



SUMMARY ACTION MINUTES

REGULAR MEETING COMMISSION ON THE STATUS OF WOMEN AND GIRLS

Thursday, March 6, 2025, 9:00 A.M.

County Administration North
First Floor, Multi-Purpose Room
400 West Civic Center Drive, Santa Ana, CA 92701

Katelyn Brazer Aceves, Chair
2nd District Representative

Christine Marick, Vice Chair
4th District Representative

Vacant
3rd District Representative

Laura Ramos
At Large Representative

Maribel Sevilla
1st District Representative

Joanne Weiss
5th District Representative

Crystal Miles
At Large Representative

County Executive Office Liaison
Liz Guillen-Merchant

Clerk of the Commission
Valerie Sanchez

Health Care Agency Liaison
Brandy Miller

Social Services Agency Liaison
Dr. Sara Marchese

OC Community Resources Liaison
Mary Beth Anderson

ATTENDANCE: Commissioners Brazer Aceves, Marick and Miles

ABSENT: Commissioners Ramos, Sevilla and Weiss

CALL TO ORDER

The chair called the meeting to order at 9:05 a.m.

PLEDGE OF ALLEGIANCE

Chair Brazer Aceves led the pledge of allegiance.

ROLL CALL

The clerk called the roll and noted a lack of quorum for the record

PUBLIC COMMENTS

None

SUMMARY ACTION MINUTES

ACTION ITEMS

1. Approve minutes of the February 6, 2025 regular meeting of the Commission

Item continued to April 3, 2025 due to lack of quorum

2. Discussion on Ad Hoc Committee roles and responsibilities
 - a. Data Ad Hoc

Liz Guillen-Merchant led the discussion with assistance from County Counsel to ensure the Commission understood that Ad Hoc Committees are intended to accomplish time limited tasks and are dissolved upon completion of the tasks they are created for; also that County staff are not considered members of the ad hoc, but will assist with providing the ad hoc with data the County has, and that data from sources from outside the County would need to be sourced by the Ad Hoc members; Commissioners also requested County staff to convey to the Board the urgency to fill their appointments to keep the work of the Commission moving forward

3. Presentation by Santa Ana Unified School District (SAUSD) on the causes and impacts of absenteeism on school aged girls

Michele DeJournett, Assistant Director of Support Services from SAUSD, gave a presentation including metrics on student absences for school aged girls enrolled in the district including root causes of absenteeism, barriers to attending school, and impacts to learning and loss of engagement opportunities to address the individual causes and barriers; and also how SAUSD works to address absenteeism through their School Attendance Review Team

COMMISSIONER COMMENTS & ROUNDTABLE

None

ADJOURNMENT: 11:04 a.m.

NEXT REGULAR MEETING: April 3, 2025, 9:00 a.m.

DocuSigned by:

Valerie Sanchez

Valerie Sanchez, Clerk of the Commission

Signed by:

Katelyn Brazer Aceves

Katelyn Brazer Aceves, Chair



SAUSD

The Future Begins Here

ABSENTEEISM

March 6, 2025



OBJECTIVES

01

STUDENT

Absences

03

BARRIERS

to Attendance for
Girls

02

ROOT CAUSES

of Absenteeism

04

SAUSD

Addressing
Barriers

STUDENT Absences

01



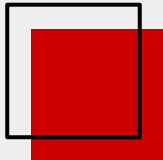
SAUSD

The Future Begins Here

STUDENT ABSENCES



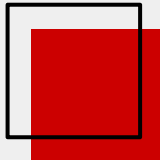
EXCUSED



Medical
Health Appointment
Illness
Personal (i.e. MH)
Funeral
Suspension
In House Suspension
Business



UNEXCUSED

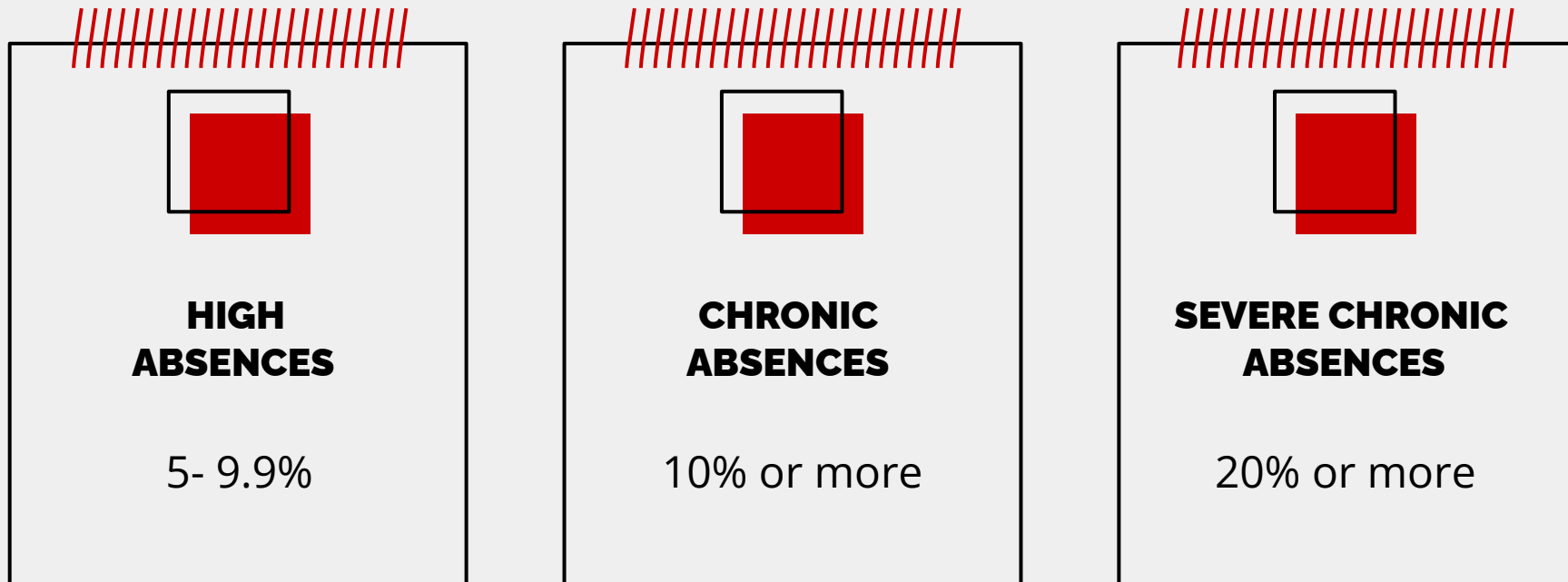


Unexcused
(absences that DO NOT have a valid cause)

