



STATE OF CALIFORNIA
 OFFICE OF THE ATTORNEY GENERAL
 KAMALA D. HARRIS
 ATTORNEY GENERAL

RECEIVED
 MAY 2 2013
 SUPERINTENDENT'S OFFICE

May 1, 2013

Dear County and District Superintendents:

California is facing an alarming truancy problem, which impacts not only truant students and their families, but also schools, law enforcement, and the community as a whole.

Over 1.8 million students, almost 30 percent of the state's student body, were truant in California in the 2010-11 school year.¹ **Over 700,000 of those truant students – about 40 percent – were in elementary school.** In fact, approximately 24 percent of all elementary school students were truant in 2010-2011.² California law places a duty on us – parents, educators, and law enforcement – to ensure that our young children attend school every day. This duty is especially critical when it comes to elementary school children, who are too young to shoulder sole responsibility for getting themselves to school each morning.

We have basic laws in California that require school districts to take certain steps when students are truant. They include the following obligations:

1. Truancy Classification and Reporting Requirement

School districts are required to classify as "truant" any pupil who is absent from school without a valid excuse for three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions, or any such combination. They also must report to the attendance supervisor or to the district superintendent any pupil who is classified as "truant."³

¹ California Department of Education, Data Quest, accessed April 30, 2013, <http://dq.ede.ca.gov/dataquest/Expulsion/ExpReports/StateExp.aspx?cYear=2010-11&cChoice=ExpData1&PageNo=1>

² California Department of Education, Data Quest, accessed April 30, 2013, <http://dq.ede.ca.gov/dataquest/Expulsion/ExpReports/ExpOtherSchool.aspx?sType=6061&dType=none&co=All%20Counties&TheYear=2010-11&surby=by>

³ Education Code section 48260.

cc: Cabinet, Student Services of SACS

parents of the pupil at least once using the most cost-effective method possible, which may include electronic mail or a telephone call.”⁶

For your convenience, a sample First Notification of Truancy Letter and a sample Third Truancy Letter (Habitual Truant), in multiple languages, are available on the California Department of Education (CDE) Website at <http://www.cde.ca.gov/ls/ai/sb/saribhandbook.asp> and in the State School Attendance Review Board (SARB) Handbook, at Appendix A, pp. 63-64 and 70.

This early intervention is essential: parents and guardians must be informed as early as possible of their child's attendance problem and be included from the start in the efforts to resolve the issue before it becomes more serious. The school district and the School Attendance Review Board (SARB) must work closely with pupils who have school attendance issues and their families in order to keep pupils in school, on track, and out of the juvenile justice system. In order to be effective, these efforts must start from the beginning of children's enrollment in elementary school.

The Attorney General's Office is currently preparing an analysis of elementary school truancy in California and its impact on public safety. My office plans to issue a public report that will describe in more detail the negative public safety consequences and poor outcomes for children who become truant in elementary school. The report will also identify basic truancy enforcement and prevention strategies that require the engagement of parents, educators, law enforcement, and others.

To help our office with this effort, and to give truancy the serious attention it deserves, we need to hear from you. I encourage you to contact Deputy Attorney General Catherine Z. Ysrael to discuss what anti-truancy efforts your district has undertaken or that you believe would be helpful in your district's efforts to reduce truancy and chronic absence among elementary school children. Deputy Attorney General Ysrael can be reached at (916) 324-5437.

Thank you for your attention to this important issue. I look forward to working with you to combat truancy and improve student attendance across California. Our safety and prosperity as a state depend on it.

Sincerely,



KAMALA D. HARRIS
Attorney General

cc: The Honorable Tom Torlakson, Superintendent of Public Instruction
Dr. Michael Kirst, President, State Board of Education

⁶ Education Code section 48262.



“Alarming” truancy figures, prompts AG Harris to call on schools to do more

By Tom Chorneau

Tuesday, May 07, 2013

More than 1.8 million students – almost a third of the state’s entire student body – were classified as “truant” in 2010-11, according to new figures released by Attorney General Kamala Harris.

Perhaps even more compelling is that over 700,000 of them – about 40 percent of the total – were students enrolled in elementary school.

“California law places a duty on us – parents, educators and law enforcement – to ensure that our young children attend school every day,” Harris said in a sternly-worded letter issued to school superintendents statewide late last week.

