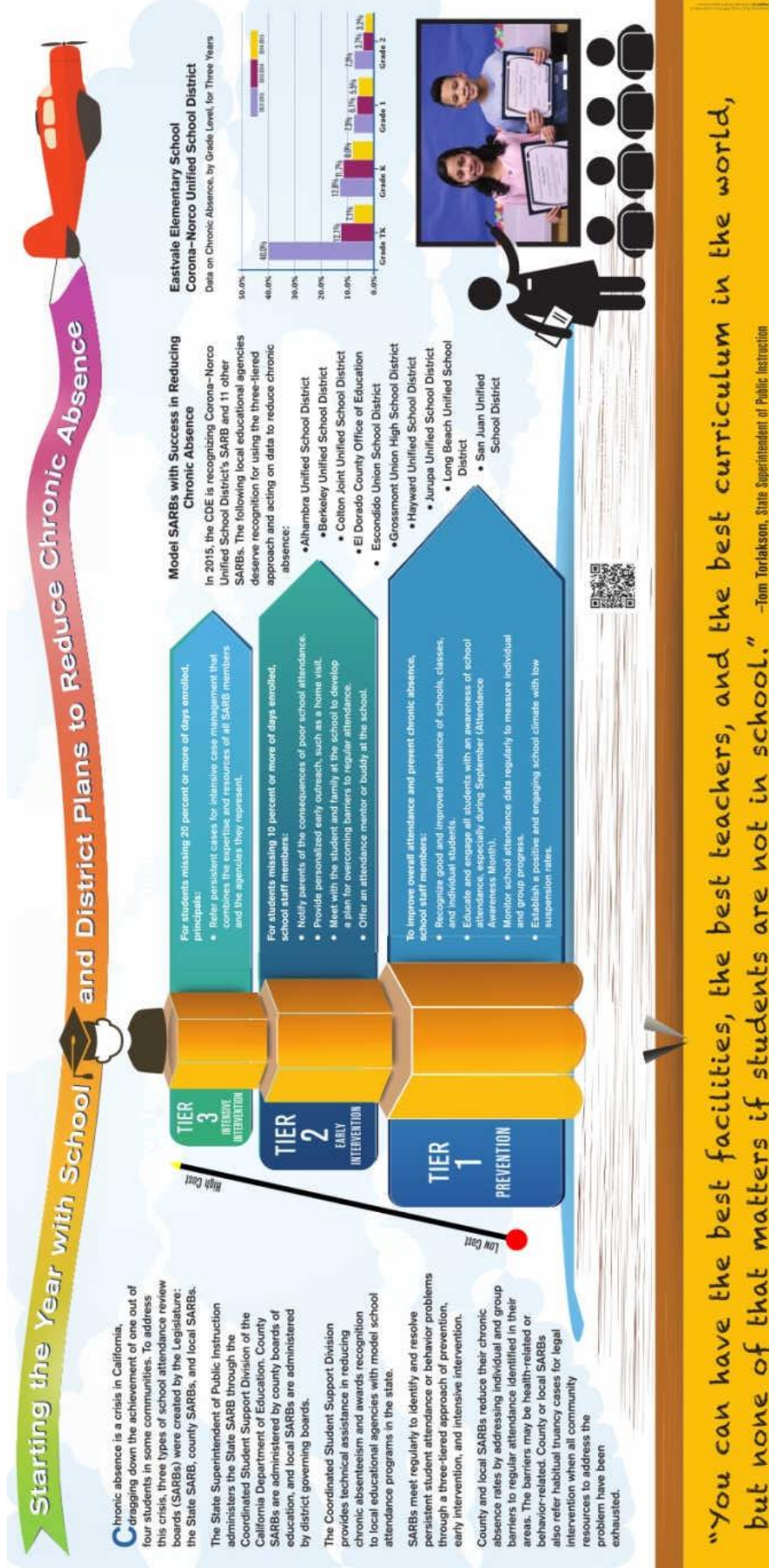
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The following practices have been identified as strategies and activities having a positive effect in encouraging students to regularly attend all their high school classes.