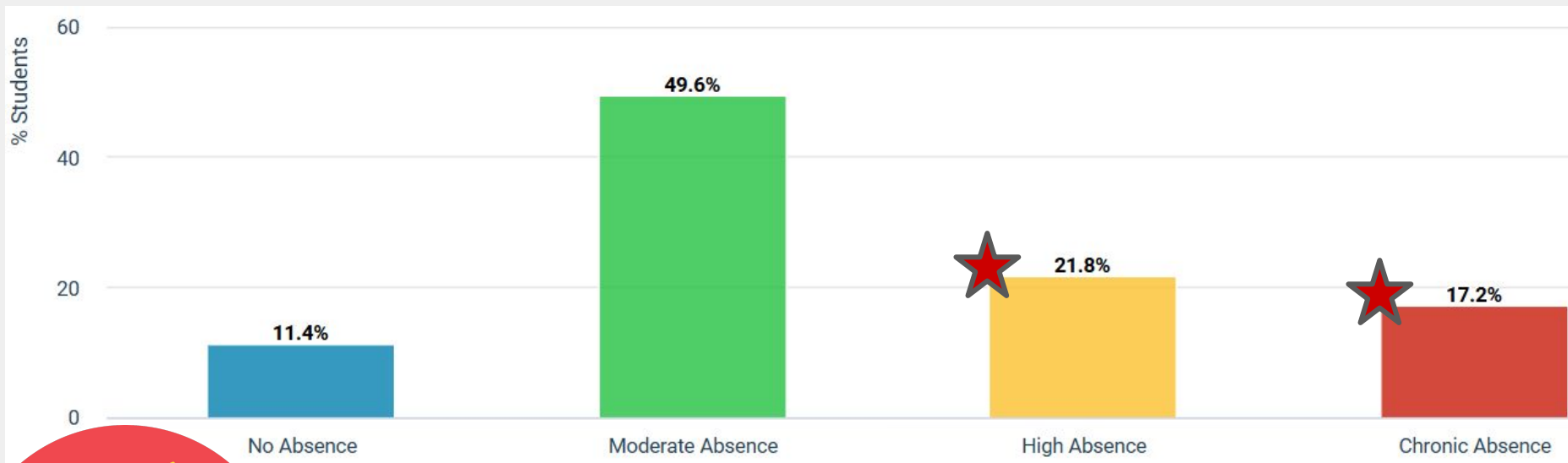
Truant

STUDENT ABSENCES

Excused or Unexcused... It's about lost of instructional time
... lost opportunities for points of contact
...lost access to school-based services

