

**REGULAR MEETING OF THE JANESVILLE UNION SCHOOL DISTRICT  
BOARD OF TRUSTEES  
Janesville School Gymnasium  
Tuesday, January 19, 2021  
6:30 p.m.**

**Edward Brown is inviting you to a scheduled Zoom meeting.  
Topic: Janesville January 19<sup>th</sup> School Board Regular Meeting  
Time: January 19, 2021 06:30 p.m. Pacific Time (US and Canada)  
Join Zoom Meeting**

**Meeting ID: 873 5472 2643  
Password: JUS-121**

*Any person with a disability may request this agenda be made available in an appropriate alternative format. A request for a disability related modification or accommodation may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting to Ed Brown, Superintendent/Principal, 464-555 Main St. Janesville, CA, at (530) 253-3660, between the hours of 8:00 a.m. and 4:00 p.m. at least forty-eight (48) hours before the meeting. (Government Code 54954.2). Any writing that is a public record and relates to an agenda item for open session of a regular meeting of the Board of Trustees, and is distributed fewer than 72 hours prior to the regular meeting shall be available for public inspection at the Janesville Union Elementary School District Office located at 464-555 Main Street, Janesville, CA.*

- I. CALL TO ORDER, 6:30 p.m.
- II. ROLL CALL & ESTABLISHMENT OF QUORUM
- III. PLEDGE OF ALLEGIANCE
- IV. CONSENT AGENDA *(Items listed under the consent Agenda are considered to be routine and are acted on by the Board of Trustees in one motion. A member of the Board may request that specific items be discussed and/or removed from the Consent Agenda. It is understood that the administration recommends approval on all Consent items. Each item on the Consent Agenda approved by the Board of Trustees shall be deemed to have been considered in full and adopted as recommended).*
  - A. Approval of Agenda
  - B. Approval of Minutes: Regular Meeting, December 15, 2020  
Special Meeting, December 15, 2020  
(Attachment)
  - C. Approval of Bill Warrants  
*Provides a review of the accounts payable. (Attachment)*
- V. VISITORS

**Public-Input** – *During this portion of the meeting, any member of the public is permitted to make a brief statement, express his/her viewpoint, or ask a question regarding matters related to the school system. Three minutes may be allotted to each speaker and a maximum of twenty minutes to each subject matter.*

VI. CORRESPONDENCE:

- A. Letter from Patricia A. Gunderson, Superintendent of the Lassen County Office of Education, Regarding the Annual Education Report for the 2020-21 School Year (Attachment)

VII. REPORTS:

- A. Student Council Report
- B. PTO Boosters Report
- C. Janesville Teachers' Association (JTA) Report
- D. California School Employees' Association (CSEA) Report
- E. Enrollment Report (Attachment)
- F. School Site Council (Attachment)
- G. Quarterly Interest Report (Attachment)
- H. Business – Cash Flow Update (Attachment)
- I. Superintendent Report

VIII. DISCUSSION/ACTION ITEMS:

- A. Review the Janesville Union Elementary School District School Accountability Report Card (SARC) Published During 2020-2021 (Brown) (Attachment)
- B. Review 2019-2020 Audit Report from SingletonAuman PC Certified Public Accountants and Consultants (Kellogg) (Attachment)
- C. Review Results of the California Healthy Kids Survey (CHKS) (Brown) (Attachment)
- D. Resolution #21-10 Surplus Library Books (Tinnin) (Attachment)
- E. Consideration to Close Current Financial Institution Bank Accounts at Tri Counties Bank and Reopen at Lassen County Federal Credit Union:
  - Janesville School Student Body Fund Checking
  - Janesville School Student Body Fund Savings
  - Janesville School Revolving Account(Brown)
- F. First Reading to Review/Revise/Adopt Board Bylaws (BB):
  - BB 9250 Remuneration, Reimbursement and Other Benefits(Brown) (Attachment)

G. First Reading to Review/Revise/Adopt Board Policy (BP) Administrative Regulations (AR) and Exhibits (E):

- BP 5113.1 Chronic Absence and Truancy
- AR 5113.1 Chronic Absence and Truancy
- AR 5113.11 Attendance Supervision
- BP 5145.7 Sexual Harassment
- AR 5145.7 Sexual Harassment
- AR 5145.71 Title IX Sexual Harassment Complaint Procedures
- E 5145.71 Title IX Sexual Harassment Complaint Procedures
- BP 6161.1 Selection and Evaluation of Instructional Materials
- AR 6161.1 Selection and Evaluation of Instructional Materials
- E 6161.1 Selection and Evaluation of Instructional Materials
- E 9323.2 Actions by the Board  
(Brown) (Attachment)

IX. BOARD REPORTS AND FUTURE AGENDA ITEMS:

X. ADJOURNMENT





JANESVILLE UNION SCHOOL DISTRICT BOARD OF TRUSTEES  
REGULAR MEETING  
December 15, 2020  
MINUTES

MEMBERS PRESENT	Charity Moore, Lee Bailey, Nathan Roderick and Ed Brown				
MEMBERS ABSENT	None				
OTHERS PRESENT	Tom Jaso, Melissa McMullen, Jacob George, Cary Ehrlich and Andrea Kellogg				
CALL TO ORDER	President Lee Bailey called the meeting to order at 6:39 p.m.				
ESTABLISHMENT OF QUORUM	A quorum was established with three members present.				
PLEDGE OF ALLEGIANCE	The Pledge of Allegiance was recited.				
OATH OF OFFICE	Mr. Brown administered the Oath of Office to Nathan Roderick, Tom Jaso and Melissa McMullen.				
	Signatures and necessary paper work to be completed at the end of the meeting.				
CONSENT AGENDA	<p>MSCU (Moore/Roderick) to approve the consent agenda.</p> <p>A. Approval of Agenda</p> <p>B. Approval of Minutes: Regular Meeting, November 17, 2020 Special Meeting, November 17, 2020</p> <p>C. Approval of Bill Warrants: Batch #0000, #0008 and #0009</p> <table> <tr> <td>a. General Fund</td><td>\$83,049.80</td></tr> <tr> <td>b. Cafeteria</td><td>\$11,585.78</td></tr> </table>	a. General Fund	\$83,049.80	b. Cafeteria	\$11,585.78
a. General Fund	\$83,049.80				
b. Cafeteria	\$11,585.78				
VISITORS	No visitors addressed the Board.				
STUDENT COUNCIL	There was nothing to report from the Student Council.				
PTO BOOSTERS	There was nothing to report from the PTO Boosters.				
JTA REPORT	<p>Cary Ehrlich reported on the following:</p> <ul style="list-style-type: none"> <li>• Holding Zoom meetings with her band group</li> <li>• Three to five students participating</li> <li>• Students practice instruments via Zoom</li> <li>• Fun seeing students one-on-one.</li> </ul>				

CSEA REPORT	There was nothing to report from the California School Employees' Association.
ENROLLMENT REPORT	Mr. Brown reviewed enrollment is currently at 378. He mentioned a slight decrease in enrollment, but tends to go up in spring.
SSC	<p>Mr. Brown reported for the School Site Council:</p> <ul style="list-style-type: none"><li>• Acquired one new member</li><li>• Still looking for two more parent/guardian members</li><li>• Reviewed fall 2020 Measures of Academic Progress (MAP) scores</li><li>• Discussing parent survey questions to go out in January/February 2021</li><li>• Preparing to review School Accountability Report Card (SARC) in January.</li></ul>
CASH FLOW	Mrs. Kellogg reported business as usually with healthy cash flow. Further discussion will be addressed during the First Interim budget presentation.
SUPERINTENDENT REPORT	<p>Mr. Brown discussed the following in his superintendent report:</p> <ul style="list-style-type: none"><li>• Public Health closed all schools in Lassen county due to increase COVID-19 cases</li><li>• Public Health Officer Dr. Kenneth Korver will not be extending the school shut-down order for in-person learning</li><li>• Schools will be able to reopen January 4<sup>th</sup></li><li>• School shut-downs will be on case-by-case basis for each District depending on amount of cases within staff/students</li><li>• California Department of Public Health changes include all children over age two required to wear face coverings</li><li>• Discuss voluntary COVID testing for staff; could be mandated</li><li>• Testing will be more readily available on site for staff</li><li>• Lassen County Office of Education (LCOE) reported Occupational Safety and Health Administration (OSHA) could fine the District for non-compliance</li><li>• Special education students and doctor notes required for student exemptions.</li></ul>

ANNUAL  
ORGANIZATIONAL  
BUSINESS:

ELECTION OF  
OFFICERS:

MSCU (Moore/Roderick) to elect Lee Bailey as the Board President.  
MSCU (Roderick/Jaso) to elect Charity Moore as the Clerk.  
MSCU (Moore/McMullen) to elect Nathan Roderick as the Representative.

DAY/TIME  
REGULAR MEETING:

MSCU (Moore/Roderick) to keep regular Board meetings on the third Tuesday of the month and begin the regular meetings at 6:30 p.m. and the closed session meetings to begin at 5:30 p.m.

VERIFICATION OF  
SIGNATURES:

Member signatures will be gathered at the end of the meeting.

REGISTRY OF  
PUBLIC AGENCIES:

The Registry of Public Agencies form to be updated/completed at the end of the meeting with the election of new officers.

OPEN PUBLIC  
HEARING FOR BUDGET  
OVERVIEW FOR  
PARENTS

President Bailey read the Notice to the Public statement regarding the Janesville Union School District's (JUSD) Budget Overview for Parents for the 2020-2021 school year.

MSCU (Roderick/Moore) to open the public hearing for the JUSD's Budget Overview for Parents for the 2020-2021 school year at 6:58 p.m.

Mr. Brown stated the Budget Overview for Parents is part of the Local Control Accountability Plan (LCAP) and now presented as a separate document making it easier for parents/guardians to find. Additional information will be given during the First Interim Report.

CLOSE PUBLIC  
HEARING FOR BUDGET  
OVERVIEW FOR  
PARENTS

MSCU (Moore/Roderick) to close the public hearing for the JUSD's Budget Overview for Parents for the 2020-2021 school year at 7:00 p.m.

APPROVE BUDGET  
OVERVIEW FOR  
PARENTS

MSCU(Roderick/Jaso) to approve the JUSD's Budget Overview for Parents for the 2020-2021 School Year.

SUMMER  
ASSISTANCE  
FOR CSEA

The following items were discussed regarding the tentative agreement for the Summer Assistance Program for classified employees:

- Provides certain classified employees with opportunity to set aside funds from their paycheck over the year
- Those funds are matched up to ten percent by the State to help carry employees through the summer
- Restrictions on which classified employees are eligible.

MSCU (Moore/Roderick) to approve Tentative Agreement Between JUSD and CSEA for the Summer Assistance Benefits for Classified Employees.

SET DATE/TIME  
STRATEGIC  
PLANNING

MSCU (Roderick/Moore) to set the date of February 10, 2021 at 4:30 p.m to hold the Strategic Planning meeting.

2020-2021 FIRST  
INTERIM

Mrs. Kellogg reviewed the 2020-2021 PowerPoint on the First Interim Report and there was discussion regarding the following:

- State aid accounts for 81% of revenue
- 79% of expenditures is personnel
- Additional funding through Local Control Funding Formula (LCFF) sources
- Fully funded, sharp increases no longer a reality
- Hoping governor will prioritize learning loss to schools
- Multi-Year Projection (MYP) states healthy reserve level
- Higher revenue than expenditures
- Projecting deficit spending 2021-22, and 22-23
- 4% reserve for economic uncertainties
- Stabilization arrangement established two years ago funded at 20%
- School budget workshop available to new board members if interested.

MSCU (Roderick/Moore) to approve the 2020-2021 First Interim Report.

RESOLUTION #21-09

MSCU (Moore/Roderick) to approve Resolution #21-09 Budget/Cash Transfers.

FIRST READING

BP/AR/E:

E 1113

BP 3280

BP 3530

AR 3530

BP 4119.11

AR 4119.11

AR 4119.12

E 4119.12

BP 4157

AR 4157

AR 4157.1

MSCU (Roderick/Moore) to approve the first reading and waive the second reading of the Board Policy (BP) Administrative Regulations (AR) and Exhibits (E) listed under Item: H.

BOARD REPORTS

There was nothing to report.

ADJOURNMENT

MSCU (Moore/Roderick) to adjourn the meeting at 7:45 p.m.

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Clerk of the Board

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Date



JANESVILLE UNION SCHOOL DISTRICT BOARD OF TRUSTEES  
SPECIAL MEETING  
December 15, 2020  
MINUTES

MEMBERS PRESENT	Charity Moore, Nathan Roderick, Lee Bailey and Ed Brown
MEMBERS ABSENT	There were no members absent.
OTHERS PRESENT	Andrea Kellogg
CALL TO ORDER	President Lee Bailey called the meeting to order at 5:58 p.m.
ESTABLISHMENT OF QUORUM	A quorum was established with three members present.
APPROVE AGENDA	MSCU (Roderick/Moore) to approve the agenda.
PUBLIC COMMENTS FOR CLOSED SESSION	There were no public comments.
ADJOURN TO CLOSED SESSION	MSCU (Moore/Roderick) to adjourn to closed session for the Board to discuss the following: 1. Certain Personnel Matters 2. Labor Negotiations 3. Public Employee Performance Evaluation
RECONVENE IN REGULAR SESSION	MSCU (Moore/Roderick) to reconvene into regular session.
REPORT ACTION TAKEN IN CLOSED SESSION	There was nothing to report.
ADJOURNMENT	MSCU (Moore/Roderick) to adjourn the meeting at 6:34 p.m.

\_\_\_\_\_  
Clerk of the Board

\_\_\_\_\_  
Date





**JANESVILLE UNION ELEMENTARY SCHOOL DISTRICT  
BOARD OF TRUSTEES MEETING FACT SHEET**

**SUBJECT:**

Bill Warrants

**AGENDA ITEM AREA:**

Consent

**REQUESTED BY:**

Andrea Kellogg, Chief Business Official

**ENCLOSURES:**

Batch #10

**DEPARTMENT:**

Business

**FINANCIAL IMPACT/SOURCE:**

General Fund / Cafeteria Fund

**MEETING DATE:**

January 19, 2021

**ROLL CALL REQUIRED:**

No

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**BACKGROUND:**

**Batch # 10**

Includes routine warrants

**The following warrants are not routine and require further explanation:**

Payments in the amounts of \$12,000 and \$6,000 are for retirement incentives.

**RECOMMENDATION:**

Board approval is requested.

DISTRICT #	11		
DISTRICT NAME:	JANESVILLE UNION ELEMENTARY SCHOOL DISTRICT		
BATCH #	10		
BUDGET YEAR:	21	RUN DATE	1/4/2021

FUND:	<u>01</u>	General Fund	<u>73,513.06</u>
FUND:	<u>13</u>	Cafeteria Fund	
FUND:	<u>14</u>	Deferred Maintenance	
FUND:	<u>25</u>	Developer Fee	
FUND:	<u>35</u>	County School Facilities Fund	
Batch Totals:			<u>73,513.06</u>

AUTHORIZED BY: Ed AB DATE: 12/18/2020

AUDITED BY: Yang K. Kwong DATE APPROVED: 11/21/2020

COMMENTS:

Batch status: A All

From batch: 0010

To batch: 0010

Include Revolving Cash: Y

Include Address: Y

Include Object Desc: N

Include Vendor TTN: N

Include Audit Date and Time in Sort: N

BATCH: 0010 JANUARY BATCH #1

&lt;&lt; Open &gt;&gt;

Fund : 01 GENERAL FUND

Vendor/Addr Reg Reference	Remit name Date	Description	Tax ID num	Deposit type	Fd-Resc-Y-Objt-Goal-Func-Sch-DD	ABA num	Account num	EE ES	E-Term	E-ExtRef
								Liq Amt	Net Amount	
100312/00	BRAY, LESLI									
	2740 REVERE LANE									
	CHICO, CA 95973									
210039	PO-210039	12/18/2020 YEAR 2 RETIRMENT INCENTIVE			1 01-0000-0-3901-1110-1000-000-00	NY F	12,000.00	12,000.00		12,000.00
		TOTAL PAYMENT AMOUNT					12,000.00 *			12,000.00
100025/00	BRICKER, DEBRA									
	468-400 BASS HILL ROAD									
	JANESVILLE, CA 96114									
210040	PO-210040	12/18/2020 YEAR 2 RETIREMENT INCENTIVE			1 01-0000-0-3901-1110-1000-000-00	NY F	12,000.00	12,000.00		12,000.00
		TOTAL PAYMENT AMOUNT					12,000.00 *			12,000.00
100730/00	CSM INC									
	P.O. BOX 4408									
	EL DORADO HILLS, CA 95762									
210002	PO-210002	12/18/2020 2ND QTR E-RATE CONSULTING			1 01-0000-0-5800-0000-7200-000-00	NN P	1,000.00	1,000.00		1,000.00
		TOTAL PAYMENT AMOUNT					1,000.00 *			1,000.00
100083/00	DEKOCK, DANIEL									
	365 SNOWY PEAK DRIVE									
	WESTWOOD, CA 96137									
210041	PO-210041	12/18/2020 YEAR 3 RETIREMENT INCENTIVE			1 01-0000-0-3901-1110-1000-000-00	NY F	12,000.00	12,000.00		12,000.00
		TOTAL PAYMENT AMOUNT					12,000.00 *			12,000.00
100134/00	DEKOCK, LAURIE									
	365 SNOWY PEAK DRIVE									
	WESTWOOD, CA 96137									
210042	PO-210042	12/18/2020 YEAR 3 RETIREMENT INCENTIVE			1 01-0000-0-3902-1110-1000-000-00	NY F	6,000.00	6,000.00		6,000.00
		TOTAL PAYMENT AMOUNT					6,000.00 *			6,000.00

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account. num	EE	ES	E-Term	E-ExtrRef
Reg Reference	Date		Description						

001891/00 DEMCO INC.  
PO BOX 804  
MADISON, W

210160	PO-210160	12/18/2020	LIBRARY MATERIALS FOR LIM	1	01-3220-0-4300-1110-1000-000-00	NN F	328.14
			TOTAL PAYMENT AMOUNT			328.14 *	328.14

100913/00 FGL ENVIRONMENTAL  
853 CORPORATION STREET  
SANTA PAULA, CA 93060

[illegible]

000561/00 FRONTIER  
P.O. BOX 740407  
CINCINNATI, OH 45274-0407

210004	PO-210004	12/10/2020	DECEMBER PHONE CHARGES	1	01-0000-0-5900-0000-7200-000-00	NN P	527.90
			TOTAL PAYMENT AMOUNT			527.90 *	527.90

100640/00      GIANNOTTI, RICHARD  
160 CREEK HAVEN DRIVE  
LAKE ALMANOR, CA 96137

210043	PO-210043	12/18/2020	YEAR 2 RETIREMENT INCENTIVE	1	01-0000-0-3901-1110-1000-000-00	NY F
			TOTAL PAYMENT AMOUNT		12,000.00 *	
						12,000.00
						12,000.00

100456/00 JAMESVILLE POST OFFICE  
JAMESVILLE, CA 96114

[illegible]

011 JANESVILLE UNION ELEMENTARY SD J12511

ACCOUNTS PAYABLE PRELIST  
BATCH: 0010 JANUARY BATCH #1  
Fund : 01 GENERAL FUND

APY500 L.00.19 12/18/20 12:44 PAGE 3  
<< Open >>

Vendor/Addr	Remit name	Reg Reference	Date	Description	Tax ID num	Deposit type	Fd-Resc-Y-Objt-Func-Sch-DD	ABA num	Account num	EE	ES	E-Term	E-ExtRef
										Liq Amt			Net Amount
100124/00	KANAVEL, JONELLE												
	710-045 SUNNYSIDE ROAD												
	JANESVILLE, CA 96114												
210044	PO-210044	12/18/2020	YEAR 1	RETIREMENT INCENTIVE	1	01-0000-0-3901-1110-1000-000-00	NN F	12,000.00 *		12,000.00			12,000.00
				TOTAL PAYMENT AMOUNT									12,000.00
001229/00	LASSEN MUNICIPAL UTILITY DIST												
	65 SO. ROOP ST.												
	SUSANVILLE, CA 96130												
210012	PO-210012	12/10/2020	DECEMBER	ELECTRICITY	1	01-0000-0-5510-0000-8200-000-00	NN P	3,537.73 *		3,537.73			3,537.73
				TOTAL PAYMENT AMOUNT									3,537.73
101124/00	MALONE, AMY												
	463-355 MAIN STREET												
	JANESVILLE, CA 96114												
PV-210028	12/18/2020	STAMPS FOR MAILINGS				01-1100-0-4300-1110-1000-000-17	NN						16.50
PV-210028	12/18/2020	STAAMPS FOR MAILINGS				01-1100-0-4300-1110-1000-000-04	NN						16.50
				TOTAL PAYMENT AMOUNT				33.00 *					33.00
002158/00	OFFICE DEPOT												
	P.O. BOX 29248												
	PHOENIX, AZ 85038-9248												
210191	PO-210191	12/04/2020	PALLET OF PAPER			1 01-3220-0-4300-1110-1000-000-00	NN P			1,243.67			1,243.67
210191	PO-210191	12/03/2020	COLORRED PAPER			1 01-3220-0-4300-1110-1000-000-00	NN P			180.32			180.32
210191	PO-210191	12/04/2020	RETURN ADDRESS STAMP			1 01-3220-0-4300-1110-1000-000-00	NN F			28.95			28.95
				TOTAL PAYMENT AMOUNT				1,452.94 *					1,452.94
100359/00	RAY MORGAN COMPANY												
	3131 ESPLANADE												
	CHICO, CA 95973												
210017	PO-210017	12/04/2020	8795i	COPIER SERVICE	1	01-0000-0-5600-0000-7200-000-00	NN P	430.35 *		430.35			430.35
				TOTAL PAYMENT AMOUNT									430.35
				TOTAL Fund		PAYMENT		73,513.06 **					73,513.06
				TOTAL BATCH PAYMENT				73,513.06 ***		0.00			73,513.06

## ACCOUNTS PAYABLE PRELIST

APY500 L.00.19 12/18/20 12:44 PAGE 4

BATCH: 0010 JANUARY BATCH #1  
Fund : 01 GENERAL FUND

Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	Fd-Resc-Y-Objt-Goal-Func-Sch-DD	ABA num	Account num	EE	ES	E-Term	E-ExtRef
							T9MPS			Liq	Amt		Net Amount

TOTAL DISTRICT PAYMENT														73,513.06	****	0.00	73,513.06
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TOTAL FOR ALL DISTRICTS:														73,513.06	****	0.00	73,513.06
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Number of checks to be printed: 15, not counting voids due to stub overflows.