“This duty is critical when it comes to elementary school children who are too young to shoulder the sole responsibility for getting themselves to school each morning,” she said.

Harris, who helped engineer an impressive 23 percent drop in truancy among elementary students in San Francisco while serving as District Attorney, called on school leaders to place new emphasis on the problem and the billion dollar drag chronic absenteeism imposes on the California economy.

The state’s top law enforcement official also noted that her office would be conducting a deeper analysis of elementary school truancy and its impact on public safety. Some experts have estimated that the combined cost of truancy to taxpayers could run into the tens of billions of dollars annually once costs from the justice system are combined with health care and social services.

Brian Nelson, who, as Special Assistant Attorney General for the California Department of Justice, helps oversee education issues, said the agency has been paying close attention to the “pipeline” effect truancy has on students going from high school dropouts to becoming either victims or perpetrators of crime.

“Early intervention is key,” said Nelson. “We know that missing just 10 percent of the school year in early grades will lead to high levels of drop outs in high school.

“We also know that kids who miss a lot of first, second or third grade – they become prime candidates to either commit a crime or end up in prison,” he said. “So when it comes to breaking that cycle, the choice is pretty stark: we can either pay attention to the signs of trouble now and devote our resources to doing something about it, or, frankly, we’ll pay the price later.”

Harris’ letter comes in advance of a forum on chronic absenteeism that state schools chief Tom Torlakson has tentatively planned for later this month, and as part of an overall effort to get school administrators as well as parents more focused on school attendance.

The 2010-11 truancy figures released by the Attorney General – the most recent available – paint not only portrait of the overall problem but highlight the largely overlooked fact that many of the state’s truants are elementary students.

Indeed, almost 24 percent of all elementary students were truant in 2010-11. “That’s just not a standard that our state sets for itself nor that we set for our children,” Nelson said.

Under California law, a student is considered truant after being absent from school without a valid excuse for three full days in one school year, or tardy or absent for more than a 30-minute period of instruction without an excuse three times during the school day – or any such combination.

After a pupil has been reported as truant three or more times in a school year, school officials must make a “conscientious effort” to hold at least one meeting with parents or guardians and the offending student.

Nelson said the upcoming analysis of elementary schools and truancy will focus on ties to public safety.

“One goal of this analysis is to raise the conversation about truancy statewide and really engage both educators and law enforcement,” he explained. “There’s a lot of folks who don’t think of truancy in the context of public safety.”

THE CONTRA COSTA COUNTY
OFFICE OF EDUCATION
and
ACSA REGION VI
Present

Reducing Chronic Absence: A Hidden Key to Raising Student Achievement

Presented by Hedy Chang
Attendance Works
Advancing Student Success By Reducing Chronic Absence

June 4, 2013 * 4:30 – 7:00 p.m.

Contra Costa County Office of Education, Board Room
77 Santa Barbara Rd., Pleasant Hill, CA 94523

School attendance is essential to academic success, but too often students, parents and schools don't realize how quickly absences, excused or unexcused, can add up to academic trouble. Chronic absence—missing just 18 days per school year—can lead to third graders unable to master reading, sixth graders failing courses and ninth graders dropping out of high school.

Learn how you can take steps now as the current school year winds down to ensure that your district is positioned to start the fall semester with a renewed focus on good attendance. Send the message to students, parents and schools in your community that every day counts. Our guest speaker, Hedy Chang, Director of Attendance Works, will share exciting examples of communities that have rallied to make school attendance a priority and new, easy-to-use materials to make the first month of school Attendance Awareness Month in your community.

**To register for this event please contact Laura Griffin at: lgriffin@cccoe.k12.ca.us
Registration Fee: \$10.00 Per Participant**

Registration Deadline: May 28, 2013

**Please Make Checks or PO's Payable to:
Contra Costa COE, 77 Santa Barbara Rd., Pleasant Hill, CA 94523
Attention: Laura Griffin**



"RESEARCH DEMONSTRATES THAT WHEN STUDENTS ARE REMOVED FROM THE CLASSROOM AS A DISCIPLINARY MEASURE, THE ODDS INCREASE DRAMATICALLY THAT THEY WILL REPEAT A GRADE, DROP OUT, OR BECOME INVOLVED IN THE JUVENILE JUSTICE SYSTEM." *THE COUNCIL OF STATE GOVERNMENTS*

The Supportive School Discipline Communities of Practice (SSDCOP) includes communities of education and justice system leaders dedicated to keeping kids in school and out of court. To ensure education and justice system leaders have the greatest impact, it is critical to share knowledge and to work together as a team. This site is designed to help with that. Here community members can:

- Find contact information
- Work on files jointly
- Find seminal project documents
- Share ideas and information

If you have any questions or would like to join a community, please email ssdcop@air.org (<mailto:ssdcop@air.org>).