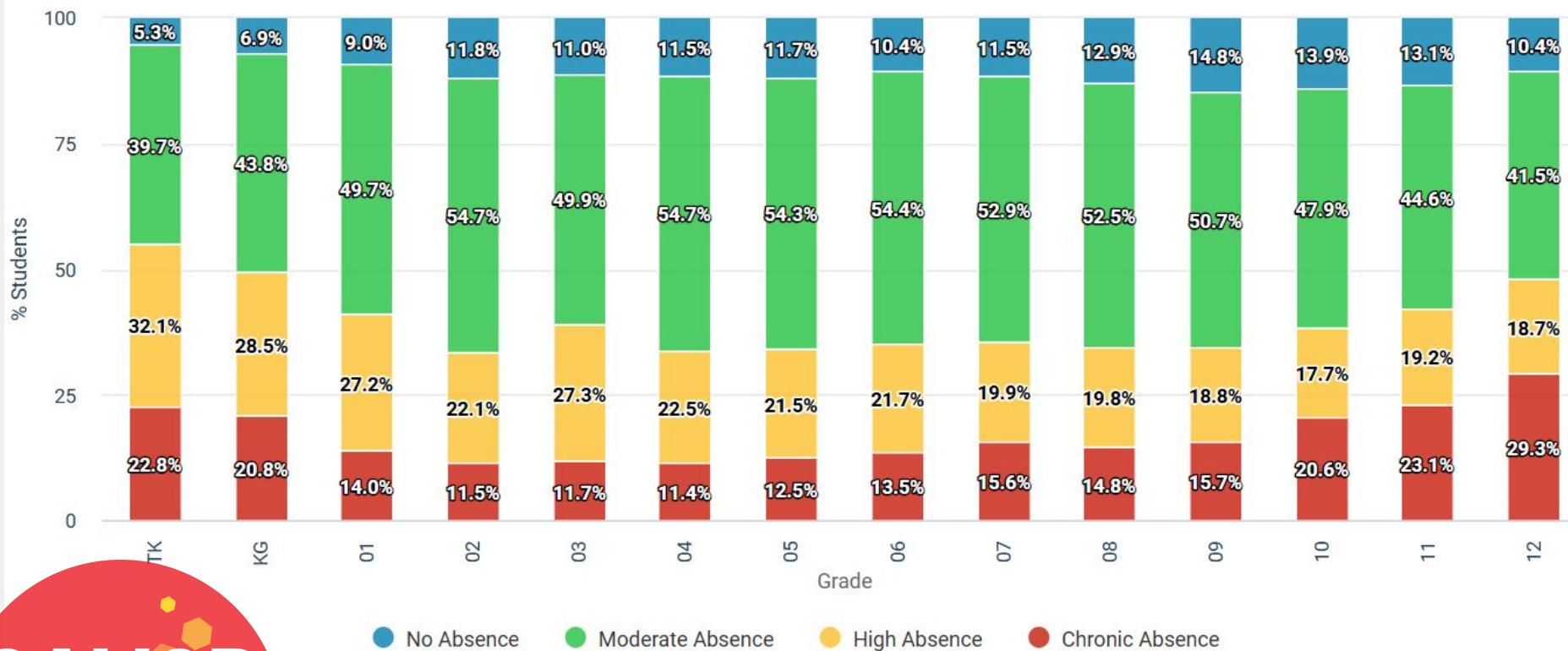


STUDENT ABSENCES



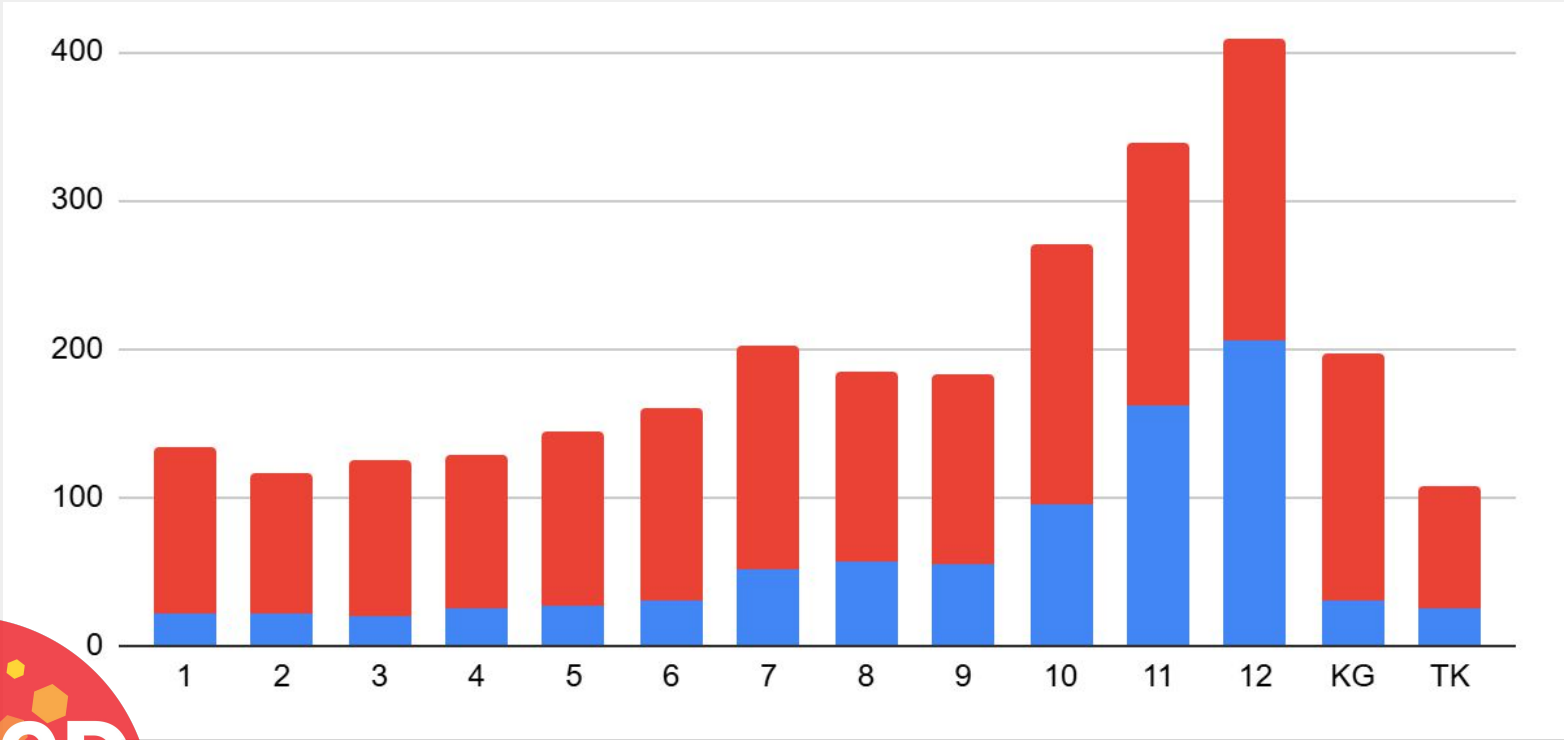
2024 - YEAR TO DATE

STUDENT ABSENCES



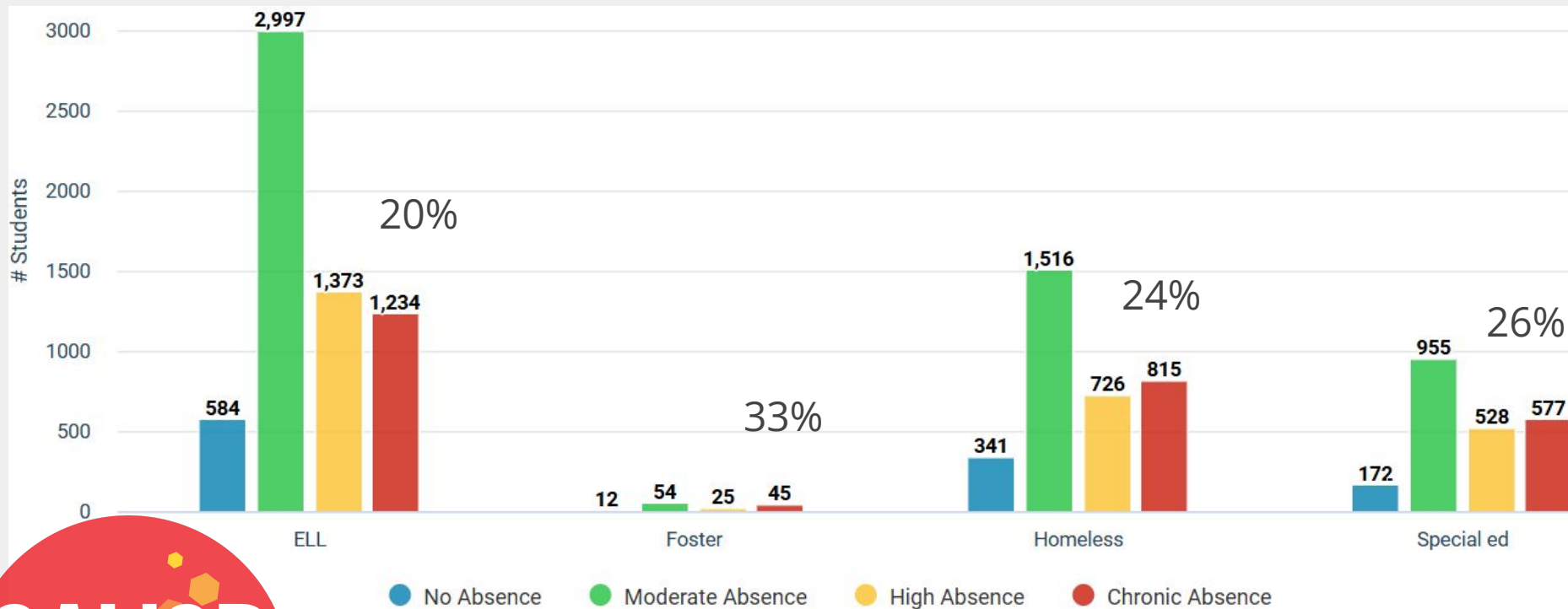
2024 - YEAR TO DATE

STUDENT ABSENCES

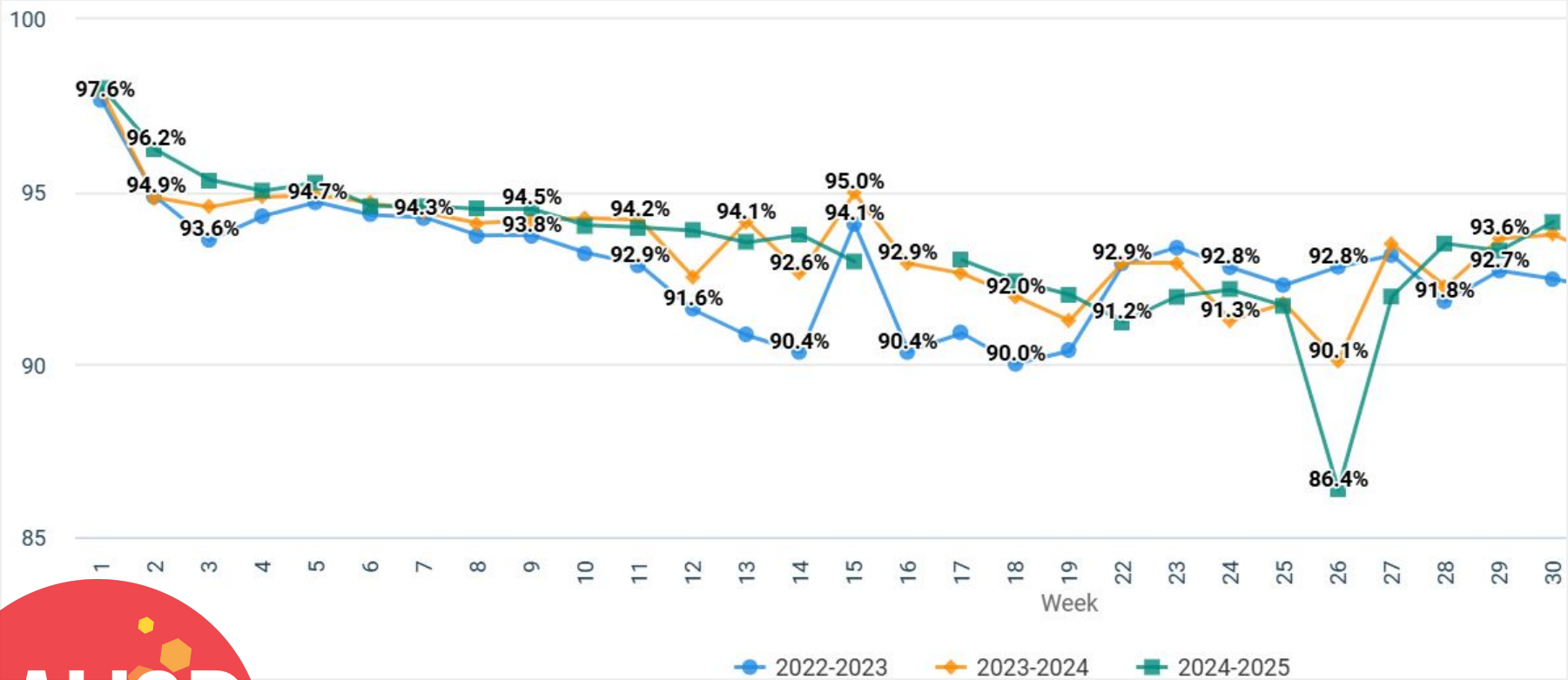


2024 - YEAR TO DATE

STUDENT ABSENCES



STUDENT ABSENCES



2024 - YEAR TO DATE

02

ROOT CAUSES Of Absenteeism



Barriers	Aversion
<p>Illness</p> <p>Family responsibilities/ home situation</p> <p>Trauma</p> <p>Transportation</p> <p>Housing and food insecurity</p> <p>Community violence</p>	<p>Struggling academically/ behaviorally</p> <p>Unwelcoming school climate</p> <p>Social and peer challenges</p> <p>Anxiety</p> <p>Biased disciplinary/suspension practices</p> <p>Undiagnosed disability</p> <p>Caregiver negative education experience</p>
Disengagement	Misconceptions
<p>Bored</p> <p>Lack of challenging, culturally responsive instruction</p> <p>No meaningful relationship to adults in school</p> <p>Lack of academic/ behavior support</p> <p>Need to work</p>	<p>Absences are only a problem if unexcused</p> <p>Missing 2 days/ month doesn't affect learning</p> <p>Lose track of total absences</p> <p>Assume students must stay home for any symptom of illness</p> <p>Attendance only matters in older grades</p> <p>Suspensions don't count as an absence</p>

ROOT CAUSES



Santa Ana Unified School District

School Name: _____

Pupil Support Services

SCHOOL ATTENDANCE REVIEW TEAM (SART) AGREEMENT

The _____ School Attendance Review Team (SART) believes that **Student** _____
