

VISION:
Every student will
achieve their highest
educational goals.

MOTTO:
Students First!

Pierce Joint Unified School District
540A 6th Street
P.O. Box 239
Arbuckle CA 95912
(530) 476-2892 * (530) 476-2289 Fax

MISSION:
The Pierce Joint Unified
School District is committed
to provide a highly qualified
staff in a safe and healthy
learning environment.
Parents and community
members are partners in our
education community.

BOARD OF TRUSTEES REGULAR MEETING
PIERCE TECHNOLOGY BUILDING
940A WILDWOOD RD, ARBUCKLE CA 95912

THURSDAY MAY 20, 2021 5:00 p.m.

AGENDA

Governing Board

Amy Charter, President

Abel Gomez, Vice President

Barbara Bair, Board Clerk

John R. Friel, Member

George Green, Member

Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 540A 6th Street, Arbuckle CA 95912, during normal business hours.

Message from the Board President:

This meeting is being recorded and may capture sounds of those attending the meeting.

**Pierce Joint Unified will hold its regularly scheduled board meeting on
Thursday, May 20, 2021 at 5 p.m.**

Colusa County is now in the Orange Tier. In-Person attendance at Board Meetings is permitted at 50% capacity which is 24. With the required attendance of Board Members, Administrators and District Office staff, this leaves 12 spots open for public attendance.

Please remember that social distancing and mask wearing is mandatory.

Please know that you may join the meeting by phone and/or video.

Public comment will be included during this regular meeting and will be heard at 6 p.m.

**To join the meeting, dial 1-662-639-4215 and enter PIN 743 931 467#
(be sure to include the # in the PIN)**

Remember: to mute or unmute your phone, press *6

The chat box will be monitored during the meeting, if you have a question or would like to speak, please use the chat box to alert the meeting organizer.

1. CALL TO ORDER

A. *Pledge of Allegiance*

2. APPROVAL OF AGENDA

ACTION

3. HEARING OF THE PUBLIC – 6:00 p.m.

(Speakers will be given three (3) minutes to speak with a twenty (20) minute limit per topic)

2020/21 Board Goals:

1. Pierce Joint Unified School District students will graduate high school college and career ready.
2. Pierce Joint Unified School District students will feel a sense of connectedness academically, socially, and physically in their schools.
3. Pierce Joint Unified School District will engage families and members of the greater school community as educational partners.



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|--|----------------------------|
| 4. Student Body Club Reports | INFORMATION |
| 5. Celebrate Employee Retirement | |
| 6. Adjourn for Celebration | |
| 7. Proceed with Meeting | |
| 8. Math Adoption Report | INFORMATION |
| 9. PRINCIPAL'S REPORTS | INFORMATION |
| A. Arbuckle Elementary School/Grand Island Elementary School | |
| B. Lloyd G. Johnson Junior High School | |
| C. Pierce High School/Arbuckle Alternative High School | |
| 10. REPORTS: | INFORMATION/
DISCUSSION |
| A. Esports Report | |
| B. 2020/21 Cafeteria Report | |
| C. Transportation/Facilities Report | |
| D. Technology Report | |
| E. 2021/22 May Revise Budget Update | |
| F. LCAP Local Performance Indicators Report | |
| G. California Healthy Kids Survey Results | |
| H. Graduation Plans Report | |
| 11. PJUEA (Pierce Joint Unified Educators Association) Report | INFORMATION |
| 12. CSEA (California School Employees Association) Report | INFORMATION |
| 13. Consider and approve Declaration of Need for Fully Qualified Educators for the 2021/22 School Year | ACTION |
| 14. Consider and approve Annual Statement of Need: 30 – Day Substitute and Designated Subjects Career Technical Education 30 – Day Substitute Teacher Permits for the 2021/22 School Year | ACTION |
| 15. Consider and approve 2021/22 Designation of CIF Representatives to League | ACTION |
| 16. Consider and approve Resolution #20/21 – 20: Classification of Fund Balances in Governmental Funds | ACTION |
| 17. Consider and approve Resolution #20/21 – 21: Budget Revision | ACTION |
| 18. Consider and approve Adoption of Math Curriculum for Pierce High School | ACTION |
| 19. Consider and approve Pierce Joint Unified School District AB/SB 86 Expanded Learning Opportunities (ELO) Grant | ACTION |

- 20. Consider and approve **2021 Elevate College Mentor Job Description** ACTION
- 21. Consider and approve **Colusa County Consortium Plan for Serving Expelled Students July 1, 2021 – June 30, 2024** ACTION
- 22. Consider and approve **Tutor Job Description** ACTION
- 23. Consider and approve **College and Career Access Pathways Partnership Agreement between Yuba community College District and Pierce Joint Unified School District: July 1, 2021 – June 30, 2022** ACTION
- 24. Consider and approve Consent Agenda: ACTION
 - A. Minutes of April 15, 2021 Regular Board Meeting**
 - B. Warrant List for April 2021**
 - C. Interdistrict Transfers
 - 1. Transferring OUT for the 2020/21 School Year:
 - a. One (1) Student to Woodland CA – continuing
 - 2. Transferring OUT for the 2021/22 School Year:
 - a. Three (3) Students to Woodland CA – new
 - b. One (1) Student to Davis CA - continuing
 - 3. Transferring IN for the 2020/21 School Year:
 - a. Thirty (30) Students from Williams CA – (2) new
 - D. Contracts:
 - a. **Agreement between Pierce Joint Unified School District and James Marta & Company LLP for Financial Audit Engagement for Year 2022 – 2024**
 - b. **Agreement between Pierce Joint Unified School District and James Marta & Company LLP for Performance and Financial Audit for Measure B Bond for Year 2022 – 2024**
 - c. **Agreement between Pierce Joint Unified School District and James Marta & Company LLP for Performance Audit for the School Facilities Project – 50/61614-00-004 MPR at Pierce High School**
 - d. **Tri-County Induction Program Memorandum of Understanding between Sutter County Superintendent of Schools as the Local Educational Agency for the Tri-County Induction Program, Participating County Offices of Education, and Participating Colusa/Yuba County School District and Employing Agencies: July 1, 2021 – June 30, 2022**
- 25. BOARD POLICIES: FIRST READING/
A. FIRST READING: POSSIBLE
 1. **BP 4119.21 – Professional Standards** ACTION
 2. **E 4119.21 – Professional Standards – Code of Ethics**
 3. **BP/AR 5121 – Grades/Evaluation of Student Achievement**
 4. **BP 6141.5 – Advanced Placement**
- 26. Items to be agendized for the next regular meeting:
- 27. Superintendent’s Report

28. Board President Report

29. CLOSED SESSION:

ACTION

A. PUBLIC EMPLOYMENT: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to discuss employee matters:

Certification	Position	Status
Coach	Boys' Soccer Head Coach	Resignation
Classified	Groundskeeper	Retirement
Classified	Cafeteria Cashier	Retirement
Certificated	Reading Specialist	Hiring
Certificated	Math Teacher	Hiring
Classified	Substitute Cafeteria Helper	Hiring
Certificated	2 nd Grade Teacher	Hiring
Certificated	Kindergarten Teacher	Hiring
Classified	Substitute Campus Supervisor	Hiring
Certificated	Social Studies Teacher	Hiring
Certificated	Science Teacher	Hiring
Certificated	Music/Band Teacher	Hiring
Certificated	Art Teacher	Hiring
Classified	Substitute Office Assistant II	Hiring
Classified	Elevate College Mentor (2 positions)	Hiring
Coach	Volleyball Head Coach	Resignation
Certificated	ELD Teacher	Hiring
Certificated	Math Teacher	Resignation
Classified	Groundskeeper	Hiring
Certificated	English Teacher	Hiring
Certificated	Science Teacher	Resignation
Coach	Freshman/Sophomore Head Football Coach	Resignation
Classified	Summer School Admin Assist (2 positions)	Hiring

B. PUBLIC EMPLOYEE DISCIPLINE / DISMISSAL / RELEASE: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to discuss public employee discipline/dismissal/release

C. PUBLIC EMPLOYEE PERFORMANCE EVALUATION – Superintendent: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to discuss Superintendent's evaluation

30. OPEN SESSION: Report ACTION taken in CLOSED SESSION:

ACTION

A. PUBLIC EMPLOYMENT: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to discuss employee matters:

Certification	Position	Status
Coach	Boys' Soccer Head Coach	Resignation
Classified	Groundskeeper	Retirement
Classified	Cafeteria Cashier	Retirement
Certificated	Reading Specialist	Hiring
Certificated	Math Teacher	Hiring

Classified	Substitute Cafeteria Helper	Hiring
Certificated	2 nd Grade Teacher	Hiring
Certificated	Kindergarten Teacher	Hiring
Classified	Substitute Campus Supervisor	Hiring
Certificated	Social Studies Teacher	Hiring
Certificated	Science Teacher	Hiring
Certificated	Music/Band Teacher	Hiring
Certificated	Art Teacher	Hiring
Classified	Substitute Office Assistant II	Hiring
Classified	Elevate College Mentor (2 positions)	Hiring
Coach	Volleyball Head Coach	Resignation
Certificated	ELD Teacher	Hiring
Certificated	Math Teacher	Resignation
Classified	Groundskeeper	Hiring
Certificated	English Teacher	Hiring
Certificated	Science Teacher	Resignation
Coach	Freshman/Sophomore Head Football Coach	Resignation
Classified	Summer School Admin Assist (2 positions)	Hiring

- B. PUBLIC EMPLOYEE DISCIPLINE / DISMISSAL / RELEASE: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to discuss public employee discipline/dismissal/release

- C. PUBLIC EMPLOYEE PERFORMANCE EVALUATION – Superintendent: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to discuss Superintendent’s evaluation

31. Adjourn

In compliance with the American with Disabilities Act, if you need special assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, please contact our office at (530) 476-2892 x13000. Notification at least 48 hours prior to the meeting will enable the office to make reasonable arrangements to ensure accessibility to the Board meeting. (Government Code § 54954.2)

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

Teacher Credentials:

Teachers	District 2020/21
With Full Credentials	74
Without Full Credentials	5
Teaching Outside Subject Area of Competence (with full credential)	1

Teacher Misassignment and Vacant Teacher Positions:

Indicator	District 2020/21
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0
Vacant Teacher Positions	0

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Arbuckle Elementary:

Subject	Textbooks and Other Instructional Materials/Year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McMillan McGraw Hill – CA Wonders ELA/ELD 2016	Yes	0%
Mathematics	Houghton Mifflin/Harcourt – GO Math 2015	Yes	0%
Science	Houghton Mifflin – Science California 2007	No	0%
History-Social Science	California Studies Weekly 2019	Yes	0%
Foreign Language			
Health			
Visual Arts			
Science Laboratory Equipment (grades 9-12)			

Grand Island Elementary:

Subject	Textbooks and Other Instructional Materials/Year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McMillan McGraw Hill – CA Wonders ELA/ELD 2016	Yes	0%
Mathematics	Houghton Mifflin/Harcourt – GO Math 2015	Yes	0%
Science	Houghton Mifflin – Science California 2007	No	0%
History-Social Science	California Studies Weekly 2019	Yes	0%
Foreign Language			0%
Health			0%
Visual Arts			0%
Science Laboratory Equipment (grades 9-12)			0%

Lloyd G. Johnson Junior High:

Subject	Textbooks and Other Instructional Materials/Year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync Grades 6-8, 2016	Yes	0%
Mathematics	GO Math Program, 2015	Yes	0%
Science	Interactive Science – Pearson 2011	Yes	0%
History-Social Science	TCi, 2011	Yes	0%
Foreign Language			0%
Health			0%
Visual Arts			0%
Science Laboratory Equipment (grades 9-12)			0%

Pierce High:

Subject	Textbooks and Other Instructional Materials/Year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync is used in our district at both the high school and middle school (grades 7-12) 2016	Yes	0%

Mathematics	Our high school mathematics textbooks were from HMH in 2014. We started piloting CPM in Integrated Mathematics 1 in Fall 2017 and added to the pilot each year – Integrated Mathematics 2 in Fall 2018 and Integrated Mathematics 3 + Calculus in Fall 2019. As of Fall 2020 PHS is all CPM	Yes	0%
Science	Our high school science textbooks are from pre-NGSS 2014. We have been supplementing with materials since the high school NGSS curriculum has not been published. Moving forward we will need to select NGSS materials that have e-textbooks	Yes	0%
History-Social Science	Our World History, US History and Government & Economics Textbooks were all replaced in 2018	Yes	0%
Foreign Language	Descubre series by Vista Higher Learning 2013	Yes	0%
Health	Not only was mandated Health curriculum updated to Teen Talk High School that complies with Education Code 51930 but both Health teachers attended training for the new mandates in California	Yes	0%
Visual Arts	Guitar- (Hal Leonard) Essential Elements 2020	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		0%

Arbuckle Alternative High:

Subject	Textbooks and Other Instructional Materials/Year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edmentum Portal for online accredited instruction	Yes	0%
Mathematics	Edmentum Portal for online accredited instruction	Yes	0%
Science	Edmentum Portal for online accredited instruction	Yes	0%
History-Social Science	Edmentum Portal for online accredited instruction	Yes	0%

Foreign Language	Edmentum Portal for online accredited instruction	Yes	0%
Health	Edmentum Portal for online accredited instruction	Yes	0%
Visual Arts	Edmentum Portal for online accredited instruction	Yes	0%
Science Laboratory Equipment (grades 9-12)	Edmentum Portal for online accredited instruction	Yes	0%

School Facility Good Repair Status

Arbuckle Elementary:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restroom, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating:	Exemplary	

Grand Island Elementary:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Pest management required consistent treatment at utility boxes.
Electrical: Electrical	Good	
Restrooms/Fountains: Restroom, Sinks/Fountains	Fair	Drinking fountains need to be updated for ADA. Project to repair is planned.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating:	Good	

Lloyd G. Johnson Junior High:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Exterior paint is approaching its useful life, should be repainted in the next 24 months.
Electrical: Electrical	Good	
Restrooms/Fountains: Restroom, Sinks/Fountains	Good	One restroom space requires significant amount of refreshing. Project to repair has been planned.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating:	Good	

Pierce High:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restroom, Sinks/Fountains	Good	Restrooms require ADA updates, project being programmed to address this matter
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating:	Good	

Arbuckle Alternative High:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Carpet at 50% life. Project to repair is planned
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restroom, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Minor roof repairs needed. Project to repair is planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating:	Fair	

Implementation of State Academic Standards (LCFF Priority 2)

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA	0	0	0	5	13
ELD (Aligned to ELA Standards)	0	0	3	6	9
Mathematics – Common Core State Standards for Mathematics	0	1	0	6	10
Next Generation Science Standards	6	5	5	3	1
History-Social Science	1	2	4	6	5

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA	0	0	0	6	12
ELD (Aligned to ELA Standards)	1	0	1	5	10
Mathematics – Common Core State Standards for Mathematics	0	0	0	4	12
Next Generation Science Standards	6	3	7	3	1
History-Social Science	2	2	1	7	7

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA	0	1	0	7	10
ELD (Aligned to ELA Standards)	0	2	0	9	7
Mathematics – Common Core State Standards for Mathematics	0	1	1	5	9
Next Generation Science Standards	7	2	4	5	1
History-Social Science	2	3	3	5	5

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1	1	1	6	3
Health Education Content Standards	1	1	3	4	4
Physical Education Model Content Standards	1	0	1	5	8
Visual and Performing Arts	2	1	2	2	2
World Language	1	0	1	4	6

5. **Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole	1	2	5	12	8
Identifying the professional learning needs of individual teachers	2	2	6	13	4
Providing support for teachers on the standards they have not yet mastered	1	5	5	9	7

6. **Additional information toward progress implementing the academic standards adopted by the state board.**

English Language Arts, English Language Development, Math and History-Social Science instructional materials are all state aligned K-8. Science materials in grades K-8 are supplemental materials informed by the Next Generation Science Standards (NGSS). An adoption of aligned science materials will be part of the 2021-2024 LCAP three-year plan. Math curriculum adoption for the high school is currently in progress. The state board of education does not provide a state-adopted list of curriculum materials at the high school level. Local districts can choose their own materials aligned to the state standards.

Family Engagement (LCFF Priority 3)

*Data from California Healthy Kids Parent Survey – Demographics of respondents: 7% EL, 12% IEP, 48% Low Income, 50% Hispanic (126 responses); Staff survey responses listed as whole numbers

Building Relationships

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	1	3	6	16	8
2. Rate the LEA's progress in creating welcoming environments for all families in the community. Parents feel welcomed to participate at this school* *CHKS Parent Survey data	11% Not applicable	3% Strongly disagree	6% Disagree	46% Agree	34% Strongly agree
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	2	3	8	16	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. School promptly responds to phone calls, messages or emails* *CHKS Parent Survey data	1% Not applicable	3% Strongly disagree	4% Disagree	44% Agree	49% Strongly agree

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

A current strength for the 20/21 school year is in regards to 2-way communication. This year 93% of parents agreed or strongly agreed that this is a strength. In 19/20, 86% of parents agreed or strongly agreed resulting in a 7% positive increase. An area of focus will be creating welcoming environments for families. This year 80% of parents agreed or strongly agreed that a welcoming environment exists compared to 87% last year. School closures could have contributed to both of these strengths and focus areas including virtual communication and closed-off school campuses respectively. Underrepresented parents need to be encouraged and given the skill set to participate in meetings for their children including knowing how to attend a virtual conference.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3	3	5	16	8
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. Teachers communicate with parents about what students are expected to learn in class*	2 4% Not applicable	3 3% Strongly disagree	5 10% Disagree	17 47% Agree	8 36% Strongly Agree
*CHKS Parent Survey data					
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	2	3	7	13	10
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. Providing information on your expected role at your child's school*	3 9% Not applicable	5 4% Strongly disagree	7 11% Disagree	14 23% Agree	6 53% Strongly agree
*CHKS Parent Survey data					

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

A current strength for the 20/21 school year is in regards to providing information and resources to families to support student learning. Staff survey responses indicate this to be an area of strength. Eighty-three percent of parents agreed or strongly agreed this same area was a strength. Based on the staff survey, an area in need of improvement seems to be supporting families to understand and exercise their legal rights and advocate for their student. The parent survey question linked to the staff question is actually a strength with 53% of parents strongly agreeing that the school provides information on their expected role at their child's school. Even though providing information and resources to support student learning and development in the home and communicating expected learnings was a strength, it will continue to be a focus particularly with underrepresented families.

Seeking Input for Decision Making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
5. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3	2	11	13	6
6. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. School actively seeks input of parents before making important decisions* *CHKS Parent Survey data	12% Not applicable	5% Strongly disagree	8% Disagree	35% Agree	40% Strongly agree
7. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. School encourages me to be an active partner with school in educating my child* *CHKS Parent Survey data	9% Not applicable	3% Strongly disagree	5% Disagree	39% Agree	45% Strongly agree
8. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. School keeps me informed about school activities* *CHKS Parent Survey data	3 5% Not applicable	3 5% Strongly disagree	9 7% Disagree	13 31% Agree	7 53% Strongly agree

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

A current strength for the 20/21 school year is that 84% of parents agree or strongly agree that the school keeps them informed of activities. In terms of the school actively seeking parent input before making decisions, there was an increase from 26% the previous year to 40% this year in the strongly agree category. Staff saw LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making in the initial implementation stage, which shows a weakness. A focus area will continue to be encouraging parents, including underrepresented families, to be active partners in education with the school.

School Climate (LCFF Priority 6)

Students in grades 5, 7, 9 & 11 took the California Healthy Kids Survey (CHKS) in the spring of 2021. In-person and distance learning students were eligible to complete the survey. Fifth grade students had to return a signed parent permission slip in order to participate. Parents of students in grades 7, 9 and 11 were notified of the survey and needed to contact the school if they preferred to opt their child out of participating. Forty-eight 5th graders, 118 7th graders, 124 9th graders and 94 11th graders participated in the survey.

I feel safe in my school	5 th grade	7 th grade	9 th grade	11 th grade
Strongly agree	50 (all of the time)	27	23	17
Agree	37 (most of the time)	47	49	46

I feel like I am part of this school	5 th grade	7 th grade	9 th grade	11 th grade
Strongly agree	57 (all of the time)	21	22	11
Agree	22 (most of the time)	42	43	44

This year has been a different year in that all students began the school year in distance learning. Elementary school students could begin in-person instruction on October 19, 2020 and middle and high school students could start in-person on November 2, 2020. There were additional opportunities for students doing distance learning to return in-person during the school year.

The feeling safe in school question is a completely different context this year due to Covid-19. Students 'not feeling safe' may be based on fear of getting the Corona-virus. The 'I am a part of this school' is a difficult question to answer as well in this pandemic environment. School hours are shorter. Students are co-horted in pods in grades TK-8th. Clubs and sports have been completely curtailed until just recently.

Funding will continue for intervention/prevention counselors, after-school clubs and extra-curricular activities, and staff will have professional development around social-emotional learning, relationship building, and constantly modeling positive behavior toward all students.

Access to a Broad Course of Study (LCFF Priority 7)

1. Identify the locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

The district utilizes the master schedule and the student information system from the high school as a tool to track student access and enrollment in a broad course of study. The student information system also track students' a-g course enrollment, which is an eligibility requirement for 4-year state college enrollment out of high school.

2. Include a summary of the differences across school sites and student groups having access to, and being enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Students in grades TK-6 are in self-contained classrooms in which they receive instruction in all of the same subject areas. In grades 7 and 8, all students have core classes of English, science, math, social science, physical education, and either Spanish, band or another elective course of their choosing. English Language Development (ELD) is provided at a designated time for English Learners and integrated throughout the day in content classes at all grade levels. Students in grades 9-12 have all required courses to meet graduation requirements, including four years of English. In addition to the core content areas, students have access to numerous Career Technical Education Courses in the areas of agriculture and business. In graduating class of 2019, 9 students had completed 1 CTE course, 11 students had taken 2 CTE courses, 17 students had completed 3 CTE courses and 64 students had taken 4 or more CTE courses during their high school career.

3. Identify any barriers preventing access to a broad course of study for all students.

Barriers to accessing a broad course of study for high school students occur when students need to be enrolled in a support class for English or math or need to take a class period of English Language Development (ELD). An additional barrier comes into effect if a student fails a class and has to repeat the course the following year to make up the credits. That student then ends up having one less course in their high school career, which typically would be an elective type class.

4. Include revisions, decisions, or new actions that will be implemented, or have been implemented, to ensure access to a broad course of study for all students.

Freshmen students entering high school are placed at a minimum into high school Math 1, not in a remedial math class. An online credit recovery program is available to students to make up course credits for previously failed classes. Students can work on this program outside of the school day on their own time. This allows students to not have to repeat a course during the school year. This online credit recovery program is available to students during the summer as well.

CALIFORNIA HEALTHY KIDS SURVEY



Pierce Joint Unified Elementary 2019-2020 Main Report

This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education School Health Office. For contract information, contact:

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PREFACE

HYPERLINK FEATURE

The digital version of this report has been hyperlinked. Click on the title of a section or a table in the List of Tables and you will be automatically directed to the actual content section or table in the report.

ALERT

Categories “High,” “Moderate,” and “Low” for scales are no longer included on the report. If districts or schools need results on these categories, please contact your Technical Advisor.

This report provides results for each question from the 2019-20 *California Healthy Kids Survey* (CHKS) for schools within the district. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education’s *California School Climate, Health, and Learning Survey* (CalSCHLS). The CalSCHLS system is the largest, most comprehensive effort in the nation to regularly assess students, staff, and parents at the local level to provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, and youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major school-related domains and constructs assessed by the CalSCHLS system. The Appendix lists the schools that administered the survey in the district and their response rates.

These surveys grew out of the California Department of Education’s (CDE) commitment to helping schools promote the successful cognitive, social, emotional, and physical development of all students; create more positive, engaging school environments; and, ensure college and career readiness. They provide a wealth of information to guide school improvement and **Local Control and Accountability Plan** (LCAP) efforts, particularly in regard to the state priorities of enhancing school climate, pupil engagement, parent involvement, and addressing the needs of vulnerable groups.

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the CalSCHLS website (calschls.org), including *Helpful Resources for Local Control and Accountability Plans* (calschls.org/docs/lcap_cal_schls.pdf). The California Safe and Supportive Schools website (californiaS3.wested.org) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

The CalSCHLS Regional Centers offer a Data Workshop to help identify local needs and develop action plans to meet those needs, including a *Listening to Students Workshop* for involving student voice in the process (see below).

THE SURVEY

CDE has funded the CHKS since 1997 to provide data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of these student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs.

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The elementary school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules, including a Social Emotional Health Module (SEHM), that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

Core Module

As outlined in Exhibit 1, the Core Module consists of key questions, identified by an expert advisory committee, that are considered most important for schools to guide improvement of academic, health, and prevention programs and promote student achievement, positive development, and well-being. The primary focus of the survey is assessing student perceptions and experiences related to:

- school climate, connectedness, and learning engagement;
- perceived school safety and frequency of, and reasons for, harassment and bullying at school;
- developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;
- supports for social-emotional learning and positive behavior; and
- health-related and behavioral learning barriers (e.g., substance use, violence at school, physical health, mental health).

What's New? For 2018-19, the only changes to the survey are the following improvements:

- a new question asking about usual bedtime to assess nighttime sleep quality;
- added a question asking about how often the student feels sad as an indicator of psychological problems ; and
- included a new question asking about the upkeep of school facilities.

In 2019-20, the e-cigarette item was simplified so that it just asks about vaping.

Supplementary Social Emotional Health Module (Supplementary)

The Social Emotional Health Module (SEHM) greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional competencies linked to student mental health and well-being, academic success, and college and career readiness. It includes 35 items that capture core adolescent psychological assets. The combination of the SEHM and Core Module yields a comprehensive set of data to inform decisions about mental health and social-emotional learning programs.

SURVEY ADMINISTRATION AND SAMPLE

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Student participation was voluntary, anonymous, and confidential.

- Table A1.1 gives the target sample of students and the final number and percent of students who completed the survey (the participation response rate).
- The Appendix lists all the elementary schools in the district that were eligible to participate in the survey and the percentage of students enrolled in each of them that completed the survey.

PUBLIC ONLINE DATA DASHBOARD

The most recent state and district CHKS results can be examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/public-dashboards/). The dashboard can be used to graphically display statewide and district key indicators from the Core Module, trends over time, and differences in survey outcomes by gender and afterschool program participation. In addition to displaying results interactively on the web, dashboard results can be exported as Image and PDF files for dissemination. District data are publicly posted on the dashboard by the end of November of the year following survey administration.

***New in 2019!* EXPLORE RESULTS ON THE DISTRICT CALSCHLS DATA DASHBOARD**

Districts may purchase a two-year subscription to a password protected, private data dashboard that displays up to seven years of CalSCHLS data at the district level and individual school level. The dashboard provides designated staff with graphical data displays for the district as a whole, for all schools in the district on the same page to enable comparisons across schools, and for a single, individual school. At both the district and school level, viewers can:

- compare their data with district and state averages;
- make comparisons by gender and afterschool participation; and
- examine data trends over time overall and by subgroup.

Viewers at both the district level and the school level have the option to download data displays as a PDF document which can be shared with stakeholders.

THE REPORT

The report tables, organized by topic, provide the percentage of students that responded to each question response option. Percentages are rounded to the nearest whole number.

UNDERSTANDING AND USING THE DATA

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results. These include changes that occur in survey content, administration, and/or sample characteristics between administrations. The following are a few of the key issues that should be kept in mind.

Representativeness

Among the most important factors affecting the quality of survey results is the level of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 70 percent. Even if the response rate is low, the results provide an

indication of what those students who did respond felt about the school and their experiences and behavior.

Changes Between Survey Administrations

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase during holidays or social events).

RESOURCES

CalSCHLS.org contains numerous guidebooks and other resources for using and understanding survey results.

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets/).
- *Assessing School Climate* describes the value of the CalSCHLS student, staff, and parent surveys for assessing school climate, listing constructs and individual indicators (data.calschls.org/resources/Cal-SCHLS_AssessingClimate2013-14.pdf).
- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- *Using CalSCHLS to Assess Social-Emotional Learning and Health* describes how the CHKS Core and SEHM module provide a comprehensive profile of student social-emotional competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) (data.calschls.org/resources/CalSCHLS_AssessSELH.pdf). The staff survey provides data on the perception of adults in the school on social-emotional service needs and provision.
- *Helpful Resources for Local Control and Accountability Plans* describes how survey items align with LCAP priorities and indicators (calschls.org/docs/lcap_cal_schls.pdf). Also available is an LCAP-related PowerPoint presentation (calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx).
- The *School Climate Connection Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/about.
- CDE's **California Safe and Supportive Schools** website (CaliforniaS3.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.
- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some additional steps you should take and some custom services (additional fees apply) available from the CalSCHLS Regional Centers. These will help in fostering effective use of the results and provide additional information to support school and program improvement efforts and the LCAP process.

Engage Students, Staff, and Parents in Reviewing the Results and Action Planning

Engage students, parents, and school/community stakeholders in reviewing and exploring the meaning of the results. Obtain their input into how the school might better meet the identified needs. Engage them in developing a detailed action plan to guide school/community collaborative efforts. This communicates to stakeholders that you value their input into how to improve the school/community and gives them an opportunity for meaningful participation.

WestEd staff can conduct a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center 888.841.7536 or email CalSCHLS@wested.org.

Compare Results with Other Data

The value of your CHKS results will be greatly enhanced if examined in the context of the following sources of related data.

- **Staff and Parent Surveys.** If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Item Crosswalk (calschls.org/resources/#resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer these companion surveys, urge them to do so next time.
- **Secondary CHKS Results.** Examine how the results for 5th graders compare with those for 7th, 9th, and 11th graders if your district also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.
- **Other Data.** Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.
- **Similar District and Statewide Results.** The aggregated results from the 2015-2017 statewide CHKS elementary survey administration can be downloaded from the CalSCHLS website (calschls.org/docs/statewide_1517_elem_chks1.pdf) to help interpret your results. If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports/). How you compare to state and

district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

Data Workshop

To assist in your review of the survey results, you can request your CalSCHLS Regional Center to conduct a structured, customized Data Workshop. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center (888.841.7536) or email calschls@wested.org.

Request Additional Reports and Data

As you review your data with stakeholders, you may find that additional data needs emerge. The following custom services are available through the CalSCHLS Regional Centers to help delve more deeply into your survey results and foster more effective use of the results in support of school and program improvement efforts and the LCAP process.

School Reports and School Climate Report Cards

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school. Two types of reports are available:

- A full report with all the survey results
- A short, user-friendly, graphic **School Climate Report Card** that provides results across seven domains of school climate and provides an overall **School Climate Index** score based on those domains (calschls.org/reports-data/#slcr)

District School Climate Report Card

For districts that survey all their schools, a district-level School Climate Report Card can be requested. This is a powerful, useful tool for guiding efforts to meet the school climate and pupil engagement priorities for the Local Control and Accountability Plan.

Disaggregated Report

The staff of the CalSCHLS Regional Centers can produce reports that show how results vary by subgroups. For example, what are the characteristics of youth who are low in perceived safety, school connectedness, or academic motivation compared to those who are high? This is particularly important given the LCAP requirements to address these needs. This helps in understanding the meaning of the results and developing interventions that target groups most in need.

Additional Analysis of Data

The complete dataset is available electronically for additional analysis (CalSCHLS.org/reports-data). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of students and across schools within a district. You can also request an analysis by WestEd staff of any topic of interest.

Add Questions to Your Next Surveys

Determine what additional information is needed to guide school improvement efforts and add questions to your next CHKS, staff, or parent survey. All three surveys are designed so that schools

can add additional questions to help them conduct a more individualized and comprehensive assessment.

For more information about survey planning or technical assistance in understanding survey results and developing effective action plans to address identified needs, call the CalSCHLS helpline (888.841.7536) or email CalSCHLS@wested.org.

Exhibit 1

Major School-Related Domains and Constructs Assessed by CalSCHLS in Elementary Schools

	Student Core	Student Social Emotional Health	Staff Survey	Parent Survey
Student Well-Being				
Academic mindset		✓		
Academic motivation	✓		✓	✓
Academic performance	✓			
Alcohol, tobacco, and drug use	✓		✓	✓
Attendance	✓		✓	
Collaboration		✓		
Empathy		✓		
Gratitude		✓		
Optimism		✓		
Perceived safety	✓		✓	✓
Persistence		✓		
Problem solving		✓		
School connectedness	✓			
Self-efficacy		✓		
Sleep duration (bedtime)	✓			
Social-emotional competencies and health		✓	✓	
Violence and victimization (bullying)	✓		✓	✓
Zest		✓		
School Climate				
Academic rigor and norms			✓	✓
High expectations	✓		✓	✓
Meaningful participation and decision-making	✓		✓	✓
Parent involvement	✓		✓	✓
Quality of physical environment			✓	✓
Relationships among staff			✓	
Relationships among students		✓	✓	✓
Relationships between students and staff	✓		✓	✓
Respect for diversity and cultural sensitivity			✓	✓
Teacher and other supports for learning	✓		✓	✓
School Climate Improvement Practices				
Bullying prevention	✓		✓	✓
Discipline and order (policies, enforcement)	✓		✓	✓
Services and policies to address student needs			✓	
Social-emotional/behavioral supports	✓		✓	✓
Staff supports			✓	

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Cal-Well Module	
C. District Afterschool Module (DASM)	
D. Gang Risk Awareness Module (GRAM)	
E. Military-Connected School Module	
F. Social Emotional Health Module (SEHM)	
G. Supplemental Health Module	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample Characteristics

	Grade 5
<i>Student Sample Size</i>	
Target sample	98
Final number	48
Response Rate	49%

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 5 %	Table
School Engagement and Supports		
School connectedness [†]	74	A4.3
Academic motivation [†]	92	A4.3
Caring adults in school [†]	74	A4.3
High expectations-adults in school [†]	88	A4.3
Meaningful participation [†]	47	A4.3
Facilities upkeep [†]	77	A4.10
Parent involvement in schooling [†]	86	A8.2
Social and emotional learning supports [†]	72	A5.1
Anti-bullying climate [†]	71	A7.6
School Safety		
Feel safe at school [†]	75	A7.1
Feel safe on way to and from school [†]	79	A7.1
Been hit or pushed	60	A7.2
Mean rumors spread about you	65	A7.2
Called bad names or target of mean jokes	63	A7.2
Saw a weapon at school [¶]	15	A7.5
School Disciplinary Environment		
Rule clarity [†]	79	A6.2
Students well behaved [†]	52	A6.4
Students treated fairly when break rules [†]	62	A6.1
Students treated with respect [†]	75	A6.1
Substance Use and Physical/Mental Health		
Alcohol or drug use	15	A9.1
Marijuana use	0	A9.1
Cigarette use	6	A10.1
Vaping	0	A10.1
Late bedtime (after 10 pm)	21	A11.2
Experienced sadness [†]	17	A11.4

Notes: Cells are empty if there are less than 10 respondents.

[†]Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”

[¶]Past 12 months.

3. Demographics

Table A3.1
Gender of Sample

	Grade 5 %
Female	50
Male	50

Question ES A.2: Are you female or male?

Note: Cells are empty if there are less than 10 respondents.

Table A3.2
Number of Days Attending Afterschool Program

	Grade 5 %
0 days	67
1 day	6
2 days	0
3 days	2
4 days	2
5 days	23

Question ES A.6: How many days a week do you usually go to your school's afterschool program?

Note: Cells are empty if there are less than 10 respondents.

4. School Performance, Supports, and Engagements

Table A4.1

Perceived School Performance

	Grade 5 %
One of the best students	13
Better than most students	29
About the same as others	46
Don't do as well as most others	13

Question ES A.23: How well do you do in your schoolwork?

Note: Cells are empty if there are less than 10 respondents.

Table A4.2

Truancy, Past 30 Days

	Grade 5 %
I did not miss any days of school	60
1 day	19
2 days	19
3 or more days	2

Question ES A.4: In the past 30 days, how often did you miss an entire day of school for any reason?

Note: Cells are empty if there are less than 10 respondents.

Table A4.3

School Environment, School Connectedness, and Academic Motivation Scales

	Grade 5 %	Table
Total school supports	70	
Caring adults in school	74	A4.4
High expectations-adults in school	88	A4.5
Meaningful participation at school	47	A4.6
School connectedness	74	A4.7
Academic motivation	92	A4.8

Notes: Cells are empty if there are less than 10 respondents.

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Scales are based on average of students reporting “Yes, most of the time” or “Yes, all of the time.”

Table A4.4
Caring Adults in School Scale Questions

	Grade 5 %
Caring adults in school	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	74
<i>Do the teachers and other grown-ups at school... care about you?</i>	
No, never	2
Yes, some of the time	17
Yes, most of the time	27
Yes, all of the time	54
<i>listen when you have something to say?</i>	
No, never	2
Yes, some of the time	21
Yes, most of the time	38
Yes, all of the time	40
<i>make an effort to get to know you?</i>	
No, never	6
Yes, some of the time	30
Yes, most of the time	36
Yes, all of the time	28

Question ES A.16, 24, 27: Do the teachers and other grown-ups at school care about you?... Do the teachers and other grown-ups at school listen when you have something to say?... Do the teachers and other grown-ups at school make an effort to get to know you?

Note: Cells are empty if there are less than 10 respondents.

Table A4.5

High Expectations-Adults in School Scale Questions

	Grade 5 %
High expectations-adults in school	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	88
Do the teachers and other grown-ups at school... tell you when you do a good job?	
No, never	0
Yes, some of the time	17
Yes, most of the time	35
Yes, all of the time	48
believe that you can do a good job?	
No, never	2
Yes, some of the time	8
Yes, most of the time	31
Yes, all of the time	58
want you to do your best?	
No, never	2
Yes, some of the time	6
Yes, most of the time	13
Yes, all of the time	79

Question ES A.17, 25, 28: Do the teachers and other grown-ups at school tell you when you do a good job?... Do the teachers and other grown-ups at school believe that you can do a good job?... Do the teachers and other grown-ups at school want you to do your best?

Note: Cells are empty if there are less than 10 respondents.

Table A4.6

Meaningful Participation at School Scale Questions

	Grade 5 %
Meaningful participation at school	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	47
Are you given a chance to help decide school activities or rules?	
No, never	34
Yes, some of the time	47
Yes, most of the time	15
Yes, all of the time	4
Do the teachers and other grown-ups at school ask you about your ideas?	
No, never	10
Yes, some of the time	44
Yes, most of the time	38
Yes, all of the time	8
Do the teachers and other grown-ups give you a chance to solve school problems?	
No, never	23
Yes, some of the time	19
Yes, most of the time	25
Yes, all of the time	33
Do you get to do interesting activities at school?	
No, never	2
Yes, some of the time	21
Yes, most of the time	54
Yes, all of the time	23

Question ES A.15, 18-20: Are you given a chance to help decide school activities or rules?... Do the teachers and other grown-ups at school ask you about your ideas?... Do the teachers and other grown-ups give you a chance to solve school problems?... Do you get to do interesting activities at school?

Note: Cells are empty if there are less than 10 respondents.

Table A4.6

Meaningful Participation at School Scale Questions – Continued

	Grade 5 %
Are you given a chance to help decide class activities or rules?	
No, never	19
Yes, some of the time	40
Yes, most of the time	38
Yes, all of the time	4
Do your teachers ask you what you want to learn about?	
No, never	42
Yes, some of the time	44
Yes, most of the time	13
Yes, all of the time	2
Do you do things to be helpful at school?	
No, never	2
Yes, some of the time	25
Yes, most of the time	40
Yes, all of the time	33

Question ES A.21, 22, 26: Are you given a chance to help decide class activities or rules?... Do your teachers ask you what you want to learn about?... Do you do things to be helpful at school?

Note: Cells are empty if there are less than 10 respondents.

Table A4.7
School Connectedness Scale Questions

	Grade 5 %
School connectedness	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	74
Do you feel close to people at school?	
No, never	8
Yes, some of the time	38
Yes, most of the time	40
Yes, all of the time	15
Are you happy to be at this school?	
No, never	8
Yes, some of the time	19
Yes, most of the time	35
Yes, all of the time	38
Do you feel like you are part of this school?	
No, never	4
Yes, some of the time	21
Yes, most of the time	30
Yes, all of the time	45
Do teachers treat students fairly at school?	
No, never	4
Yes, some of the time	4
Yes, most of the time	25
Yes, all of the time	67
Do you feel safe at school?	
No, never	6
Yes, some of the time	19
Yes, most of the time	27
Yes, all of the time	48

Question ES A.8-10, 13, 58: Do you feel close to people at school?... Are you happy to be at this school?... Do you feel like you are part of this school?... Do teachers treat students fairly at school?... Do you feel safe at school?

Note: Cells are empty if there are less than 10 respondents.

Table A4.8

Academic Motivation Scale Questions

	Grade 5 %
Academic motivation	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	92
Do you finish all your class assignments?	
No, never	2
Yes, some of the time	13
Yes, most of the time	27
Yes, all of the time	58
When you get a bad grade, do you try even harder the next time?	
No, never	2
Yes, some of the time	2
Yes, most of the time	21
Yes, all of the time	75
Do you keep working and working on your schoolwork until you get it right?	
No, never	2
Yes, some of the time	0
Yes, most of the time	25
Yes, all of the time	73
Do you keep doing your classwork even when it’s really hard for you?	
No, never	2
Yes, some of the time	9
Yes, most of the time	28
Yes, all of the time	62

Question ES A.41-44: Do you finish all your class assignments?... When you get a bad grade, do you try even harder the next time?... Do you keep working and working on your schoolwork until you get it right?... Do you keep doing your classwork even when it’s really hard for you?

Note: Cells are empty if there are less than 10 respondents.

Table A4.9
School Pride

	Grade 5 %
Do you feel proud to belong to your school?	
No, never	6
Yes, some of the time	17
Yes, most of the time	19
Yes, all of the time	58

Question ES A.11: Do you feel proud to belong to your school?

Note: Cells are empty if there are less than 10 respondents.

Table A4.10
Quality of School Physical Environment

	Grade 5 %
<i>Is your school building neat and clean?</i>	
No, never	2
Yes, some of the time	21
Yes, most of the time	44
Yes, all of the time	33

Question ES A.14: Is your school building neat and clean?

Note: Cells are empty if there are less than 10 respondents.

5. Supports for Learning at School

Table A5.1
Social and Emotional Learning Supports Scale Questions

	Grade 5 %
Social and emotional learning supports	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	72
Does your school...	
help students resolve conflicts with one another?	
No, never	2
Yes, some of the time	21
Yes, most of the time	33
Yes, all of the time	44
teach students to understand how other students think and feel?	
No, never	10
Yes, some of the time	17
Yes, most of the time	35
Yes, all of the time	38
teach students to feel responsible for how they act?	
No, never	8
Yes, some of the time	25
Yes, most of the time	31
Yes, all of the time	35
teach students to care about each other and treat each other with respect?	
No, never	6
Yes, some of the time	23
Yes, most of the time	23
Yes, all of the time	47

*Question ES A.34-37: Does your school help students resolve conflicts with one another?... Does your school teach students to understand how other students think and feel?... Does your school teach students to feel responsible for how they act?... Does your school teach students to care about each other and treat each other with respect?
Note: Cells are empty if there are less than 10 respondents.*

Table A5.2

Students at School Motivated to Learn

	Grade 5 %
No, never	6
Yes, some of the time	44
Yes, most of the time	42
Yes, all of the time	8

Question ES A.12: Are the students at your school motivated to learn?

Note: Cells are empty if there are less than 10 respondents.

6. Fairness, Rule Clarity, and Positive Student Behavior

Table A6.1
Fairness Scale Questions

	Grade 5 %
Fairness	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	74
Do teachers treat students fairly at school?	
No, never	4
Yes, some of the time	4
Yes, most of the time	25
Yes, all of the time	67
Are the school rules fair?	
No, never	4
Yes, some of the time	29
Yes, most of the time	40
Yes, all of the time	27
Do teachers and other grown-ups at school treat students with respect?	
No, never	4
Yes, some of the time	21
Yes, most of the time	25
Yes, all of the time	50
Are students treated fairly when they break school rules?	
No, never	15
Yes, some of the time	23
Yes, most of the time	40
Yes, all of the time	21

Question ES A.13, 29-31: Do teachers treat students fairly at school?... Are the school rules fair?... Do teachers and other grown-ups at school treat students with respect?... Are students treated fairly when they break school rules?

Note: Cells are empty if there are less than 10 respondents.

Table A6.2
Clarity of Rules

	Grade 5 %
Do students know what the rules are?	
No, never	2
Yes, some of the time	19
Yes, most of the time	40
Yes, all of the time	40

Question ES A.33: Do students know what the rules are?

Note: Cells are empty if there are less than 10 respondents.

Table A6.3
Positive Behavior Scale Questions

	Grade 5 %
Positive behavior	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	93
Do you follow the classroom rules?	
No, never	2
Yes, some of the time	2
Yes, most of the time	29
Yes, all of the time	67
Do you follow the playground rules at recess and lunch times?	
No, never	4
Yes, some of the time	8
Yes, most of the time	21
Yes, all of the time	67
Do you listen when your teacher is talking?	
No, never	2
Yes, some of the time	4
Yes, most of the time	35
Yes, all of the time	58
Are you nice to other students?	
No, never	2
Yes, some of the time	2
Yes, most of the time	47
Yes, all of the time	49

Question ES A.45-48: Do you follow the classroom rules?... Do you follow the playground rules at recess and lunch times?... Do you listen when your teacher is talking?... Are you nice to other students?
Note: Cells are empty if there are less than 10 respondents.

Table A6.4

Students at School Well Behaved

	Grade 5 %
Are students at this school well behaved?	
No, never	4
Yes, some of the time	44
Yes, most of the time	52
Yes, all of the time	0

Question ES A.32: Are students at this school well behaved?

Note: Cells are empty if there are less than 10 respondents.

7. School Violence, Victimization, and Safety

Table A7.1

Perceived Safety at or Outside of School

	Grade 5 %
Do you feel safe at school?	
No, never	6
Yes, some of the time	19
Yes, most of the time	27
Yes, all of the time	48
Do you feel safe on your way to and from school?	
No, never	2
Yes, some of the time	19
Yes, most of the time	27
Yes, all of the time	52

Question ES A.58, 59: Do you feel safe at school?... Do you feel safe on your way to and from school?

Note: Cells are empty if there are less than 10 respondents.

Table A7.2
Violence Victimization Scale Questions

	Grade 5 %
Violence victimization	
<i>Average reporting "Yes"</i>	63
Do other kids hit or push you at school when they are not just playing around?	
No, never	40
Yes, some of the time	38
Yes, most of the time	15
Yes, all of the time	8
Do other kids at school spread mean rumors or lies about you?	
No, never	35
Yes, some of the time	46
Yes, most of the time	8
Yes, all of the time	10
Do other kids at school call you bad names or make mean jokes about you?	
No, never	38
Yes, some of the time	42
Yes, most of the time	10
Yes, all of the time	10

Question ES A.52, 53, 55: Do other kids hit or push you at school when they are not just playing around?... Do other kids at school spread mean rumors or lies about you?... Do other kids at school call you bad names or make mean jokes about you?

Note: Cells are empty if there are less than 10 respondents.

Table A7.3***Been Teased About Body Image***

	Grade 5 %
No	55
Yes	45

Question ES A.61: Have other kids at school ever teased you about what your body looks like?

Note: Cells are empty if there are less than 10 respondents.