What's New: Supportive School Discipline Webinar Series

Continuing the efforts of the Federal *Supportive School Discipline Initiative*, the U.S. Departments of Justice, Education, and Health and Human Services* is hosting a **Supportive School Discipline (SSD) Webinar Series**. The Series is designed to increase awareness and understanding of school disciplinary practices that push youth out of school and many times into the justice system, and provide practical examples of alternative approaches that maintain school safety while ensuring academic engagement and success for all students.

- **Next Webinar: Family Courts**

May 29, 2013

REGISTRATION: Registration will be opening soon at <http://juvenilejustice-tta.org/> (<http://juvenilejustice-tta.org/>).

- **Previous Webinars:** To access archived recordings and slides of the first two webinar events in the series, visit http://safesupportivelearning.ed.gov/index.php?id=65&sort=grouped#supportive_school_discipline (http://safesupportivelearning.ed.gov/index.php?id=65&sort=grouped#supportive_school_discipline).

*The Series is coordinated by the U.S. Departments of Education and Health and Human Services' [National Center on Safe Supportive Learning Environments \(NCSSLE\)](http://safesupportivelearning.ed.gov/) (<http://safesupportivelearning.ed.gov/>), the Office of Juvenile Justice and Delinquency Prevention [State Training and Technical Assistance Center \(STTAC\)](#)

Contra Costa County Bullying Prevention Task Force

In March 2013, members of the Coordinating Council decided to form a task force to create a collaborative effort to coordinate and disseminate information, resources, and strategies to address the issue of bullying and cyber-bullying in schools.

Purpose:

- To clarify a common definition of bullying, and establish guidelines for the effective evaluation of bullying prevention efforts.
- To identify curriculum, resources, best practices, and other strategies to prevent and address bullying behavior in order to provide appropriate training and intervention for parents, school administrators, teachers and students.
- To establish an easily accessible central location to house information, materials, and other resources available for school staff and parents.
- To disseminate information to schools and the public in order to heighten awareness regarding the negative effects, along with prevention strategies, related to bullying and cyber-bullying.

First Meeting: March 25, 2013 1:00 – 4:00 CCCOE, Las Trampas Room

Second Meeting: April 22, 2013 3:30 – 5:30 CCCOE, Las Trampas Room

Third Meeting: May 21, 2013 3:30 – 5:30 CCCOE, Las Trampas Room

DRAFT COE Website Page:

- Key Components of an Effective Bullying Prevention Program
- Assessment Resources
- Curriculum Resources
- School/Classroom Strategies to prevent bullying
- Training Opportunities
- Evaluation
 - Of Program
 - Of Practices & Resources

TO Dos:

- COPE Family Support – collecting information regarding key components of an effective program
- Emily Justice – CA Healthy Kids Resource Center
- Jonathan – NY Times Article “There’s Only One Way to Stop a Bully”
- Scott - Annual Surveys re: program
- Lindy – add applicable Ed Codes, CSBA Policies & Legislation to site and link to Principles of Civility
- Everyone – send resources, information, docs, etc. to Julie who will compile for task force to review

May 9, 2013

**Santa Clara County
District Attorney's
Truancy Program**

Lois Baer
Deputy District Attorney 1

**Santa Clara County
Truancy Program**

- District Attorney Mediation Program
- District Attorney Truancy Referral Program

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Truancy Prosecution Focus

- First and Foremost - Education
- Helping families return students to school
- My goals and yours are the same
- Numerous interventions built into the process so families can avoid legal action
- Referral for prosecution is a LAST RESORT

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Narrative Summary Checklist

- Information re: parents/guardian/person in charge.
- Siblings/other children in the home: name, age & school.
- Does student have history of poor attendance.
- Parental/student attitude toward school/school personnel.
- Interventions attempted by school/district.
- Possible contributing problems: school social problems, academic problems, chemical dependency, mental health, lack of shoes/clothing/medical care/housing, family chemical dependency, family mental health.
- Programs student/parents have used: special education services, CWA referral, homeless services.