Student ID# _____ **DOB** _____, would benefit from complying with this agreement. The purpose of the SART meeting is to collaborate with parents to improve student attendance for student success. Student and parent(s)/guardian(s) agree to follow the directives of the School Attendance Review Team:

THE STUDENT SHALL (in accordance with California Education Code 48200):

- ☐ Attend school each day school is in session.
- ☐ Arrive at school/each class on time each day. Gate opens at _____. Breakfast served at: _____.
- ☐ Remain at school for the full school day.
- ☐ Abide by all school rules and regulations and maintain appropriate behavior while at school.
- ☐ Report to the counselor or administrator of the school as directed.
- ☐ Take a weekly progress report home for parent(s)/guardian(s) signature and return report to the school **designee**, _____, the next school day.
- ☐ Check grades/attendance on student portal weekly (if applicable).
- ☐ Other: _____.

ROOT CAUSES

School Attendance Review Team Contract (SART)



Section 1

Meeting date	School District Santa Ana Unified School District	School
Student Name and DOB No Show		Names: Parent(s)/ Guardian(s) and DOB
Student Phone Number	Student Address	Parent(s)/ Guardian(s) Phone Number
Sibling Name(s) and DOB		

Section 2- Questions *(share student information, attendance, behavior, and academic records)*

What do you think has happened that has affected daily and/or on-time school attendance?

