

# THE CORE

California County Boards of Education

## In this issue



## President's message

*Juliana Feriani, CCBE President, Tuolumne COE Board Member*

I love to collect and share quotations, whether they be funny, inspirational, whimsical, slightly racy or obscure, as well as quotes whose meanings aren't readily apparent and take some time and thought. The other day I read this quotation by William Carlos Williams: "In the summer, the song sings itself." It brought to my mind birds, bees, crickets, frogs, breezes, rain — really easy beauty that is just there to appreciate and enjoy. Summer passes easily with the days that flow smoothly together but, as those days pass by, most of us recognize that the start of school is just around the corner, which is the start of a very busy time for school board members.

After thinking about being a school board member and the opening of school, my mind took a different turn that led me to collaboration: "Open collaboration encourages greater accountability, which in turn fosters trust" (Ron Garan). With the continued implementation of Common Core State Standards and Smarter Balanced testing and the learning curve with LCFF and LCAPs, it will be through collaboration that we find the best methods to implement these changes and programs to give our students an enriched and challenging education. It will be through collaboration that our communities and parents will embrace and support this evolution of education to ensure student success in the classroom and beyond.

Collaboration also brought to my mind the activities of CCBE's committees: legislative, policy platform, bylaws, conference, board sample policies, and board member training. These committees have met and collaborated over the last months and will be presenting their committee recommendations at the conference. All the committee board members work together and with other organizations to support county boards. This collaboration helps to make CCBE a stronger and more responsive organization. As Henry Ford remarked, "Coming together is a beginning; keeping together is progress; working together is success."

I look forward to seeing you in Monterey at the annual conference in September and seeing the results of what our collaborations have produced. I am sure you will be motivated and invigorated.

Enjoy the rest of your summer! ■

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## 2015 Calendar of Events

### September

*CCBE Legislative Committee Meeting, Sept. 10*  
*CCBE Executive Committee Meeting, Sept. 10*  
*CCBE Board of Directors Meeting, September 11*  
*CCBE Annual Conference, September 11-13*  
*CCBE General Membership Meeting, September 12*  
*CCBE Nominating Committee Interviews, Sept. 12*  
*Location: Portola Hotel & Spa, Monterey, CA*

### December

*CSBA Annual Education Conference and Trade Show, December 3-5*  
*Location: San Diego Convention Center*

*CCBE Board of Directors Meeting, Dec. 3*  
*CCBE General Membership Meeting, Dec. 4.*  
*Location: Marriot Marquis & Marina, Hotel San Diego, CA*

## RISE: A partnership worth watching

Mike Walsh, CSBA Director-at-Large, County, Butte COE Board Member

School districts have done a wonderful job of educating students that are “ready.” These are the students who arrive each day motivated, engaged and able to learn. But when it comes to educating the reluctant or the downright resistant, schools have had far less success. These are the students who are hesitant to engage or avoid engagement, require skill development at varying levels and require extra support. How, then, do you address the needs of the resistant and the reluctant?

The Butte County Office of Education has what looks to be the beginnings of a promising practice in addressing those needs. The Reach for Integrity, Success and Excellence (RISE) Program is a partnership between the Butte COE and Central Middle School of the Oroville Elementary School District. The purpose of the partnership is to provide an individualized program to support at-risk students’ educational, social and behavioral needs.

In an article I wrote for the Spring 2015 CORE Newsletter, titled “YouthBuild: A Model for Culture Change,” I shared a quote from the Carnegie Task Force on Education: “School systems are not responsible for meeting every need of their students. But when the need directly affects learning, the school must meet the challenge.” I mention it here again because I believe that Cheri Gamette, principal of the RISE program understands that notion. According to Gamette, the RISE program offers seventh-grade at-risk students an alternative learning environment within the district middle school in a self-contained classroom. There they receive a variety of supports with a low teacher-student ratio. In addition to the instructional support of a Butte COE-credentialed teacher, the RISE students receive enriched and engaged learning experiences through various partnerships with organization such as the Boys and Girls Clubs of the North Valley.