# Lassen County Office of Education

472-013 Johnstonville Road North · Susanville, CA 96130-8752

530.257.2196 Fax 530.257.2518

Patricia Gunderson, Superintendent

December 14, 2020

The Lassen County Office of Education is pleased to present our Annual Education Report for the 2020-21 school year. The last few months have been extremely challenging for our Districts. All of our school employees have done a tremendous job of adjusting to the new mandates and policies put in place due to COVID-19. However, we never lose sight of the fact that children are our highest priority!

Please feel free to share the Report, and contact me if you have any questions.

Sincerely,

Patricia A. Gunderson  
County Superintendent of Schools

PG/sar  
AnnualReport.cov letter

Enclosure





Printed as a service to the Lassen  
County Office of Education  
Patricia Gunderson, Superintendent



## Lassen County Office of Education 2020 Annual Report to the Community

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# Partners in Education

Businesses that have teamed with LCOE to support education

Alliance for Workforce Development

County of Lassen

Customer Talk

Lassen Community College

Lassen Land & Trails Trust

Lassen National Forest

Lassen Rural Bus

Susanville Indian Rancheria

Bureau of Land Management

Billington Ace Hardware

Susanville Supermarket

School districts in Lassen County operate autonomously with their own elected Governing Board and appointed Superintendent. The Lassen County Office of Education is a service organization and an intermediary between local school districts and the California Department of Education.

Lassen County School Districts and Superintendents	
Big Valley Joint Unified School District <i>Paula Silva Superintendent/Principal</i> (530) 294-5266 <a href="http://www.bigvalleyschool.org">www.bigvalleyschool.org</a>	Ravendale-Termo Elementary School District <i>Jason Waddell, Superintendent/Principal</i> (530) 257-8200 <a href="http://www.junipterridge.org">www.junipterridge.org</a>
Fort Sage Unified School District <i>Dr. Keith Tomes, Superintendent/Principal</i> (530) 827-2129 <a href="http://www.fortsage.org">www.fortsage.org</a>	Richmond Elementary School District <i>Sabrina Greiten, Superintendent/Principal</i> (530) 257-2338 <a href="http://www.richmond elementary.com">www.richmond elementary.com</a>
Janesville Union School District <i>Ed Brown, Superintendent/Principal</i> (530) 253-3660 <a href="http://www.janesvilleschool.org">www.janesvilleschool.org</a>	Shafter Elementary School District <i>Jeff Baker, Superintendent/Principal</i> (530) 254-6577 <a href="http://www.shafterschool.org">www.shafterschool.org</a>
Johnstonville Elementary School District <i>Dr. Scott Smith, Superintendent/Principal</i> (530) 257-2471 <a href="http://www.johnstonville.org">www.johnstonville.org</a>	Susanville School District <i>Jason Waddell, Superintendent</i> (530) 257-8200 <a href="http://www.susanvillesd.org">www.susanvillesd.org</a>
Lassen Union High School District <i>Morgan Nugent, Superintendent</i> (530) 257-5134 <a href="http://www.lassenhigh.org">www.lassenhigh.org</a>	Westwood Unified School District <i>Michael Allenburg, Superintendent/Principal</i> (530) 256-2311 <a href="http://www.westwoodusd.org">www.westwoodusd.org</a>
Long Valley School <i>Sherri Morgan, Director</i> (530) 827-2395 <a href="http://www.longvalleycs.org">www.longvalleycs.org</a>	Thompson Peak Charter School <i>Sherri Morgan, Director</i> (530) 827-2395 <a href="http://www.longvalleycs.org">www.longvalleycs.org</a>

## Message from the Superintendent

Dear Lassen County Residents,

The Lassen County Office of Education is pleased to present our Annual Education Report for the 2020-2021 school year. The last few months have been extremely challenging for all of our districts. We are excited and pleased that our districts have worked very hard during this COVID-19 crisis to make changes and put in precautions that have allowed for our students to return to campus. All staff members have adjusted to new mandates, policies and protocols to ensure that the work we do is of the highest quality in a safe environment. We never lose sight of the fact *your* children are *our* highest priority!

Sincerely,

Patricia Gundersen

Lassen County Superintendent of Schools





<p><b>What does the Lassen County Office of Education Do?</b></p>	<p>The Lassen County Office of Education (LCOE) works in partnership with our local schools and community to support quality programs and instruction for the 4,150 students enrolled in Lassen County. The LCOE employs approximately 115 staff and manages a \$9 million dollar budget.</p> <p>Under the leadership of the County Board of Education and the Superintendent of Schools, LCOE serves as a link between the 10 school districts and the California Department of Education. Staff provide leadership and advocacy on critical educational issues and serve as a source of informational support for our local educators.</p> <p>LCOE provides support for the local districts in three areas: <b>Administrative, Instructional, and Direct Student Services.</b></p>
<p><b>The Role of the Lassen County Superintendent of Schools</b></p> <p>The Lassen County Superintendent of Schools, elected by the voters of Lassen County, is the chief administrative officer, employer, and developer of programs and services as authorized by state statute or determined by needs of requests. She also provides educational leadership and administers mandated services.</p> <p>The County Superintendent of Schools has direct oversight responsibilities for approving and assuring school district budgets, approving Local Control Accountability Plans, calling school district elections, and assisting with school district emergencies by providing necessary services.</p> <p>All other programs and services are of a training, program/service offering, or advisory in nature.</p>	<p><b>Mission Statement – Lassen County Office of Education</b></p> <p>The mission of the Lassen County Office of Education is to provide essential and necessary resources, services, support, and leadership to all public schools in Lassen County that will assist in the improvement of programs and development of all children in reaching their fullest individual potential.</p>

<p><b>Administrative Support</b></p> <p>Administrative supports includes the business and operational functions of education. Some are required by law, such as the attendance accounting, district budget reviews, Local Control and Accountability Plan (LCAP) support and approval, inter-district appeals, and teacher credentialing.</p> <p>Additional services are provided to help districts save money by offering economy-of-scale services like payroll auditing, payroll processing, fingerprinting, and technology services. Substitute teacher processing and ongoing technical services for payroll, budget, and LCAP are also provided.</p>	<p><b>Instructional Support</b></p> <p>Professional Development</p> <p>State content standards trainings</p> <p>Student Assessment and Accountability</p> <p>Support with the adoption of new curriculum and materials</p> <p>Credentialing and Licensing support for teachers, early childhood educators, and administrators.</p>
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## Direct Student Services

Homeless Education Programs	Foster Youth Service
Behavioral and Mental Health Support	Preschool
Early Education—Infant/Toddler	After School Expanded Learning
Prevention Education	After School Expanded Learning
Third Grade History Day	Children's Fair
Fourth Grade Day	Fine Arts Festival
Fifth Grade Day in the Desert	Sober Graduation
Tinkering Lab	Student Assemblies



## The Role of County Boards of Education

### County Board of Education Trustees and Their Areas of Representation

#### Trustee Area No. 1

**Bruce Davis, Patricia Hagata, Dan Owens**

- ▶ Lassen Union High School District
- ▶ Susanville School District

#### Trustee Area No. 4

**Wanda Bushong**

- ▶ Fort Sage Unified School District
- ▶ Ravendale-Termo School District
- ▶ Shafter Elementary School District

#### Trustee Area No. 2

**(Currently Vacant)**

- ▶ Westwood Unified School District

#### Trustee Area No. 5

**(Currently Vacant)**

- ▶ Janesville Union School District
- ▶ Johnstonville Elem. School District
- ▶ Shafter Elementary School District

#### Trustee Area No. 3

**Rich Fitzer**

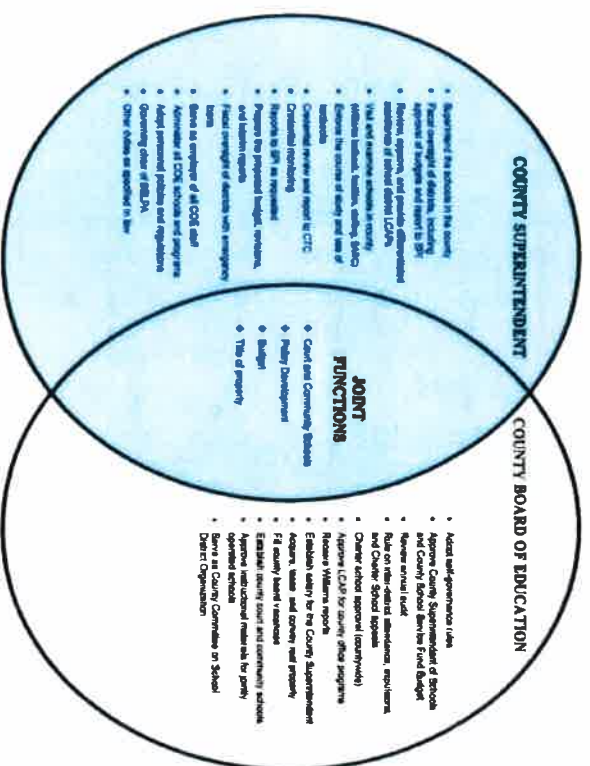
- ▶ Big Valley Joint Unified School District

Board of Education meetings are typically held on the second Wednesday of each month at 4:00 p.m. at the

**Lassen County Office of Education**

472-013 Johnstonville Road, N., Susanville, CA 96130





## Number of Lassen County Public Schools

Elementary	4
TK-Eighth	5
Intermediate (3-5)	1
Middle	1
Jr/Senior High	2
High School	4
Alternative	1
Charter	3

## Racial/Ethnic Distribution of Students

	Lassen	California
African American	1.3%	5.6%
Am. Indian/AK Native	3.9%	0.5%
Asian	0.8%	9.3%
Filipino	0.8%	2.4%
Hispanic or Latino	19.2%	54.9%
Pacific Islander	1.5%	0.4%
White	66.0%	22.4%
Two or More	6.2%	3.9%
None Reported	0.4%	0.9%

## Number of 12th Grade Graduates

In Public Schools Completing Courses Required for Admission to the University of California and/or California State University by Ethnic Group

	Lassen	California
Am. Ind/Alaska Native	5.6%	30.6%
Asian	0%	74.0%
Pacific Islander	0%	74.3%
Filipino	0%	41.0%
Hispanic or Latino	11.4%	41.5%
African American	0%	37.7%
White	12.7%	53.4%

## Education Snapshot

### High School Graduation Rate

Lassen County	86.7%
California	85.5%

### SAT Results

(Scholastic Achievement Test)

	Lassen	California
Average Reading Score	503	484
Average Math Score	496	494
Average Writing Score	476	477

(Total Score possible -800 points in each section)

### Academic Performance Levels (3-8)

	Blue (Highest)	Orange
Green		Red (lowest)
Yellow		
District	ELA	Math
Big Valley	Yellow	Yellow
Janesville	Orange	Orange
Johnstonville	Green	Green
Ravendale-Termo	No Data	No Data
Richmond	Green	Green
Shafter	Orange	Orange
Susanville	Orange	Orange
Westwood	Orange	Orange
Fort Sage	Red	Red
Lassen High School	Green	Green

For More Information go to

<http://www.caschoolsboard.org/>



## Child and Family Resources

LCOE's Child and Family Resources (CFR) provides programs which give children a head start in school and life. Last year, through the pre-school, Infant/Toddler, and childcare services and providers, CFR offered support and direct services to children and families in Lassen County.

We provide engaging, quality, play-based programs in learning environments where children can explore, discover, and interact.

These programs and activities are designed to help children develop a solid foundation of language, early literacy, and early math and science skills. Children develop healthy habits and routines along with positive social-emotional skills through these interactions.

## Need Quality Childcare?

Finding quality childcare in Lassen County can be difficult and frustrating. Calling the Lassen Child & Family Resources (CFR) can help.

CFR maintains information on school-aged exempt childcare centers, licensed childcare centers, and family childcare homes in Lassen County.

Childcare referrals are free-of-charge, and staff are available to focus on the age of the child, need, and location within the county. If you need help paying for childcare, program staff can help.

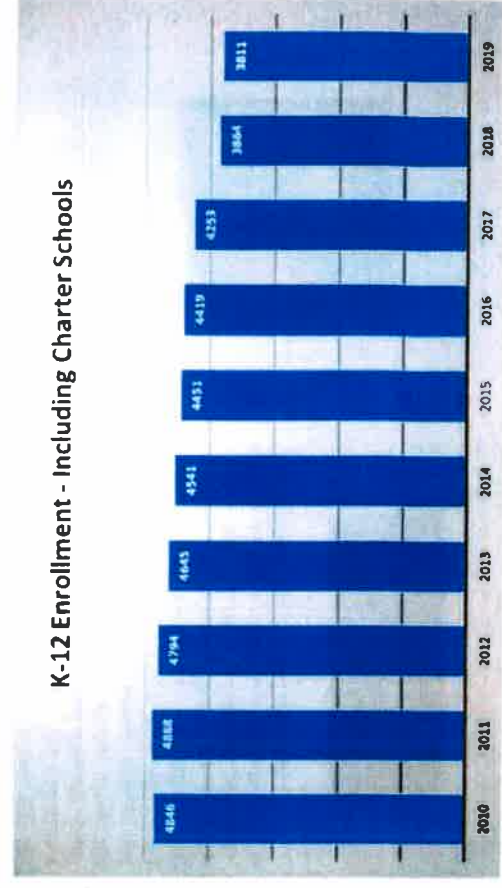
For more information, call (530) 257-9781

## Lassen County Schools Demographic Data

District Name	Enrollment	English Learners	Free and Reduced Meals
Big Valley	111	8	74
Fort Sage	138	0	80
Janesville	379	2	139
Johnstonville	183	5	88
Lassen High School	765	12	252
Ravendale-Termo	7	0	6
Richmond	211	0	23
Shafter	193	18	131
Susanville	1123	66	623
Westwood	185	6	137
Charter	537	9	444

## A Decade of Declining Enrollment

Lassen County has seen the enrollment of its resident students decline steadily over the past decade.





**Business Services** include such functions as budget approval and monitoring, fund apportionment and distribution, payroll, retirement and financial accounting services, auditing and issuance of warrants, legal advisory services, processing and collection of statistical and financial reports and data, and general management team assistance and reporting. The Business Office annually issues 10,445 payroll warrants, valued in excess of \$22,217,964, to approximately 854 school district employees. In addition, 9,287 warrants are issued for payment of non-payroll related school district expenses. These expenditures total approximately \$9,887,324 annually.



The **Credential Analyst** provides school districts, charter schools, and the California Department of Corrections current information on California teacher credentialing and assignment requirements. Specialized services are also provided for first-time and renewal credential applicants. Ongoing monitoring of credentials for certificated staff in all county districts is also provided.



**Special Education** provides a variety of support services to 10 school districts, and two independent charters within Lassen County.

Traditional mild/moderate and moderate/severe programs are provided, along with programs for emotionally disturbed students, infants and toddlers, and preschoolers. Services are provided by school psychologists, behavioral specialists, speech and language pathologists, a physical therapist, an occupational therapist, and credentialed special education teachers.

The **Human Resources Department** provides leadership and support to local school districts and other County Office divisions to maximize productivity through the use of modern technology and strong personnel practices. Services include teacher and staff recruitment, collective bargaining, professional development, and strategic planning.



**Comprehensive Technology Services** include planning, installation, and support of audio visual systems, bell/P/A systems, wireless systems, and network design; installation, repair, and maintenance of phone and server systems and fiber and copper cabling; security planning, installation, testing, and maintenance; website assistance, hosting, and maintenance; Data integration services; desktop and end-user support and training; E-rate ISP provider; IT systems and program evaluation and consulting services; and IT systems and program evaluations. Services are also provided on a contracted basis to other entities as requested and appropriate.



The **After-School Education and Safety Grant Program** provides after school services to participating districts and schools. Services include supervision of programs, personnel and finances. Project funds are received from the California Department of Education's (CDE) After School Education and Safety (ASES) program. Program funding is for the purpose of supporting participants in being successful students. This is accomplished through offerings that include academic interventions, tutoring, and homework assistance, recreation, and enrichment.



There are numerous **Special Events** coordinated by the Lassen County Office of Education that benefit students countywide. Events include Sober Graduation, Lit Jam, 3<sup>rd</sup> Grade Lassen County History Day, 4<sup>th</sup> Grade California History Day, 5<sup>th</sup> Grade Day in the Desert, and the Lassen County Children's Fair—the largest single-day event in the County.



**Prevention Programs** are provided to all students year-round and include Red Ribbon Week, tobacco cessation, drug and alcohol awareness, and bullying prevention.

**Educational Support Services** are provided to school districts to ensure professional development to both certificated and classified personnel. Services include California Standards-aligned training; compliance support; Williams Oversight support; assistance with Local Control and Accountability Plans, and Title 3; Regional System of District and School Support (RSDSS) services; and curriculum support.



**Health Services** are provided to direct service districts, including hearing and vision screening, scoliosis screening, HIV/AIDS training, and other mandated services. Services are provided by a credentialed school nurse and school nurse assistants.

# Janesville Union Elementary School

464-555 Main St.  
Janesville, CA 96114  
(530) 253-3551

## Count Enrollment and ADA On A Given Day Calculated for: 01/17/2020

Page 1 of 1

Class Id	Teacher	Course Name	Absent	I. S. Credit	I. S. No Credit	I.S. Pend	Actual Attendance	Enrolled	F	R	P
OK-A	Ehrlich	Kindergarten	2	0	0	0	14	16	7	0	9
OK-B	Herman	Kindergarten	2	0	0	0	22	24	6	2	16
OTK-A	Ehrlich	Transitional Kindergarten	0	1	0	0	9	10	7	1	2
1A	Azevedo	Grade 1	6	0	0	0	17	23	9	0	14
1B	Burkman	Grade 1	3	0	0	0	18	21	6	6	9
2A	Buckler	Grade 2	3	0	0	0	21	24	3	4	17
2B	Rubio	Grade 2	4	0	0	0	19	23	10	1	12
3A	Downs	Grade 3	3	0	0	0	17	20	3	1	16
3B	Gamez	Grade 3	4	0	0	0	16	20	5	2	13
4A	Amrein	Grade 4	2	1	0	0	20	23	4	1	18
4B	Bierman	Grade 4	1	0	0	0	20	21	10	1	10
5A	Kanavel	Grade 5	3	2	0	0	22	27	9	3	15
5B	Bailey	Grade 5	0	0	0	0	11	11	2	2	7
6A	Bailey	Citizenship 6	2	0	0	0	11	13	4	0	9
6B	Malone	Citizenship 6	7	0	0	0	18	25	5	3	17
7A	George	Citizenship 7	7	0	0	0	17	24	10	3	11
7B	Pratt	Citizenship 7	1	0	0	0	22	23	3	3	17
8A	Ethridge	Citizenship 8	2	0	0	0	14	16	3	5	8
8B	Foreman	Citizenship 8	1	0	0	0	19	20	3	1	16
LTIS-A	Azevedo	Long Term Independent...	0	0	0	0	0	0	0	0	0
<b>Total For School:</b>			53	4	0	0	327	384	109	39	236



# Janesville Union Elementary School

464-555 Main St.  
Janesville, CA 96114  
(530) 253-3551

## Count Enrollment and ADA On A Given Day Calculated for: 02/14/2020

Page 1 of 1

Class Id	Teacher	Course Name	Absent	I. S. Credit	I. S. No Credit	I.S. Pend	Actual Attendance	Enrolled	F	R	P
OK-A	Ehrlich	Kindergarten	0	0	0	0	16	16	7	0	9
OK-B	Herman	Kindergarten	0	1	0	0	22	23	5	2	16
OTK-A	Ehrlich	Transitional Kindergarten	0	0	0	0	10	10	7	1	2
1A	Azevedo	Grade 1	1	0	0	0	22	23	9	0	14
1B	Burkman	Grade 1	1	0	0	0	19	20	5	6	9
2A	Buckler	Grade 2	1	0	0	0	23	24	3	4	17
2B	Rubio	Grade 2	0	0	0	0	21	21	8	1	12
3A	Downs	Grade 3	0	0	0	0	20	20	4	1	15
3B	Gamez	Grade 3	2	0	0	0	18	20	5	2	13
4A	Amrein	Grade 4	0	0	0	0	23	23	4	1	18
4B	Bierman	Grade 4	1	0	0	0	22	23	11	1	11
5A	Kanavel	Grade 5	1	0	0	0	26	27	9	3	15
5B	Bailey	Grade 5	1	0	0	0	10	11	2	2	7
6A	Bailey	Citizenship 6	0	0	0	0	13	13	4	0	9
6B	Malone	Citizenship 6	0	0	0	0	26	26	6	3	17
7A	George	Citizenship 7	1	1	0	0	20	22	9	2	11
7B	Pratt	Citizenship 7	0	0	0	0	23	23	3	3	17
8A	Ethridge	Citizenship 8	1	0	0	0	16	17	3	5	9
8B	Foreman	Citizenship 8	2	0	0	0	17	19	3	1	15
LTIS-A	Azevedo	Long Term Independent...	0	0	0	0	0	0	0	0	0
<b>Total For School:</b>			12	2	0	0	367	381	107	38	236