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Chronic Truancy Law

(applies only to PC 270.1 - misdemeanor)

- Absent from school w/o valid excuse for 10% or more of the school days in one school year, from date of enrollment to current date (EC48263.6); AND
- Letter sent (EC48260.5); AND
- Conscientious effort to have conference with parents & student (EC48262).

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Chronic Truancy Facts

- Misdemeanor.
- Applies to students in K-8, 6+ years
- Right to a jury trial.
- May be appointed a court appointed attorney.
- Consequences are fine up to \$2000 and/or up to one year in jail.
- Any other conditions the Court deems appropriate.
- Does not include tardies/absences of 30+ minutes.
- Provides for Deferred Entry of Judgment.

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District Attorney Mediation Program

- Large Group Meeting
- Led by DA or law enforcement official
- Other Panel Members:
 - CBOs
 - Police Officer
 - Juvenile Probation Officer
 - Nurse

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Message

- IS NOT: Go to school because we say education is important.
- IS: Go to school because the LAW says you must go to school and the LAW says education is important. And the Law says there are consequences for not going.
- The letter must come from other than the school.

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Sample Letter for the Meeting

To the Parents of _____

Your student's school attendance records indicate that your student has a pattern of poor school attendance this year. The School District is working with the District Attorney's Office of Santa Clara County to reduce habitual truancy.

In order to make certain that all children acquire the necessary skills for success in adult life, school attendance is mandatory in the State of California. It is the responsibility of the parent and the student to ensure a student's regular school attendance. You and your student's failure to comply with the requirements of California Law may result in court action being taken against you and your student by the District Attorney's Office pursuant to 48293 or 48262 of the Education Code.

In order to prevent such action, you are requested pursuant to Section 801.3 of the Welfare & Institutions Code to appear for a meeting with a representative of the District Attorney's Office. The meeting will be held as follows:


Both parent and student should attend the meeting.

The meeting will last about (1) one hour and will be conducted in English. Spanish and Vietnamese interpreters will be available.

If you have any questions regarding receipt of this letter, contact your SCHOOL PRINCIPAL BEFORE the meeting.

Sincerely yours,

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KINGSLEY BOGARD
ATTORNEYS

CYBERBULLYING

NAVIGATING THE MINEFIELDS
OF STUDENT DISCIPLINE

CASCWA
CAPITOL-IZING ON STUSENT SUCCESS
APRIL 2013

1400 Pine Creek, Suite 110, Folsom, CA 95630 Phone: (916) 932-7299 Fax: (916) 932-2116 Email: info@kingsleybogard.com www.kingsleybogard.com


KINGSLEY BOGARD
ATTORNEYS


KIM KINGSLEY BOGARD
PARTNER
KINGSLEY BOGARD LLP

STEVE MUZINICH
DIRECTOR OF ATTENDANCE AND DUE PROCESS
FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

1400 Pine Creek, Suite 110, Folsom, CA 95630 Phone: (916) 932-7299 Fax: (916) 932-2116 Email: info@kingsleybogard.com www.kingsleybogard.com

ROADMAP FOR DISCUSSION

- Understanding cyberbullying
- Minefields related to student discipline



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CYBERBULLYING IS DIFFERENT

Cyberbullying Differs from Traditional Bullying:

- Anonymous.
- Viral.
- Remote.




Kaiser Permanente, San Jose, CA 95128 | Phone: (415) 933-2000 | Fax: (415) 933-2100 | Email: community@kp.org | www.kp.org

IMPACT OF CYBERBULLYING ON VICTIMS

The following symptoms are associated with bullying:

- Fear of going to school;
- Depression;
- Anxiety;
- Low self-esteem;
- Physical health complaints;
- Sleep problems;
- Eating problems;
- Poor academic performance; and
- Social behavioral issues, including lack of friends.
(<http://www.mayoclinic.com/health/bullying/MH00126>)




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CYBERBULLYING DEFINED

Education Code § 48900(r) sets forth four (4) components of cyberbullying:

1. Manner and extent of conduct;
2. Covered act/conduct;
3. Impact; **and**
4. Jurisdiction.



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CYBERBULLYING DEFINED

**Component 4
Jurisdiction**


In order to suspend or expel a pupil for cyberbullying, the act must:

- Be related to school activity or school attendance occurring within the school; or
- Be related to school activity or school attendance that occur **at any time**, including but not limited to any of the following
 - While on school grounds,
 - While going to or coming from school;
 - During the lunch period whether on or off campus, and/or
 - During, or while going to or coming from a school sponsored activity

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BEWARE!