Table A7.4***Violence Perpetration Scale Questions***

	Grade 5 %
Violence perpetration	
<i>Average reporting "1 or more times"</i>	38
Have hit or pushed other kids	
0 times	62
1 time	15
2 times	6
3 or more times	17
Have said mean things about other students or called them bad names	
0 times	46
1 time	29
2 times	13
3 or more times	13
Have spread mean rumors or lies about other kids	
0 times	79
1 time	8
2 times	8
3 or more times	4

Question ES A.49-51: During the past year, how many times have you hit or pushed other kids at school when you were not playing around?... During the past year, how many times have you spread mean rumors or lies about other kids at school?... During the past year, how many times at school have you said mean things about other students or called them bad names?

Note: Cells are empty if there are less than 10 respondents.

Table A7.5

Weapons (Gun or Knife) on School Property, Past Year

	Grade 5 %
Brought a gun or knife to school	
No	96
Yes	4
Saw another kid with a gun or knife at school	
No	85
Yes	15

Question ES A.54, 56: During the past year, did you ever bring a gun or knife to school?... During the past year, have you ever seen another kid with a gun or knife at school?

Note: Cells are empty if there are less than 10 respondents.

Table A7.6
Anti-Bullying Climate Scale Questions

	Grade 5 %
Anti-bullying climate	
Average reporting “Yes, most of the time” or “Yes, all of the time”	71
Teachers and other grown-ups make it clear that bullying is not allowed.	
No, never	4
Yes, some of the time	15
Yes, most of the time	10
Yes, all of the time	71
If you tell a teacher that you’ve been bullied, the teacher will do something to help.	
No, never	2
Yes, some of the time	19
Yes, most of the time	31
Yes, all of the time	48
Students at your school try to stop bullying when they see it happening.	
No, never	15
Yes, some of the time	33
Yes, most of the time	31
Yes, all of the time	21

Question ES A.38-40: Do the teachers and other grown-ups make it clear that bullying is not allowed?... If you tell a teacher that you’ve been bullied, will the teacher do something to help?... Do students at your school try to stop bullying when they see it happening?

Note: Cells are empty if there are less than 10 respondents.

8. Home Supports and Involvement in Schooling

Table A8.1

High Expectations-Adults at Home Scale Questions

	Grade 5 %
High expectations-adults at home	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	95
<i>Does a parent or some other grown-up at home... believe that you can do a good job?</i>	
No, never	2
Yes, some of the time	5
Yes, most of the time	2
Yes, all of the time	91
<i>want you to do your best?</i>	
No, never	0
Yes, some of the time	2
Yes, most of the time	2
Yes, all of the time	95

Question ES A.72, 73: Does a parent or some other grown-up at home believe that you can do a good job?... Does a parent or some other grown-up at home want you to do your best?

Note: Cells are empty if there are less than 10 respondents.

Table A8.2
Parent Involvement in Schooling Scale Questions

	Grade 5 %
Parent involvement in schooling	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	86
Does a parent or some other grown-up at home... care about your schoolwork?	
No, never	0
Yes, some of the time	2
Yes, most of the time	14
Yes, all of the time	84
ask if you did your homework?	
No, never	2
Yes, some of the time	4
Yes, most of the time	16
Yes, all of the time	78
check your homework?	
No, never	9
Yes, some of the time	18
Yes, most of the time	27
Yes, all of the time	45
ask you about school?	
No, never	7
Yes, some of the time	9
Yes, most of the time	27
Yes, all of the time	58
ask you about your grades?	
No, never	7
Yes, some of the time	11
Yes, most of the time	18
Yes, all of the time	64

Question ES A.71, 74-77: Does a parent or some other grown-up at home care about your schoolwork?... Does a parent or some other grown-up at home ask if you did your homework?... Does a parent or some other grown-up at home check your homework?... Does a parent or some other grown-up at home ask you about school?... Does a parent or some other grown-up at home ask you about your grades?

Note: Cells are empty if there are less than 10 respondents.

9. Alcohol and Other Drug (AOD) Use

Table A9.1

Use of Alcohol or Other Drugs, Lifetime

	Grade 5 %
Alcohol, one or two sips	15
Alcohol, a full glass	0
Inhalants (to get high)	0
Marijuana (smoke, vape, eat, or drink)	0
<i>None of the above</i>	85
<i>Any of the above</i>	15

Question ES A.64-66: Have you ever drunk beer, wine, or other alcohol?... Have you ever sniffed something through your nose to get “high”?... Have you ever used any marijuana (smoke, vape, eat, or drink)?

Note: Cells are empty if there are less than 10 respondents.

Table A9.2

Perception of Health Risk of Alcohol and Marijuana Use

	Grade 5 %
Alcohol	
No, not bad	4
Yes, a little bad	49
Yes, very bad	47
Marijuana (smoke, vape, eat, or drink)	
No, not bad	0
Yes, a little bad	4
Yes, very bad	79
I don't know what marijuana is	17

Question ES A.69, 70: Do you think drinking alcohol (beer, wine, liquor) is bad for a person's health?... Do you think using marijuana (smoke, vape, eat, or drink) is bad for a person's health?

Note: Cells are empty if there are less than 10 respondents.

10. Tobacco Use

Table A10.1

Cigarette Use and Vaping, Lifetime

	Grade 5 %
Ever smoked a cigarette	6
Part of a cigarette, like one or two puffs	2
A whole cigarette	4
Ever vaped	0

Question ES A.62, 63: Have you ever smoked a cigarette?... Have you ever ever vaped (used JUUL, Vuse, Suorin, MarkTen)?

Note: Cells are empty if there are less than 10 respondents.

Table A10.2

Perception of Health Risk of Cigarette and Electronic Cigarette Use

	Grade 5 %
Do you think smoking cigarettes is bad for a person's health?	
No, not bad	0
Yes, a little bad	0
Yes, very bad	100
Do you think using an electronic cigarette, e-cigarette, hookah pen, or other vaping device is bad for a person's health?	
No, not bad	4
Yes, a little bad	6
Yes, very bad	89

Question ES A.67, 68: Do you think smoking cigarettes is bad for a person's health?... Do you think using an electronic cigarette, e-cigarette, hookah pen, or other vaping device is bad for a person's health?

Note: Cells are empty if there are less than 10 respondents.

11. Other Physical and Mental Health Risks

Table A11.1

Frequency of Being Home Alone

	Grade 5 %
No, never	63
Yes, some of the time	27
Yes, most of the time	6
Yes, all of the time	4

Question ES A.57: Are you home alone after school?

Note: Cells are empty if there are less than 10 respondents.

Table A11.2

Bedtime

	Grade 5 %
Before 7:00 pm	2
7:00-7:59 pm	6
8:00-8:59 pm	38
9:00-9:59 pm	32
10:00-10:59 pm	11
11:00-11:59 pm	6
After 12:00 am	4
<i>Late bedtime (after 10 pm)</i>	21

Question ES A.7: What time do you usually go to bed on nights before you go to school?

Note: Cells are empty if there are less than 10 respondents.

Table A11.3

Breakfast Consumption

	Grade 5 %
No	17
Yes	83

Question ES A.5: Did you eat breakfast this morning?

Note: Cells are empty if there are less than 10 respondents.

Table A11.4
Experienced Sadness

	Grade 5 %
No, never	33
Yes, some of the time	50
Yes, most of the time	13
Yes, all of the time	4

Question ES A.60: Do you feel sad?

Note: Cells are empty if there are less than 10 respondents.

12. Gender Breakdowns

Table A12.1

Key Indicators of School Climate and Student Well-Being by Gender

	Grade 5	
	Female %	Male %
<i>School Engagement and Supports</i>		
School connectedness [†]	80	67
Academic motivation [†]	93	92
Total school supports [†]	75	65
Caring adults in school [†]	76	72
High expectations-adults in school [†]	93	83
Meaningful participation at school [†]	55	39
Facilities upkeep [†]	83	71
Parent involvement in schooling [†]	89	83
Social and emotional learning supports [†]	80	64
Anti-bullying climate [†]	81	61
<i>School Safety</i>		
Feel safe at school [†]	75	75
Feel safe on way to and from school [†]	75	83
Been hit or pushed	46	75
Mean rumors spread about you	54	75
Called bad names or target of mean jokes	46	79
Saw a weapon at school [§]	4	25

Notes: Cells are empty if there are less than 10 respondents.

[†]*Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”*

[§]*Past 12 months.*

Table A12.1

Key Indicators of School Climate and Student Well-Being by Gender – Continued

	Grade 5	
	Female	Male
	%	%
<i>School Disciplinary Environment</i>		
Rule clarity [†]	79	79
Students well behaved [†]	63	42
Students treated fairly when break rules [†]	70	54
Students treated with respect [†]	79	71
<i>Substance Use and Physical/Mental Health</i>		
Alcohol or drug use	8	22
Marijuana use	0	0
Cigarette use	8	4
Vaping	0	0
Late bedtime (after 10 pm)	25	17
Experienced sadness [†]	21	13

Notes: Cells are empty if there are less than 10 respondents.

[†]Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”

Table A12.2

Student Positive Behavior by Gender

	Grade 5	
	Female %	Male %
Positive behavior [†]	94	93
Follow classroom rules [†]	100	92
Follow playground rules [†]	83	92
Listen when teacher is talking [†]	92	96
Nice to other students [†]	100	92

Notes: Cells are empty if there are less than 10 respondents.

[†]*Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”*

Table A12.3

Selected Alcohol and Drug Use Measures by Gender

	Grade 5	
	Female %	Male %
Lifetime AOD Use		
Alcohol, one or two sips	8	22
Alcohol, a full glass	0	0
Inhalants (to get high)	0	0
Marijuana	0	0
Any of the above	8	22
Perceived Health Risk^A		
Alcohol	100	91
Marijuana ^B	100	100

Notes: Cells are empty if there are less than 10 respondents.

^A*Combines “A little bad” and “Very bad.”*

^B*Students who responded that they didn’t know what marijuana was were excluded from calculation.*

Table A12.4
Selected Tobacco Measures by Gender

	Grade 5	
	Female	Male
	%	%
Ever smoked a cigarette	8	4
Part of a cigarette, like one or two puffs	0	4
A whole cigarette	8	0
Ever vaped	0	0
Perceived health risk of cigarette smoking ^A	100	100
Perceived health risk of electronic cigarette use ^A	100	91

Notes: Cells are empty if there are less than 10 respondents.

^A*Combines “A little bad” and “Very bad.”*

Appendix

2019-20 CHKS Elementary Survey Response Rates

Eligible Schools	5th %
Arbuckle Elementary	47
Grand Island Elementary	100

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2019-20 public school and 2018-19 enrollment data files. Directly funded charter schools have been excluded from the list.

CALIFORNIA HEALTHY KIDS SURVEY



Pierce Joint Unified Secondary 2019-2020 Main Report



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PREFACE

HYPERLINK FEATURE

The digital version of this report has been hyperlinked. Click on the title of a section or a table in the List of Tables and you will be automatically directed to the actual content section or table in the report.

ALERT

Categories “High,” “Moderate,” and “Low” for scales are no longer included on the report. If districts or schools need results on these categories, please contact your Technical Advisor.

This report provides the detailed results for each question from the 2019-20 *California Healthy Kids Survey* (CHKS) for schools within the district. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education’s *California School Climate, Health, and Learning Survey* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive effort in the nation to regularly assess students, staff, and parents at the local level to provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, and youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major school-related domains and constructs assessed by CalSCHLS. Appendix I lists the schools that administered the survey in the district and their response rates; Appendix II provides more information about CHKS questions.

These surveys grew out of the California Department of Education’s (CDE) commitment to helping schools promote the successful cognitive, social, emotional, and physical development of all students; create more positive, engaging school environments; and ensure college and career readiness. They provide a wealth of information to guide school improvement and **Local Control and Accountability Plan** (LCAP) efforts, particularly in regard to the state priorities of enhancing school climate, pupil engagement, parent involvement, and addressing the needs of vulnerable groups.

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the CalSCHLS website (calschls.org), including *Helpful Resources for Local Control and Accountability Plans* (calschls.org/docs/lcap_cal_schls.pdf). The California Safe and Supportive Schools website (californiaS3.wested.org) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

The CalSCHLS Regional Centers offer a Data Workshop to help identify local needs and develop action plans to meet those needs, including a *Listening to Students Workshop* for involving student voice in the process (see below).

THE SURVEY

CDE has funded the CHKS since 1997 to provide data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention,

and health programs. Appendix II is a brief guide to key CHKS Core Module indicators designed to help survey users more easily understand and interpret their findings.

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The secondary-school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

Core Module

As summarized in Appendix II, the Core Module consists of key questions, identified by an expert advisory committee, that are considered most important for schools to guide improvement of academic, health, and prevention programs and promote student achievement, college and career readiness, positive development, and well-being. The majority of the questions are school-specific, including the following indicators:

- student grades, truancy, attendance, academic motivation, and school connectedness, as indicators of engagement;
- developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;
- perceived school safety, bullying, and victimization; and
- violence perpetration, substance use, and crime-related behavior (e.g., weapons possession).

The Core Module also assesses the scope and nature of substance use and includes two key indicators of mental health: chronic sadness and contemplation of suicide. These questions provide insight into important barriers to learning and development.

A wide range of demographic questions help districts identify and address the needs of significant and vulnerable student subgroups, including those required to be included in LCAP efforts. These subgroups include race/ethnicity, gender, and socioeconomic status; homeless and foster status; and English language proficiency.

What's New? For 2018-19, the following improvements were made to the Core Module:

- Added a sleep duration question to help assess nighttime sleep quality
- Added the high school suicide ideation question to the middle school survey
- Modified wording of two e-cigarette questions about perceived harm from use
- Added “Juul” as an example on the e-cigarette use questions

In 2019-20, questions were added or modified to assess opioid use, tranquilizer use, exposure to second-hand smoke or vapor at school, vape quitting attempts, and knowledge of school policies banning tobacco use and vaping on school property.

School Climate Module (Supplementary)

To further support school improvement efforts and the LCAP process, a supplementary School Climate Module is available. It provides additional data on student academic mindset, school academic supports, discipline/order, supports for social-emotional learning, bullying prevention, peer relationships, respect for diversity, and the quality of the physical environment (calschls.org/survey-administration/downloads/#ssm_sc). These questions are also included in the staff survey to provide a more comprehensive picture of stakeholder perceptions and how the perceptions of students and staff differ from each other.

Social Emotional Health Module (Supplementary)

The Social Emotional Health Module (SEHM) greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional capacities linked to student mental health and well-being, academic success, and college and career readiness. It includes 56 items that capture core adolescent psychological assets. The combination of the SEHM and Core Module yields a comprehensive set of data to inform decisions about mental health and social-emotional learning programs.

SURVEY ADMINISTRATION AND SAMPLE

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Each student's participation was voluntary, anonymous, and confidential.

- Table A1.1 describes the target sample of students and the final number and percent of students who completed the survey (the participation response rate).
- Appendix I lists all the secondary schools in the district that were eligible to participate in the survey and the percentage of their enrolled students that completed the survey (included in the district report).

PUBLIC ONLINE DATA DASHBOARD

The most recent state representative and district CHKS results can be examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard/). The dashboard can be used to graphically display statewide and district key indicators from the Core and School Climate Module, trends over time, and disparities in survey outcomes across subgroups. Subgroup differences by gender, race/ethnicity, parental education, parent military status, homeless status, afterschool participation, gender identity, and sexual orientation can be examined. In addition, results can be displayed for English learners, free and reduced-priced meal eligible students, and foster youth – three important LCAP priority subgroups. In addition to displaying results interactively on the web, dashboard results can be exported as Image and PDF files for dissemination. District data are publicly posted on the dashboard by the end of November of the year following survey administration.

***New in 2019!* EXPLORE RESULTS ON THE DISTRICT CALSCHLS DATA DASHBOARD**

Districts may purchase a two-year subscription to a password protected, private data dashboard that displays up to seven years of CalSCHLS data at the district level and individual school level. The dashboard provides designated staff with graphical data displays for the district as a whole, for all schools in the district on the same page to enable comparisons across schools, and for a single, individual school. At both the district and school level, viewers can:

- compare their data with district and state averages;
- make comparisons across subgroups such as race/ethnicity, sexual orientation, gender identity, and afterschool participation; and
- examine data trends over time overall and by subgroup.

Viewers at both the district level and the school level have the option to download data displays as a PDF document which can be shared with stakeholders.

THE REPORT

The report tables, organized by topic, provide the percentage of students that responded to each question response option by grade level.

Racial/Ethnic and Gender Results

In this report, summary tables provide key findings (e.g., safety, harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories and gender. Districts can subscribe to the District CalSCHLS data dashboard to disaggregate all their CHKS results by the race/ethnicity or gender of students or by other demographic categories.

UNDERSTANDING THE DATA

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results. These include changes that occur in survey content, administration, and/or sample characteristics between administrations. The following are a few of the key issues that should be kept in mind.

Representativeness

Among the most important factors affecting the quality of survey results is the level and type of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 70 percent. One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

Changes Between Survey Administrations

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase during holidays or social events).

RESOURCES

CalSCHLS.org contains numerous guidebooks and other resources for using and understanding survey results.

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets/).
- *Assessing School Climate* describes the value of the CalSCHLS student, staff, and parent surveys for assessing school climate, listing constructs and individual indicators (data.calschls.org/resources/Cal-SCHLS_AssessingClimate2013-14.pdf).
- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).

- *Using CalSCHLS to Assess Social-Emotional Learning and Health* describes how the CHKS Core and SEHM module provide a comprehensive profile of student social-emotional competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) (data.calschls.org/resources/CalSCHLS_AssessSELH.pdf). The staff survey provides data on the perception of adults in the school on social-emotional service needs and provision.
- *Helpful Resources for Local Control and Accountability Plans* describes how survey items align with LCAP priorities and indicators (calschls.org/docs/lcap_cal_schls.pdf). Also available is an LCAP-related PowerPoint presentation (calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx).
- The *School Climate Connection Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/about.
- CDE’s **California Safe and Supportive Schools** website (CaliforniaS3.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.
- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some additional steps you should take and some custom services (additional fees apply) available from the CalSCHLS Regional Centers. These will help in fostering effective use of the results and provide additional information to support school and program improvement efforts and the LCAP process.

Engage Students, Staff, and Parents in Reviewing the Results and Action Planning

Engage students, parents, and school/community stakeholders in reviewing and exploring the meaning of the results. Obtain their input into how the school might better meet the identified needs. Engage them in developing a detailed action plan to guide school/community collaborative efforts. This communicates to stakeholders that you value their input into how to improve the school/community and gives them an opportunity for meaningful participation.

As part of this process, it is highly recommended that you conduct a structured *Listening to Students Workshop* designed to explore with students—as staff observe—the meaning of survey results and obtain student input on how to address the needs identified by the survey. WestEd staff also can conduct a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center 888.841.7536 or email CalSCHLS@wested.org.

Compare Results with Other Data

The value of your CHKS results will be greatly enhanced if examined in the context of the following sources of related data.

- **Staff and Parent Surveys.** If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Item Crosswalk (calschls.org/resources/#resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer these companion surveys, urge them to do so next time.
- **Elementary CHKS Results.** Examine how the results from 9th and 11th graders compare with those from 5th and 7th graders if your district also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.
- **Other Data.** Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.
- **Similar District and Statewide Results.** The results from the biennial state administration of the CHKS, which provide representative state norms, can be downloaded from the CalSCHLS website (data.calschls.org/resources/Biennial_State_1517.pdf) or examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard/). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports/). How you compare to state and district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

Data Workshop

To assist in your review of the survey results, you can request your CalSCHLS Regional Center to conduct a structured, customized *Data Workshop*. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center (888.841.7536) or email calschls@wested.org.

Request Additional Reports and Data

As you review your data with stakeholders, you may find that additional data needs emerge. The following custom services are available through the CalSCHLS Regional Centers to help delve more deeply into your survey results and foster more effective use of the results in support of school and program improvement efforts and the LCAP process.

School Reports and School Climate Report Cards

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school. Two types of reports are available:

- A full report with all the survey results
- A short, user-friendly, graphic **School Climate Report Card** that provides results across seven domains of school climate and provides an overall **School Climate Index** score based on those domains (calschls.org/reports-data/#slcr)

District School Climate Report Card

For districts that survey all their schools, a district-level School Climate Report Card can be requested. This is a powerful, useful tool for guiding efforts to meet the school climate and pupil engagement priorities for the Local Control and Accountability Plan.

Disaggregated Reports

The staff of the CalSCHLS Regional Centers can produce full reports that look at how results vary by demographic subgroups (e.g., race/ethnicity), or by other characteristics of youth, such as those who are low in academic motivation compared to those who are high. This can be valuable for identifying what subgroups need to be targeted with what resources and programs. Given the LCAP requirement that districts identify and address the needs of underserved subgroups, doing this would be a natural next step for addressing subgroup disparities.

Additional Analysis of Data

The complete dataset is available electronically for additional analysis (CalSCHLS.org/reports-data). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of students and across schools within a district. You can also request an analysis by WestEd staff of any topic of interest.

Add Questions to Your Next Surveys

Determine what additional information is needed from students to guide school improvement efforts and add questions to your next CHKS, staff, or parent surveys. All three surveys are designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

For more information about survey planning or technical assistance in understanding survey results and developing effective action plans to address identified needs, call the CalSCHLS helpline (888.841.7536) or email CalSCHLS@wested.org.

Exhibit 1

Major School-Related Domains and Constructs Assessed by CalSCHLS in Secondary Schools

	Student Core	Student School Climate	Student Social Emotional Health	Staff Survey	Parent Survey
Student Well-Being					
Academic mindset			✓		
Academic motivation	✓	✓		✓	✓
Academic performance (grades)	✓				
Alcohol, tobacco, and drug use	✓			✓	✓
Attendance (absences, truancy, reasons absent)	✓			✓	
Behavioral self-control			✓		
Collaboration			✓		
Emotional self-regulation			✓		
Empathy			✓		
Gratitude			✓		
Optimism			✓		
Perceived safety	✓			✓	✓
Persistence			✓		
Problem solving			✓		
School connectedness	✓				
Self-awareness			✓		
Self-efficacy			✓		
Sleep duration (hours of sleep)	✓				
Social-emotional competencies and health			✓	✓	
Social-emotional distress			✓		
Violence and victimization (bullying)	✓			✓	✓
Zest			✓		
School Climate					
Academic rigor and norms				✓	✓
College and career supports		✓		✓	✓
Family support			✓		
High expectations	✓			✓	✓
Meaningful participation and decision-making	✓			✓	✓
Parent involvement	✓			✓	✓
Quality of physical environment	✓	✓		✓	✓
Relationships among staff				✓	
Relationships among students		✓	✓	✓	✓
Relationships between students and staff	✓			✓	✓
Respect for diversity and cultural sensitivity		✓		✓	✓
Teacher and other supports for learning		✓		✓	✓
School Climate Improvement Practices					
Bullying prevention		✓		✓	✓
Discipline and order (policies, enforcement)		✓		✓	✓
Services and policies to address student needs				✓	
Social-emotional/behavioral supports		✓		✓	✓
Staff supports				✓	

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Alcohol and Other Drugs (AOD) Module	
C. Building Healthy Communities (BHC) Module	
D. Cal-Well Module	
E. Closing the Achievement Gap (CTAG) Module	
F. District Afterschool Module (DASM)	
G. Drug-Free Communities (DFC) Module	
H. Gang Risk Awareness Module (GRAM)	
I. Gender Identity & Sexual Orientation-Based Harassment Module	
J. Military-Connected School Module	
K. Physical Health & Nutrition Module	
L. Resilience & Youth Development Module	
M. Safety & Violence Module	
N. School Climate Module	X
O. Sexual Behavior Module	
P. Social Emotional Health Module (SEHM)	
Q. Tobacco Module	X
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	119	119	108	–
Final number	115	109	66	–
Response Rate	97%	92%	61%	–

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness [†]	68	66	53	–	A4.5
Academic motivation [†]	70	64	68	–	A4.5
Chronic truancy (twice a month or more often) [§]	2	2	4	–	A4.2
Caring adult relationships [‡]	65	61	49	–	A4.5
High expectations [‡]	80	67	57	–	A4.5
Meaningful participation [‡]	31	29	31	–	A4.5
Facilities upkeep [†]	52	56	69	–	A4.12
Promotion of parent involvement in school [†]	58	54	52	–	A4.5
School Safety					
School perceived as very safe or safe	65	77	73	–	A5.1
Experienced any harassment or bullying [§]	29	14	20	–	A5.2
Had mean rumors or lies spread about you [§]	42	19	40	–	A5.3
Been afraid of being beaten up [§]	19	8	12	–	A5.3
Been in a physical fight [§]	22	12	4	–	A5.4
Seen a weapon on campus [§]	14	6	8	–	A5.6
Substance Use and Physical/Mental Health					
Current alcohol or drug use [¶]	11	15	28	–	A6.5
Current marijuana use [¶]	4	9	25	–	A6.5
Current binge drinking [¶]	3	7	17	–	A6.5
Very drunk or “high” 7 or more times, ever	2	7	16	–	A6.7
Been drunk or “high” on drugs at school, ever	7	5	12	–	A6.9
Current cigarette smoking [¶]	1	1	4	–	A7.3
Vaping [¶]	4	9	11	–	A7.3
Sleep deprivation (less than 8 hours)	32	45	69	–	A8.2
Experienced chronic sadness/hopelessness [§]	28	17	19	–	A8.4
Considered suicide [§]	15	5	10	–	A8.5

Notes: Cells are empty if there are less than 10 respondents.

[†] Average percent of respondents reporting “Agree” or “Strongly agree.”

[‡] Average percent of respondents reporting “Pretty much true” or “Very much true.”

[§] Past 12 months.

[¶] Past 30 days.

3. Demographics

Table A3.1
Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	50	61	64	–
Female	50	39	36	–

Question HS/MS A.4: What is your gender?

Note: Cells are empty if there are less than 10 respondents.

Table A3.2
Hispanic or Latino

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	24	21	25	–
Yes	76	79	75	–

Question HS/MS A.6: Are you of Hispanic or Latino origin?

Note: Cells are empty if there are less than 10 respondents.

Table A3.3
Race

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	3	2	7	–
Asian	3	2	0	–
Black or African American	2	2	2	–
Native Hawaiian or Pacific Islander	0	0	3	–
White	23	31	55	–
Mixed (two or more) races	70	62	33	–

Question HS/MS A.7: What is your race?

Note: Cells are empty if there are less than 10 respondents.

Table A3.4
Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parent or guardian	85	93	94	–
Other relative’s home	2	3	3	–
A home with more than one family	3	3	2	–
Friend’s home	0	0	0	–
Foster home, group care, or waiting placement	1	1	0	–
Hotel or motel	1	0	0	–
Shelter, car, campground, or other transitional or temporary housing	4	0	0	–
Other living arrangement	5	1	2	–

Question HS/MS A.9: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.

Note: Cells are empty if there are less than 10 respondents.

Table A3.5
Highest Education of Parents

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	12	23	22	–
Graduated from high school	14	24	27	–
Attended college but did not complete four-year degree	6	9	19	–
Graduated from college	24	24	22	–
Don’t know	44	20	10	–

Question HS/MS A.10: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the furthest in school.)

Note: Cells are empty if there are less than 10 respondents.

Table A3.6***Free or Reduced Price Meals Eligibility***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	14	39	37	–
Yes	44	47	53	–
Don't know	42	14	10	–

Question HS/MS A.12: Do you receive free or reduced-price lunches at school? (Receiving free or reduced-price lunches means that lunch at school is provided to you for free or you pay less for it.)

Note: Cells are empty if there are less than 10 respondents.

Table A3.7***Language Spoken at Home***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	41	48	49	–
Spanish	56	51	49	–
Mandarin	0	0	0	–
Cantonese	0	0	0	–
Taiwanese	0	0	0	–
Tagalog	0	0	2	–
Vietnamese	0	0	0	–
Korean	0	0	0	–
Arabic	1	1	0	–
Other	2	0	0	–

Question HS/MS A.13: What language is spoken most of the time in your home?

Note: Cells are empty if there are less than 10 respondents.

Table A3.8
English Language Proficiency – All Students

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>How well do you...</i>				
understand English?				
Very well	85	85	90	–
Well	14	13	8	–
Not well	1	2	2	–
Not at all	0	0	0	–
speak English?				
Very well	78	79	81	–
Well	20	18	14	–
Not well	2	3	5	–
Not at all	0	0	0	–
read English?				
Very well	71	78	78	–
Well	23	17	19	–
Not well	6	4	2	–
Not at all	0	1	2	–
write English?				
Very well	71	74	78	–
Well	24	18	20	–
Not well	5	7	0	–
Not at all	0	0	2	–
English Language Proficiency Status				
Proficient	71	77	73	–
Not proficient	29	23	27	–

Question HS/MS A.14-17: How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

Notes: Cells are empty if there are less than 10 respondents.

English Language Proficiency was determined by creating a scale score using four survey questions - how well do you understand... speak... read... and write English. Response options are reverse coded so higher values indicate higher English proficiency level (“Not at all” (1); “Not well” (2); “Well” (3); and “Very well” (4)). The scale score was computed by averaging the survey responses. Respondents are categorized as “Proficient” or “Not Proficient” based on the English language proficiency scale.

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.9

English Language Proficiency – Students Speaking a Language Other Than English at Home

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How well do you...				
understand English?				
Very well	82	77	83	–
Well	16	19	13	–
Not well	1	4	3	–
Not at all	0	0	0	–
speak English?				
Very well	74	68	77	–
Well	24	26	20	–
Not well	2	5	3	–
Not at all	0	0	0	–
read English?				
Very well	67	68	70	–
Well	27	25	27	–
Not well	6	5	0	–
Not at all	0	2	3	–
write English?				
Very well	64	63	67	–
Well	30	26	30	–
Not well	6	11	0	–
Not at all	0	0	3	–
English Language Proficiency Status				
Proficient	68	67	63	–
Not proficient	32	33	37	–

Question HS/MS A.13-17: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

Notes: Cells are empty if there are less than 10 respondents.

English Language Proficiency was determined by creating a scale score using four survey questions - how well do you understand... speak... read... and write English. Response options are reverse coded so higher values indicate higher English proficiency level (“Not at all” (1); “Not well” (2); “Well” (3); and “Very well” (4)). The scale score was computed by averaging the survey responses. Respondents are categorized as “Proficient” or “Not Proficient” based on the English language proficiency scale.

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.10***Number of Days Attending Afterschool Program***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I do not attend my school's afterschool program	87	93	95	–
1 day	0	1	2	–
2 days	1	4	2	–
3 days	0	0	0	–
4 days	2	0	0	–
5 days	11	3	2	–

Question HS/MS A.19: How many days a week do you usually go to your school's afterschool program?

Note: Cells are empty if there are less than 10 respondents.

Table A3.11***Military Connections***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	93	97	95	–
Yes	2	1	3	–
Don't know	5	2	2	–

Question HS/MS A.11: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

Note: Cells are empty if there are less than 10 respondents.

Table A3.12***Sexual Orientation***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Straight (not gay)	80	85	83	–
Gay or Lesbian	1	0	3	–
Bisexual	4	6	9	–
I am not sure yet	4	2	3	–
Something else	1	2	0	–
Decline to respond	10	6	2	–

Question HS/MS A.18: Which of the following best describes you?

Note: Cells are empty if there are less than 10 respondents.

Table A3.13***Gender Identity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I am not transgender	92	93	94	–
Yes, I am transgender	0	1	3	–
I am not sure if I am transgender	1	0	0	–
Decline to respond	7	6	3	–

Question HS/MS A.5: Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you transgender?

Note: Cells are empty if there are less than 10 respondents.

4. School Performance, Supports, and Engagement

Table A4.1
Grades, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	13	13	21	–
A's and B's	32	31	47	–
Mostly B's	9	8	10	–
B's and C's	27	25	9	–
Mostly C's	5	7	9	–
C's and D's	9	13	3	–
Mostly D's	0	0	2	–
Mostly F's	4	3	0	–

Question HS/MS A.20: During the past 12 months, how would you describe the grades you mostly received in school?

Note: Cells are empty if there are less than 10 respondents.

Table A4.2
Truancy, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	81	92	82	–
1-2 times	7	4	12	–
A few times	10	3	0	–
Once a month	1	0	2	–
Twice a month	0	2	0	–
Once a week	0	0	0	–
More than once a week	2	0	4	–

Question HS/MS A.23: During the past 12 months, about how many times did you skip school or cut classes?

Note: Cells are empty if there are less than 10 respondents.

Table A4.3***Absences, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I did not miss any days of school in the past 30 days	51	50	56	–
1 day	27	26	25	–
2 days	11	15	11	–
3 or more days	12	9	9	–

Question HS/MS A.21: In the past 30 days, how often did you miss an entire day of school for any reason?

Note: Cells are empty if there are less than 10 respondents.

Table A4.4***Reasons for Absence, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I didn't miss any school	50	50	51	–
Illness (feeling physically sick), including problems with breathing or your teeth	38	36	40	–
Were being bullied or mistreated at school	1	0	0	–
Felt very sad, hopeless, anxious, stressed, or angry	3	2	4	–
Didn't get enough sleep	3	4	5	–
Didn't feel safe at school or going to and from school	1	1	0	–
Had to take care of or help a family member or friend	4	2	0	–
Wanted to spend time with friends	0	0	2	–
Used alcohol or drugs	0	0	0	–
Were behind in schoolwork or weren't prepared for a test or class assignment	0	0	2	–
Were bored or uninterested in school	1	1	4	–
Had no transportation to school	1	0	0	–
Other reason	17	18	13	–

Question HS/MS A.22: In the past 30 days, did you miss a day of school for any of the following reasons? (Mark All That Apply.)

Notes: Cells are empty if there are less than 10 respondents.

Total percentages may exceed 100% for "mark all that apply" items.

Table A4.5

School Environment, School Connectedness, Academic Motivation, and Promotion of Parent Involvement Scales

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Total school supports	58	52	46	–	
Caring adults in school [‡]	65	61	49	–	A4.6
High expectations-adults in school [‡]	80	67	57	–	A4.7
Meaningful participation at school [‡]	31	29	31	–	A4.8
School connectedness [†]	68	66	53	–	A4.9
Academic motivation [†]	70	64	68	–	A4.10
Promotion of parent involvement in school [†]	58	54	52	–	A4.11

Notes: Cells are empty if there are less than 10 respondents.

[†]*Scales are based on average of respondents reporting “Agree” or “Strongly agree.”*

[‡]*Scales are based on average of respondents reporting “Pretty much true” or “Very much true.”*

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Table A4.6
Caring Relationships Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	65	61	49	–
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>				
Not at all true	12	11	17	–
A little true	29	32	39	–
Pretty much true	36	33	26	–
Very much true	23	24	19	–
<i>who notices when I’m not there.</i>				
Not at all true	8	12	15	–
A little true	29	28	40	–
Pretty much true	36	34	25	–
Very much true	28	25	20	–
<i>who listens to me when I have something to say.</i>				
Not at all true	7	9	15	–
A little true	20	24	29	–
Pretty much true	44	44	33	–
Very much true	28	23	24	–

Question HS/MS A.37, 39, 41: At my school, there is a teacher or some other adult... who really cares about me... who notices when I’m not there... who listens to me when I have something to say.
Note: Cells are empty if there are less than 10 respondents.

Table A4.7
High Expectations Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults in school				
<i>Average reporting "Pretty much true" or "Very much true"</i>	80	67	57	–
At my school, there is a teacher or some other adult... who tells me when I do a good job.				
Not at all true	5	9	15	–
A little true	20	29	33	–
Pretty much true	44	34	35	–
Very much true	31	28	18	–
who always wants me to do my best.				
Not at all true	2	6	13	–
A little true	12	21	27	–
Pretty much true	40	38	35	–
Very much true	47	36	25	–
who believes that I will be a success.				
Not at all true	5	11	15	–
A little true	18	22	27	–
Pretty much true	41	35	33	–
Very much true	36	31	25	–

Question HS/MS A.38, 40, 42: At my school, there is a teacher or some other adult... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

Note: Cells are empty if there are less than 10 respondents.

Table A4.8

Meaningful Participation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school				
<i>Average reporting "Pretty much true" or "Very much true"</i>	31	29	31	–
<i>At school,...</i>				
I do interesting activities.				
Not at all true	18	16	27	–
A little true	32	39	27	–
Pretty much true	29	28	27	–
Very much true	21	18	18	–
I help decide things like class activities or rules.				
Not at all true	43	33	44	–
A little true	27	42	29	–
Pretty much true	21	14	18	–
Very much true	9	11	9	–
I do things that make a difference.				
Not at all true	25	32	44	–
A little true	47	38	24	–
Pretty much true	19	21	22	–
Very much true	9	8	11	–
I have a say in how things work.				
Not at all true	41	42	46	–
A little true	29	34	24	–
Pretty much true	23	15	17	–
Very much true	7	9	13	–
I help decide school activities or rules.				
Not at all true	63	58	60	–
A little true	20	22	18	–
Pretty much true	11	11	15	–
Very much true	6	8	7	–

Question HS/MS A.43-47: At school,... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.

Note: Cells are empty if there are less than 10 respondents.

Table A4.9
School Connectedness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School connectedness				
<i>Average reporting "Agree" or "Strongly agree"</i>	68	66	53	–
I feel close to people at this school.				
Strongly disagree	2	6	7	–
Disagree	5	1	5	–
Neither disagree nor agree	21	19	22	–
Agree	43	49	45	–
Strongly agree	29	25	20	–
I am happy to be at this school.				
Strongly disagree	3	7	15	–
Disagree	5	3	5	–
Neither disagree nor agree	30	21	27	–
Agree	31	42	31	–
Strongly agree	31	27	22	–
I feel like I am part of this school.				
Strongly disagree	3	5	13	–
Disagree	4	5	5	–
Neither disagree nor agree	21	29	29	–
Agree	49	40	31	–
Strongly agree	24	22	22	–
The teachers at this school treat students fairly.				
Strongly disagree	5	6	11	–
Disagree	12	11	20	–
Neither disagree nor agree	20	28	31	–
Agree	38	41	24	–
Strongly agree	25	14	15	–
I feel safe in my school.				
Strongly disagree	1	3	7	–
Disagree	5	2	9	–
Neither disagree nor agree	23	25	27	–
Agree	44	42	36	–
Strongly agree	27	28	20	–

Question HS/MS A.24-28: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.

Note: Cells are empty if there are less than 10 respondents.

Table A4.10

Academic Motivation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Academic motivation				
<i>Average reporting "Agree" or "Strongly agree"</i>	70	64	68	–
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	2	4	9	–
Disagree	4	1	5	–
Neither disagree nor agree	13	24	7	–
Agree	33	38	51	–
Strongly agree	48	33	27	–
I try hard at school because I am interested in my work.				
Strongly disagree	8	12	9	–
Disagree	10	10	7	–
Neither disagree nor agree	31	32	26	–
Agree	24	26	35	–
Strongly agree	27	20	22	–
I work hard to try to understand new things at school.				
Strongly disagree	4	6	9	–
Disagree	8	6	11	–
Neither disagree nor agree	19	22	16	–
Agree	38	41	44	–
Strongly agree	32	25	20	–
I am always trying to do better in my schoolwork.				
Strongly disagree	2	6	7	–
Disagree	4	2	7	–
Neither disagree nor agree	15	20	15	–
Agree	33	39	45	–
Strongly agree	46	33	25	–

Question HS/MS A.33-36: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.

Note: Cells are empty if there are less than 10 respondents.

Table A4.11

Promotion of Parent Involvement Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Promotion of parent involvement in school				
<i>Average reporting “Agree” or “Strongly agree”</i>	58	54	52	–
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	5	6	11	–
Disagree	8	6	13	–
Neither disagree nor agree	22	31	25	–
Agree	42	42	38	–
Strongly agree	22	15	13	–
Parents feel welcome to participate at this school.				
Strongly disagree	3	6	9	–
Disagree	5	8	4	–
Neither disagree nor agree	38	30	38	–
Agree	30	38	35	–
Strongly agree	24	19	15	–
School staff take parent concerns seriously.				
Strongly disagree	5	8	15	–
Disagree	11	7	4	–
Neither disagree nor agree	31	34	27	–
Agree	37	31	40	–
Strongly agree	16	20	15	–

Question HS/MS A.30-32: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff take parent concerns seriously.

Note: Cells are empty if there are less than 10 respondents.

Table A4.12

Quality of School Physical Environment

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	4	4	7	–
Disagree	12	11	5	–
Neither disagree nor agree	33	30	18	–
Agree	42	41	53	–
Strongly agree	10	15	16	–

Question HS/MS A.29: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.

Note: Cells are empty if there are less than 10 respondents.

5. School Violence, Victimization, and Safety

Table A5.1
Perceived Safety at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	22	32	17	–
Safe	43	45	56	–
Neither safe nor unsafe	28	21	19	–
Unsafe	4	2	2	–
Very unsafe	3	0	6	–

Question HS A.105/MS A.92: How safe do you feel when you are at school?

Note: Cells are empty if there are less than 10 respondents.

Table A5.2

Reasons for Harassment on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	90	93	92	–
1 time	4	4	0	–
2 or more times	5	3	8	–
Religion				
0 times	95	100	98	–
1 time	4	0	2	–
2 or more times	2	0	0	–
Gender				
0 times	95	99	100	–
1 time	4	1	0	–
2 or more times	1	0	0	–
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	93	97	94	–
1 time	5	2	4	–
2 or more times	3	1	2	–
A physical or mental disability				
0 times	95	99	98	–
1 time	4	0	0	–
2 or more times	1	1	2	–
<i>Any of the above five reasons</i>	17	10	14	–

Question HS A.121-125/MS A.109-113: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay, lesbian, or bisexual or someone thought you were... A physical or mental disability.

Note: Cells are empty if there are less than 10 respondents.

Table A5.2

Reasons for Harassment on School Property, Past 12 Months – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
You are an immigrant or someone thought you were				
0 times	96	98	96	–
1 time	4	2	0	–
2 or more times	0	0	4	–
Any other reason				
0 times	84	92	92	–
1 time	8	5	4	–
2 or more times	8	3	4	–
Any harassment	29	14	20	–

Question HS A.121-127/MS A.109-115: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay, lesbian, or bisexual or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were... Any other reason.

Note: Cells are empty if there are less than 10 respondents.

Table A5.3

School Violence Victimization Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School violence victimization				
<i>Average reporting "1 or more times"</i>	28	14	19	–
<i>During the past 12 months, how many times on school property have you...</i>				
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?				
0 times	67	89	85	–
1 time	17	5	2	–
2 to 3 times	5	4	4	–
4 or more times	11	3	10	–
been afraid of being beaten up?				
0 times	81	92	88	–
1 time	11	5	4	–
2 to 3 times	4	3	0	–
4 or more times	4	0	8	–
had mean rumors or lies spread about you?				
0 times	58	81	60	–
1 time	11	8	21	–
2 to 3 times	12	6	10	–
4 or more times	19	5	10	–
had sexual jokes, comments, or gestures made to you?				
0 times	75	86	79	–
1 time	10	5	6	–
2 to 3 times	6	3	2	–
4 or more times	10	7	13	–

Question HS A.106, 107, 109, 110/MS A.94, 95, 97, 98: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?... been afraid of being beaten up?... had mean rumors or lies spread about you?... had sexual jokes, comments, or gestures made to you?

Note: Cells are empty if there are less than 10 respondents.

Table A5.3

School Violence Victimization Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
been made fun of because of your looks or the way you talk?				
0 times	68	82	81	–
1 time	8	11	12	–
2 to 3 times	12	3	0	–
4 or more times	12	4	8	–
had your property stolen or deliberately damaged?				
0 times	90	92	90	–
1 time	7	5	8	–
2 to 3 times	1	3	0	–
4 or more times	2	0	2	–
been made fun of, insulted, or called names?				
0 times	62	88	88	–
1 time	15	4	0	–
2 to 3 times	10	5	6	–
4 or more times	13	4	6	–
During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?				
0 times (never)	71	79	76	–
1 time	8	14	16	–
2 to 3 times	12	3	4	–
4 or more times	10	4	4	–

Question HS A.111, 112, 120, 128/MS A.99, 100, 108, 116: During the past 12 months, how many times on school property have you... been made fun of because of your looks or the way you talk?... had your property stolen or deliberately damaged, such as your car, clothing, or books?... been made fun of, insulted, or called names?... During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?

Note: Cells are empty if there are less than 10 respondents.

Table A5.4

School Violence Perpetration Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School violence perpetration				
<i>Average reporting "1 or more times"</i>	11	6	6	–
<i>During the past 12 months, how many times on school property have you...</i>				
been in a physical fight?				
0 times	78	88	96	–
1 time	14	10	0	–
2 to 3 times	4	0	2	–
4 or more times	4	3	2	–
been offered, sold, or given an illegal drug?				
0 times	90	91	79	–
1 time	4	7	8	–
2 to 3 times	3	1	6	–
4 or more times	4	1	8	–
damaged school property on purpose?				
0 times	89	97	98	–
1 time	7	1	0	–
2 to 3 times	2	0	0	–
4 or more times	2	2	2	–
carried a gun?				
0 times	94	97	98	–
1 time	6	1	0	–
2 to 3 times	0	0	0	–
4 or more times	0	2	2	–
carried any other weapon (such as a knife or club)?				
0 times	92	96	98	–
1 time	6	1	0	–
2 to 3 times	2	0	0	–
4 or more times	0	3	2	–

Question HS A.108, 113-116/MS A.96, 101-104: During the past 12 months, how many times on school property have you... been in a physical fight?... been offered, sold, or given an illegal drug?... damaged school property on purpose?... carried a gun?... carried any other weapon (such as a knife or club)?

Note: Cells are empty if there are less than 10 respondents.

Table A5.5***Threats and Injuries with Weapons on School Property, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
been threatened with harm or injury?				
0 times	88	93	98	–
1 time	6	4	2	–
2 to 3 times	3	2	0	–
4 or more times	4	1	0	–
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	93	96	100	–
1 time	4	1	0	–
2 to 3 times	2	1	0	–
4 or more times	1	2	0	–

Question HS A.117, 119/MS A.105, 107: During the past 12 months, how many times on school property have you... been threatened or injured with a weapon (gun, knife, club, etc.)?... been threatened with harm or injury?

Note: Cells are empty if there are less than 10 respondents.

Table A5.6***Weapons Possession on School Property, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Seen someone carrying a gun, knife, or other weapon				
0 times	86	94	92	–
1 time	9	3	4	–
2 to 3 times	3	0	2	–
4 or more times	3	3	2	–

Question HS A.118/MS A.106: During the past 12 months, how many times on school property have you... seen someone carrying a gun, knife, or other weapon?

Note: Cells are empty if there are less than 10 respondents.

6. Alcohol and Other Drug Use

Table A6.1
Summary Measures of Level of AOD Use and Perceptions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime illicit AOD use to get “high” [#]	20	30	51	–	A6.2
Lifetime alcohol or drug use	20	30	51	–	A6.2
Lifetime marijuana use	7	19	34	–	A6.2
Lifetime very drunk or high (7 or more times)	2	7	16	–	A6.7
Lifetime drinking and driving involvement	36	12	23	–	A6.11
Current alcohol or drug use [¶]	11	15	28	–	A6.5
Current marijuana use [¶]	4	9	25	–	A6.5
Current heavy drug use [¶]	3	6	19	–	A6.5
Current heavy alcohol use (binge drinking) [¶]	3	7	17	–	A6.5
Current alcohol or drug use on school property [¶]	7	7	9	–	A6.8
Harmfulness of occasional marijuana use ^B	31	32	28	–	A6.12
Difficulty of obtaining marijuana ^C	10	10	4	–	A6.13

Notes: Cells are empty if there are less than 10 respondents.