# Janesville Union Elementary School

464-555 Main St.  
Janesville, CA 96114  
(530) 253-3551

## Count Enrollment and ADA On A Given Day Calculated for: 03/13/2020

Page 1 of 1

Class Id	Teacher	Course Name	Absent	I. S. Credit	I. S. No Credit	I.S. Pend	Actual Attendance	Enrolled	F	R	P
OK-A	Ehrlich	Kindergarten	0	0	0	0	16	16	7	1	8
OK-B	Herman	Kindergarten	3	0	0	0	20	23	6	2	15
OTK-A	Ehrlich	Transitional Kindergarten	3	0	0	0	7	10	7	1	2
1A	Azevedo	Grade 1	2	0	0	0	21	23	9	1	13
1B	Burkman	Grade 1	3	0	0	0	17	20	6	6	8
2A	Buckler	Grade 2	1	0	0	0	23	24	3	4	17
2B	Rubio	Grade 2	1	0	0	0	21	22	10	1	11
3A	Downs	Grade 3	1	0	0	0	20	21	5	1	15
3B	Gamez	Grade 3	3	1	0	0	16	20	6	2	12
4A	Amrein	Grade 4	1	0	0	0	23	24	5	1	18
4B	Bierman	Grade 4	1	0	0	0	22	23	12	1	10
5A	Kanavel	Grade 5	1	1	0	0	24	26	9	3	14
5B	Bailey	Grade 5	0	0	0	0	11	11	2	3	6
6A	Bailey	Citizenship 6	0	1	0	0	12	13	4	0	9
6B	Malone	Citizenship 6	2	0	0	0	24	26	6	4	16
7A	George	Citizenship 7	2	0	0	0	21	23	9	3	11
7B	Pratt	Citizenship 7	2	1	0	0	19	22	4	2	16
8A	Ethridge	Citizenship 8	0	0	0	0	16	16	4	4	8
8B	Foreman	Citizenship 8	0	0	0	0	19	19	3	1	15
LTIS-A	Azevedo	Long Term Independent...	0	0	0	0	0	0	0	0	0
<b>Total For School:</b>			26	4	0	0	352	382	117	41	224





# Janesville Union Elementary School

464-555 Main St.  
Janesville, CA 96114  
(530) 253-3551

## Count Enrollment and ADA On A Given Day Calculated for: 04/17/2020

Page 1 of 1

Class Id	Teacher	Course Name	Absent	I. S. Credit	I. S. No Credit	I.S. Pend	Actual Attendance	Enrolled	F	R	P
OK-A	Ehrlich	Kindergarten	0	0	0	0	16	16	7	1	8
OK-B	Herman	Kindergarten	0	0	0	0	23	23	6	2	15
OTK-A	Ehrlich	Transitional Kindergarten	0	0	0	0	10	10	7	1	2
1A	Azevedo	Grade 1	0	0	0	0	22	22	8	1	13
1B	Burkman	Grade 1	0	0	0	0	20	20	6	6	8
2A	Buckler	Grade 2	0	0	0	0	24	24	3	4	17
2B	Rubio	Grade 2	0	0	0	0	23	23	10	1	12
3A	Downs	Grade 3	0	0	0	0	21	21	5	1	15
3B	Gamez	Grade 3	0	0	0	0	20	20	6	2	12
4A	Amrein	Grade 4	0	0	0	0	24	24	5	1	18
4B	Bierman	Grade 4	0	0	0	0	23	23	12	1	10
5A	Kanavel	Grade 5	0	0	0	0	27	27	9	3	15
5B	Bailey	Grade 5	0	0	0	0	11	11	2	3	6
6A	Bailey	Citizenship 6	0	0	0	0	13	13	4	0	9
6B	Malone	Citizenship 6	0	0	0	0	27	27	6	4	17
7A	George	Citizenship 7	0	0	0	0	23	23	9	3	11
7B	Pratt	Citizenship 7	0	0	0	0	22	22	4	2	16
8A	Ethridge	Citizenship 8	0	0	0	0	16	16	4	4	8
8B	Foreman	Citizenship 8	0	0	0	0	19	19	3	1	15
LTIS-A	Azevedo	Long Term Independent...	0	0	0	0	1	1	0	0	1
<b>Total For School:</b>			0	0	0	0	385	385	116	41	228



# Janesville Union Elementary School

464-555 Main St.  
Janesville, CA 96114  
(530) 253-3551

## Count Enrollment and ADA On A Given Day Calculated for: 05/15/2020

Page 1 of 1

Class Id	Teacher	Course Name	Absent	I. S. Credit	I. S. No Credit	I.S. Pend	Actual Attendance	Enrolled	F	R	P
OK-A	Ehrlich	Kindergarten	0	0	0	0	16	16	7	1	8
OK-B	Herman	Kindergarten	0	0	0	0	23	23	6	2	15
OTK-A	Ehrlich	Transitional Kindergarten	0	0	0	0	10	10	7	1	2
1A	Azevedo	Grade 1	0	0	0	0	22	22	8	1	13
1B	Burkman	Grade 1	0	0	0	0	20	20	6	6	8
2A	Buckler	Grade 2	0	0	0	0	24	24	3	4	17
2B	Rubio	Grade 2	0	0	0	0	23	23	10	1	12
3A	Downs	Grade 3	0	0	0	0	21	21	5	1	15
3B	Gamez	Grade 3	0	0	0	0	20	20	6	2	12
4A	Amrein	Grade 4	0	0	0	0	24	24	5	1	18
4B	Bierman	Grade 4	0	0	0	0	23	23	12	1	10
5A	Kanavel	Grade 5	0	0	0	0	27	27	9	3	15
5B	Bailey	Grade 5	0	0	0	0	13	13	2	3	8
6A	Bailey	Citizenship 6	0	0	0	0	13	13	4	0	9
6B	Malone	Citizenship 6	0	0	0	0	28	28	6	4	18
7A	George	Citizenship 7	0	0	0	0	23	23	9	3	11
7B	Pratt	Citizenship 7	0	0	0	0	22	22	4	2	16
8A	Ethridge	Citizenship 8	0	0	0	0	16	16	4	4	8
8B	Foreman	Citizenship 8	0	0	0	0	19	19	3	1	15
LTIS-A	Azevedo	Long Term Independent...	0	0	0	0	1	1	0	0	1
<b>Total For School:</b>			0	0	0	0	388	388	116	41	231



# Janesville Union Elementary School

464-555 Main St.  
Janesville, CA 96114  
(530) 253-3551

## Count Enrollment and ADA On A Given Day Calculated for: 06/11/2020

Page 1 of 1

Class Id	Teacher	Course Name	Absent	I. S. Credit	I. S. No Credit	I.S. Pend	Actual Attendance	Enrolled	F	R	P
OK-A	Ehrlich	Kindergarten	0	0	0	0	16	16	7	1	8
OK-B	Herman	Kindergarten	0	0	0	0	23	23	6	2	15
OTK-A	Ehrlich	Transitional Kindergarten	0	0	0	0	10	10	7	1	2
1A	Azevedo	Grade 1	0	0	0	0	22	22	8	1	13
1B	Burkman	Grade 1	0	0	0	0	20	20	6	6	8
2A	Buckler	Grade 2	0	0	0	0	24	24	3	4	17
2B	Rubio	Grade 2	0	0	0	0	23	23	10	1	12
3A	Downs	Grade 3	0	0	0	0	21	21	5	1	15
3B	Gamez	Grade 3	0	0	0	0	20	20	6	2	12
4A	Amrein	Grade 4	0	0	0	0	24	24	5	1	18
4B	Bierman	Grade 4	0	0	0	0	23	23	12	1	10
5A	Kanavel	Grade 5	0	0	0	0	27	27	9	3	15
5B	Bailey	Grade 5	0	0	0	0	13	13	2	3	8
6A	Bailey	Citizenship 6	0	0	0	0	13	13	4	0	9
6B	Malone	Citizenship 6	0	0	0	0	28	28	6	4	18
7A	George	Citizenship 7	0	0	0	0	23	23	9	3	11
7B	Pratt	Citizenship 7	0	0	0	0	22	22	4	2	16
8A	Ethridge	Citizenship 8	0	0	0	0	16	16	4	4	8
8B	Foreman	Citizenship 8	0	0	0	0	19	19	3	1	15
LTIS-A	Azevedo	Long Term Independent...	0	0	0	0	1	1	0	0	1
<b>Total For School:</b>			0	0	0	0	388	388	116	41	231



**JANESVILLE SCHOOL SITE COUNCIL (SSC)  
LOCAL CONTROL ACCOUNTABILITY COMMITTEE (LCAP)  
DISTRICT ADVISORY COMMITTEE (DAC)  
SCHOOL ADVISORY COMMITTEE (SAC)  
WELLNESS COMMITTEE**

AGENDA  
January 14, 2021  
JUS Staff Lunch Room 3:40 p.m.

I. CALL TO ORDER

II. ACTION / DISCUSSION / INFORMATION

- A. Approval of Agenda
- B. Approval of Minutes December 10, 2020
- C. LCAP Update and timeline
- D. Review Bylaws
- E. Review School Accountability Report Card (SARC)
- F. Distribute Updated Member Roster

III. PUBLIC COMMENT

IV. REPORTS - COUNCIL SUBCOMMITTEES / CATEGORICAL PROGRAMS

- A. Superintendent
- B. Title II - High Quality Professional Training
- C. Technology

V. OTHER

VI. FUTURE AGENDA ITEMS

Action / Discussion / Information:

- 1. Review Local Control Accountability Plan (LCAP)
- 2. Approve Consolidated Application

VII. ADJOURNMENT





**JANESVILLE SCHOOL SITE COUNCIL (SSC)  
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) COMMITTEE  
DISTRICT ADVISORY COMMITTEE (DAC)  
SCHOOL ADVISORY COMMITTEE (SAC)  
WELLNESS COMMITTEE**

Minutes  
December 10, 2020  
Library 3:40 p.m.

**SSC Members Present:** Jennifer Fine, Lara Amrein, Kimber Azevedo, Ed Brown, Jennifer Szostak, Sabrina Johnson

**SSC Members Absent:** Heather Ethridge, Jolea Clapp

**SSC Guests:**

- I. CALL TO ORDER, the meeting was called to order at 3:41 p.m. in the Janesville School Library.
- II. ACTION / DISCUSSION / INFORMATION
  - A. Approval of Agenda MSCU (Brown/Amrein) to approve the agenda
  - B. Approval of Minutes, November 12, 2020 MSCU (Amrein/Fine) to approve the minutes with changes
  - C. Appoint New Members:
    - a. Sabrina Johnson was voted in as a new member MSCU (Brown/Amrein)
  - D. Announce and Welcome New Members:
    - a. Sabrina Johnson
  - E. Budget Update - Tabled
  - F. Review Budget Overview for Parents - Tabled
  - G. Review Measure of Academic Performance (MAP) Scores
    - a. Mr. Brown discussed the learning loss from the COVID shutdown in spring and how it reflected on the students MAP scores, especially in Math. Not reflective of a teacher or their efforts.
    - b. Math was low but Reading and Language were good overall.
  - H. Review Parent Foodservice Questionnaire
    - a. Remove question 18 for this year and question 2.
    - b. Ed will put a disclaimer on top about how COVID could affect some of the questions.
- III. REPORTS - COUNCIL SUBCOMMITTEES / CATEGORICAL PROGRAMS
  - A. Superintendent –
    - i. There was a county closure coming out of Thanksgiving Break. Janesville staff are doing their best to help students and families. If school continues closure after Christmas break we will work to bring in small groups who are in high needs.
  - B. Title II – Tabled

C. Technology

- I. 60 new Chromebook have been ordered – When they are deployed first grade and sixth grade will get a cart and the school will be one to one except kindergarten

VI. FUTURE AGENDA ITEMS

Action / Discussion / Information:

1. Review SSC Goals and By Laws
2. Approve Consolidated Application
3. Review Emergency Operations Plan
4. Distribute New SSC Member Roster 2020 – 2021
5. Review School Accountability Report Card

VII. ADJOURNMENT – 4:28 p.m.

COUNTY OF LASSEN  
 TREASURER & TAX COLLECTOR  
 220 S LASSEN ST. SUITE 3  
 SUSANVILLE, CA 96130  
 (530) 251-8226

01/01/21

JANESVILLE SCHOOL DISTRICT

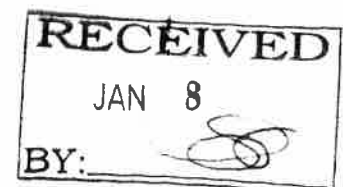
P.O. BOX 280  
 JANESVILLE CA 96114

We are pleased to inform you that on 01/01/21 your fund's, as set out below, have been credited with an apportionment of interest earned on investments of co-mingled county funds. The interest is apportioned on the average daily balance for the fund, through 12/31/20.

Net Interest Rate 4.093712%

Fund Name	Interest	Admin Fee	Net Amount
JANESVILLE SCHOOL	9,453.61	384.08	9,069.53
JANESVILLE CAFETERIA	130.45	5.30	125.15
JANESVILLE LOCAL BUILDING	.00	.00	.00
JANESVILLE DEFERRED MAINTENANC	63.17	2.57	60.60
JANESVILLE SPE RES-CAP OUTLAY	.00	.00	.00
JANESVILLE SPEC RES-OTHER	.00	.00	.00
JANESVILLE MODERIZATION	.00	.00	.00
JANESVILLE DEVELOPER FEES	352.29	14.31	337.98
JANESVILLE-PRISION MITIGATION	.00	.00	.00
JANESVILLE SPEC.RESERVE/CAP PR	.00	.00	.00
JANESVILLE TAX COLLECTION 96	-272.06	-11.04	-261.02
JANESVILLE-BUILDING BOND 96	.00	.00	.00
JANESVILLE CLASSROOM CONST -34	.00	.00	.00
JANESVILLE GYM CONST-33	.00	.00	.00
JANESVILLE MODERNIZATION #2	.00	.00	.00
SPECIAL RESERVE CAPITAL	1.59	.06	1.53
JANESVILLE TRAN PROCEEDS	.00	.00	.00
JANESVILLE TRAN NOTE PAYMENT	.00	.00	.00

VERY TRULY YOURS,  
 NANCY CARDENAS,  
 TREASURER/TAX COLLECTOR



# Treasurer/Tax Collector

*County of Lassen*



**Nancy Cardenas**, Treasurer/Tax Collector  
Lassen County Courthouse, Suite 3  
220 South Lassen Street  
Susanville, CA 96130-4324

Notice for 12/31/2020 Interest Apportionment

☎ 530/251-8221  
FAX: 530/251-2677

On November 9, 2020 due to an algorithm in the bond and medium term note sectors (that was created by the Federal Reserve), I was able to sell six investments that were held in the portfolio for a gain of \$726,000.00. This realized gain is the factor that is causing this interest apportionment to have a net interest rate of 4.09 percent. This is a one-time occurrence and next quarter the rate will be lower than what was apportioned in September 2020. I see rates continuing to fall for the foreseeable future in the type of paper that the portfolio is allowed to invest in (bonds, CD's, and medium-term notes A or better quality). I took this opportunity that was occurring in the market to hopefully help offset the lower interest rates that we will be facing in the future.

If you have any questions or concerns regarding the interest rate, or the apportionment, please contact me directly at [ncardenas@co.lassen.ca.us](mailto:ncardenas@co.lassen.ca.us).

Thank you

A handwritten signature in black ink, appearing to read "Nancy Cardenas", is written over a printed name.

Nancy Cardenas

Lassen County Treasurer/Tax Collector

**JANESVILLE UNION ELEMENTARY SCHOOL DISTRICT**  
**2020 / 2021 CASH FLOW**

	Object	July	August	September	October	November
A.	BEGINNING CASH					
B.	RECEIPTS					
	Principal Apportionment / LCFF	536,678.00	852,950.00	698,592.00	787,762.00	849,013.00
	Property Taxes	113,744.00	113,744.00	204,740.00	369,725.00	204,740.00
		3,213.00		18,161.00	1,082.00	(460.00)
	Miscellaneous Funds					
	Federal Revenue		12,218.00	122,076.00	30,360.00	
	Other State Revenue			25,924.00	7,650.00	13,318.00
	Other Local Revenue	3,500.00	336.00	3,324.00	3,607.00	35,622.00
	Interfund Transfers In					
	All Other Financing Sources					
	Other Receipts/Non-Revenue	-				
	<b>TOTAL RECEIPTS</b>	<b>120,457.00</b>	<b>126,298.00</b>	<b>374,225.00</b>	<b>412,424.00</b>	<b>253,220.00</b>
C.	DISBURSEMENTS					
	Certificated Salaries	11,500.00	126,938.00	136,397.00	138,838.00	133,135.00
	Classified Salaries	27,195.00	48,806.00	52,903.00	51,705.00	51,645.00
	Employee Benefits	32,683.00	66,629.00	72,750.00	66,144.00	69,893.00
	Books & Supplies	6,847.00	9,233.00	16,732.00	39,062.00	6,145.00
	Service & Other Operating Expenditures	66,339.00	22,207.00	38,293.00	54,678.00	19,468.00
	Capital Outlay					
	Other Outgo					
	Interfund Transfers Out					
	All Other Financing Uses					
	Other Disbursements/ Non Expenditures					
	<b>TOTAL DISBURSEMENTS</b>	<b>144,564.00</b>	<b>273,813.00</b>	<b>317,075.00</b>	<b>350,427.00</b>	<b>280,286.00</b>
D.	PRIOR YEAR TRANSACTIONS					
	Accounts Receivable	503,948.00		19,328.00		
	Accounts Payable	(163,569.00)	(6,843.00)	12,692.00	(746.00)	389.00
	Current Loans					
	PRIOR YEAR TRANSACTIONS	340,379.00	(6,843.00)	32,020.00	(746.00)	389.00
	Deferred Revenue		-	-	-	-
	Suspense Clearing	-	-	-	-	-
E.	<b>NET INCREASE/DECREASE</b>					
	(B-C+D)	316,272.00	(154,358.00)	89,170.00	61,251.00	(26,677.00)
F.	<b>ENDING CASH (A+E)</b>	<b>852,950.00</b>	<b>698,592.00</b>	<b>787,762.00</b>	<b>849,013.00</b>	<b>822,336.00</b>
G.	<b>ENDING CASH, PLUS ACCRUALS</b>					

**JANESVILLE UNION ELEMENTARY SCHOOL DISTRICT  
2020 / 2021 CASH FLOW ACTUALS**

December	January	February	March	April	May	June	Accruals	TOTAL
822,336.00	888,798.00	805,949.00	805,949.00	805,949.00	805,949.00	805,949.00	805,949.00	805,949.00
369,726.00								1,376,419.00
								21,996.00
								-
2,645.00								167,299.00
1,669.00	20,916.00							69,477.00
309.00	9,070.00							55,768.00
								-
								-
								-
<b>374,349.00</b>	<b>29,986.00</b>	-	-	-	-	-	-	<b>1,690,959.00</b>
								-
131,349.00								678,157.00
49,960.00								282,214.00
69,404.00	66,000.00							443,503.00
21,401.00	1,814.00							101,234.00
36,092.00	5,699.00							242,776.00
								-
								-
								-
								-
								-
<b>308,206.00</b>	<b>73,513.00</b>	-	-	-	-	-	-	<b>1,747,884.00</b>
								-
319.00	(39,322.00)							523,276.00
								(197,080.00)
319.00	(39,322.00)	-	-	-	-	-	-	326,196.00
-	-	-	-	-	-	-	-	
<b>66,462.00</b>	<b>(82,849.00)</b>	-	-	-	-	-	-	<b>269,271.00</b>
<b>888,798.00</b>	<b>805,949.00</b>	<b>805,949.00</b>	<b>805,949.00</b>	<b>805,949.00</b>	<b>805,949.00</b>	<b>805,949.00</b>	<b>805,949.00</b>	<b>805,949.00</b>
								-

Janesville Union Elementary School District  
Board Meeting of January 19, 2021  
Payroll Approval

Payroll Period Ending December 31, 2020

End of Month Gross Payroll - December 31, 2020

Certificated	\$	130,200.34
Classified	\$	52,977.26
Board Members	\$	211.08
Retirees	\$	-
Certificated Subs	\$	1,200.00
Classified Subs	\$	68.88
TOTAL	\$	184,657.56

Benefits (for month of January, 2021)

Medical	\$	29,318.00
Dental	\$	3,209.09
Vision	\$	632.50
Life	\$	90.77
Employee's/Retirees' Portion of Med,Dental & Vision	\$	7,006.15
TOTAL	\$	26,244.21

GRAND TOTAL: (Payroll + Medical, Dental, Vision & Life) \$ 210,901.77

**Janesville Union Elementary School District**  
**Fund Balance as of 1/12/2021**

**GENERAL FUND 01**

Beginning Balance 7/1/20	\$	551,013.39	
Expenses	\$	(2,256,080.58)	Payroll/Accounts Payable
Revenue	\$	2,511,014.84	Apportionment/Deposits
<b>Cash Balance 1/12/21</b>	<b>\$</b>	<b>805,947.65</b>	

**CAFETERIA FUND 13**

Beginning Balance 7/1/20	\$	24,790.27	
Expenses	\$	(44,042.72)	Payroll/Accounts Payable
Revenue	\$	21,029.99	Apportionment/Deposits
<b>Cash Balance 1/12/21</b>	<b>\$</b>	<b>1,777.54</b>	

**DEFERRED MAINTENANCE FUND 14**

Beginning Balance 7/1/20	\$	5,903.61	
Expenses	\$	-	Payroll/Accounts Payable
Revenue	\$	78.66	Apportionment/Deposits
<b>Cash Balance 1/12/21</b>	<b>\$</b>	<b>5,982.27</b>	

**SPECIAL RESERVE OTHER THAN CAPITAL OUTLAY FUND 17**

Beginning Balance 7/1/20	\$	148.91	
Expenses			Payroll/Accounts Payable
Revenue	\$	1.99	Apportionment/Deposits
<b>Cash Balance 1/12/21</b>	<b>\$</b>	<b>150.90</b>	

**CAPITAL FACILITIES DEVELOPER FEE FUND 25**

Beginning Balance 7/1/20	\$	23,334.73	
Expenses	\$	(317.06)	Payroll/Accounts Payable
Revenue	\$	10,989.74	Apportionment/Deposits
<b>Cash Balance 1/12/21</b>	<b>\$</b>	<b>34,007.41</b>	

**BOND INTEREST & REDEMPTION FUND 51 (INFORMATION ONLY)**

Beginning Balance 7/1/20	\$	65,665.00	
Expenses	\$	-	Payroll/Accounts Payable
Revenue	\$	-	Apportionment/Deposits
<b>Cash Balance 1/12/21</b>	<b>\$</b>	<b>65,665.00</b>	



## 2020 SARC Input Form

**THIS IS NOT THE FULL SARC TEMPLATE. DO NOT POST TO YOUR WEBSITE.**

This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest and SARC data files). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

This template provides guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). Please feel free to contact the DTS Support Team by [clicking here](#).