Now entering the minefields . . .



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ANTI-BULLYING POLICIES

Education Code § 32282 requires school districts to have discrimination and harassment policies.

Districts are encouraged to include "policies and procedures aimed at the prevention of bullying." (Ed. Code § 32282(f))

Policies should be narrowly tailored and viewpoint neutral so as not to be overbroad and infringe on First Amendment free speech rights.

Saxe v. State College Area School District
(3rd Cir. 2001) 240 F.2d 200

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FIRST AMENDMENT FREE SPEECH

The Standard

- *In order to be outside First Amendment free speech protection, the speech must cause (or be reasonably expected to cause) a material and substantial disruption to school activities, or interfere with the rights of others (Tinker standard).*
- Exceptions
 - Vulgar or lewd speech (*Fraser*);
 - Drug-promotion (*Morse*); and
 - School-sponsored speech (*Hazelwood*).



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TINKER APPLIED

Zamecnik v. Indian Prairie School District #204
(7th Cir. 2011) 636 F.3d 874.

- Students wore shirts that said "Be Happy, Not Gay"
- There is no such thing as a "hurt feelings" defense.



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TINKER APPLIED IN THE 9TH CIRCUIT

Harper v. Poway Unified School District (9th Cir 2006), vacated as moot, 549 U.S. 1262 (2007).

- High school prohibited students from wearing T-shirts with messages that condemn and denigrate other students on the basis of sexual orientation.
- Sophomore Tyler Harper wore the following T-shirt to school.



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SEARCHES


Defined: Government intrusion upon a reasonable expectation of privacy.

A school district administrator may conduct a search if he/she has **reasonable suspicion** that the search will turn up evidence of violation of school policy or law.

A search is reasonable if both of the following elements are met:

- 1 Search was justified at its inception; and
- 2 Search was reasonably related in scope to the circumstances that justified the intrusion in the first place.

See Handout #1



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CELL PHONE SEARCHES

Generally, people have a reasonable expectation of privacy in their personal cell phones/pages/computers.

Many school districts have cell phone policies that prohibit the use of electronic devices at certain times during the school day.

- In many cases, a student will be in violation of school policy if he/she makes/receives a call or text message during school hours.
- In this case, the cell phone may be seized and searched for limited purposes depending on the circumstances of the violation.



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PRACTICAL GUIDE

START HERE → Is what I am about to do a "Search"?

Yes → Do I have a warrant?

Yes → Proceed with reasonable search within proper scope.

No → STOP! Your search will result in a violation of rights.

No → Proceed with activity with no 4th Amendment conceptual analysis.

Do I have an exception to the warrant requirement? (Student Search Exception)

Yes → To search within proper scope, ask: what am I looking for and where am I likely to find it?