Notes

What did you think and feel when you first began to experience difficulties with daily and/or on-time school attendance?

Notes

What have you thought about since realizing that school absences and/or tardies have continued to be a concern?

Notes

Who has been most affected by the continued absences and/or tardies? In what way?

Notes

ROOT CAUSES

Day of SART meeting

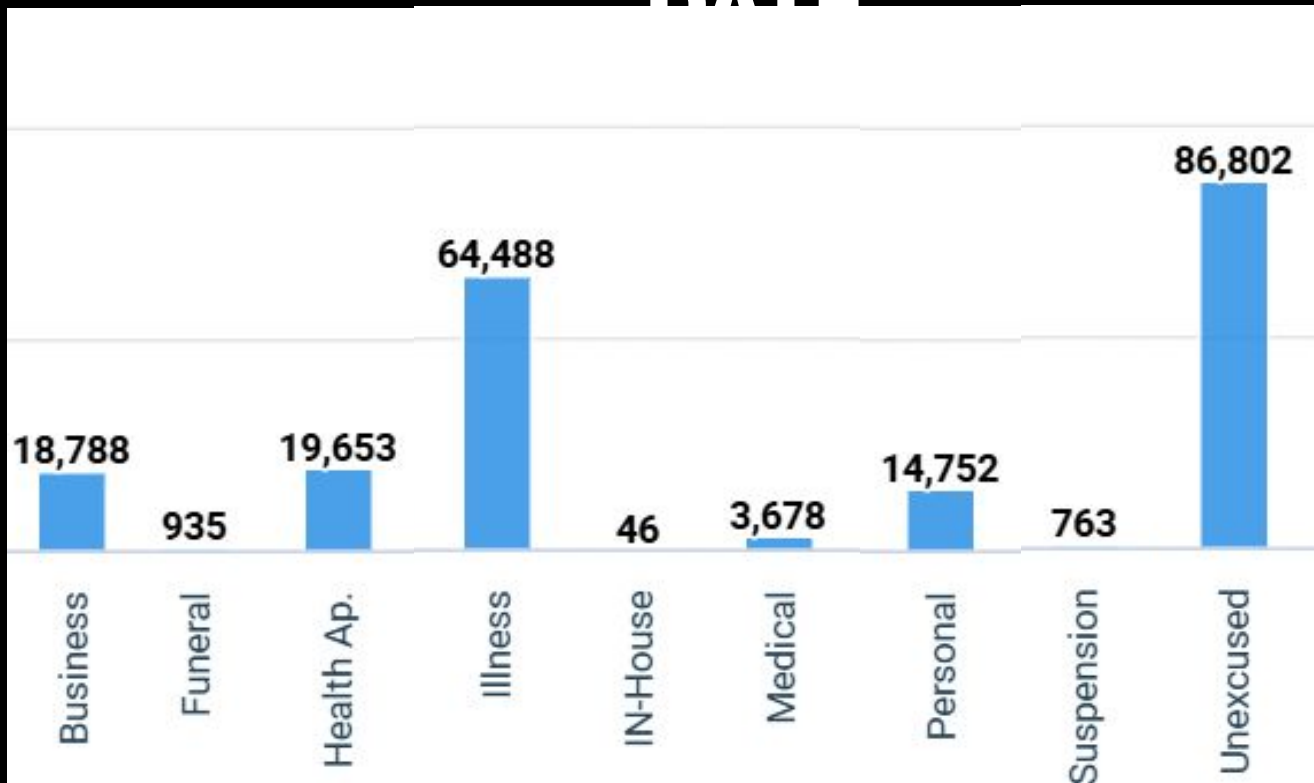
- ☐ Introductions/ Welcoming- *Connection before Content*
- ☐ Overview of the meeting/ agenda
- ☐ State the purpose of the SART meeting
 - Purpose:
 - ☐ To meet with families **individually**
 - ☐ **Listen and connect** with families
 - ☐ **Identify reasons** for absenteeism
 - ☐ **Provide services** to address reasons
 - ☐ **Build rapport and relationships**
 - ☐ **Discuss the importance** of attendance
 - ☐ **Show the school site cares**
 - ☐ **Prevent need for SARB**
- ☐ Explore the reason for the SART meeting
 - share student information (attendance, behavior, academic records, and interventions documented)*
- ☐ Discussion- giving parents/guardians and the student full opportunity to share and explain barriers **(section 2)**
- ☐ Provide resources to match each issue **(section 3)**
- ☐ Conclusion and discussion of follow-up measures
 - ☐ Ask parent(s)/guardian(s) and student(s) if there are any additional questions. A key concept to communicate is that a parent's role in this process is critical and that the SART staff will partner with the family to ensure student success.
 - ☐ Provide any links, resources, handouts, referral numbers