[#]*Excludes prescription pain medication, tranquilizers or sedatives, diet pills, and prescription stimulant.*

[¶]*Past 30 days.*

^B*Great harm.*

^C*Very difficult.*

Table A6.2
Summary of AOD Lifetime Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	18	21	46	–
Marijuana	7	19	34	–
Inhalants	5	3	8	–
Cocaine, methamphetamine, or any amphetamines	na	1	6	–
Heroin	na	2	6	–
Ecstasy, LSD, or other psychedelics	na	4	9	–
Prescription pain medication (opioids)	na	6	15	–
Tranquilizers or sedatives	na	4	9	–
Diet pills or other prescription stimulant	na	6	6	–
Cold/cough medicines or other over-the-counter medicines to get “high”	na	9	17	–
Any other drug, pill, or medicine to get “high”	5	3	9	–
<i>Any of the above AOD use</i>	20	30	51	–
<i>Any illicit AOD use to get “high”[#]</i>	20	30	51	–

Notes: Cells are empty if there are less than 10 respondents.

[#]Excludes prescription pain medication, tranquilizers or sedatives, diet pills, and prescription stimulant.

na—Not asked of middle school students.

Table A6.3
Lifetime AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	82	79	54	–
1 time	7	6	8	–
2 to 3 times	8	4	13	–
4 or more times	4	12	25	–
Marijuana (smoke, vape, eat, or drink)				
0 times	93	81	66	–
1 time	3	5	4	–
2 to 3 times	1	4	2	–
4 or more times	4	10	28	–
Inhalants				
0 times	95	97	92	–
1 time	1	0	4	–
2 to 3 times	3	3	0	–
4 or more times	2	0	4	–
Cocaine, methamphetamine, or any amphetamines				
0 times	na	99	94	–
1 time	na	1	2	–
2 to 3 times	na	0	2	–
4 or more times	na	0	2	–
Heroin				
0 times	na	98	94	–
1 time	na	1	2	–
2 to 3 times	na	0	0	–
4 or more times	na	1	4	–
Ecstasy, LSD, or other psychedelics				
0 times	na	96	91	–
1 time	na	3	6	–
2 to 3 times	na	1	0	–
4 or more times	na	0	4	–

Question HS A.51-54, 56, 57/MS A.52-54: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Heroin... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms).

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of middle school students.

Table A6.3
Lifetime AOD Use – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Prescription pain medication				
0 times	na	94	85	–
1 time	na	3	8	–
2 to 3 times	na	2	4	–
4 or more times	na	1	4	–
Tranquilizers or sedatives				
0 times	na	96	91	–
1 time	na	2	6	–
2 to 3 times	na	2	0	–
4 or more times	na	0	4	–
Diet pills				
0 times	na	94	96	–
1 time	na	3	2	–
2 to 3 times	na	0	0	–
4 or more times	na	3	2	–
Ritalin or Adderall or other prescription stimulant				
0 times	na	99	94	–
1 time	na	0	4	–
2 to 3 times	na	1	0	–
4 or more times	na	0	2	–
Cold/cough medicines or other over-the-counter medicines to get “high”				
0 times	na	91	83	–
1 time	na	4	8	–
2 to 3 times	na	2	6	–
4 or more times	na	4	4	–

Question HS A.58-62: During your life, how many times have you used the following?... Prescription pain medication (Vicodin, OxyContin, Percodan, Fentanyl)... Tranquilizers or sedatives (Xanax, Klonopin, Ativan, Valium)... Diet pills (Didrex, Dexedrine, Xenadrine, Skittles, M&M's)... Ritalin or Adderall or other prescription stimulant... Cold/cough medicines or other over-the-counter medicines to get “high.”

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of middle school students.

Table A6.3

Lifetime AOD Use – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 times	95	97	91	–
1 time	2	1	4	–
2 to 3 times	1	1	2	–
4 or more times	3	1	4	–

Question HS A.63/MS A.56: During your life, how many times have you used the following?... Any other drug, pill, or medicine to get “high” or for reasons other than medical.

Notes: Cells are empty if there are less than 10 respondents.

Table A6.4

Lifetime Marijuana Consumption

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>				
Smoke it?				
0 times	95	82	72	–
1 time	2	6	0	–
2 to 3 times	1	3	6	–
4 or more times	3	9	23	–
In a vaping device?				
0 times	92	82	74	–
1 time	2	2	2	–
2 to 3 times	4	3	4	–
4 or more times	3	13	21	–
Eat or drink it in products made with marijuana?				
0 times	95	92	77	–
1 time	3	3	9	–
2 to 3 times	1	2	2	–
4 or more times	2	4	11	–

Question HS A.67-69/MS A.60-62: During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In a vaping device (vape pens, mods, portable vaporizers)?... Eat or drink it in products made with marijuana?

Note: Cells are empty if there are less than 10 respondents.

Table A6.5

Current AOD Use, Past 30 Days

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Alcohol (one or more drinks of alcohol)	10	9	23	–
Binge drinking (5 or more drinks in a row)	3	7	17	–
Marijuana (smoke, vape, eat, or drink)	4	9	25	–
Inhalants	1	1	6	–
Prescription drugs to get “high” or for reasons other than prescribed	na	1	2	–
Other drug, pill, or medicine to get “high” or for reasons other than medical	3	1	2	–
<i>Any drug use</i>	4	9	25	–
<i>Heavy drug use</i>	3	6	19	–
<i>Any AOD Use</i>	11	15	28	–
Two or more substances at the same time	na	3	11	–

Question HS A.73-79/MS A.66-70: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?... inhalants (things you sniff, huff, or breathe to get “high”)?... prescription drugs to get “high” or for reasons other than prescribed?... any other drug, pill, or medicine to get “high” or for reasons other than medical?... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

Notes: Cells are empty if there are less than 10 respondents.

Heavy drug use was calculated based on pattern of combined current drug use on three or more days (marijuana, inhalants, prescription pain medicine to get “high” (high school only), or any other illegal drug/pill to get “high”). na—Not asked of middle school students.

Table A6.6

Frequency of Current AOD Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks)				
0 days	90	91	77	–
1 or 2 days	8	6	13	–
3 to 9 days	0	3	8	–
10 to 19 days	2	0	2	–
20 to 30 days	0	1	0	–
Binge drinking (5 or more drinks in a row)				
0 days	97	93	83	–
1 or 2 days	1	4	9	–
3 to 9 days	1	2	8	–
10 to 19 days	1	0	0	–
20 to 30 days	0	1	0	–
Marijuana (smoke, vape, eat, or drink)				
0 days	96	91	75	–
1 or 2 days	1	4	9	–
3 to 9 days	1	2	4	–
10 to 19 days	2	0	2	–
20 to 30 days	0	4	9	–

Question HS A.73-75/MS A.66-68: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?

Note: Cells are empty if there are less than 10 respondents.

Table A6.7
Lifetime Drunk or “High”

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	94	86	71	–
1 to 2 times	4	9	18	–
3 to 6 times	1	3	4	–
7 or more times	1	2	8	–
“High” (loaded, stoned, or wasted) from using drugs				
0 times	94	86	71	–
1 to 2 times	4	5	8	–
3 to 6 times	1	3	6	–
7 or more times	2	7	16	–
<i>Very drunk or “high” 7 or more times</i>	2	7	16	–

Question HS A.64, 65/MS A.57, 58: During your life, how many times have you been... very drunk or sick after drinking alcohol?... “high” (loaded, stoned, or wasted) from using drugs?

Note: Cells are empty if there are less than 10 respondents.

Table A6.8**Current AOD Use on School Property, Past 30 Days**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	93	96	96	–
1 to 2 days	5	2	2	–
3 or more days	2	2	2	–
Marijuana (smoke, vape, eat, or drink)				
0 days	97	95	91	–
1 to 2 days	2	1	4	–
3 or more days	1	4	6	–
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 days	97	99	98	–
1 to 2 days	2	0	2	–
3 or more days	1	1	0	–
<i>Any of the above</i>	7	7	9	–

Question HS A.83-85/MS A.74-76: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol?... use marijuana (smoke, vape, eat, or drink)?... use any other drug, pill, or medicine to get “high” or for reasons other than medical?

Note: Cells are empty if there are less than 10 respondents.

Table A6.9**Lifetime Drunk or “High” on School Property**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	93	95	88	–
1 to 2 times	5	2	8	–
3 to 6 times	1	2	0	–
7 or more times	1	1	4	–

Question HS A.66/MS A.59: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

Note: Cells are empty if there are less than 10 respondents.

Table A6.10
Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	82	81	–
0 times	na	11	13	–
1 time	na	2	6	–
2 to 3 times	na	2	0	–
4 or more times	na	3	0	–
Marijuana				
Does not apply, don't use	na	80	81	–
0 times	na	10	15	–
1 time	na	3	2	–
2 to 3 times	na	2	2	–
4 or more times	na	5	0	–

Question HS A.101, 102: How many times have you tried to quit or stop using... alcohol?... marijuana?

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of middle school students.

Table A6.11

Drinking While Driving, Lifetime

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using				
Never	na	88	77	–
1 time	na	4	6	–
2 times	na	3	4	–
3 to 6 times	na	1	4	–
7 or more times	na	5	10	–
Have ridden in a car driven by someone who had been using alcohol or drugs				
Never	64	na	na	na
1 time	13	na	na	na
2 times	2	na	na	na
3 to 6 times	4	na	na	na
7 or more times	18	na	na	na

Question HS A.104/MS A.91: During your life, how many times have you ever driven a car when you had been using alcohol or drugs, or been in a car driven by a friend when he or she had been using?... During your life, how many times have you ridden in a car driven by someone who had been using alcohol or drugs?

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of middle/high school students.

Table A6.12

Perceived Harm of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol - drink occasionally				
Great	14	31	34	–
Moderate	28	10	17	–
Slight	27	15	26	–
None	31	43	23	–
Alcohol - 5 or more drinks once or twice a week				
Great	29	36	43	–
Moderate	23	12	23	–
Slight	11	11	11	–
None	38	41	23	–
Marijuana - use occasionally				
Great	31	32	28	–
Moderate	23	13	15	–
Slight	13	10	26	–
None	33	44	30	–
Marijuana - use daily				
Great	50	38	32	–
Moderate	7	11	23	–
Slight	8	7	11	–
None	35	44	34	–

Question HS A.91-94/MS A.82-85: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, vape, eat, or drink) ... Use marijuana daily.

Note: Cells are empty if there are less than 10 respondents.

Table A6.13***Perceived Difficulty of Obtaining Alcohol and Marijuana***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Very difficult	9	8	4	–
Fairly difficult	9	15	6	–
Fairly easy	13	12	19	–
Very easy	19	13	40	–
Don't know	50	51	32	–
Marijuana				
Very difficult	10	10	4	–
Fairly difficult	12	14	6	–
Fairly easy	11	9	17	–
Very easy	11	15	38	–
Don't know	57	51	36	–

Question HS A.97, 98/MS A.88, 89: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana.

Note: Cells are empty if there are less than 10 respondents.

7. Tobacco Use

Table A7.1
Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	1	3	11	–	A7.2
Current cigarette smoking [†]	1	1	4	–	A7.3
Current cigarette smoking at school [†]	0	0	2	–	A7.4
Ever tried smokeless tobacco	5	3	9	–	A7.2
Current smokeless tobacco use [†]	2	0	2	–	A7.3
Current smokeless tobacco use at school [†]	1	0	2	–	A7.4
Ever used vape products	10	16	27	–	A7.2
Current use of vape products [†]	4	9	11	–	A7.3
Current vaping at school [†]	4	4	4	–	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	na	6	2	–	A7.6
Tried to quit or stop using vapes	na	8	0	–	A7.6
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking ^B	28	36	38	–	A7.7
Harmfulness of smoking 1 or more packs/day ^B	47	44	55	–	A7.7
Harmfulness of vaping occasionally ^B	25	30	36	–	A7.8
Harmfulness of vaping several times a day ^B	51	44	55	–	A7.8
Difficulty of obtaining cigarettes ^C	16	12	8	–	A7.9
Difficulty of obtaining vape products ^C	9	8	6	–	A7.9
Anti-Tobacco Policy					
School bans tobacco use and vaping	64	75	86	–	A7.10

Notes: Cells are empty if there are less than 10 respondents.

[†]*Past 30 days.*

^B*Great harm.*

^C*Very difficult.*

na—Not asked of middle school students.

Table A7.2
Lifetime Tobacco Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	94	na	na	na
1 time	4	na	na	na
2 to 3 times	0	na	na	na
4 or more times	3	na	na	na
A whole cigarette				
0 times	99	97	89	–
1 time	0	0	6	–
2 to 3 times	1	2	0	–
4 or more times	0	1	6	–
Smokeless tobacco				
0 times	95	97	91	–
1 time	4	2	4	–
2 to 3 times	2	1	0	–
4 or more times	0	0	6	–
Vape products				
0 times	90	84	73	–
1 time	3	3	4	–
2 to 3 times	2	2	6	–
4 or more times	5	11	17	–

Question HS A.48-50/MS A.48-51: During your life, how many times have you used the following?... A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Vape products.

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of high school students.

Table A7.3***Any Current Use and Daily Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	1	1	4	–
Daily (20 or more days)	0	0	0	–
Smokeless tobacco				
Any	2	0	2	–
Daily (20 or more days)	0	0	0	–
Vape products				
Any	4	9	11	–
Daily (20 or more days)	0	1	2	–

Question HS A.70-72/MS A.63-65: During the past 30 days, on how many days did you use... cigarettes?... smokeless tobacco (dip, chew, or snuff)?... vape products?

Note: Cells are empty if there are less than 10 respondents.

Table A7.4

Current Smoking on School Property, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
0 days	100	100	98	–
1 or 2 days	0	0	2	–
3 to 9 days	0	0	0	–
10 to 19 days	0	0	0	–
20 to 30 days	0	0	0	–
Smokeless tobacco				
0 days	99	100	98	–
1 or 2 days	0	0	2	–
3 to 9 days	0	0	0	–
10 to 19 days	1	0	0	–
20 to 30 days	0	0	0	–
Vape				
0 days	96	96	96	–
1 or 2 days	3	2	2	–
3 to 9 days	2	0	0	–
10 to 19 days	0	0	0	–
20 to 30 days	0	2	2	–

Question HS A.80-82/MS A.71-73: During the past 30 days, on how many days on school property did you... smoke cigarettes?... use smokeless tobacco (dip, chew, or snuff)?... vape?

Note: Cells are empty if there are less than 10 respondents.

Table A7.5

Secondhand Smoke on School Property, Past 30 days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes				
0 days	96	98	96	—
1 day	1	0	2	—
2 days	1	0	0	—
3-9 days	2	0	0	—
10-19 days	0	0	2	—
20-30 days	0	2	0	—

Question HS A.86/MS A.77: During the past 30 days, on how many days on school property did you... breathe the smoke or vapor from someone who was using cigarettes or e-cigarettes?

Note: Cells are empty if there are less than 10 respondents.

Table A7.6

Cigarette Smoking and Vaping Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Does not apply, don't use	na	88	98	—
0 times	na	7	0	—
1 time	na	3	2	—
2 to 3 times	na	1	0	—
4 or more times	na	2	0	—
Vapes				
Does not apply, don't use	na	83	90	—
0 times	na	8	10	—
1 time	na	5	0	—
2 to 3 times	na	1	0	—
4 or more times	na	3	0	—

Question HS A.99, 100: How many times have you tried to quit or stop using... cigarettes?... vapes?

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of middle school students.

Table A7.7

Perceived Harm of Cigarette Smoking

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke cigarettes occasionally				
Great	28	36	38	–
Moderate	25	9	25	–
Slight	13	13	13	–
None	35	42	25	–
Smoke 1 or more packs of cigarettes each day				
Great	47	44	55	–
Moderate	13	7	15	–
Slight	5	7	6	–
None	34	43	25	–

Question HS A.87, 88/MS A.78, 79: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day. Note: Cells are empty if there are less than 10 respondents.

Table A7.8

Perceived Harm of Using Vape Products

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Use vape products occasionally				
Great	25	30	36	–
Moderate	27	14	21	–
Slight	15	15	17	–
None	34	41	26	–
Use vape products several times a day				
Great	51	44	55	–
Moderate	12	8	13	–
Slight	4	5	6	–
None	34	43	26	–

Question HS A.89, 90/MS A.80, 81: How much do people risk harming themselves physically and in other ways when they do the following?... Use vape products occasionally... Use vape products several times a day (100 puffs or more). Note: Cells are empty if there are less than 10 respondents.

Table A7.9***Perceived Difficulty of Obtaining Cigarettes and Vape Products***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Very difficult	16	12	8	–
Fairly difficult	9	17	4	–
Fairly easy	10	9	21	–
Very easy	9	8	28	–
Don't know	56	54	40	–
Vape products				
Very difficult	9	8	6	–
Fairly difficult	10	11	4	–
Fairly easy	15	14	17	–
Very easy	14	15	42	–
Don't know	52	52	32	–

Question HS A.95, 96/MS A.86, 87: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes... Vape products.

Note: Cells are empty if there are less than 10 respondents.

Table A7.10***School Bans Tobacco Use and Vaping***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	6	6	4	–
Yes	64	75	86	–
Don't know	30	19	10	–

Question HS A.103/MS A.90: Does your school have a policy that bans tobacco use and vaping on school property and at school sponsored events?

Note: Cells are empty if there are less than 10 respondents.

8. Other Physical and Mental Health Risks

Table A8.1
Alone After School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	52	na	na	na
1 day	10	na	na	na
2 days	8	na	na	na
3 days	7	na	na	na
4 days	1	na	na	na
5 days	22	na	na	na

Question MS A.93: In a normal week, how many days are you home after school for at least one hour without an adult there?

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of high school students.

Table A8.2
Hours of Sleep

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
4 or less hours	4	6	8	–
5 hours	4	4	6	–
6 hours	7	6	31	–
7 hours	17	30	23	–
8 hours	29	41	17	–
9 hours	24	10	8	–
10 or more hours	14	4	6	–
<i>Sleep deprivation (less than 8 hours)</i>	32	45	69	–

Question HS A.133/MS A.121: On an average school night, how many hours of sleep do you get?

Note: Cells are empty if there are less than 10 respondents.

Table A8.3***Eating of Breakfast***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	28	33	44	–
Yes	72	67	56	–

Question HS A.132/MS A.120: Did you eat breakfast today?

Note: Cells are empty if there are less than 10 respondents.

Table A8.4***Chronic Sad or Hopeless Feelings, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	72	83	81	–
Yes	28	17	19	–

Question HS A.130/MS A.118: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

Note: Cells are empty if there are less than 10 respondents.

Table A8.5***Seriously Considered Attempting Suicide, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	85	95	90	–
Yes	15	5	10	–

Question HS A.131/MS A.119: During the past 12 months, did you ever seriously consider attempting suicide?

Note: Cells are empty if there are less than 10 respondents.

Table A8.6***Gang Involvement***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	95	94	96	–
Yes	5	6	4	–

Question HS A.129/MS A.117: Do you consider yourself a member of a gang?

Note: Cells are empty if there are less than 10 respondents.

9. Race/Ethnic Breakdowns

Table A9.1

School Supports and Engagement by Race/Ethnicity - 7th Grade

Percent of Students (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	56					66	57
Caring adults in school [‡]	63					78	59
High expectations-adults in school [‡]	78					87	75
Meaningful participation at school [‡]	28					34	37
<i>School Connectedness</i> [†]	66					72	69
<i>Academic Motivation</i> [†]	66					77	66
<i>Promotion of parent involvement in School</i> [†]	59					57	63

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. [†]Average percent of respondents reporting “Agree” or “Strongly agree.” [‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

Table A9.2

School Supports and Engagement by Race/Ethnicity - 9th Grade

Percent of Students (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	51					53	51
Caring adults in school [‡]	59					57	62
High expectations-adults in school [‡]	67					63	65
Meaningful participation at school [‡]	27					39	27
<i>School Connectedness</i> [†]	66					67	64
<i>Academic Motivation</i> [†]	64					64	62
<i>Promotion of parent involvement in School</i> [†]	59					45	58

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. [†]Average percent of respondents reporting “Agree” or “Strongly agree.” [‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

Table A9.3

School Supports and Engagement by Race/Ethnicity - 11th Grade

Percent of Students (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports [‡]	38					53	28
Caring adults in school [‡]	43					59	29
High expectations-adults in school [‡]	48					63	39
Meaningful participation at school [‡]	24					37	17
School Connectedness[†]	48					55	39
Academic Motivation[†]	65					70	60
Promotion of parent involvement in School[†]	51					53	35

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. [†]Average percent of respondents reporting “Agree” or “Strongly agree.” [‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

Table A9.4

School Supports and Engagement by Race/Ethnicity - Non-Traditional

Percent of Students (%)	NT						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports [‡]	-	-	-	-	-	-	-
Caring adults in school [‡]	-	-	-	-	-	-	-
High expectations-adults in school [‡]	-	-	-	-	-	-	-
Meaningful participation at school [‡]	-	-	-	-	-	-	-
School Connectedness[†]	-	-	-	-	-	-	-
Academic Motivation[†]	-	-	-	-	-	-	-
Promotion of parent involvement in School[†]	-	-	-	-	-	-	-

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. [†]Average percent of respondents reporting “Agree” or “Strongly agree.” [‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

Table A9.5***Feeling Safe or Very Safe at School by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	67	77	71	–
American Indian or Alaska Native				–
Asian				–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	60	89	65	–
Mixed (two or more) races	69	72	86	–

Note: Cells are empty if there are less than 10 respondents.

Table A9.6***Harassment Due to Five Reasons at School in the Past 12 Months by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	14	11	16	–
American Indian or Alaska Native				–
Asian				–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	27	4	12	–
Mixed (two or more) races	16	16	0	–

Notes: Cells are empty if there are less than 10 respondents.

The five reasons include race, ethnicity or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.

Table A9.7***Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Hispanic or Latino	27	16	22	–
American Indian or Alaska Native				–
Asian				–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	40	11	12	–
Mixed (two or more) races	34	18	21	–

Note: Cells are empty if there are less than 10 respondents.

Table A9.8***Any Alcohol Use at School in the Past 30 Days by Race/Ethnicity***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Hispanic or Latino	9	4	5	–
American Indian or Alaska Native				–
Asian				–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	0	7	0	–
Mixed (two or more) races	7	0	7	–

Note: Cells are empty if there are less than 10 respondents.

Table A9.9***Any Cigarette Smoking in the Past 30 Days by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	1	1	5	–
American Indian or Alaska Native				–
Asian				–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	0	0	0	–
Mixed (two or more) races	0	0	7	–

Note: Cells are empty if there are less than 10 respondents.

Table A9.10***Any Vaping in the Past 30 Days by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	5	10	13	–
American Indian or Alaska Native				–
Asian				–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	0	11	15	–
Mixed (two or more) races	5	7	7	–

Note: Cells are empty if there are less than 10 respondents.

Table A9.11***Any Alcohol Use in the Past 30 Days by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	12	8	26	–
American Indian or Alaska Native				–
Asian				–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	7	14	31	–
Mixed (two or more) races	7	7	20	–

Note: Cells are empty if there are less than 10 respondents.

Table A9.12***Any Marijuana Use in the Past 30 Days by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	5	11	28	–
American Indian or Alaska Native				–
Asian				–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	0	7	31	–
Mixed (two or more) races	4	7	27	–

Note: Cells are empty if there are less than 10 respondents.

Table A9.13***Sleep Deprivation by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	32	47	68	–
American Indian or Alaska Native				–
Asian				–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	21	46	71	–
Mixed (two or more) races	43	46	69	–

Note: Cells are empty if there are less than 10 respondents.

Table A9.14***Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	28	21	18	–
American Indian or Alaska Native				–
Asian				–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	20	7	16	–
Mixed (two or more) races	33	24	8	–

Note: Cells are empty if there are less than 10 respondents.

Table A9.15***Suicide Ideation by Race/Ethnicity***

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Hispanic or Latino	18	5	11	–
American Indian or Alaska Native				–
Asian				–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	7	7	4	–
Mixed (two or more) races	21	5	14	–

Note: Cells are empty if there are less than 10 respondents.

10. Gender Breakdowns

Table A10.1
School Supports and Engagement by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<i>School Environment</i>								
Total school supports [‡]	58	59	47	56	51	42	–	–
Caring adults in school [‡]	67	63	54	66	55	45	–	–
High expectations-adults in school [‡]	78	82	59	72	65	52	–	–
Meaningful participation at school [‡]	29	33	29	29	34	30	–	–
<i>School Connectedness</i> [†]	64	71	57	71	48	56	–	–
<i>Academic Motivation</i> [†]	71	70	71	59	86	55	–	–
<i>Promotion of parent involvement in School</i> [†]	55	60	47	59	52	52	–	–

Notes: Cells are empty if there are less than 10 respondents.

[†]Average percent of respondents reporting “Agree” or “Strongly agree.”

[‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

Table A10.2

Select Perceived Safety, Harassment, Alcohol and Other Drug Use, and Physical/Mental Health Measures by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Perceived Safety at School								
Feel safe or very safe at school	61	70	71	80	81	68	–	–
Harassment/Bullying at School								
<i>During the past 12 months at school, have you been...</i>								
harassed/bullied for any of the five reasons?	26	7	10	10	14	13	–	–
harassed/bullied for any reason?	39	20	15	13	24	17	–	–
Current ATOD Use								
<i>During the past 30 days, did you...</i>								
have at least one drink of alcohol at school?	11	4	5	3	0	6	–	–
use cigarettes?	0	2	3	0	5	3	–	–
use vape products?	5	2	5	12	10	13	–	–
have at least one drink of alcohol?	16	4	3	13	19	25	–	–
use marijuana?	4	4	8	10	19	28	–	–
Physical and Mental Health								
Sleep deprivation (less than 8 hours)	27	38	56	39	80	61	–	–
Chronic sad or hopeless feelings, past 12 months	41	16	36	6	20	18	–	–
Seriously considered attempting suicide, past 12 months	24	7	8	3	0	17	–	–

Note: Cells are empty if there are less than 10 respondents.

School Climate Module

1. Module Sample

Table N1.1

Student Sample for School Climate Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	119	119	108	–
Final number	114	106	48	–
Response Rate	96%	89%	44%	–

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Key Indicators of School Climate

Table N2.1

School Climate Scales

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Supports for learning [†]	64	52	51	–	N3.1
Student learning engagement [†]	29	36	26	–	N3.2
Fairness and respect for diversity [†]	50	46	44	–	N4.1
Racial/Ethnic conflict [†]	15	16	14	–	N4.2
Appreciation of racial/ethnic differences [†]	55	39	26	–	N4.3
Clarity of rules [†]	60	51	55	–	N5.1
Disciplinary harshness [†]	43	40	40	–	N5.2
Student peer relationships [†]	48	45	53	–	N6.1
Supports for social and emotional learning [†]	58	43	43	–	N7.1
Anti-bullying climate [†]	45	42	43	–	N8.1
Supports for college and career planning [†]	45	45	35	–	N9.1
Quality of physical environment [†]	46	44	51	–	N10.1
Time for lunch [†]	63	41	30	–	N11.1

Notes: Cells are empty if there are less than 10 respondents.

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

[†]*Average percent of respondents reporting “Agree” or “Strongly agree.”*

3. Supports for Learning & Student Academic Engagement

Table N3.1

Supports for Learning Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Supports for learning				
<i>Average reporting "Agree" or "Strongly agree"</i>	64	52	51	–
Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.				
Strongly disagree	4	11	15	–
Disagree	7	3	8	–
Neither disagree nor agree	15	28	27	–
Agree	36	40	40	–
Strongly agree	38	18	10	–
My teachers work hard to help me with my schoolwork when I need it.				
Strongly disagree	4	9	13	–
Disagree	10	6	13	–
Neither disagree nor agree	19	30	23	–
Agree	38	41	46	–
Strongly agree	29	14	6	–
Teachers show how classroom lessons are helpful to students in real life.				
Strongly disagree	9	16	17	–
Disagree	12	11	17	–
Neither disagree nor agree	27	25	23	–
Agree	29	36	40	–
Strongly agree	22	11	4	–

Question HS/MS N.2-4: How strongly do you agree or disagree with the following statements about your school?... Adults at this school encourage me to work hard so I can be successful in college or at the job I choose... My teachers work hard to help me with my schoolwork when I need it... Teachers show how classroom lessons are helpful to students in real life.

Note: Cells are empty if there are less than 10 respondents.

Table N3.1
Supports for Learning Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Teachers give students a chance to take part in classroom discussions or activities.				
Strongly disagree	4	11	17	–
Disagree	5	3	2	–
Neither disagree nor agree	22	31	29	–
Agree	44	38	44	–
Strongly agree	25	16	8	–
This school is a supportive and inviting place for students to learn.				
Strongly disagree	4	12	15	–
Disagree	5	2	6	–
Neither disagree nor agree	25	31	27	–
Agree	39	39	44	–
Strongly agree	27	15	8	–
Teachers go out of their way to help students.				
Strongly disagree	4	10	15	–
Disagree	11	8	15	–
Neither disagree nor agree	27	33	17	–
Agree	35	35	48	–
Strongly agree	23	13	6	–
Teachers help students catch up when they return from an absence.				
Strongly disagree	6	12	17	–
Disagree	14	9	13	–
Neither disagree nor agree	18	26	23	–
Agree	36	37	43	–
Strongly agree	26	15	4	–

Question HS/MS N.5-8: How strongly do you agree or disagree with the following statements about your school?... Teachers give students a chance to take part in classroom discussions or activities... This school is a supportive and inviting place for students to learn... Teachers go out of their way to help students... Teachers help students catch up when they return from an absence.

Note: Cells are empty if there are less than 10 respondents.

Table N3.1

Supports for Learning Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My teachers give me useful feedback on my work.				
Strongly disagree	9	11	13	–
Disagree	7	7	8	–
Neither disagree nor agree	18	31	27	–
Agree	42	37	42	–
Strongly agree	24	15	10	–

Question HS/MS N.9: How strongly do you agree or disagree with the following statements about your school?...

My teachers give me useful feedback on my work.

Note: Cells are empty if there are less than 10 respondents.

Table N3.2

Student Learning Engagement Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Student learning engagement				
<i>Average reporting “Agree” or “Strongly agree”</i>	29	36	26	–
Students at this school are motivated to learn.				
Strongly disagree	9	10	23	–
Disagree	14	12	17	–
Neither disagree nor agree	39	40	33	–
Agree	25	31	19	–
Strongly agree	13	7	8	–
Students pay attention in class.				
Strongly disagree	11	13	9	–
Disagree	17	14	17	–
Neither disagree nor agree	48	38	50	–
Agree	19	30	22	–
Strongly agree	6	6	2	–
Students try their best in school.				
Strongly disagree	7	12	11	–
Disagree	10	15	16	–
Neither disagree nor agree	53	39	47	–
Agree	24	28	24	–
Strongly agree	6	7	2	–

Question HS/MS N.1, 45, 46: How strongly do you agree or disagree with the following statements about your school?... Students at this school are motivated to learn... Students pay attention in class... Students try their best in school.

Note: Cells are empty if there are less than 10 respondents.

Table N3.2***Student Learning Engagement Scale Questions – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students usually follow the rules at school.				
Strongly disagree	8	11	9	–
Disagree	20	10	17	–
Neither disagree nor agree	41	37	41	–
Agree	25	36	33	–
Strongly agree	5	7	0	–
Students turn in their homework on time.				
Strongly disagree	9	14	9	–
Disagree	17	14	18	–
Neither disagree nor agree	53	44	51	–
Agree	15	24	22	–
Strongly agree	6	5	0	–

Question HS/MS N.47, 48: How strongly do you agree or disagree with the following statements about your school?... Students usually follow the rules at school... Students turn in their homework on time.

Note: Cells are empty if there are less than 10 respondents.

Table N3.3***School Promotes Academic Success***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school promotes academic success for all students.				
Strongly disagree	4	12	9	–
Disagree	6	8	11	–
Neither disagree nor agree	34	35	47	–
Agree	35	34	31	–
Strongly agree	21	11	2	–

Question HS/MS N.49: How strongly do you agree or disagree with the following statements about your school?... This school promotes academic success for all students.

Note: Cells are empty if there are less than 10 respondents.

4. Fairness and Respect for Diversity

Table N4.1

Fairness and Respect for Diversity Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Fairness and respect for diversity				
<i>Average reporting “Agree” or “Strongly agree”</i>	50	46	44	–
Adults at this school treat all students with respect.				
Strongly disagree	4	8	21	–
Disagree	5	8	10	–
Neither disagree nor agree	24	33	23	–
Agree	43	37	42	–
Strongly agree	24	14	4	–
Students treat teachers with respect.				
Strongly disagree	9	11	17	–
Disagree	15	12	11	–
Neither disagree nor agree	41	37	30	–
Agree	27	31	32	–
Strongly agree	8	8	11	–
The school rules are fair.				
Strongly disagree	8	12	19	–
Disagree	15	7	8	–
Neither disagree nor agree	24	33	25	–
Agree	33	38	40	–
Strongly agree	20	12	8	–
All students are treated fairly when they break school rules.				
Strongly disagree	12	11	23	–
Disagree	14	9	15	–
Neither disagree nor agree	27	34	21	–
Agree	34	32	36	–
Strongly agree	13	13	4	–

Question HS/MS N.10-13: How strongly do you agree or disagree with the following statements about your school?... Adults at this school treat all students with respect... Students treat teachers with respect... The school rules are fair... All students are treated fairly when they break school rules.

Note: Cells are empty if there are less than 10 respondents.

Table N4.2
Racial/Ethnic Conflict Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Racial/Ethnic conflict				
Average reporting "Agree" or "Strongly agree"	15	16	14	–
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.				
Strongly disagree	51	39	30	–
Disagree	23	17	28	–
Neither disagree nor agree	13	26	30	–
Agree	10	13	7	–
Strongly agree	4	5	4	–
There is a lot of tension in this school between people of different cultures, races, or ethnicities.				
Strongly disagree	36	31	33	–
Disagree	24	19	22	–
Neither disagree nor agree	23	35	28	–
Agree	10	12	13	–
Strongly agree	7	3	4	–

Question HS/MS N.35, 36: How strongly do you agree or disagree with the following statements about your school?... I have been disrespected by an adult at this school because of my race, ethnicity, or culture... There is a lot of tension in this school between people of different cultures, races, or ethnicities.

Note: Cells are empty if there are less than 10 respondents.

Table N4.3

Appreciation of Racial/Ethnic Differences Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Appreciation of racial/ethnic differences				
<i>Average reporting "Agree" or "Strongly agree"</i>	55	39	26	–
Students in this school respect each other's differences.				
Strongly disagree	10	17	13	–
Disagree	12	7	13	–
Neither disagree nor agree	34	37	48	–
Agree	26	26	11	–
Strongly agree	18	13	15	–
Adults in this school respect differences in students.				
Strongly disagree	6	17	18	–
Disagree	8	7	13	–
Neither disagree nor agree	28	35	42	–
Agree	30	31	13	–
Strongly agree	28	11	13	–
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.				
Strongly disagree	2	17	15	–
Disagree	7	5	7	–
Neither disagree nor agree	28	39	54	–
Agree	30	29	11	–
Strongly agree	33	10	13	–

Question HS/MS N.37-39: How strongly do you agree or disagree with the following statements about your school?... Students in this school respect each other's differences (for example, gender, race, culture, sexual orientation)... Adults in this school respect differences in students (for example, gender, race, culture, sexual orientation)... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.

Note: Cells are empty if there are less than 10 respondents.

Table N4.4

Restorative Practices

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict.				
Strongly disagree	8	12	11	–
Disagree	9	7	17	–
Neither disagree nor agree	38	40	39	–
Agree	23	32	28	–
Strongly agree	22	10	4	–

Question HS/MS N.50: How strongly do you agree or disagree with the following statements about your school?... When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict (like restorative practices).

Note: Cells are empty if there are less than 10 respondents.

5. Disciplinary Environment

Table N5.1
Clarity of Rules Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Clarity of rules				
<i>Average reporting "Agree" or "Strongly agree"</i>	60	51	55	–
This school clearly informs students what would happen if they break school rules.				
Strongly disagree	4	12	10	–
Disagree	10	6	6	–
Neither disagree nor agree	27	35	25	–
Agree	39	32	54	–
Strongly agree	20	14	4	–
Rules in this school are made clear to students.				
Strongly disagree	8	14	11	–
Disagree	11	4	6	–
Neither disagree nor agree	25	30	32	–
Agree	38	37	45	–
Strongly agree	18	15	6	–
This school makes it clear how students are expected to act.				
Strongly disagree	2	13	11	–
Disagree	8	3	6	–
Neither disagree nor agree	25	30	28	–
Agree	41	39	49	–
Strongly agree	25	15	6	–

Question HS/MS N.14, 18, 19: How strongly do you agree or disagree with the following statements about your school?... This school clearly informs students what would happen if they break school rules... Rules in this school are made clear to students... This school makes it clear how students are expected to act.

Note: Cells are empty if there are less than 10 respondents.

Table N5.2
Disciplinary Harshness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Disciplinary harshness				
<i>Average reporting "Agree" or "Strongly agree"</i>	43	40	40	–
The rules in this school are too strict.				
Strongly disagree	16	13	15	–
Disagree	20	16	15	–
Neither disagree nor agree	37	34	34	–
Agree	13	27	32	–
Strongly agree	14	9	4	–
It is easy for students to get kicked out of class or get suspended.				
Strongly disagree	9	13	10	–
Disagree	16	9	15	–
Neither disagree nor agree	32	38	33	–
Agree	16	30	38	–
Strongly agree	27	10	4	–
Students get in trouble for breaking small rules.				
Strongly disagree	5	11	13	–
Disagree	9	10	10	–
Neither disagree nor agree	28	35	33	–
Agree	32	33	38	–
Strongly agree	26	10	6	–

Question HS/MS N.15-17: How strongly do you agree or disagree with the following statements about your school?... The rules in this school are too strict... It is easy for students to get kicked out of class or get suspended... Students get in trouble for breaking small rules.

Note: Cells are empty if there are less than 10 respondents.

6. Student Peer Relationships

Table N6.1

Student Peer Relationships Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Student peer relationships				
<i>Average reporting "Agree" or "Strongly agree"</i>	48	45	53	–
Students enjoy doing things with each other during school activities.				
Strongly disagree	2	14	17	–
Disagree	9	7	4	–
Neither disagree nor agree	27	30	26	–
Agree	37	37	43	–
Strongly agree	25	12	11	–
Students care about each other.				
Strongly disagree	3	14	11	–
Disagree	10	5	11	–
Neither disagree nor agree	36	37	17	–
Agree	37	32	53	–
Strongly agree	14	13	9	–
Students treat each other with respect.				
Strongly disagree	6	13	11	–
Disagree	10	8	15	–
Neither disagree nor agree	45	37	26	–
Agree	30	30	40	–
Strongly agree	9	11	9	–
Students get along well with each other.				
Strongly disagree	8	12	9	–
Disagree	15	7	11	–
Neither disagree nor agree	37	36	32	–
Agree	29	30	43	–
Strongly agree	11	15	6	–

Question HS/MS N.20-23: How strongly do you agree or disagree with the following statements about your school?... Students enjoy doing things with each other during school activities... Students care about each other... Students treat each other with respect... Students get along well with each other.

Note: Cells are empty if there are less than 10 respondents.

7. Social and Emotional Learning

Table N7.1

Supports for Social and Emotional Learning Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Supports for social and emotional learning				
<i>Average reporting "Agree" or "Strongly agree"</i>	58	43	43	–
This school encourages students to feel responsible for how they act.				
Strongly disagree	4	13	13	–
Disagree	7	3	13	–
Neither disagree nor agree	29	36	28	–
Agree	39	35	38	–
Strongly agree	21	13	9	–
Students are often given rewards for being good.				
Strongly disagree	14	15	19	–
Disagree	17	14	19	–
Neither disagree nor agree	30	38	28	–
Agree	30	22	28	–
Strongly agree	9	10	6	–
This school encourages students to understand how others think and feel.				
Strongly disagree	5	14	17	–
Disagree	10	4	17	–
Neither disagree nor agree	32	38	26	–
Agree	37	31	30	–
Strongly agree	16	12	9	–

Question HS/MS N.24-26: How strongly do you agree or disagree with the following statements about your school?... This school encourages students to feel responsible for how they act... Students are often given rewards for being good... This school encourages students to understand how others think and feel.

Note: Cells are empty if there are less than 10 respondents.

Table N7.1

Supports for Social and Emotional Learning Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students are taught that they can control their own behavior.				
Strongly disagree	4	13	13	–
Disagree	10	7	6	–
Neither disagree nor agree	23	39	38	–
Agree	43	27	36	–
Strongly agree	20	14	6	–
This school helps students resolve conflicts with one another.				
Strongly disagree	4	13	17	–
Disagree	6	7	2	–
Neither disagree nor agree	30	36	43	–
Agree	38	35	32	–
Strongly agree	22	10	6	–
This school encourages students to care about how others feel.				
Strongly disagree	2	15	15	–
Disagree	7	4	9	–
Neither disagree nor agree	32	39	30	–
Agree	41	29	39	–
Strongly agree	18	14	7	–
Teachers here make it clear to students that bullying is not tolerated.				
Strongly disagree	3	13	13	–
Disagree	4	2	2	–
Neither disagree nor agree	22	35	30	–
Agree	41	34	40	–
Strongly agree	31	17	15	–

Question HS/MS N.27-30: How strongly do you agree or disagree with the following statements about your school?... Students are taught that they can control their own behavior... This school helps students resolve conflicts with one another... This school encourages students to care about how others feel... Teachers here make it clear to students that bullying is not tolerated.

Note: Cells are empty if there are less than 10 respondents.

8. School Anti-Bullying Climate

Table N8.1
Anti-Bullying Climate Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Anti-bullying climate				
<i>Average reporting “Agree” or “Strongly agree”</i>	45	42	43	–
If another student was bullying me, I would tell one of the teachers or staff at school.				
Strongly disagree	10	15	13	–
Disagree	11	5	17	–
Neither disagree nor agree	31	35	21	–
Agree	23	28	34	–
Strongly agree	25	17	15	–
Students tell teachers when other students are being bullied.				
Strongly disagree	12	15	13	–
Disagree	15	6	17	–
Neither disagree nor agree	40	43	34	–
Agree	22	26	26	–
Strongly agree	12	11	11	–
If I tell a teacher that someone is bullying me, the teacher will do something to help.				
Strongly disagree	4	13	11	–
Disagree	7	5	4	–
Neither disagree nor agree	26	36	34	–
Agree	34	33	40	–
Strongly agree	29	13	11	–

Question HS/MS N.31-33: How strongly do you agree or disagree with the following statements about your school?... If another student was bullying me, I would tell one of the teachers or staff at school... Students tell teachers when other students are being bullied... If I tell a teacher that someone is bullying me, the teacher will do something to help.

Note: Cells are empty if there are less than 10 respondents.

Table N8.1
Anti-Bullying Climate Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students here try to stop bullying when they see it happening.				
Strongly disagree	15	16	15	–
Disagree	17	8	6	–
Neither disagree nor agree	35	36	43	–
Agree	20	30	23	–
Strongly agree	13	11	13	–

Question HS/MS N.34: How strongly do you agree or disagree with the following statements about your school?...

Students here try to stop bullying when they see it happening.

Note: Cells are empty if there are less than 10 respondents.

9. College and Career Planning

Table N9.1

Supports for College and Career Planning Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Supports for college and career planning				
<i>Average reporting "Agree" or "Strongly agree"</i>	45	45	35	–
This school has helped me put my college and career goals and experiences in a plan which I update every year.				
Strongly disagree	7	12	17	–
Disagree	13	7	4	–
Neither disagree nor agree	36	38	43	–
Agree	25	34	33	–
Strongly agree	19	10	2	–
This school has helped me learn about colleges, how to apply to them, and get financial aid if I need it.				
Strongly disagree	9	12	11	–
Disagree	17	8	7	–
Neither disagree nor agree	37	35	50	–
Agree	23	33	26	–
Strongly agree	14	12	7	–
This school has helped me think about and explore future career options.				
Strongly disagree	4	13	13	–
Disagree	11	6	11	–
Neither disagree nor agree	32	34	39	–
Agree	32	36	33	–
Strongly agree	22	12	4	–

Question HS/MS N.52-54: How strongly do you agree or disagree with the following statements about your school?... This school has helped me put my college and career goals and experiences in a plan which I update every year... This school has helped me learn about colleges, how to apply to them, and get financial aid if I need it... This school has helped me think about and explore future career options.

Note: Cells are empty if there are less than 10 respondents.

10. School Physical Environment

Table N10.1

Quality of Physical Environment Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Quality of physical environment				
<i>Average reporting "Agree" or "Strongly agree"</i>	46	44	51	–
My school is usually clean and tidy.				
Strongly disagree	4	4	8	–
Disagree	12	10	6	–
Neither disagree nor agree	33	30	15	–
Agree	42	41	52	–
Strongly agree	10	15	19	–
The schoolyard and buildings are clean and in good condition.				
Strongly disagree	4	13	9	–
Disagree	22	10	11	–
Neither disagree nor agree	26	36	41	–
Agree	32	26	28	–
Strongly agree	16	15	11	–
The school grounds are kept clean.				
Strongly disagree	7	16	11	–
Disagree	18	6	7	–
Neither disagree nor agree	39	43	38	–
Agree	25	24	36	–
Strongly agree	11	12	9	–

Question HS/MS A.29, N.40, 44: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.... How strongly do you agree or disagree with the following statements about your school?... The schoolyard and buildings are clean and in good condition... The school grounds are kept clean.

Note: Cells are empty if there are less than 10 respondents.

Table N10.2
Classroom Crowding

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My classroom is so crowded it is hard to concentrate and learn.				
Strongly disagree	23	24	17	–
Disagree	33	16	28	–
Neither disagree nor agree	26	44	41	–
Agree	10	12	13	–
Strongly agree	8	5	0	–

Question HS/MS N.41: How strongly do you agree or disagree with the following statements about your school?...
My classroom is so crowded it is hard to concentrate and learn.

Note: Cells are empty if there are less than 10 respondents.

11. Scheduled Lunch and Drinkable Water

Table N11.1

Time for Lunch Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Time for lunch				
<i>Average reporting "Agree" or "Strongly agree"</i>	63	41	30	–
I eat my lunch at the right time of day.				
Strongly disagree	8	14	9	–
Disagree	8	8	7	–
Neither disagree nor agree	20	37	42	–
Agree	39	27	31	–
Strongly agree	25	15	11	–
I have plenty of time to eat my lunch.				
Strongly disagree	9	18	20	–
Disagree	13	13	22	–
Neither disagree nor agree	16	29	40	–
Agree	32	27	13	–
Strongly agree	30	13	4	–

Question HS/MS N.42, 43: How strongly do you agree or disagree with the following statements about your school?... I eat my lunch at the right time of day... I have plenty of time to eat my lunch.

Note: Cells are empty if there are less than 10 respondents.

Table N11.2

Clean and Drinkable Water

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school has clean and drinkable water.				
Strongly disagree	3	12	11	–
Disagree	7	9	2	–
Neither disagree nor agree	20	26	30	–
Agree	36	36	43	–
Strongly agree	35	17	13	–

*Question HS/MSN.51: How strongly do you agree or disagree with the following statements about your school?...
This school has clean and drinkable water.*

Note: Cells are empty if there are less than 10 respondents.

Tobacco Module

1. Module Sample

Table Q1.1

Student Sample for Tobacco Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	119	119	108	–
Final number	114	104	46	–
Response Rate	96%	87%	43%	–

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Smoking Patterns and Access to Cigarettes

Table Q2.1

Lifetime Smoking

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked cigarettes daily				
No	99	97	98	–
Yes	1	3	2	–
Smoked 100 cigarettes				
No	99	96	98	–
Yes	1	4	2	–

Question HS/MS Q.1, 4: Have you ever smoked cigarettes daily, that is, at least one cigarette every day for 30 days?... Have you smoked 100 cigarettes in your life?