### **School Contact Information (School Year 2020-21)**

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

<b>School Name</b>	Janesville Union Elementary School District
<b>Street</b>	P.O. Box 280
<b>City, State, Zip</b>	Janesville, CA 96114
<b>Phone Number</b>	530.253.3551
<b>Principal</b>	Edward J. Brown
<b>E-mail Address</b>	ebrown@janesvilleschool.org
<b>School Website</b>	www.janesvilleschool.org
<b>CDS Code</b>	18-64105

### **District Contact Information (School Year 2020-21)**

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

<b>District Name</b>	Janesville Union Elementary School District
<b>Street</b>	P. O. Box 280
<b>City, State, Zip</b>	Janesville,
<b>Phone Number</b>	530-253-3660
<b>Superintendent</b>	Edward J. Brown
<b>Web Site</b>	www.janesvilleschool.org
<b>E-mail Address</b>	ebrown@janesvilleschool.org

### **School Description and Mission Statement (School Year 2020-21)**

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

---

Please note: The following information is written for normal, non-COVID operations. Many of our activities and operations, including clubs and sports, are in an unpredictable status due to COVID safety.

Our school is a small rural school nestled up against the eastern slope of the Sierra Nevada Mountains. We have approximately 385 students in transitional Kindergarten through 8th grade in attendance. Our faculty consists of eighteen teachers (including one resource teacher) and one part time counselor. Our class sizes generally stay under twenty-five students. The school district itself is geographically large with coverage including the communities of Janesville and Milford along Highway 395.

The mission of the Janesville Union Elementary School District is to prepare students to be productive citizens and confident authors of their future. We will strive to achieve this by offering academically challenging curriculum, quality teaching, and modeling integrity and empathy for others.

Our students participate in a variety of enrichment, academic, and athletic activities. We have three busy afterschool clubs – gardening club in the fall and spring, band (all school year), and coding club (also all school year). Interested upper grade students may be involved in our Science Bowl team, our Geography Bowl team, Lit Jam, and a county-wide chess tournament held at our school. Kindergarten through 8th grade students are invited to join our cross country team, and 7th and 8th graders can join our flag football team in the fall. In the winter, we have 7th and 8th grade girls' basketball teams, 7th and 8th grade boys' basketball teams, a very active cheerleading squad, and a K-8 wrestling program. In the spring, our 6th through 8th grade students can go out for track and field or girls' volleyball.

The Janesville School staff provides a safe and productive learning environment for students. Janesville School has an active student council that meets each month to discuss student-identified school issues. Parents and guardians are also very active at this school through an extensive classroom volunteer program (VIP), our Parent-Teacher Organization (PTO), and our school site council (SSC).

We have excellent technology in our classrooms and we intentionally teach our students how to use this technology. Our school has gigabit Internet access in each classroom, wireless connections available across our campus, a fully modern traditional computer lab staffed by an excellent computer technician, and a mobile computer lab for each classroom. We are constantly updating our technology with new equipment to improve student learning. Most classrooms have document cameras and ceiling-mounting projectors to enhance student learning. Our full-time computer technician who also provides support to our students to help them learn how to use our ever-changing technology. Our school library is bright, modern, and inviting, and the library is staffed by a knowledgeable and dedicated library technician. Classes have access to the library at least one day per week, and students have individual access several times per day.

### **Opportunities for Parental Involvement (School Year 2020-21)**

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement. This section should be kept to 1-2 paragraphs.

---

Our school encourages parent/guardian participation and we are the center of many community activities. Parents/guardians can assist our school by serving on the School Site Council (SSC), our Parent Teacher Organization (PTO), our Local Control Accountability Plan (LCAP) committee, and other committees and organizations. Our School Site Council meets on the second Thursday of each month at 3:00 PM in the school library, and the LCAP committee meets directly after that meeting concludes. Our PTO meets monthly in the paraprofessionals' office/classroom.

Parents/Guardians are strongly encouraged to participate in our "Volunteers In-Service" or the VIP program. This program trains community members to be volunteers and links them into those situations where they feel comfortable and valued. These volunteers provide countless hours of valuable service to our students, faculty, and staff, as well as our school as a whole.

Additionally, parents/guardians assist as class advisors, chaperones at dances and field trips, and they provide assistance at our many evening events. For more information on how to become involved, call Ed Brown, at (530) 253-3660, or contact the school at (530) 253-3551.

### **School Safety Plan (School Year 2020-21)**

Please review and complete the information below as needed. This section should include information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

---

The Janesville School Safety Plan was last reviewed by the Janesville School Faculty and Janesville School Site Council in February, 2020. The Safety Plan was revised and updated by the Safety Plan Committee and Board approved on February 18, 2020.

The Janesville School Safety Plan includes initial contact information and emergency contact phone numbers for easy access during an emergency.

Employee assignments are identified in the plan, and it includes an evacuation map and procedures. Hazardous materials and sites are identified as well as command centers, helicopter landing zones and alternative landing zones, evacuation routes and alternate evacuation routes, and directions to the nearest trauma center.

Procedures have been developed and are detailed, including plans for structure fires, wild land fires, snowstorms, threat of explosions or actual explosions, downed aircraft, severe wind or lightning storms, hazardous material spills, civil disorder, earthquakes, bomb threats, intruder alerts, and mass casualty incidents.

The Janesville School Safety Plan can be reviewed at the District Office or on the school website. Fire drills are

conducted every month during the school year. An earthquakes drill is conducted annually. Emergency lockdown procedure drills occur annually. Visitors to our school must sign in at our school office and are identified by visitor passes.

### **School Facility Conditions and Planned Improvements (School Year 2020-21)**

Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

---

**Year and month of the most recent FIT report:** Sept. 30, 2020

This section should be kept to 1-2 paragraphs.

The District's FIT report indicated the District is in good repair. The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or are in the process of being mitigated.

**School Facility Good Repair Status (School Year 2020-21)**

Using the most recently collected **Facility Inspection Tool (FIT)** data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**This data should match the most recent inspection/FIT report for your school.**

<b>System Inspected</b>	<b>Repair Status</b> (the marks should match your most recent inspection)	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	<b>Good</b>	
<b>Interior:</b> Interior Surfaces	<b>Good</b>	Rips in carpet in one classroom and in activity room. Carpet is on the district flooring replacement plan.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	<b>Good</b>	
<b>Electrical:</b> Electrical	<b>Good</b>	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	<b>Good</b>	Exterior fountain not working outside Kindergarten. Placed on district repair schedule.
<b>Safety:</b> Fire Safety, Hazardous Materials	<b>Good</b>	
<b>Structural:</b> Structural Damage, Roofs	<b>Good</b>	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	<b>Good</b>	Cafeteria/Gym - Sidewalk surface deteriorated. Lower playground asphalt deteriorating. District will include deterioration of sidewalks and playground in 5 year deferred maintenance plan.
<b>Overall Rating:</b>	<b>Good</b>	

### Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School 2018-19	School 2019-20	School 2020-21	District 2020-21
<b>With Full Credential</b>	17	19	18	18
<b>Without Full Credential</b> Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b> CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2018-19	2019-20	2020-21
<b>Misassignments of Teachers of English Learners</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
<b>Total Teacher Misassignments</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.	0	0	0
<b>Vacant Teacher Positions</b> 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

### **Textbooks and Instructional Materials (School Year 2020-21)**

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials\*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

---

**This data should match the most recent adoption of textbooks for your LEA.**

**Year and month in which the data were collected:** 2020 September

This section should be kept to 1-2 paragraphs.

We adopted mathematics curriculum in 2015 and ELA in 2016. New social studies curriculum was adopted in 2019. Science curriculum that meets the new California state standards has not yet been adopted.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Wonders (K-5) 2016 McGraw-Hill Study Sync (6-8) 2016	Yes	0
Mathematics	Houghton Mifflin Harcourt Math Expressions (K-5) 2015 Big Ideas Math: A Common Core Curriculum (6-8) 2014	Yes	0
Science	Scott Foresman CA Science (K-6) Prentice Hall (7-8)	Yes	0
History-Social Science	Pearson: My World Social Studies (K-5) National Geographic: CENGAGE (6-8)	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12 schools only)	N/A		N/A

♦ means data is not required. The fields are intentionally not provided.

#### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2018-19)

Please review and complete the information below as needed.

- The fields that are highlighted yellow are populated for you with data provided by CDE.
- Percent differences, highlighted light-blue, are calculated by this form.
- The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 18-19.

The most recent data available from CDE is for fiscal year 2018-19. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,476	1212	8,264	71864
District	♦	♦	8,264	\$71,864
Percent Difference: School Site and District	♦	♦	0.0	0.0
State	♦	♦	\$7,750	\$71,448
Percent Difference: School Site and State	♦	♦	6.4	0.6

♦ means data is not required. The fields are intentionally not provided.

**Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.



### **Types of Services Funded (Fiscal Year 2019-20)**

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 19-20, is correct.

Janesville Elementary School operates several supplemental programs aimed to improve student learning. All classes in Kindergarten through the third grades participate in the Class Size Reduction (CSR) program. All classes Kindergarten through third grade additionally receive instructional aide support for parts of the school day.

Our school receives school-wide Title I funds. Students are identified for Title I assistance through a variety of measures that include performance on the California Assessment of Student Performance and Progress (CAASPP), Measure of Academic Progress (MAP) scores, McGraw-Hill reading assessments, and teacher and/or parent/guardian recommendation. Students are typically provided support in the classroom setting in reading, language arts, and/or math. In third through sixth grades, small groups are pulled in another classroom or study area for small group reading and/or math instruction in the afternoon. In addition, we have a daily after school homework help program for students in fourth through eighth grades to support student learning and success.

Janesville School has one fully credentialed Special Education teacher on site, serving the needs of our disabled students. The Resource Specialist Teacher (RST) operates a classroom that is organized to serve students who require support in the Resource Specialist Program (RSP) for a portion of their school day in addition to meeting the needs of students who require support for the majority of their school day. The Special Education classroom is staffed with an instructional aide for most of the day.

Our school employs a full-time instructional assistant in our speech and language disability program. Janesville Elementary School is a member of the Lassen County Special Education Local Plan Area (SELPA) and receives the support of specialists through the county-wide SELPA programs, including a speech therapist, a school psychologist, a behavior specialist, an adaptive physical education teacher, and an occupational therapist. Additionally, the school employs the services of a school counselor for student behavior and emotional support for two days per week.

### **Professional Development (2018-19, 2019-20 and 2020-21)**

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2018-19, 2019-20 and 2020-21.

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2018-19, 2019-20 and 2020-21. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

Recent professional development opportunities for staff have been in the areas of school culture, safety, research-based teaching strategies, new state standards curriculum, using technology to enhance student learning, assessment, and interventions. These professional development opportunities have occurred at local workshops provided by the Lassen County Office of Education, school staff development days, faculty meetings, county-wide staff development days, and workshops offered through other California County Offices of Education.

For the 2018-2019 school year, professional development has included Encouraging Student Discourse in Math and Science, Implementing the California Social Studies Standards, and Surviving an Active Killer.

In 2019-2020, professional development has been focused on special education laws and beginning teacher support.

In 2020-2021, professional development has been focused on distance learning, technology in the classroom, COVID safety, and beginning teacher support.

### **School Completion and Postsecondary Preparation**

**This section applies to schools serving grades 9-12 only.**

**If your school does not serve grades 9-12, simply skip and leave this section blank.**

**It will not be included in the full SARC.**

#### **Career Technical Education Programs (School Year 2019-20)**

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 19-20, is correct. This section should be kept to 1-2 paragraphs.

**Suspensions and Expulsions****(data collected between July through June, each full school year respectively)**

<b>Rate</b>	<b>School 2017-18</b>	<b>School 2018-19</b>	<b>District 2017-18</b>	<b>District 2018-19</b>	<b>State 2017-18</b>	<b>State 2018-19</b>
<b>Suspensions</b>	4.6	3.2	4.6	3.2	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only****(data collected between July through February, partial school year due to the COVID-19 pandemic)**

<b>Rate</b>	<b>School 2019-20</b>	<b>District 2019-20</b>	<b>State 2019-20</b>
<b>Suspensions</b>			
<b>Expulsions</b>			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.



# CALIFORNIA HEALTHY KIDS SURVEY



## Janesville Union Elementary Secondary 2020-2021 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.

This report provides the detailed results for each question from the 2020-21 *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](http://calschls.org)), including *Helpful Resources for Local Control and Accountability Plans* ([calschls.org/docs/lcap\\_cal\\_schls.pdf](http://calschls.org/docs/lcap_cal_schls.pdf)). The California Safe and Supportive Schools website ([ca-safe-supportive-schools.wested.org](http://ca-safe-supportive-schools.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 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:

- students' home educational routines, engagement and motivation in educational activities, quality of relationships with teachers and peers, and social-emotional well-being;
- 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?** With school buildings throughout much of California closed due to the pandemic and many districts shifting to remote and/or hybrid instructional models in 2020-21, the Core Modules have expanded this year to help districts better understand the impacts of COVID-19 and how best to support students' social, emotional, and academic needs. The first question on the Core Module asks students if they attend school in person every weekday (in-person instructional model), they participate in school remotely from home (remote instructional model), or they participate in school both remotely and in-person (hybrid instructional model). Based on responses to this question, students are directed to questions only relevant to their instructional model. Questions asking about experiences in school buildings are only available for students who attend school in-person (100% in-person and hybrid instructional models). The expanded student Core Module measures students' home educational routines, engagement and motivation in educational activities, quality of relationships with teachers and peers, and social-emotional well-being. The new content assessed by the Core Module includes the following:

- school schedules and attendance (remote and in-school), whether students participate in school in-person or remotely, and participation in synchronous learning activities;
- sleep hygiene and physical exercise;
- students' interest in and ability to focus on schoolwork;
- teacher support while learning remotely;

- virtual interactions with peers; and
- social and emotional health, including a 10-item measure of social-emotional distress.

In addition, modifications have been made to items measuring eligibility for free or reduced-price meals, truancy, caring relationships with teachers, and high expectations to make the questions applicable across all instructional models. Other changes include modification of the gender item to be more inclusive, combining the questions asking about ethnicity and race, and inclusion of an item that asks about Hispanic/Latinx subgroup membership.

### **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](https://calschls.org/survey-administration/downloads)). Only questions relevant to the instructional model implemented in the school are answered by students in 2020/21. For example, students who participate in school remotely are not asked questions about the physical environment at the school. In addition, a handful of the items in the School Climate Module have been modified slightly to be applicable to all students, regardless of instructional model.

### **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 28 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, county, and district CHKS results can be examined on the CalSCHLS Data Dashboard ([calschls.org/reports-data/dashboard](https://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.

New in 2020 is the ability to make comparisons across students who participate in school via different instructional models (in-person, remote, and hybrid).

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. Percentages are rounded to the nearest whole number.

### **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](http://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](http://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](http://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](http://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](http://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](http://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](http://calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx)).
- The ***California Safe and Supportive Schools Newsletter*** provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on [calschls.org/resources](http://calschls.org/resources).
- CDE's **California Safe and Supportive Schools** website ([ca-safe-supportive-schools.wested.org](http://ca-safe-supportive-schools.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/docs/calschls-2019-20-crosswalk.pdf](http://calschls.org/docs/calschls-2019-20-crosswalk.pdf)) 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](mailto: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/docs/calschls-2019-20-crosswalk.pdf](https://calschls.org/docs/calschls-2019-20-crosswalk.pdf)) 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 9<sup>th</sup> and 11<sup>th</sup> graders compare with those from 5<sup>th</sup> and 7<sup>th</sup> 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\\_1719.pdf](https://data.calschls.org/resources/Biennial_State_1719.pdf)) or examined on the CalSCHLS Data Dashboard ([calschls.org/reports-data/dashboard](https://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](https://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](mailto: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](http://calschls.org/reports-data))

## **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](http://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](mailto: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
<b>Student Well-Being</b>					
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 (bedtime and waketime)	✓				
Social-emotional competencies and health			✓	✓	
Social-emotional distress	✓				
Violence and victimization (bullying)	✓			✓	✓
Zest			✓		
<b>School Climate</b>					
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		✓		✓	✓
<b>School Climate Improvement Practices</b>					
Bullying prevention		✓		✓	✓
Discipline and order (policies, enforcement)		✓		✓	✓
Services and policies to address student needs				✓	
Social-emotional/behavioral supports		✓		✓	✓
Staff supports				✓	

## **ACKNOWLEDGMENTS**

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California Department of Education

# Survey Module Administration

**Table 1**

***CHKS Survey Modules Administered***

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

# Core Module Results

## 1. Survey Sample

**Table A1.1**

*Student Sample for Core Module*

	Grade 6	Grade 7	Grade 8
<b><i>Student Sample Size</i></b>			
Target sample	37	38	45
Final number	22	29	36
<b>Response Rate</b>	59%	76%	80%

**Table A1.2**

*Number of Respondents by Instructional Model*

	Grade 6	Grade 7	Grade 8
In-school learning only	20	26	35
Remote learning only	0	1	1
Hybrid learning	2	2	0

## 2. Summary of Key Indicators

**Table A2.1**

**Key Indicators of School Climate and Substance Use**

	Grade 6 %	Grade 7 %	Grade 8 %	Table
<b>School Engagement and Supports</b>				
School connectedness <sup>†Φ</sup>	74	75	56	A6.7
Academic motivation <sup>†</sup>	68	75	55	A6.7
Monthly Absences (3 or more) <sup>Φ</sup>	9	14	11	A6.2
Maintaining focus on schoolwork <sup>†</sup>	45	24	17	A6.13
Caring adult relationships <sup>†</sup>	74	74	52	A6.7
High expectations-adults in school <sup>†</sup>	73	77	64	A6.7
Meaningful participation <sup>‡Φ</sup>	41	46	26	A6.7
Facilities upkeep <sup>†Φ</sup>	77	75	69	A6.16
Promotion of parent involvement in school <sup>†</sup>	57	68	51	A6.7
<b>School Safety</b>				
School perceived as very safe or safe <sup>Φ</sup>	82	68	57	A8.1
Experienced any harassment or bullying <sup>§Φ</sup>	18	41	37	A8.2
Had mean rumors or lies spread about you <sup>§Φ</sup>	45	50	59	A8.3
Been afraid of being beaten up <sup>§Φ</sup>	18	21	9	A8.3
Been in a physical fight <sup>§Φ</sup>	18	21	26	A8.4
Seen a weapon on campus <sup>§Φ</sup>	18	18	23	A8.6
<b>Substance Use</b>				
Current alcohol or drug use <sup>¶</sup>	5	14	22	A9.5
Current marijuana use <sup>¶</sup>	0	0	11	A9.5
Current binge drinking <sup>¶</sup>	0	7	11	A9.5
Very drunk or “high” 7 or more times, ever	0	4	6	A9.7
Been drunk or “high” on drugs at school, ever	0	7	6	A9.9
Current cigarette smoking <sup>¶</sup>	5	7	0	A10.3
Current vaping <sup>¶</sup>	5	0	14	A10.3

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

<sup>†</sup> Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup> Average percent of respondents reporting “Pretty much true” or “Very much true.”

<sup>§</sup> Past 12 months.

<sup>¶</sup> Past 30 days.

<sup>Φ</sup> In-School and Hybrid Models only.



**Table A2.2****Key Indicators of Student Well-Being, Remote Learning, and Social and Emotional Health**

	Grade 6 %	Grade 7 %	Grade 8 %	Table
<b>Routines</b>				
Eating of breakfast <sup>†</sup>	64	66	50	A11.2
Bedtime (before 11 pm)	91	83	60	A4.1
Sleep deprivation (less than 8 hours)	9	24	49	A4.1
Physical exercise (meets standards) <sup>‖</sup>	100	93	92	A4.4
<b>Learning from Home</b>				
Average days worked on schoolwork ( $\geq 5$ ) <sup>¶</sup> <sup>δ</sup>				A5.1
Synchronous instruction (4 days or more) <sup>‖</sup> <sup>δ</sup>				A5.1
Interest in schoolwork done from home <sup>δ</sup>				A5.3
Meaningful opportunities <sup>‡</sup> <sup>δ</sup>				A5.2
<b>Adult and Peer Relationships</b>				
Adult supports <sup>‡</sup>	81	73	64	A7.7
Peer supports <sup>‡</sup>	71	72	71	A7.6
Virtual peer interactions (4 days or more) <sup>‖</sup>	41	68	58	A4.3
Cyberbullying <sup>§</sup>	24	43	39	A8.3
<b>Social and Emotional Health</b>				
Social emotional distress <sup>‡</sup>	15	24	33	A7.10
Experienced chronic sadness/hopelessness <sup>§</sup>	18	36	44	A7.1
Considered suicide <sup>§</sup>	10	21	42	A7.2
Self-Efficacy <sup>‡</sup>	90	71	70	A7.3
Self-Awareness <sup>‡</sup>	75	67	50	A7.4
Problem Solving <sup>‡</sup>	57	49	33	A7.5
Optimism <sup>‡</sup>	81	60	32	A7.8
Gratitude <sup>‡</sup>	62	74	53	A7.9

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

Aerobic physical fitness standards—at least 150 minutes of moderate-intensity or 75 minutes of vigorous-intensity physical activity per week.

<sup>†</sup>Today.

<sup>‖</sup>Past 7 days.

<sup>¶</sup>Past 30 days.

<sup>δ</sup>Remote and Hybrid Models only.

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

<sup>§</sup>Past 12 months.