03

BARRIERS
To Attendance
for Girls

2024 YEAR TO DATE



BARRIERS

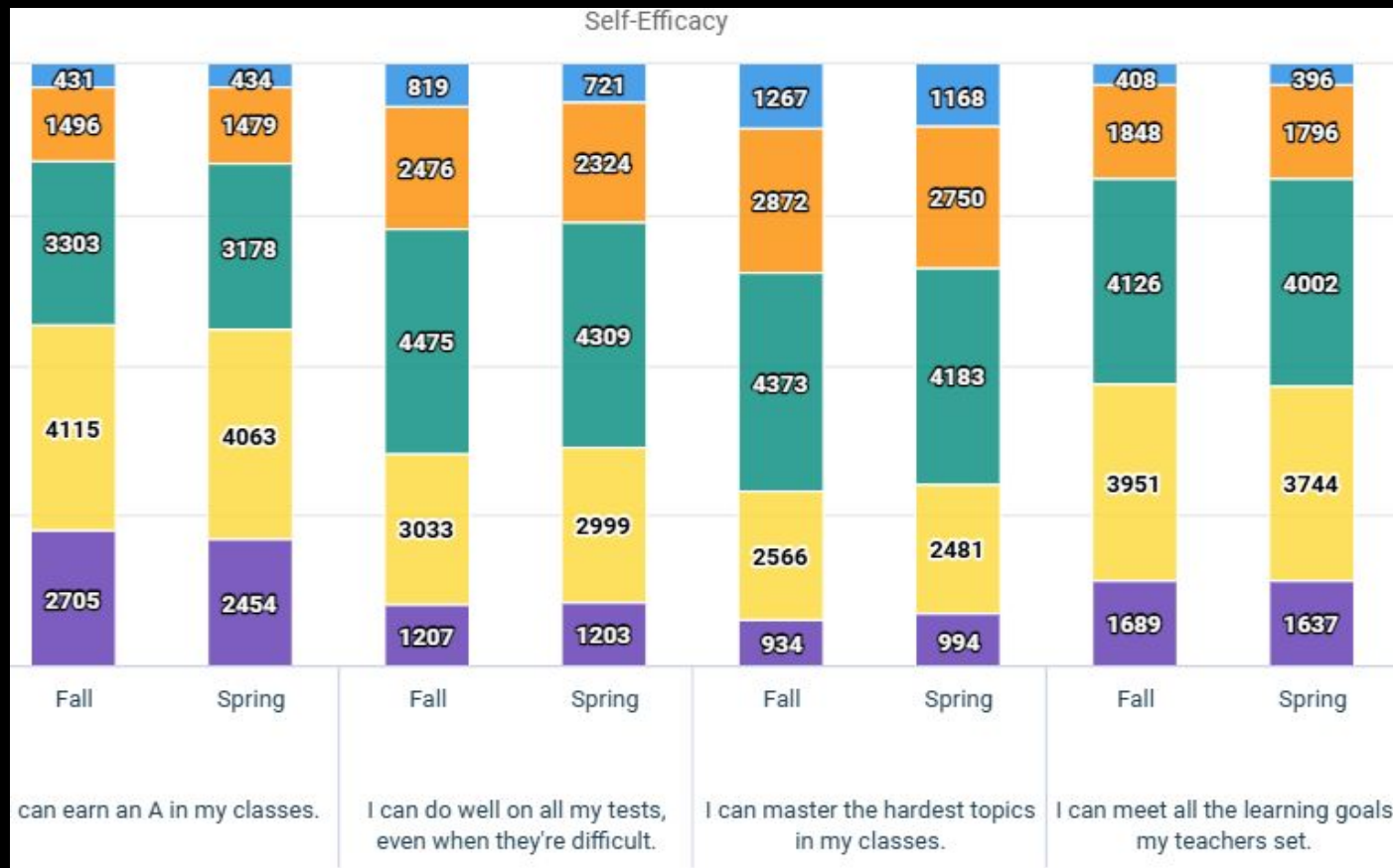
- Very Unfavorable
- Somewhat Unfavorable
- Not Favorable or Unfavorable
- Somewhat Favorable
- Very Favorable