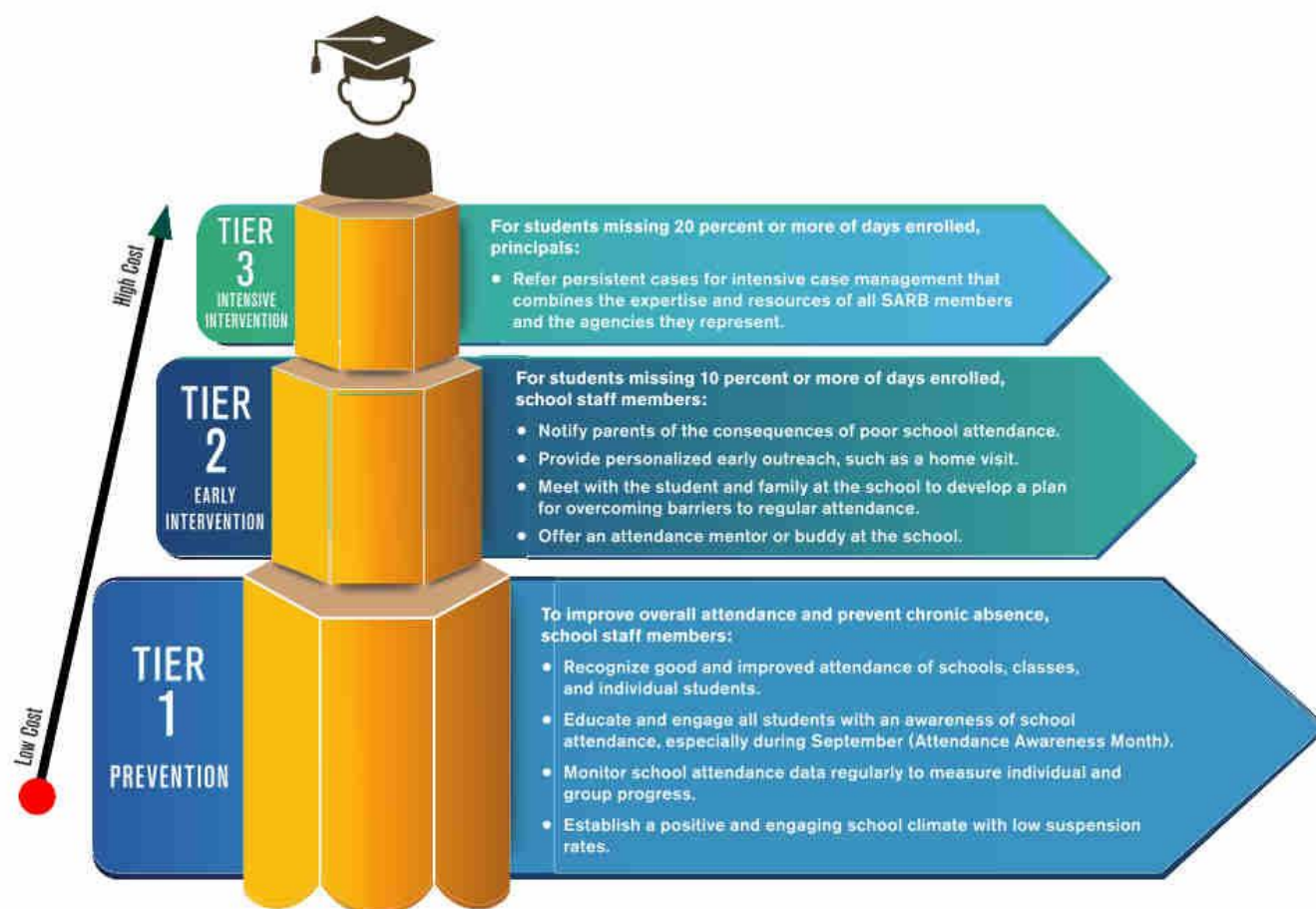
1. Clarify school standards related to attendance by making sure high school students understand that any unexcused absence of more than 30 minutes counts as an unexcused absence from school by state law (*Education Code [EC] Section 48260*). This means that "ditching" a single class for more than 30 minutes counts as an unexcused absence during that school day. Three unexcused absences of more than 30 minutes in one school year makes a student a "truant," and parents will be formally notified if their students becomes classified as "truants" (*EC Section 48260.5*).
2. Publicize the consequences of becoming classified as a truant and enforce them consistently. For example, parents should be notified they have a right to meet with appropriate school personnel to discuss solutions to their students' truancy when the student first meets the definition of a truant, and students should be notified that they are subject to suspension, restriction, or delay of their driving privilege pursuant to Section 13202.7 of the *Vehicle Code*.
3. Monitor student attendance and absence through a computerized attendance record-keeping system that keeps track of any unexcused absences that are more than 30 minutes.
4. Keep accurate attendance records that show who has been reported as a truant three or more times per school year and what efforts have been made to hold a conference with the parent or guardian and with the student. After three reports are made on a student's truancy and a conscientious effort is made to have a meeting with the student and parent, make sure the parent knows that the student is now deemed a "habitual truant" (*EC Section 48262*). When the normal avenues of school intervention are exhausted, refer habitual truants to a school attendance review board or a district attorney or probation officer mediation program (*EC sections 48263 and 48263.5*).
5. Place responsibility for verification of excessive excused absences for illness on parents and students. If the reasons for the absences are not verified by a doctor or appropriate school official, count those absences as unexcused.
6. Telephone parents/guardians in the evening or at work to verify absences.
7. Use bilingual aides to contact parents with limited English-speaking ability and send out school attendance notification letters in the language appropriate to the family.
8. Make home visits concerning student absences if parents/guardians cannot be reached by telephone.
9. Install a telephone recording unit to record absence excuses before school opens and to reduce the workload of the office staff in the morning. Advertise the service in the local newspaper or by letters to all parents. Distribute a small card, similar in size to a business card, which gives the school's answering service number and directions for reporting the reasons for absences.
10. Set up a telephone hotline in the school district attendance office that allows community residents to anonymously report apparent truants so that school attendance complaints can be investigated pursuant to *EC Section 48290*; include the hotline number on phone number stickers distributed to the community with police, fire, and other emergency numbers.
11. Refer students with frequent absences to a counselor, administrator, or school social worker to diagnose the problem and recommend solutions to alleviate the circumstances that are contributing to the truancy.
12. Post the names of perfect attendees in a highly visible place.

13. Hold a drawing for special prizes donated by local businesses. Use perfect attendance as the eligibility requirement for the drawing.
14. Send commendation letters to students and parents for perfect attendance and improved attendance.
15. Seek small or large financial incentives from the parent association to be awarded to the classroom with the best attendance record; allow teachers to spend financial rewards for any purpose selected by the class members or the teacher.
16. Initiate make-up classes conducted on one day of a weekend when a student is deemed a truant; use a "no-frill" room on campus and establish an after-school or weekend study program for students who fail to attend.
17. Refer students with persistent attendance problems to a Student Success Team (SST) or a School Attendance Review Team (SART), which should include teachers, administrators, counselors, and a school psychologist. Be sure that the parent/guardian and the student both attend the SST or SART meeting.
18. Initiate a "cross-age helper" system in which older high school students with good attendance are permitted to assist younger students on a weekly basis.
19. Personalize relationships between children and attendance office personnel; ask office aides, clerks, and secretaries to make individual contact with high-risk students on a daily basis.
20. Develop an "Adoptee Program" in which teacher volunteers make weekly informal contacts with high-risk students.
21. Establish homeroom periods in secondary schools, with students remaining with the same homeroom teacher all four years; make homeroom teachers responsible for monitoring their students' attendance records and discussing truancy with parents/guardians.
22. Refer students and parents to outside agencies for counseling.
23. Emphasize the importance of school attendance to students with long-term, non-contagious diseases that tend to keep students at home (e.g., asthma, diabetes, epilepsy, and sickle cell anemia); encourage and support these students at school and make sure these students are allowed to complete all assignments and tests missed during legitimate absences that can be reasonably provided pursuant to *EC* Section 48205 (b).
24. Display attendance graphs in the faculty room to show attendance comparisons between current and past school years and publicize the loss of Average Daily Attendance (a.d.a.) funds due to unexcused absences.
25. Provide schools a pro-rata share of the increased a.d.a. funds generated by their attendance improvement efforts.
26. Set high annual goals for reducing the number of habitual truants and chronic absentees that are monitored throughout the year.
27. Assess student attendance during the transitions from elementary school to middle school to high school.
28. Evaluate school-level and district-level school attendance interventions for effectiveness.
29. Focus on the specific school attendance barriers faced by foster youth, homeless youth, and youth with mental health challenges.
30. Address the problem of chronic absences which appear excessive, even when the absences have been excused by a parent or guardian.