Note: Cells are empty if there are less than 10 respondents.

Table Q2.2
Smoking in Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Number of cigarettes smoked per day				
<i>None</i>	100	96	96	–
<i>Less than 1 cigarette per day</i>	0	0	2	–
<i>1 cigarette or more per day</i>	0	4	2	–
1 cigarette per day	0	1	0	–
2 to 5 cigarettes per day	0	0	0	–
6 to 10 cigarettes per day	0	1	0	–
11 to 20 cigarettes per day	0	0	0	–
More than 20 cigarettes per day	0	2	2	–
Sources for obtaining cigarettes				
Did not smoke cigarettes in the past 30 days	99	96	96	–
Bought them in a store	0	1	2	–
Bought them from a vending machine	0	1	0	–
Gave someone else money to buy them for me	0	0	0	–
Borrowed them from someone else	0	0	0	–
Took them from a store or family member	0	0	0	–
A friend gave them to me	1	0	0	–
A person 18 years or older gave them to me	0	1	2	–
Other people gave them to me	0	0	0	–
Got them some other way	0	1	0	–
Current cigar smoking				
0 days	98	95	93	–
1 to 2 days	2	2	2	–
3 to 5 days	0	1	0	–
6 to 9 days	0	0	2	–
10 to 19 days	0	0	0	–
20 to 30 days	0	2	2	–

Question HS/MS Q.3, 5, 6: During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day?... If you smoked cigarettes during the past 30 days, how did you usually get them? (Select Only One Response.)... During the past 30 days, on how many days did you smoke any cigars, cigarillos, or little cigars (Swishers, Black&Mild, or Prime Times)?

Note: Cells are empty if there are less than 10 respondents.

Table Q2.3
E-Cigarette Consumption

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Have you ever used a vaping device to consume any of the following?				
I've never used a vaping device or e-cigarette	90	86	76	–
Nicotine or tobacco substitute	1	6	7	–
Marijuana or THC	3	12	19	–
Amphetamines, cocaine, or heroin	0	2	0	–
A flavored product without nicotine, alcohol, or other drug	4	9	7	–
Any other product or substance	2	3	2	–
I was not sure what was in the vaping device or e-cigarette	5	4	2	–

Question HS/MS Q.32: Have you ever used a vaping device or e-cigarette to consume any of the following? (Mark All That Apply.)

Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for “mark all that apply” items.

Table Q2.4
Ever Smoke to Control Weight

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	97	95	96	–
Yes	3	5	4	–

Question HS/MS Q.2: Did you ever smoke to control your weight?

Note: Cells are empty if there are less than 10 respondents.

Table Q2.5
Current Desire to Quit Smoking Cigarettes

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't smoke cigarettes; does not apply	96	95	93	–
No	2	5	7	–
Yes	2	0	0	–

Question HS/MS Q.7: If you now smoke cigarettes, would you like to quit smoking?

Note: Cells are empty if there are less than 10 respondents.

3. Smoking Cessation

Table Q3.1
Likelihood of Quitting

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't use tobacco; does not apply	100	95	93	–
Definitely will	0	0	0	–
Probably will	0	2	0	–
May or may not	0	2	2	–
Probably will not	0	0	4	–
Definitely will not	0	1	0	–

Question HS/MS Q.8: If you are currently using tobacco, how likely are you to try to quit?

Note: Cells are empty if there are less than 10 respondents.

Table Q3.2
Lifetime Frequency of Smoking Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>I don't smoke cigarettes; does not apply</i>	99	97	93	–
<i>0 times</i>	1	2	2	–
<i>One or more times</i>	0	1	4	–
1 time	0	1	2	–
2 to 3 times	0	0	2	–
4 or more times	0	0	0	–

Question HS/MS Q.9: How many times have you tried to quit smoking cigarettes?

Note: Cells are empty if there are less than 10 respondents.

Table Q3.3

Control Over Quitting

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't use tobacco; does not apply	100	93	96	–
No control at all	0	1	0	–
A little control	0	1	2	–
Medium control	0	2	2	–
A lot of control	0	0	0	–
Total control	0	3	0	–

Question HS/MS Q.10: How much control do you have over whether you quit using tobacco?

Note: Cells are empty if there are less than 10 respondents.

Table Q3.4

Type of Help Sought at School to Help Quit Smoking, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Go to a special group or class				
Did not use tobacco	96	88	91	–
No	4	9	9	–
Yes	1	3	0	–
Talk to an adult at your school about how to quit				
Did not use tobacco	96	89	91	–
No	4	9	9	–
Yes	1	2	0	–
Talk to a peer helper about how to quit				
Did not use tobacco	96	89	91	–
No	4	8	9	–
Yes	1	3	0	–

Question HS/MS Q.11-13: If you used tobacco during the past 12 months, did you do any of the following things at school to get help to quit using?... Go to a special group or class... Talk to an adult at your school about how to quit... Talk to a peer helper about how to quit.

Note: Cells are empty if there are less than 10 respondents.

4. Attitudes and Beliefs

Table Q4.1

Likelihood of Smoking in the Next Year

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Sure it will not happen	84	85	86	–
It probably will not happen	9	10	2	–
Even chance (50-50) that it will happen	5	5	9	–
It probably will happen	0	0	2	–
It will happen for sure	2	1	0	–

Question HS/MS Q.17: How likely do you think it is that you will smoke one or more cigarettes in the next year?

Note: Cells are empty if there are less than 10 respondents.

Table Q4.2

Agreement with Eight Statements About Smoking

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoking makes kids look grown up	18	26	16	–
Smoking makes your teeth yellow	93	76	80	–
Smoking is cool	6	12	9	–
Smoking makes you smell bad	83	71	64	–
Smoking helps you make friends	4	13	11	–
Smoking is bad for your health	89	76	75	–
Smoking helps you relax	17	25	30	–
Smoking helps control your weight	11	18	18	–

Question HS/MS Q.19-26: Please indicate whether or not you agree with the following statements... Smoking makes kids look grown up... Smoking makes your teeth yellow... Smoking is cool... Smoking makes you smell bad... Smoking helps you make friends... Smoking is bad for your health... Smoking helps you relax... Smoking helps control your weight.

Notes: Cells are empty if there are less than 10 respondents.

Results are based on percent of participants responding “Very much agree” or “Agree”.

Table Q4.3

Estimated Prevalence of Adult Cigarette Smoking

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
None of them	30	38	37	–
Some	60	50	49	–
Many	8	9	9	–
Most or all	2	3	5	–

Question HS/MS Q.18: About how many adults you know smoke cigarettes?

Note: Cells are empty if there are less than 10 respondents.

Table Q4.4

Estimated Prevalence of Peer Cigarette Smoking

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
0	55	61	42	–
10	28	22	28	–
20	6	4	16	–
30	1	5	7	–
40	3	2	2	–
50	4	2	0	–
60	0	2	2	–
70	0	2	0	–
80	2	0	2	–
90	0	0	0	–
100	1	1	0	–

Question HS/MS Q.31: Think about a group of 100 students (about three classrooms) in your grade. About how many students do you think smoke cigarettes at least once a month?

Note: Cells are empty if there are less than 10 respondents.

Table Q4.5***Personal Disapproval of Peer Cigarette Smoking, One or More Packs a Day***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Neither approve nor disapprove	30	41	50	–
Somewhat disapprove	8	17	7	–
Strongly disapprove	62	42	43	–

Question HS/MS Q.27: How do you feel about someone your age smoking one or more packs of cigarettes a day?

Note: Cells are empty if there are less than 10 respondents.

Table Q4.6***Perceived Peer Disapproval of Cigarette Smoking, One or More Packs a Day***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Neither approve nor disapprove	26	35	32	–
Somewhat disapprove	18	15	16	–
Strongly disapprove	56	50	52	–

Question HS/MS Q.28: How do you think your close friends would feel about you smoking one or more packs of cigarettes a day?

Note: Cells are empty if there are less than 10 respondents.

5. Prevention Program Exposure

Table Q5.1

Tobacco Education in School, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Have lessons about tobacco and its effects on the body				
No	39	58	89	–
Yes	22	19	5	–
Not sure	38	23	7	–
Practice different ways to refuse or say “no” to tobacco offers				
No	42	62	88	–
Yes	24	13	2	–
Not sure	34	26	9	–

Question HS/MS Q.15, 16: During the past 12 months, did you do any of these things at school?... Have lessons about tobacco and its effects on the body... Practice different ways to refuse or say “no” to tobacco offers.

Note: Cells are empty if there are less than 10 respondents.

Table Q5.2

Perceived Ability to Refuse a Friend’s Offer of Cigarettes

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very hard	4	8	9	–
Hard	6	4	2	–
Easy	29	17	25	–
Very easy	61	72	64	–

Question HS/MS Q.14: How hard would it be for you to refuse or say “no” to a friend who offered you a cigarette to smoke?

Note: Cells are empty if there are less than 10 respondents.

Table Q5.3

Talked with Parents/Guardians About Tobacco Use, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	73	74	81	–
Yes	27	26	19	–

Question HS/MS Q.29: During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of tobacco use?

Note: Cells are empty if there are less than 10 respondents.

6. Media Exposure

Table Q6.1

Tobacco Use in Movies, Past 12 Months

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
0 times	33	58	41	–
1 time	16	12	9	–
2 times	11	8	18	–
3 times	10	8	16	–
4 to 6 times	8	4	5	–
7 or more times	22	11	11	–

Question HS/MS Q.30: During the past 12 months, how many times did you see someone smoking tobacco in a movie you watched?

Note: Cells are empty if there are less than 10 respondents.

Appendix I

2019-20 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
Arbuckle Alternative High (Continuation)				
Lloyd G. Johnson Junior High	97			
Pierce High		92	62	

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2019-20 public school and 2018-19 enrollment data files. Directly funded charter schools have been excluded from the list.

Appendix II

CHKS Content Overview, 2019-20

This brief guide to key CHKS Core Module indicators is designed to help survey users more easily understand and interpret their findings.¹ References are provided to the tables in CHKS reports where results for the indicators discussed can be found. References are also made to other relevant CHKS reports, factsheets, and resources that can be downloaded from the CalSCHLS website (calschls.org) for further information. What Works Briefs that provide guidance on best practices related to areas assessed by the survey are available from the California Safe and Supportive Schools website (californias3.wested.org/tools/wwb).

Special attention is directed toward indicators related to the requirements of California’s Local Control and Accountability Plans (LCAP).² For a summary of state-level LCAP-related baseline CHKS data, see Factsheet #15.³

MAIN CONTENT FOCUS: SCHOOL CLIMATE AND THE NEEDS OF THE WHOLE CHILD

The main purpose of the CHKS Core Module is to assess indicators of school climate, pupil engagement, and student supports, all three key priorities required of LCAP. It seeks to provide schools with essential data to determine the degree to which they provide the conditions and supports that all youth need to succeed in school and developmentally thrive. Twenty-nine items assessing seven domains are used to calculate a School Climate Index (SCI) score that is included in a *School Climate Report Card* that districts can request at the district and school level.⁴ The items used in the SCI assess school connectedness, developmental supports (e.g., caring adult relationships), and safety, including bullying and victimization.

School climate, as measured by the CHKS, is strongly related to student performance on standardized academic tests. Data for high school students show that as CHKS SCI scores increased—as the schools became safer, more supportive, and more engaging—test performance increased as well.⁵

In a ground-breaking analysis, a positive school climate was a distinguishing characteristic of California secondary schools that “beat the odds” academically and consistently performed better on the state’s standardized tests than *would be predicted* based on the characteristics of their students (i.e., comparing schools with similar student demographics). The higher (more positive) the CHKS SCI, the greater the probability there was for beating the odds. School climate was more strongly associated with beating the odds than a school’s level of personnel resources.⁶

In addition, the CHKS Core Module provides data to help understand the degree to which schools address the needs of the Whole Child. CHKS data show that California secondary schools made greater progress in raising standardized test scores over a one-year period when they had higher percentages of students

¹ To see how local results compare with state averages in California, download a copy of the latest Biennial State CHKS report (calschls.org/reports-data/#biennial_statewide_student_reports). The Biennial State data are derived from a randomly-selected, representative state sample. County level reports are also available on the CHKS website. Biennial State CHKS data can also be examined interactively on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard/).

² For a guide to how CalSCHLS survey items align with LCAP indicator requirements, download Helpful Resources for Local Control and Accountability Plans at calschls.org/resources/#survey_content_guides.

³ Austin. (2016). Download calschls.org/docs/factsheet-15.pdf

⁴ See calschls.org/reports-data/#slcr

⁵ O’Malley & Hanson. (2012). Download data.calschls.org/resources/S3factsheet3_API_20120716.pdf

⁶ Voight, Austin, & Hanson. (2013). Download www.wested.org/online_pubs/hd-13-10.pdf

who reported: (1) being less engaged in risky behaviors such as substance use and violence; (2) being more likely to eat nutritiously and exercise; and (3) experiencing caring adult relationships and high expectations at school.⁷ These results suggest that addressing the health and developmental needs of youth is a critical component of a comprehensive strategy for meeting accountability demands for improved academic performance.

GRADE-LEVEL PATTERNS

More than twenty years of survey administration has demonstrated that as youth progress through secondary school, they become: (1) less likely to report feeling connected to school and be academically motivated; and (2) more likely to report truancy, involvement in substance use, and chronic sadness and hopelessness. Here are some additional grade-level patterns in CHKS data:

- **Seventh graders** report the highest rates of harassment and victimization, as well as participation in a physical fight and seeing a weapon on campus.
- **Ninth graders** report the lowest rates of developmental support and perceived safety.
- **Nontraditional (continuation school) students** report risk behavior (e.g., binge drinking, fighting at school) prevalence rates at least twice those of 11th graders in traditional comprehensive high schools.⁸ They also exhibit lower perceived school safety, school connectedness, and developmental supports. Continuation school students are a highly vulnerable population in need of a wide range of academic, social, emotional, and behavioral supports and intervention services.⁹

DEMOGRAPHIC CHARACTERISTICS AND POPULATION SUBGROUP DIFFERENCES (Section 3)

A wide range of indicators of the demographic and background characteristics of the survey respondents help users gain a better sense of how representative the survey sample is compared to the student population overall. They also enable users to analyze how survey results vary by important subgroups in the school and help them to identify, and target programs for, youth most in need. School districts can use these data to meet the LCAP requirement to demonstrate actions across state priorities in regard to socioeconomically disadvantaged students, English learners, and foster youth, as well as other indicators such as race/ethnicity, homeless youth, and LGBTQ youth.

In the standard CHKS report, breakdowns for selected key indicators are provided by race/ethnicity and gender. For selected key indicators, the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard/) can be used to display subgroup differences by gender, race/ethnicity, parental education, parent military status, homeless status, afterschool participation, gender identity, and sexual orientation. Results can also be displayed for English learners, free and reduced-priced meal eligible students, and foster youth—three important LCAP priority subgroups. Districts/schools can also subscribe to the District CalSCHLS private data dashboard to disaggregate their CHKS results by demographic subgroups for each school (call 888.841.7536 or email CalsCHLS@wested.org).

⁷ Hanson & Austin. (2003). Download data.calschls.org/resources/FACTSHEET-3.pdf

⁸ In interpreting the results for 11th graders, note that many youth who are most disengaged and involved in high risk behaviors may have already dropped out of school or did not participate in the survey because of truancy or absenteeism.

⁹ Austin, Dixon, & Bailey. (2007). Download data.calschls.org/resources/FACTSHEET-7.pdf

Racial-Ethnic Identification

Respondents self-report their identification with six racial/ethnic groups plus mixed (two or more) race. In one study of CHKS data, both academic performance and school well-being—the degree to which students feel safe at, supported by, and connected to the school—varied consistently and persistently across schools by racial/ethnic groupings.¹⁰ They were lowest in schools with large proportions of African American and Hispanic students, as well as in low-income schools. Controlling for socioeconomic status and other school demographic characteristics reduced these racial/ethnic group differences, but they still remained. This suggests that school climate factors related to student well-being may also play a role in the racial/ethnic achievement gap. One strategy to close the gap may be to enhance learning supports that foster caring adult relationships, high expectations, meaningful participation, safety, and connectedness in schools serving large proportions of low-income African American and Hispanic students.

In the majority of cases, with notable exceptions for Asians, *the racial/ethnic gaps in performance, engagement, perceived support, and safety are greater within-schools than between-schools.*¹¹ African American, Latino, and Asian students feel less safe, engaged, and supported than their White peers *within the same school*. Inequities in these factors, for the various racial/ethnic groups, can possibly contribute to the achievement gap. Further, these findings suggest that practices designed to ensure equal access to academic resources, opportunities, learning supports, and promotion of common experiences may be effective in ameliorating the gap.

Foster Care Youth

Compared to youth who live with their parents, foster care youth report much higher rates of substance abuse, poor school attendance and grades, more violence-related behaviors, more harassment, and higher depression risk.¹² They were also more likely to be low in caring adult relationships and total developmental support.

Sexual Orientation and Gender Identity

Lesbian, gay, bisexual, transgender, and questioning or queer (LGBTQ) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.^{13 14} For example, analysis of the latest Biennial CHKS data indicate that LGBTQ youth¹⁵ are:

- about 30 percentage points more likely than non-LGBTQ youth to experience harassment and bullying at school;
- 30-to-40 percentage points more likely to exhibit chronic sadness;
- 2-to-3 times more likely to smoke cigarettes, binge drink, and to have been drunk or high at school; and
- receive substantially fewer social supports from teachers and peers at school than their counterparts who do not identify as LGBTQ.

¹⁰ Austin, Hanson, Bono, & Zheng. (2008). Download data.calschls.org/resources/factsheet_8.pdf

¹¹ Hanson, Austin, & Li. (2012). Download data.calschls.org/resources/FACTSHEET-13_20120405.pdf

¹² Austin, Jones, & Annon. (2007). Download data.calschls.org/resources/FACTSHEET-6.pdf

¹³ Hanson, T., Zhang, G., Cerna, R., Stern, A., & Austin, G. (2019) Understanding the experiences of LGBTQ youth in California. San Francisco, CA: WestEd.

¹⁴ Russell, S. T., & Fish, J. N. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) youth. *Annual Review of Clinical Psychology*, 12, 465-487.

¹⁵ See calschls.org/reports-data/dashboard/

Because of such disparities, it is important to examine disparities across LGBTQ and non-LGBTQ youth to identify needs and support the development of practices that promote the healthy development and safety of all youth.

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 4)

A major focus of the CHKS is providing data to gauge the level of pupil engagement, an LCAP state priority on which districts are required to show improvement. Enhancing student engagement has been identified as the key to addressing problems of low achievement, high levels of student misbehavior, alienation, and high dropout rates.¹⁶ A 2009 Gallup study found that a one-percentage-point uptick in a school's average student engagement was connected to a six-point increase in reading achievement and eight points in math.¹⁷ CHKS and other surveys consistently show that as youth progress through the school system, indicators of engagement decline.

It is important to look at engagement from three perspectives: behavioral, emotional, and cognitive. The CHKS provides data on all three types. As discussed below, the Academic Motivation scale and self-reported grades provide insight into cognitive engagement; the School Connectedness scale into emotional engagement; and attendance and truancy data into behavioral engagement. Other behavioral engagement indicators on the survey include substance use at school and violence perpetration. Research shows that student engagement is malleable and that all three types of engagement are influenced by the level to which students perceive the school as having a positive environment.

The CHKS Developmental Supports scales provide insight into whether students experience in their school the three protective factors (caring relationships, high expectations, and opportunities for meaningful participation) that characterize a positive school climate and are linked to school connectedness and positive academic, behavioral, and health outcomes. Other school climate factors assessed are the level of parent involvement and the quality of the school physical environment, both also LCAP priorities. The likelihood that students will be motivated and engaged is increased to the extent that their teachers, family, and friends effectively support their purposeful involvement in learning and in school.

Self-Reported Grades

The CHKS asks students to indicate what grades they mostly received in school in the past 12 months. Although self-reports are not as accurate as actual report card data, they provide a general sense of the school performance of the survey respondents from their self-perception. To learn more about the factors that might be causing poor performance, request a CHKS report showing how all the survey results vary by level of performance (call 888.841.7536 or email CalSCHLS@wested.org).

Academic Motivation

A four-item scale gauges student academic motivation by asking how strongly they agree that they try hard to do well on schoolwork, try hard because they are interested in the work, work hard to understand new things at school, and always try to do better. On the 2015-17 State CHKS, the percentage of students strongly agreeing with the questions on this scale declined from 45 percent in 7th grade to 28 percent in 11th.¹⁸

¹⁶ Wang, M-T, & Eccles, J. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. *Learning and Instruction*, 28, 12-23.

¹⁷ Gallup. (2014). Download www.gallup.com/services/178769/state-america-schools-report.aspx

¹⁸ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

In order to achieve rigorous academic goals, students need not only a challenging and engaging curriculum, but they need to be emotionally connected to their learning. Student perceptions of the school environment and their degree of school connectedness influence their achievement motivation. But students may be behaviorally and/or emotionally invested in a given activity without actually exerting the necessary mental effort to understand and master the knowledge, craft, or skill that the activity promotes. This scale provides insight into the overall level of that mental effort.

In addition, the supplementary School Climate Module includes an Academic Mindset and Learning Engagement scale and a series of questions about supports for learning and academic rigor.

Absenteeism and Truancy

Before good teachers with quality curriculums and engaging activities can improve academic performance, the students have to show up. The CHKS provides data to identify what proportion of respondents are at risk of chronic absenteeism (missed 2 or more days during the past 30 days), what were the reasons for absences, and the level of truancy. Users can request reports looking at the characteristics of youth based on absenteeism and truancy indicators to guide efforts to improve the LCAP pupil engagement priority (call 888.841.7536 or email CalSCHLS@wested.org).

Poor attendance is a marker of a wider variety of other problems, including low school connectedness and learning engagement. Both the US Department of Education and the California Office of the Attorney General have launched initiatives designed to raise awareness about and combat chronic absenteeism, generally defined as missing 10 percent of school days. According to a report by Attendance Works, the nation's large and persistent achievement gaps are rooted in a largely hidden crisis of chronic absenteeism, especially among low-income and minority children.¹⁹

Biennial State CHKS data indicate that the most common reasons for being absent in secondary school, after illness, are generally not getting enough sleep and anxiety or stress, followed by being behind in school work, and being bored or uninterested in school, another good indicator of disengagement.²⁰

Truancy has been identified as one of the most powerful predictors of both poor achievement and delinquency.²¹ Students who are chronically absent are also more likely to use drugs and have deviant friends. Among high school staff statewide, truancy is the top-rated of fourteen potential school problems assessed by the California School Staff Survey.

Developmental Supports

Research shows that when schools (or families or communities) provide three developmental supports—**caring adult relationships, high expectations, and opportunities for meaningful participation**—students are more likely to report more positive academic, social-emotional, and health outcomes, including higher grades, school connectedness, attendance, and perceived safety. CHKS measures these supports using multi-item scales. Results overall suggest that the great majority of students do not receive

¹⁹ Attendance Works & Everyone Graduates Center. (2017, September). *Portraits of Change: Aligning School and Community Resources to Reduce Chronic Absence*. Download www.attendanceworks.org/portraits-of-change/

²⁰ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

²¹ Robins & Ratcliff. (1978). *Long Range Outcomes Associated With School Truancy*. Rockville, MD: Public Health Service (DHEW). Garry, E. M., & Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention. (1996). *Truancy: First Step to a Lifetime of Problems*. Cairns, R. B., Cairns, B. D., & Neckerman, H. J. (1989). Early school dropout: Configurations and determinants. *Child Dev*, 60(6), 1437-52.

sufficient levels of support and that the supports received are lower in high school than in middle school, even though student need for them is arguably higher.^{22 23 24 25 26 27}

School Connectedness

School connectedness is one of the indicators of school climate that a California school district must address in its LCAP. Research shows that school connectedness is associated with multiple positive academic, social-emotional, and health outcomes.²⁸ It also shows that youth who feel safe at school, experience caring adults, and have opportunities for engagement and other developmental supports are more likely to feel connected to the school. The CHKS five-item School Connectedness scale is an important differentiator between low-performing and high-performing high schools and has value as an indicator of school quality. The online Query CalSCHLS system (calschls.org/reports-data/query-calschls/) enables examination of how key survey indicators vary by school connectedness.

School connectedness appears to have increased in California in the second half of the last decade, but it still declines markedly after elementary school. A substantial majority of high school students are not highly connected to their schools. On the 2015-17 State CHKS, the average percentage of students strongly agreeing to these scale questions declined from 28 percent in 7th grade to 15 percent in 11th, a decline similar to that found for the Academic Motivation scale.²⁹ This may be related at least in part to their lower levels of developmental support. Prior analyses have indicated that the lowest rates of both connectedness and test scores are in low-income schools.^{30 31}

Parent Involvement

Parent involvement, including promoting parental participation in school programs, is one of the LCAP state priorities. A three-item scale assesses student perceptions (level of agreement) of three components of parent involvement: teachers communicating with parents about what students are expected to learn in class, parents feeling welcome to participate at this school, and school staff taking parent concerns seriously. The same questions also are asked on the staff and parent surveys so that perceptions can be compared across all three stakeholder groups. A large and growing body of evidence has linked school success to the manner and degree to which a school communicates with parents, engages them both in school activities and education, and fosters a school climate that parents perceive as warm, inviting, and helpful.³²

Facilities and Physical Environment

As an indicator of student perceptions of the school's physical environment, the CHKS includes a question asking students how much they agree the school "is usually clean and tidy." Additional questions are included in the supplementary School Climate Module. An analysis of 2015/16 data from the questions on both modules found that a plurality of students report that their school facilities are in good condition,

²² Hanson & Austin. (2002). Download data.calschls.org/resources/factsheet.pdf

²³ Hanson & Austin. (2002). Download data.calschls.org/resources/FACTSHEET-3.pdf

²⁴ Hanson. (2011). Download data.calschls.org/resources/S3factsheet1_caring_20120223.pdf

²⁵ Hanson. (2012). Download data.calschls.org/resources/S3factsheet2_participation_20120224.pdf

²⁶ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief1_CaringRelationships_final.pdf

²⁷ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief2_MeaningfulPart_final.pdf

²⁸ National Research Council and the Institute of Medicine. (2004). *Engaging schools: Fostering high school students' motivation to learn*. Washington, D.C.: The National Academies Press.

²⁹ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

³⁰ Austin, Hanson, & Voight. (2013). Download data.calschls.org/resources/S3factsheet5_connectedness_20130827.pdf

³¹ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief4_Connectedness_final.pdf

³² Wilder, S. (2014). Effects of parental involvement on academic achievement. A meta-synthesis. *Educational Review*, 66:3, 377-397.

but a non-trivial minority of students were dissatisfied with the condition of their school facilities.³³ Between 20 percent and 25 percent of students disagree or strongly disagree on the quality of the physical environment items. Almost one-third of schools serving 11th graders were categorized as having low quality physical environments based on student reports on the clean and tidy item. Student perceptions of the quality of their school's physical environment were strongly related to student achievement.

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 5)

The CHKS asks students a wide range of questions to ascertain the scope and nature of physical and verbal violence and victimization that occurs on campus, as well as vandalism, and the overall level of school safety.³⁴ Physical violence and weapons on campus have long been a major public concern. Equally disruptive are the uncounted acts of bullying, teasing, and other nonviolent misbehavior among youth, such as substance use and sales on campus.³⁵ These behaviors adversely affect not only students' ability to learn and willingness to attend school, but also the overall school environment, the ability of teachers to teach, and the willingness of adults to enter the teaching profession.^{36 37 38}

Perceived Safety

Perceived safety is another indicator that districts/schools are required to monitor as part of their LCAP school climate priority. School safety is more than the antithesis of violence. Perceived school safety is psychological as well as physical. Feelings of insecurity can have multiple sources, not all of which correctly reflect the level of danger and violence on a school campus, such as verbal bullying. Both physical and psychological safety are essential for high quality teaching and learning. It is a key factor in students feeling connected to school. Another indicator important for attendance is the percentage of students who report missing school because they didn't feel safe (Table A4.4).

State CHKS data show that the percentage of students who perceive their school as safe or very safe has consistently been markedly lower for 7th than 9th grade.³⁹ If students report low levels of perceived school safety, further examination of all the indicators related to bullying and victimization is warranted. Consider conducting follow-up student voice and feedback sessions such as focus groups or Student Listening Circles and integrating questions on why students do not feel safe.⁴⁰

Harassment and Victimization

Most of the safety-related questions on the survey assess victimization. Because a relatively small number of students can victimize a large number of their peers, victimization questions provide important insight into the overall school climate. Nonviolent harassment in any form—threats, intimidation, rumors, and ostracism—can instill a sense of vulnerability, isolation, frustration, and fear among its victims, leading to engagement in health risk behaviors or avoidance behaviors such as missing school and social isolation. This type of misbehavior, vastly more common than any other, ruins the school day for many students. In

³³ Hanson & Austin. (2016). Download [calschls.org/docs/facilities122216.pdf](https://data.calschls.org/docs/facilities122216.pdf)

³⁴ The CHKS also includes two violence-related questions that are not school based: the frequency students experienced cyberbullying and whether they are gang members.

³⁵ Juvonen, J., & Graham, S. (2001). *Peer harassment in school: The plight of the vulnerable and victimized*. New York: Guilford Press.

³⁶ Barton, P. E. (2001). *Facing the hard facts in education reform*. Princeton, NJ: Educational Testing Service.

³⁷ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief5_ViolencePerpetration_final.pdf

³⁸ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief6_ViolenceVictimization_final.pdf

³⁹ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

⁴⁰ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief3_Safety_final.pdf

Bruised Inside (2000), the National Association of Attorneys General describes harassment by peers as one of the two causes for kids to express anger using guns, knives, and fists.⁴¹

The CHKS asks about the frequency with which students experienced any bullying/harassment related to six bias-related categories (gender, race/ethnicity, disability, sexual identity, religion, immigrant status), as well as for any other reason (Table A5.2). About three-in-ten secondary students report experiencing some harassment in the past year on the State CHKS, with the percentages declining between 7th and 11th grades.⁴² Analyses show that victims of harassment are more likely to not feel safe at, and connected to, school; to have higher truancy; and to experience lower developmental (resilience) supports at school.⁴³ ⁴⁴ They report higher rates of fighting and weapons possession at school, as well as risk of depression. Students who report bias-related harassment, particularly for disability and sexual orientation, have poorer well-being than students who were only harassed for other reasons.

Different forms of verbal harassment at school are assessed by asking students about: mean rumors or lies; sexual-related jokes, comments, or gestures; being made fun of because of looks or speech; and, more generally, being made fun of, insulted or called names. Physical victimization is assessed by questions about having been pushed/shoved, threatened with harm or injury (without or without weapon), and being afraid of being beaten up. Students are also asked whether they have ever been in a physical fight as a measure of general violence.

The supplementary School Climate Module includes Bullying Prevention and Respect for Diversity scales to provide insight into what the school is doing to reduce the problem.

Vandalism and Weapons

Two other safety-related areas assessed by the survey are school vandalism and weapons possession. Students are asked whether they damaged school property or had their property damaged at school and whether they carried a knife or other weapon to school or observed someone else doing these things. Overall, weapons possession is not common. Statewide, only about two percent of secondary students report carrying a gun and 4-5 percent report carrying another weapon.⁴⁵ About 16 percent of 7th and 9th graders report seeing someone carrying a weapon compared to 13 percent of 11th graders.

SUBSTANCE USE AND MENTAL HEALTH (Sections 6-8)

Two important barriers to learning, positive youth development, and health are assessed: substance use and mental health.

Alcohol and Other Drug Use (Section 6)

The misuse of alcohol and other drugs (AOD) continues to be among the most important issues confronting the nation. For schools, the problem is particularly relevant. Years of research have shown that adolescent substance use is closely connected to academic performance and contributes to raising the level of truancy and absenteeism, special education, disciplinary problems, disengagement and dropout rates, teacher turnover, and property damage.

⁴¹ Horn, D. M., National Association of Attorneys General.. & Washington (State). (2000). *Bruised inside: What our children say about youth violence, what causes it, and what we need to do about it: A report of the National Association of Attorneys General (NAAG)*. Washington, DC: National Association of Attorneys General.

⁴² Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

⁴³ Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf

⁴⁴ Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf

⁴⁵ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

Reflecting this, on the California School Staff Survey, 39 percent of high school staff statewide reported that alcohol and drug use are a moderate to severe problem at their school.⁴⁶

Alcohol and Other Drug Use at School (Section 6)

AOD use at school is especially troubling. This is behavior that threatens not only the user's learning ability but also the school's efforts to educate all youth. It also is an indirect indicator of school disengagement. An analysis of CHKS data found that substance use and intoxication at school, being offered drugs at school, and lifetime intoxication were significantly related to changes in California achievement test scores one year later.⁴⁷ Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.^{48 49}

Cigarette Smoking (Section 7)

Students who report smoking cigarettes are significantly more likely than those who do not to engage in alcohol and other drug use, be involved in violence and gang membership, and experience school-related problems and disengagement. To a lesser extent, students who smoke are also more likely to be victims of violence and harassment, feel unsafe at school, and experience incapacitating sadness and loneliness. These results suggest that efforts to reduce student smoking may be more successful if embedded in approaches that address a broad range of risk behaviors and problems.^{50 51}

Mental Health (Section 8)

The CHKS Core provides two measures for assessing mental health among students: (1) whether they experience chronic, incapacitating sadness or hopelessness; and (2) whether they ever contemplated suicide. Students who experience chronic sadness, compared to their peers who do not, are at elevated risk of a wide range of educational, health, social, and emotional problems, including lower school attendance, performance, and connectedness.⁵² They also report lower levels of the developmental supports in their schools and communities that have been shown to mitigate these problems. Similar findings are found among youth who have contemplated suicide.⁵³

CHKS data also show that students who report bias-related harassment, particularly for disability and sexual orientation, have poorer overall mental health than students who are harassed for other reasons or not harassed. Students who report any harassment are about twice as likely to experience chronic sadness/hopelessness than their non-harassed peers.^{54 55}

See also the percentage of students who report missing school because they "felt very sad, hopeless, anxious, stressed, or angry." In addition, the supplementary School Climate Module includes a Social and Emotional Supports scale that provides insight from students on what the school does to help promote mental health and foster of social-emotional competencies.

⁴⁶ Statewide CSSS. (2018). Download data.calschls.org/docs/statewide_1517_csss.pdf

⁴⁷ Hanson, T. L., Austin, G. A., & Lee-Bayha, J. (2004). *Ensuring that No Child is Left Behind: How are Student Health Risks & Resilience Related to the Academic Progress of Schools*. San Francisco: WestEd.

⁴⁸ Hanson & Austin. (2003). Download data.calschls.org/resources/FACTSHEET-3.pdf

⁴⁹ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief8_AOD_final.pdf

⁵⁰ Hanson & Zheng. (2006). Download data.calschls.org/resources/factsheet2update.pdf

⁵¹ Austin, McCarthy, Slade, & Bailey. (2007). Download data.calschls.org/resources/FACTSHEET-5.pdf

⁵² Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-11.pdf

⁵³ Austin, Cragle, Delong-Cotty. (2012). Download data.calschls.org/resources/FACTSHEET-12.pdf

⁵⁴ Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf

⁵⁵ Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf



State of California
 Commission on Teacher Credentialing
 Certification Division
 1900 Capitol Avenue
 Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
 Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2021/22

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Pierce Joint Unified School District District CDS Code: 06-61614

Name of County: Colusa County Office of Education County CDS Code: 06-10060

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 05 /20 /2021 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2022.

Submitted by (Superintendent, Board Secretary, or Designee):

<u>Carol Geyer</u>		<u>Superintendent</u>
<i>Name</i>	<i>Signature</i>	<i>Title</i>
<u>530-476-2289</u>	<u>530-476-2892 ext. 13001</u>	<u>05/20/2021</u>
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>

P.O. Box 280, Arbuckle, CA 95912

Mailing Address

cgeyer@pierce.k12.ca.us

Email Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ___/___/___, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

<i>Name</i>	<i>Signature</i>	<i>Title</i>
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
<i>Mailing Address</i>		
<i>E-Mail Address</i>		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	2 _____
Bilingual Authorization (applicant already holds teaching credential)	_____ _____
List target language(s) for bilingual authorization:	

Resource Specialist	_____ _____
Teacher Librarian Services	_____ _____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	1
Single Subject	5
Special Education	0
TOTAL	6

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? ¹⁻⁶ _____

If yes, list each college or university with which you participate in an internship program.

Chico State _____

Sacramento State _____

University of Phoenix _____

If no, explain why you do not participate in an internship program.



State of California
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Website: www.ctc.ca.gov

ANNUAL STATEMENT OF NEED 30-DAY SUBSTITUTE and DESIGNATED SUBJECTS CAREER TECHNICAL EDUCATION 30-DAY SUBSTITUTE TEACHING PERMITS

INSTRUCTIONS TO THE EMPLOYER

This statement of need must be filed at the school district office each school year when employing holders of Emergency 30-Day Substitute Permits. The employing agency will complete a single statement of need form (below) and retain the form at the school district office.

The form must be completed annually, indicating that either no credentialed person is available or that those available are not deemed qualified for substitute teaching and details of the circumstances that necessitate the use of emergency permit holders rather than fully credentialed teachers.

This statement of need form does not require listing specific employees or their positions. The form must be signed by the superintendent of the employing school district. It does not need to be co-signed by the county superintendent of schools.

A copy of the form does not need to be submitted to the county or the Commission with each Emergency 30-Day Substitute Teaching Permit application; however, the county superintendent of schools, whose responsibilities include areas such as district payroll or district substitute placement, may request a copy of the district's statement of need form to accurately fulfill these duties.

County superintendent of schools offices employing holders of the Emergency 30-Day Substitute Teaching Permit are also required to annually file, at their office, this completed statement of need form. The county superintendent of schools will sign the form.

The Commission does not require that the school board approve the statement of need. The individual school district may establish its own policy regarding this matter.

References: California Education Code, Sections 44225 and 44300 and California Code of Regulations, Title 5, Sections 80023, 80025 and 80026

This form must be signed by either:

The district superintendent of schools and filed at the school district office if the holder of any Emergency 30-Day Substitute Teaching Permit will be employed as a substitute in a public school operated by a school district.

OR

The county superintendent of schools and filed at the county superintendent of schools' office if the holder of any Emergency 30-Day Substitute Teaching Permit will be employed as a substitute in a county-operated school.

Certification and Authorized Signature

The district superintendent of schools or the county superintendent of schools has reviewed the information contained in this statement of need and certifies one the following:

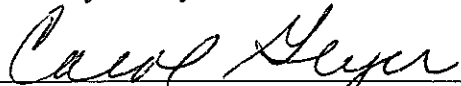
Either a credentialed person is not available or one or more credentialed persons are available, but are not deemed qualified by the district or county, as applicable, to serve as a day-to-day substitute teacher.

OR

The situation or circumstances that necessitate the use of an emergency permit holder are as follows: (Attach additional sheets, if necessary.)

To fill substitute roster

I hereby certify that all of the information contained in this statement of need is true and correct.


Signature of the District Superintendent

Pierce Joint Unified
District

05/06/2021
Date

Signature of the County Superintendent of Schools

County

Date

It is not necessary to submit this form to the Commission on Teacher Credentialing.

2021-2022 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than June 28, 2021.**

Pierce Joint Unified School District/Governing Board at its 5/20/21 meeting,
(Name of school district/governing board) (Date)
 appointed the following individual(s) to serve for the 2021-2022 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Pierce High School
 NAME OF REPRESENTATIVE Michael Barber POSITION Athletic Director
 ADDRESS 960 Wildwood Road CITY Arbuckle ZIP 95912
 PHONE 530-476-2277 FAX 530-476-3285 E-MAIL mbarber@pierce.k12.ca.us

NAME OF SCHOOL _____
 NAME OF REPRESENTATIVE _____ POSITION _____
 ADDRESS _____ CITY _____ ZIP _____
 PHONE _____ FAX _____ E-MAIL _____

NAME OF SCHOOL _____
 NAME OF REPRESENTATIVE _____ POSITION _____
 ADDRESS _____ CITY _____ ZIP _____
 PHONE _____ FAX _____ E-MAIL _____

NAME OF SCHOOL _____
 NAME OF REPRESENTATIVE _____ POSITION _____
 ADDRESS _____ CITY _____ ZIP _____
 PHONE _____ FAX _____ E-MAIL _____

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name David Vujovich Signature _____
 Address 960 Wildwood Road City Arbuckle Zip 95912
 Phone 530-476-2277 ext. 13101 Fax 530-476-3285

**PLEASE RETURN THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.
 SEE FOLLOWING PAGE FOR CIF SECTION OFFICE CONTACT INFORMATION.**

PIERCE JOINT UNIFIED SCHOOL DISTRICT

RESOLUTION #20/21-20

**RESOLUTION FOR THE CLASSIFICATION OF
FUND BALANCES IN GOVERNMENTAL FUNDS**

WHEREAS, the governing board of Pierce Joint Unified School District will adhere to the reporting requirements as set forth by Governmental Accounting Standards Board (GASB) Statement 54 Fund Reporting and Governmental Fund Type Definitions; and

WHEREAS, the District will categorize according to the following components: Nonspendable (including but not limited to, inventory, prepaid), Restricted (external restrictions), Committed (imposed by resolution), Assigned (general intent for specific use) and Unassigned (residual); and

WHEREAS, the governing board further delegates authorization to the Superintendent and/or their designate to identify intended uses of assigned funds; and

WHEREAS, the governing board further establishes the order in which fund balances will be spent when multiple fund balance types are available for a specific purpose, committed, assigned, and lastly unassigned; and

WHEREAS, the District is committed to maintaining a prudent level of financial resources to protect against the need to reduce service levels because of temporary revenue shortfalls or unpredicted one-time expenditures. The District's Minimum Fund Balance Policy requires a Reserve for Economic Uncertainties consisting of unassigned amounts equal to no less than prescribed for fiscal solvency review purposes pursuant to Education Code Section 33127. In the event that the balance drops below the established minimum level, the district's governing board will develop a plan to replenish the fund balance to the established minimum level within two years.

NOW THEREFORE, BE IT RESOLVED that the Governing Board of the Pierce Joint Unified School District, in accordance with the provisions of GASB 54 adopts the following authorization for fiscal year 2019/20 to comply with the categorization of fund balance as prescribed by GASB Statement 54 as approved by the Superintendent or their designee:

PASSED AND ADOPTED by the Governing Board on May 20, 2021, by the following vote:

AYES:

NOES:

ABSENT:

I certify that the foregoing resolution was introduced, passed and adopted as stated.

President of the Governing Board

Secretary of the Governing Board

PIERCE JOINT UNIFIED SCHOOL DISTRICT
2020/21 BUDGET REVISION
May 20, 2021

RESOLUTION #20/21-21

General Fund 01

2020/21 Beginning Balance	\$9,298,945
Estimated Income	<u>20,044,347</u>
Total Income + Beg. Balance	29,343,292

REVENUES:

Resource # and Description

0000 Unrestricted-CCOE-CalHope SEL grant

	<i>Current Budget</i>	<i>Revenue Revision</i>	<i>Revised Budget</i>
	9,587,451	9,700	9,597,151
	<u>\$9,700</u>		
3212 ESSER II	0	911,679	911,679
7422 IPI - In-Person Instruction	0	497,924	497,924
7425 ELO-Expanded Learning Grant	0	1,034,807	1,034,807
7426 ELO-Expanded Learning Grant-Paraprofessionals	0	114,979	114,979

Revenue Revision	2,569,089
Revised Revenue	<u>22,613,436</u>
Revised Revenue + Beg. Balance	<u><u>31,912,381</u></u>

EXPENDITURES

Resource # and Description

0000 Unrestricted-CCOE-CalHope SEL grant

3212 ESSER II

7422 IPI - In-Person Instruction

7425 ELO-Expanded Learning Grant

7426 ELO-Expanded Learning Grant-Paraprofessionals

	<i>Current</i>	<i>Expenditure Revision</i>	<i>Revised Expenditures</i>
	10,284,091	9,700	10,293,791
3212 ESSER II	0	911,679	911,679
7422 IPI - In-Person Instruction	0	497,924	497,924
7425 ELO-Expanded Learning Grant	0	1,034,807	1,034,807
7426 ELO-Expanded Learning Grant-Paraprofessionals	0	114,979	114,979

Expenditure Revision	2,569,089
Total Current Expenditures	<u>22,146,193</u>
Revised Expenditure Budget	<u><u>24,715,282</u></u>

2020/21 Beginning Balance	\$9,298,945
+Total Revised Revenue	22,613,436
Less Revised Expenditure Budget	<u>(24,715,282)</u>
Estimated Ending Fund Balance	<u><u>\$7,197,099</u></u>

PASSED AND ADOPTED this 20th day of May 2021 at a meeting of the Board of Trustees of Pierce Joint Unified School District.

AYES:
 NOES:
 ABSENT:

 Carol Geyer, Superintendent

 Date



Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pierce Joint Unified School District	Carol Geyer Superintendent	cgeyer@pierce.k12.ca.us (530) 476-2892 ext 13001

The following is the local educational agency’s (LEA’s) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Superintendent held virtual input meetings with teachers, site administration, counselors, classified staff, and parents of both English and Spanish speaking students. During these input sessions, stakeholders shared their ideas and gave feedback for each of the 7 areas in which this funding can be allocated. This information was then used to inform decision making for the plan.

A description of how students will be identified and the needs of students will be assessed.

Students will be identified academically through NWEA data, grades, staff recommendation and parental consultation. School counselors will play a vital role in identification of specific students needing additional social-emotional support above those social-emotional supports all students may be needing. Attendance and enrollment data will be used to identify distance learning students who need to be supported as they re-engage in the in-person schooling system. Grant funds are targeting low-income students, homeless, foster youth, English learners, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students and students who are below grade level, including credit deficient students and those students at risk of not graduating.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Parents and guardians will be informed of the opportunities for supplemental instruction and support through various methods including: flyers mailed home, general phone messages and emails sent to families, postings on school websites, individualized invitations to students, parent conferences or other parent meetings, and direct teacher contact.

A description of the LEA's plan to provide supplemental instruction and support.

Pierce Joint Unified School District will be providing summer school to all interested students and families with an emphasis on the targeted student subgroups listed above. Counselors will be supporting distance learning students who have not been on campus since March of 2020 working to ease their transition and lessen anxiety.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$222,127	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$409,472	
Integrated student supports to address other barriers to learning	\$275,301	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$39,856	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$17,000	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Additional academic services for students	\$116,521	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$69,509	
Total Funds to implement the Strategies	\$1,149,786	

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

The ELO Grant funds must be expended by August 30, 2022. The district will then utilize other federal Elementary and Secondary School Emergency Relief Funds to extend the programs started with the ELO Grant funds through additional school years since the federal funds do not have to be spent until 2023 and 2024 depending on the particular funding source. This will allow the district to provide services to students over a longer time period. Recovery from Covid-19 school closures will take more time beyond the ELO Grant.

2021 College Mentor Job Description

If you are passionate about making a positive impact on the future of our students, this is an opportunity you won't want to miss.

Silicon Valley Education Foundation has been partnering with school districts since 2008 to offer Elevate [Math], a yearly summer acceleration program to prepare 3rd-10th grade students to successfully complete their next level math course. Elevate [Math]'s goal is to support students nearly meeting standard in their college and career pathway, particularly those furthest from access and opportunity.