### 3. Demographics

**Table A3.1**

***School Schedule, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
In-School Model	91	90	97
Remote Learning Model	0	3	3
Hybrid Model (in school on alternate days)	0	7	0
Hybrid Model (in school half days)	9	0	0

*Question HS/MS A.1: Which of the following best describes your school schedule during the past 30 days?*

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

*In-School Model - Respondents selecting "I went to school in person at my school building for the entire day, Monday through Friday."*

*Remote Learning Model - Respondents selecting "I participated in school from home for the entire day on most or all weekdays and did not go to school in person."*

*Hybrid Model (in school on alternate days) - Respondents selecting "I went to school in person at my school building for the entire day on some weekdays and participated in school from home on other weekdays."*

*Hybrid Model (in school half days) - Respondents selecting "I went to school in person at my school building for half of the day and participated in classes from home during the other half of the day on most or all weekdays."*

**Table A3.2**

***Gender of Sample***

	Grade 6 %	Grade 7 %	Grade 8 %
Male	32	44	43
Female	68	52	49
Nonbinary	0	0	6
Something else	0	4	3

*Question HS/MS A.3: What is your gender?*

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

**Table A3.3*****Sexual Orientation***

	Grade 6 %	Grade 7 %	Grade 8 %
Straight (not gay)	82	90	81
Lesbian or Gay	0	0	8
Bisexual	9	7	8
Something else	0	0	3
Not sure	5	3	0
Decline to respond	5	0	0

*Question HS/MS A.5: Which of the following best describes you?*

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

**Table A3.4*****Gender Identity***

	Grade 6 %	Grade 7 %	Grade 8 %
No, I am not transgender	91	90	92
Yes, I am transgender	0	3	3
I am not sure if I am transgender	0	0	3
Decline to respond	9	7	3

*Question HS/MS A.4: Some people describe themselves as transgender when how they think or feel about their gender is different from the sex they were assigned at birth. Are you transgender?*

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

**Table A3.5*****Race or Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
American Indian or Alaska Native	5	7	3
Asian or Asian American	0	3	0
Black or African American	0	0	0
Hispanic or Latinx	5	17	14
Native Hawaiian or Pacific Islander	0	0	0
White	59	52	60
Mixed (two or more) ethnics	14	10	20
Something else	18	10	3

*Question HS/MS A.6: What is your race or ethnicity? (Mark All That Apply.)... American Indian or Alaska Native... Asian or Asian American... Black or African American... Hispanic or Latinx... Native Hawaiian or Pacific Islander... White... Something else.*

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

**Table A3.6*****Living Situation***

	Grade 6 %	Grade 7 %	Grade 8 %
A home with one or more parent or guardian	91	83	97
Other relative's home	5	0	0
A home with more than one family	0	3	0
Friend's home	0	0	0
Foster home, group care, or waiting placement	0	3	3
Hotel or motel	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0
Other living arrangement	5	10	0

*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 A3.7*****Highest Education of Parents***

	Grade 6 %	Grade 7 %	Grade 8 %
Did not finish high school	5	0	6
Graduated from high school	14	17	17
Attended college but did not complete four-year degree	29	3	17
Graduated from college	29	45	42
Don't know	24	34	19

*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 A3.8*****Free or Reduced Price Meals Eligibility***

	Grade 6 %	Grade 7 %	Grade 8 %
No	48	50	58
Yes	19	14	25
Don't know	33	36	17

*Question HS/MS A.12, 13: 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.) [In-school/Hybrid only]... Last year, did 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.) [Remote only]*

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

**Table A3.9*****Language Spoken at Home***

	Grade 6 %	Grade 7 %	Grade 8 %
English	95	90	92
Spanish	5	7	6
Mandarin	0	0	0
Cantonese	0	0	0
Taiwanese	0	0	0
Tagalog	0	3	0
Vietnamese	0	0	0
Korean	0	0	0
Arabic	0	0	0
Other	0	0	3

*Question HS/MS A.14: What language is spoken most of the time in your home?*

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

**Table A3.10****English Language Proficiency – All Students**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>How well do you... understand English?</b>			
Very well	100	86	83
Well	0	10	11
Not well	0	0	3
Not at all	0	3	3
<b>speak English?</b>			
Very well	91	86	86
Well	9	10	9
Not well	0	0	3
Not at all	0	3	3
<b>read English?</b>			
Very well	100	83	80
Well	0	14	11
Not well	0	0	6
Not at all	0	3	3
<b>write English?</b>			
Very well	95	79	71
Well	0	17	14
Not well	5	0	9
Not at all	0	3	6
<b>English Language Proficiency Status</b>			
Proficient	95	83	77
Not proficient	5	17	23

Question HS/MS A.15-18: 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 A3.11*****English Language Proficiency – Students Speaking a Language Other Than English at Home***

	Grade 6	Grade 7	Grade 8
	%	%	%
<b><i>How well do you...</i></b>			
<b>understand English?</b>			
Very well			
Well			
Not well			
Not at all			
<b>speak English?</b>			
Very well			
Well			
Not well			
Not at all			
<b>read English?</b>			
Very well			
Well			
Not well			
Not at all			
<b>write English?</b>			
Very well			
Well			
Not well			
Not at all			
<b><i>English Language Proficiency Status</i></b>			
Proficient			
Not proficient			

*Question HS/MS A.14-18: 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 A3.12*****Number of Days Attending Afterschool Program (In-School and Hybrid Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
I do not attend my school's afterschool program	52	61	43
1 day	19	11	11
2 days	10	11	11
3 days	5	4	6
4 days	5	4	23
5 days	10	11	6

*Question HS/MS A.28: 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 A3.13*****Military Connections***

	Grade 6 %	Grade 7 %	Grade 8 %
No	82	97	83
Yes	14	3	14
Don't know	5	0	3

*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.*

## 4. Routines

**Table A4.1**

***Sleep Schedule***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>What time did you go to bed last night?</b>			
Before 7:00 pm	5	0	0
7:00-7:59 pm	9	0	0
8:00-8:59 pm	27	31	11
9:00-9:59 pm	36	41	29
10:00-10:59 pm	14	10	20
11:00-11:59 pm	5	3	9
12:00-12:59 am	5	3	14
After 1:00 am	0	10	17
<b>What time did you wake up this morning?</b>			
Before 5:00 am	5	14	14
5:00-5:59 am	18	10	11
6:00-6:59 am	59	62	60
7:00-7:59 am	18	14	14
8:00-8:59 am	0	0	0
9:00-9:59 am	0	0	0
10:00-10:59 am	0	0	0
11:00-11:59 am	0	0	0
12 pm or later	0	0	0
<b>Sleep duration</b>			
Less than 6 hours	0	14	20
6-7 hours	9	10	29
8-9 hours	50	45	34
10-11 hours	36	31	17
12 hours or more	5	0	0
<b><i>Sleep deprivation (less than 8 hours)</i></b>	<b>9</b>	<b>24</b>	<b>49</b>

Question HS/MS A.19, 20: What time did you go to bed last night?... What time did you wake up this morning?

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

**Table A4.2*****Attending School in Person (Hybrid Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Are you attending school in person today?</b>			
No			
Yes			
<b>In the past 30 days, how many days in an average week did you go to school in person?</b>			
0 days			
1 day			
2 days			
3 days			
4 days			
5 days			

*Question HS/MS A.24, 25: In the past 30 days, how many days in an average week did you go to school in person?... Are you attending school in person today?*

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

**Table A4.3*****Peer Interactions (Virtual), Past 7 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
0 days	32	11	17
1 day	5	11	14
2 days	18	4	8
3 days	5	7	3
4 days	0	7	11
5 days	5	14	3
6 days	0	4	3
7 days	36	43	42

*Question HS/MS A.68: On how many of the past 7 days did you talk to your friends by phone, computer, or tablet (iPad)?*

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

**Table A4.4*****Number of Days Exercising, Past 7 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Exercise or do a physical activity for at least 20 minutes that made you sweat and breathe hard</b>			
0 days	0	7	3
1 day	0	0	6
2 days	5	0	6
3 days	5	4	8
4 days	0	7	6
5 days	18	21	31
6 days	14	7	0
7 days	59	54	42
<b>Participate in a physical activity for at least 30 minutes that did not make you sweat and breathe hard</b>			
0 days	18	11	19
1 day	9	4	3
2 days	9	11	8
3 days	5	7	6
4 days	5	21	6
5 days	9	7	14
6 days	5	0	3
7 days	41	39	42
<b><i>Meets aerobic physical fitness standards</i></b>	<b>100</b>	<b>93</b>	<b>92</b>

*Question HS/MS A.69, 70: On how many of the past 7 days did you... exercise or do a physical activity for at least 20 minutes that made you sweat and breathe hard? (For example, basketball, soccer, running, fast bicycling, fast dancing, or similar aerobic activities.)... participate in a physical activity for at least 30 minutes that did not make you sweat and breathe hard? (For example, fast walking, slow bicycling, shooting baskets, raking leaves, or mopping floors.)*

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

*Aerobic physical fitness standards—at least 150 minutes of moderate-intensity or 75 minutes of vigorous-intensity physical activity per week.*

## 5. Learning from Home

**Table A5.1**

***Remote Learning Schedule and Instructional Time (Remote and Hybrid Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Time started schoolwork from home today<sup>#</sup></b>			
Before 7:00 am			
7:00-7:59 am			
8:00-8:59 am			
9:00-9:59 am			
10:00-10:59 am			
11:00-11:59 am			
12 pm or later			
<b>Time spent on learning and completing schoolwork from home on the average weekday</b>			
Less than 1 hour			
Between 1 and 2 hours			
Between 2 and 3 hours			
Between 3 and 4 hours			
Between 4 and 5 hours			
More than 5 hours			
<b>Number of days in the past week participating in an online class from home where your teacher talked to students</b>			
0 days			
1 day			
2 days			
3 days			
4 days			
5 days			

*Question HS/MS A.30-33: On the weekdays you participated in school from home, how much of your day did you spend learning and completing schoolwork on the average day? [Hybrid only]... On the average weekday, how much of your day did you spend learning and completing schoolwork from home? [Remote only]... What time did you start your schoolwork from home today?... How many days in the past week did you participate in an online class from home where your teacher talked to students from a computer, phone, or tablet (iPad)?*

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

*<sup>#</sup>Based on respondents selecting "I participated in school from home for the entire day on most or all weekdays and did not go to school in person" to question "Which of the following best describes your school schedule during the past 30 days?" or "No" to question "Are you attending school in person today?"*

**Table A5.1*****Remote Learning Schedule and Instructional Time – Continued (Remote and Hybrid Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Number of weekdays participating in school from home for the entire school day</b>			
0 days			
1 day			
2 days			
3 days			
4 days			
5 days			

*Question HS/MS A.29: In the past 30 days, how many weekdays in an average week did you participate in school from home for an entire school day?*

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

**Table A5.2*****Interesting Activities Provided for Student in Remote Learning (Remote and Hybrid Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
Not at all true			
A little true			
Pretty much true			
Very much true			

*Question HS/MS A.57: There is a teacher or some other adult from my school... who provides me with interesting activities to do while I am participating in school from home.*

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

**Table A5.3*****Interest in Schoolwork Done from Home (Remote and Hybrid Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
Strongly disagree			
Disagree			
Neither disagree nor agree			
Agree			
Strongly agree			

*Question HS/MS A.50: How strongly do you agree or disagree with the following statements?... I am interested in the schoolwork I do when participating in school from home.*

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

## 6. School Performance, Engagement, and Supports

**Table A6.1**

***Grades, Past 12 Months***

	Grade 6 %	Grade 7 %	Grade 8 %
Mostly A's	19	14	11
A's and B's	24	41	14
Mostly B's	10	7	11
B's and C's	14	34	17
Mostly C's	10	3	8
C's and D's	14	0	22
Mostly D's	5	0	6
Mostly F's	5	0	11

*Question HS/MS A.36: 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 A6.2**

***Absences, Past 30 Days (In-School and Hybrid Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
I did not miss any days of school in the past 30 days	55	54	49
1 day	23	18	20
2 days	14	14	20
3 or more days	9	14	11

*Question HS/MS A.22, 26: In the past 30 days, how often did you miss an entire day of school for any reason?*

*[In-school only]... In the past 30 days, how often did you miss an entire day of in-person school for any reason?*

*[Hybrid only]*

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



**Table A6.3*****Missing School from Home, Past 30 Days (Remote and Hybrid Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
I did not miss an entire day of remote learning classes			
1 day			
2 days			
3 or more days			

*Question HS/MS A.34: In the past 30 days, how often did you miss an entire day of remote learning classes for any reason?*

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

**Table A6.4*****Missing Classes at School, Past 30 Days (In-School and Hybrid Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
I did not miss any classes/scheduled in-person classes	73	75	62
1-2 classes	14	0	18
3-4 classes	9	14	6
5 or more classes	5	11	15

*Question HS/MS A.23, 27: In the past 30 days, how many classes did you miss for any reason? [In-school only]...*  
*In the past 30 days, how many in-person school classes did you miss for any reason? [Hybrid only]*

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

**Table A6.5*****Missing Remote Classes, Past 30 Days (Remote and Hybrid Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
I did not miss any remote learning classes			
1-2 classes			
3-4 classes			
5 or more classes			

*Question HS/MS A.35: In the past 30 days, how many remote learning classes did you miss for any reason?*

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

**Table A6.6*****Reasons for Absence, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
Does not apply; I didn't miss any school	53	50	43
Illness (feeling physically sick), including problems with breathing or your teeth	11	12	29
Were being bullied or mistreated at school ( <b><i>In-School and Hybrid Only</i></b> )	5	4	0
Felt very sad, hopeless, anxious, stressed, or angry	11	8	3
Didn't get enough sleep	0	4	3
Didn't feel safe at school or going to and from school ( <b><i>In-School and Hybrid Only</i></b> )	0	0	0
Had to take care of or help a family member or friend	0	4	9
Wanted to spend time with friends	5	0	0
Used alcohol or drugs	0	0	3
Were behind in schoolwork or weren't prepared for a test or class assignment	0	0	0
Were bored or uninterested in school	0	0	9
Had no transportation to school ( <b><i>In-School and Hybrid Only</i></b> )	0	4	0
Other reason	32	35	26

*Question HS/MS A.37-39: In the past 30 days, did you miss a day of school for any of the following reasons? (Mark All That Apply.) [In-school only]... In the past 30 days, did you miss a day of in-person school or school from home for any of the following reasons? (Mark All That Apply.) [Hybrid only]... In the past 30 days, did you miss a day of school from home for any of the following reasons? (Mark All That Apply.) [Remote only]*

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

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

**Table A6.7*****School Environment, School Connectedness, Academic Motivation, and Promotion of Parent Involvement Scales***

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Total school supports	63	66	47	
Caring adults in school <sup>†</sup>	74	74	52	<b>A6.8</b>
High expectations-adults in school <sup>‡</sup>	73	77	64	<b>A6.9</b>
Meaningful participation at school <sup>‡Φ</sup>	41	46	26	<b>A6.10</b>
School connectedness <sup>†Φ</sup>	74	75	56	<b>A6.11</b>
Academic motivation <sup>†</sup>	68	75	55	<b>A6.12</b>
Promotion of parent involvement in school <sup>†</sup>	57	68	51	<b>A6.14</b>

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

<sup>†</sup>*Scales are based on average of respondents reporting “Agree” or “Strongly agree.”*

<sup>‡</sup>*Scales are based on average of respondents reporting “Pretty much true” or “Very much true.”*

<sup>Φ</sup>*In-School and Hybrid Models only.*

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

**Table A6.8**

***Caring Relationships Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Caring adults in school</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	74	74	52
<b><i>There is a teacher or some other adult from my school... who really cares about me.</i></b>			
Not at all true	9	14	19
A little true	27	7	11
Pretty much true	27	28	36
Very much true	36	52	33
<b><i>who notices when I’m not there.</i></b>			
Not at all true	5	14	17
A little true	5	14	42
Pretty much true	27	18	22
Very much true	64	54	19
<b><i>who listens to me when I have something to say.</i></b>			
Not at all true	9	11	28
A little true	23	18	28
Pretty much true	18	18	25
Very much true	50	54	19

*Question HS/MS A.55, 58, 61: There is a teacher or some other adult from my school... 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 A6.9

**High Expectations Scale Questions**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>High expectations-adults in school</b>			
<i>Average reporting "Pretty much true" or "Very much true"</i>	73	77	64
<b><i>There is a teacher or some other adult from my school... who tells me when I do a good job.</i></b>			
Not at all true	5	11	14
A little true	27	11	31
Pretty much true	32	25	31
Very much true	36	54	25
<b><i>who always wants me to do my best.</i></b>			
Not at all true	5	4	9
A little true	9	11	14
Pretty much true	23	11	34
Very much true	64	75	43
<b><i>who believes that I will be a success.</i></b>			
Not at all true	23	11	19
A little true	14	21	22
Pretty much true	18	7	22
Very much true	45	61	36

Question HS/MS A.56, 59, 62: *There is a teacher or some other adult from my school... 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 A6.10****Meaningful Participation Scale Questions (In-School and Hybrid Only)**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Meaningful participation at school</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	41	46	26
<b>At school,...</b>			
<b>I do interesting activities.</b>			
Not at all true	10	7	23
A little true	19	14	40
Pretty much true	52	39	17
Very much true	19	39	20
<b>I help decide things like class activities or rules.</b>			
Not at all true	33	29	57
A little true	38	29	26
Pretty much true	10	18	11
Very much true	19	25	6
<b>I do things that make a difference.</b>			
Not at all true	14	25	43
A little true	38	21	23
Pretty much true	24	21	26
Very much true	24	32	9
<b>I have a say in how things work.</b>			
Not at all true	48	44	54
A little true	14	26	23
Pretty much true	29	15	17
Very much true	10	15	6
<b>I help decide school activities or rules.</b>			
Not at all true	55	46	63
A little true	30	25	20
Pretty much true	5	11	14
Very much true	10	18	3

*Question HS/MS A.63-67: 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 A6.11*****School Connectedness Scale Questions (In-School and Hybrid Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School connectedness</b>			
<i>Average reporting “Agree” or “Strongly agree”</i>	74	75	56
<b>I feel close to people at this school.</b>			
Strongly disagree	5	4	9
Disagree	0	4	3
Neither disagree nor agree	5	14	23
Agree	64	36	37
Strongly agree	27	43	29
<b>I am happy to be at this school.</b>			
Strongly disagree	9	7	23
Disagree	0	14	11
Neither disagree nor agree	14	11	20
Agree	41	21	31
Strongly agree	36	46	14
<b>I feel like I am part of this school.</b>			
Strongly disagree	5	14	11
Disagree	18	7	11
Neither disagree nor agree	14	4	14
Agree	32	21	37
Strongly agree	32	54	26
<b>The teachers at this school treat students fairly.</b>			
Strongly disagree	5	11	6
Disagree	5	7	17
Neither disagree nor agree	19	11	20
Agree	48	29	34
Strongly agree	24	43	23
<b>I feel safe in my school.</b>			
Strongly disagree	9	7	11
Disagree	0	4	9
Neither disagree nor agree	23	7	31
Agree	41	29	29
Strongly agree	27	54	20

*Question HS/MS A.40-44: 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 A6.12*****Academic Motivation Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Academic motivation</b>			
<i>Average reporting “Agree” or “Strongly agree”</i>	68	75	55
<b>I try hard to make sure that I am good at my schoolwork.</b>			
Strongly disagree	5	4	6
Disagree	0	0	0
Neither disagree nor agree	14	7	31
Agree	32	25	25
Strongly agree	50	64	39
<b>I try hard on my schoolwork because I am interested in it.</b>			
Strongly disagree	5	10	19
Disagree	14	0	19
Neither disagree nor agree	32	38	28
Agree	18	21	22
Strongly agree	32	31	11
<b>I work hard to try to understand new things when doing my schoolwork.</b>			
Strongly disagree	5	0	11
Disagree	14	3	8
Neither disagree nor agree	18	21	25
Agree	23	21	42
Strongly agree	41	55	14
<b>I am always trying to do better in my schoolwork.</b>			
Strongly disagree	9	0	9
Disagree	0	7	0
Neither disagree nor agree	14	11	23
Agree	32	25	34
Strongly agree	45	57	34

*Question HS/MS A.51-54: 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 on my schoolwork because I am interested in it... I work hard to try to understand new things when doing my schoolwork... I am always trying to do better in my schoolwork.*

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



**Table A6.13*****Maintaining Focus on Schoolwork***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>It is hard for me to stay focused when doing my schoolwork.</b>			
Strongly disagree	14	10	6
Disagree	32	14	11
Neither disagree nor agree	23	17	26
Agree	23	38	23
Strongly agree	9	21	34

*Question HS/MS A.49: How strongly do you agree or disagree with the following statements?... It is hard for me to stay focused when doing my schoolwork.*

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

**Table A6.14*****Promotion of Parent Involvement Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Promotion of parent involvement in school</b>			
<i>Average reporting “Agree” or “Strongly agree”</i>	57	68	51
<b>Teachers at this school communicate with parents about what students are expected to learn in class.</b>			
Strongly disagree	5	14	14
Disagree	10	3	11
Neither disagree nor agree	29	14	19
Agree	52	24	31
Strongly agree	5	45	25
<b>Parents feel welcome to participate at this school.</b>			
Strongly disagree	0	11	11
Disagree	24	4	11
Neither disagree nor agree	19	21	31
Agree	52	25	33
Strongly agree	5	39	14
<b>School staff take parent concerns seriously.</b>			
Strongly disagree	10	14	14
Disagree	14	0	14
Neither disagree nor agree	19	11	22
Agree	48	36	31
Strongly agree	10	39	19

*Question HS/MS A.46-48: 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 A6.15*****Checking Student Progress***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>A teacher or some other adult from my school checks on how I am doing</b>			
Not at all true	19	7	33
A little true	33	21	25
Pretty much true	10	14	31
Very much true	38	57	11

*Question HS/MS A.60: There is a teacher or some other adult from my school... who checks on how I am doing.*

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

**Table A6.16*****Quality of School Physical Environment (In-School and Hybrid Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>My school is usually clean and tidy.</b>			
Strongly disagree	5	7	9
Disagree	5	4	6
Neither disagree nor agree	14	14	17
Agree	59	29	34
Strongly agree	18	46	34

*Question HS/MS A.45: 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.*

## 7. Social and Emotional Health

**Table A7.1**

***Chronic Sad or Hopeless Feelings, Past 12 Months***

	Grade 6 %	Grade 7 %	Grade 8 %
No	82	64	56
Yes	18	36	44

*Question HS A.153/MS A.141: 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 A7.2**

***Seriously Considered Attempting Suicide, Past 12 Months***

	Grade 6 %	Grade 7 %	Grade 8 %
No	90	79	58
Yes	10	21	42

*Question HS A.154/MS A.142: During the past 12 months, did you ever seriously consider attempting suicide?*

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

**Table A7.3*****Self-Efficacy Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Self-efficacy</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	90	71	70
<b>I can work out my problems.</b>			
Not at all true	5	15	15
A little true	5	19	21
Pretty much true	52	26	24
Very much true	38	41	39
<b>I can do most things if I try.</b>			
Not at all true	5	11	3
A little true	5	19	14
Pretty much true	52	22	26
Very much true	38	48	57
<b>There are many things that I do well.</b>			
Not at all true	5	15	11
A little true	5	8	26
Pretty much true	38	27	20
Very much true	52	50	43

*Question HS A.165-167/MS A.153-155: Please tell us how true each statement is of you... I can work out my problems... I can do most things if I try... There are many things that I do well.*