**The Chart on this page was placed in the lobby at the California Department of Education. This chart addresses chronic absences. Save this chart, enlarge the chart to a size that you can read and focus on these important components necessary to combat chronic absences!**







## ATTEND TODAY, ACHIEVE TOMORROW

### GOOD SCHOOL ATTENDANCE MEANS...

**ELEMENTARY STUDENTS**  
read well by the end of third grade

**MIDDLE SCHOOLERS**  
pass important courses

**HIGH SCHOOLERS**  
stay on track for graduation

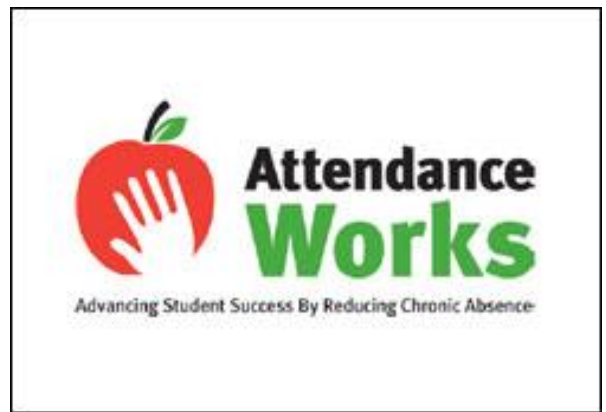
**COLLEGE STUDENTS**  
earn their degrees

**WORKERS**  
succeed in their jobs

Too many absences—excused or unexcused—can keep students from succeeding in school and in life. How many are too many? 10% of the school year—that's 18 missed days or 2 days a month—can knock students off track.

**Attendance Works**  
Ensuring Student Success by Removing Chronic Absence  
[www.attendanceworks.org](http://www.attendanceworks.org)

# 10 Facts About School Attendance



<http://awareness.attendanceworks.org/>

1. Absenteeism in the first month of school can predict poor attendance throughout the school year. Half the students who miss 2-4 days in September go on to miss nearly a month of school. [Read more](#)
2. An estimated 5 million to 7.5 million U.S. students miss nearly a month of school each year. [Read more](#)
3. Absenteeism and its ill effects start early. One in 10 kindergarten and first grade students are chronically absent. [Read more](#). Poor attendance can influence whether children read proficiently by the end of third grade or be held back. [Read more](#)
4. By 6<sup>th</sup> grade, chronic absence becomes a leading indicator that a student will drop out of high school. [Read more](#)
5. Research shows that missing 10 percent of the school, or about 18 days in most school districts, negatively affects a student's academic performance. That's just two days a month and that's known as chronic absence. [Read more](#)
6. The academic impact of missing that much school is the same whether the absences are excused or unexcused. Suspensions also add to lost time in the classroom.
7. Low-income students are four times more likely to be chronically absent than others often for reasons beyond their control, such as unstable housing, unreliable transportation and a lack of access to health care. [Read more](#)
8. When students improve their attendance rates, they improve their academic prospects and chances for graduating. [Read more](#)
9. When students improve their attendance rates, they improve their academic prospects and chances for graduating. [Read more](#)
10. Attendance improves when schools engage students and parents in positive ways and when schools provide mentors for chronically absent students. [Read more](#)
11. Most school districts and states don't look at all the right data to improve school attendance. They track how many students show up every day and how many are skipping school without an excuse, but not how many are missing so many days in excused *and* unexcused absence that they are headed off track academically. [Read more](#)

<http://www.attendanceworks.org/wordpress/wp-content/uploads/2010/04/ChronicAbsence.pdf>



## California State School Attendance Review Board

### Notice of Public Videoconference Meeting

August 20, 2015  
9:30 a.m.–3:00 p.m.  
California Department of Education  
1430 N Street, Room 3102  
Sacramento, CA 95814-5901

### Agenda

**9:30 a.m. Welcome and Introductions**

Approval of Minutes of Previous Meeting on May 21, 2015  
Update: Plans for September Attendance Awareness Month in September 2015  
Update: Reducing Chronic Absenteeism Conference in September 2015 in Norco  
Recommendation: Update to California *Education Code* Sections 48240–48246: Duties of Attendance Supervisors and Assistant Supervisors

**10:40 a.m. Break**

Update: Evaluation Rubric Developments in the Local Control Funding Formula

**Pending Legislation**

Discussion: Assembly Bill 1014 (Thurmond): Our Children's Success: Early Intervention Pilot Grant  
Discussion: AB 1153 (Calderon): Posting Evaluation Rubric Data  
Discussion: Senate Bill 527 (Liu): Administering Safe Neighborhoods and Schools Act  
Discussion: SB 463 (Hancock): Safe and Supportive Schools Train the Trainer Program  
Discussion: SB 1025 (Thurmond): Multi-tiered and Integrated Interventions Pilot Program

**12:00 p.m. Lunch**

**Presentation:** Linking Victims of Human Trafficking to Resources  
Discussion: Mandated Information on Health Care Options to Parents/Guardians (AB 2706)  
Discussion: Attorney General's 2015 "In School/On Track" Report  
Discussion: Attorney General's Ad Council Campaign to Improve School Attendance

**3:00 p.m. Adjournment**

Members of the public may address the State SARB for no more than three minutes. To address the State SARB, please write to David Kopperud by August 7, 2015, at the address below.

State School Attendance Review Board  
California Department of Education  
1430 N Street, Suite 6408  
Sacramento, CA 95814-5901  
[dkopperud@cde.ca.gov](mailto:dkopperud@cde.ca.gov)

**Reasonable Accommodation Will Be Provided For Any Individual With A Disability.** Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in a meeting or function of the board may request assistance by contacting the Educational Options, Student Support, and American Indian Education Office at 1430 N Street, Suite 6408, Sacramento, CA 95814-5901; Phone 916-323-2183; Fax 916-323-6061.



# SARB

## SCHOOL ATTENDANCE REVIEW BOARD – CDE WEBSITES

What is SARB?

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

Where can I get the SARB handbook and related forms?

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

<http://www.cde.ca.gov/ls/ai/sb/documents/sarbparentnotices.doc>

What is the CDE model SARB program?

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

What are the components of effective SARBs, as identified in the Model SARB application form?

<http://www.cde.ca.gov/ls/ai/sb/documents/modelsarbyr14.doc>

Who were the 2015 CDE Model SARB's?

<http://www.cde.ca.gov/nr/ne/yr15/yr15rel24.asp>

What is State SARB and when do they meet?