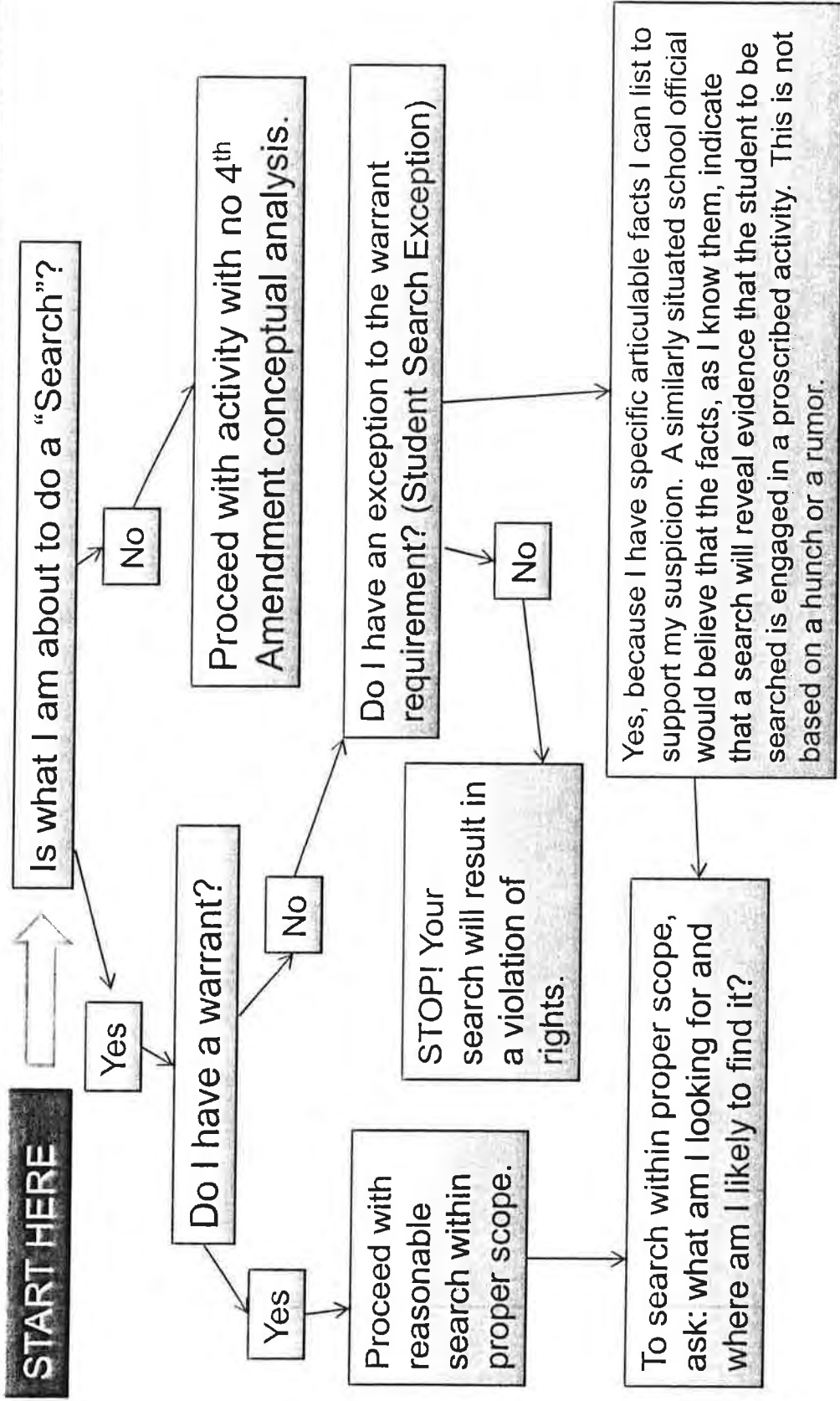
No → STOP! Your search will result in a violation of rights.

Yes, because I have specific articulable facts I can list to support my suspicion. A similarly situated school official would believe that the facts, as I know them, indicate that a search will reveal evidence that the student to be searched is engaged in a proscribed activity. This is not based on a hunch or a rumor.

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PRACTICAL GUIDE

Handout #1



THE NEW YORK TIMES

OP-ED CONTRIBUTORS

There's Only One Way to Stop a Bully

By SUSAN ENGEL and MARLENE SANDSTROM



Published: July 22, 2010

Related

- Times Topic: Bullies

HERE in Massachusetts, teachers and administrators are spending their summers becoming familiar with the new state law that requires schools to institute an anti-bullying curriculum, investigate acts of bullying and report the most serious cases to law enforcement officers.

This new law was passed in April after a group of South Hadley, Mass., students were indicted in the bullying of a 15-year-old girl, Phoebe Prince, who committed suicide. To the extent that it underlines the importance of the problem and demands that schools figure out how to address it, it is a move in the right direction. But legislation alone can't create kinder communities or teach children how to get along. That will take a much deeper rethinking of what schools should do for their students.

It's important, first, to recognize that while cellphones and the Internet have made bullying more anonymous and unsupervised, there is little evidence that children are meaner than they used to be. Indeed, there is ample research — not to mention plenty of novels and memoirs — about how children have always victimized one another in large and small ways, how often they are oblivious to the rights and feelings of others and how rarely they defend a victim.