The Boys and Girls Club provides between two and four afternoons a week of programming that focuses on relationship building and enrichment. They also provide a male leader/facilitator to mentor the male students that take part in a Passport to Manhood program. The program has met with so much success that they have started a girls program at another middle school site.

The mission of RISE is to provide a positive alternative educational program for students and families in a community school setting. Because the program is housed at Central Middle School, the students can still participate in the district’s elective courses, physical education and other extracurricular activities as long as they follow the school’s student participation guidelines. The “school within a school” model allows students to fully participate in their school of choice while receiving the support they need to be successful.

One of the priorities under the Local Control and Accountability Plan is student engagement. The RISE program addresses this priority by meeting the needs of students who struggle with a sense of disconnectedness. School staff and their parents refer students to RISE because they are displaying a lack of

### CCBE Executive Committee & Staff

#### Juliana Feriani

CCBE President | Region 8: Tuolumne COE

#### Joaquin Rivera

CCBE President-elect | Region 7: Alameda COE

#### Amy Christianson

CCBE Vice President and Editor of CORE  
Region 4: Butte COE

#### Heidi Weiland

CCBE Immediate Past President  
Region 6: El Dorado COE

#### Mike Walsh

CSBA Director-at-Large, County | Region 4: Butte COE

#### John McPherson

CCBE Treasurer | Region 9: Monterey COE

#### Charlyn Tuter

CCBE Program Manager

### About CCBE

#### Hours

Monday - Friday: 8:00 a.m. - 5:00 p.m.

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#### Holidays (office closed)

Jan 1 | New Year’s Day  
Jan 19 | Martin Luther King Jr. Day  
Feb 16 | Presidents’ Day  
May 25 | Memorial Day  
July 3 | Independence Day Observed  
Sep 7 | Labor Day  
Nov 11 | Veterans Day Observed  
Nov 26 | Thanksgiving Day  
Nov 27 | CCBE Holiday  
Dec 25 | Christmas Day  
Dec 23-31 | CCBE Holiday

## Reducing chronic absence

### An overlooked opportunity for raising student achievement

By Hedy Chang, Director of Attendance Works



Do you know why the Local Control Funding Formula holds districts accountable for monitoring chronic absence? It is because investments in improving curriculum and instruction, including adop-

tion of the Common Core State Standards, only make a difference if students are in the classroom. Chronic absence — missing 10 percent or more of school for any reason, as early as prekindergarten and kindergarten — is associated with lower third-grade reading scores. By sixth grade it becomes a leading indicator that a student will drop out of high school. In ninth grade, it's a stronger indicator of dropout than eighth-grade test scores. Low-income students, who don't have the resources to make up for time lost in classroom instruction, are especially hard hit.

Hedy Chang is the founder and director of Attendance Works, a national initiative headquartered in California that seeks to equip every district in the country to join with community partners to monitor and turn around chronic absence so every child has the opportunity to learn and thrive. During her keynote, Chang will share the latest data on why chronic absence matters and effective strategies for improving school attendance, especially for the students facing the greatest academic risks. She will especially explore the role that County Boards of Education can play in equipping districts and schools to utilize chronic absence as a critical, but too often overlooked, tool for reducing the achievement gap. ■



This year's CCBE Annual Conference is scheduled for Sept. 11-13 at the Portola Hotel & Spa in Monterey. It is scheduled to begin Friday afternoon at 1:30 p.m. with "Pure Politics," a workshop that will offer opportunities to hear about educational policy and the California political landscape, followed by workshop on the LCAP and LCFF where members will share and learn about best practices and discuss how the LCAP and LCFF have or haven't been an agents for change.

On Saturday, our keynote speaker, Hedy Chang, director of Attendance Works, will present "Reducing Chronic Absence: An Overlooked Opportunity for Raising Student Achievement." Read more about Hedy Chang's presentation on the right.