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

Who are the State SARB members and what agencies do they represent?

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

If I wanted to know more about SARB or if I wanted to start a SARB in my district, who could I contact to get more information?

*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)*

# **SCHOOL ATTENDANCE REVIEW BOARD**

## **(Downloaded from SDCOE)**

### **Model Hearing Format**

#### **Welcome**

SARB Chairperson: “Good morning / afternoon. I am (insert your name & position title). This is a meeting of the (insert district name) School Attendance Review Board. I am presiding over and moderating this hearing. I would like to begin by having the panel, family members and student introduce themselves.”

(Have the panel introduce themselves giving their name, position and agency affiliation, followed by the family members and student.)

#### **Verification of Address & Phone Numbers**

SARB Chairperson: “Before hearing the presentation of the case from the school’s representative, I would like to verify home address and phone numbers listed in the districts records are correct. Please review this information let us know if there are changes that should be made.”

#### **Overview**

SARB Chairperson: “California Education Code 48263 authorizes School Attendance Review Boards as an extension of the Juvenile Court process, to respond to cases involving Habitual Truancy, Irregular Attendance or Habitual Insubordination/Disruption. Our purpose is to work with you to develop a set of interventions and supports that will correct the issue of concern without the direct involvement of the courts.

- We will begin with a presentation of the case by the school’s representative.
- Following this presentation the panel will have an opportunity to ask questions of the family members, student and school personnel.
- When we’ve finished with questions we may have the family step out of the room while we deliberate as a team. (Optional)
- Toward the close of the meeting we will inform you of the panel’s decisions.
- The panel can choose from four possible outcomes as a result of this hearing:
  1. The panel may choose to dismiss the case.
  2. The panel may choose to monitor the case and reconvene if necessary, at a later date.
  3. The panel may choose to issue directives that will be binding on the student and parent / guardian. Should the panel choose this option, it may also seek prosecution if the student or parent fails to follow the directives outlined in the summary document / contract.
  4. The panel may choose to make an immediate referral for prosecution to the District Attorney’s Office.” (Good for parents to know but, limited court time and restricted filing criteria make this a risky option.)

SARB Chairperson: “Do you have any questions about what I’ve covered so far?” (After answering questions...) “Let’s begin with the school’s presentation.”

### **Presentation of Case**

**School Rep.:** (School reviews the case using the material included in the referral packet to support the main points.)

**SARB Chairperson:** “I’d like to open the floor to our panel members to ask questions of the school, family or student.”

**Panel Members:** (Explore the problem with the intention of identifying the root causes and possible solutions.)

### **Deliberation**

**SARB Chairperson:** (Following adequate time for questions from the panel the chairperson should determine if interventions can be developed with the family present or if they should be discussed in closed session.)

### **Actions**

**SARB Chairperson:** ((1) Inform the family of the action the SARB intends to take. (2) If directives are to be issued, review the Summary of Directives (contract) and explain the consequences of failing to comply with the contract. (3) Ask if the family or student has any questions.)

### **Closing**

**SARB Chairperson:** (Summarize the meeting, express confidence in the family and student, thank the panel and adjourn the hearing.)





# Develop Your District's Model SARB Process

Accelerate progress in addressing poor attendance to become a Model SARB district.

Updated 2015 Handbook

## 5 Step Tool



### Gather Chronic Absence Data

The first action in addressing your SARB process is to pull and analyze the chronic absence data. Disaggregated attendance data will identify patterns of chronic absence and habitual truancy. Each school can use this detail to examine the factors affecting absences and assess where your school is on engaging in the practices known to help improve overall attendance. This analysis should be used in developing the LCAP goals for making measurable progress in attendance and chronic absence. *At the beginning of the school year, chronic absence data from the previous year may be used as a starting point.*

[Example Data Link](#)



### Ask Why

Principals at each school should find out why students are missing school and identify common barriers to attendance at their schools. *This investigation is done by the school-level meetings with families who have been identified by chronic absence data. Interventions at the school must be attempted before any referrals are made to the SARB.*



### Build Capacity for a Three-Tiered District Approach

Tier 1) educate and engage all students and families to improve attendance; Tier 2) provide early outreach to all chronic absentees at the school; Tier 3) refers students with persistent chronic absence or habitual truancy to the school attendance review board (SARB) for intensive case management with coordination from agencies outside of the school district.

[Example Data Link](#)



### Combine Expertise and Resources of SARB Members to Develop a District Plan

SARB members from the school district and the community at large review chronic absence patterns to diagnose problems found in district schools and identify local resources and practices that address the problems.



### Set Targets

SARB members develop annual goals, specific actions, and budget requests for inclusion in the district plan to make measurable progress in reducing chronic absence and improving overall attendance rates.

[Example Data Link](#)

## Download your handbook today!

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

#### Press Release

State Schools Chief Tom Torlakson Announces  
2015 Model Attendance Improvement Programs

<http://www.cde.ca.gov/pr/press/15pr15rel24.asp>



#### State School Attendance Review Board

California Department of Education  
1430 N Street, Sacramento, CA 95814  
E: [dkopperud@cde.ca.gov](mailto:dkopperud@cde.ca.gov) | T: 916-323-1028

[SARB Application Link Here](#)

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

# LETTER TO STATE SARB

## AVERAGE DAILY ATTENDANCE RATE (ADA) (NEW) SCHOOL ATTENDANCE RATE (SAR)

Dear State SARB Members:

I have received several questions recently about the difference between Average Daily Attendance (ADA) and the new School Attendance Rate (SAR) that will be used for Adequate Yearly Progress (AYP) in elementary schools and middle schools (TK-8).

This is an important question for SARB members because SARs play a role in improving both ADA and SAR as well as other types of attendance measures.

We have focused a lot recently on the baseline chronic absentee rates for students in different subgroups because those rates are the most useful information in determining the percentages of students who are at risk in different groups and how to close the attendance gap so that more students have an opportunity to learn. However, at the same time we plan to reduce chronic absentee rates for different groups of students, we also plan to increase ADA for district funding and SAR for AYP in grades TK-8. We also need to look at rates of truancy, habitual truancy, and chronic truancy as indicators of compliance with compulsory education laws.

Most of you are familiar with ADA because that is number reported to the California Department of Education in the aggregate for the district's state apportionments. For the purposes of ADA, it does not matter how many days a student was enrolled as of P-2. What does matter is how many days each student attended in the district as of P-2 to generate ADA credit for the district.