In a 1995 study in Canada, researchers placed video cameras in a school playground and discovered that overt acts of bullying occurred at an astonishing rate of 4.5 incidents per hour. Just as interesting, children typically stood idly by and watched the mistreatment of their classmates — apparently, the inclination and ability to protect one another and to enforce a culture of tolerance does not come naturally. These are values that must be taught.

Yet, in American curriculums, a growing emphasis on standardized test scores as the primary measure of “successful” schools has crowded out what should be an essential criterion for well-educated students: a sense of responsibility for the well-being of others.

What’s more, the danger of anti-bullying laws, which have now been passed by all but six states, is that they may subtly encourage schools to address this complicated problem quickly and superficially. Many schools are buying expensive anti-bullying curriculum packages, big glossy binders that look reassuring on the bookshelf and technically place schools closer to compliance with the new laws.

But our research on child development makes it clear that there is only one way to truly combat bullying. As an essential part of the school curriculum, we have to teach children how to be good to one another, how to cooperate, how to defend someone who is being picked on and how to stand up for what is right.

To do this, teachers and administrators must first be trained to recognize just how complex children’s social interactions really are. Yes, some conflict is a normal part of growing up, and plenty of friendly, responsible children dabble in mean behavior. For these children, a little guidance can go a long way. That is why the noted teacher and author Vivian Paley once made a rule that her students couldn’t exclude anyone from their play. It took a lot of effort to make it work, but it had a powerful impact on everyone.

Other children bully because they have emotional and developmental problems, or because they come from abusive families. They require our help more than our punishment.

The kind of bullying, though, that presents the most difficulty in figuring out how and when to intervene falls between these two extremes: Sometimes children who aren’t normally bullies get caught up in a larger culture of aggression — say, a clique

of preadolescent girls who form a club with the specific function of being mean to other girls. Teachers must learn the difference between various sorts of aggressive behaviors, as well as the approaches that work best for each.

Most important, educators need to make a profound commitment to turn schools into genuine communities. Children need to know that adults consider kindness and collaboration to be every bit as important as algebra and reading. In groups and one-on-one sessions, students and teachers should be having conversations about relationships every day. And, as obvious as it might sound, teachers can't just preach kindness; they need to actually be nice to one another and to their students.

Teachers also need to structure learning activities in which children are interdependent and can learn to view individual differences as unique sources of strength. It's vital that every student, not just the few who sign up for special projects or afterschool activities, be involved in endeavors that draw them together.

Look at Norway, where the prevention of such incidents became a major emphasis of the school system after three teenage victims of bullying committed suicide in 1983. There, everyone gets involved — teachers, janitors and bus drivers are all trained to identify instances of bullying, and taught how to intervene. Teachers regularly talk to one another about how their students interact. Children in every grade participate in weekly classroom discussions about friendship and conflict. Parents are involved in the process from the beginning.

Norway's efforts have been tremendously effective. The incidence of bullying fell by half during the two-year period in which the programs were introduced. Stealing and cheating also declined. And the rate of bullying remains low today. Clearly, when a school and a community adopt values that are rooted in treating others with dignity and respect, children's behavior can change.

Indeed, our analysis of successful bullying-prevention programs across the United States and abroad reveals that the key common factor is their breadth: both in terms of the people who participate and of the deep connection between specific policies and the larger social ethos of the school community.

Involving the legal system makes a strong statement that a society won't tolerate bullying. But for laws like the one in Massachusetts to succeed, they have to be

matched by an educational system that teaches children not only what's wrong, but how to do what's right.

Susan Engel is a senior lecturer in psychology and the director of the teaching program at Williams College, where Marlene Sandstrom is a professor of psychology.