BARRIERS

Social Awareness



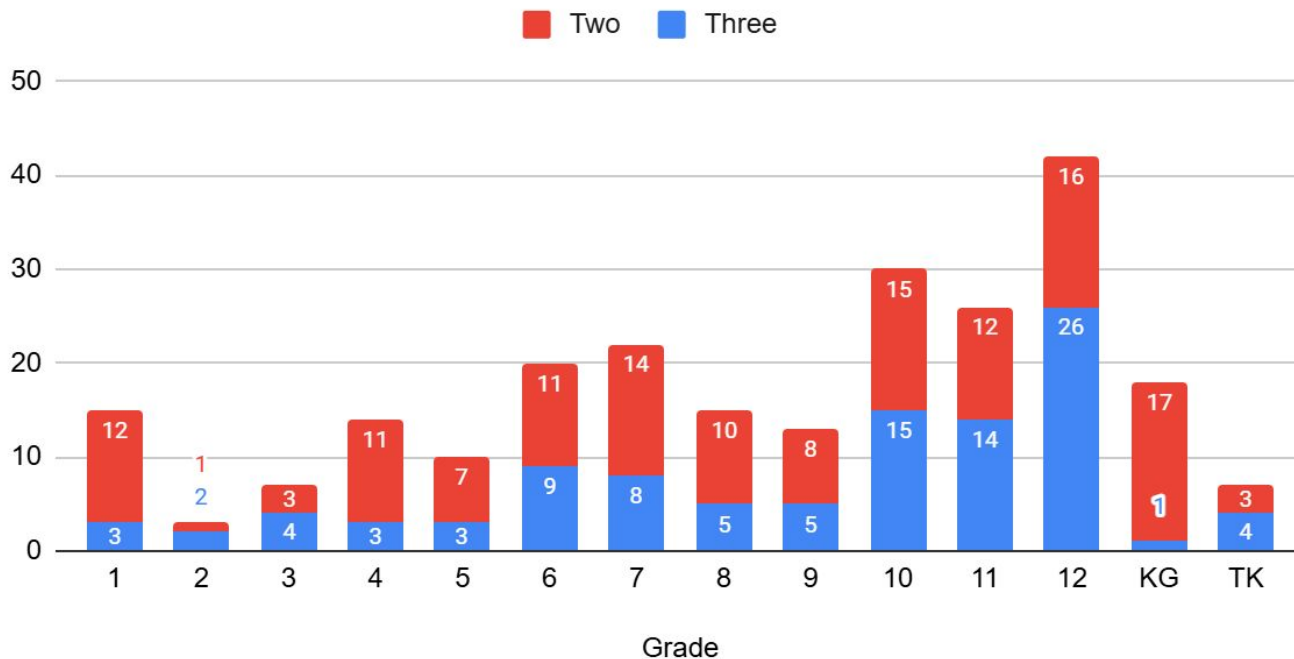
BARRIERS



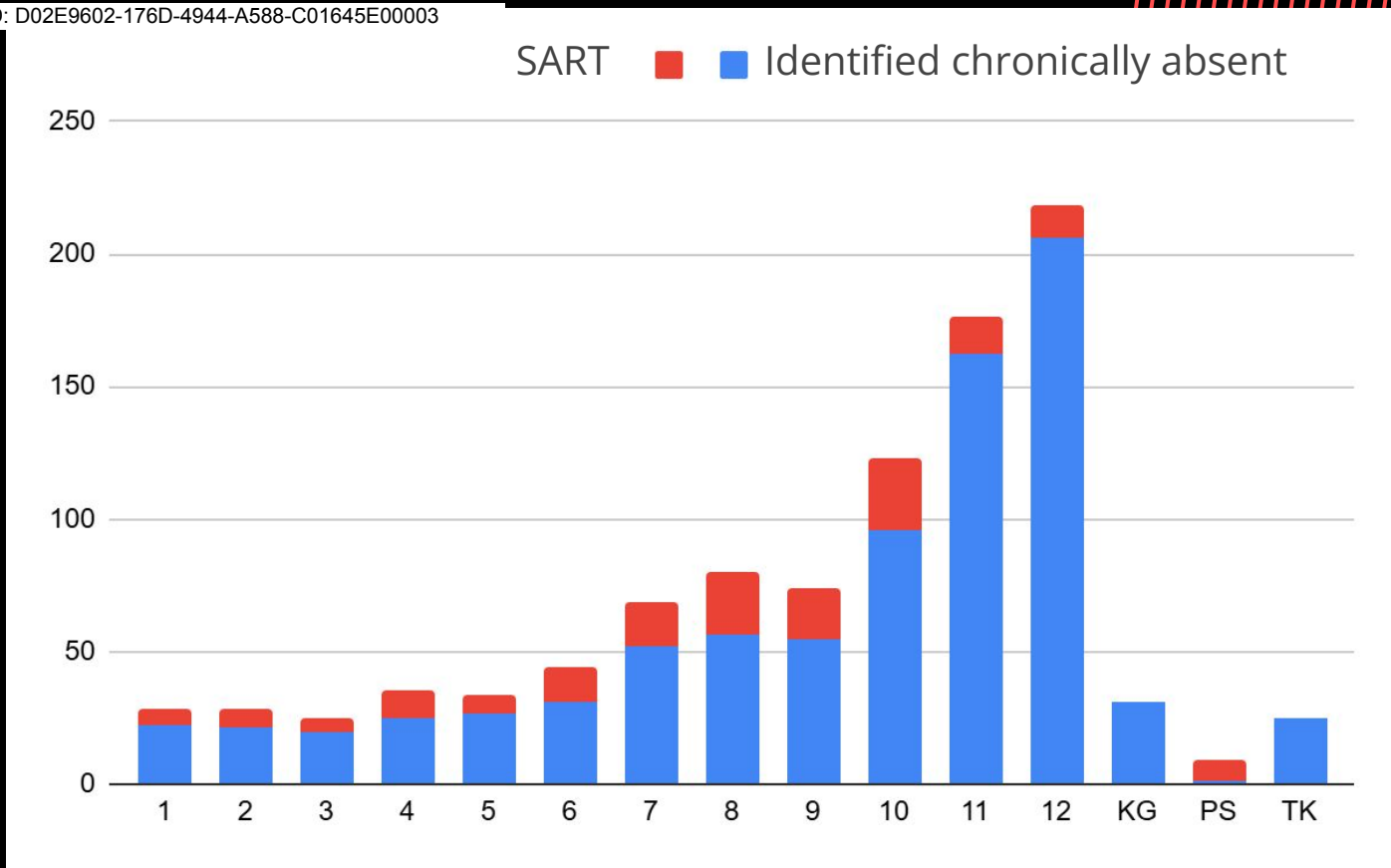
BARRIERS

Referrals by Grade Level

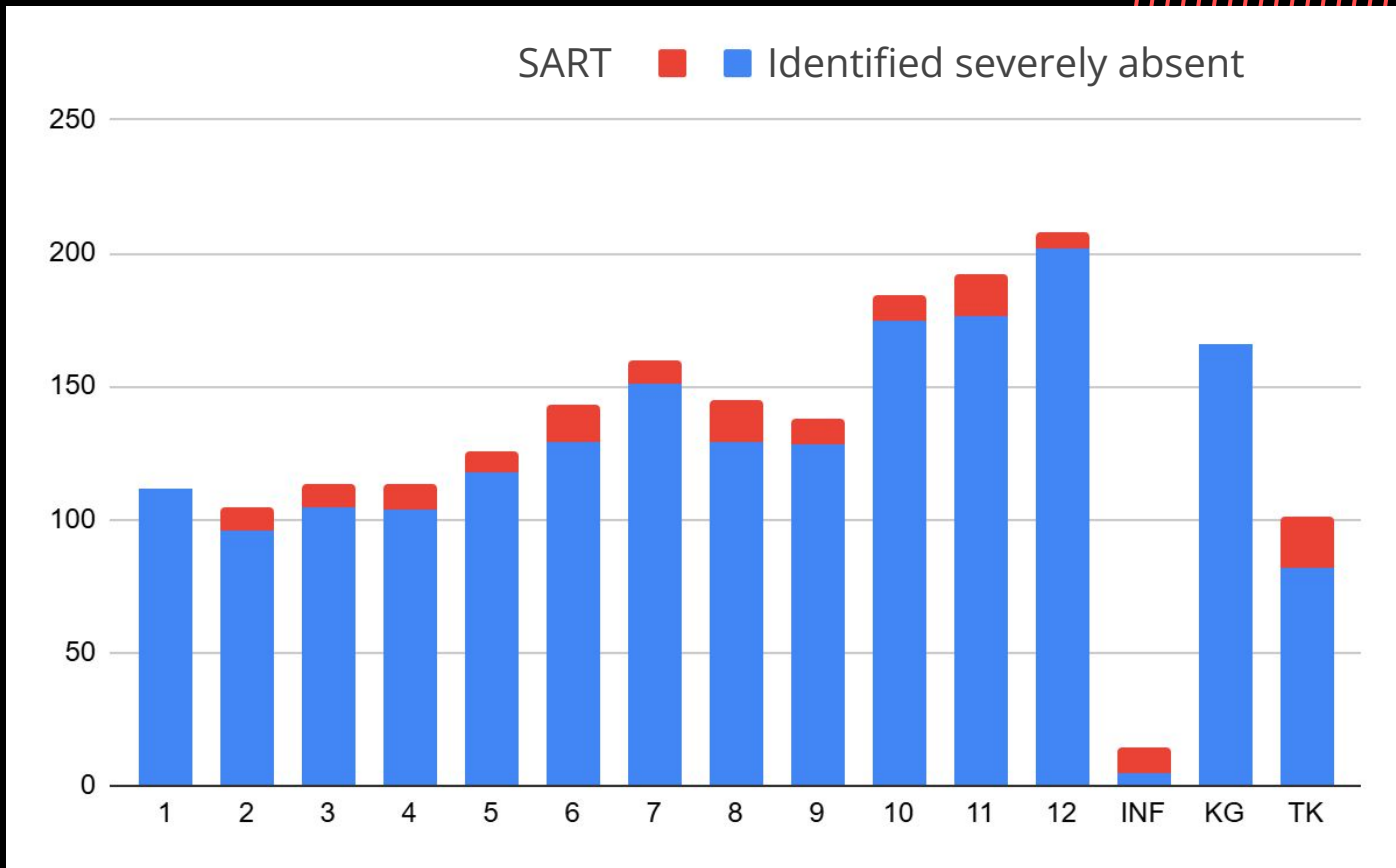
Chronically Absent Female Students



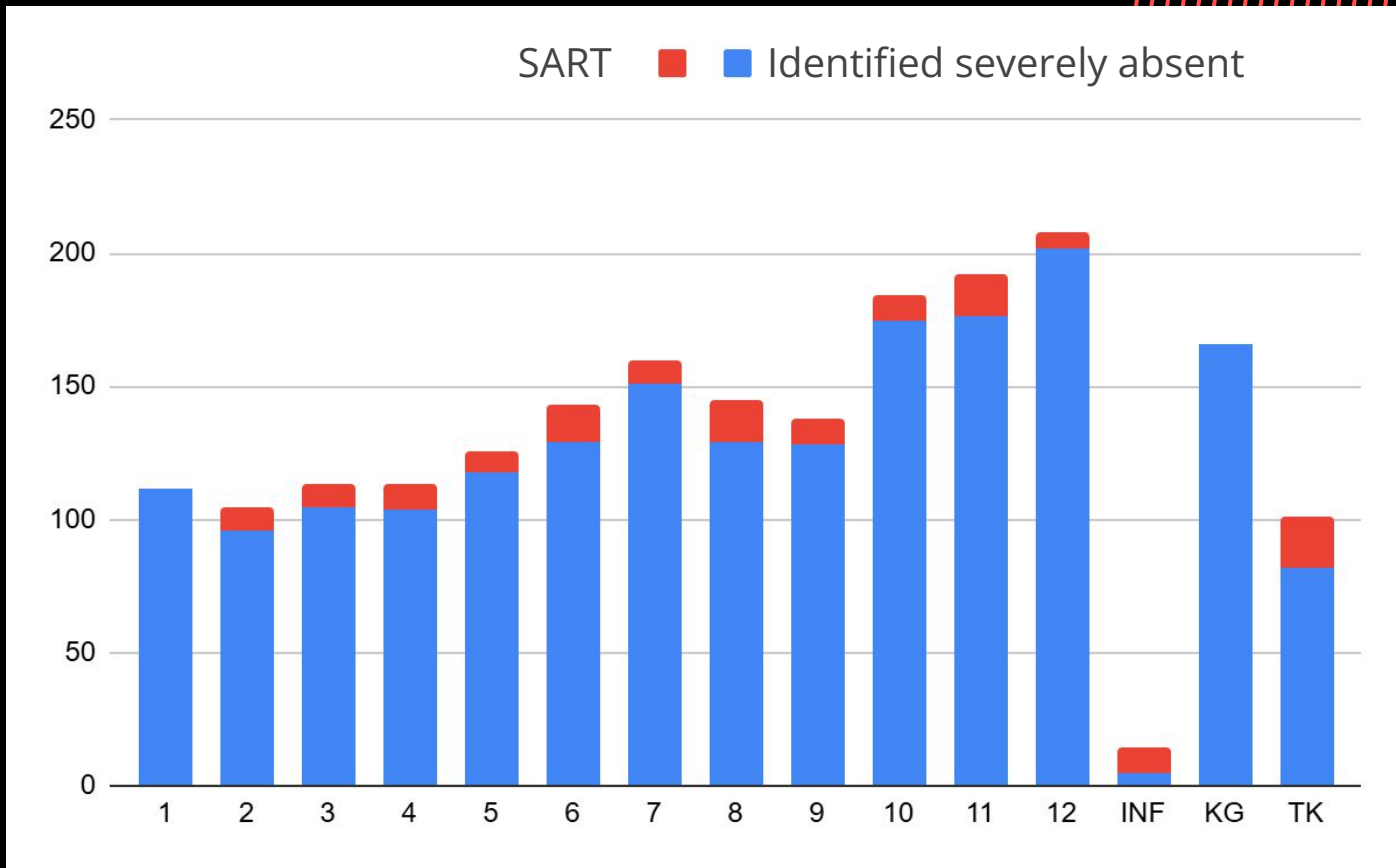
BARRIERS



BARRIERS



BARRIERS



BARRIERS

School	% Students Male	% Students Female
Santa Ana Virtual Academy 9-12	48.45%	61.49%
Independent Study	45.93%	57.04%
Santa Ana Virtual Academy K-5	39.68%	60.32%
IS Done	36.25%	63.75%

BARRIERS

Sense of Belonging

Grades 4-6

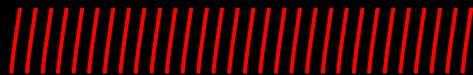


Grades 7-12



BARRIERS

04



SAUSD

Addressing Barriers

ADDRESSING BARRIERS

2022

MH Recruitment
Revision of the SART
PD for SS Staff
Vision

2024

MH School Based
Specialized SBMH
SART w/ schools
Bi-weekly data
COST Task Force
Expansion of CKH/SEL
Telehealth Home/ SB
Principles
Continuity of Learning

Core Principles: Respect, Dignity,
and Mutual Concern

2023

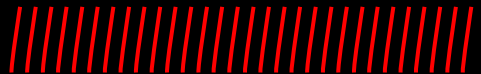
MH Job Description
Implementation of
New SART
Pilot CKH & SEL
Screener
PD

2025

Standardize COST
Appropriate Care
Forced Decision
Making
Telehealth SB
Avoidance v Refusal
Screener

“We Got You”

Vision: To ensure equitable access by removing barriers so that all



Thank You

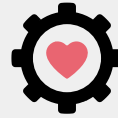
Michele.DeJournett@sausd.us

- Develop and expand mental health positions to increase recruitment of MH providers
- Expand recruitment practices to increase hiring and training of diverse mental health team members (including interns/trainees MHSP Grant)
- Develop multi-disciplinary teams to address specialized mental health supports for students



School Social Worker

MSW
ACSW + PPS SW



School-Based Mental Health I

MSW, MS Psychology or Counseling
ACSW, AMFT, APCC + PPS SW, Psychology, or
School Counseling



University Interns

Bachelor Level or
Master Level- Year 1 or 2



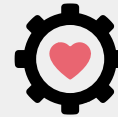
Senior School Social Worker

MSW
LCSW + PPS SW



School-Based Mental Health II

MSW, MS Psychology or Counseling
LCSW, LMFT, LPCC, Licensed Psych
+ PPS SW, Psychology, or School Counseling



Trainees- In Progress

MFT/PCC University Master
Degree students acquiring hours