With the SAR, the number of days enrolled does matter because the school is being held accountable for the number of days each student attended as of P-2 compared to the number of days each student was enrolled as of P-2.

Attached is a chart from the School Fiscal Services Division of the California

School Fiscal Services Division  
California Department of  
Education  
August 11, 2015

### Comparison of Average Daily Attendance Calculation and School Attendance Rate Calculation for AYP

#### Summary:

In the examples below we have calculated ADA and a school attendance rate for the same pupils. Example A calculates ADA and uses the same divisor for all students regardless of the number of days enrolled for all students in the district, regardless of whether the student was actually enrolled for the fully number of days in that district. The rationale for not counting only the days a student was enrolled in the district is because the student was generating ADA credit in another district and using the same divisor prevents the student from generating more than one ADA for funding purposes. Example B calculates the school attendance rate and the divisor is based on the number of days the student was actually enrolled in the school to prevent the school's attendance rate from being artificially deflated.

#### A. Example of Average Daily Attendance (ADA) Calculation

Student	TK-8 Number of Days Attended as of P-2	TK-8 Number of Days in P-2 Reporting Period	ADA (Days Attended / Days Enrolled)
Student 1	130	135	0.96
Student 2	123	135	0.91
Student 3	59	135	0.44
<b>District Totals</b>	<b>312</b>	<b>405</b>	<b>2.31</b>

This number is reported to CDE in the aggregate for the district for state apportionments.

#### B. Example of School Attendance Rate for AYP

Student	TK-8 Number of Days Attended as of P-2	TK-8 Number of Days Enrolled as of P-2
Student 1	130	135
Student 2	123	125
Student 3	59	70
<b>School Totals</b>	<b>312</b>	<b>330</b>
<b>School Attendance Rate</b>		<b>0.95</b>

For questions regarding ADA please contact Wendi McCaskill at [wmcaskill@cde.ca.gov](mailto:wmcaskill@cde.ca.gov) or Lindsay Prestwich at [lprestwich@cde.ca.gov](mailto:lprestwich@cde.ca.gov)

Department of Education which explains the difference in the calculation of ADA and SAR. Representatives from the School Fiscal Services Division will participate at our next State SARB meeting on August 20 to answer any questions you might have about the different calculations for ADA and SAR.

Attendance awareness now has new meaning. We need to be aware of ADA, SAR, truancy, habitual truancy, chronic truancy, and suspension rates as well as the chronic absentee rates of different groups of students. Each measure of attendance informs the SARB.

Attendance supervisors of today are required to be much more data-driven than before when the primary focus was simply enforcing compulsory education laws. I am looking forward to our discussion on updating the duties of attendance supervisors.

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

The CDE will recommend that the State Board of Education will set the AYP school attendance rate target to **93%** for elementary and middle school grades.

## **“ROUGH DRAFT” STATE SARB PROPOSED REVISION TO EDUCATION CODES: 48240-48246**

### **LEGISLATIVE PROPOSAL 2016 Legislative Session**

Desired Legislative Outcome: Amend and repeal existing law regarding supervisors of attendance to support the need to track pupil attendance, truancy and chronic absenteeism. Provide specific duties to be performed by the supervisor of attendance and recommend support services and interventions.

Education Code Section(s) Effected: Education Codes 48240-48246

48240. Supervisors of attendance; duties; support services and interventions ~~The board of education of any school district and of any county shall appoint a supervisor of attendance and such assistant supervisors of attendance as may be necessary to supervise the attendance of pupils in the district or county. The board shall prescribe the duties of the supervisor and assistant supervisors of attendance, not inconsistent with law, to include, among other duties that may be required by the board, those specific duties related to compulsory full time education, truancy, work permits, compulsory continuation education, and opportunity schools, classes, and programs, now required of such attendance supervisors by this chapter and Article 4 (commencing with Section 48450) of Chapter 3 and Article 2 (commencing with Section 48630) of Chapter 4 of this part.~~

(a) The governing board of each school district, county office of education, and charter school shall designate one staff person as the supervisor of attendance to oversee the attendance of pupils in all schools and programs operated by the school district, county office of education, or charter school.

The supervisor of attendance shall promote a culture of attendance and establish a system to accurately track pupil attendance in order do all of the following:



- (1) Raise the awareness of school personnel; parents, guardians, or other caregiving adult; community partners; and local businesses of the effects of chronic absence and truancy and other challenges associated with poor attendance.
  - (2) Identify and respond to patterns of attendance in all schools and programs.
  - (3) Identify and respond to factors contributing to chronic absence and truancy.
  - (4) Ensure that pupils with attendance problems are identified as early as possible to provide applicable support services and interventions.
  - (5) Provide data on school attendance, chronic absence, and truancy rates for all students and for each numerically significant student population.
  - (6) Establish annual goals and specific actions for student attendance and engagement.
  - (7) Evaluate the effectiveness of strategies implemented to reduce chronic absence and truancy.
- (b) Support services and interventions may include, but are not limited to, the following:
- (1) A conference between school personnel, the pupil's parent or guardian, and the pupil.
  - (2) Promote co-curricular and extra-curricular activities that increase pupil connectedness to school such as tutoring, mentoring, service-learning, or athletics.
  - (3) Recognize pupils who achieve excellent attendance or demonstrate significant improvement in attendance.
  - (4) Referrals to the school counselor, psychologist, social worker, or other school support services personnel for case management and counseling.
  - (5) Collaboration with child welfare services, law enforcement, courts, public health care agencies, other government agencies, and/or medical, mental health, and oral health care providers to provided necessary services.
  - (6) Referral to alternative educational programs or credit recovery programs.
  - (7) Study teams, guidance teams, school attendance review teams, or other intervention-related teams to assess the attendance problem, and develop and implement individualized plans to address the attendance problem in partnership with the pupil and his or her parents.
  - (8) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
  - (9) Referral to a school attendance review board established by the county or by a school district or to the probation department. The referral may lead to actions described in Section 48263.
  - (10) Referral to a truancy mediation program operated by the county's district attorney or probation officer pursuant to Section 48260.6.