College Mentors serve as role models, sharing their college journey to Elevate [Math] students while also providing IT support to students, families, and teachers as they navigate the virtual learning environment. *Bilingual candidates highly encouraged to apply!*

Elevate [Math] Program Details

<p>Paid Professional Development</p>	<ul style="list-style-type: none"> • Program Orientation & Professional Development (12 hours) <ul style="list-style-type: none"> • Mandatory pre-program self-paced training (Nearpod lessons/webinars) and live Professional Development via Zoom: Day(s) TBD • Professional Learning Community (2 hours) <ul style="list-style-type: none"> • Meet with Elevate [Math] Staff and other College Mentors via Zoom to learn and share common classroom approaches, work through misconceptions, and develop best practices. (time and date TBD)
<p>Program Logistics</p>	<p>Specific dates for the 19-day (3rd-8th grade) and 24-day (9th-10th grade) programs are determined by each district, starting mid-June (end dates vary between July and August)</p> <p>Each session runs on average for 3.5-4.5 hours a day (4-5 days a week), but exact hours are determined by district needs.</p> <p>Duties includes being a college role model, delivering college readiness, out-of-class prep, administrative tasks, and IT support.</p>
<p>Location</p>	<p>Classes may be held in person or via zoom dependent on district reopenings and county health measures.</p>
<p>Compensation</p>	<p>Elementary & Middle School Programs (19 days): \$2000 High School Programs (up to 24 days): up to \$3000</p> <div data-bbox="1101 1696 1484 1810" style="border: 2px solid blue; background-color: yellow; padding: 5px; display: inline-block;"> <p>Prorated by actual days worked</p> </div> <p><i>* Full compensation includes complete fulfillment of all PD and PLC dates, daily class commitment, out-of-class prep, and required logistics.</i></p>



Responsibilities | Duties

- Support up to 3 classrooms with math instruction, college readiness activities, and STEM Career Workshop facilitation.
- Deliver 5 college readiness lessons for each assigned classroom.
- College mentors will provide IT support to teachers, students, and families.
- Provide administrative support (e.g. calling parents and recording student attendance)
- College mentors will reinforce norms. Examples include monitoring the chat for Zoom, or ensuring proper social distancing if in person.
- Serve as a mentor and positive role model to students.
- Engage with students by asking questions during pair-share or small group sessions.
- College Mentors will engage with students via Zoom, Google Classroom, Nearpod and/or in person.
- Supporting teacher and program with other various assigned tasks.

Qualifications | Background

- Currently enrolled in college or a recent college graduate
- Interest in working with K-12th grade students in an academic setting
- Demonstrated written, verbal, and digital communication skills
- Ability to teach SVEF-provided college readiness curriculum to a classroom of up to 25 students
- Ability to work both independently and collaboratively within a virtual or in person classroom setting
- Proof of TB test results and district-specific fingerprinting are required prior to working with students. Both costs will be reimbursed by SVEF
- Access to reliable internet connection. (Internet access must allow for use of multiple platforms simultaneously and video conferencing)

Apply [Here!](#)

Elevate [Math] Partnerships

Alum Rock Union School District
Bayshore Elementary School District
Berryessa Union School District
Cambrian School District
Campbell Union School District
Cupertino Union School District
Downtown College Prep
East Side Union High School District
Evergreen School District
Franklin-McKinley School District
Lincoln Unified School District

Lodi Unified School District
Luther Burbank School District
Menlo Park City School District
Milpitas Unified School District
Moreland School District
Mount Pleasant School District
Mountain View Los Altos High School District
Mountain View Whisman School District
Oak Grove School District
Orchard School District
Pajaro Valley School District
Pierce Joint Unified School District

Redwood City School District
Salem-Keizer Public School District
San Benito High School District
San Bruno Park School District
San Jose Unified School District
Santa Clara Unified School District
Sequoia Union High School District
Soledad Unified School District
South San Francisco Unified School District
Union Elementary School District
Voices Franklin-McKinley

SVEF is an equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, national origin, sex, sexual orientation, gender identity, veteran status, and disability, or other legally protected status.

1400 Parkmoor Avenue • Suite 200 • San Jose • 95126

elevate@svef.com • svef.com/elevate

July 1, 2021
Thru
June 30, 2024

Colusa County Consortium Plan

For Serving Expelled Students

BETWEEN

*Colusa County Superintendent of Schools Office
Colusa Unified School District
Maxwell Unified School District
Pierce Joint Unified School District
Williams Unified School District*

Colusa County Consortium Plan for Serving Expelled Students

Introduction

Education Code 48926 requires a countywide plan, which shall include the following provisions:

- a. Enumerate existing educational alternatives for expelled youth
- b. Identify gaps in educational services to expelled pupils
- c. Identify strategies for filling those gaps in services
- d. Identify alternative placement for pupils who are expelled from districts within the county.

Educational programs within the County of Colusa provide a variety of opportunities for students who need traditional and/or alternative education programs. Individual school districts offer a variety of program options within their respective schools. The Colusa County Office of Education-Educational Services Department operates a Community School.

A student whose behavior has resulted in expulsion is given a rehabilitation plan that is designed by the district of residence. The rehabilitation plan may involve one or more of the options outlined. A student who is simply in need of an educational alternative may also access these programs through a Parent request, District and/or County referral process.

Education Code 48926:

Each County Superintendent of Schools in counties that operate a community school pursuant to Section 1980, in conjunction with superintendents of the school districts within the county, shall develop a plan to provide education services to all expelled pupils in that county. The plan shall be adopted by the governing board of each school district within the county and by the County Board of Education.

The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services to expelled pupils, and strategies for filling those service gaps. The plan shall also identify alternative placements for pupils who are expelled and have been placed in district alternative education programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Each county superintendent of schools, in conjunction with the superintendents of the school districts, shall submit to the Superintendent of Public Instruction the county plan for providing educational services to all expelled pupils in the county no later than June 30, 2021, and shall submit a triennial update of the plan to the Superintendent of Public Instruction, including the outcome data pursuant to Section 48916.1, on June 30th, thereafter.

Education Code 48916.1:

- a. At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an education program is provided to the pupil who is subject to the expulsion order for the period of the expulsion. Except for pupils expelled pursuant to subdivision (d) of Section 48915, the governing board of a school district is required to implement the provision of this section only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.
- b. Notwithstanding any other provision of law, any educational program provided pursuant to subdivision (a) may be operated by the school district, the county superintendent of schools, or a consortium of districts or in joint agreement with the county superintendent of schools.
- c. Any educational program provided pursuant to subdivision (b) may not be situated within or on the grounds of the school from which the pupil was expelled.

- d. If the pupil subject to the expulsion order was expelled from kindergarten or grades 1 to 6, inclusive, the education program provided pursuant to subdivision (b) may not be combined or merged with educational programs offered to pupils in any of the grades 7 to 12, inclusive. The district or county program is the only program required to be provided to expelled pupils as determined by the governing board of the school district.
- e. Each school district shall maintain data as specified in this subdivision and report the data annually to the State Department of Education, commencing June 1, 2021, provide data to the CCOE, on forms provided by the State Department of Education. The school district shall maintain the following data:
 - 1. The number of pupils recommended for expulsion;
 - 2. The grounds for each recommended expulsion;
 - 3. Whether the pupil was subsequently expelled;
 - 4. Whether the expulsion order was suspended;
 - 5. The type of referral made after the expulsion; and
 - 6. The disposition of the pupil after the end of the period of expulsion.
- f. When a school district does not report outcome data as required by this subdivision, the Superintendent of Public Instruction may not apportion any further money to the school district pursuant to Section 48664 until the school district is in compliance with the provisions of this subdivision. Before withholding the apportionment of funds to a school district pursuant to this subdivision, the Superintendent of Public Instructions shall give written notice to the governing board of the school district pursuant to this subdivision, the Superintendent of Public Instruction shall give written notice to the governing board of the school district that the school district has failed to report the data required by paragraph (1) and that the school district has 30 calendar days from the date of the written notice of noncompliance to report the requested data and thereby avoid the withholding of the apportionment of funds.
- g. If the county superintendent of schools is unable for any reason to serve the expelled pupils of a school district within the county, the governing board of that school district may enter into an agreement with a County Superintendent of Schools in another county to provide education services for the district's expelled pupils.

Existing School District Alternatives for Expelled Students

Each school district will take steps to see that services are provided for students who have an expulsion hearing. A student whose behavior has resulted in expulsion shall be given a rehabilitation plan that is designed by the district of residence. Any recommended placement should be monitored, and appropriate documentation maintained. This plan may involve one or more of the options outlined below.

The governing board of each school district will determine which educational alternatives are appropriate and available. Educational alternatives throughout Colusa County for students recommended for expulsion include, but are not limited to, the following options:

- 1. *Expulsion, suspended order, with placement on a different campus within the district;*
- 2. *Expulsion, suspended order, with placement in District Independent Study, if the parent consents;*
- 3. *Expulsion, suspended order, with subsequent transfer to another district following inter-district request processes;*

School Program;

5. *Expulsion with subsequent transfer to Community Day school within another district; or*
6. *Expulsion with referral to the Colusa County Office of Education Community School Program.*
7. *Because the goal of the community school is to reunify students to their home schools as timely as possible, districts could consider expulsion on a semester/case by case basis as well as a Resource Specialist to monitor the Rehabilitation Plan.*

Colusa County Consortium Plan for Serving Expelled Students

The Colusa County Board of Education and the Governing Boards of each school district within Colusa County believe that all students are entitled to an appropriate public education. Access to educational services will assist students to achieve their educational, career, and life goals; minimize future involvement with the Juvenile Court System for those students at risk; and maximize the opportunity for a higher quality of life.

The Colusa County Board of Education, the Colusa County Superintendent of Schools, and the Governing Boards for the four Colusa County School Districts shall make every effort to keep all students in a school where an appropriate education can be provided, including those students who are expelled.

Educational programs within Colusa County provide numerous opportunities for students who need traditional and/or alternative education programs. School districts in Colusa County offer a broad spectrum of educational alternatives, including, but not limited to:

- Counseling Services
- After school Tutoring
- Alternative Educational Programs, i.e. Continuation/Alternative High Schools, Independent Study, Home Schooling, In-House Suspension and Home Suspension
- DART/SARB Referrals
- Parent Contacts

The Colusa County Office of Education programs include:

- Colusa County Community School at the Education Village in Williams. (Hereinafter referred to as the "S. William Abel Academy").
- Special Education Services
- Advancement Via Individual Determination (AVID) Strategies embedded into curriculum
- Multi-Tiered System of Support (MTSS) Framework, Tiers I-III
- Opportunity or Remediation/Tutoring during school hours
- Individual Learning Plan (ILP) meetings
- Public Transit Passes
- Nutritious breakfast and lunch
- Mental Health Services and Social Emotional Supports
- Intervention Strategies to Support Social Emotional Learning
- Educational Fieldtrips
- Career Technical Education (CTE)

- Community College Concurrent Enrollment
- Parent Contacts and Home Visits when necessary
- Collaboration with Colusa Behavioral Health
- Collaboration with Colusa County District Attorney
- Independent Study
- Collaboration with Colusa County Probation Department
- Collaboration with Colusa County Sheriff's Department

Collaboratively, the four Colusa County School Districts and the Colusa County Office of Education offer a significant continuum of services providing alternatives to students prior to expulsion and services for expelled and at-promise students. In the event, a district requires additional services beyond what CCOE has the financial capacity to provide, the district will be financially responsible for those specific services.

Colusa County Office of Education Overview

The Colusa County Office of Education Educational Services Department will offer an educational option for expelled and at-promise students through the Community School, provided ADA is adequate to support the program. The S. William Abel Academy program is a permissive educational program that provides the four local school districts with an educational option for expelled and at-promise youth.

Colusa County Office of Education Guidelines for Countywide Programs Serving Expelled and At-promise Students:

- Students will successfully complete an individualized learning plan that will enable the student to return to their home school or graduate from the S. William Abel Academy.
- Students will exhibit appropriate behavior and have good school attendance.
- Students will be provided a learning environment that is accepting of all students, increases resiliency and enhances self-esteem. This learning environment may include in-person instruction, distance learning, independent study, or a hybrid program.
- Students will be provided an academic program of instruction that is aligned to State standards and incorporates skills that will help them be socially and emotionally successful.
- Students will be assisted in making a smooth transition back to their home school.

Colusa County Educational Alternatives for Expelled and At-promise Youths

The Colusa County Office of Education offers the following options for expelled and at-promise youth:

- S. William Abel Academy at the Educational Village in Williams

Gaps in Educational Services

Six major gaps exist in respect to providing a comprehensive system of educational services to expelled students. Expelled students in grades 7-12 will be referred to the S. William Abel Academy at the Educational Village in Williams.

Gaps in Educational Services	Colusa County/District Strategies for Addressing Gaps
<p>1. The school districts in Colusa County are small and generally expel a small number of students during the course of a school year. Developing programs for such students, located in each district, is not financially possible. The districts and the Colusa County Office of Education must work to develop solutions that are both educationally sound and financially possible.</p>	<p>A. Depending on the Education Code violation, students may be placed on a suspended expulsion and allowed to remain on the school site with a mandatory behavior contract, terms and conditions.</p> <p>B. Depending on the Education Code violation, a student may be placed on a suspended expulsion and placed at a District Alternative/Continuation High School or in Independent Study, with a mandatory behavior contract, terms and conditions.</p> <p>C. An expelled student may possibly attend another district under a mandatory behavior contract, as determined by established inter-district agreements.</p> <p>D. Districts will continue to explore other possible means of discipline in lieu of expulsion when a student commits an expellable offense. Districts <u>will continue to explore other means of discipline prior to expelling a student.</u></p>
<p>2. The district-operated Community Day School option for expelled students, as described in current California Education Code, is difficult for the local districts to develop due to the following reasons:</p>	<p>A. The six (6) hour, or 360-minute day exceeds the required hours for a minimum school day (240 minutes), the required hours for a continuation school day (15 hours per week), and the required hours for students enrolled in the various elementary and secondary school programs.</p> <p>B. The District Community Day School program limits the available instructional strategies which can be used, such as contracted study, which limits the program flexibility required for success.</p> <p>C. The separation of students in grades K-6 from students in grades 7-8 also creates boundaries that will be financially and/or geographically difficult.</p> <p>D. The cap on the number of students able to be served by small districts severely limits the availability for each individual school district to operate their own Community Day School.</p>
<p>3. A student could be expelled from the District under Education Code 48915 and referred to either a Community Day School (if available), or the S. William Abel Academy. This student could then commit another violation of Education Code 48915, or simply not attend, and ultimately be referred to the original District. If the student fails the program or commits another expulsion type offense, there may not be any viable alternative remaining.</p>	<p>A. The S. William Abel Academy will develop, in collaboration with the Colusa County Probation Department, alternative strategies for those expelled students who commit another violation of Education Code 48915 while attending the S. William Abel Academy.</p> <p>B. The truancy notification process will begin on students with three (3) unexcused absences or three (3) tardies of thirty minutes or more. Probation will be notified immediately for those students on probation and not attending school.</p> <p>C. A Student Study Team may be established to evaluate the student's needs and suggest alternative placements.</p> <p>D. When all educational options available to Colusa County have been exhausted, placement in a contiguous county will be explored. Colusa County Office of Education will establish a reciprocal consideration relationship with surrounding counties to address the service gap.</p>

<p>4. Students who are expelled by the individual small school districts within Colusa County vary as to age, grade level and expulsion offenses. The wide range of age, grade level and seriousness of the offense makes it difficult to provide appropriate programs for these districts.</p>	<p>A. Expelled students will be referred to the S. William Abel Academy. Academy staff will develop alternative strategies for working with these students. S. William Abel will offer curriculum for grades 7-12.</p>
<p>5. There are significant geographical distances between local small districts, thus the county operated Community School for districts would require either extensive busing, which is not financially feasible for the districts, or parent provided transportation, which is often impossible for the parents.</p>	<p>A. Colusa County Transit will be available at a minimum cost to transport students, a school van may be utilized for transporting students depending on enrollment numbers, and/or parents will be responsible to transport their children to school. Special Education Students may access transportation through the IEP process.</p> <p>B. Other transportation options continue to be explored.</p>
<p>6. Students in Kindergarten and grades one through six who are expelled will have to be served by their district of origin.</p>	<p>A. Elementary students may not be housed at the same campus as students in grades 7-12. Current Colusa County Office of Education programs for expelled students are all housed on a single site.</p> <p>B. A student may possibly attend another district under a mandatory behavior contract, per existing inter-district agreements.</p> <p>C. The elementary districts will use all their local alternatives in providing educational programs for their expelled students.</p>

Process for Referral to the Colusa County Office of Education Community School

When a district determines that an appropriate educational option does not exist within the district for an expelled pupil or otherwise at-promise pupil, the district may refer the student to the Colusa County Superintendent of Schools' community school program (S. William Abel Academy), a different district school, another district program, a district Community Day School (if available). It is the responsibility of the district that communication be maintained with the parent and student until enrollment in the Community School or other school chosen occurs. The county will review the district Rehabilitation Plan and referral to develop an individual learning program for each student based on their individual needs and circumstances. Parents will be included and expected to work cooperatively in addressing the needs of their children.

The referring district shall provide the following documentation at the time of referral for enrollment:

- a. Completed SWAA referral form
- b. CSIS Number (California Statewide Student Identifier Number)
- c. Expulsion Rehabilitation Plan
- d. Attendance and discipline information
- e. Current transcript

- f. Most recent assessment data (SBAC, ELPAC, etc.)
- g. IEP/504 Plan (if applicable)

Educational Services will provide districts with progress reports and notification of a student's change in residence, termination from the program or completion of requirements for graduation.

Special Education

Any pupil referred to S. William Abel Academy that has an active (Individual Education Plan) IEP, must present a copy of his/her most recent IEP upon registration. The referring district will hold a change of placement IEP prior to sending the pupil and invite the appropriate S. William Abel Academy Staff. At the meeting, the IEP team will determine how the provisions of the IEP will be implemented at S. William Abel Academy. The Colusa County SELPA Local Plan will be followed for Special Education students enrolled in the S. William Abel Academy. SELPA coordination will be necessary to ensure that the pupil's needs can and will be addressed by appropriately credentialed staff. Every effort must be made to ensure compliance with PL 101476 in the event of a special education student expulsion. It is anticipated that S. William Abel Academy staff and CCOE SELPA staff will coordinate efforts to ensure continuity of IEP implementation.

Revenue

Revenue generated by the student ADA while in attendance at the S. William Abel Academy and any special one-time funds, constitute the source of funding for the school. In the event the costs of operating programs that have been requested by the districts should exceed revenue generated by ADA and associated funds, excess may be billed back to the districts based on their share of program use and upon agreement between districts and county office.

Districts agree to notify the county office by February 1, of the school year prior to implementing alternative programs of any decision that would result in a significant loss of ADA for the S. William Abel Academy. The notification would allow the county office to adjust staff size for the following year and present March 15 notification as required by Ed Code.

The monthly meetings of the Superintendents Council will provide a structure to facilitate dialogue between the Educational Services Department, S. William Abel Academy, and the districts to address curriculum coordination, graduation requirements, standardized testing, courses of study, and other topics of mutual interest.

Student Violations

Violation of Education Code 48915, section (C)

If a student enrolled in a Colusa County Office of Education Community School program violates any of the following sections of Education code 48915, section (c),

- a) Possessing, selling, or otherwise furnishing a firearm.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance.
- d) Committing or attempting to commit a sexual assault.
- e) Possession of an explosive.

Program personnel will:

- Refer to the SWAA Student Handbook and based on the offense, apply consequences that may result in contacting the police department, probation, and/or recommendation for expulsion.

- Inform and work with the home district to find an appropriate placement.
- Inform the family of the option of attending a charter school in or out of the County.
- Offer the student the option of enrolling in another program operated by the Colusa County Office of Education if available.

Additionally, if a student enrolled in the S. William Abel Academy violates any of the following sections of Education code 48900,

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance.
- e) Committed or attempted to commit robbery or extortion.

Program personnel will:

- Refer to the SWAA Student Handbook and based on the offense, apply consequences that may result in contacting the police department, probation, and/or recommendation for expulsion.
- Inform and work with the home district to find an appropriate placement.
- Inform the family of the option of attending a charter school in or out of the County.
- Offer the student the option of enrolling in the independent study program or other school program operated by the Colusa County Office of Education.

A student may choose to enroll in a different district, a charter or a private school at the parent's expense. The different district, charter, or private school, however, is under no obligation to accept or serve the expelled student.

Colusa County Educational Plan for Expelled Youth (AB922 Plan)

Section 48960 of the California Education Code requires each County Superintendent of Schools, in conjunction with the superintendents of the school districts within the county, to develop a plan for providing educational services to all expelled pupils in that county. It further requires that the plan be adopted by the Governing Board of each school district within the county and the County Board of Education. Finally, this Section requires that each county superintendent of schools, in conjunction with the superintendents of the school districts submit a triennial update to the plan. To demonstrate compliance with this legal mandate, the California Department of Education requires that the signatures of both the county and district superintendents be included with the plans to demonstrate that this process has occurred.

Your signatures below serve to verify that your AB922 plan has been updated and approved by your boards.

Michael P. West, Superintendent
Colusa County Office of Education

Date

Jeff Turner, Superintendent
Colusa Unified School District

Date

Summer Shadley, Superintendent
Maxwell Unified School District

Date

Carol Geyer, Superintendent
Pierce Joint Unified School District

Date

Bill Cornelius, Superintendent
Williams Unified School District

Date

**Pierce Joint Unified School District
Job Description**

JOB TITLE: Tutor

Hourly Rate: \$18.00

LOCATION: Virtual

REPORTS TO: Site Administrators

BOARD APPROVED: 9-10-15

REVISED: 5-20-21 (pending)

SUMMARY: Assist junior high and/or high school students individually with academic achievement in content areas in a virtual environment.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provide academic assistance to students. This help may be with reviewing class material, homework or studying for tests
- Be punctual to all assigned sessions
- Appropriate and professional behavior at all times
- Maintain attendance records and submit following tutoring session
- Contact district teachers if necessary to discuss curriculum or get clarification

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must have:

- Strong GPA in college coursework
- Excellent communication skills
- Responsible, reliable and punctual
- Ability to work with a diverse student population
- Interpersonal relations skills using tact, patience and courtesy
- Ability to work with students

EDUCATION AND/OR EXPERIENCE: High school graduate with college level coursework

**COLLEGE AND CAREER ACCESS PATHWAYS PARTNERSHIP AGREEMENT
A DUAL ENROLLMENT PARTNERSHIP AGREEMENT**

Begin date: JULY 1, 2021 End date: JUNE 30, 2022

This College and Career Access Pathways Partnership Agreement (“CCAP Agreement”) is between Yuba Community College District (“COMMUNITY COLLEGE DISTRICT”), 425 Plumas Blvd, Suite 200, Yuba City, CA 95991, and NAME OF SCHOOL DISTRICT: PIERCE JOINT UNIFIED SCHOOL DISTRICT (“SCHOOL DISTRICT”),
[ADDRESS] PO BOX 239, ARBUCKLE, CA 95912.
COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT will collectively be referred to as “PARTIES,” or individually as “PARTY.”

RECITALS

WHEREAS, the mission of the COMMUNITY COLLEGE DISTRICT includes providing educational programs and services that are responsive to the needs of the students and communities within the COMMUNITY COLLEGE DISTRICT; and

WHEREAS, students who complete college credit while enrolled in high school are more likely to earn high school diplomas, to enroll in community colleges and four-year colleges, to attend post-secondary education on a full-time basis, and to complete degrees in those institutions than students without these experiences; and

WHEREAS, SCHOOL DISTRICT is a public school district serving grades kindergarten through 12 located within the regional service area of COMMUNITY COLLEGE DISTRICT unless otherwise specified and agreed to as stated in Education Code section 76004, subdivision (e); and

WHEREAS, COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT desire to enter into this CCAP Agreement for the purpose of offering or expanding dual enrollment opportunities, consistent with the provisions of AB 288, for high school pupils “who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school, including continuation high school, to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness” and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” (Ed. Code, § 76004, subd. (a); Assem. Bill No. 288 (2015-2016 Reg. Sess.) Sec. 1 (d)); and

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations, and procedures promulgated by applicable law, the California Community College Chancellor’s Office and COMMUNITY COLLEGE DISTRICT; and

WHEREAS, participation in the CCAP Agreement is consistent with the core mission of California Community Colleges pursuant to Education Code section 66010.4, and that pupils participating in a CCAP Agreement will not lead to enrollment displacement of otherwise eligible adults in the community college (Ed. Code, § 76004, subd. (k)(3)); and

NOW THEREFORE, COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT agree as follows:

1. TERM OF AGREEMENT

- 1.1 The term of this CCAP Agreement shall be for 1 years beginning on JULY 1, 2021 and ending on JUNE 30, 2022, unless otherwise terminated in accordance with Section 22 of this CCAP Agreement. The PARTIES may agree to renew the term of this CCAP Agreement on such terms and conditions as mutually agreed by the PARTIES.
- 1.2 This CCAP Agreement outlines the terms of the PARTIES' agreement. The CCAP Agreement Appendix A shall specify additional detail regarding, but not limited to, the total number of high school pupils to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and the criteria to assess the ability of pupils to benefit from those courses. The CCAP Agreement Appendix A shall also establish protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses. (Ed. Code, § 76004, subd. (c)(1).)
- 1.3 The CCAP Agreement Appendix A shall identify points of contact for COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT who will serve as the Educational Administrators for the CCAP Agreement. (Ed. Code, § 76004, subd. (c)(2).)
- 1.4 A copy of the CCAP Agreement shall be filed with the office of the Chancellor of the California Community Colleges and with the California Department of Education before the start of the CCAP partnership. (Ed. Code, § 76004, subd. (c)(3).)
- 1.5 COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT shall consult with, and consider the input of, the appropriate local workforce development board to determine the extent to which the pathways are aligned with regional and statewide employment needs. The governing board of each PARTY shall have final decisionmaking authority regarding the career technical education pathways to be provided under the partnership. (Ed. Code, § 76004, subd. (b)(1).)
- 1.6 The governing board of each PARTY, at an open public meeting of that board, shall present the CCAP Agreement as an informational item, take comments from the public and approve or disapprove the proposed CCAP Agreement. (Ed. Code, § 76004, subd. (b)(2).)

2. DEFINITIONS

- 2.1 CCAP Agreement Courses – Courses offered as part of this CCAP Agreement shall be community college courses acceptable towards a career technical education credential or certificate, or preparation for transfer, or appropriate to improve high school graduation rates or help high school pupils achieve college and career readiness. All community college courses offered at the SCHOOL DISTRICT have been approved in accordance with the policies and guidelines

of COMMUNITY COLLEGE DISTRICT and applicable law. (Ed. Code, § 76004, subd. (a).)

- 2.2 Consistent with AB 288, this CCAP Agreement may include “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” (Assem. Bill No. 288 (2015-2016 Reg. Sess.) Sec. 1 (d).)
- 2.3 Pupil or Student – A resident or nonresident student attending high school in California. High school pupils enrolled in college classes who are classified as nonresident special part-time students for tuition purposes shall be eligible for the Senate Bill 150 waiver of nonresident tuition while still in high school in California. COMMUNITY COLLEGE DISTRICT cannot claim apportionment for nonresident special part-time students.

3. STUDENT ELIGIBILITY, SELECTION AND ENROLLMENT, ADMISSION, REGISTRATION, MINIMUM SCHOOL DAY

- 3.1 Student Eligibility – COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT are entering into this CCAP Agreement for the purpose of offering or expanding dual enrollment opportunities to high school pupils who “may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school, including continuation high school, to community college for career technical education or preparation for transfer, improving high school graduation rates, and helping high school pupils achieve college and career readiness” and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” (Ed. Code, § 76004, subd. (a); Assem. Bill No. 288 (2015-2016 Reg. Sess.) Sec. 1 (d).)
- 3.2 Student Selection and Enrollment – Enrollment shall be open to all eligible students as part of the CCAP Agreement who have been admitted to the COMMUNITY COLLEGE DISTRICT and who meet all applicable prerequisites. Student selection criteria may be further specified in the CCAP Agreement Appendix A. Applicable prerequisite courses, training, or experience and standards required as preparation for courses offered through the CCAP Agreement will be determined by COMMUNITY COLLEGE DISTRICT and shall comply with applicable law and COMMUNITY COLLEGE DISTRICT standards and policies.
- 3.3 College Admission and Registration – Procedures for students participating in the CCAP Agreement shall be governed by the COMMUNITY COLLEGE DISTRICT and shall comply with the admissions and registration guidelines set forth in applicable law and COMMUNITY COLLEGE DISTRICT policy. The COMMUNITY COLLEGE DISTRICT will provide the necessary admission and registration forms and both COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT will jointly ensure each selected student has met all the enrollment requirements.

- 3.4 Student Records – Students will be required to follow the COMMUNITY COLLEGE DISTRICT process when requesting an official COMMUNITY COLLEGE DISTRICT transcript for grade submission to the SCHOOL DISTRICT unless otherwise specified in Appendix A.
- 3.5 Priority Enrollment –COMMUNITY COLLEGE DISTRICT for purposes of this section, a special part-time student may enroll in up to, and including, 11 units per semester, or the equivalent thereof, at the community college.

(e) (1) Except as provided in paragraph (2), the governing board of a community college district shall assign a low enrollment priority to special part-time or full-time students described in subdivision (a) in order to ensure that these students do not displace regularly admitted students.

(2) This subdivision does not apply to a student attending a middle college high school as described in Section 11300, if the student is seeking to enroll in a community college course that is required for the student’s middle college high school program as described in Education Code section 11300 and consistent with middle college high school provisions in Education Code section 76001. (Ed. Code, § 76004, subd. (g)(1).)

- 3.6 As part of this CCAP Agreement, COMMUNITY COLLEGE DISTRICT shall not provide physical education course opportunities to high school pupils or any other course opportunities that do not assist in the attainment of at least one of the goals associated with developing seamless pathways from high school, including continuation high school, to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve career and college readiness. (Ed. Code, § 76004, subd. (d).)
- 3.7 Students participating in a CCAP Agreement may enroll in up to a maximum of 15 units per term per conditions specified in Education Code section 76004, subdivision (p). Specifically, the units must constitute no more than four (4) community college courses per term and be part of an academic program that is part of the CCAP Agreement designed to award students with both a high school diploma and an associate degree or certificate or a credential.
- 3.8 Minimum School Day – The SCHOOL DISTRICT shall certify that it shall teach SCHOOL DISTRICT students participating as part of a CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code sections 46141 and 46142.
- 3.9 SCHOOL DISTRICT is aware and acknowledges that COMMUNITY COLLEGE DISTRICT may enter into CCAP Agreements with other school districts. All CCAP agreements will include all terms required by law, although the specific terms of such agreement may be modified. However, CCAP agreements with other school districts will not modify, alter, or extinguish the rights and duties of COMMUNITY COLLEGE DISTRICT or SCHOOL DISTRICT under this CCAP Agreement.

4. COLLEGE APPLICATION PROCEDURE

- 4.1 The COMMUNITY COLLEGE DISTRICT will be responsible for processing student applications.
- 4.2 The COMMUNITY COLLEGE DISTRICT will provide the necessary admission and registration forms and procedures. Both COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT will jointly ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any.
- 4.3 The SCHOOL DISTRICT agrees to assist COMMUNITY COLLEGE DISTRICT in the admission and registration of SCHOOL DISTRICT students as may be necessary and requested by COMMUNITY COLLEGE DISTRICT.
- 4.4 The SCHOOL DISTRICT and COMMUNITY COLLEGE DISTRICT understand and agree that successful COMMUNITY COLLEGE DISTRICT admission and registration requires that each participating student has completed the COMMUNITY COLLEGE DISTRICT enrollment application process.

5. PARTICIPATING STUDENTS

Participating students are defined as students within the SCHOOL DISTRICT that have approval of their parent and school designee to participate. In some cases a SCHOOL DISTRICT may extend this definition to include students from other school districts that have their parent and school designee approval from their original school and the SCHOOL DISTRICT approves their participation.

- 5.1 A high school pupil enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by Education Code section 49011. (Ed. Code, § 76004, subd. (f).) The Governing Board of COMMUNITY COLLEGE DISTRICT shall exempt special part-time students from the fee requirements in Education Code sections 76060.5, 76140, 76223, 76300, 76350, and 79121. (Ed. Code, § 76004, subds. (p) & (q).)
- 5.2 The total cost of books and instructional materials for SCHOOL DISTRICT students who enroll in a COMMUNITY COLLEGE DISTRICT course offered as part of this CCAP Agreement will be specified in Appendix A to this Agreement. Costs will be borne by SCHOOL DISTRICT.
- 5.3 Unless otherwise provided for in Appendix A, SCHOOL DISTRICT will furnish, at their own expense, all books, instructional materials, specialized equipment, and other necessary equipment for all students. The PARTIES agree that such equipment and materials are the sole property of SCHOOL DISTRICT. COMMUNITY COLLEGE DISTRICT policies may be utilized as appropriate should an individual student damage or fail to return such equipment or materials. SCHOOL DISTRICT shall determine the type, make, and model of all equipment and materials to be used during each course.
- 5.4 Students must first obtain approval from their Counselor and Principal through the SCHOOL DISTRICT before enrolling in a course offered as part of this CCAP Agreement. Students must also submit written and signed parental or guardian consent to both PARTIES to participate and enroll in CCAP

Agreement Courses. A student only needs to submit one parental or guardian consent form and Principal recommendation for the duration of the pupil's participation in the CCAP Agreement Courses.

- 5.5 Participating students must meet all COMMUNITY COLLEGE DISTRICT prerequisite requirements as established by COMMUNITY COLLEGE DISTRICT and stated in the COMMUNITY COLLEGE DISTRICT catalog before enrolling in a course offered as part of this CCAP Agreement.
- 5.6 Grades earned by students enrolled in courses offered as part of this CCAP Agreement will be posted on the official COMMUNITY COLLEGE DISTRICT transcript.
- 5.7 Students enrolled in courses offered as part of this CCAP Agreement will be directed to the official catalog of the COMMUNITY COLLEGE DISTRICT for information regarding applicable policies and procedures.
- 5.8 Students who withdraw from courses offered as part of this CCAP Agreement will not receive COMMUNITY COLLEGE DISTRICT credit. Students must comply with, and submit appropriate information/paperwork, by all published deadlines to receive COMMUNITY COLLEGE DISTRICT credit. Transcripts will be annotated according to COMMUNITY COLLEGE DISTRICT policy.
- 5.9 A course dropped according to COMMUNITY COLLEGE DISTRICT policies and before the COMMUNITY COLLEGE DISTRICT withdrawal deadline will not appear on the SCHOOL DISTRICT or COMMUNITY COLLEGE DISTRICT transcript. A course dropped after the COMMUNITY COLLEGE DISTRICT withdrawal deadline will appear as a "W" on the COMMUNITY COLLEGE DISTRICT transcript.
- 5.10 Both COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT will provide ancillary and support services for students (e.g. Counseling and Guidance, Placement Assistance, Assessment, and Tutoring.)

6. CCAP AGREEMENT COURSES

- 6.1 The COMMUNITY COLLEGE DISTRICT may limit enrollment in CCAP courses offered pursuant to this CCAP Agreement solely to eligible high school pupils if the courses are offered at a high school campus, either in person or using an online platform, during the regular school day. (Ed. Code, § 76004, subd. (o)(1).)
- 6.2 The PARTIES agree to follow SCHOOL DISTRICT's academic calendar under the condition that courses are scheduled in such a way that the hour requirements as described in the course outlines of record are met.
- 6.3 The COMMUNITY COLLEGE DISTRICT is responsible for all courses and educational programs offered as part of the CCAP Agreement regardless of whether the course and educational program is offered on site at the SCHOOL DISTRICT or at the COMMUNITY COLLEGE DISTRICT.
- 6.4 The scope, nature, time, location, and listing of courses offered by the

COMMUNITY COLLEGE DISTRICT shall be determined by the COMMUNITY COLLEGE DISTRICT, in consultation with the SCHOOL DISTRICT, with the approval of the COMMUNITY COLLEGE DISTRICT Governing Board and will be recorded in Appendix A to this CCAP Agreement. (Ed. Code, § 76004, subd. (c)(1).) Representatives from the COMMUNITY COLLEGE DISTRICT and the SCHOOL DISTRICT will collaborate to ensure that course selection, timing, and placement does not conflict with existing courses offered at the SCHOOL DISTRICT site.

- 6.5 The COMMUNITY COLLEGE DISTRICT and the SCHOOL DISTRICT shall jointly review and approve courses offered as part of the CCAP Agreement.
- 6.6 Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be of the same quality and rigor as those offered on the COMMUNITY COLLEGE DISTRICT campus, either in person or using an online platform, and shall comply with COMMUNITY COLLEGE DISTRICT academic standards.
- 6.7 Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be listed in the COMMUNITY COLLEGE DISTRICT catalog with the same department designations, course descriptions, numbers, titles, and credits.
- 6.8 Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall adhere to the official course outline of record and the student learning outcomes established by the associated COMMUNITY COLLEGE DISTRICT academic department.
- 6.9 Any SCHOOL DISTRICT instructor who teaches a course offered as part of this CCAP Agreement shall enter into an additional written agreement with COMMUNITY COLLEGE DISTRICT.
- 6.10 Courses offered as part of this CCAP Agreement will comply with all applicable regulations, policies, procedures, prerequisites, and standards applicable to the COMMUNITY COLLEGE DISTRICT as well as any corresponding policies, practices, and requirements of the SCHOOL DISTRICT. In the event of a conflict between COMMUNITY COLLEGE DISTRICT course related regulations, policies, procedures, prerequisites, and standards and SCHOOL DISTRICT policies, practices, and requirements, the COMMUNITY COLLEGE DISTRICT regulations, policies, procedures, prerequisites, and standards, shall prevail.
- 6.11 Site visits and instructor evaluations by one or more representatives of the COMMUNITY COLLEGE DISTRICT shall be permitted by the SCHOOL DISTRICT to ensure that courses offered as part of this CCAP Agreement in the SCHOOL DISTRICT are the same as the courses offered on the COMMUNITY COLLEGE DISTRICT campus, either in person or using an online platform, and comply with COMMUNITY COLLEGE DISTRICT academic standards.
- 6.12 A student's withdrawal prior to completion of a course offered as part of this CCAP Agreement shall be in accordance with COMMUNITY COLLEGE DISTRICT guidelines, policies, pertinent statutes, and regulations.

- 6.13 Supervision and evaluation of students enrolled in courses offered as part of this CCAP Agreement shall be in accordance with COMMUNITY COLLEGE DISTRICT guidelines, policies, pertinent statutes, and regulations.
- 6.14 The COMMUNITY COLLEGE DISTRICT has the primary right to control and direct the instructional activities of all instructors teaching courses pursuant to the CCAP Agreement, including those who are SCHOOL DISTRICT employees but are teaching CCAP Agreement courses for COMMUNITY COLLEGE DISTRICT. COMMUNITY COLLEGE DISTRICT will exercise this right in consultation with SCHOOL DISTRICT.
- 6.15 This CCAP Agreement certifies that any remedial course taught by COMMUNITY COLLEGE DISTRICT faculty at a SCHOOL DISTRICT campus, either in person or using an online platform, shall be offered only to high school pupils who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the SCHOOL DISTRICT, and shall involve collaborative effort between the SCHOOL DISTRICT and the COMMUNITY COLLEGE DISTRICT faculty to deliver an innovative remediation course as an intervention in the pupil's junior or senior year to ensure the pupil is prepared for college-level work upon graduation. (Ed. Code, § 76004, subd. (n).)
- 6.16 The California Community College Chancellor's Office must approve the degree and certificate programs that are included in the CCAP Agreement. Courses offered must be part of the programs approved by the Chancellor's Office unless the COMMUNITY COLLEGE DISTRICT received delegated authority to approve those courses separately locally.

7. INSTRUCTOR(S)

- 7.1 All instructors teaching COMMUNITY COLLEGE DISTRICT courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in the discipline of the course in a California community college as set forth in Title 5 of the California Code of Regulations, sections 53410 and 58060 or as amended, and be hired by the COMMUNITY COLLEGE DISTRICT. The minimum qualifications for instruction are listed in the CCAP Agreement Appendix A.
- 7.2 The CCAP Agreement Appendix A shall specify whether SCHOOL DISTRICT or COMMUNITY COLLEGE DISTRICT will be the employer of record for purposes of assignment monitoring and reporting to the county office of education. (Ed. Code, § 76004, subd. (m)(1).)
- 7.3 When an instructor is teaching a CCAP Agreement course(s) as an employee of the COMMUNITY COLLEGE DISTRICT, the COMMUNITY COLLEGE DISTRICT will assume reporting responsibilities pursuant to applicable federal teacher quality mandates for that instructor. (Ed. Code, § 76004, subd. (m)(2).) When an instructor is teaching a CCAP Agreement course(s) as an employee of the SCHOOL DISTRICT, the SCHOOL DISTRICT will assume reporting responsibilities pursuant to applicable federal teacher quality mandates for that

instructor. (Ed. Code, § 76004, subd. (m)(2).)

- 7.4 Instructors who teach COMMUNITY COLLEGE DISTRICT courses offered as part of this CCAP Agreement must provide the supervision and control reasonably necessary for the protection of the health and safety of students and may not have any other assigned duty during the instructional activity. Instructors must be physically present in the classroom or lab or within line-of-sight of the students.
- 7.5 Instructors who teach COMMUNITY COLLEGE DISTRICT courses shall comply with the fingerprinting requirements set forth in Education Code section 45125 or as amended and the tuberculosis testing and risk assessment requirements of California Health and Safety Code section 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a SCHOOL DISTRICT school site.
- 7.6 Prior to teaching, faculty provided by the SCHOOL DISTRICT shall receive discipline-specific training and orientation from the COMMUNITY COLLEGE DISTRICT regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures record keeping, and other instructional responsibilities. The COMMUNITY COLLEGE DISTRICT shall approve and provide said training.
- 7.7 Faculty provided by the SCHOOL DISTRICT will participate in professional development activities sponsored by the COMMUNITY COLLEGE DISTRICT and shall be encouraged to participate in ongoing collegial interaction to include, but not limited to, addressing course content, course delivery, assessment, evaluation, and research and development in the field.
- 7.8 The COMMUNITY COLLEGE DISTRICT shall evaluate faculty performance using the adopted evaluation process and standards for faculty of the COMMUNITY COLLEGE DISTRICT, subject to the approval of the Governing Board.
- 7.9 The COMMUNITY COLLEGE DISTRICT will determine and select instructors to teach CCAP Agreement Courses. The COMMUNITY COLLEGE DISTRICT may select instructors from SCHOOL DISTRICT personnel nominated by SCHOOL DISTRICT, or other sources. SCHOOL DISTRICT personnel will perform instructional duties on duty time. SCHOOL DISTRICT personnel selected to be instructors remain employees of the SCHOOL DISTRICT, subject to the authority of the SCHOOL DISTRICT, but will also be subject to the authority of COMMUNITY COLLEGE DISTRICT, specifically with regard to their duties as instructors. COMMUNITY COLLEGE DISTRICT will exercise this authority in consultation with SCHOOL DISTRICT. SCHOOL DISTRICT personnel selected to be instructors shall be paid by COMMUNITY COLLEGE DISTRICT at the rate established under the applicable collective bargaining agreement between SCHOOL DISTRICT and the bargaining unit of the SCHOOL DISTRICT. When the instructor is the employee of the COMMUNITY COLLEGE

DISTRICT and not an employee of the SCHOOL DISTRICT, the instructor will be paid at the rate established under COMMUNITY COLLEGE DISTRICT bargaining agreement.

- 7.10 Where the instructor is not a paid employee of the COMMUNITY COLLEGE DISTRICT, the COMMUNITY COLLEGE DISTRICT will have an additional written agreement with each instructor requiring student attendance and FTES to be reported by the instructor as required by the COMMUNITY COLLEGE DISTRICT and stating the COMMUNITY COLLEGE DISTRICT has the right to control and direct the instructional activities of the instructor.
- 7.11 The COMMUNITY COLLEGE DISTRICT shall determine the number of instructors, the ratio of instructors to students, and the subject areas of instruction.

8. ASSESSMENT OF LEARNING AND CONDUCT

- 8.1 Students enrolled in COMMUNITY COLLEGE DISTRICT courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same standards of achievement as students in courses taught on the COMMUNITY COLLEGE DISTRICT campus.
- 8.2 Students enrolled in COMMUNITY COLLEGE DISTRICT courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same grading standards as those expected of students in courses taught on the COMMUNITY COLLEGE DISTRICT campus.
- 8.3 Students enrolled in COMMUNITY COLLEGE DISTRICT courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in courses taught on the COMMUNITY COLLEGE DISTRICT campus.
- 8.4 Students enrolled in COMMUNITY COLLEGE DISTRICT courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same behavioral standards as those expected of students in courses taught on the COMMUNITY COLLEGE DISTRICT campus.
- 8.5 Students enrolled in COMMUNITY COLLEGE DISTRICT courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT who have approved Section 504 Plans that provide accommodations to the educational environment, such as extended time on tests or special seating, shall be implemented by the COMMUNITY COLLEGE DISTRICT upon notice of the accommodations by the SCHOOL DISTRICT. Accommodations involving the provision of special equipment or services or additional personnel, such as sign language interpreters, shall be provided by the SCHOOL DISTRICT.
- 8.6 Students enrolled in COMMUNITY COLLEGE DISTRICT courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT who have an Individualized Education Program (“IEP”) shall receive all programs and services provided for under the IEP by the SCHOOL DISTRICT. The COMMUNITY COLLEGE DISTRICT has no responsibility for implementing or accommodating any portion of a student’s IEP. Students enrolled in

COMMUNITY COLLEGE DISTRICT courses offered as part of this CCAP Agreement may contact the COMMUNITY COLLEGE DISTRICT's Disabled Students Programs & Services ("DSPS") office to request an accommodation(s) and provide information. DSPS will follow COMMUNITY COLLEGE DISTRICT procedure in determining the appropriate accommodation for a CCAP Agreement course(s). The COMMUNITY COLLEGE DISTRICT has responsibility for implementing the accommodation offered and provided by DSPS.

- 8.7 The COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT shall jointly draft a Notice to Parents that outlines the rights and responsibilities of students participating in the CCAP Program, and the respective responsibilities of the COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT described in this Agreement.

9. LIAISON AND COORDINATION OF RESPONSIBILITIES

- 9.1 The COMMUNITY COLLEGE DISTRICT shall appoint an Educational Administrator, to be specified in Appendix A to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between the COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT in conformity with COMMUNITY COLLEGE DISTRICT policies and standards. (Ed. Code, § 76004, subd. (c)(2).) Among other things, the COMMUNITY COLLEGE DISTRICT Educational Administrator and the SCHOOL DISTRICT Educational Administrator described in Section 9.2, shall collaborate to determine the process for timely receiving, investigating, and remediating complaints of sexual misconduct or other conduct covered by Title IX of the Education Amendments of 1972 alleged to have occurred in or related to the CCAP program.
- 9.2 The SCHOOL DISTRICT shall appoint an Educational Administrator, to be specified in Appendix A to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between SCHOOL DISTRICT and COMMUNITY COLLEGE DISTRICT in conformity with SCHOOL DISTRICT policies and standards. (Ed. Code, § 76004, subd. (c)(2).)
- 9.3 The SCHOOL DISTRICT's personnel will perform services specified in 9.4 of this CCAP Agreement as part of their regular assignment. SCHOOL DISTRICT personnel performing these services will be employees of SCHOOL DISTRICT, subject to the authority of SCHOOL DISTRICT, but will also be subject to the direction of COMMUNITY COLLEGE DISTRICT, specifically with regard to their duties pertaining to the COMMUNITY COLLEGE DISTRICT CCAP courses.
- 9.4 This CCAP Agreement requires COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT to file an annual report as specified in Appendix A, to the office of the Chancellor of the California Community Colleges on all the following information: (Ed. Code, § 76004, subd. (t)(1)(A-E).)
 - i. The total number of high school pupils by school site enrolled in each

CCAP partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws. (Ed. Code, § 76004, subd. (t)(1)(A).)