Finally, Sunday morning's presentation will provide board members with insights into the experiences and challenges of foster youth. This session will provide opportunities to share policies and practices that promote better outcomes for these kids.

The President's Welcome Reception on Friday evening is expected to be filled with the sounds of local student entertainment and will present a wonderful opportunity to greet old friends and make new ones! Visit [www.theccbe.org](http://www.theccbe.org) and click on the CCBE Annual Conference link under the Events & Opportunities tab to learn more about the CCBE Annual Conference and to register. ■

## New County Office Sample Board Policy Manual in development: Project to be completed soon

In recent years, our members have asked for board policies that are customized to the unique needs and responsibilities of county boards of education to help them simplify and expedite the adoption of local policies.

CSBA, in consultation with CCBE, is developing a new County Office of Education Sample Board Policy Manual that will reflect the most relevant and up-to-date county board policies and bylaws — and we are happy to announce that this year-long effort will be completed in the coming months.

Please stay tuned for more updates and information about how your county office of education can access this new and valuable resource. If you have any questions, please contact Naomi Eason at [neason@csba.org](mailto:neason@csba.org).

# Foster youth

## Connecting faces and stories to programs and numbers

By Nathaniel Browning, CSBA Policy & Programs Officer

California students in foster care face a seemingly insurmountable challenge of succeeding academically. Stripped of a traditional upbringing, they are severely lacking in resources, must continuously move from home to home and school to school, and many suffer from post-traumatic stress disorder.

In addition, the struggles of students growing up in foster care have largely been invisible to many school leaders in the past.

The Local Control Funding Formula has emphasized and elevated the needs of students in foster care by requiring county boards to develop a greater understanding of the challenges they face, of what policies and programs are needed to address those challenges and of what indicators should be tracked to ensure they are making progress.

“It’s imperative for school leaders to understand the pivotal roles they play in shaping foster youths’ lives and the direct impact school can have on their aptitude and future,” said foster youth advocate Sade Daniels, who is a one-time foster youth herself.

“School districts have the ability to make a critical and positive influence on the lives of foster youth,” Daniels said, “from understanding foster care placements and how they can be barriers to learning to the importance of engagement with guardians, foster parents and group home staff.”

Thanks to a grant from the Stuart Foundation, CSBA has increased its focus and attention on the challenges of students in foster care in order to better aid school boards in addressing their needs through the LCAP and other processes. CSBA staff is currently developing materials to better inform board members on their role in ensuring success for students in foster care.

“CSBA staff has been working with key partners and subject matter experts from around the state in order to understand the unique needs of students in foster care and how best to support governing boards in their vital role of addressing those needs in school,”

says CSBA Policy and Programs Officer Christopher Maricle.

“It is clear these students have been largely invisible in the education setting,” Maricle added. “Thanks in part to the LCAP, school boards have the perfect opportunity to alter the trajectories of their students in foster care.”

Together with the Stuart foundation and others across the state, CSBA is gearing up to hold a panel on the challenges of foster students and the policies, practices and indicators boards should be interested in when addressing the invisible achievement gap of students in foster care. The general session panel will be held during the CCBE Annual Conference at the Portola Hotel and Spa in Monterey Bay this fall on Sunday, Sept. 13, from 9 to 11 a.m.

Panelists are Sade Daniels, former foster youth and renowned public speaker on foster youth issues; Lacy Lenon-Arthur, project coordinator, foster youth services, at Riverside County Office of Education, whose foster youth programs have previously won CCBE’s Apple of Excellence award; and Christopher Maricle, CSBA policy and programs officer and resident expert on school governance.

This panel will be a perfect opportunity for county board members and superintendents from across the state to engage in thoughtful dialogue about the current barriers of data collection, policy development and effective programs that address the needs of students in foster care. The panel will also provide a more in-depth understanding of the issues students in foster care deal with, what they face in the educational setting, ideas for implementation and a desire for action to improve outcomes for these students in your county.