~~48241. In any city or city and county no supervisor of attendance or assistant supervisors of attendance shall be appointed, unless he has been lawfully certificated for the work by the county board of education.~~

~~48242. The board of school trustees of any district of a county may appoint a district supervisor of attendance to act under the direction of the county supervisor of attendance.~~

~~48243. Two or more districts may unite in appointing a district supervisor of attendance and in paying his compensation.~~

~~48244. A district may, with the approval of the county board of education, contract with the county superintendent of schools for the supervision of attendance of pupils in the school district. The county superintendent of schools shall transfer from the funds of the district to the county school service fund an amount equal to the actual cost of providing for the supervision of attendance.~~

~~48245. In any district or districts with an average daily attendance of 1,000 or more school children, according to the annual school report of the last preceding school year, no district supervisor of attendance shall be appointed, unless he has been lawfully certificated for the work by the county board of education.~~

48246. Entry into place of employment

The attendance supervisor, ~~who is a full-time attendance supervisor performing no other duties, of any county, city and county, or of a~~ school district in which any place of employment is situated, or the probation officer of the county, may at any time enter into any such place of employment for the purpose of examining permits to work or to employ of all minors employed in such place of employment, or for the purpose of investigating violations of the provisions of the Labor Code or of the provisions of this chapter, or Chapter 7 (commencing with Section 49100) of this part. If the attendance supervisor or probation officer is denied entrance to such place of employment, or if any violation of laws relating to the education of minors is found to exist, the attendance supervisor or probation officer shall report the denial of entrance or the violation to the Labor Commissioner. Such report shall be made within 48 hours and shall be in writing, setting forth the fact that he has good cause to believe that such laws are being violated in such place of employment and describing the nature of the violation.

## LEGISLATIVE INFORMATION FROM SHERMAN GARNETT

Just a brief alert that two legislative bills were signed by the governor on August 11, 2015

### **Residency Requirements & Foster Students/Homeless Students**

#### **AB 1101- Pupil School enrollment-** Bonilla

This bill , if a school district elects to undertake an investigation as to the student's residency as specified, require the governing board of the school district to 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. This bill would require the policy to, among other things, identify the circumstances upon which the school district may initiate the investigation, describe the investigatory methods that may be used, including whether the school district will be employing the services of a private investigator, prohibit the surreptitious photographing or video-recording of pupils who are being investigated, as provided and provide for an appeal process. This requires that the policy be adopted at a public meeting of the governing board of a school district.

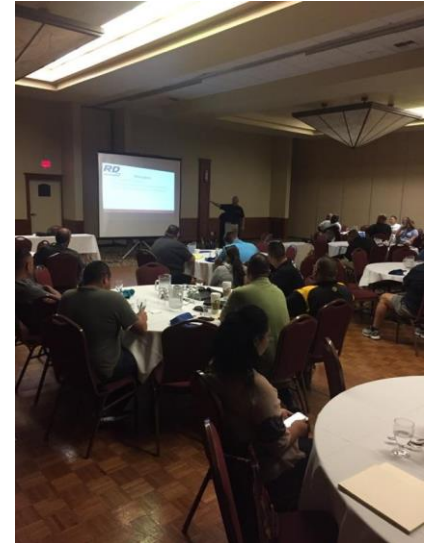
#### **AB 1166- Pupils in Foster care:** Pupils who are homeless children or youth: school transfer: exemption from local graduation requirements

This bill, if the school district fails to provide notification to homeless and foster youth of exemption from local graduation requirements if eligible, declare the effected pupil eligible for the exemption from local graduation requirements once notified, even if that notification is received after the termination of the court's jurisdiction over the pupil or after the pupil is no longer a homeless child or youth, as applicable, if the pupil otherwise qualifies for the exemption.

Requires if a pupil who is a homeless child or youth is exempted from local graduation requirements, that the exemption continues to apply after the pupil is no longer a homeless child or youth while he or she is enrolled in school or if the pupil transfers to another school district.

# SAN JOAQUIN'S AUGUST EVENT

## CAMPUS MONITORS, CAMPUS SECURITY, SB 1626 TRAINING



# CASCWA

California Association of Supervisors of Child Welfare and Attendance

**SAN JOAQUIN SECTION'S  
2015-2016**

**Campus Monitors/Campus Security  
SB 1626 Training**

**Date:**

August 5th-7th, 2015

**Location:**

Holiday Inn  
Visalia Ca 93277  
9000 W Airport Dr.  
559-651-5000

Special \$89.00 CASCWA Room Rate Available

**Mandatory SB 1626 Training**

## **WAY TO GO!**

Congratulations to Brian Gonzales, Dennis Wiechmann and the entire San Joaquin Executive Board for another successful training session. This is an annual event. If you would like to attend this event next year please check out San Joaquin's Section on the CASCWA website at [www.cascwa.com](http://www.cascwa.com).





## The Vital Importance of Self-Care

Working in the furrows of public education is a very esoteric experience and rhythm to many outside our profession. Regardless of your position or role in this vocation, there are some things that you experience on a daily, weekly, or monthly basis that many in society struggle to understand and or believe. Because of this reality, the importance of self-care is pivotal. As practitioners in public education, it is essential that we find ways to engage in self-care because our work is relentless, unending, fast-paced, and sometimes un-reciprocal and emotionally painful.

There are so many emotions experienced through the relationships and encounters within our educational sphere. The rigor of public education swings through the pendulum winds of jubilation, sadness, excitement, and despair. Despite what is happening in our personal families and communities, the moment we walk into the school building, classroom, or office, we must be mentally ready and prepared for the demands of serving and working with our students, families, and colleagues.

Toward the end of last school year I found myself standing in the office and walking in was a 7<sup>th</sup> grade boy with an electric smile. His smile and essence illuminated the room and my soul. This young student had a scar that ran from the middle of the back of his head, virtually down his neck. The scar was related to the multiple tumors that had been surgically removed; and although the student exudes joy, love, and thanksgiving, his health can critically fail at any time. Either later that same day or the next I found myself at Children's Hospital, visiting a former student at the tender age of 12. He was on life support (no brain activity) and the family had to determine when to pull the plug. The father wanted me to see his son and his older brother from my district who was having thoughts of suicide, related to the failed health of his little brother. There I sat in the room alone with the 12 year-old child holding his hand. What a day, it was not even 12 yet. On my way in and out the ward I also saw other children in grave condition. I then went back to my district office and continued the rest of my day. No one really factors in these episodes and connections to our work, but they are part of our reality.

So again, unfortunately there have been school years where we have lost students and colleagues to unexpected death, and experienced other forms of school trauma. Through all of the different forms of emotions and demands, we can forget to take care of ourselves. In America it seems that we can have a tendency to measure portions of our vocational worth by the long hard hours we work in a day or a week. Some even boast about their taxing work-days, work-weeks, or never taking vacation. Working longer does not always equal working smarter or healthier. Thus through the deep grind of long and emotionally pressurized projects, planning sessions, meetings, etc., taking care of yourself and refueling your tank is vital. We cannot be there for others if we are not first fully present and emotionally healthy for ourselves.