2012 State SARB Nominees

Name	Occupation	Representing
Lois L. Baer	Deputy District Attorney, Santa Clara County	California District Attorneys' Association
Christine Beltran	Upward Bound, California State University at San Bernardino	Higher Education
Cami Berry	Director, Safe Schools Unit, Riverside County	Member-at-Large
Jennifer Bunshoft	Deputy Attorney General, California Department of Justice	Department of Justice
Linda Calvin	Consultant, Child Welfare and Attendance	Suburban School Districts
Ann Maura Cervantes	Assistant Director, Student Services and School Attendance Department, Clovis Unified School District	Member-at-Large
Hedy Chang	Researcher	Chronic Absence and Attendance Partnership
Tony Chillemi	Probation Officer/Youth Supervisor, Sutter County	Sutter County Probation
Jane Claar	Coordinator, Child Welfare and Attendance, Twin Rivers Unified School District	California Association of Supervisors of Child Welfare and Attendance, Delta Sierra Section
Ray Culberson	Director, Youth Services, San Bernardino Unified School District	Large Unified School Districts
Grace Espindola	Coordinator, Intervention and Prevention Programs	Sutter County Office of Education
Stephen P. Fraire	Southern Section, California Association of Supervisors of Child Welfare and Attendance	Southern California Child Welfare and Attendance
Dr. Angel Gallardo	Chairperson, Montebello Unified School District SARB	Urban SARBs
Jennifer Garcia	Program Manager, SARB/Homeless Education, Los Angeles County Office of Education	Los Angeles County Office of Education
Sherman Garnett	Coordinator, Child Welfare and Attendance, San Bernardino County Superintendent's Office	California Association of Supervisors of Child Welfare and Attendance
Sheri Hanni	School Attendance Review Board Coordinator, Butte County Office of Education	Small County Offices of Education
Lindy Kahn	Academic Administrator, Contra Costa County Office of Education	County Office Administrators
David Kopperud	State School Attendance Review Board Chairperson, Education Programs Consultant, California Department of Education	Attendance Improvement Programs
Brian Lee	Advocate	Chronic Absence and Attendance Partnership

2012 State SARB Nominees

Name	Occupation	Representing
Jane Marie Loomis	Principal, Sierra High School, Tahoe Truckee Unified School District	Rural SARBs
Jeni Mendel	SARB Chairperson, Grossmont Union High School District	High School Districts
Jane E. Mills	Director, Child Welfare and Attendance, Palm Springs Unified School District	Association of California School Administrators
Hector Molina	Child Welfare and Attendance, Woodland Joint Unified School District	Yolo County, California Association of Supervisors of Child Welfare and Attendance
Monica Nepomuceno	Education Programs Consultant, California Department of Education	School Mental Health Service Programs
Barbara Owens	Teacher, Tamalpais Union High School District	California Federation of Teachers
Jan Passama	Community and Legal Liaison, Alameda County Office of Education	County Offices of Education/Child Welfare and Attendance
Ruth Person	School Nurse, San Juan Unified School District	California School Nurses Organization
Barbara Pomerantz	Administrator, Educational Options, Student Support, and American Indian Education Office, California Department of Education	California Department of Education
Kathy Rabun	Vice President, Community Concerns, State Parent Teacher Association	State Parent Teacher Association
Michael Richards	Teacher, San Bernardino City Unified School District	California Teachers Association
Agnes Ruskowski-Murray	Deputy District Attorney	San Bernardino County District Attorney's Office
Dan Sackheim	Education Programs Consultant, California Department of Education	Alternative Education Options
Jim Schiffman	Chairman, County SARB for Modoc County	Rural County SARBs
Larry Searles	Deputy, Riverside County Sheriff Department	Law Enforcement Officers
Brad Strong	Advocate	Chronic Absence and Attendance Partnership
Nancy Sullivan	Deputy Operations Officer	California School Information Services
James Tate	Consultant, Student Services and School Attendance Department, Clovis Unified High School	High School Attendance Supervisors
Joe Taylor	Administrator, Child Welfare and Attendance, Sacramento County Office of Education	County Child Welfare and Attendance
Joe Trautwein	Pajaro Valley Unified School District	Coastal Districts

2012 State SARB Nominees

Name	Occupation	Representing
Frank Valadez	District Attendance Officer, Retired	Member-at-Large
William Whitton	Coordinator, Pupil Services, Newark Unified School District	California Association of Supervisors of Child Welfare and Attendance
Jane Williams	California Department of Drug and Alcohol Programs	California Department of Drug and Alcohol Programs
Browder A. Willis	Superior Court Judge, San Diego County	Member-at-Large
Jackie Wong	School Health Education Consultant, California Department of Education	Foster Youth Services