Please be sure to register now for the CCBE Annual Conference and attend the general session presentation. ■

*RISE: A partnership worth watching, continued from page 2*

interest or effort, are failing classes and may have poor attendance, or may be struggling with interacting with other peers. The RISE team, consisting of the RISE principal, a district administrator, the school counselor and the RISE teacher, makes the final deci-

sion on whether a student will be allowed into the program.

Gamette cautions that it is still too early to claim total success. My opinion remains the same. This program is definitely worth keeping an eye on. ■

## Newly released State of the State of Expanded Learning in Calif. 2014-2015

The State of the State of Expanded Learning in California 2014-2015 provides an overview of the public investment in expanded learning opportunities in California. Please visit <https://vimeo.com/132279285> to view a brief video webinar summarizing the State of the State. This year's report outlines:

- Expanded learning programs provide after-school and summer learning opportunities to **nearly 500,000 of California's students with the greatest** needs through nearly 5,000 expanded learning programs.
- Expanded learning programs are **vital to closing achievement and opportunity gaps** by increasing student achievement, engagement and well-being outcomes.
- While California is ranked number one in after-school programs nationally, **there are significant fiscal challenges and unmet needs for expanded learning opportunities.** 1.3 million youth are left unsupervised during the hours of 3 p.m. to 6 p.m. and 2.4 million youth in California would be enrolled in an expanded learning program if one were available to them.
- Nearly **9 out of 10 state-funded after-school programs are being negatively impacted by flat funding** for the program while minimum wage and other operating costs have increased.
- Expanded learning programs offer a strong return on investment. **For every dollar invested in expanded learning programs, the public saves up to nine dollars.** Additionally, there is strong bipartisan support for public funding for expanded learning programs.

The report was officially released at the California Afterschool Challenge on May 10 and 11, where it was shared with members of the California Legislature. Also shared were documents outlining the state investment in the ASES program for each legislative district. The information in the document provides a great context for expanded learning in California for state leaders, district administrators, and expanded learning practitioners of all levels. **It is expected that the California Legislature will be considering whether to include new funding for ASES in the coming weeks, with initial Budget subcommittee votes starting this week.** Therefore, the information in the State of the State of Expanded Learning in California may be useful to share with members of the Legislature. ■

### Need some fresh ideas?

#### Prepare to be inspired at AEC 2015

Register now for CSBA's 2015 Annual Education Conference and Trade Show in beautiful San Diego, Dec. 3-5. AEC is packed with workshops, exhibits, networking opportunities and three General Sessions that are sure to inspire new, practical ideas and a renewed commitment to help your county board accomplish the critical work ahead.

You won't want to miss this year's General Session line-up! The First General Session on Thursday, Dec. 3, will feature Sarah Lewis, an art historian and a Du Bois Fellow at Harvard University, who explores in her new book the value of the power of surrender for fortitude, the criticality of play for innovation, the propulsion of the near win, and the importance of grit and creative practice. Second General Session speaker Pedro Noguera will take the stage on Friday, Dec. 4. Noguera is the Peter L. Agnew Professor of Education at New York University and is a sociologist whose scholarship and research focus on the ways in which schools are influenced by social and economic conditions, as well as by demographic trends in local, regional and global contexts. The conference will come to a close on Saturday, Dec. 5, after an exciting two-part Third General Session composed of the State of the State and a discussion with political insiders Donna Brazile and Steve Schmidt.

Also, sign up now for this year's pre-conference events on Wednesday, Dec. 2:

- Orientation for New Trustees: Preparation for the First 100 Days
- Board Presidents Workshop: Tools for Strategic Leadership
- Legal Symposium for Experienced Board Members

We hope to see you in San Diego! Visit [aec.csba.org](http://aec.csba.org) for details.