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

**Table A7.4*****Self-Awareness Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Self-awareness</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	75	67	50
<b>There is a purpose to my life.</b>			
Not at all true	5	21	29
A little true	10	8	20
Pretty much true	25	21	17
Very much true	60	50	34
<b>I understand my moods and feelings.</b>			
Not at all true	14	15	26
A little true	5	19	29
Pretty much true	38	15	14
Very much true	43	50	31
<b>I understand why I do what I do.</b>			
Not at all true	29	19	20
A little true	10	15	29
Pretty much true	38	12	20
Very much true	24	54	31

*Question HS A.168-170/MS A.156-158: Please tell us how true each statement is of you... There is a purpose to my life... I understand my moods and feelings... I understand why I do what I do.*

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

**Table A7.5*****Problem Solving Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Problem solving</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	57	49	33
<b>When I need help I find someone to talk with.</b>			
Not at all true	10	40	34
A little true	33	16	29
Pretty much true	29	12	14
Very much true	29	32	23
<b>I try to work out my problems by talking or writing about them.</b>			
Not at all true	38	44	69
A little true	14	15	9
Pretty much true	14	7	9
Very much true	33	33	14
<b>I trust my ability to solve difficult problems.</b>			
Not at all true	14	27	43
A little true	19	12	17
Pretty much true	38	12	14
Very much true	29	50	26

*Question HS A.171, 175, 176/MS A.159, 163, 164: Please tell us how true each statement is of you... When I need help I find someone to talk with... I try to work out my problems by talking or writing about them... I trust my ability to solve difficult problems.*

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

**Table A7.6*****Peer Supports Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Peer supports</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	71	72	71
<b>I have a friend my age who really cares about me.</b>			
Not at all true	14	8	11
A little true	0	15	9
Pretty much true	19	4	3
Very much true	67	73	77
<b>I have a friend my age who talks with me about my problems.</b>			
Not at all true	33	16	29
A little true	10	16	11
Pretty much true	14	8	14
Very much true	43	60	46
<b>I have a friend my age who helps me when I’m having a hard time.</b>			
Not at all true	19	12	20
A little true	10	16	6
Pretty much true	19	8	17
Very much true	52	64	57

*Question HS A.183-185/MS A.171-173: How true do you feel these statements are about your friends?... I have a friend my age who really cares about me... I have a friend my age who talks with me about my problems... I have a friend my age who helps me when I’m having a hard time.*

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



**Table A7.7****Adult Supports Scale Questions**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Adult supports</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	81	73	64
<b>How true do you feel these statements are about your family?</b>			
<b>There is an adult who really cares about me.</b>			
Not at all true	10	0	9
A little true	5	15	6
Pretty much true	14	4	20
Very much true	71	81	66
<b>There is an adult who talks with me about my problems.</b>			
Not at all true	10	24	40
A little true	20	8	11
Pretty much true	25	20	14
Very much true	45	48	34
<b>There is an adult who helps me when I am having a hard time.</b>			
Not at all true	10	12	31
A little true	5	20	11
Pretty much true	33	12	20
Very much true	52	56	37

*Question HS A.180-182/MS A.168-170: How true do you feel these statements are about your family?... There is an adult who really cares about me... There is an adult who talks with me about my problems... There is an adult who helps me when I am having a hard time.*

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

**Table A7.8*****Optimism Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Optimism</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	81	60	32
<b>Each day I look forward to having a lot of fun.</b>			
Not at all true	10	19	30
A little true	5	19	30
Pretty much true	33	12	12
Very much true	52	50	27
<b>I usually expect to have a good day.</b>			
Not at all true	5	21	41
A little true	14	21	26
Pretty much true	48	17	9
Very much true	33	42	24
<b>Overall, I expect more good things to happen to me than bad things.</b>			
Not at all true	14	23	47
A little true	10	15	29
Pretty much true	43	15	9
Very much true	33	46	15

*Question HS A.172-174/MS A.160-162: Please tell us how true each statement is of you... Each day I look forward to having a lot of fun... I usually expect to have a good day... Overall, I expect more good things to happen to me than bad things.*

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

**Table A7.9*****Gratitude Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Gratitude</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	62	74	53
<b>On most days I feel grateful.</b>			
Not at all true	5	23	29
A little true	29	4	17
Pretty much true	24	23	14
Very much true	43	50	40
<b>On most days I feel thankful.</b>			
Not at all true	5	15	29
A little true	33	8	20
Pretty much true	14	23	11
Very much true	48	54	40
<b>On most days I feel appreciative.</b>			
Not at all true	10	19	31
A little true	30	8	14
Pretty much true	20	23	17
Very much true	40	50	37

*Question HS A.177-179/MS A.165-167: Please tell us how true each statement is of you... On most days I feel GRATEFUL... On most days I feel THANKFUL... On most days I feel APPRECIATIVE.*

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

**Table A7.10*****Social Emotional Distress Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Social emotional distress</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	15	24	33
<b>I had a hard time breathing because I was anxious.</b>			
Not at all true	82	63	66
A little true	9	15	14
Pretty much true	0	7	3
Very much true	9	15	17
<b>I worried that I would embarrass myself in front of others.</b>			
Not at all true	50	39	49
A little true	14	25	17
Pretty much true	9	7	9
Very much true	27	29	26
<b>I was tense and uptight.</b>			
Not at all true	82	75	60
A little true	9	11	9
Pretty much true	0	4	9
Very much true	9	11	23
<b>I had a hard time relaxing.</b>			
Not at all true	59	59	47
A little true	14	11	15
Pretty much true	0	4	3
Very much true	27	26	35

*Question HS A.155-158/MS A.143-146: Over the past 30 days, how true do you feel these statements are about you?... I had a hard time breathing because I was anxious... I worried that I would embarrass myself in front of others... I was tense and uptight... I had a hard time relaxing.*

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

**Table A7.10*****Social Emotional Distress Scale Questions – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>I felt sad and down.</b>			
Not at all true	68	52	51
A little true	9	19	9
Pretty much true	0	0	6
Very much true	23	30	34
<b>I was easily irritated.</b>			
Not at all true	50	50	35
A little true	36	23	24
Pretty much true	5	12	9
Very much true	9	15	32
<b>It was hard for me to cope and I thought I would panic.</b>			
Not at all true	91	70	54
A little true	0	7	14
Pretty much true	0	7	11
Very much true	9	15	20
<b>It was hard for me to get excited about anything.</b>			
Not at all true	91	68	54
A little true	0	18	17
Pretty much true	5	4	11
Very much true	5	11	17

*Question HS A.159-162/MS A.147-150: Over the past 30 days, how true do you feel these statements are about you?... I felt sad and down... I was easily irritated... It was hard for me to cope and I thought I would panic... It was hard for me to get excited about anything.*

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

**Table A7.10*****Social Emotional Distress Scale Questions – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>I was easily annoyed and sensitive.</b>			
Not at all true	82	57	46
A little true	5	18	17
Pretty much true	0	4	9
Very much true	14	21	29
<b>I was scared for no good reason.</b>			
Not at all true	82	68	63
A little true	14	11	9
Pretty much true	0	11	6
Very much true	5	11	23

*Question HS A.163, 164/MS A.151, 152: Over the past 30 days, how true do you feel these statements are about you?... I was easily annoyed and sensitive... I was scared for no good reason.*

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

## 8. School Violence, Victimization, and Safety

**Table A8.1**

*Perceived Safety at School (In-School and Hybrid Only)*

	Grade 6 %	Grade 7 %	Grade 8 %
Very safe	41	39	23
Safe	41	29	34
Neither safe nor unsafe	14	14	26
Unsafe	0	11	14
Very unsafe	5	7	3

*Question HS A.128/MS A.116: How safe do you feel when you are at school?*

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

**Table A8.2*****Reasons for Harassment on School Property, Past 12 Months (In-School and Hybrid Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Race, ethnicity, or national origin</b>			
0 times	95	93	94
1 time	0	4	0
2 or more times	5	4	6
<b>Religion</b>			
0 times	91	85	85
1 time	5	7	3
2 or more times	5	7	12
<b>Gender</b>			
0 times	91	89	77
1 time	0	4	14
2 or more times	9	7	9
<b>Because you are gay, lesbian, or bisexual or someone thought you were</b>			
0 times	91	78	89
1 time	0	7	3
2 or more times	9	15	9
<b>A physical or mental disability</b>			
0 times	95	85	89
1 time	0	4	0
2 or more times	5	11	11
<b>Any of the above five reasons</b>	18	30	29

*Question HS A.144-148/MS A.132-136: 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 A8.2*****Reasons for Harassment on School Property, Past 12 Months – Continued (In-School and Hybrid Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>You are an immigrant or someone thought you were</b>			
0 times	95	93	100
1 time	0	4	0
2 or more times	5	4	0
<b>Any other reason</b>			
0 times	81	77	76
1 time	0	8	0
2 or more times	19	15	24
<b>Any harassment</b>	18	41	37

*Question HS A.144-150/MS A.132-138: 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 A8.3*****School Violence Victimization Scale Questions (In-School and Hybrid Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School violence victimization</b>			
<i>Average reporting “1 or more times”</i>	31	33	44
<b><i>During the past 12 months, how many times on school property have you...</i></b>			
<b>been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around?</b>			
0 times	68	68	60
1 time	5	11	6
2 to 3 times	9	4	11
4 or more times	18	18	23
<b>been afraid of being beaten up?</b>			
0 times	82	79	91
1 time	9	4	3
2 to 3 times	5	4	3
4 or more times	5	14	3
<b>had mean rumors or lies spread about you?</b>			
0 times	55	50	41
1 time	27	18	12
2 to 3 times	9	4	15
4 or more times	9	29	32
<b>had sexual jokes, comments, or gestures made to you?</b>			
0 times	73	75	38
1 time	5	7	9
2 to 3 times	5	4	15
4 or more times	18	14	38

*Question HS A.129, 130, 132, 133/MS A.117, 118, 120, 121: 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 A8.3*****School Violence Victimization Scale Questions – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b><i>During the past 12 months, how many times on school property have you...</i></b>			
<b><i>been made fun of because of your looks or the way you talk? (In-School and Hybrid Only)</i></b>			
0 times	59	68	31
1 time	18	14	14
2 to 3 times	9	0	17
4 or more times	14	18	37
<b><i>had your property stolen or deliberately damaged? (In-School and Hybrid Only)</i></b>			
0 times	86	82	71
1 time	0	11	17
2 to 3 times	5	0	0
4 or more times	9	7	11
<b><i>been made fun of, insulted, or called names? (In-School and Hybrid Only)</i></b>			
0 times	55	57	49
1 time	14	7	6
2 to 3 times	9	7	14
4 or more times	23	29	31
<b><i>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?</i></b>			
0 times (never)	76	57	61
1 time	10	18	11
2 to 3 times	5	7	6
4 or more times	10	18	22

*Question HS A.134, 135, 143, 151/MS A.122, 123, 131, 139: 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 A8.4

***School Violence Perpetration Scale Questions (In-School and Hybrid Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School violence perpetration</b>			
<i>Average reporting “1 or more times”</i>	5	10	14
<b><i>During the past 12 months, how many times on school property have you...</i></b>			
<b>been in a physical fight?</b>			
0 times	82	79	74
1 time	18	11	12
2 to 3 times	0	4	3
4 or more times	0	7	12
<b>been offered, sold, or given an illegal drug?</b>			
0 times	95	100	86
1 time	0	0	9
2 to 3 times	0	0	3
4 or more times	5	0	3
<b>damaged school property on purpose?</b>			
0 times	100	93	91
1 time	0	0	0
2 to 3 times	0	0	3
4 or more times	0	7	6
<b>carried a gun?</b>			
0 times	95	93	94
1 time	5	0	0
2 to 3 times	0	0	0
4 or more times	0	7	6
<b>carried any other weapon (such as a knife or club)?</b>			
0 times	100	86	88
1 time	0	4	3
2 to 3 times	0	0	3
4 or more times	0	11	6

*Question HS A.131, 136-139/MS A.119, 124-127: 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 A8.5*****Threats and Injuries with Weapons at School, Past 12 Months (In-School and Hybrid Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b><i>During the past 12 months, how many times on school property have you...</i></b>			
<b>been threatened with harm or injury?</b>			
0 times	82	79	74
1 time	9	7	11
2 to 3 times	5	0	3
4 or more times	5	14	11
<b>been threatened or injured with a weapon (gun, knife, club, etc.)?</b>			
0 times	82	89	79
1 time	9	0	15
2 to 3 times	5	0	0
4 or more times	5	11	6

*Question HS A.140, 142/MS A.128, 130: 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 A8.6*****Weapons Possession on School Property, Past 12 Months (In-School and Hybrid Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b><i>During the past 12 months, how many times on school property have you...</i></b>			
<b>seen someone carrying a gun, knife, or other weapon?</b>			
0 times	82	82	77
1 time	14	11	6
2 to 3 times	0	0	9
4 or more times	5	7	9

*Question HS A.141/MS A.129: 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.*

## 9. Alcohol and Other Drug Use

**Table A9.1**

*Summary Measures of Level of AOD Use and Perceptions*

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Lifetime illicit AOD use to get “high” <sup>^</sup>	9	18	33	A9.2
Lifetime alcohol or drug use	9	18	33	A9.2
Lifetime marijuana use	0	0	11	A9.2
Lifetime very drunk or high (7 or more times)	0	4	6	A9.7
Lifetime drinking and driving involvement	29	29	58	A9.10
Current alcohol or drug use <sup>¶</sup>	5	14	22	A9.5
Current marijuana use <sup>¶</sup>	0	0	11	A9.5
Current heavy drug use <sup>¶</sup>	0	0	6	A9.5
Current heavy alcohol use (binge drinking) <sup>¶</sup>	0	7	11	A9.5
Current alcohol or drug use on school property <sup>¶ψ</sup>	0	8	9	A9.8
Harmfulness of occasional marijuana use <sup>BΦ</sup>	45	41	34	A9.11
Difficulty of obtaining marijuana <sup>CΦ</sup>	29	30	26	A9.12

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

<sup>^</sup>*Excludes prescription pain medication, tranquilizers or sedatives, diet pills, and prescription stimulant.*

<sup>¶</sup>*Past 30 days.*

<sup>ψ</sup>*In-School Models only.*

<sup>Φ</sup>*In-School and Hybrid Models only.*

<sup>B</sup>*Great harm.*

<sup>C</sup>*Very difficult.*

**Table A9.2*****Summary of AOD Lifetime Use***

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol	5	18	31
Marijuana	0	0	11
Inhalants	5	7	11
Any other drug, pill, or medicine to get “high”	0	4	8
<b><i>Any of the above AOD use</i></b>	9	18	33
<b><i>Any illicit AOD use to get “high”<sup>^</sup></i></b>	9	18	33

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

<sup>^</sup>*Excludes prescription pain medication, tranquilizers or sedatives, diet pills, and prescription stimulant.*

**Table A9.3*****Lifetime AOD Use***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Alcohol (one full drink)</b>			
0 times	95	82	69
1 time	0	7	11
2 to 3 times	0	7	6
4 or more times	5	4	14
<b>Marijuana (smoke, vape, eat, or drink)</b>			
0 times	100	100	89
1 time	0	0	3
2 to 3 times	0	0	3
4 or more times	0	0	6
<b>Inhalants</b>			
0 times	95	93	89
1 time	5	4	0
2 to 3 times	0	4	3
4 or more times	0	0	8
<b>Any other drug, pill, or medicine to get “high” or for reasons other than medical</b>			
0 times	100	96	92
1 time	0	0	3
2 to 3 times	0	4	0
4 or more times	0	0	6

*Question HS A.74-76, 86/MS A.75-77, 79: 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).... 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 A9.4*****Methods of Marijuana Consumption***

	Grade 6 %	Grade 7 %	Grade 8 %
<b><i>During your life, how many times have you used marijuana in any of the following ways...</i></b>			
<b>Smoke it?</b>			
0 times	100	96	89
1 time	0	4	3
2 to 3 times	0	0	0
4 or more times	0	0	9
<b>In a vaping device?</b>			
0 times	100	100	89
1 time	0	0	3
2 to 3 times	0	0	3
4 or more times	0	0	6
<b>Eat or drink it in products made with marijuana?</b>			
0 times	100	96	92
1 time	0	4	3
2 to 3 times	0	0	0
4 or more times	0	0	6

*Question HS A.90-92/MS A.83-85: 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 A9.5*****Current AOD Use, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (one or more drinks of alcohol)	5	11	9
Binge drinking (5 or more drinks in a row)	0	7	11
Marijuana (smoke, vape, eat, or drink)	0	0	11
Inhalants	0	4	0
Other drug, pill, or medicine to get “high” or for reasons other than medical	0	7	3
<b><i>Any drug use</i></b>	0	7	11
<b><i>Heavy drug use</i></b>	0	0	6
<b><i>Any AOD Use</i></b>	5	14	22

*Question HS A.96-99, 101/MS A.89-93: 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”)?... 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.*

*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”).*

**Table A9.6*****Frequency of Current AOD Use, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Alcohol (one or more drinks)</b>			
0 days	95	89	91
1 or 2 days	5	4	3
3 to 9 days	0	7	0
10 to 19 days	0	0	0
20 to 30 days	0	0	6
<b>Binge drinking (5 or more drinks in a row)</b>			
0 days	100	93	89
1 or 2 days	0	4	9
3 to 9 days	0	4	3
10 to 19 days	0	0	0
20 to 30 days	0	0	0
<b>Marijuana (smoke, vape, eat, or drink)</b>			
0 days	100	100	89
1 or 2 days	0	0	6
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	6

*Question HS A.96-98/MS A.89-91: 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 A9.7*****Lifetime Drunk or “High”***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Very drunk or sick after drinking alcohol</b>			
0 times	100	89	83
1 to 2 times	0	11	14
3 to 6 times	0	0	0
7 or more times	0	0	3
<b>“High” (loaded, stoned, or wasted) from using drugs</b>			
0 times	100	93	86
1 to 2 times	0	4	6
3 to 6 times	0	0	3
7 or more times	0	4	6
<b><i>Very drunk or “high” 7 or more times</i></b>	0	4	6

*Question HS A.87, 88/MS A.80, 81: 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 A9.8*****Current AOD Use on School Property, Past 30 Days (In-School Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Alcohol</b>			
0 days	100	92	94
1 to 2 days	0	8	3
3 or more days	0	0	3
<b>Marijuana (smoke, vape, eat, or drink)</b>			
0 days	100	100	94
1 to 2 days	0	0	3
3 or more days	0	0	3
<b>Any other drug, pill, or medicine to get “high” or for reasons other than medical</b>			
0 days	100	100	97
1 to 2 days	0	0	0
3 or more days	0	0	3
<b>Any of the above</b>	0	8	9

*Question HS A.106-108/MS A.97-99: 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 A9.9*****Lifetime Drunk or “High” on School Property***

	Grade 6 %	Grade 7 %	Grade 8 %
0 times	100	93	94
1 to 2 times	0	7	0
3 to 6 times	0	0	0
7 or more times	0	0	6

*Question HS A.89/MS A.82: 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 A9.10*****Drinking While Driving, Lifetime***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Have ridden in a car driven by someone who had been using alcohol or drugs</b>			
Never	71	71	42
1 time	0	4	11
2 times	14	7	8
3 to 6 times	5	0	22
7 or more times	10	18	17

*Question MS A.114: 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.*

**Table A9.11*****Perceived Harm of AOD Use (In-School and Hybrid Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Alcohol - drink occasionally</b>			
Great	27	15	21
Moderate	5	22	15
Slight	27	30	53
None	41	33	12
<b>Alcohol - 5 or more drinks once or twice a week</b>			
Great	36	19	44
Moderate	18	33	35
Slight	9	11	12
None	36	37	9
<b>Marijuana - use occasionally</b>			
Great	45	41	34
Moderate	9	4	26
Slight	9	22	20
None	36	33	20
<b>Marijuana - use daily</b>			
Great	55	44	68
Moderate	0	11	9
Slight	9	11	6
None	36	33	18

*Question HS A.114-117/MS A.105-108: 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 A9.12*****Perceived Difficulty of Obtaining Alcohol and Marijuana (In-School and Hybrid Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Alcohol</b>			
Very difficult	24	15	15
Fairly difficult	0	0	9
Fairly easy	19	26	24
Very easy	10	15	29
Don't know	48	44	24
<b>Marijuana</b>			
Very difficult	29	30	26
Fairly difficult	5	15	9
Fairly easy	5	11	14
Very easy	5	4	23
Don't know	57	41	29

*Question HS A.120, 121/MS A.111, 112: 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.*



## 10. Tobacco Use

**Table A10.1**

*Summary of Key CHKS Tobacco Indicators*

	Grade 6 %	Grade 7 %	Grade 8 %	Table
<b>Use Prevalence and Patterns</b>				
Ever smoked a whole cigarette	0	4	0	A10.2
Current cigarette smoking <sup>¶</sup>	5	7	0	A10.3
Current cigarette smoking at school <sup>¶ψ</sup>	0	0	0	A10.4
Ever tried smokeless tobacco	0	7	8	A10.2
Current smokeless tobacco use <sup>¶</sup>	5	4	0	A10.3
Current smokeless tobacco use at school <sup>¶ψ</sup>	0	0	0	A10.4
Ever used vape products	0	7	25	A10.2
Current use of vape products <sup>¶</sup>	5	0	14	A10.3
Current vaping at school <sup>¶ψ</sup>	0	0	9	A10.4
<b>Attitudes and Correlates</b>				
Harmfulness of occasional cigarette smoking <sup>BΦ</sup>	32	35	23	A10.6
Harmfulness of smoking 1 or more packs/day <sup>BΦ</sup>	50	48	74	A10.6
Harmfulness of vaping occasionally <sup>BΦ</sup>	36	30	24	A10.7
Harmfulness of vaping several times a day <sup>BΦ</sup>	55	52	71	A10.7
Difficulty of obtaining cigarettes <sup>CΦ</sup>	19	19	23	A10.8
Difficulty of obtaining vape products <sup>CΦ</sup>	19	19	9	A10.8
<b>Anti-Tobacco Policy</b>				
School bans tobacco use and vaping <sup>Φ</sup>	62	68	82	A10.9

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

<sup>¶</sup>Past 30 days.

<sup>ψ</sup>In-School Models only.

<sup>Φ</sup>In-School and Hybrid Models only.

<sup>B</sup>Great harm.

<sup>C</sup>Very difficult.