- ii. The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants. (Ed. Code, § 76004, subd. (t)(1)(B).)
- iii. The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants. (Ed. Code, § 76004, subd. (t)(1)(C).)
- iv. The total number of full-time equivalent students generated by CCAP partnership community college district participants. (Ed. Code, § 76004, subd. (t)(1)(D).)
- v. The total number of full-time equivalent students served online generated by CCAP partnership community college district participants. (Ed. Code, § 76004, subd. (t)(1)(E).)

9.5 COMMUNITY COLLEGE DISTRICT will complete and submit the Apportionment Attendance Report (CCFS-320).

9.6 COMMUNITY COLLEGE DISTRICT will provide the services of COMMUNITY COLLEGE DISTRICT faculty members who will facilitate coordination and cooperation between SCHOOL DISTRICT and COMMUNITY COLLEGE DISTRICT. COMMUNITY COLLEGE DISTRICT will provide SCHOOL DISTRICT personnel with reasonable assistance, direction, and instruction in how to fulfill their responsibilities under this CCAP Agreement, including conducting appropriate student assessments, outreach/recruitment activities, and the COMMUNITY COLLEGE DISTRICT application procedures.

10. DISPUTES

10.1 COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT recognize that, from time to time, disputes may arise between COMMUNITY COLLEGE DISTRICT employees or students and SCHOOL DISTRICT employees or students. When such disputes arise, COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT shall collaborate and use best efforts to resolve such disputes informally. Where informal resolution is not successful, or the PARTIES must address a formal inter-agency complaint, the following process will be utilized to resolve the matter.

- i. The PARTY receiving the complaint will timely notify the other, and promptly provide the other PARTY with any written complaint received.
- ii. The Educational Administrators will review the complaint to determine, based on the nature of the complaint, whether any statutory or regulatory timelines or other procedural requirements apply,

including but not limited to:

- a. Whether COMMUNITY COLLEGE DISTRICT is required to report the complaint to the State Chancellor pursuant to Title 5 of the California Code of Regulations.
 - b. Whether, based on the nature of the complaint, the complainant is entitled to any rights or protections with regard to how the complaint is handled, pursuant to Title 5 or applicable state or federal laws, including but not limited to Title IX of the Education Amendments of 1972.
 - c. If either Educational Administrator finds such rights to exist, he or she shall notify the other Educational Administrator, and COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT shall cooperate as needed in carrying out these requirements. It is understood that such requirements may include but are not limited to conducting a formal investigation within regulatory timelines or the implementation of interim safety measures for the complainant.
- iii. Within three business days of either PARTY receiving the complaint, the PARTIES will discuss the nature and severity of the allegations and come to a mutual agreement regarding the need for and scope of any investigation required. If it is agreed that a formal investigation is required, the PARTIES will mutually agree upon an investigator, who may be an outside investigator, or qualified employee of COMMUNITY COLLEGE DISTRICT or SCHOOL DISTRICT. If the PARTIES agree to have the matter investigated internally by either a COMMUNITY COLLEGE DISTRICT or SCHOOL DISTRICT employee, the other PARTY may designate an employee to attend all witness interviews. Where it is determined that an outside investigator will be used, the cost will be divided between the PARTIES.
 - iv. If, despite the good faith effort of the PARTIES, they are unable to agree on a process for investigating the complaint, the PARTY whose employee/student is the subject of the complaint will determine the process.
 - v. The COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT will cooperate in any investigation initiated and make its employees available to the investigator.
 - vi. Interviews of COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT employees shall comply with any rights and protections afforded to them under an applicable collective bargaining agreement or state or federal law, including but not limited to the right to have a representative present during an interview that could lead to discipline.
 - vii. The investigator will prepare a report that will be provided to both

PARTIES setting forth findings as to the allegations and the basis for the findings.

- viii. The COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT shall share any and all materials from the investigation.
- ix. The COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT have sole discretion in determining any disciplinary measures to be imposed against their respective employees or students.
- x. Regardless of any disciplinary measures taken by the COMMUNITY COLLEGE DISTRICT or SCHOOL DISTRICT against its respective employees or students, the other PARTY retains the right to have the subject of a sustained complaint removed from participating in or providing services for the program that is the subject of this CCAP Agreement.

11. APPORTIONMENT

- 11.1 COMMUNITY COLLEGE DISTRICT shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionments when the course(s) complies with current requirements for dual enrollment under applicable California law.
- 11.2 For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils. (Ed. Code, § 76004, subd. (o)(2).)
- 11.3 COMMUNITY COLLEGE DISTRICT shall not receive a state allowance or apportionment for an instructional activity for which the SCHOOL DISTRICT has been, or shall be, paid an allowance or apportionment. (Ed. Code, § 76004, subd. (r).)
- 11.4 The attendance of a high school pupil at the COMMUNITY COLLEGE DISTRICT as a special part-time or full-time student pursuant to this section is authorized attendance for which the COMMUNITY COLLEGE DISTRICT shall be credited or reimbursed pursuant to Education Code section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity. (Ed. Code, § 76004, subd. (s)(1).)
 - i. Standard FTES computation rules, support documentation, course selection tabulations, and record retention requirements continue to apply, including as prescribed by Title 5 of the California Code of Regulations.

12. CERTIFICATIONS

- 12.1 The SCHOOL DISTRICT certifies that:
 - i. The direct education costs of the courses offered as part of this CCAP

Agreement are not fully funded through other sources.

- ii. The COMMUNITY COLLEGE DISTRICT will claim apportionment for the SCHOOL DISTRICT students enrolled in community college course(s) under this CCAP Agreement.
- iii. Any COMMUNITY COLLEGE DISTRICT instructor teaching a course at a SCHOOL DISTRICT campus has not displaced or resulted in the termination of an existing SCHOOL DISTRICT teacher teaching the same course on that SCHOOL DISTRICT campus. (Ed. Code, § 76004, subd. (i).)

12.2 The COMMUNITY COLLEGE DISTRICT certifies that:

- i. A COMMUNITY COLLEGE DISTRICT course offered for college credit at the SCHOOL DISTRICT campus does not reduce access to the same course offered at the COMMUNITY COLLEGE DISTRICT. (Ed. Code, § 76004, subd. (k)(1).)
- ii. A COMMUNITY COLLEGE DISTRICT course that is oversubscribed or has a waiting list shall not be offered or included in this CCAP Agreement. (Ed. Code, § 76004, subd. (k)(2).)
- iii. This CCAP Agreement is consistent with the core mission of the COMMUNITY COLLEGE DISTRICT pursuant to Education Code section 66010.4. (Ed. Code, § 76004, subd. (k)(3).)
- iv. Students participating in this CCAP Agreement will not lead to enrollment displacement of otherwise eligible adults at the COMMUNITY COLLEGE DISTRICT. (Ed. Code, § 76004, subd. (k)(3).)
- v. It has not received full compensation for the direct education costs for the conduct of the courses offered as part of this CCAP Agreement from other sources.
- vi. Any COMMUNITY COLLEGE DISTRICT instructor teaching a course on a SCHOOL DISTRICT campus has not been convicted of any sex offense as defined in Education Code section 87010 or as amended, or any controlled substance offense as defined in Education Code section 87011 or as amended. (Ed. Code, § 76004, subd. (h).)
- vii. A qualified SCHOOL DISTRICT teacher teaching a course offered for college credit at a SCHOOL DISTRICT campus has not displaced or resulted in the termination of an existing COMMUNITY COLLEGE DISTRICT faculty member teaching the same course at the COMMUNITY COLLEGE DISTRICT campus. (Ed. Code, § 76004, subd. (j).)

12.3 This CCAP Agreement certifies that the SCHOOL DISTRICT and COMMUNITY COLLEGE DISTRICT comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP Agreement

course offered for high school credit. (Ed. Code, § 76004, subd. (l).)

13. PROGRAM IMPROVEMENT

13.1 The COMMUNITY COLLEGE DISTRICT and the SCHOOL DISTRICT may annually conduct surveys of participating SCHOOL DISTRICT pupils, instructors, principals, and guidance counselors to inform practice, make adjustments, and improve the quality of courses offered as part of this CCAP Agreement.

14. RECORDS

14.1 Permanent records of student enrollment, attendance, grades, and achievement will be maintained by SCHOOL DISTRICT for SCHOOL DISTRICT students who enroll in a course(s) offered as part of this CCAP Agreement. SCHOOL DISTRICT shall submit such records to COMMUNITY COLLEGE DISTRICT through the appropriate college, campus, or center periodically or upon demand. The COMMUNITY COLLEGE DISTRICT shall maintain permanent records of student enrollment, grades, and achievement for COMMUNITY COLLEGE DISTRICT students. Records will be open for review at all times by college officials and submitted on a schedule developed by the COMMUNITY COLLEGE DISTRICT.

14.2 The SCHOOL DISTRICT shall complete a document certifying that SCHOOL DISTRICT has made a determination that a participating student is prepared for college level coursework and shall maintain such document on file for audit purposes as prescribed by Title 5 of the California Code of Regulations, section 59026, subdivision (b).

14.3 Each PARTY shall maintain records pertaining to this CCAP Agreement as required by federal and state law. Each PARTY may review and obtain a copy of the other PARTY's pertinent records subject to federal and state privacy statutes.

15. CCAP AGREEMENT DATA MATCH AND REPORTING

15.1 The COMMUNITY COLLEGE DISTRICT and the SCHOOL DISTRICT shall ensure operational protocols are in place consistent with the collection of participating student data and the timely submission of the data.

15.2 The COMMUNITY COLLEGE DISTRICT shall report all program and participating student data to the office of the Chancellor of the California Community Colleges.

16. PRIVACY OF STUDENT RECORDS

16.1 The COMMUNITY COLLEGE DISTRICT and the SCHOOL DISTRICT understand and agree that education records of students enrolled in a CCAP course and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of §

99.30) and state law as set forth in Education Code sections 49064, 49076, 76222, and 76243. The COMMUNITY COLLEGE DISTRICT and the SCHOOL DISTRICT agree to hold all student education records generated pursuant to this CCAP Agreement in strict confidence, and further agree not to re-disclose such records except as authorized by applicable law or regulation or by the participating student's parent or legal guardian's prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b); Ed. Code, §§ 49064, 49076, 76222, & 76243.)

- 16.2 Limitation on Use. The COMMUNITY COLLEGE DISTRICT and the SCHOOL DISTRICT shall use each student education record that it may receive pursuant to this CCAP Agreement solely for a purpose(s) consistent with its authority to access such information pursuant to federal and state law, as may be applicable. (34 C.F.R. §§ 99.31, 99.34; Ed. Code, §§ 49076 & 76243.)
- 16.3 Recordkeeping Requirements. The COMMUNITY COLLEGE DISTRICT and the SCHOOL DISTRICT shall comply with the requirements governing maintenance of records for each request for access to and each disclosure of, student education records set forth under Title 34 of the Code of Federal Regulations section 99.32 and under Education Code sections 49064 and 76222, as applicable.
- 16.4 Acknowledgement of Receipt of Notice of FERPA Regulations. By signature of its authorized representative or agent on this CCAP Agreement, the COMMUNITY COLLEGE DISTRICT and the SCHOOL DISTRICT hereby acknowledge that they have been provided with the notice required under Title 34 of the Code of Federal Regulations section 99.33, subdivision (d) that they are strictly prohibited from re-disclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the participating student's parent or legal guardian's prior written consent.

17. REIMBURSEMENT

- 17.1 The financial arrangements implied herein may be adjusted annually by a duly adopted written Appendix to this CCAP Agreement.
- 17.2 If an instructor teaching a course pursuant to this CCAP Agreement is an employee of SCHOOL DISTRICT, COMMUNITY COLLEGE DISTRICT shall reimburse SCHOOL DISTRICT in accordance with Appendix A.

18. FACILITIES

- 18.1 The SCHOOL DISTRICT will provide adequate classroom space at its facilities, or other mutually agreed upon location, to COMMUNITY COLLEGE DISTRICT to conduct instruction of CCAP courses without charge to COMMUNITY COLLEGE DISTRICT. SCHOOL DISTRICT agrees to clean, maintain, and safeguard SCHOOL DISTRICT's premises. SCHOOL DISTRICT warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.

- 18.2 The COMMUNITY COLLEGE DISTRICT facilities may be used subject to mutual agreement by the PARTIES as expressed in Appendix A to this CCAP Agreement.

19. INDEMNIFICATION

- 19.1 Government Code Section 895.2 imposes certain tort liability jointly and severally upon public entities solely by reason of such entities being parties to an agreement. Each of the PARTIES to this Agreement, to the maximum extent permissible by law, will assume the full liability imposed upon it or any of its trustees, officers, agents, or employees for injury caused by any act or omission occurring in each PARTY's performance of this Agreement to the same extent that such liability would be imposed in the absence of Government Code Section 895.2. To achieve such purpose, and pursuant to Government Code Section 895.4, each of the PARTIES indemnifies, saves, and holds harmless the other PARTY for any claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, including attorneys' fees (collectively "Claims") as described below.
- 19.2 For purposes of this CCAP partnership in this CCAP Agreement, the SCHOOL DISTRICT agrees to and shall indemnify, save, and hold harmless the COMMUNITY COLLEGE DISTRICT, and its trustees, officers, agents, and employees from any and all Claims to the extent arising out of SCHOOL DISTRICT's or its trustees', officers', agents', or employees' negligence, wrongful acts or omissions, or willful misconduct related to this CCAP Agreement or performance of this CCAP Agreement. The provisions of this section shall survive the termination or expiration of this CCAP Agreement.
- 19.3 For purposes of this CCAP partnership in this CCAP Agreement, the COMMUNITY COLLEGE DISTRICT agrees to and shall indemnify, save, and hold harmless the SCHOOL DISTRICT, and its trustees, officers, agents, and employees from any and all Claims to the extent arising out of COMMUNITY COLLEGE DISTRICT's or its trustees', officers', agents', or employees' negligence, wrongful acts or omissions, or willful misconduct related to this CCAP Agreement or performance of this CCAP Agreement. The provisions of this section shall survive the termination or expiration of this CCAP Agreement.

20. INSURANCE

- 20.1 The SCHOOL DISTRICT, in order to protect COMMUNITY COLLEGE DISTRICT, its trustees, agents, employees, and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this CCAP Agreement, shall secure and maintain in force during the entire term of this CCAP Agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS (\$1,000,000) per incident, and TWO MILLION DOLLARS (\$2,000,000) general aggregate for personal injury, bodily injury, death, and property and other damage, with an admitted California insurer duly licensed to engage in the business of insurance in the State of California with a current A.M. Best's rating of no less than A:VII unless otherwise acceptable to COMMUNITY

COLLEGE DISTRICT, or public entity risk management Joint Powers Authority ("JPA"), authorized to provide public liability and property damage insurance in the state of California. Said policy of insurance, insurance coverage through a public entity risk management JPA, or program of self-insurance shall be endorsed to expressly name the COMMUNITY COLLEGE DISTRICT, its trustees, agents, employees, and officers as an additional insured for the purposes of this CCAP Agreement and to waive subrogation rights against the additional insured. A certificate of insurance including such endorsements shall be furnished to the COMMUNITY COLLEGE DISTRICT.

- 20.2 The COMMUNITY COLLEGE DISTRICT, in order to protect SCHOOL DISTRICT, its trustees, agents, employees, and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this CCAP Agreement, shall secure and maintain in force during the entire term of this CCAP Agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS (\$1,000,000) per incident, and TWO MILLION DOLLARS (\$2,000,000) general aggregate for personal injury, bodily injury, death, and property and other damage, with an admitted California insurer duly licensed to engage in the business of insurance in the State of California with a current A.M. Best's rating of no less than A:VII unless otherwise acceptable to SCHOOL DISTRICT, or public entity risk management JPA, authorized to provide public liability and property damage insurance in the state of California. Said policy of insurance, insurance coverage through a public entity risk management JPA, or program of self-insurance shall be endorsed to expressly name the SCHOOL DISTRICT, its trustees, agents, employees, and officers as an additional insured for the purposes of this CCAP Agreement and to waive subrogation rights against the additional insured. A certificate of insurance including such endorsements shall be furnished to the SCHOOL DISTRICT.
- 20.3 For the purpose of Workers' Compensation, SCHOOL DISTRICT shall be the "primary employer" for all its personnel who perform services as instructors and support staff under this CCAP Agreement. SCHOOL DISTRICT shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective SCHOOL DISTRICT personnel made in connection with performing services and receiving instruction under this CCAP Agreement. SCHOOL DISTRICT agrees to hold harmless, indemnify, and defend COMMUNITY COLLEGE DISTRICT, its directors, officers, agents, and employees from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by SCHOOL DISTRICT personnel connected with providing services under this CCAP Agreement.
- 20.4 For the purpose of Workers' Compensation, COMMUNITY COLLEGE DISTRICT shall be the "primary employer" for all its personnel who perform services as instructors and support staff under this CCAP Agreement. COMMUNITY COLLEGE DISTRICT shall be solely responsible for processing, investigating, defending, and paying all workers' compensation

claims by their respective COMMUNITY COLLEGE DISTRICT personnel made in connection with performing services and receiving instruction under this CCAP Agreement. COMMUNITY COLLEGE DISTRICT agrees to hold harmless, indemnify, and defend SCHOOL DISTRICT, its directors, officers, agents, and employees from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by COMMUNITY COLLEGE DISTRICT personnel connected with providing services under this CCAP Agreement.

21. NON-DISCRIMINATION

21.1 Neither the SCHOOL DISTRICT nor the COMMUNITY COLLEGE DISTRICT shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California state or federal law.

22. TERMINATION

22.1 Either party may terminate this CCAP Agreement by giving written notice specifying the effective date and scope of such termination. The termination notice must be presented by January 15 for the following fall semester and by September 1 for the following spring semester. Written notice of termination of this CCAP Agreement shall be addressed to the Educational Administrator listed in Appendix A of this CCAP Agreement.

23. INTEGRATION, MODIFICATION, AND AMENDMENT

23.1 Appendix A to this CCAP Agreement is incorporated by this reference into this CCAP Agreement.

23.2 This CCAP Agreement and Appendix A to this CCAP Agreement set forth the entire agreement between the PARTIES relating to the subject matter of this CCAP Agreement. This CCAP Agreement and Appendix A to this CCAP Agreement supersede any prior agreements, promises, negotiations, or representations, express or implied, oral or written, not included in this CCAP Agreement and Appendix A to this CCAP Agreement.

23.3 No modifications or amendments of any of the terms or provisions of this CCAP Agreement shall be binding unless made in writing and signed by the PARTIES.

24. GOVERNING LAWS AND VENUE

24.1 This CCAP Agreement shall be interpreted according to the laws of the State of California.

24.2 The venue of any action or proceeding in connection with this CCAP Agreement shall be COLUSA County, California.

25. COMMUNITY COLLEGE DISTRICT BOUNDARIES

25.1 For locations outside the geographical boundaries of COMMUNITY

COLLEGE DISTRICT, the COMMUNITY COLLEGE DISTRICT will comply with the requirements of Title 5 of the California Code of Regulations, sections 53000 et seq. or as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

26. SEVERABILITY

26.1 This CCAP Agreement shall be considered severable, such that if any provision or part of the CCAP Agreement is ever held invalid under any law or ruling, that provision or part of the CCAP Agreement shall remain in full force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

27. COUNTERPARTS

27.1 This CCAP Agreement may be executed by the PARTIES in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

28. NOTICES

28.1 Any and all notices required to be given hereunder shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

Yuba Community College District
Attn: Vice Chancellor, Administrative Services
425 Plumas Blvd, Suite 200
Yuba City, CA 95991

NAME AND ADDRESS OF SCHOOL DISTRICT

PIERCE JUSD

Attn: **Carol Geyer, Superintendent**

PO BOX 239

ARBUCKLE, CA 95912

29. PROVISIONS REQUIRED BY LAW DEEMED INSERTED; COMPLIANCE WITH APPLICABLE LAW

29.1 All provisions required by law to be inserted in this CCAP Agreement shall be deemed to be inserted and this CCAP Agreement shall be read and enforced as though they were included. If through mistake or otherwise, any provision is not inserted or is not correctly inserted, then upon application of either PARTY, the CCAP Agreement may be amended to make the insertion or correction.

29.2 Each PARTY shall comply with all applicable law in the performance of its obligations under this CCAP Agreement.

IN WITNESS WHEREOF, the PARTIES hereto have executed this Agreement on the day and year written below.

By: Date: 5/20/2021
[Name] Carol Geyer
[Title] Superintendent
[School District] Pierce Joint Unified School District

By: Date:
[Name]
[Title]
YUBA COMMUNITY COLLEGE DISTRICT

School District Board Meetings:

(a) Information and Public Comment Board Meeting Date: 05/20/2021

Yuba Community College District Board Meetings:

(a) Information and Public Comment Board Meeting Date:

**APPENDIX A
COLLEGE AND CAREER ACCESS PATHWAYS
PARTNERSHIP AGREEMENT
A DUAL ENROLLMENT PARTNERSHIP AGREEMENT**

WHEREAS, the College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is between the Yuba Community College District ("COMMUNITY COLLEGE DISTRICT"), 425 Plumas Blvd, Suite 200, Yuba City, CA 95991, and NAME OF SCHOOL DISTRICT: PIERCE JOINT UNIFIED SCHOOL DISTRICT ("SCHOOL DISTRICT"), [ADDRESS] PO BOX 239, ARBUCKLE, CA 95912; and

WHEREAS, the COMMUNITY COLLEGE DISTRICT and the SCHOOL DISTRICT agree to record COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT specific components of the CCAP Agreement using Appendix A for purposes of addressing legal requirements to include, but not limited to, the total number of high school pupils to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses (Ed. Code, § 76004, subd. (c)(1)); and

WHEREAS, the CCAP Agreement Appendix A shall also be used to record protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses (Ed. Code, § 76004, subd. (c)(1)); and

NOW THEREFORE, the COMMUNITY COLLEGE DISTRICT and the SCHOOL DISTRICT agree as follows:

- 1. COMMUNITY COLLEGE DISTRICT AND SCHOOL DISTRICT POINTS OF CONTACT:** COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT select the following points of contact to serve as Educational Administrators:

LOCATION	NAME AND TITLE	TELEPHONE	EMAIL
YCCD: Yuba Community College District 425 Plumas Blvd, Suite 200 Yuba City, CA 95991		530-668-2505	PBARBA@YCCD.EDU
SCHOOL DISTRICT: PIERCE JUSD	CAROL GEYER, SUPERINTENDENT PO BOX 239 ARBUCKLE, CA 95912	530-476-2892	CGEYER@PIERCE.K12.CA.US

2. **CCAP AGREEMENT PROGRAM YEAR FALL ~~2021~~ SPRING ~~2022~~** COMMUNITY COLLEGE DISTRICT have identified the following program year, educational program(s) and course(s) to be offered at the said date, time, and location; the total number of students to be served and projected FTES; and the instructor and employer of record.

COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT shall mutually assure that as to each course of instruction identified, they have determined: 1) the enrollment period; 2) the number of class hours sufficient to meet the stated performance objectives; 3) how supervision and evaluation of students will occur; and 4) the process for withdrawal of students prior to completion of a course or program.

CCAP Program Description:

Program Term or Year	2021-2022
Community College District	Yuba Community College District
College	WOODLAND COMMUNITY COLLEGE
College Campus	COLUSA COUNTY CAMPUS
Educational Program(s)/Department(s)	CAREER TECHNICAL EDUCATION AND PATHWAYS
School District	PIERCE JOINT UNIFIED SCHOOL DISTRICT
High School Campus	PIERCE HIGH SCHOOL
Total Number of High School Pupils to be Served:	APROX 250
Total Number of FTES to be Claimed by Community College District:	PENDING

List of CCAP Agreement Courses to be Offered:

COURSE NAME	COURSE NUMBER	TERM (F/S)	TIME	DAYS/HOURS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
COUNSELING	COUNS 25	F/S	TBD	TBD	P. DUARTE	Y	PIERCE HS
21ST CENTURY W	AG 60	F/S	TBD	TBD	C. DYER	Y	PHS
PUTER APPLICATI	BCA 15	F/S	TBD	TBD	MCCULLOUGH	Y	PHS
ND. HORTICULTUI	ENVHR20	F/S	TBD	TBD	E. SWEET	Y	PHS

3. CRITERIA USED TO ASSESS ABILITY OF PUPILS TO BENEFIT FROM CCAP AGREEMENT COURSES OFFERED:

Required: Describe the criteria used to assess the ability of pupils to benefit from the CCAP Agreement Course(s) offered (Ed. Code, § 76004, subd. (c)(1).):

Dual Enrollment classes at PHS are a valuable partnership that we have had with Woodland Community College for 4 years. Each of our 9th Grade students take Counseling 25 or Ag 60 Preparing for 21st Century Workforce in Agriculture as a college & career exploration starting point. The reason for the division of courses is that most of our students (75+%) are active in Future Farmers of America (FFA). We start them with this Agriculture 60 class so they have multiple opportunities during the first years of high school to study/experience many pathways that they can pursue avenues to access and evaluate the labor-market and careers in agriculture. The other course offered if the student does not need an Ag course is Counseling 25 where they have more broad college & career experiences to access and evaluate the labor-

4. **MINIMUM QUALIFICATIONS FOR INSTRUCTION:** All instructors teaching CCAP Agreement Courses must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 of the California Code of Regulations, sections 53410 and 58060 or as amended. The minimum qualifications for instruction are:

Course Name & Number	Minimum Qualifications For Instructors
1. Preparing for 21st Century	Engineering, agricultural mechanics, agronomy, animal science, enology, env
2. Business Computer Applications-	California Code of Regulations, title 5 minimum qualifications regulations (C
3. Career Planning and	Marriage and family therapy or marriage, family and child counseling, OR the

5. **BOOKS AND INSTRUCTIONAL MATERIALS:** The total cost of books and instructional materials for SCHOOL DISTRICT students participating in CCAP course as part of this CCAP Agreement will be borne by SCHOOL DISTRICT.

COURSE NAME & NUMBER	TEXTBOOK	COST	OTHER INSTRUCTIONAL MATERIALS	COST
Preparing for 21st Century			My10yearplan.com	
Business Computer Applications-		182.41		
Career Planning and		37.99 Bk 11.99 WkBk	My10yearplan.com	

6. JOINT FACILITIES USE PROTOCOLS: COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT shall adhere to the terms and protocols outlined in Section 18, Facilities, of the CCAP Agreement. SCHOOL DISTRICT, as part of Section 18 of this CCAP Agreement, shall extend access and use of the following SCHOOL DISTRICT facilities:

BUILDING NAME & ADDRESS	CLASSROOM	DAYS	HOURS
Pierce High School	AG-60 IN AG SHOP	TBD	TBD
960 Wildwood Rd	BCA-15 IN RM 12		
Arbuckle, CA 95912	COUNS-25 IN QUAD C		
	ENVHR-20 IN AG SC2		

If the PARTIES agree to use COMMUNITY COLLEGE DISTRICT facilities as part of Section 18 of this CCAP Agreement, COMMUNITY COLLEGE DISTRICT shall extend access and use of the following COMMUNITY COLLEGE DISTRICT facilities:

BUILDING NAME & ADDRESS	CLASSROOM	DAYS	HOURS

7. INFORMATION SHARING PROTOCOLS: COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT shall adhere to the following terms and protocols related to information sharing, in compliance with all applicable state and federal privacy laws.

As described in Section 9.4 of the CCAP Agreement, the CCAP Agreement requires COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT to file an annual report to the office of the Chancellor of the California Community Colleges on all the following information: (Ed. Code, § 76004, subd. (t)(1)(A-E).)

- The total number of high school pupils by school site enrolled in each partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws. (Ed. Code, § 76004, subd. (t)(1)(A).)
- The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants. (Ed. Code, § 76004, subd. (t)(1)(B).)
- The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants. (Ed. Code, § 76004, subd. (t)(1)(C).)
- The total number of full-time equivalent students generated by CCAP partnership community college district participants. (Ed. Code, § 76004, subd. (t)(1)(D).)
- The total number of full-time equivalent students served online generated by CCAP partnership community college district participants. (Ed. Code, § 76004, subd. (t)(1)(E).)

As described in Section 9.5 of the CCAP Agreement, COMMUNITY COLLEGE DISTRICT will complete and submit the Apportionment

Attendance Report (CCFS-320).

As described in Section 16.1 of the CCAP Agreement, COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT understand and agree that education records of students enrolled in a CCAP course and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30) and state law as set forth in Education Code sections 49064, 49076, 76222, and 76243. The COMMUNITY COLLEGE DISTRICT and the SCHOOL DISTRICT agree to hold all student education records generated pursuant to this CCAP Agreement in strict confidence, and further agree not to re-disclose such records except as authorized by applicable law or regulation or by the participating student's parent or legal guardian's prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b); Education Code sections 49064, 49076, 76222, and 76243.)

As described in Section 16.2 of the CCAP Agreement, COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT shall use each student education record that it may receive pursuant to this CCAP Agreement solely for a purpose(s) consistent with its authority to access such information pursuant to federal and state law, as may be applicable. (34 C.F.R. §§ 99.31, 99.34; Ed. Code, §§ 49076 & 76243.)

As described in Section 16.3 of the CCAP Agreement, COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT shall comply with the requirements governing maintenance of records for each request for access to and each disclosure of, student education records set forth under Title 34 of the Code of Federal Regulations section 99.32 and under Education Code section 49064 and 76222, as applicable.

As described in Section 16.4 of the CCAP Agreement, by signature of its authorized representative or agent on the CCAP Agreement, COMMUNITY COLLEGE DISTRICT and SCHOOL DISTRICT acknowledge that they have been provided with the notice required under Title 34 of the Code of Federal Regulations section 99.33, subdivision (d) that they are strictly prohibited from re-disclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the participating student's parent or legal guardian's prior written consent.

8. **PARENTAL CONSENT PROTOCOLS:** As described in Section 5.4 of the CCAP Agreement, students must submit written and signed parental or guardian consent to both PARTIES to participate and enroll in a CCAP Agreement Course. A student only needs to submit one parental or guardian consent form for the duration of the student's participation in the CCAP Agreement Courses.
9. **COSTS TO DISTRICT:** The COMMUNITY COLLEGE DISTRICT will pay the SCHOOL DISTRICT \$500 per college unit per course section for all sections with a minimum enrollment of twenty student at course census. This will be payable at the end of the semester and in response to an invoice for the SCHOOL DISTRICT.

Pierce Joint Unified School District
540-A 6th Street Arbuckle, CA 95912
(530) 476-2892 * FAX (530) 476-2289
Thursday April 15, 2021 5:00 pm
Pierce Joint Unified School District
Technology Building
940A Wildwood Road, Arbuckle CA 95912
Regular Board Meeting Minutes

Governing Board:

Amy Charter, President

Abel Gomez, Vice President

Barbara Bair, Clerk

John R. Friel, Member

George Green, Member

1. CALL TO ORDER

President Amy Charter called the meeting to order at 5:00 p.m.

Members Present: George Green, John R. Friel, Abel Gomez, Amy Charter, and Barbara Bair

Absent: None

Others Present: Carol Geyer, Daena Meras, Jessica Geierman, Dave Vujovich, Laura Hansen, Melanie Brackett, Francisco Mendoza, and several participants via telephone and/or video.

A. *Pledge of Allegiance*

Barbara Bair led the *Pledge of Allegiance*

A motion was made by Mrs. Bair and seconded by Mr. Green to approve the agenda. Voting Aye: Mr. Gomez, Mr. Green, Mrs. Charter, Mr. Friel, and Mrs. Bair. Voting No: None. Absent: None.

2. APPROVAL OF AGENDA

3. HEARING OF THE PUBLIC – Hearing of the Public will begin at 6:00 p.m. (Speakers will be given three (3) minutes to speak with a twenty (20) minute limit per topic)

Mrs. Charter opened Hearing of the Public at 6:00 p.m. No one spoke at this time.

4. Student Body Representative/FFA Representative Report

Student Body Representative/FFA Representative Report: Katie Williams gave both the Student Body and FFA reports. She reported that FFA continues to compete in the Red Hawk Classic online competition. At the FFA Invitational, Arbuckle took 2nd high team in BIG, Shelby Nissen was first high individual, and Richie Saavedra was 4th. The fruit trees are in bloom at the school farm. Karina Gonzalez and Jack Ehrke participated in interviews and are now junior fair board members. State convention is coming up which will be held online through Zoom break out rooms. For ASB she reported that football homecoming is next week. The theme is Explore the World COVID Style. Seniors have the jungle, juniors have the ocean, sophomores have the desert, and freshman have Antarctica. The dress up days are admin day, festival day, Nickelodeon day, theme day, and blue and gold day. Voting for the royal court will take place tomorrow and they will be recognized on the football field during advisement on Thursday with a senior rally following. Football senior night will take place in Durham this Friday. Football, baseball, softball, soccer and basketball are all in season and track will begin next week.

FBLA Representative Report: Mrs. McCullough thanked the board for giving FBLA a chance to give an update on their program. She reported that it has been a weird year with COVID, but FBLA has still been participating in competitions. In regionals two Pierce students competed virtually and next week two students will compete at the state level. She also reported that the president, Alondra and vice-president Lilly have made presentations at all of the 8th grade orientations that were held in Quad C.

5. PRINCIPAL'S REPORTS:

- A. Arbuckle Elementary School/Grand Island Elementary School
- B. Lloyd G. Johnson Junior High School
- C. Pierce High School/Arbuckle Alternative High School

Laura Hansen reported on enrollment at Arbuckle Elementary and Grand Island Elementary. She reported that the current enrollment at Grand Island is 54 students with 12 students on distance learning. The enrollment at Arbuckle Elementary is 575 with 73 students on distance learning. Two more students are returning to AES in-person on Monday. She reported on the letters that went out to parents of all distance learners to let them know that they may return to in-person attendance at any time without having to change teachers. There have been more students returning since the letter went out and she feels that parents will be more comfortable about sending their student back once more people have been vaccinated. She gave an update on Kinder and TK enrollment for next year. She is happy to report that all teachers are back to teaching on campus. She reported on how summer school will look for Arbuckle Elementary and Grand Island Elementary students. She reported on a meeting that was held to see what teachers are interested in teaching summer school after they heard about how the elementary level summer academies will be run. She asked teachers to let her know what they would be teaching, and how many weeks they want to teach, after spring break. She reported that the 5th grade team has already submitted their classes which will include science, social studies, and art. She reported that teachers from Grand Island and Arbuckle Elementary are working together to come up with classes that students will enjoy and benefit from. She reported that the Elevate summer math program will also be going on and gave a brief outline of how the Elevate program will look. She reported that there is finally equipment for recess. She stated that the Grand Island parent's club purchased basketballs for each student so they would not have to share the balls. A bubble machine was also donated to Grand Island. At Arbuckle Elementary each classroom received a basketball, a hand ball, and a soccer ball and each zone will have a variety of equipment and activities available for students. She outlined some of the activities and equipment that will be available starting tomorrow.

Jessica Geierman reported on students who will be returning to in-person attendance at Lloyd G. Johnson Junior High. She stated that parents are reporting now that they, and grandparents are being vaccinated, they feel more comfortable sending their students back to school. She reported that NWEA student reports are being sent home with the calendar for next year and the quarter 3 report cards. She reported that overall there was a lot of growth on the NWEA tests. She believes it is due to teachers setting goals for the students before the tests were taken and encouraging them to do their best. She reported that she is in constant contact with Shady Creek trying to see if the current 6th graders, along with the current 7th graders who did not get to attend last year, will be able to attend this year. She has heard from them and they have confirmed that they will be open, but are waiting for guidance from the State. Shady Creek will keep the junior high informed of the progress and hopes that maybe Shady Creek can host the junior high students this summer. She reported that a summer school meeting was held and there are three teachers who have committed to teach during the summer. She stated that this does not include the two classes of Elevate that will be taught by Mrs. Mendoza and Mr. Gill. She outlined how summer school may look at the junior high and reported that she has been working with Jessica Ibarra, the Gear Up counselor on summer activity ideas. She is also working with Jessica to see if Gear Up will pay for a trip to Six Flags at the end of the year for the 8th graders. She reported that the Academy of Sciences Museum is open and they will host the students who earned the trip last year but was cancelled due to COVID. The trip may be put off until next year when more exhibits are open. She gave further information on Gear Up helping to run summer school and on the partnership that can be formed with Gear Up. She reported on the staff openings at Johnson Junior High and stated that applications have been received for all open positions.

Dave Vujovich reported that it has been another busy and exciting week at Pierce High School and Arbuckle Alternative High School. He reported that the enrollment at Pierce High School is at 468 and gave a breakdown of enrollment changes over the past week. He stated there are more students coming back with the announcement that vaccines are available for people aged 16 and above. He reported that Spring NWEA testing is falling into place and outlined the testing schedule. He stated that with NWEA being the model that will be used for State testing, the results will be received much quicker which will help with placement for incoming 9th graders. On Tuesday, 27 11th graders took the SAT, today 23 students took the ASVAB test. He reported that 28 9th – 11th graders participated in a virtual college fair sponsored by the Small School Districts Association and gave a brief outline of the college fair. He reported that volleyball and boys' and girls' soccer have concluded their seasons. Football has two more games scheduled. Baseball and softball have started. Track and boys' and girls' basketball are up next. He stated that it is a busy time for

athletes. He gave a brief report on how summer school will look at Pierce High School. He stated that there will be credit recovery offerings and stated that the staff is looking at ways to bring students to summer school for enrichment without credit. He outlined an Ag in the Classroom program that is being planned and stated that there will also be an Elevate program running at the high school. He reported on welcome events that Gear Up is helping with for incoming 9th graders. There was some discussion regarding the welcome week and the timeline of when it would be scheduled as well as discussion regarding orientation. Mrs. Bair asked if there was any information regarding graduation that could be shared. Mr. Vujovich responded that graduation is being planned and it will be held on the 4th of June. Mrs. Geyer added that it is highly likely that it will be an open graduation and she hopes that it can be held on the grass in the shaded area where it is normally held. She added that if the graduation is an open ceremony, the parade that took place last year would not happen. If the ceremony for some reason is restricted, then the parade would take place. There was brief discussion regarding the starting time of graduation and that details are still being worked out. Mrs. Bair asked Mr. Vujovich for his thoughts on the student protest that took place after the March board meeting. He responded that a few dozen students congregated with a few signs in support of the teachers who were not granted tenure. He stated that some students came into his office with questions that he answered as best he could without commenting on personnel issues.

Dave Chun outlined the progress of the math adoption. He reported that both pilot windows have concluded and empathy interviews are wrapping up. He stated that the committee is moving onto consensus building and outlined that process stating that it is an opportunity for them to review all of the data to be able to decide what will best meet the needs of students. He reported that the committee is scheduled to meet at the end of this month and will be bringing a recommendation to the Board in May. Mrs. Geyer stated that the empathy interviews have not been shared with the Board and she asked Mr. Chun if he had anything to report on the interviews. There was brief discussion regarding the empathy interviews data and that it would be presented as a part of the final presentation with the recommendation.

This report was rescheduled for the May 20, 2021 Regular Board Meeting.

George Parker gave an update on the projects throughout the district. He reported on the north gym project and gave an update on the progress of the work. He stated that the project should be wrapped up pretty quick. He reported on the shade structure project at Arbuckle Elementary and Johnson Junior High. The projects are up and going

6. REPORTS:

A. Math Adoption Report

B. Esports Report

C. Transportation/Facilities Report

1. 5-Year Deferred maintenance Plan

and equipment is being tested for strength. There was a meeting with the concrete contractor this morning that went well. The Johnson Junior High structure is on site, and the Arbuckle Elementary structure will be delivered soon. He reported that the Ag CTE facility project has been put out for hard bid and gave a description of the project. Bids are due May 26th and there has been a lot of interest. DSA comments are expected back next week on this project, as part of the next step toward their approval. He reported on the dirt that has been piling up that will be used for the Ag CTE facility. He reported on the solar project kick off meeting that was held this morning. He stated that the design portion of the project will be approximately 90 days with plans being submitted to DSA at the end for work to begin sometime late June or July. He is confident that this will be a great project and program in the long term for the district. He reported on AB 841 and stated it is the governor's attempt to reopen schools and look at ventilation systems and plumbing as a key component of funding. He explained that it is a program for schools to replace HVAC systems and upgrade filtration systems for better indoor air monitoring. He stated that our deferred maintenance program has already been doing this for the district. He outlined some of the projects that have been completed under the deferred maintenance plan and what will be completed with this new grant. Mr. Parker presented a PowerPoint on the deferred maintenance plan and explained the purpose of the plan. He outlined more projects that have been completed under the plan, including maintaining the fleet of buses in the district. He reported on how COVID has changed how deferred maintenance is approached and outlined the changes to cleaning and routine care. He reported on the progress made by the district in the past few years with deferred maintenance projects and outlined projects that have been completed and projects that are being planned. He outlined the deferred maintenance budget. He reported that moving forward the district is in a good place with their deferred maintenance plan and he hopes that this plan will serve as a guideline for years to come. He thanked the Board for their leadership in supporting the maintenance department. Francisco Mendoza thanked the entire maintenance crew for their hard work in getting the sites ready for all sports events. He reported that the main focus over the break was to get the weeds under control. The doors for the gym were installed over the break and the inside painting is still being finished up. The pool has been discussed and is being planned for opening. The team did a big clean up at Grand Island and he has scheduled someone to go to Grand Island once a week for extra help with cleaning and grounds keeping. He reported that the bus drivers meet each Friday and outlined the topics covered. He stated that bus drivers are happy that sports have started for the extra routes. He reported that evacuation drills have been put on hold due to COVID, but there is a plan to get them started up again and will be scheduled soon. He reported that Jesus Mendez, the district mechanic, is now licensed to drive bus. He reported that two more buses are being delivered in the

next two weeks and Mr. Parker has been working on getting additional charging stations. He reported on the status of work orders in the district by site and stated that his team is doing an amazing job.

Jeff Stuienberg reported on the progress of the Edunet project. He stated that the connectivity testing continues and explained that better results are being seen with external routers. He is working on areas that have received poor signals and believes that once the equipment is installed at a higher level the problem will be resolved. He reported that he is working with CCOE to find installers who will come and install the equipment on student homes. He stated that external routers were not initially purchased for the north-west side of town and outlined alternative options. He reported that CCOE is in communication with Yuba College to see if they can get additional bandwidth and gave examples of how this could help with the service in our area. He has requested a test be done on signal strength for different configurations before additional purchases are made. He reported that the Edunet equipment at PHS is still overheating and outlined some of the solutions for that issue. He is still monitoring the temperature of the equipment and LTE routers will be installed once the temperature of the equipment can be maintained. He outlined areas where the routers could be installed. He reported that Chromebook replacement has begun and outlined the process. He reported that the district is looking into switching from Microsoft Office to Gmail and gave examples of the benefits of migrating to Gmail. He stated the replacement of the recording devices for the security system is moving forward. There are currently 47 open work orders, half of which are Chromebook repairs. Mrs. Bair asked about the timeline of when the routers will be deployed. Jeff responded that maintaining the overheating of the equipment at the high school is a key factor of when the routers will be deployed. He does not want to deploy the routers and turn off the hotspots, only to have the equipment overheat and need to be turned off leaving students with no internet access. There was further discussion regarding the equipment overheating, the air circulation, and whether the equipment should be installed inside an air conditioned building. Jeff reported that the equipment is made for outside installation, and was put into a cabinet for security. There was discussion about installing the equipment outside of the box and what other districts are doing with their equipment. It was mentioned that the hotspots will not be returned to the district until the equipment is running successfully. There was further discussion regarding the placement of the equipment. Mr. Parker explained the placement of the equipment, and how the equipment could be moved outside of the box, or openings created on the equipment box to provide more air flow.

Carol Geyer reported that last year the Math Protocol Placement Policy came before the Board and was approved. She stated that at that time the Board requested that the policy be reviewed annually.

D. Technology Report

E. Math Protocol Placement Policy Report

She outlined the adopted policy and stated that change would not take place until the Class of 2024 where this different path would be seen. Mrs. Bair asked what the goal is with this policy. Mrs. Geyer responded that the end goal would be for students to get through Math 1 and 2 and be able to have choices on which path they want to take in year 3. She stated that the policy is about equity and having the pathways available to all students. Mrs. Bair asked about data that shows improvement two years after this policy was adopted. Mrs. Geyer responded that she does not have the data that would show student improvement, but she knows that access for kids has improved. She explained the prior pathway and how it limited access to the higher math classes for some students. She explained that the reason for this policy is equity and access for all students to the higher level math courses. She outlined the previous pathway, explained how it limited students in their third year and compared it to the current pathway that opens up choices for students in their third year. She further explained that grades were recently looked at to see if support classes are working for students. She stated that this required placement policy came from legislature and that it is not about advanced kids, but about equity for all kids. Too many kids were being denied access to grade level content math when they got into high school which closed the door for them upon graduation. There was further discussion regarding differentiated instruction and supporting students in math. There was further discussion regarding accelerating students in math and equity in access. Mrs. Charter asked if students have been successful in AP Calculus at Pierce High School. There was discussion regarding AP courses and whether the high school should be offering AP courses. There was further discussion regarding parental pressure to have the higher AP courses and teaching in-class vs. online. Discussion continued on AP Calculus and the math pathway. It was further reiterated that this placement policy is for equity in access to higher math courses. There was further discussion regarding AP courses and how to tell if a student is truly ready for AP Calculus. There was continued discussion regarding students being ready for AP Calculus and how the grade is given to the student. Mr. Vujovich explained how the grading is done for an online course. Mrs. Charter believes that there is an integrity issue with the AP Calculus course where the student is taking the course online from one teacher, but the classroom teacher/monitor is giving the grade. There was discussion regarding other online course opportunities. There was further discussion regarding grading of courses taken online and results of AP tests. Mrs. Geyer will look at policy on AP courses and bring the information back to the Board. There was further discussion on teaching AP courses on site when there are qualified teachers to teach them. There was then discussion regarding college entrance and what colleges are actually accepting. There was further discussion regarding AP courses, grades, and student transcripts. Discussion continued regarding the number of AP classes that a college will

accept. Mr. Vujovich responded that it depends on the college and examples of what is accepted were given.

Mrs. Geyer reported that each principal gave a brief explanation of how summer school will look at their site in their principal reports. She added that the Sac State Summer Academies will be held virtually this summer at the high school. There is also an opportunity for middle school students through Sac State that Mrs. Geierman is looking into. Mr. Gomez asked what grade levels summer school will be available to. Mrs. Geyer responded that it will be TK-11 and stated that they will be staggered throughout the summer so some families may have students attending at different times. Mr. Green asked about enrichment opportunities other than Ag in the Classroom. Mr. Vujovich responded that the obstacle is getting kids that don't need credit recovery to come to summer school and outlined the Ag in the Classroom program. He said it will be posted so students can sign up for the summer class. Mrs. Bair asked if the only options for high school students other than credit recovery is the Sac Academies and Elevate. Mrs. Geyer responded that Ag in the Classroom would also be offered in two different sessions. Mrs. Bair asked if there was anything else that can be offered at the high school level to reach more kids. There was discussion regarding the Ag in the Classroom (STEM) and that it will connect with programs that are already offered at the high school and will also be fun. There was discussion regarding how hard it is to get kids to come to summer school when they don't need to and how the Sac State Summer academies in prior years did not see a huge participation rate. Teacher recruitment was discussed and is also an issue when planning summer school programs. It was suggested that Mr. Nick Green offer a summer Esports program.