Before entering the ranks of public education, I worked in the world of mental and behavioral health as a therapist. Because of that, I have a firm background in what it means to be emotional healthy, balanced, self-actualized, and person-centered. However, at any time, any of us can lose our way and forget to take care of self. Sometimes we cannot see how far we have moved away from self-care until something shakes our core, bringing us back to purpose and protection. I learned this lesson last year.





In addition to being a Student Support Services Director, I also have an educational consulting business, and I am the preacher of a congregation. Like many of you, last school year was demanding. I think the rigor of our jobs is escalating and the scope, breadth, and expansiveness of our work is intensifying. Because of that reality when Spring Break arrived last year, my wife and I decided to take a drive to Reno (Circus Circus) for 4 days. This would allow my wife and I, and our 4 children (5, 11, 13, 14) a chance to unwind and disconnect from the routine toil. The drive was interesting because as we got closer to Nevada we were

driving through the snow. While moving slowly through powdered ice and crisp night sky, I received an eerie call from my father. He said "your mother passed away tonight." Wow, life has a mind of its own! The days we thought would be spent relaxing, suddenly turned into grief management and funeral planning.

My mother died on Easter Sunday (April 5, 2015), a few hours I preached my third sermon that day. I officiated at her funeral service and eulogy a few days later on April 10, followed by facilitating her burial service on April 14. Part of how I handled the death of my mother is why I am sharing this personal message regarding the importance of self-care. I was back at work on April 13, the first Monday after Spring Break, but that was probably too soon. I spent spring break in shock, but I did not know it. I was trying to be strong for my father, sister, wife, children, family, and friends. I had a very intense expulsion hearing on April 15 and there was no room for error. While driving to the Sacramento Valley National Cemetery -- on the morning of April 14 -- I was on the phone with an attorney about the expulsion case and after the burial of my mother I was immediately back on the phone with another attorney. On the surface I am sure it seemed that I was managing all things well, but there is no way my actions were healthy. My wife drove while I was on the phone to and from the burial service and recall her glancing at me and saying, "What you are doing is not right." I was taking care of everyone else but myself. When we are not careful and emotionally out of balance in education, this is a mode we can slip into.

The expulsion was a success but as time went on I felt more and more that I needed a healthy outlet to grieve. I sensed myself becoming bitter and resentful for rushing through the death of my mother. On April 28<sup>th</sup> I decided to make an appointment to seek an outlet for grief counseling (a space that would be just for me). I made the call and the person on the phone facilitated the brief intake and placed me on hold so he could check the calendar for the first appointment. In that moment I was actually excited and proud of myself for taking the step. As he returned to the phone he said "Ok Mr. Saheli, the soonest appointment I have for you is May 12." It was in that moment that my urgency for self-care heightened. I was stunned. May 12; I needed something now!

Through my personality/disposition and in our profession, we serve and meet the needs of people on the spot, but here I was in need of an urgent appointment, but the quickest session was two weeks away. Totally dazed and bewildered, I initially accepted the appointment, but before the call ended I cancelled it, having no idea if I would still want or need counseling 14-15 days later. It probably was not the best decision, but in that moment my feeling was, "Just forget it, I will figure it out on my own."

That experience and lesson taught me that self-care is my responsibility first. No one will do it for us. Personal self-care is your responsibility preeminently and you must find



special ways to make time for it. No one really knew, but I emotionally struggled my way through the end of the year, realizing I never gave myself a chance to holistically grieve or process the death of my mother.



I did not realize how unhealthy my actions were until one of my colleagues, without warning, burst into my office, closed my door and blinds and began sharing with me how he made it through the death of his mother three years ago. My mother had only been dead for a few weeks, but his a few years and as he shared his story with me, he still had tears in his eyes. He said he had been watching me and urged me to slow down and take care of myself. He gave me some relational tools, grabbed my hands and said a prayer for me, hugged me and left. That was a totally unexpected but a very real and needed moment. I knew then I had to get serious about self-care.

In 2006 my 3-day old son died in the arms of my wife and I, but for me it was the death of my mother that heightened my knowledge about the importance of self-care. For others it might be the death, illness, or injury of a spouse, child, loved one, divorce, car accident, financial trouble, work-related stress, complaints, your own children and school, etc. Stress, grief, frustrations, and anxiety impacts all of us. If I saw someone in my situation I would demand that they take time to grieve and process, but I did not know how to do it for myself. The people I have met and friends I have established through CASCWA and public education in general, are some of the most sacrificial and hardest working people I know, so please find ways to engage in vital self-care so you can first be there for yourself and then for others.

One of the things I did for myself over the summer was spend 10 days in Hawaii with my wife and children. However, this time I did not take my cell phone or laptop, leaving me free from email, phone calls, text messages, and social media. I was totally unplugged for 10 days; deeply engaged in self-care through the restoring beaches of the Big Island of Hawaii and quality family time. Whatever your magic place is for recovery, rejuvenation, and replenishment (reading, vacation, spa treatments, photography, poetry, exercise, camping, biking, reading, music, family, tours, singing, meditation, bowling, cooking, writing, fishing, jogging, etc.), make sure you guard, cultivate, and use it for balance and restoration.



At times, the work you do can take-and-take without replenishment, thus remember *The Vital Importance of Self-Care*.

Ammar Saheli, Ed.D, MS, PPSC

CASCWA State President



## SI&A's Gemma Ball honored by CASCWA



(El Dorado Hills, Calif.) Gemma Ball, director of partner relations at School Innovations and Achievement, was honored last month for her years of service to the California Association of Supervisors of Child Welfare and Attendance.

CASCWA is the state's leading professional organization dedicated to improving K-12 school safety and increasing student attendance.

SI&A is a national leader in providing district and site-based solutions to managing chronic absenteeism and promoting perfect attendance.

Alan Del Simone, spokesman for CASCWA, said Ball and SI&A itself has proved a true friend to school attendance managers statewide.

"We feel that Gemma is a true partner to the organization," he said. "She's known up and down the state just as Gemma – like a famous athlete, like Tiger or Pele, no need for a last name. She has a passion for education and for making sure

kids are in school and getting their best opportunity for an education."