**Table A10.2*****Lifetime Tobacco Use***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>A cigarette, even one or two puffs</b>			
0 times	100	96	94
1 time	0	0	6
2 to 3 times	0	0	0
4 or more times	0	4	0
<b>A whole cigarette</b>			
0 times	100	96	100
1 time	0	0	0
2 to 3 times	0	0	0
4 or more times	0	4	0
<b>Smokeless tobacco</b>			
0 times	100	93	92
1 time	0	0	6
2 to 3 times	0	3	3
4 or more times	0	3	0
<b>Vape products</b>			
0 times	100	93	75
1 time	0	7	8
2 to 3 times	0	0	3
4 or more times	0	0	14

*Question HS A.71-73/MS A.71-74: 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.*

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

**Table A10.3*****Any Current Use and Daily Use***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Cigarettes</b>			
Any	5	7	0
Daily (20 or more days)	0	0	0
<b>Smokeless tobacco</b>			
Any	5	4	0
Daily (20 or more days)	0	0	0
<b>Vape products</b>			
Any	5	0	14
Daily (20 or more days)	0	0	3

*Question HS A.93-95/MS A.86-88: 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 A10.4*****Current Smoking on School Property, Past 30 Days (In-School Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Cigarettes</b>			
0 days	100	100	100
1 or 2 days	0	0	0
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
<b>Smokeless tobacco</b>			
0 days	100	100	100
1 or 2 days	0	0	0
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
<b>Vape</b>			
0 days	100	100	91
1 or 2 days	0	0	3
3 to 9 days	0	0	3
10 to 19 days	0	0	0
20 to 30 days	0	0	3

*Question HS A.103-105/MS A.94-96: 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 A10.5*****Secondhand Smoke on School Property, Past 30 days (In-School Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes</b>			
0 days	100	96	89
1 day	0	0	3
2 days	0	4	0
3-9 days	0	0	0
10-19 days	0	0	0
20-30 days	0	0	9

*Question HS A.109/MS A.100: 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 A10.6*****Perceived Harm of Cigarette Smoking (In-School and Hybrid Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Smoke cigarettes occasionally</b>			
Great	32	35	23
Moderate	14	23	23
Slight	18	12	37
None	36	31	17
<b>Smoke 1 or more packs of cigarettes each day</b>			
Great	50	48	74
Moderate	9	11	6
Slight	5	7	6
None	36	33	14

*Question HS A.110, 111/MS A.101, 102: 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 A10.7*****Perceived Harm of Using Vape Products (In-School and Hybrid Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Use vape products occasionally</b>			
Great	36	30	24
Moderate	23	19	35
Slight	5	19	24
None	36	33	18
<b>Use vape products several times a day</b>			
Great	55	52	71
Moderate	0	4	9
Slight	9	11	6
None	36	33	14

*Question HS A.112, 113/MS A.103, 104: 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 A10.8*****Perceived Difficulty of Obtaining Cigarettes and Vape Products (In-School and Hybrid Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Cigarettes</b>			
Very difficult	19	19	23
Fairly difficult	10	19	11
Fairly easy	19	11	14
Very easy	5	7	17
Don't know	48	44	34
<b>Vape products</b>			
Very difficult	19	19	9
Fairly difficult	24	15	3
Fairly easy	5	15	20
Very easy	5	7	40
Don't know	48	44	29

*Question HS A.118, 119/MS A.109, 110: 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 A10.9*****School Bans Tobacco Use and Vaping (In-School and Hybrid Only)***

	Grade 6	Grade 7	Grade 8
	%	%	%
No	0	4	0
Yes	62	68	82
Don't know	38	29	18

*Question HS A.126/MS A.113: 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.*



## 11. Other Health Risks

**Table A11.1**

***Alone After School (In-School Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
Never	38	45	33
1 day	19	10	8
2 days	0	10	17
3 days	5	7	8
4 days	10	7	0
5 days	29	21	33

*Question MS A.115: In a normal week, how many days are you home after school for at least one hour without an adult there?*

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

**Table A11.2**

***Eating of Breakfast***

	Grade 6 %	Grade 7 %	Grade 8 %
No	36	34	50
Yes	64	66	50

*Question HS/MS A.21: Did you eat breakfast today?*

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

**Table A11.3**

***Gang Involvement (In-School and Hybrid Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
No	95	89	89
Yes	5	11	11

*Question HS A.152/MS A.140: Do you consider yourself a member of a gang?*

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

## 12. Race/Ethnic Breakdowns

**Table A12.1**

***School Engagement and Supports by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School Connectedness<sup>†</sup> (<i>In-School and Hybrid Only</i>)</b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	77	83	59
Mixed (two or more) ethnics			
Something else			
<b>Academic Motivation<sup>†</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	77	86	56
Mixed (two or more) ethnics			
Something else			
<b>Monthly Absences (3 or more) (<i>In-School and Hybrid Only</i>)</b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	8	7	19
Mixed (two or more) ethnics			
Something else			

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

<sup>†</sup>*Average percent of respondents reporting “Agree” or “Strongly agree.”*

**Table A12.1*****School Engagement and Supports by Race/Ethnicity – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Maintaining focus on schoolwork<sup>†</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	62	27	10
Mixed (two or more) ethnics			
Something else			
<b>Caring adults in school<sup>‡</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	77	71	56
Mixed (two or more) ethnics			
Something else			
<b>High expectations-adults in school<sup>‡</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	79	79	65
Mixed (two or more) ethnics			
Something else			

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

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

**Table A12.1*****School Engagement and Supports by Race/Ethnicity – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Meaningful participation at school<sup>†</sup> (<i>In-School and Hybrid Only</i>)</b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	43	56	24
Mixed (two or more) ethnics			
Something else			
<b>Facilities upkeep<sup>†</sup> (<i>In-School and Hybrid Only</i>)</b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	77	93	76
Mixed (two or more) ethnics			
Something else			
<b>Promotion of parent involvement in School<sup>†</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	51	68	62
Mixed (two or more) ethnics			
Something else			

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

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

**Table A12.2*****School Safety by Race/Ethnicity (In-School and Hybrid Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School perceived as very safe or safe</b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	85	79	67
Mixed (two or more) ethnics			
Something else			
<b>Experienced harassment due to five reasons at school<sup>^§</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	15	23	19
Mixed (two or more) ethnics			
Something else			
<b>Experienced any harassment or bullying at school<sup>§</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	15	38	29
Mixed (two or more) ethnics			
Something else			

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

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

<sup>§</sup>*Past 12 months.*

**Table A12.2*****School Safety by Race/Ethnicity – Continued (In-School and Hybrid Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Had mean rumors or lies spread about you<sup>§</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	38	43	52
Mixed (two or more) ethnics			
Something else			
<b>Been afraid of being beaten up<sup>§</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	15	14	5
Mixed (two or more) ethnics			
Something else			
<b>Been in a physical fight<sup>§</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	23	14	19
Mixed (two or more) ethnics			
Something else			

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

*<sup>§</sup>Past 12 months.*

**Table A12.2*****School Safety by Race/Ethnicity – Continued (In-School and Hybrid Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Seen a weapon on campus<sup>§</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	23	21	14
Mixed (two or more) ethnics			
Something else			

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

*<sup>§</sup>Past 12 months.*

**Table A12.3*****Substance Use by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Current alcohol or drug use<sup>¶</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	8	14	19
Mixed (two or more) ethnics			
Something else			
<b>Current marijuana use<sup>¶</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	0	0	10
Mixed (two or more) ethnics			
Something else			
<b>Current binge drinking<sup>¶</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	0	0	10
Mixed (two or more) ethnics			
Something else			

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

<sup>¶</sup>*Past 30 days.*



**Table A12.3*****Substance Use by Race/Ethnicity – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Very drunk or “high” 7 or more times, ever</b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	0	7	5
Mixed (two or more) ethnics			
Something else			
<b>Been drunk or “high” on drugs at school, ever</b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	0	7	5
Mixed (two or more) ethnics			
Something else			
<b>Current alcohol use<sup>¶</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	8	7	0
Mixed (two or more) ethnics			
Something else			

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

<sup>¶</sup> *Past 30 days.*

**Table A12.3*****Substance Use by Race/Ethnicity – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Current alcohol use at school<sup>¶</sup> (<i>In-School Only</i>)</b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	0	0	0
Mixed (two or more) ethnics			
Something else			
<b>Current cigarette smoking<sup>¶</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	8	7	0
Mixed (two or more) ethnics			
Something else			
<b>Current vaping<sup>¶</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	8	0	14
Mixed (two or more) ethnics			
Something else			

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

<sup>¶</sup>*Past 30 days.*

**Table A12.4*****Routines by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Eating of breakfast<sup>1</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	77	60	52
Mixed (two or more) ethnics			
Something else			
<b>Bedtime (before 11 pm)</b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	85	93	52
Mixed (two or more) ethnics			
Something else			
<b>Sleep deprivation (less than 8 hours)</b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	15	13	52
Mixed (two or more) ethnics			
Something else			

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

<sup>1</sup>Today.

**Table A12.4*****Routines by Race/Ethnicity – Continued***

	Grade 6	Grade 7	Grade 8
	%	%	%
<b>Physical exercise (meets standards)<sup>  </sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	100	93	100
Mixed (two or more) ethnics			
Something else			

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

*Aerobic physical fitness standards—at least 150 minutes of moderate-intensity or 75 minutes of vigorous-intensity physical activity per week.*

*<sup>||</sup>Past 7 days.*

**Table A12.5*****Learning from Home by Race/Ethnicity (Remote and Hybrid Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Average days worked on schoolwork (5 or more)<sup>¶</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
<b>Synchronous instruction (4 days or more)<sup>¶</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
<b>Interest in schoolwork done from home</b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

<sup>¶</sup> *Past 30 days.*

<sup>||</sup> *Past 7 days.*

**Table A12.5*****Learning from Home by Race/Ethnicity – Continued (Remote and Hybrid Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Meaningful opportunities<sup>‡</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

*<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”*

**Table A12.6*****Adult and Peer Relationships by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Adult supports<sup>‡</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	95	79	77
Mixed (two or more) ethnics			
Something else			
<b>Peer supports<sup>‡</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	79	77	75
Mixed (two or more) ethnics			
Something else			
<b>Virtual peer interactions (4 days or more)<sup>  </sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	46	64	71
Mixed (two or more) ethnics			
Something else			

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

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

<sup>||</sup>Past 7 days.

**Table A12.6*****Adult and Peer Relationships by Race/Ethnicity – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Cyberbullying<sup>§</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	23	50	29
Mixed (two or more) ethnics			
Something else			

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

*<sup>§</sup>Past 12 months.*



**Table A12.7*****Social and Emotional Health by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Social emotional distress<sup>†</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	12	19	29
Mixed (two or more) ethnics			
Something else			
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	15	36	43
Mixed (two or more) ethnics			
Something else			
<b>Considered suicide<sup>§</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	0	21	38
Mixed (two or more) ethnics			
Something else			

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

<sup>†</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

<sup>§</sup>Past 12 months.

**Table A12.7*****Social and Emotional Health by Race/Ethnicity – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Self-Efficacy<sup>‡</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	95	69	73
Mixed (two or more) ethnics			
Something else			
<b>Self-Awareness<sup>‡</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	87	72	52
Mixed (two or more) ethnics			
Something else			
<b>Problem Solving<sup>‡</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	67	62	37
Mixed (two or more) ethnics			
Something else			

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

*<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”*

**Table A12.7*****Social and Emotional Health by Race/Ethnicity – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Optimism<sup>‡</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	92	67	35
Mixed (two or more) ethnics			
Something else			
<b>Gratitude<sup>‡</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White	77	72	60
Mixed (two or more) ethnics			
Something else			

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

*<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”*

## 13. Gender Breakdowns

**Table A13.1**

***School Engagement and Supports by Gender***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School Connectedness<sup>†</sup> (<i>In-School and Hybrid Only</i>)</b>			
Male		65	53
Female	81	86	64
Nonbinary			
Something else			
<b>Academic Motivation<sup>†</sup></b>			
Male		67	66
Female	75	87	46
Nonbinary			
Something else			
<b>Monthly Absences (3 or more) (<i>In-School and Hybrid Only</i>)</b>			
Male		17	13
Female	7	15	6
Nonbinary			
Something else			
<b>Maintaining focus on schoolwork<sup>†</sup></b>			
Male		25	27
Female	53	21	13
Nonbinary			
Something else			
<b>Caring adults in school<sup>‡</sup></b>			
Male		81	51
Female	82	67	53
Nonbinary			
Something else			

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

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

**Table A13.1**  
***School Engagement and Supports by Gender – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>High expectations-adults in school<sup>†</sup></b>			
Male		81	62
Female	78	77	67
Nonbinary			
Something else			
<b>Meaningful participation at school<sup>†</sup> (<i>In-School and Hybrid Only</i>)</b>			
Male		52	36
Female	44	42	20
Nonbinary			
Something else			
<b>Facilities upkeep<sup>†</sup> (<i>In-School and Hybrid Only</i>)</b>			
Male		75	73
Female	80	77	56
Nonbinary			
Something else			
<b>Promotion of parent involvement in School<sup>†</sup></b>			
Male		71	56
Female	52	74	51
Nonbinary			
Something else			

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

<sup>†</sup>*Average percent of respondents reporting “Agree” or “Strongly agree.”*

<sup>‡</sup>*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

**Table A13.2*****School Safety by Gender (In-School and Hybrid Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School perceived as very safe or safe</b>			
Male		58	60
Female	80	77	63
Nonbinary			
Something else			
<b>Experienced harassment due to five reasons at school<sup>^§</sup></b>			
Male		33	20
Female	20	25	31
Nonbinary			
Something else			
<b>Experienced any harassment or bullying at school<sup>§</sup></b>			
Male		33	27
Female	20	50	38
Nonbinary			
Something else			
<b>Had mean rumors or lies spread about you<sup>§</sup></b>			
Male		33	53
Female	47	62	67
Nonbinary			
Something else			
<b>Been afraid of being beaten up<sup>§</sup></b>			
Male		25	7
Female	20	15	6
Nonbinary			
Something else			

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

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

<sup>§</sup>Past 12 months.

**Table A13.2*****School Safety by Gender – Continued (In-School and Hybrid Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Been in a physical fight<sup>§</sup></b>			
Male		17	33
Female	20	23	20
Nonbinary			
Something else			
<b>Seen a weapon on campus<sup>§</sup></b>			
Male		25	27
Female	27	8	19
Nonbinary			
Something else			

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

<sup>§</sup>*Past 12 months.*

**Table A13.3**  
**Substance Use by Gender**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Current alcohol or drug use<sup>¶</sup></b>			
Male		17	0
Female	7	8	41
Nonbinary			
Something else			
<b>Current marijuana use<sup>¶</sup></b>			
Male		0	0
Female	0	0	24
Nonbinary			
Something else			
<b>Current binge drinking<sup>¶</sup></b>			
Male		8	0
Female	0	0	18
Nonbinary			
Something else			
<b>Very drunk or “high” 7 or more times, ever</b>			
Male		8	0
Female	0	0	6
Nonbinary			
Something else			
<b>Been drunk or “high” on drugs at school, ever</b>			
Male		17	0
Female	0	0	6
Nonbinary			
Something else			
<b>Current alcohol use<sup>¶</sup></b>			
Male		8	0
Female	7	8	19
Nonbinary			
Something else			

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

<sup>¶</sup>Past 30 days.



**Table A13.3*****Substance Use by Gender – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Current alcohol use at school<sup>¶</sup> (<i>In-School Only</i>)</b>			
Male		10	0
Female	0	0	13
Nonbinary			
Something else			
<b>Current cigarette smoking<sup>¶</sup></b>			
Male		8	0
Female	7	8	0
Nonbinary			
Something else			
<b>Current vaping<sup>¶</sup></b>			
Male		0	0
Female	7	0	29
Nonbinary			
Something else			

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

<sup>¶</sup>*Past 30 days.*

**Table A13.4**  
***Routines by Gender***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Eating of breakfast<sup> </sup></b>			
Male		58	60
Female	73	64	53
Nonbinary			
Something else			
<b>Bedtime (before 11 pm)</b>			
Male		83	71
Female	87	86	59
Nonbinary			
Something else			
<b>Sleep deprivation (less than 8 hours)</b>			
Male		25	43
Female	13	21	47
Nonbinary			
Something else			
<b>Physical exercise (meets standards)<sup>  </sup></b>			
Male		92	100
Female	100	100	82
Nonbinary			
Something else			

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

*Aerobic physical fitness standards—at least 150 minutes of moderate-intensity or 75 minutes of vigorous-intensity physical activity per week.*

<sup>|</sup>*Today.*

<sup>||</sup>*Past 7 days.*

**Table A13.5*****Learning from Home by Gender (Remote and Hybrid Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Average days worked on schoolwork (5 or more)<sup>¶</sup></b>			
Male			
Female			
Nonbinary			
Something else			
<b>Synchronous instruction (4 days or more)<sup>  </sup></b>			
Male			
Female			
Nonbinary			
Something else			
<b>Interest in schoolwork done from home</b>			
Male			
Female			
Nonbinary			
Something else			
<b>Meaningful opportunities<sup>‡</sup></b>			
Male			
Female			
Nonbinary			
Something else			

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

<sup>¶</sup>*Past 30 days.*

<sup>||</sup>*Past 7 days.*

<sup>‡</sup>*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

**Table A13.6*****Adult and Peer Relationships by Gender***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Adult supports<sup>‡</sup></b>			
Male		77	67
Female	86	72	63
Nonbinary			
Something else			
<b>Peer supports<sup>‡</sup></b>			
Male		80	71
Female	79	67	77
Nonbinary			
Something else			
<b>Virtual peer interactions (4 days or more)<sup>  </sup></b>			
Male		58	53
Female	47	85	59
Nonbinary			
Something else			
<b>Cyberbullying<sup>§</sup></b>			
Male		17	27
Female	29	62	53
Nonbinary			
Something else			

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

<sup>‡</sup>*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

<sup>||</sup>*Past 7 days.*

<sup>§</sup>*Past 12 months.*

**Table A13.7*****Social and Emotional Health by Gender***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Social emotional distress<sup>‡</sup></b>			
Male		23	17
Female	21	23	47
Nonbinary			
Something else			
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>			
Male		42	13
Female	20	31	71
Nonbinary			
Something else			
<b>Considered suicide<sup>§</sup></b>			
Male		33	27
Female	7	8	53
Nonbinary			
Something else			
<b>Self-Efficacy<sup>‡</sup></b>			
Male		79	82
Female	88	64	61
Nonbinary			
Something else			
<b>Self-Awareness<sup>‡</sup></b>			
Male		76	64
Female	80	60	40
Nonbinary			
Something else			
<b>Problem Solving<sup>‡</sup></b>			
Male		55	36
Female	64	42	27
Nonbinary			
Something else			

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

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

<sup>§</sup>Past 12 months.

**Table A13.7*****Social and Emotional Health by Gender – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Optimism<sup>†</sup></b>			
Male		76	47
Female	86	47	27
Nonbinary			
Something else			
<b>Gratitude<sup>†</sup></b>			
Male		79	62
Female	71	72	46
Nonbinary			
Something else			

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

*<sup>†</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”*

# Appendix I

## 2020-21 CHKS Secondary Survey Response Rates

Eligible Schools	6th %	7th %	8th %
Janesville Elementary	59	76	80

*Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2020-21 public school and 2019-20 enrollment data files. Directly funded charter schools have been excluded from the list.*

## Appendix II

### CHKS Content Overview, 2020-21

This brief guide to key CHKS Core Module indicators is designed to help survey users more easily understand and interpret their findings.<sup>1</sup> 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](https://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 ([ca-safe-supportive-schools.wested.org/resources](https://ca-safe-supportive-schools.wested.org/resources)).

Special attention is directed toward indicators related to the requirements of California's Local Control and Accountability Plans (LCAP).<sup>2</sup> For a summary of state-level LCAP-related baseline CHKS data, see Factsheet #15.<sup>3</sup>

#### **MAIN CONTENT FOCUS: REMOTE LEARNING EXPERIENCES, SCHOOL CLIMATE, AND THE NEEDS OF THE WHOLE CHILD**

In addition to assessing school climate, pupil engagement, and student supports, all three key priorities required of LCAP and helpful for monitoring student needs targeted by LEAs 2020-21 Learning Continuity and Attendance Plans, the CHKS Core Module added a section in 2020-21 that measures students' remote learning experiences due to school closures or change of instructional models during the 2020 pandemic. It focuses on students' home educational routines, engagement and motivation in educational activities, quality of relationships with teachers and peers, and social-emotional well-being.

The Core Module 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 learning 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.<sup>4</sup> 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.<sup>5</sup>

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

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<sup>1</sup> 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/#state-level\\_reports](https://calschls.org/reports-data/#state-level_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 and county level data can also be examined interactively on the CalSCHLS Data Dashboard ([calschls.org/reports-data/dashboard](https://calschls.org/reports-data/dashboard)).

<sup>2</sup> 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](https://calschls.org/resources/#survey_content_guides).

<sup>3</sup> Austin. (2016). Download [calschls.org/docs/factsheet-15.pdf](https://calschls.org/docs/factsheet-15.pdf)

<sup>4</sup> See [calschls.org/reports-data/#slcr](https://calschls.org/reports-data/#slcr)

<sup>5</sup> O'Malley & Hanson. (2012). Download [data.calschls.org/resources/S3factsheet3\\_API\\_20120716.pdf](https://data.calschls.org/resources/S3factsheet3_API_20120716.pdf)



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.<sup>6</sup>

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 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.<sup>7</sup> 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 being 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.
- **Nontraditional (continuation school) students** report risk behavior (e.g., binge drinking, fighting at school) prevalence rates at least twice those of 11<sup>th</sup> graders in traditional comprehensive high schools.<sup>8</sup> 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.<sup>9</sup>

## DEMOGRAPHIC CHARACTERISTICS AND POPULATION GROUP DIFFERENCES (Section 3)

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 groups in the school and help them to identify, and target programs for, youth most in need. School districts can use these data to meet LCAP and Learning Continuity and Attendance Plan requirements 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](https://calschls.org/reports-data/dashboard)) can be used to display group differences by gender, race/ethnicity, parental education, parent military status, homeless status, afterschool participation, gender identity, and sexual orientation. Results can also

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<sup>6</sup> Voight, Austin, & Hanson. (2013). Download [www.wested.org/online\\_pubs/hd-13-10.pdf](http://www.wested.org/online_pubs/hd-13-10.pdf)

<sup>7</sup> Hanson & Austin. (2003). Download [data.calschls.org/resources/FACTSHEET-3.pdf](https://data.calschls.org/resources/FACTSHEET-3.pdf)

<sup>8</sup> In interpreting the results for 11<sup>th</sup> 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.