Mrs. Geyer reported that there have been no new questions submitted and stated that she will be updating the current questions.

The 2020/21 3rd Quarter Williams Complaint Procedure Quarterly Report was submitted to the Board. There were no complaints for the 3rd quarter.

An updated version of the 2020/21 3rd Quarter Discipline Report was submitted to the Board. Mrs. Geyer reported that the district has seen utility knives being brought to school. There was brief discussion regarding discipline and how available utility knives are in stores around town.

The Annual Interdistrict Transfer Report was submitted to the Board. Mrs. Geyer stated that the declined transfers on the report are from receiving districts.

F. Summer School Report

G. FAQ Webpage Report

H. Williams Complaint Procedure Quarterly Report – 3rd Quarter 2020/21

I. 2020/21 3rd Quarter Discipline Report

J. Annual Interdistrict Transfer Report

The minutes from the March 8, 2021 Citizens' Bond Oversight Committee Meeting were submitted to the Board. There were no questions.

Mr. Gomez and Mrs. Bair both sit on this committee. The minutes from the March 3, 2021 DELAC Meeting were submitted to the Board. There were no questions.

No report was given.

No report was given.

A motion was made by Mr. Gomez and seconded by Mr. Green to approve the Memorandum of Understanding between the California School Employees Association (CSEA) and its Pierce Chapter #97 and the Pierce Joint Unified School District for the 2020/21 School Year – One-Time Payment of 3.5% Off of the 2020/21 Salary Schedule Retroactive to July 1, 2020 Based on Regular Contracted Annual Salary and Increase to Health Benefits Annual Cap Beginning July 1, 2021. Voting Aye: Mr. Gomez, Mr. Green, Mrs. Charter, Mr. Friel, and Mrs. Bair. Voting No: None. Absent: None.

A motion was made by Mr. Friel and seconded by Mr. Green to approve the Public Disclosure of Proposed Collective Bargaining Agreement between the California School Employees Association (CSEA) and its Pierce Chapter #97 and the Pierce Joint Unified School District for the 2020/21 School Year. Voting Aye: Mr. Gomez, Mr. Green, Mrs. Charter, Mr. Friel, and Mrs. Bair. Voting No: None. Absent: None.

K. Citizens' Bond Oversight Committee Meeting Report

L. DELAC Meeting Report

7. PJUEA (Pierce Joint Unified Educators Association) Report

8. CSEA (California School Employees Association) Report

9. Consider and approve **Memorandum of Understanding between the California School Employees Association (CSEA) and its Pierce Chapter #97 and the Pierce Joint Unified School District for the 2020/21 School Year – One-Time Payment of 3.5% Off of the 2020/21 Salary Schedule Retroactive to July 1, 2020 Based on regular Contracted Annual Salary and Increase to Health Benefits Annual Cap Beginning July 1, 2021**

10. Consider and approve **Public Disclosure of Proposed Collective Bargaining Agreement between the California School Employees Association (CSEA) and its Pierce Chapter #97 and the Pierce Joint Unified School District for the 2020/21 School Year**

11. Consider and approve **Resolution #20/21 – 18: Budget Revision**

Daena Meras outlined the budget revision. A motion was made by Mr. Green and seconded by Mr. Gomez to approve Resolution #20/21 – 18: Budget Revision. Voting Aye: Mr. Gomez, Mr. Green, Mrs. Charter, Mr. Friel, and Mrs. Bair. Voting No: None. Absent: None.

A motion was made by Mr. Gomez and seconded by Mr. Green to approve Resolution #20/21 – 19: Authorizing the Issuance and Sale of 2021 General Obligation refunding Bonds in an Aggregate Principle Amount Not to Exceed \$15,000,000 to Refinance Outstanding General Obligation Bonds of the District, and Approving Related Documents and Actions. Voting Aye: Mr. Gomez, Mr. Green, Mrs. Charter, Mr. Friel, and Mrs. Bair. Voting No: None. Absent: None.

Allison Jansen updated this plan for submission to the Board. A motion was made by Mr. Gomez and seconded by Mr. Green to approve the Pierce Joint Unified School District Library Plan. Voting Aye: Mr. Gomez, Mr. Green, Mrs. Charter, Mr. Friel, and Mrs. Bair. Voting No: None. Absent: None.

No motion was made.

12. Consider and approve **Resolution #20/21 – 19: Authorizing the Issuance and Sale of 2021 General Obligation Refunding Bonds in an Aggregate Principle Amount Not to Exceed \$15,000,000 to Refinance Outstanding General Obligation Bonds of the District, and Approving Related Documents and Actions**

13. Consider and approve **Pierce Joint Unified School District Library Plan**

14. Consider and approve **Official 2021 Delegate Assembly Run-Off Ballot – Subregion 4-C**

15. Consider and approve **Consent Agenda:**
 - A. Minutes of March 11, 2021 Regular Board Meeting
 - B. Minutes of March 19, 2021 Special Board Meeting
 - C. Warrant List for March 2021
 - D. Interdistrict Transfers:
 1. Transferring OUT for the 2020/21 School Year:
 - a. One (1) Student to Williams CA – continuing
 - b. One (1) Student to Willows CA – new
 2. Transferring OUT for the 2021/22 School Year:
 - a. Five (5) Students to Woodland CA – (2) new
 - b. Once (1) Student to Colusa CA – continuing
 3. Transferring IN for the 2020/21 School Year:

- a. Four (4) Students from Maxwell – continuing
- 4. Transferring IN for the 2021/22 School Year:
 - a. Five (5) Students from Williams CA – (1) new
- E. Donations:
 - 1. Suellen Witham – AES Library
 - 2. Angelica Perez – AES Student Journals
- F. Contracts:
 - 1. Developer Fee Justification Study 2022 Fee Proposal from King Consulting

A motion was made by Mr. Friel and seconded by Mr. Gomez to approve the Consent Agenda. Voting Aye: Mr. Gomez, Mr. Green, Mrs. Charter, Mr. Friel, and Mrs. Bair. Voting No: None. Absent: None.

16. BOARD POLICIES:

A. FIRST READING:

- 1. BP 3110 – Transfer of Funds
- 2. BP/AR 3230 – Federal Grant Funds
- 3. AR 3311.2 – Lease-Leaseback Contracts
- 4. AR 3311.3 – Design-Build Contracts
- 5. AR 3320 – Claims and Actions Against the District
- 6. BP 3452 – Student Activity Funds
- 7. BP 3600 – Consultants
- 8. Exhibit 4112.9/4212.9/4312.9 – Employee Notifications
- 9. AR 4161.2/4261.2/4361.2 – Personal Leaves
- 10. AR 4161.8/4261.8/4361.8 – Family Care and Medical Leave
- 11. BP/AR 6142.8 – Comprehensive Health Education
- 12. BP 7210 – Facilities Financing

A motion was made by Mr. Gomez and seconded by Mr. Green to approve the Board Policies First Reading. Voting Aye: Mr. Gomez, Mr. Green, Mrs. Charter, Mr. Friel, and Mrs. Bair. Voting No: None. Absent: None.

17. Items to be agendized for next regular meeting

AP Course Board Policy
Statement of Need for Substitutes
Statement of Need for Fully Qualified Teachers
Retirees Celebration
Math Adoption
Expanded Learning Plan
LCAP Local Indicators

Possibly Tri-County Induction Report

Mrs. Geyer reported on the Expanded Learning Plan and outlined the meetings that she has held for input on seven categories for suggestions on how to spend the grant funds. She reported that the County Office has certified the interim budget and that each Board member received a letter regarding the certification. She spoke with counselors this week and this summer they will be doing outreach with the students who have not returned to in-person attendance to get them comfortable with coming back to school. They will also be inviting students who are moving sites, and their parents, to come and tour the new school sites with them. Next week she will have meetings regarding the Special Education Plan and the bond refunding. She also has a professional learning network meeting with Colusa and Yuba Counties and a monthly meeting with PJUEA president. Mrs. Bair asked about PE doing sections at the pool this year. Mrs. Geyer responded that there will not be PE classes at the pool this year, but it will resume next year and added that the pool will be open for the summer and students will have access to it. Mrs. Bair asked about facility use and when outside groups would be allowed to start using the district facilities. Mrs. Geyer responded that she hopes by June 15th the district will hopefully be in the green tier and be able to open. She stated that as soon as the County is green the reopening plan will go away. She added that masks will probably not go away. There was discussion regarding green tier and fully reopening and how the district should be fully prepared to wear masks through the next school year. She is anticipating everything to return to normal for the 2021/22 school year, except that masks will still be required.

No report was given

18. Superintendent’s Report

19. Board President’s Report

20. CLOSED SESSION:

A. PUBLIC EMPLOYMENT: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to discuss employee matters:

Certification	Position	Status
Certificated	Substitute Teacher (5) positions	Hiring
Certificated	ELD Teacher	Retirement
Certificated	History Teacher	Resignation
Certificated	Art Teacher	Resignation
Classified	Substitute Para Educator (2) positions	Hiring
Coach	Esports Coach	Hiring
Certificated	English Teacher	Resignation

Certificated	District Literacy Coach	Hiring
Coach	Varsity Softball Head Coach	Hiring
Coach	Varsity Baseball Head Coach	Hiring
Coach	Head Cheer Coach	Hiring
Coach	Assistant Cheer Coach	Volunteer
Coach	Girls' Varsity Soccer Head Coach	Hiring

- B. PUBLIC EMPLOYEE DISCIPLINE / DISMISSAL / RELEASE: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to discuss public employee discipline/dismissal/release
- C. CONFERENCE WITH LABOR NEGOTIATOR: Pursuant to Government Code sec. 54957.6, the Board will meet in CLOSED SESSION to give direction to Agency Negotiator, Carol Geyer, regarding negotiations with PJUEA (Pierce Joint Unified Educators Association) and CSEA (California School Employees Association)
- D. PUBLIC EMPLOYEE PERFORMANCE EVALUATION – Superintendent: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION for the Superintendent’s evaluation

The Board went into CLOSED SESSION at 7:05 p.m.

The Board reconvened at 8:24 p.m. and reported action taken on the following:

- A. PUBLIC EMPLOYMENT: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to discuss employee matters:
A motion was made by Mr. Green and seconded by Mr. Gomez to approve the PUBLIC EMPLOYMENT. Voting Aye: Mr. Gomez, Mr. Green, Mr. Friel, Mrs. Charter, Mr. Friel, and Mrs. Bair. Voting No: None. Absent: None

21. OPEN SESSION - Report Action Taken in CLOSED SESSION

Certification	Position	Status
Certificated	Substitute Teacher (5) positions	Hiring
Certificated	ELD Teacher	Retirement
Certificated	History Teacher	Resignation
Certificated	Art Teacher	Resignation
Classified	Substitute Para Educator (2) positions	Hiring
Coach	Esports Coach	Hiring
Certificated	English Teacher	Resignation
Certificated	District Literacy Coach	Hiring
Coach	Varsity Softball Head Coach	Hiring
Coach	Varsity Baseball Head Coach	Hiring
Coach	Head Cheer Coach	Hiring
Coach	Assistant Cheer Coach	Volunteer
Coach	Girls' Varsity Soccer Head Coach	Hiring

B. PUBLIC EMPLOYEE DISCIPLINE / DISMISSAL / RELEASE: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to discuss public employee discipline/dismissal/release.

No ACTION was taken

C. CONFERENCE WITH LABOR NEGOTIATOR: Pursuant to Government Code sec. 54957.6, the Board will meet in CLOSED SESSION to give direction to Agency Negotiator, Carol Geyer, regarding negotiations with PJUEA (Pierce Joint Unified Educators Association) and CSEA (California School Employees Association)

No ACTION was taken

D. PUBLIC EMPLOYEE PERFORMANCE EVALUATION – Superintendent: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION for the Superintendent’s evaluation

No ACTION was taken

The Board adjourned at 8:25 p.m.

22. ADJOURN

Carol Geyer, Secretary to the Board of Trustees

Checks Dated 04/01/2021 through 04/30/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00419775	04/02/2021	CALIFORNIA DOOR AND FRAME	01-4400	New Doors and Hardware PHS So,Gym		10,297.32
00419776	04/02/2021	CAPITOL ADVISORS GROUP, LLC	01-5800	Tech Consulting Services March-June 2021		3,000.00
00419777	04/02/2021	CLOSE LUMBER INC	01-4300	PARTS SUPL		662.60
00419778	04/02/2021	COLUSA CO WATER DIST	01-4300	FEBRUARY		44.80
00419779	04/02/2021	DINN BROS	01-4300	Reading Counts Ribbons	404.87	
				Unpaid Sales Tax	27.37-	377.50
00419780	04/02/2021	Dorantes, Angela	01-5200	MILEAGE REIMB		21.28
00419781	04/02/2021	FLORA FRESH INC	01-4300	NTE - Floral Class Project Supplies		150.15
00419782	04/02/2021	FLORAL RESOURCES SACRAMENTO	01-4300	NTE - Floral Class Supplies		273.22
00419783	04/02/2021	HOBLIT MOTORS	01-4300	SUBURBAN PARTS		1,007.47
00419784	04/02/2021	INLAND BUSINESS SYSTEMS	01-4300	WASTE BOTTLE	190.91	
			01-5800	COPIER MAINT	677.61	868.52
00419785	04/02/2021	J-WALT CONSTRUCTION INC	21-6200	Alterations to Bldg. E at PHS	48,613.17	
			25-6200	Alterations to Bldg. E at PHS	35,832.80	84,445.97
00419786	04/02/2021	MCF CONSTRUCTION SERVICES	01-6200	DSA Inspections (Bldg E. & Shade Structures)	3,600.00	
			21-6200	DSA Inspections (Bldg E. & Shade Structures)	8,400.00	12,000.00
00419787	04/02/2021	PITNEY BOWES	01-4300	POSTAGE INK SUPL		104.97
00419788	04/02/2021	POWER DISTRIBUTORS	01-4300	NTE Engine Parts		406.15
00419789	04/02/2021	SCHOOL SPECIALTY	01-4300	Class supply order		202.57
00419790	04/02/2021	STAPLES ADVANTAGE	01-4300	Clara Supplies	29.82	
				IT supplies	39.99	
				Ofc/Board Supl	261.78	
				Tech supplies for IT department	64.74	
				TONER SUPL/ENVELOPE SUPL	55.37	
			01-4320	Classroom Toner	127.57	
				Toner for printers	1,258.37	
				TONER SUPL/ENVELOPE SUPL	645.23	2,482.87
00419791	04/02/2021	TRI-COUNTY SCHOOLS INS GROUP	01-3402	APRIL HLTH	7,948.00	
			01-9514	APRIL HLTH	16,952.00	24,900.00
00419792	04/02/2021	WAXIE SANITARY SUPPLY	01-4300	CHEMICAL DISP UPGRADE	5,043.97	
				CLEANING SUPL	5,284.14	
				MO SUPL	58.17	
				PARTS SUPL	293.79	
				SCISSOR LIFT	1,120.12	
				Vacumm	467.31	12,267.50
00419901	04/09/2021	ALHAMBRA	01-4300	OFC WATER SUPL		92.22

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ESCAPE ONLINE

Checks Dated 04/01/2021 through 04/30/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00419902	04/09/2021	ALMOND DIESEL REPAIR INC	01-5600	NEW TIRES		1,025.51
00419903	04/09/2021	Ambriz, Erica	01-5200	MILEAGE REIMB		58.24
00419904	04/09/2021	AMERICAN LEGION AUXILIARY GIRLS STATE	01-5800	GIRLS STATE-M ERICKSON		50.00
00419905	04/09/2021	BIMBO BAKERIES USA	13-4700	BREAD SUPL		500.13
00419906	04/09/2021	CA DEPT OF TAX AND FEE ADMIN	01-4325	JAN-MAR2021 DSL FUEL EXEMPT TAX		18.00
00419907	04/09/2021	CINTAS	01-5800	LINEN SUPL	354.80	
			13-5800	LINEN SUPL	476.91	831.71
00419908	04/09/2021	Dorantes, Angela	01-5200	MILEAGE REIMB		21.28
00419909	04/09/2021	FRONTIER	01-5900	PHONE SVC		9,948.01
00419910	04/09/2021	GENERAL PRODUCE COMPANY, LTD	13-4700	CAFE SUPL		2,336.15
00419911	04/09/2021	GERLINGER STEEL	01-4300	NTE Instructional Supplies (Metal for Projects)		1,127.52
00419912	04/09/2021	GOLD STAR FOODS	13-4700	CAFE SUPL		907.24
00419913	04/09/2021	HD SUPPLY FACILITIES MAINT	01-4300	MO SUPL	897.44	
				PROMPT PAY DISC	5.30-	892.14
00419914	04/09/2021	HEINEMANN WORKSHOPS	01-4200	Book clubs\Taylor		46.07
00419915	04/09/2021	INLAND BUSINESS SYSTEMS	01-5650	COPIER MAINT		244.53
00419916	04/09/2021	JW WOOD CO INC	01-4400	Hydration Stations - PHS/JJH COVID		3,616.61
00419917	04/09/2021	KING CONSULTING INC	25-5800	Professional Services for OPSC Applications		1,155.00
00419918	04/09/2021	MARCY COOK MATH	01-4300	Math Resources		60.63
00419919	04/09/2021	PACIFIC GAS & ELECTRIC	01-5530	GAS ELECTRIC		1,106.59
00419920	04/09/2021	PIERCE JOINT UNIFIED SCHOOL REVOLVING ACCT	01-9536	PIERCE JUSD-EDD/SDI PMT	1,566.69	
			21-6200	DSA-FILING FEES	28,450.00	30,016.69
00419921	04/09/2021	STEVENSON PEST CONTROL	01-5800	20/21 Pest Control Fees		370.00
00419922	04/09/2021	STRICTLY TECHNOLOGY LLC	01-4320	Fuser Office AES laser printer		252.04
00419923	04/09/2021	Stuivenberg, Jeffrey	01-4300	CHROMEBOOK CLEANING SUPL		18.10
00419924	04/09/2021	TIAA BANK	01-5650	COPIER LEASE		219.06
00419925	04/09/2021	U.S. BANK CORP PAYMENT SYS	01-4300	EL JALISCIENCE-BOARD/ADMIN MEALS	115.39	
			01-4400	Solar Horizontal Flashing Beacon	2,866.81	
			01-5200	CASBO-ANNUAL CONFNC D MERAS	580.00	
				SCHL SVC-WEBINAR D MERAS	195.00	
			01-5600	L&M RENAL-SHADE STRUCTURE FENCING	1,939.39	
			01-5900	USPS-EXPRESS 1 DAY FEE	26.35	5,722.94
00419926	04/09/2021	VERIZON WIRELESS	01-5900	Monthly cost data plan		5,129.03
00419927	04/09/2021	Waters, Scott T	01-5200	MILEAGE TO GIE		21.95
00420060	04/16/2021	A-Z BUS SALES	01-4300	PARTS SUPL		359.13

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ESCAPE ONLINE

Checks Dated 04/01/2021 through 04/30/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00420061	04/16/2021	ACCESS INFORMATION MANAGEMENT	01-5800	SHRED SVC		64.42
00420062	04/16/2021	ADVANCED WORKPLACE STRATEGIES	01-5800	DOT TESTING TRAVEL FEES		50.00
00420063	04/16/2021	ALSCO GEYER ACE HARDWARE	01-4300	NTE Class/Shop Supplies (metal, wood, tools)	34.26	
				NTE Wood & Welding Supplies for Class Projects	159.24	
				PARTS SUPL	766.53	960.03
00420064	04/16/2021	ALSCO GEYER IRRIGATION INC	01-4300	PARTS SUPL		5.17
00420065	04/16/2021	ANDERSON'S IT'S ELEMENTARY	01-4300	Student recognition pins		151.67
00420066	04/16/2021	ARBUCKLE FOOD CENTER	01-4300	BOARD SUPL		4.07
00420067	04/16/2021	ARBUCKLE PUBLIC UTILITY DIST	01-5510	WATER SEWER		5,233.48
00420068	04/16/2021	BIMBO BAKERIES USA	13-4700	BREAD SUPL		59.10
00420069	04/16/2021	CHARLIE'S ELECTRIC INC CHARLES J. MEYERS	01-6200	Relocate 20KW Gen and Connect 2 Freezer Boxes		10,762.85
00420070	04/16/2021	COLUSA CO WATER WORKS DIST #1	01-5510	WATER BASE FEE		120.00
00420071	04/16/2021	COMPASS ENERGY SOLUTIONS, LP FRED GHAHRAMANI	01-6200	254 kW AC PV Solar Carport System		309,557.50
00420072	04/16/2021	COOPER OATES AIR CONDITIONING	01-5800	HVAC SVC		930.00
00420073	04/16/2021	DANIELSEN CO.	13-4300	CAFE SUPL	987.01	
			13-4700	CAFE SUPL	3,550.02	4,537.03
00420074	04/16/2021	DEPARTMENT OF JUSTICE ACCOUNTING OFC	01-5821	FINGERPRINT APPS		81.00
00420075	04/16/2021	FASTENAL COMPANY	01-4300	632.52		632.52
00420076	04/16/2021	FLUENCY & FITNESS	01-4200	Fluency Resource		654.00
00420077	04/16/2021	FLYERS ENERGY LLC DEPT #34516	01-4325	FUEL SUPL		2,105.67
00420078	04/16/2021	FRONTIER	01-5900	PHONE SVC		108.61
00420079	04/16/2021	FULCHER PAINTING & SUPPLY LLC	01-4300	PAINT SUPL		649.72
00420080	04/16/2021	GENERAL PRODUCE COMPANY, LTD	13-4700	CAFE SUPL		3,953.80
00420081	04/16/2021	GROW WEST	01-4300	CHEMICAL SUPL-ALMONDS	500.25	
				FB FLD CHEMICALS	800.00	
				MO SUPL	434.36	1,734.61
00420082	04/16/2021	HD SUPPLY FACILITIES MAINT	01-4300	MO SUPL		51.93
00420083	04/16/2021	HYLEN DISTRIBUTING	13-4700	CAFE SUPL		5,730.00
00420084	04/16/2021	INLAND BUSINESS SYSTEMS	01-5650	COPIER MAINT		123.82
00420085	04/16/2021	ORLAND AUTO PARTS	01-4300	SHOP/BUS SUPL		434.24
00420086	04/16/2021	PACIFIC GAS & ELECTRIC	01-5530	279.14	279.14	
				BUS CHARGING STATION	769.92	
				GAS ELECTRIC	1,620.19	2,669.25
00420087	04/16/2021	PITNEY BOWES	01-4300	EZ SEAL		72.67

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ESCAPE ONLINE

Checks Dated 04/01/2021 through 04/30/2021						
Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00420088	04/16/2021	RECOLOGY BUTTE COLUSA COUNTIES	01-5520	DISPOSAL SVC		3,991.95
00420089	04/16/2021	RIVERVIEW INTERNATIONAL TRUCKS	01-4300	TRANS PARTS		870.10
00420090	04/16/2021	SCHOLASTIC INC	01-4200	Library Grant Books		856.67
00420091	04/16/2021	STRICTLY TECHNOLOGY LLC	01-4400	Quote 84155 Chromebooks		237,896.00
00420092	04/16/2021	T-MOBILE	01-5900	200 T-Mobile Hotspots Monthly Billing		1,926.02
00420093	04/16/2021	UMPQUA BANK CORPORATE REAL ESTATE	01-5600	MAY RENT 390-1-FAC1		550.00
00420094	04/16/2021	VERIZON WIRELESS	01-5900	PHONE SVC		830.75
00420095	04/16/2021	WASHBURN AG SERVICES	01-4300	Farm Supplies, Feed, etc		463.00
00420096	04/16/2021	WAXIE SANITARY SUPPLY	01-4300	MO SUPL	2,125.54	
			01-4400	ASV PACESETTER 20SD SEVERE	1,622.97	3,748.51
00420217	04/23/2021	CA AGRIGULTURAL TEACHERS' ASSN	01-5200	CATA Virtual Conference		1,160.00
00420218	04/23/2021	CALTRONICS BUSINESS SYSTEMS	01-5650	COPIER MAINT		64.72
00420219	04/23/2021	Dorantes, Angela	01-5200	MILEAGE REIMB		21.28
00420220	04/23/2021	EAGLE ARCHITECTS	25-6200	Design Services Girls Locker Room Alterations PHS		6,777.25
00420221	04/23/2021	Ehrke, Jody	01-4300	TCHR SUPL		106.32
00420222	04/23/2021	GARCIA, GUADALUPE	01-5821	LIVE SCAN FEE REIMB		30.00
00420223	04/23/2021	Geyer, Carol	01-5200	LEADERSHIP BOOK		25.56
00420224	04/23/2021	GOLD STAR FOODS	13-4300	CAFE SUPL	235.48	
			13-4700	CAFE SUPL	6,580.43	6,815.91
00420225	04/23/2021	JEFF SAVAGE PLUMBING	01-5600	RENTAL/PHS REPAIRS		582.91
00420226	04/23/2021	Lopez, Catherine	01-5200	MILEAGE REIMB		11.20
00420227	04/23/2021	MOBILE DEFENDERS, LLC	01-4300	Keyboard assembly chrome book		56.83
00420228	04/23/2021	NCVOA CHICO	01-5800	VOLLEYBALL REFEREES		912.00
00420229	04/23/2021	PACIFIC GAS & ELECTRIC	01-5530	GAS ELECTRIC		21,571.96
00420230	04/23/2021	PIONEER REVIEW	01-5820	LEGAL NOTICE		204.00
00420231	04/23/2021	POWER DISTRIBUTORS	01-4300	NTE Engine Parts		113.09
00420232	04/23/2021	PRINTER'S INK	01-4300	MO SHIRT SUPL	97.14	
				TRANS SHIRT SUPL	194.27	291.41
00420233	04/23/2021	PURCHASE POWER	01-5900	POSTAGE-8000900000735229		1,000.00
00420234	04/23/2021	RIVERVIEW INTERNATIONAL TRUCKS	01-5600	BUS 4 SVC		906.03
00420235	04/23/2021	SYNCB/AMAZON	01-4200	Books for History	320.00	
				COVID reading book replacements class	3,571.02	
				Gill/Taylor		
				GEAR UP - Books	516.77	
				Social Issues book club Rudorff	1,736.74	
			01-4300	Book clubs for 6th Grade/Taylor	207.70	
				Classroom incentive	75.05	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Checks Dated 04/01/2021 through 04/30/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00420235	04/23/2021	SYNCB/AMAZON	01-4300	Classroom supplies	773.73	
				enrichment classes/Anderson/Gill/Mendoza	613.42	
				Fantasy Book Club/taylor Covid JJH	136.96	
				Fantasy Book clubs/Taylor Covid JJH	257.28	
				Flags and Light for Pole	145.82	
				Graduation Caps & Gowns	231.57	
				Leadership Class Supplies	233.30	
				Nurse supplies	45.01	
				Playground Equipment-COVID AES	879.91	
				Pre-cut Tennis Balls	321.70	
				Thermometers/MO Supl	419.75	
				Unpaid Sales Tax	76.16-	10,409.57
00420236	04/23/2021	TERRACON CONSULTANTS INC	21-6200	Special Testing & Inspections Bldg E Alt.		8,199.75
				PHS		
00420237	04/23/2021	VOLTAGE SPECIALISTS	01-5800	FIRE ALARM SVC		487.00
00420238	04/23/2021	YUBA SUTTER SOCCER REFEREES ASSOCIATION	01-5800	SOCCER REFEREES		2,030.00
00420374	04/30/2021	AUTO GLASS SOLUTIONS	01-5600	BUS 5 WINDOW REPAIR		60.00
00420375	04/30/2021	BIMBO BAKERIES USA	13-4700	CAFE SUPL		304.40
00420376	04/30/2021	Brackett, Melanie	01-5200	MILEAGE REIMB		14.56
00420377	04/30/2021	C&R CONCRETE CONSTRUCTION, INC	01-6200	Install Ftg & Slab for New Shade Structure	50,307.00	
				AES		
				Install Ftg & Slab for New Shade Structure	73,369.00	123,676.00
				JJH		
00420378	04/30/2021	CALIFORNIA'S VALUED TRUST	01-3401	MAY HLTH	9,488.14	
			01-9514	MAY HLTH	133,936.04	143,424.18
00420379	04/30/2021	Corona, Maria	01-4300	TCHR SUPL		24.67
00420380	04/30/2021	CSU CHICO c/o SUPERIOR REGION CATA	01-5200	CATA STATE FEE REGISTRATION		100.00
00420381	04/30/2021	DANIELSEN CO.	13-4300	CAFE SUPL	672.47	
			13-4700	CAFE SUPL	2,237.31	2,909.78
00420382	04/30/2021	DINN BROS	01-4300	Reading Counts Medals & Trophy's	1,810.92	
				Unpaid Sales Tax	122.42-	1,688.50
00420383	04/30/2021	DIVISION OF STATE ARCHITECT SACRAMENTO REGION	21-6200	DSA Exempt Concurrence Review Fee		400.00
00420384	04/30/2021	Dorantes, Angela	01-5200	MILEAGE REIMB		21.28
00420385	04/30/2021	Dorantes, Veronica	01-5200	MILEAGE REIMB		11.20
00420386	04/30/2021	FLYERS ENERGY LLC DEPT #34516	01-4325	FUEL SUPL		1,382.66
00420387	04/30/2021	FRONTIER	01-5900	PHONE SVC		9,964.22
00420388	04/30/2021	GAYNOR TELESYSTEMS INC	01-6400	Replacement camera systems @ AES, GIE & JJH		9,965.29

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 04/01/2021 through 04/30/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00420389	04/30/2021	GENERAL PRODUCE COMPANY, LTD	13-4700	CAFE SUPL		1,434.05
00420390	04/30/2021	GOLD STAR FOODS	13-4700	CAFE SUPL		5,177.02
00420391	04/30/2021	HD SUPPLY FACILITIES MAINT	01-4300	HAND SANITIZER	677.82	
				MO SUPL	56.94	
				PROMPT PAY DISC	17.95-	
				SPRAYER FOR BUSES	275.29	992.10
00420392	04/30/2021	LOZANO SMITH LLP	01-5870	MARCH SVC		2,756.50
00420393	04/30/2021	MCF CONSTRUCTION SERVICES	01-6200	DSA Inspections (Bldg E. & Shade Structures)	3,600.00	
			21-6200	DSA Inspections (Bldg E. & Shade Structures)	8,400.00	12,000.00
00420394	04/30/2021	McPeek, Jonathan	01-5800	DOT PHYSICAL REIMB		65.00
00420395	04/30/2021	MJB WELDING INC	01-4300	NTE Instructional Welding Supplies		73.24
00420396	04/30/2021	PITNEY BOWES GLOBAL FINANCE SVC LLC	01-5900	POSTAGE LEASE		718.21
00420397	04/30/2021	REPLICA CANVAS, LLC TYLER CALITRI	01-4300	PHS BASKETBALL AWARDS	563.06	
				Unpaid Sales Tax	38.06-	525.00
00420398	04/30/2021	SCHOOL SPECIALTY	01-4300	Class Supplies/office		85.53
00420399	04/30/2021	SUTTER HIGH SCHOOL ATTN STEWART PETERSON	01-5800	TOURNAMENT FEES		350.00
00420400	04/30/2021	T-MOBILE	01-5900	200 T-Mobile Hotspots Monthly Billing		2,000.00
00420401	04/30/2021	TERRACON CONSULTANTS INC	01-6200	Geotechnical Tests & Report (Shade Str. AES/JJH)		5,059.00
00420402	04/30/2021	TWIN CITY TROPHIES	01-4300	PHS CROSS COUNTRY PLAQUES		65.43
00420403	04/30/2021	WAXIE SANITARY SUPPLY	01-4300	MO SUPL		3,488.05
Total Number of Checks					134	1,212,742.23

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund/county Sch.srv.fc	117	1,031,636.75
13	Cafeteria Fund	13	35,141.52
21	Building Fund	6	102,462.92
25	Capital Facilities Fund	3	43,765.05
Total Number of Checks		134	1,213,006.24
Less Unpaid Sales Tax Liability			264.01
Net (Check Amount)			1,212,742.23

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.



James Marta & Company LLP
Certified Public Accountants

Accounting, Auditing, Consulting, and Tax

May 3, 2021

Daena Meras
Chief Business Official
Pierce Joint Unified School District
540-A 6th Street
Arbuckle, CA 95912

We are pleased to confirm our understanding of the services we are to provide for Pierce Joint Unified School District for the years ending June 30, 2022, 2023 and 2024.

Objective and Scope of the Audit

You have requested that we audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Pierce Joint Unified School District (the District), as of June 30, 2022, 2023, and 2024, and for the years then ended and the related notes to the financial statements, which collectively comprise the District's basic financial statements and provide assistance with the preparation of the financial statements. We are pleased to confirm our acceptance and our understanding of this audit engagement by means of this letter.

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatements whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with auditing standards generally accepted in the United States of America (GAAS) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users made on the basis of these financial statements.

Accounting principles generally accepted in the United States of America require that management's discussion and analysis, the Schedule(s) of Revenues, Expenditures and Changes in Fund Balance-Budget (Non-GAAP) and Actual, Schedule of Proportionate Share of Net Pension Liability and Schedule of Pension Contributions, respectively, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by Governmental Accounting Standards Board (GASB) who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the required supplementary information (RSI) in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist primarily of inquiries of management regarding their methods of measurement and presentation, and comparing the information for consistency with management's responses to our inquiries. We will not express an opinion or provide any form of assurance on the RSI.

Supplementary information other than RSI will accompany the District's basic financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the

basic financial statements and perform certain additional procedures, including comparing and reconciling the supplementary information to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on the following supplementary information in relation to the financial statements as a whole.

- Combining Balance Sheet – All Non-Major Funds
- Combining Statement of Revenues, Expenditures and Changes in Fund Balances – All Non-Major Funds
- Organization
- Schedule of Average Daily Attendance
- Schedule of Instructional Time
- Schedule of Expenditure of Federal Awards
- Reconciliation of Annual Financial and Budget Report with Audited Financial Statements
- Schedule of Financial Trends and Analysis
- Schedule of Charter Schools
- Notes to Supplementary Information

The responsibilities of the auditor

We will conduct our audit in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS), Government Auditing Standards, promulgated by the United States Comptroller General; the Office of Management and Budget's Compliance Supplement for Single Audits; and 2 CFR Section 200, Audits of States, Local Government, and Nonprofit Organizations (as applicable). This audit shall include audit procedures recommended by the Education Audit Appeals Panel of the State of California as detailed in the latest edition of the Standards and Procedures for Audits of California K-12 Local Education Agencies. As part of an audit in accordance with GAAS, we exercise professional judgement and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risk of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk exists that some material misstatements (whether caused by errors, fraudulent financial reporting, misappropriation of assets, or violations of laws or governmental regulations) may not be detected by our firm, even though our audit is properly planned and performed in accordance with GAAS, Government Auditing Standards, promulgated by the United States Comptroller General; the Office of Management and Budget's Compliance Supplement for Single Audits; and 2 CFR Section 200, Audits of States, Local Government, and Nonprofit Organizations (as applicable). This audit shall include audit procedures recommended by the Education Audit Appeals Panel of the State of California as detailed in the latest edition of the Standards and Procedures for Audits of California K-12 Local Education Agencies.

Compliance with Laws and Regulations

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the District's compliance with the provisions of applicable laws, regulations, contracts, and agreements. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion.

Management Responsibilities

At the outset, it is imperative that we state the scope of your responsibilities in connection with this engagement:

- a. The financial statements are the responsibility of the District's management.
- b. Encompassed in that responsibility is the establishment and maintenance of effective internal control over financial reporting, the establishment and maintenance of proper accounting records, and the selection of appropriate accounting principles.
- c. Management is responsible for the design and implementation of programs and controls to prevent or detect fraud, and for informing us about all known or suspected fraud affecting the organization involving (a) management, (b) individuals who have significant roles in internal control, and (c) others where the fraud could have a material effect on the financial statements.
- d. Management is also responsible for informing us of its knowledge of any allegations of fraud or suspected fraud affecting the organization received in communications from members, regulators, or others. In addition, management is responsible for identifying and ensuring that the entity complies with applicable laws and regulations.
- e. Management is responsible
 - i. for the identification of the applicable reporting framework;
 - ii. for the preparation and fair presentation of financial statements in accordance with accounting principles generally accepted in the United States of America; and
 - iii. for the design, implementation, and maintenance of internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
- f. Management is responsible to provide us with
 - i. access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters;
 - ii. additional information that we may request from management for the purpose of the audit; and
 - iii. unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence.

As part of our audit process, we will request from management and, when appropriate, those charged with governance, written confirmation concerning representations made to us in connection with the audit.

We will assist in the preparation of your financial statements, but the responsibility for the financial statements remains with you. You are responsible for adjusting the financial statements to correct material misstatements and for confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

As part of our engagement, we may propose standard, adjusting, or correcting journal entries to your financial statements. You are responsible for reviewing the entries and understanding the nature of any proposed entries and the impact they have on your financial statements. Further, you are responsible for designating a qualified management-level individual to be responsible and accountable for overseeing these activities.

Reporting

We will issue a written report upon completion of our audit of the District's basic financial statements. Our report will be addressed to the board of directors of the District. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances it may be necessary for us to modify our opinion, add an emphasis-of-matter paragraph or other-matter paragraph to our auditor's report, or if necessary, withdraw from the engagement.

We also will issue a written report on Internal Control over Financial Reporting and Compliance with Laws, Regulations and Provisions of Grants and Contracts, Compliance with State Laws and Regulations and Internal Control and Compliance for each Major Federal Program (as applicable) upon completion of our audit.

Other Stipulations

We understand that your employees will prepare all confirmations we request and will locate any documents or invoices selected by us for testing.

If you intend to publish or otherwise reproduce the financial statements and make reference to our firm, you agree to provide us with printers' proofs or masters for our review and approval before printing. You also agree to provide us with a copy of the final reproduced material for our approval before it is distributed.

Provisions of Engagement Administration, Timing and Fees

During the course of the engagement, we may communicate with you or your personnel via fax or e-mail, and you should be aware that communication in those mediums contains a risk of misdirected or intercepted communications.

We expect to perform our interim testing in May and our year end fieldwork in November and to complete and issue our report no later than December 15th.

Jesse Deol, CPA, ARM is the engagement partner for the audit services specified in this letter. His responsibilities include supervising James Marta & Company LLP's services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the audit report.

Our liability as auditors shall be limited to the period covered by our audit and shall not extend to later periods for which we are not engaged as auditors.

Record Retention

It is our policy to keep records related to this engagement for seven (7) years. However, James Marta & Company LLP does not keep any original client records, so we will return those to you at the completion of the services rendered under this engagement. When records are returned to you, it is your responsibility to retain and protect your records for possible future use, including potential examination by any government or regulatory agencies.

By your signature below, you acknowledge and agree that upon the expiration of the 7-year period, James Marta & Company LLP shall be free to destroy our records related to this engagement.

Fees

Our fees for the audits will be \$19,280, \$19,280 and \$19,280 for the fiscal years ending June 30, 2022, 2023, and 2024, respectively. The engagement fee does include the cost of a single audit in conformity with the Uniform Guidance for one major program; however, an addition fee will be agree-upon for every additional major program audited. We will bill you on a monthly basis for our services and invoices are payable upon presentation. Unpaid fee balances 30 days overdue will bear interest at 18 percent per annum. This fee is based upon the assumption that the closing journal entries will be made and accounting will be finalized and closed before the year end audit fieldwork. If compliance requirements change, or if the District is involved in issuing an exempt offering, additional fees and an amended engagement letter may be required. Additional time and billing charges will be charged at our standard hourly rates and costs in the event of the following:

- Account reconciliations are not completed for, (example but not limited to):
 - Cash Accounts
 - Accounts Receivable and Allowance for Doubtful Accounts
 - Inventory
 - Investments
 - Prepaid Expenses
 - Capital Assets and Depreciation
 - Accounts Payable
 - Accrued Expenses
 - Unearned Revenue
 - Deposits
 - Long-Term Liabilities
 - Compensated Absences
- Accounting system or account group changes from prior year
- Allocation of expenses not completed
- Allocation of investments not completed
- Allocation of income not completed
- Changes in accounts after beginning of audit work that necessitates additional or redo of audit work.
- Changes or revision of the initial trial balance
- Addition of new activities
 - New funding sources
 - New funds
 - New debt

Whenever possible, we will attempt to use your personnel to assist in the preparation of schedules and analyses of accounts. We understand that your employees will prepare all cash or other confirmations we request and will locate any invoices selected by us for testing. This effort could substantially reduce our time requirements and facilitate the timely conclusion of the audit.

Our initial fee estimate assumes we will receive the aforementioned assistance from your personnel and unexpected circumstances will not be encountered. In the event that the GASB, FASB, AICPA, GAO, OMB, or the State of California issues additional standards or audit procedures that require additional work during the audit period, we will discuss these requirements with you before proceeding further. Before starting the additional work, we will prepare an estimate of the time necessary, as well as the fee for performing the additional work. Our fee for addressing the additional requirements will be at our standard hourly rates for each person involved in the additional work.

In the event we are required to respond to discovery requests, subpoenas, and outside inquiries, we will first obtain your permission unless otherwise required to comply under the law. Our time and expense to comply with such requests will be charged at our standard hour rates in addition to the stated contract.

We agree to retain our audit documentation or work papers for a period of at least seven years from the date of our report.

At the conclusion of our audit engagement, we will communicate to the governing board the following significant findings from the audit:

- Our view about the qualitative aspects of the entity's significant accounting practices;
- Significant difficulties, if any, encountered during the audit;
- Uncorrected misstatements, other than those we believe are trivial, if any;
- Disagreements with management, if any;
- Other findings or issues, if any, arising from the audit that are, in our professional judgment, significant and relevant to those charged with governance regarding their oversight of the financial reporting process;
- Material, corrected misstatements that were brought to the attention of management as a result of our audit procedures;
- Representations we requested from management;
- Management's consultations with other accountants, if any; and
- Significant issues, if any, arising from the audit that were discussed, or the subject of correspondence, with management.

The audit documentation for this engagement is the property of James Marta & Company LLP and constitutes confidential information. However, we may be requested to make certain audit documentation available pursuant to authority given to any regulator by law or regulation, or to peer reviewers. If requested, access to such audit documentation will be provided under the supervision of James Marta & Company LLP's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to any regulator. They may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies.

Reports

We will provide you with 10 copies of the report. If you intend to publish or otherwise reproduce the financial statements and make reference to our firm, you agree to provide us with printers' proofs or masters for our review and approval before printing. You also agree to provide us with a copy of the final reproduced material for our approval before it is distributed.

The intended users of the report are the board of directors of the District. You agree to be responsible to distribute the reports to those charged with governance and to the appropriate officials of the responsible party.

Working Papers

The audit documentation for this engagement is the property of James Marta & Company LLP and constitutes confidential information. However, we may be requested to make certain audit documentation available pursuant to authority given to any regulator by law or regulation, or to peer reviewers. If requested, access to such audit documentation will be provided under the supervision of James Marta & Company LLP's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to any regulator. They may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies.

We agree to retain our work papers related to this audit for a period of at least seven (7) years from the date of our report.

Mediation Provision

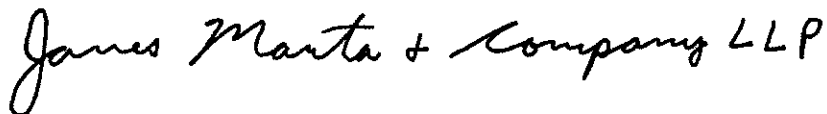
Disputes arising under this agreement (including scope, nature, and quality of services to be performed by us, our fees and other terms of the engagement) shall be submitted to mediation. A competent and impartial third party, acceptable to both parties shall be appointed to mediate, and each disputing party shall pay an equal percentage of the mediator's fees and expenses. No suit or arbitration proceedings shall be commenced under this agreement until at least 60 days after the mediator's first meeting with the involved parties. If the dispute requires litigation, the court shall be authorized to impose all defense costs against any non-prevailing party found not to have participated in the mediation process in good faith.

Several technical accounting and auditing words and phrases have been used herein. We presume you to understand their meaning or that you will notify us otherwise so that we can furnish appropriate explanations.

We appreciate the opportunity to be of service to you and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us. This letter will continue in effect until canceled by either party.

Please sign and return the attached copy of this letter to indicate your acknowledgement of, and agreement with, the arrangements for our audit of the financial statements including our respective responsibilities.

Respectfully,



James Marta & Company LLP
Certified Public Accountants
Sacramento, California

RESPONSE:

This letter correctly sets forth our understanding.

Acknowledged and agreed on behalf of Pierce Joint Unified School District.

Authorized Signature: D. Meras
Name: Daena Meras
Title: Chief Business Official
Date: 5/4/2021



James Marta & Company LLP
Certified Public Accountants

Accounting, Auditing, Consulting, and Tax

Consulting Engagement

May 3, 2021

Daena Meras
Chief Business Official
Pierce Joint Unified School District
540-A 6th Street
Arbuckle, CA 95912

RE: Additional Services Provided

This letter is to confirm and specify the terms of our consulting engagement and to clarify the nature and extent of the services we will provide.

Our engagement will be designed to perform the following consulting procedures: Assist with the reconciliation of long-term debt, special calculations and conversion entry procedures agreed to between our firm and the District.

Our engagement for these procedures is limited in scope and will be confined to our consulting procedures. This engagement is not an audit or a review.

The objectives of the engagement are to assist in the reconciliation of the long-term debt, special calculations and calculation of the conversion entries required to convert from Governmental Fund Accounting to Government Wide Financial Statements.

Services to be provided:

1. Reconciliation of long-term debt. This involves reconciling the principal and interest payments recorded by the District and comparing to the amortization schedules for the related debt instruments.
2. Calculation of the Net Pension Liability, Deferred Outflows related to the Pension Resources, Deferred Inflows related to the Pension Resources and Pension Expense.
3. Assist in the preparation of conversion entries in compliance with GASB 34.

Management's Responsibilities:

Management will review the nature and methodology of the reconciliations and proposed conversion entries and take responsibility for the amounts calculated and recorded.

Consultant's Responsibilities:

The auditor will provide to management all schedules and review with management the adjustments related to the consulting procedures.

Jesse Deol, CPA, ARM is the engagement partner for the services specified in this letter. His responsibilities include supervising James Marta & Company LLP's services performed as part of this engagement.

Our engagement cannot be relied upon to disclose errors, irregularities, or illegal acts, including fraud or defalcations that may exist. However, we will inform you of any such matters that come to our attention.

By your signature below, you acknowledge that you are responsible for management decisions and functions. That responsibility includes designating qualified individuals with the necessary expertise to be responsible and accountable for overseeing all the services we perform as part of this engagement, as well as evaluating the adequacy and results of the services performed. You are responsible for establishing and maintaining internal controls, including monitoring ongoing activities.

Our fees for these services for each of the fiscal years ending June 30, 2022, 2023 and 2024 will be \$2,000.

Payment for service is due when rendered and interim billings may be submitted as work progresses and expenses are incurred. Billings become delinquent if not paid within 30 days of the invoice date.

It is our policy to keep records related to this engagement for seven years. However, James Marta & Company LLP does not keep any original client records, so we will return those to you at the completion of the services rendered under this engagement. When records are returned to you, it is your responsibility to retain and protect your records for possible future use, including potential examination by any government or regulatory agencies.