Ball, who has been with SI&A for 19 years but working directly with CASCWA since 2008, said she views attendance personnel as the front line in building better student performance.

"These are people who really care about the kids and there's a real sense of urgency about the work they do," Ball said. "I think everyone at SI&A – and it's certainly true for me – feels really grateful that we can contribute in some small way to the important job the members of CASCWA are doing."

Del Simone said SI&A's Attention2Attendance® program has proven an important resource for schools challenged by truancy and attendance problems.

"SI&A really recognizes the importance of early notification to parents when their students are truant," he said. "This is something we try to emphasize every day – recognizing that early, initial contact with parents. And the SI&A products assist districts in doing that."

Attention2Attendance® is an award-winning attendance intervention program that supports school district efforts to create a culture of success for all students.

### School Innovation and Achievement

School Innovation and Achievement – SI&A remains as one of the strongest allies of the efforts of CASCWA. SI&A is committed to improving attendance throughout the state. SI&A assist districts through technology and individual contact. SI&A has been working with school district in California for over three decades! Please go to: <http://www.sia-us.com/>

## Jeni Mendel's "Website" Pages

*Over the past several years, the editors of the Intercom and Connection have received on-going emails from Jeni Mendel (jmendel@guhsd.net) of the Grossmont UHSD and several other executive board members (especially former State President, Sherman Garnett.) 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!*



### **Lou M Schumaker Truancy Detective**

<https://www.youtube.com/watch?v=9thssHfE62U>

### **Truancy Video – When you miss school, you miss out!**

<https://www.youtube.com/watch?v=cRW8BXypewg>

### **Stay in School - Teen Truancy Public Service Announcement**

<https://www.youtube.com/watch?v=l9ggiC07UXc>

### **Chapter 6: The Legal Framework of California's Truancy Laws**

<https://oag.ca.gov/truancy/2013/ch6>

### **Positive Attendance Devices**

<http://k12sta.com/products/positive-attendance-devices/>

### **Absence Add Up**

[http://www.attendanceworks.org/wordpress/wp-content/uploads/2014/09/Absenses-Add-Up\\_September-3rd-2014.pdf](http://www.attendanceworks.org/wordpress/wp-content/uploads/2014/09/Absenses-Add-Up_September-3rd-2014.pdf)

### **Face-recognition technology to monitor school attendance (London)**

<http://www.redicecreations.com/article.php?id=15343>

### **Meeting the Challenge of Combating Chronic Absenteeism Impact of the NYC Mayor's Interagency Task Force on Chronic Absenteeism and School Attendance and Its Implications for Other Cities.**

<http://new.every1graduates.org/wp-content/uploads/2013/11/NYC-Chronic-Absenteeism-Impact-Report.pdf>

### **School Nurses' Role in Combating Chronic Absenteeism**

<https://www.nasn.org/portals/0/advocacy/whitepaperabsenteeism.pdf/0/advocacy/whitepaperabsenteeism.pdf>

**Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight**  
*A Research Brief from Attendance Works and Child & Family Policy Center*  
<http://www.attendanceworks.org/wordpress/wp-content/uploads/2010/04/ChronicAbsence.pdf>

**National Gang Center - Parent's guide to gangs**  
<https://www.nationalgangcenter.gov/Content/Documents/Parents-Guide-to-Gangs.pdf>

**National Gang Center - Street-Outreach-Comprehensive-Gang-Model.pdf**  
<http://www.nationalgangcenter.gov/Content/Documents/Street-Outreach-Comprehensive-Gang-Model.pdf>

**Teens Who See Medical Marijuana Ads More Likely to Use the Drug: Study**  
<http://www.drugfree.org/join-together/teens-see-medical-marijuana-ads-likely-use-drug-study/>

**Gov. boosts penalty for home hash oil labs in California**  
<http://www.ksbw.com/news/gov-boosts-penalty-for-home-hash-oil-labs-in-california/34605906>

**Bureau of Justice Statistics Releases 2014 School Crime and Safety Report**  
<http://www.ojjdp.gov/enews/15juvjust/150713.html>

**Missing Children State Care and Child Sex Trafficking**  
[http://www.missingkids.com/en\\_US/publications/missingchildrenstatecare.pdf](http://www.missingkids.com/en_US/publications/missingchildrenstatecare.pdf)

**National Gang Center Newsletter**  
<http://www.nationalgangcenter.gov/Content/Newsletters/NGC-Newsletter-2015-Spring.pdf>

**Previous issues**  
<http://www.nationalgangcenter.gov/Newsletter>

**Parent–Teacher Conference Tip Sheets for Principals, Teachers, and Parents**  
<http://www.hfrp.org/var/hfrp/storage/fckeditor/File/Parent-Teacher-ConferenceTipSheet-100610.pdf>

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@guhsd.net](mailto:jmendel@guhsd.net)**

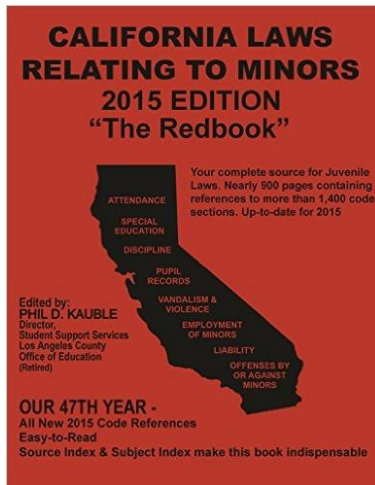
***Playing truant from school is like a credit card,  
fun now, pay later!***



# CALIFORNIA LAWS RELATING TO MINORS

BY PHIL KAUBLE

Your complete source for Juvenile Laws. 900 pages containing references to more than 1,400 code sections. Up-to-date for 2015



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

<http://www.amazon.com/California-Laws-Relating-Minors-2014/dp/1933408340>

## Ten Reasons Why You Should Belong to CASCWA

1. Keep up-to-date on education issues, trends, and findings.
2. "Ask-The-Expert" questions about CWA and receive answers from our "Experts".
3. Participate in professional development workshops throughout the state.
4. Receive legislative updates related to CWA issues.
5. Provide scholarships for students-at-risk.
6. Influence the profession by collaborating with other organizations.
7. Develop your leadership skills.
8. Improve the educational success of all students.
9. Receive the "Intercom", the official newsletter.
10. Network! Network! Network!



*We trust that you have enjoyed this edition of the CASCWA Intercom. For more information about CASCWA, please go to [www.cascwa.org](http://www.cascwa.org).*

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