By your signature below, you acknowledge and agree that upon the expiration of the seven-year period, James Marta & Company LLP shall be free to destroy our records related to this engagement.

If any dispute arises among the parties hereto, the parties agree to first try in good faith to settle the dispute by mediation administered by the American Arbitration Association under its Rules for Professional Accounting and Related Services Disputes before resorting to litigation. The costs of any mediation proceeding shall be shared equally by all parties.

Client and accountant both agree that any dispute over fees charged by the accountant to the client will be submitted for resolution by arbitration in accordance with the Rules for Professional Accounting and Related Services Disputes of the American Arbitration Association. Such arbitration shall be binding and final. IN AGREEING TO ARBITRATION, WE BOTH ACKNOWLEDGE THAT, IN THE EVENT OF A DISPUTE OVER FEES CHARGED BY THE ACCOUNTANT, EACH OF US IS GIVING UP THE RIGHT TO HAVE THE DISPUTE DECIDED IN A COURT OF LAW BEFORE A JUDGE OR JURY AND INSTEAD WE ARE ACCEPTING THE USE OF ARBITRATION FOR RESOLUTION.

If the preceding is in accordance with your understanding, please sign below and return the signed copy to us electronically.

We are looking forward to working with you on this engagement.

Sincerely,

James Marta & Company LLP

James Marta & Company LLP
Certified Public Accountants
Sacramento, California

RESPONSE:

This letter correctly sets forth our understanding.

Acknowledged and agreed on behalf of Pierce Joint Unified School District

Approved by: *J. Meras*

Title: *Chief Business Official*

Date: *5/4/21*



James Marta & Company LLP
Certified Public Accountants

Accounting, Auditing, Consulting, and Tax

May 3, 2021

Daena Meras
Chief Business Official
Pierce Joint Unified School District
540-A 6th Street
Arbuckle, CA 95912

Performance and Financial Audit for Measure B Bond.

We are pleased to confirm our understanding of the services we are to provide for Pierce Joint Unified School District for June 30, 2022, 2023 and 2024.

This letter confirms the services you have asked our firm to perform and the terms under which we have agreed to do that work. Please read this letter carefully because it is important to both our firm and you that you understand what you can and cannot expect from our work. In other words, we want you to know the limitations of the services you have asked us to perform. If you are confused at all by this letter or believe we have misunderstood what you need, please call to discuss this letter before you sign it.

I. SCOPE OF WORK

We have been engaged to perform an audit of Pierce Joint Unified School District's Measure B Bond, Balance Sheet as of June 30, 2022, and the related Statement of Revenues and Expenditures and Changes in Fund Balance for the year then ended and provide assistance with the preparation of the financial statements. We are also engaged to conduct a performance audit in accordance with standards applicable to performance audits contained in Government Auditing Standards issued by the Comptroller General of the United States.

We will conduct our audit in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS) and in accordance with Government Auditing Standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the basic financial statements are free from material misstatement. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to error, fraudulent financial reporting, misappropriation of assets, or violations of laws, governmental regulations, grant agreements, or contractual agreements. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements may not be detected exists, even though the audit is properly planned and performed in accordance with U.S. GAAS and in accordance with Government Auditing Standards.

In making our risk assessments, we consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.

II. MANAGEMENT'S RESPONSIBILITIES

At the outset, it is imperative that we state the scope of your responsibilities in connection with this engagement:

- a. The financial statements are the responsibility of Pierce Joint Unified School District's management.
- b. Encompassed in that responsibility is the establishment and maintenance of effective internal control over financial reporting, the establishment and maintenance of proper accounting records, and the selection of appropriate accounting principles.
- c. Management is responsible for the design and implementation of programs and controls to prevent or detect fraud, and for informing us about all known or suspected fraud affecting the organization involving (a) management, (b) individuals who have significant roles in internal control, and (c) others where the fraud could have a material effect on the financial statements.
- d. Management is also responsible for informing us of its knowledge of any allegations of fraud or suspected fraud affecting the organization received in communications from members, regulators, or others. In addition, management is responsible for identifying and ensuring that the entity complies with applicable laws and regulations.
- e. Management is responsible:
 - i. for the identification of the applicable reporting framework.
 - ii. for the preparation and fair presentation of financial statements in accordance with accounting principles generally accepted in the United States of America.
 - iii. for the design, implementation, and maintenance of internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
- f. Management is responsible to provide us with:
 - i. access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements such as records, documentation, and other matters;
 - ii. additional information that we may request from management for the purpose of the audit; and
 - iii. unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence.

As part of our audit process, we will request from management and, when appropriate, those charged with governance, written confirmation concerning representations made to us in connection with the audit.

We will assist in the preparation of your financial statements, but the responsibility for the financial statements remains with you. You are responsible for adjusting the financial statements to correct material misstatements and for confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

As part of our engagement, we may propose standard, adjusting, or correcting journal entries to your financial statements. You are responsible for reviewing the entries and understanding the nature of any proposed entries and the impact they have on your financial statements. Further, you are responsible for designating a qualified management-level individual to be responsible and accountable for overseeing these services.

III. OUR RESPONSIBILITY

Our responsibility is to express an opinion as to whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles, and is limited to the period covered by our audit. Facts and circumstances may require us to qualify that opinion, or to disclaim it, or to express an adverse opinion. We will also express an opinion on performance requirements for the District's Measure B General Obligation Bond funds. Other facts and circumstances may require us to provide additional information on our report. We will keep you informed if and when we begin to reach conclusions that our report may need to be modified because of such facts and circumstances.

IV. CHARACTER AND LIMITATIONS OF AN AUDIT

Our audit will be conducted in accordance with generally accepted auditing standards. Those standards require that we initially assess the risk that errors, fraud, irregularities, and illegal acts may cause the financial statements to contain a material misstatement. This is necessary because we do not audit all the transactions and balances in the financial statements, only a selected portion of them, in some cases a very small portion. The costs for us to examine a large portion of them, or all of them of a certain category, or all of them in all categories, would be prohibitive. Consequently, there are risks.

In making this initial assessment, we are required to obtain an understanding of the entity and its environment, including its internal control, sufficient to assess the risks of material misstatement of financial statements and to design appropriate audit procedures. Those considerations mandate your complete cooperation and honesty about your knowledge and understanding of the possibility of the existence of errors, fraud, irregularities and illegal acts. By signing this letter, you agree that you will provide this cooperation and that you will be totally honest with us.

Based on that assessment, the standards require us to design the audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement, whether caused by errors, fraud, irregularities and illegal acts. Accordingly, a material misstatement may remain undetected. While we are required to exercise due care and professional skepticism, since our opinion is based on the concept of reasonable assurance, we are not an insurer and our report does not constitute a guarantee. We will inform you of all matters of fraud that come to our attention. We will also inform you of illegal acts that come to our attention, unless they are clearly inconsequential. We will inform you of any need to extend our procedures because of them and our estimate of their additional cost.

The discovery, subsequent to the date of the auditor's report, that one or more errors, frauds, irregularities, or illegal acts causing the financial statements to contain one or more material misstatements, have occurred does not necessarily mean that our audit was not conducted in accordance with generally accepted auditing standards.

An audit includes obtaining an understanding of internal control sufficient to plan the audit, but is not designed to provide assurance on internal control or to identify significant deficiencies conditions. However, during the audit, if we become aware of such reportable conditions or ways that we believe management practices can be improved, we will communicate them to you in a separate letter.

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include direct confirmation of certain assets, revenues and expenses by correspondence with selected individuals, legal counsel, creditors, and financial institutions.

Management is responsible for making all financial records and related information available for purposes of the audit.

In the event that the financial information provided is incomplete or inaccurate, then we will either complete the work at our standard rate, or delay the audit until this information is complete and accurate.

At the conclusion of our audit, we will require you to furnish us a management representation letter confirming, among others, your responsibility for your financial statements and for the design and implementation of program and controls to prevent and detect fraud. This letter is a required audit procedure prior to issuing our report. By signing this engagement letter and furnishing a management representation letter, you agree to indemnify us and hold us harmless for any liability and costs arising from knowing misrepresentations by management.

In accordance with auditing standards generally accepted in the United States of America, we will also issue a written report describing the scope of our testing over internal control over financial reporting, including the results of that testing. However, providing an opinion on internal control and compliance will not be an objective of the audit and, therefore, no such opinion will be expressed.

V. OTHER STIPULATIONS

Jesse Deol, CPA, ARM is the engagement partner for the audit services specified in this letter. His responsibilities include supervising James Marta & Company LLP's services performed as part of this engagement.

Fees

Our fees are based on the amount of time required at various levels of responsibility, plus actual out-of-pocket expenses. Invoices are payable upon presentation. Unpaid fee balances will bear interest at 18 percent per annum. If a bond financial and performance audit is required for the applicable fiscal year, our fee for the audits will be \$5,500 for each of the fiscal years ending June 30, 2022, 2023 and 2024.

This fee includes a presentation to the Bond Oversight Committee. We will bill you on a monthly basis for our services and invoices are payable upon presentation. Unpaid fee balances 30 days overdue will bear interest at 18 percent per annum. We may require full payment prior to issuance of the reports. This fee is based upon the assumption that the closing journal entries will be made and accounting will be finalized and closed before the year-end audit fieldwork. If compliance requirements change, or if the District is involved in issuing an exempt offering, additional fees and an amended engagement letter may be required. Additional time and billing charges will be charged at our standard hourly rates and costs in the event of the following:

- Account reconciliations are not completed for, (example but not limited to):
 - Cash Accounts
 - Accounts Receivable
 - Accounts Payable
 - Long-Term Debt
 - Other State Revenues

- Other Local Revenues
 - Accounting system or account group changes from prior year
 - Allocation of expenses not completed
 - Allocation of investments not completed
 - Allocation of income not completed
 - Changes in accounts after beginning of audit work that necessitates additional or redo of audit work.
 - Changes or revision of the initial trial balance
 - Addition of new activities
 - New funding sources
 - New funds
 - New debt

Whenever possible, we will attempt to use your organization’s personnel to assist in the preparation of schedules and analyses of accounts. We understand that your employees will prepare all cash or other confirmations we request and will locate any invoices selected by us for testing. This effort could substantially reduce our time requirements, facilitate the timely conclusion of the audit, and help you hold down audit fees.

Our initial fee estimate assumes we will receive the aforementioned assistance from your personnel and unexpected circumstances will not be encountered. In the event that the GASB, FASB, AICPA, GAO, OMB, or the State of California issues additional standards or audit procedures that require additional work during the audit period, we will discuss these requirements with you before proceeding further. If to complete our work or in conjunction with our audit we are asked or are required to perform account reconciliation or other work not otherwise in the scope of an audit, our fee for addressing the additional requirements will be at our standard hourly rates for each person involved in the additional work.

In the event we are required to respond to discovery requests, subpoenas, and outside inquiries, we will first obtain your permission unless otherwise required to comply under the law. Our time and expense to comply with such requests will be charged at our standard hour rates in addition to the stated contract.

Reports

We will issue a report on the audit of the Pierce Joint Unified School District’s Measure B Bond for the years ended June 30, 2022, 2023 and 2024. The purpose of an audit is to express an opinion as to whether your financial statements are fairly presented, in all material respects in conformity with United States generally accepted accounting principles, and is limited to the period covered by our audit. We will issue a written report upon the completion of our audit to the Pierce Joint Unified School District. Our report will be addressed to the Citizens’ Bond Oversight Committee of Pierce Joint Unified School District. We cannot provide assurance that an unmodified opinion will be expressed. Circumstances may arise in which it is necessary to modify our opinion, add an emphasis-of-matter or other-matter paragraph(s), or withdraw from the engagement. In the event we must withdraw from the engagement, our fees will be limited to the fees incurred up to the point of withdrawal.

We will also issue a written report on internal control, a report to those charged with governance and a management comment letter (if applicable).

At the conclusion of our audit engagement, we will communicate to those charged with governance the following significant findings from the audit:

- Our view about the qualitative aspects of the entity's significant accounting practices;
- Significant difficulties, if any, encountered during the audit;
- Uncorrected misstatements, other than those we believe are trivial, if any;
- Disagreements with management, if any;
- Other findings or issues, if any, arising from the audit that are, in our professional judgment, significant and relevant to those charged with governance regarding their oversight of the financial reporting process;
- Material, corrected misstatements that were brought to the attention of management as a result of our audit procedures;
- Representations we requested from management;
- Management's consultations with other accountants, if any; and
- Significant issues, if any, arising from the audit that were discussed, or the subject of correspondence, with management.

We will provide you with 10 copies of the report and a PDF format copy. If you intend to publish or otherwise reproduce the financial statements and make reference to our firm, you agree to provide us with printers' proofs or masters for our review and approval before printing. You also agree to provide us with a copy of the final reproduced material for our approval before it is distributed.

The intended users of the report are the board of directors of the Pierce Joint Unified School District and the Citizens' Bond Oversight Committee. You agree to be responsible to distribute the reports to those charged with governance and to the appropriate officials of the responsible party.

Working Papers

The working papers for this engagement are the property of James Marta & Company LLP and constitute confidential information. However, we may be requested to make certain working papers available or provide copies of them to certain regulators pursuant to authority given to it by law or regulation or peer reviewers. If requested, access to such working papers will be provided under the supervision of James Marta & Company LLP. The regulators may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies.

We agree to retain our work papers related to this audit for a period of at least seven (7) years from the date of our report.

Mediation Provision

Disputes arising under this agreement (including scope, nature, and quality of services to be performed by us, our fees and other terms of the engagement) shall be submitted to mediation. A competent and impartial third party, acceptable to both parties shall be appointed to mediate, and each disputing party shall pay an equal percentage of the mediator's fees and expenses. No suit or arbitration proceedings shall be commenced under this agreement until at least 60 days after the mediator's first meeting with the involved parties. If the dispute requires litigation, the court shall be authorized to impose all costs against any non-prevailing party found not to have participated in the mediation process in good faith.

Several technical accounting and auditing words and phrases have been used herein. We presume you to understand their meaning or that you will notify us otherwise so that we can furnish appropriate explanations.

If the foregoing is in accordance with your understanding, please indicate your agreement by signing a copy of this letter and returning it to us.

We appreciate the opportunity to serve you and look forward to working with you and your staff.

Sincerely,

James Marta & Company LLP

James Marta & Company LLP
Certified Public Accountants
Sacramento, California

RESPONSE:

This letter correctly sets forth our understanding.

Acknowledged and agreed on behalf of Pierce Joint Unified School District

Approved by:

S. Meras

Title:

Chief Business Official

Date:

5/4/21



James Marta & Company LLP
Certified Public Accountants

Accounting, Auditing, Consulting, and Tax

May 11, 2021

Daena Meras
Chief Business Official
Pierce Joint Unified School District
540-A 6th Street
Arbuckle, CA 95912

Re: Performance Audit for the School Facilities Project – 50/61614-00-004 MPR at Pierce High School

We are pleased to confirm our understanding of the services we are to provide for Pierce Joint Unified School District.

This letter confirms the services you have asked our firm to perform and the terms under which we have agreed to do that work. Please read this letter carefully because it is important to both our firm and you that you understand what you can and cannot expect from our work. In other words, we want you to know the limitations of the services you have asked us to perform. If you are confused at all by this letter or believe we have misunderstood what you need, please call to discuss this letter before you sign it.

I. SCOPE OF WORK

We are engaged to do an initial assessment of the documentation of the School Facilities Project 50/61614-00-004 MPR for the District's Pierce High School. We are engaged to conduct a performance audit for project number 50/61614-00-004 in accordance with the following standards:

- Standards generally accepted in the United States of America
- Government Auditing Standards, also known as the Yellow Book, which contains standards for audits of government organizations, programs, activities, and functions. The Yellow Book is published by the United States Government Accountability Office.
- Standards established by the Office of Public School Construction (OPSC)

The requirements of a performance audit were established in the 2020-21 Guide for Annual Audits of K-12 Local Educational Agencies and State Compliance Reporting, Appendix B. This appendix constitutes the guide for the performance audits required in Education Code Section 41024 for a LEA agency that receives any funds (commencing with Section 17070.10) of Part 10 of Division 1 of Title 1 of the Education Code).

The report of each performance audit performed pursuant to this appendix shall contain:

- The objectives, scope and methodology of the audit
- The audit results including findings, conclusion, and recommendations, as applicable.
- A statement about the auditor's compliance with Government Auditing Standards
- A summary of the views of responsible officials

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements may not be detected exists, even though the audit is properly planned and performed in accordance with U.S. GAAS and in accordance with Government Auditing Standards.

II. MANAGEMENT’S RESPONSIBILITIES

At the outset, it is imperative that we state the scope of your responsibilities in connection with this engagement:

- a. Encompassed in that responsibility is the establishment and maintenance of effective internal control over financial reporting, the establishment and maintenance of proper accounting records, and the selection of appropriate accounting principles.
- b. Management is responsible for the design and implementation of programs and controls to prevent or detect fraud, and for informing us about all known or suspected fraud affecting the organization involving (a) management, (b) individuals who have significant roles in internal control, and (c) others where the fraud could have a material effect on the financial statements.
- c. Management is also responsible for informing us of its knowledge of any allegations of fraud or suspected fraud affecting the organization received in communications from members, regulators, or others. In addition, management is responsible for identifying and ensuring that the entity complies with applicable laws and regulations.
- d. Management is responsible:
 - i. for the identification of the applicable reporting framework.
 - ii. for the design, implementation, and maintenance of internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
- f. Management is responsible to provide us with:
 - i. additional information that we may request from management for the purpose of the audit; and
 - ii. unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence.

As part of our audit process, we will request from management and, when appropriate, those charged with governance, written confirmation concerning representations made to us in connection with the audit.

As part of our engagement, we may propose standard, adjusting, or correcting journal entries to your financial statements. You are responsible for reviewing the entries and understanding the nature of any proposed entries and the impact they have on your financial statements. Further, you are responsible for designating a qualified management-level individual to be responsible and accountable for overseeing these services.

III. OUR RESPONSIBILITY

Our responsibility is to review the documents of the District’s School Facility Program to ascertain the completeness of the supporting documents. Our responsibility is to issue two reports on performance requirements for the District’s School Facility Program in accordance with standards established by the OPSC. Other facts and circumstances may require us to provide additional information on our report. We will keep you informed if and when we begin to reach conclusions that our report may need to be modified because of such facts and circumstances.

IV. CHARACTER AND LIMITATIONS OF AN AUDIT

An audit includes obtaining an understanding of internal control sufficient to plan the audit, but is not designed to provide assurance on internal control or to identify significant deficiencies conditions.

However, during the audit, if we become aware of such reportable conditions or ways that we believe management practices can be improved, we will communicate them to you in a separate letter.

Management is responsible for making all financial records and related information available for purposes of the audit.

In the event that the financial information provided is incomplete or inaccurate, then we will either complete the work at our standard rate, or delay the audit until this information is complete and accurate.

At the conclusion of our audit, we will require you to furnish us a management representation letter confirming, among others, your responsibility for the design and implementation of program and controls to prevent and detect fraud. This letter is a required audit procedure prior to issuing our report. By signing this engagement letter and furnishing a management representation letter, you agree to indemnify us and hold us harmless for any liability and costs arising from knowing misrepresentations by management.

V. OTHER STIPULATIONS

Provision of Engagement

Jesse Deol, CPA, ARM is the engagement partner for the audit services specified in this letter. His responsibilities include supervising James Marta & Company LLP’s services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the audit report.

Fees

Our fees are based on the amount of time required at various levels of responsibility, plus actual out-of-pocket expenses. Invoices are payable upon presentation. Unpaid fee balances will bear interest at 18 percent per annum. Please see the schedules below for a breakdown of the fees.

Classification	Total Hours	Hourly Rate	Total Amount
Partner	8	275	\$ 2,200
Senior	20	135	2,700
Staff	20	110	2,200
Sub total	48		7,100
Less: Multiple Engagement Discount			(2,300)
Total Proposed Fees			\$4,800

We will bill you on a monthly basis for our services and invoices are payable upon presentation. Unpaid fee balances 30 days overdue will bear interest at 18 percent per annum. Additional time and billing charges will incur if accounting service is provided for closing accounting records. Attendance at special meetings will be billed at our hourly rates.

Our initial fee estimate assumes we will receive the aforementioned assistance from your personnel and unexpected circumstances will not be encountered. In the event that the GASB, FASB, AICPA, GAO, OMB, OPSC or the State of California issues additional standards or audit procedures that require additional work during the audit period, we will discuss these requirements with you before proceeding further. If to complete our work or in conjunction with our audit we are asked or are required to perform account reconciliation or other work not otherwise in the scope of an audit, our fee for addressing the additional requirements will be at our standard hourly rates for each person involved in the additional work.

In the event we are required to respond to discovery requests, subpoenas, and outside inquiries, we will first obtain your permission unless otherwise required to comply under the law. Our time and expense to comply with such requests will be charged at our standard hour rates in addition to the stated contract.

Reports

We will issue the report on the performance audit of Pierce High School's School Facility Project number 50/61614-00-004. The purpose of the audit is to issue a report as to whether the District has maintained a general ledger for all expenditures for the projects, all expenditures were in accordance with the laws and regulations of the SFP, contract managers were paid accordingly and that the funds were spent on the approved project in accordance with Appendix B of the Guide for Annual Audits of K-12 Local Education Agencies. In the event we must withdraw from the engagement, our fees will be limited to the fees incurred up to the point of withdrawal.

Working Papers

The working papers for this engagement are the property of James Marta & Company LLP and constitute confidential information. However, we may be requested to make certain working papers available or provide copies of them to certain regulators pursuant to authority given to it by law or regulation or peer reviewers. If requested, access to such working papers will be provided under the supervision of James Marta & Company LLP. The regulators may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies.

We agree to retain our work papers related to this audit for a period of at least seven (7) years from the date of our report.

Mediation Provision

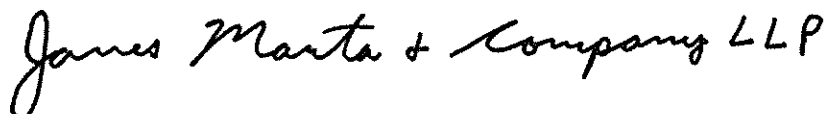
Disputes arising under this agreement (including scope, nature, and quality of services to be performed by us, our fees and other terms of the engagement) shall be submitted to mediation. A competent and impartial third party, acceptable to both parties shall be appointed to mediate, and each disputing party shall pay an equal percentage of the mediator's fees and expenses. No suit or arbitration proceedings shall be commenced under this agreement until at least 60 days after the mediator's first meeting with the involved parties. If the dispute requires litigation, the court shall be authorized to impose all costs against any non-prevailing party found not to have participated in the mediation process in good faith.

Several technical accounting and auditing words and phrases have been used herein. We presume you to understand their meaning or that you will notify us otherwise so that we can furnish appropriate explanations.

If the foregoing is in accordance with your understanding, please indicate your agreement by signing a copy of this letter and returning it to us.

We appreciate the opportunity to serve you and look forward to working with you and your staff.

Sincerely,



James Marta & Company LLP
Certified Public Accountants

RESPONSE:

This letter correctly sets forth our understanding.

Acknowledged and agreed on behalf of Pierce Joint Unified School District

Approved by: J. Merano

Title: Chief Business Official

Date: 5/11/21

**Tri-County Induction Program
Memorandum of Understanding
Between
Sutter County Superintendent of Schools as the Local Educational Agency
For the Tri-County Induction Program,
Participating County Offices of Education,
And
Participating Colusa/Yuba County School Districts and Employing Agencies**

A. General

This Memorandum of Understanding (MOU) is between the Sutter County Superintendent of Schools (SCSOS), serving as the Local Education Agency (LEA) for the Tri-County Induction Program (TCIP), and the County Offices of Education, districts, schools, employing agencies, and independent charter schools (collectively "District") signing below. The term of this MOU commences on July 1, 2021, and terminates on June 30, 2022.

B. Purpose

The purpose of the MOU is to establish a formal working relationship between the parties. TCIP will provide and coordinate services and support to guide candidates in meeting California credential requirements through the state-accredited Teacher Induction Credential Programs including Multiple Subject Clear, Single Subject Clear, Education Specialist Clear, and Designated Subjects Credential Program: Career Technical Education (CTE). Throughout this document, new teachers from all of the credential areas are referred to as "candidates" and veteran teachers are referred to as "mentors."

C. Eligibility

Eligible candidates are those hired within the TCIP Regional Consortium defined as the following counties: Sutter, Colusa, and Yuba Counties. The following credential programs are available to candidates within the consortium: **Clear Credential Program:** Candidates holding preliminary Multiple Subject, Single Subject, or Education Specialist Credential, Out of State and Out of Country trained teachers, and Designated Subjects (CTE) candidates.

D. LEA Responsibilities

1. Employ a director whose primary duty is to oversee the TCIP program as well as employ support staff.
2. Provide sufficient and appropriate workspace for the Director, Coordinator, and Administrative Assistant.
3. Provide office support services for the consortium, including, but not limited to, mail service, phone, fax, internet services, technology support, and meeting space for TCIP activities.
4. Provide business and legal services required for TCIP implementation for the region.
5. Develop and establish procedures for TCIP evaluation through the California Commission on Teacher Credentialing (CCTC) Accreditation Cycle. Submit Preconditions, Common Standards, Program Review state reports, and required fees in a timely manner.
6. Provide a process for equitable distribution of mentoring, support, and credential services to candidates and mentors in all participating districts and COEs within the region.
7. Provide quarterly Advisory Board Meetings.
8. Share optional Professional Development opportunities for candidates.
9. Provide required mentor trainings throughout the year.
10. Assume overall fiscal responsibility for the administration of TCIP budget, including submission of year-end expenditure reports and any other documentation required by CCTC and/or CDE in relation to TCIP.

E. District/COE Responsibilities

1. Appoint a liaison to work with TCIP. The liaison should be a designee authorized by the County and/or District Superintendents to fulfill the roles and responsibilities assigned to him or her. The liaison supports TCIP by providing ongoing updates, communication, and information to county office and/or district personnel.

2. Identify all candidates upon hire who are eligible for TCIP as described by state guidelines.
3. Assign a qualified mentor to each eligible candidate, within 30 days of enrollment in TCIP, who meets the Commission's identified criteria of a valid corresponding clear credential.
4. Notify TCIP regarding the mentor match within the first 30 days of the candidate's enrollment in the program.
5. Provide district paid candidate release time to participate in required observations of colleagues (2 days per year), and district paid mentor release time to participate in observations of each candidate (2 days per year).
6. Administrators may provide input in the candidate's development of an *Individual Learning Plan (ILP)*, during each cycles Triad, but the CTC states that the candidate chooses their focus standard.
7. Make every effort to assign candidates to classrooms appropriate to their novice status, avoiding whenever possible, combination classrooms, secondary assignments with multiple preps, teaching assignments at multiple sites, and multiple adjunct duties.
8. Provide newly hired teachers with a district orientation and candidates with ongoing professional development at their sites and through the district.
9. Provide meeting and conference rooms at no charge to TCIP.
10. Provide and/or participate in program evaluation with administrative surveys, and CTC Accreditation.
11. Utilize defined selection criteria to identify high-quality, experienced teachers to serve as mentors for candidates. Mentors must demonstrate effective coaching, have excellent technology skills, including Google Classroom, interpersonal and communication skills, and:
 - Knowledge of the context and the content area of the candidate's teaching assignment
 - A demonstrated commitment to professional learning, collaboration, and demonstrated best practices in adult learning
 - Possess a clear teaching credential with a minimum of three years of highly effective teaching experience with exemplary administrator evaluations
 - The ability, willingness, and flexibility to meet candidate needs for support
 - The ability to provide "just in time" support for candidates, in accordance with the ILP, along with longer-term guidance to promote enduring professional skills each week for a minimum of a one hour face-to-face, one-on-one meetings
 - A demonstrated ability to facilitate candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction based on the CSTP
 - The ability to connect candidates with available resources to support their professional growth and accomplishment of the ILP
 - The ability to weekly review the CSTP ILP goals and documentation of development/growth with candidates and make adjustments as needed
 - Are committed to attend all coaching/mentor trainings
 - Develop a sustained, thoughtful, and confidential collegial relationship with candidates
 - Display a willingness to work collaboratively with the TCIP staff and respond to survey requests by due dates
 - The ability to use mentoring instruments appropriately
 - Demonstrate leadership skills, curriculum expertise, highly effective classroom management skills, and knowledge of site and district resources
 - The ability to reflect on mentoring practice and engage with mentoring peers in professional learning networks
 - Serve as a role model for the teaching profession and mentor for TCIP
12. Provide mentors compensated time to participate in TCIP mentor training on observation protocol, learning-focused conversations, "just-in-time" coaching and one-to-one consultations with candidates.
13. Facilitate the distribution of funds to mentors for compensation.

F. Other Terms and Conditions

All products and materials developed by TCIP are the exclusive property of the LEA. District and COE employees, staff, and subcontractors shall not have the right to disseminate, market, or otherwise use the products or materials without the expressed written permission of the LEA designee.

As between the Parties hereto, it is understood and agreed that:

1. **Candidate Employment Status:** Candidates are and shall remain District employees for any and all purposes throughout the term of this agreement. Candidates shall not be considered an employee, agent, representative, nor independent contractor of LEA for any purpose whatsoever.
2. **Indemnification:** District shall assume full responsibility for its employees. District agrees to hold and save LEA harmless from and against any claim, demand, action or cause of action that may be asserted by any District program participant arising out of injury or death suffered by any District employee program participants, including, but not limited to, third party actions for injury or death otherwise covered under applicable workers' compensation laws and regardless of the sole or concurring negligence of LEA.
3. **Maintenance of records:** District agrees to keep and maintain adequate and current written records in accordance with TCIP requirements during the term of this Agreement. The records will be in any format that may be specified by the State of California. The records will be available to LEA at all times.
4. **Assignment:** This agreement shall not be assigned by District. Any such assignment shall be null and void.
5. **Severability:** The provisions of this Agreement are divisible; if any such provisions shall be deemed invalid or unenforceable, that provision shall be deemed limited to the extent necessary to render it valid and enforceable and the remaining provisions of this agreement shall continue in full force and effect without being impaired or invalidated in any way.
6. **Waiver:** No delay or omission by either party in exercising any right under this agreement shall operate as a waiver of that or any other right. No waiver of any provision of this agreement, or consent to any departure by either party from any provision shall be effective in any event unless it is in writing, designated a waiver, and signed by the party waiving the breach. Such a waiver shall be effective only in the specific instance and for the purpose of which it is given.
7. **Constructions and Governing Law:** The captions used in connection with this agreement are for reference purposes only and shall not be construed as part of this agreement. This agreement shall be governed by and construed in accordance with the laws of the State of California.
8. **Entire Agreement:** This agreement supersedes all prior agreements, understandings, and communications between LEA and District, whether written or oral, express or implied, relating to the subject matter of this agreement and is intended as a complete and final expression of the terms of the agreement between LEA and District and shall not be changed or subject to change orally. The parties further agree and acknowledge that neither they nor anyone on their behalf made any inducements, agreements, promises, or representations other than those set forth in this agreement.
9. **Third Parties:** Except as otherwise explicitly provided herein, nothing in this agreement, whether expressed or implied, is intended to confer any rights or remedies under or by reason of this agreement on any other persons other than the parties and their respective successors and assigns, nor is anything in this agreement intended to relieve or discharge the obligation or liability of any third persons to any party, nor shall any provision give any third parties any right of subrogation or action over or against any of the parties hereto. This agreement is not intended to and does not create any third party beneficiary rights whatsoever.
10. **Relationship of the Parties:** No joint venture, partnership, agency, or employment relationship is created by this agreement. No party shall act as an agent or partner of any other party or make any commitments for or create any obligations of any other party except as provided herein without such other party's prior written consent.
11. **Survival:** The provisions of this agreement shall survive the expiration of the term and the termination of this agreement. Amendments and extensions to this MOU may be made only by written agreement signed by all parties.

G. Districts Fiscal Responsibilities and Terms

SCSOS, in its capacity as LEA, agrees to partial fiscal responsibility for the funding of the administration of the program.

1. The DISTRICT will assume financial responsibility of all Credential PROGRAM FEES for each Candidate enrolled in the Program. **The Clear Credential Candidate Program Fee** from Districts includes enrollment of one Candidate in **one** of the following programs: Clear Multiple Subject Credential, Clear Single Subject Credential, Clear Education Specialist Credential, or Career Technical Education Preliminary/Clear Credential at the rate of \$1,500 per year.

Districts will be invoiced for each individual request for credential services. It is expected that invoices be paid promptly upon receipt in December and June of each school year.

H. Program Participation Options

The district will select one of the following options-check next to either Option 1 or Option 2. Both Options require full participation in the Tri-County Induction Program (TCIP) by all participants.

 Option 1: District pays SCSOS \$2,350 per candidate to select, hire, match and provide continuous training to its mentors using the criteria as outlined below. Billing will occur half in November and half in May with payments due in December and June. If the district is going to charge the candidate, it is their responsibility to notify the candidate upon hiring and collect all fees due. If the candidate leaves the program during the year, the district will be responsible for reimbursing the cost to the mentor on a prorated basis. **It is the responsibility of the district to notify TCIP ASAP when a candidate or mentor leaves the program on a leave or permanent basis.**

 X **Option 2:** The district agrees to provide written verification of the above selection, hiring, and matching process to TCIP upon request by credential type, same grade level or subject matter as candidate.

1. The district supports the release of mentors (Standard 6):
 - Who do not meet Program requirements
 - Whose candidate initiates a request to change Mentors
 - Who TCIP requests a release based on failure to meet the above criteria
2. The district assumes all financial (litigation) responsibilities stemming from any legal action brought against Tri- County Induction Program from an employee of said District.

Authorized signatures below indicate understanding and acceptance of the terms of this Memorandum of Understanding.

Pierce Joint Unified School District

Name of District or County Office of Education

Carol Geyer/Superintendent
Printed Name/Title


Signature

5/11/21
Date

District Liaison:

Carol Geyer/Superintendent
Printed Name/Title

cgeyer@pierce.k12.ca.us
Liaison's Email Address

Sutter County Superintendent of Schools as LEA:

Tom Reusser/Superintendent
Printed Name/Title

Signature

Date received at SCSOS

Policy 4119.21: Professional Standards

Status: DRAFT

| Last Revised Date: 03/08/2018

The Governing Board expects district employees to maintain the highest ethical standards, behave professionally, follow district policies and regulations, abide by state and federal laws, and exercise good judgment when interacting with students and other members of the school community. Employees shall engage in conduct that enhances the integrity of the district, advances the goals of the district's educational and extra curricular programs, and contributes to a positive school climate.

The Board encourages district employees to accept as guiding principles the professional standards and codes of ethics adopted by educational or professional associations to which they may belong.

Each employee is expected to acquire the knowledge and skills necessary to fulfill his/her responsibilities and to contribute to the learning and achievement of district students.

Inappropriate Conduct

Inappropriate employee conduct includes, but is not limited to:

1. Engaging in any conduct that endangers students, staff, or others, including, but not limited to, physical violence, threats of violence, or possession of a firearm or other weapon
2. Engaging in harassing, or discriminatory, harsh, physically threatening, intimidating, shaming, derogatory, demeaning, or humiliating behavior towards students, parents/guardians, staff, or community members, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed
3. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child
4. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student
5. Possessing or viewing any pornography on school grounds, or possessing or viewing child pornography or other imagery portraying children in a sexualized manner at any time
6. Using profane, obscene, or abusive language in the presence of against students, parents/guardians, staff, or community members
7. Willfully disrupting district or school operations by loud or unreasonable noise or other action
8. Using tobacco, alcohol, or an illegal or unauthorized substance, or possessing or distributing any controlled substance, while in the workplace, on district property, or at a school-sponsored activity
9. Providing or allowing minors to use alcohol or illegal drugs
10. Being dishonest with students, parents/guardians, staff, or members of the public, including, but not limited to, falsifying information in employment records or other school records
11. Divulging confidential information about students, district employees, or district operations to persons or entities not authorized to receive the information
12. Criticizing a student's parent to the student
13. Using district equipment or other district resources for the employee's own commercial purposes or for political activities
14. Using district equipment or communications devices for personal purposes while on duty, except in an emergency, during scheduled work breaks, or for personal necessity

Employees shall be notified that computer files and all electronic communications, including, but not limited to, email and voice mail, are not private. To ensure proper use, the Superintendent or designee may monitor employee usage of district technological resources at any time without the employee's consent.

15. Causing damage to or engaging in theft of property belonging to students, staff, or the district

16. Wearing inappropriate attire

Reports of Misconduct

An employee who observes or has evidence of another employee's inappropriate conduct shall immediately report such conduct to the principal or Superintendent or designee. An employee who has knowledge of or suspects child abuse or neglect shall file a report pursuant to the district's child abuse reporting procedures as detailed in AR 5141.4 - Child Abuse Prevention and Reporting.

Any reports of employee misconduct shall be promptly investigated. Any employee who is found to have engaged in inappropriate conduct in violation of law or Board policy shall be subject to disciplinary action and, in the case of a certificated employee, may be subject to a report to the Commission on Teacher Credentialing. The Superintendent or designee shall notify local law enforcement as appropriate.

An employee who has knowledge of but fails to report inappropriate employee conduct may also be subject to discipline.

The district prohibits retaliation against anyone who files a complaint against an employee or reports an employee's inappropriate conduct. Any employee who retaliates against any such complainant, reporter, or other participant in the district's complaint process shall be subject to discipline.

Notifications

The section(s) of the district's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or district web sites. (Education Code 44050)

Exhibit 4119.21-E(1): Professional Standards

Status: ADOPTED

Original Adopted Date: 09/10/2009

Code Of Ethics Of The Education Profession

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurturing of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

Principle I. Commitment to the Student

The educator strives to help each student realize his/her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning
2. Shall not unreasonably deny the student access to varying points of view
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety
5. Shall not intentionally expose the student to embarrassment or disparagement
6. Shall not on the basis of race, color, creed, gender, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation, unfairly:
 - a. Exclude any student from participation in any program
 - b. Deny benefits to any student
 - c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage
8. Shall not disclose information in the course of professional service unless disclosure serves a compelling professional purpose or is required by law

Principle II. Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation of the profession, the educator:

1. Shall not in any application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications
2. Shall not misrepresent his/her professional qualifications
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position
5. Shall not assist a noneducator in the unauthorized practice of teaching
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law
7. Shall not knowingly make false or malicious statements about a colleague
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action

Source: National Education Association, 1975

Policy 5121: Grades/Evaluation Of Student Achievement

Status: DRAFT

| Last Revised Date: 09/10/2009

The Governing Board believes that grades serve a valuable instructional purpose by helping students and parents/guardians understand performance expectations and identifying the student's areas of strength and those areas needing improvement. Parents/guardians and students have the right to receive course grades that represent an accurate evaluation of the student's academic performance.

The Superintendent or designee shall establish a uniform grading system that shall be applied to all students in that course and grade level. Teachers shall inform students and parents/guardians how student academic performance will be evaluated in the classroom.

A teacher shall base a student's grades solely on the quality of the student's work and his/her mastery of course content based on district standards. Students shall have the opportunity to demonstrate this mastery through a variety of methods, including, but not limited to, tests, projects, and portfolios, and/or class discussion as appropriate. Other elements that are not a direct measure of knowledge and understanding of course content, such as attendance, effort, student conduct, and work habits, shall not be factored into the academic grade but may be reported separately.

A grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy, or administrative regulation. (Education Code 49066)

Students in grades K-5 shall receive standards-based report cards.

When reporting student performance to parents/guardians, teachers may add narrative descriptions, observational notes, and/or samples of classroom work in order to better describe student progress in specific skills and subcategories of achievement.

A report card for a student with a disability may contain information about his/her disability, including whether that student received special education or related services, provided that the report card informs parents/guardians about their child's progress or level of achievement in specific classes, course content, or curriculum. However, transcripts that may be used to inform postsecondary institutions or prospective employers of the student's academic achievements shall not contain information disclosing the student's disability.

Whenever a student misses an assignment or assessment due to either an excused or unexcused absence, he/she shall be given full credit for subsequent satisfactory completion of the assignment or assessment.

A teacher may assign a failing grade to a student who has 36 or more unexcused absences during the grading period.

Regulation 5121: Grades/Evaluation Of Student Achievement

Status: DRAFT

| Last Revised Date: 09/08/2016

Grades/Evaluation Of Student Achievement

The Superintendent or designee shall inform teachers of the district's policy regarding grading, including expectations that grades shall be based on factors that directly measure students' knowledge and skills in the content area and shall not include nonacademic factors.

Report cards displaying students' grades in each subject or course shall be distributed to parents/guardians at the end of each grading period. Parents/guardians shall be offered an opportunity to meet with their child's teacher(s) to discuss the grades and strategies to improve their child's performance.

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report in addition to grading period reports. (Education Code 49067)

For each student in grades 9-12, the Superintendent or designee shall maintain a transcript recording the courses taken, the term that each course was taken, credits earned, final grades, and date of graduation.

Grades for Academic Performance

For grades K-5, students' level of progress for each grading period shall be reported as follows:

- 4 Exceeds Mastery of Standard
- 3 Mastery of Standard
- 2 Progress Toward Mastery of Standard
- 1 Minimal Mastery of Standard

For grades 6-12, grades for academic performance shall be reported for each grading period as follows:

A 90-100%	Outstanding Achievement	4.0 grade points
B 80-89%	Above Average Achievement	3.0 grade points
C 70-79%	Average Achievement	2.0 grade points
D 60-69%	Below Average Achievement	1.0 grade points
F 0-59%	Little or No Achievement	0 grade points
I 0%	Incomplete	0 grade points

An Incomplete shall be given only when a student's work is not finished by the end of the grading period because of illness or other excused absence. If not made up within two weeks, the Incomplete shall become an F.

Because of the more rigorous nature of Advanced Placement, courses, students receiving a grade of A, B, or C in those courses shall receive extra grade weighting as follows:

A 90-100%	Outstanding Achievement	5.0 grade points
B 80-89%	Above Average Achievement	4.0 grade points
C 70-79%	Average Achievement	3.0 grade points

Grades for Physical Education

No grade of a student participating in a physical education class may be adversely affected due to the fact that the student, because of circumstances beyond his/her control, does not wear standardized physical education apparel. (Education Code 49066)

Student performance in high school physical education courses shall be based upon evaluation of the student's individual progress, attainment of goals in each instructional area, tests designed to determine skill and knowledge,

and physical performance tests. (5 CCR I 0060)

High school students using interscholastic athletic participation to fulfill physical education requirements, as authorized by Education Code 51242, may be graded on this participation provided that a teacher credentialed to teach physical education supervises this participation and assigns the grade.

Grades for College Courses

When the district has approved a student to receive district credit for coursework completed at a community college or four-year college, he/she shall receive the same letter grade as is granted by the college.

Grades for Citizenship and Work Habits

Any grades assigned for citizenship or work habits, such as effort or study skills, shall be reported as follows:

O Outstanding

S Satisfactory

N Needs Improvement

Pass/Fail Grading

The Superintendent or designee may identify courses or programs for which students may, with parent/guardian permission, elect to earn a Pass or Fail grade instead of a letter grade.

Students who receive a Pass grade shall acquire the appropriate semester units of credit for the course. The grade shall not be counted in determining class rank, honors list, or membership in the California Scholarship Federation. Students who receive a Fail grade shall not receive credit for taking the course.

Peer Grading

At their discretion, teachers may use peer grading of student tests, papers, and assignments as appropriate to reinforce lessons.

Withdrawal from Classes

A student who drops a course during the first two weeks of the semester may do so without any entry on his/her permanent record card. A student who drops a course after the first two weeks of the semester shall receive an F grade on his/her permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances.

Effect of Absences on Grades

The school may withhold class credit because of excessive unexcused absences and tardies and shall inform students and parents/guardians of such a possibility at the beginning of the school year or semester. When a student reaches the number of unexcused absences and tardies defined as excessive in Board policy, the student and parent/guardian shall again be notified of the district's policy regarding excessive unexcused absences.

Students have an opportunity to earn full credit from a class if they are punctual, have regular attendance, complete class assignments, and pass tests.

In addition to potential legal consequences, unexcused absences and tardies can also result in credit loss, which can affect graduation.

Lost credit may be made up through summer school, adult education, credit recovery programs, and or an admin/counselor approved plan.

UNEXCUSED PERIOD ABSENCES PER SEMESTER (2 TARDIES = 1 PERIOD ABSENCE) CREDITS EARNED

Unexcused Period Absences per	Credits Earned
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Semester (2 Tardies = 1 Period Absence)	
6.5 - 13	5
13.5 - 20	4
20.5 - 27	3
27.5 - 35	2
>35	1
	0

The student and parent/guardian shall have a reasonable opportunity to explain the absences. (Education Code 49067)

If a student receives a failing grade because of excessive unexcused absences, the student's record shall specify that the grade was assigned because of excessive unexcused absences. (Education Code 49067)

Grades for a student in foster care shall not be lowered if the student is absent for any reason specified in Education Code 49069.5.

Grade Point Average

The Superintendent or designee shall calculate each student's GPA using the grade point assigned to each letter grade in accordance with the scale described in the section "Grades for Academic Performance" above. The grade points for all applicable coursework shall be totaled and divided by the number of courses completed. Pass/Fail grades shall not be included in the determination of a student's GPA.

When plus and minus designations are added to letter grades, they shall not be considered in determining GPA.

Each academic year, the Superintendent or designee shall provide to the Student Aid Commission the GPA of all district students in grade 12, except for students who have opted out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA. (Education Code 69432.9)

Policy 6141.5: Advanced Placement

Status: ADOPTED

Original Adopted Date: 02/18/2016 | Last Reviewed Date: 02/18/2016

To encourage district students to challenge themselves academically, develop college-level skills, and be more competitive when applying for admission to postsecondary institutions, the Governing Board shall offer opportunities to high school students to take Advanced Placement (AP) courses and pass AP examinations.

The Board desires to provide at least four AP courses at each high school. The Superintendent or designee shall recommend subject areas for AP courses at each school based on student interest and the availability of qualified certificated staff, instructional materials, and other resources. The Superintendent or designee shall also explore alternative methods of delivering AP courses, such as online courses or distance learning.

The Superintendent or designee may consult and collaborate with feeder schools to ensure that students are offered the opportunity to take coursework that will prepare them for AP courses.

All students who meet course prerequisites shall have equal access to AP courses.

Grades for AP courses shall be assigned in accordance with Board policy and administrative regulation.

The Superintendent or designee shall make efforts to encourage students to participate in AP courses and to take end-of-course AP exams by creating support systems for AP students, such as resource centers and programs to recognize student accomplishments. In addition, the Superintendent or designee may explore partnerships with colleges and universities to help encourage students to pursue postsecondary education.

To increase the capacity of district schools to offer AP courses, the Superintendent or designee shall provide staff development and support to teachers of such courses. This professional development may include, but is not limited to, opportunities for teachers to obtain information on the curriculum of specific courses, instructional methods, and data-driven decision making; mentoring for prospective teachers of AP courses; and opportunities for staff within the district to share course syllabi and practices.

The Board desires that every district AP course receive authorization to use the AP designation by the College Board. To that end, the Superintendent or designee shall coordinate the process for submitting courses for approval as part of the College Board AP course audit.

Examination Fee

To the extent feasible, the district shall reduce the cost of AP examination fees for eligible low-income students. At the beginning of each school year, the Superintendent or designee shall notify parents/guardians of the availability of funds for this purpose and shall provide information on how income-eligible students may apply for funding.