<sup>9</sup> Austin, Dixon, & Bailey. (2007). Download [data.calschls.org/resources/FACTSHEET-7.pdf](https://data.calschls.org/resources/FACTSHEET-7.pdf)

be displayed for English learners, free and reduced-priced meal eligible students, and foster youth—three important LCAP priority groups. Districts/schools can also subscribe to the District CalSCHLS private data dashboard to disaggregate their CHKS results by demographic groups for each school (call 888.841.7536 or email [calschls@wested.org](mailto:calschls@wested.org)).

## **Racial-Ethnic Group 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.<sup>10</sup> 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 the disparities 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*.<sup>11</sup> 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.<sup>12</sup> 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.<sup>13 14</sup> For example, analysis of the latest Biennial CHKS data indicate that LGBTQ youth<sup>15</sup> 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;

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<sup>10</sup> Austin, Hanson, Bono, & Zheng. (2008). Download [data.calschls.org/resources/factsheet\\_8.pdf](http://data.calschls.org/resources/factsheet_8.pdf)

<sup>11</sup> Hanson, Austin, & Li. (2012). Download [data.calschls.org/resources/FACTSHEET-13\\_20120405.pdf](http://data.calschls.org/resources/FACTSHEET-13_20120405.pdf)

<sup>12</sup> Austin, Jones, & Annon. (2007). Download [data.calschls.org/resources/FACTSHEET-6.pdf](http://data.calschls.org/resources/FACTSHEET-6.pdf)

<sup>13</sup> Hanson, T., Zhang, G., Cerna, R., Stern, A., & Austin, G. (2019) Understanding the experiences of LGBTQ youth in California. San Francisco, CA: WestEd. Download [wested.org/resources/lgbtq-students-in-california/](http://wested.org/resources/lgbtq-students-in-california/)

<sup>14</sup> 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.

<sup>15</sup> See [calschls.org/reports-data/dashboard/](http://calschls.org/reports-data/dashboard/)

- 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.

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 6)**

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.<sup>16</sup> 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.<sup>17</sup> 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. Another behavioral engagement indicator on the survey is include substance use at school. 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 [calcschls@wested.org](mailto:calcschls@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

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<sup>16</sup> 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.

<sup>17</sup> Gallop. (2014). Download [www.gallup.com/services/178769/state-america-schools-report.aspx](http://www.gallup.com/services/178769/state-america-schools-report.aspx)

new things at school, and always try to do better. On the 2017-19 State CHKS, the percentage of students agreeing with the questions on this scale ranged from 71 percent in 11<sup>th</sup> grade to 75 percent in 11<sup>th</sup>.<sup>18</sup>

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

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) and what were the reasons for absences.<sup>19</sup> In 2020-21, absenteeism is assessed for students who are participating in school in-person or learning remotely. Users can request reports looking at the characteristics of youth based on absenteeism indicators to guide efforts to improve the LCAP pupil engagement priority (call 888.841.7536 or email [calschls@wested.org](mailto: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.<sup>20</sup>

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 schoolwork, and being bored or uninterested in school, another good indicator of disengagement.<sup>21</sup>

## 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

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<sup>18</sup> Austin, Hanson, Zhang, & Zheng. (2020). Download [data.calschls.org/resources/Biennial\\_State\\_1719.pdf](https://data.calschls.org/resources/Biennial_State_1719.pdf)

<sup>19</sup> Because most students participated in school via remote learning in 2020-21, the CHKS did not ask about student truancy so that additional items could be included to assess absenteeism.

<sup>20</sup> 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/](https://www.attendanceworks.org/portraits-of-change/)

<sup>21</sup> Austin, Hanson, Polik, & Zheng. (2018). Download [data.calschls.org/resources/Biennial\\_State\\_1517.pdf](https://data.calschls.org/resources/Biennial_State_1517.pdf)

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.<sup>22 23 24 25 26 27</sup>

## 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.<sup>28</sup> 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/](https://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 minority of middle and high school students are not connected to their schools. On the 2017-19 State CHKS, the average percentage of students agreeing to these scale questions declined from 62 percent in 7<sup>th</sup> grade to 53 percent in 11<sup>th</sup>, a decline similar to that found for the Academic Motivation scale.<sup>29</sup> 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.<sup>30 31</sup>

## 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.<sup>32</sup>

## 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."<sup>33</sup> Additional questions are

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<sup>22</sup> Hanson & Austin. (2002). Download [data.calschls.org/resources/factsheet.pdf](https://data.calschls.org/resources/factsheet.pdf)

<sup>23</sup> Hanson & Austin. (2002). Download [data.calschls.org/resources/FACTSHEET-3.pdf](https://data.calschls.org/resources/FACTSHEET-3.pdf)

<sup>24</sup> Hanson. (2011). Download [data.calschls.org/resources/S3factsheet1\\_caring\\_20120223.pdf](https://data.calschls.org/resources/S3factsheet1_caring_20120223.pdf)

<sup>25</sup> Hanson. (2012). Download [data.calschls.org/resources/S3factsheet2\\_participation\\_20120224.pdf](https://data.calschls.org/resources/S3factsheet2_participation_20120224.pdf)

<sup>26</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief1\\_CaringRelationships\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief1_CaringRelationships_final.pdf)

<sup>27</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief2\\_MeaningfulPart\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief2_MeaningfulPart_final.pdf)

<sup>28</sup> 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.

<sup>29</sup> Austin, Hanson, Zhang, & Zheng. (2020). Download [data.calschls.org/resources/Biennial\\_State\\_1719.pdf](https://data.calschls.org/resources/Biennial_State_1719.pdf)

<sup>30</sup> Austin, Hanson, & Voight. (2013). Download [data.calschls.org/resources/S3factsheet5\\_connectedness\\_20130827.pdf](https://data.calschls.org/resources/S3factsheet5_connectedness_20130827.pdf)

<sup>31</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief4\\_Connectedness\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief4_Connectedness_final.pdf)

<sup>32</sup> Wilder, S. (2014). Effects of parental involvement on academic achievement. A meta-synthesis. *Educational Review*, 66:3, 377-397.

<sup>33</sup> Questions about school facilities and the physical environment were not asked to students who participated in school exclusively via remote learning in 2020-21.

included in the supplementary School Climate Module. An analysis of 2015/17 data from the questions on both modules found that a plurality of students report that their school facilities are in good condition, but a non-trivial minority of students were dissatisfied with the condition of their school facilities.<sup>34</sup> 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 11<sup>th</sup> 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 8)**

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.<sup>35</sup> 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.<sup>36</sup> 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.<sup>37 38 39</sup>

### **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 A6.6).

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.<sup>40</sup>

### **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

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<sup>34</sup> Hanson & Austin. (2018). Download [calschls.org/docs/facilities\\_2-18-1.pdf](https://data.calschls.org/docs/facilities_2-18-1.pdf)

<sup>35</sup> The CHKS also includes two violence-related questions that are not school based: the frequency students experienced cyberbullying and whether they are gang members.

<sup>36</sup> Juvonen, J., & Graham, S. (2001). *Peer harassment in school: The plight of the vulnerable and victimized*. New York: Guilford Press.

<sup>37</sup> Barton, P. E. (2001). *Facing the hard facts in education reform*. Princeton, NJ: Educational Testing Service.

<sup>38</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief5\\_ViolencePerpetration\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief5_ViolencePerpetration_final.pdf)

<sup>39</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief6\\_ViolenceVictimization\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief6_ViolenceVictimization_final.pdf)

<sup>40</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief3\\_Safety\\_final.pdf](https://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.<sup>41</sup>

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 A8.2). About three-in-ten secondary students report experiencing some harassment in the past year on the State CHKS, with the percentages declining between 7<sup>th</sup> and 11<sup>th</sup> grades.<sup>42</sup> 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.<sup>43</sup> <sup>44</sup> 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.<sup>45</sup> 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.<sup>46</sup> About 14 percent of 7<sup>th</sup> and 9<sup>th</sup> graders report seeing someone carrying a weapon compared to 11 percent of 11<sup>th</sup> graders.

## **SUBSTANCE USE (Sections 9 and 10)**

An important barrier to learning, positive youth development, and health, substance use is assessed by the CHKS Core.

### **Alcohol and Other Drug Use (Section 9)**

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.

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<sup>41</sup> 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.

<sup>42</sup> Austin, Hanson, Zhang, & Zheng. (2020). Download [data.calschls.org/resources/Biennial\\_State\\_1719.pdf](https://data.calschls.org/resources/Biennial_State_1719.pdf)

<sup>43</sup> Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download [data.calschls.org/resources/FACTSHEET-4.pdf](https://data.calschls.org/resources/FACTSHEET-4.pdf)

<sup>44</sup> Austin, Nakamoto, & Bailey. (2010). Download [data.calschls.org/resources/FACTSHEET-10.pdf](https://data.calschls.org/resources/FACTSHEET-10.pdf)

<sup>45</sup> Students who participated in school exclusively via remote learning were not asked these questions in 2020-21.

<sup>46</sup> Austin, Hanson, Polik, & Zheng. (2018). Download [data.calschls.org/resources/Biennial\\_State\\_1517.pdf](https://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.<sup>47</sup>

### **Alcohol and Other Drug Use at School (Section 9)**

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.<sup>48</sup> Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.<sup>49 50</sup>

### **Cigarette Smoking (Section 10)**

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.<sup>51 52</sup>

### **MENTAL HEALTH (Section 7)**

Student mental health can have a big impact on their health and well-being. 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.<sup>53</sup> 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.<sup>54</sup>

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.<sup>55 56</sup>

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.

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<sup>47</sup> Statewide CSSS. (2018). Download [calschls.org/docs/statewide\\_1517\\_csss.pdf](https://data.calschls.org/docs/statewide_1517_csss.pdf)

<sup>48</sup> 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.

<sup>49</sup> Hanson & Austin. (2003). Download [data.calschls.org/resources/FACTSHEET-3.pdf](https://data.calschls.org/resources/FACTSHEET-3.pdf)

<sup>50</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief8\\_AOD\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief8_AOD_final.pdf)

<sup>51</sup> Hanson & Zheng. (2006). Download [data.calschls.org/resources/factsheet2update.pdf](https://data.calschls.org/resources/factsheet2update.pdf)

<sup>52</sup> Austin, McCarthy, Slade, & Bailey. (2007). Download [data.calschls.org/resources/FACTSHEET-5.pdf](https://data.calschls.org/resources/FACTSHEET-5.pdf)

<sup>53</sup> Austin, Nakamoto, & Bailey. (2010). Download [data.calschls.org/resources/FACTSHEET-11.pdf](https://data.calschls.org/resources/FACTSHEET-11.pdf)

<sup>54</sup> Austin, Cragle, Delong-Cotty. (2012). Download [data.calschls.org/resources/FACTSHEET-12.pdf](https://data.calschls.org/resources/FACTSHEET-12.pdf)

<sup>55</sup> Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download [data.calschls.org/resources/FACTSHEET-4.pdf](https://data.calschls.org/resources/FACTSHEET-4.pdf)

<sup>56</sup> Austin, Nakamoto, & Bailey. (2010). Download [data.calschls.org/resources/FACTSHEET-10.pdf](https://data.calschls.org/resources/FACTSHEET-10.pdf)



JANESVILLE UNION ELEMENTARY SCHOOL DISTRICT  
RESOLUTION #21-10

DECLARATION OF SURPLUS PROPERTY/BOOK(S)

WHEREAS the Janesville Union Elementary School District is the owner of certain property identified on the attached list. The surplus materials from the list are located at the Janesville School site, Janesville, CA; and

WHEREAS the Board of Trustees hereby determines that said personal property is no longer needed by the Janesville Union School District for school purposes; and

WHEREAS the Board of Trustees hereby determines that the personal property has a fair market value of less than Two Thousand Five Hundred Dollars (\$2,500.00); and

WHEREAS the Board of Trustees hereby determines that it is in the public interest for the District to declare as surplus and discard/sell said personal property.

NOW, THEREFORE, BE IT RESOLVED that the attached list of miscellaneous items is declared as surplus.

THE FOREGOING RESOLUTION was adopted by the Board of Trustees of the Janesville Union Elementary School District at a meeting of said Board held on the 19<sup>th</sup> day of January 2021, by the following vote, to-wit:

AYES:

NOES:

ABSTENTIONS:

ABSENT:

\_\_\_\_\_  
Ed Brown, Superintendent/Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Clerk of the Board

\_\_\_\_\_  
Date



**Janesville School Library Weeding Log/Discard List From 10/04/2018 to 01/11/2021. Books are either damaged beyond repair, dated, superseded, trivial or have no check out history. This list also includes books marked as lost. All books acquired from 1954 through June 2008 were funded through LCOE. July 2008 through January 2021 were funded by the District, PTO, or donated.**

Acquisition Date	Published	Title	Standard Number	Call Number	Price or Value
11/13/1954	1944	Tall tale America : a legendary history of our humorous heroes	LCCN: 44-8461	398.2 BLA	1.00
2/22/1955	1951	Experiments in optical illusion.		535 BEE	3.50
4/20/1959	1956	Prehistoric animals.		560 EPS	2.96
1/1/1960	1948	Mission tales series.		917.94 ROB	2.25
1/15/1960		The travels of Marco Polo (the Venetian)	ISBN: 0-87140-657-8	915.04 K	2.00
3/5/1960		Ring o' roses : a nursery rhyme picture book.		398.8 MOT	2.97
3/25/1960	1957	Knights and castles and feudal life.	LCCN: 56-10267	940.1 BUE	3.95
5/1/1960	1951	Prehistoric America	LCCN: 51-13573	560 WHI	1.00
8/19/1960	1956	Riddles of many lands : over 700 authentic folk riddles from most of the count	LCCN: 56-5101	398.6 WIT	1.00
9/1/1960	1948	Mission tales series.		917.94 ROB	1.75
9/1/1960	1948	Mission tales series.		917.94 ROB	1.75
9/1/1960	1948	Mission tales series.		917.94 ROB	1.75
9/1/1960	1948	Mission tales series.		917.94 ROB	1.75
12/13/1960	1951	A child's garden of verses		E 821 STE	1.00
10/16/1961	1927	Tales told again.		398.2 DEF	3.39
12/1/1961	1978	Cowboys	ISBN: 0-394-83935-8	E 978 GOR	5.00
2/1/1962	1961	The Mississippi, giant at work.	LCCN: 61-11146	917.7 LAU	2.19
1/10/1963	1962	The first book of the barbarian invaders : A.D. 375-511	LCCN: 62-7392	939 SOB	1.00
2/15/1963	1959	It's time for Christmas	LCCN: 59-13255	394.26 SEC	3.38
1/10/1964	1964	America before man.		560 BAI	5.00
1/14/1964	1964	Paul Bunyan and his great blue ox.		398.2 WAD	3.48
3/16/1965	1965	Ghosts and goblins : stories for Halloween	LCCN: 65-21281	394.26 HAR	3.00
12/6/1965	1962	Celebrating Christmas around the world.		394.26 WER	3.95
6/11/1966	1965	Dewey decimal classification and relative index.		T REF 025.4 DEW	1.00
10/20/1966	1960	The giant Golden book of mathematics : exploring the world of numbers and s	LCCN: 60-14879	REF 510 ADL	3.99
12/16/1966	1966	Favorite fairy tales told in Czechoslovakia	LCCN: 65-13713	398.2 HAV	2.97
1/25/1967	1962	The adventure book of archaeology.	LCCN: 61-18937	913.03 EVA	4.50
8/1/1967	1959	Soon after September : the story of living things in winter.		574 B	5.95
10/19/1967	1960	Honey Lake Paiute ethnography.		T 970.4 RID	1.00
10/20/1967	1957	Men of medicine	LCCN: 57-2262	610.9 SHI	3.37
11/17/1967	1965	Stories of champions;	LCCN: 65-10091	920 EPS	4.00
12/13/1967	1953	Holidays around the world	LCCN: 52-12639	394.2 GAE	3.95
1/29/1968	1937	The Arabian nights : their best-known tales.		398.2 ARA	1.00
3/13/1968	1949	The dancing kettle : and other Japanese folk tales.		398.2 UCH	2.95
4/29/1968	1937	Legends of Hawaii.		398.2 COL	6.50
5/1/1968	1935	Parade of the animal kingdom.		Ref 590 HEG	3.00
5/13/1968	1961	Shadows.		535 ADL	2.68
5/22/1968	1959	This is the desert : the story of American's arid region.		917.9 AUL	3.50
5/27/1968	1963	African myths and legends	LCCN: 63-7590	398.2 ARN	3.38
5/27/1968	1959	National Parks : the first book of.		917.3 LOB	1.98
5/27/1968	1966	The Rio Grande : life for the desert.		917.64 CRO	2.19
7/8/1968	1964	A book of dwarfs.	LCCN: 64-17339	398.4 MAN	5.95
7/8/1968		Puss in boots : a fairy tale		398.2 PER	1.00
9/24/1968	1955	The first mammals	LCCN: 55-8251	569 SCH	1.00
9/27/1968	1952	Puss in boots.		E 398.2 PER	5.95
10/1/1968	1962	Miss Bianca.	LCCN: 62-9556	FIC SHA	1.00
10/2/1968	1964	High, Wide, and Handsome and their three tail tales	LCCN: 64-13584	398.2 MER	1.50
10/10/1968	1958	Famous pirates of the New World	LCCN: 58-6189	920 WHI	1.00
10/11/1968	1950	In woods and fields	LCCN: 50-6491	574 BUC	1.00
10/22/1968	1961	Great men of medicine.		920 HUM	5.95
10/28/1968	1965	Colonial craftsmen and their beginnings of American Ind.		609.73 TUN	2.95
11/1/1968	1931	The willow whistle.	LCCN: 31-23193	FIC MEI	1.00
11/2/1968	1955	The first mammals	LCCN: 55-8251	569 SCH	7.95
11/7/1968	1964	Great women of medicine.		920 HUM	4.50
11/21/1968	1963	Peary to the pole	LCCN: 63-9091	919.8 LOR	5.95
11/27/1968	1950	Holiday round up.		394.2 PAN	4.12
12/1/1968	1962	Miss Bianca.	LCCN: 62-9556	FIC SHA	1.00
12/2/1968	1965	The harvest feast; stories of Thanksgiving yesterday and today.	LCCN: 65-21282	394.268 HAR	4.45
12/2/1968	1958	The book of holidays.		394.2 MCS	4.95
12/8/1968	1967	Take a balloon.	LCCN: 67-20832	507.2 STO	2.00
12/20/1968	1960	Shots without guns : the story of vaccination.		610.9 RIE	4.50
1/10/1969	1965	Your skin and mine	LCCN: 65-16185	E 612 SHO	1.00
1/27/1969	1953	The seven queens of England.		920 TRE	3.95
1/30/1969	1952	Tales of faraway folk.		398.2 DEU	2.95
1/31/1969	1965	Down from the lonely mountain : California Indian tales	LCCN: 65-14114	398.2 CUR	3.00
2/10/1969	1966	The Yosemite story.	LCCN: 66-20530	917.94 HUN	3.48
2/18/1969	1951	The Panama Canal.		986.3 CON	2.00
2/22/1969	1970	Andersen's fairytales	LCCN: 71-110034	398.2 AND	3.38
3/16/1969	1941	The three sneezes and other Swiss tales,	LCCN: 41-16603	398.2 DUV	3.49
3/26/1969	1961	Building blocks of the universe.	LCCN: 61-8933	546 ASI	3.50
5/5/1969	1958	Men and women behind the atom.	LCCN: 58-12802	920 RIE	3.95
5/23/1969	1967	Pioneer astronomers	LCCN: 64-11891	925.2 SUL	1.00
5/23/1969	1957	Tall tales from the high hills, and other stories.	LCCN: 57-10019	398.2 CRE	2.95
9/1/1969	1957	Knights, castles, and feudal life.		940.1 BUE	2.97
9/12/1969	1961	Great American fighter pilots of World War II.	LCCN: 61-7780	920 LOO	5.95
9/25/1969	1962	The caves of the great hunters.	LCCN: 62-15414	913.03 BAU	3.99
9/30/1969	1963	The story of writing, from cave art to computer,	LCCN: 63-11283	411 CAH	3.79
12/1/1969	1956	America's natural wonders : strange forests, mysterious caverns and amazing	LCCN: 56-9948	973 COL	1.00
12/1/1969		The story of natural history.		590 TAL	1.00

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Acquisition Date	Published	Title	Standard Number	Call Number	Price or Value
12/1/1969	1969	Wild peninsula; the story of Point Reyes National Seashore.	LCCN: 68-18441	917.94 BAK	5.95
12/12/1969	1956	Riddles of many lands : over 700 authentic folk riddles from most of the count	LCCN: 56-5101	398.6 WIT	1.00
12/15/1969	1965	The ghost of Peg-Leg Peter, and other stories of old New York	LCCN: 65-17371	398.23 JAG	1.00
12/15/1969	1963	To catch a mongoose : the French translation.		448 RIT	3.75
12/18/1969	1968	Wonders of fossils	LCCN: 68-13600	560 MAT	6.50
12/20/1969	1962	Customs and holidays around the world	LCCN: 62-8222	394.2 DOB	4.50
1/28/1970	1964	The scientific method.		501 KOH	3.50
2/18/1970	1961	A picture history of Italy.		945 JAR	5.00
2/19/1970	1949	Let's go to the desert.		574.9 HUN	3.50
2/25/1970	1964	Kings, bishops, knights, and pawns : life in a feudal society	LCCN: 63-16666	940.1 ARN	3.69
3/5/1970	1954	Weapons, a pictorial history.	LCCN: 54-5342	355.8 TUN	1.00
4/1/1970	1972	From little to big; a parade of animal poems.	LCCN: 74-159324	E 821 VAN	2.00
5/8/1970	1969	Our Statue of Liberty	LCCN: 69-10260	917.471 NAS	1.00
5/30/1970	1968	The merry adventures of Robin Hood.	LCCN: 68-31681	398.2 PYL	3.38
6/25/1970	1951	A first book of tree identification.	LCCN: 51-10115	582 ROG	3.00
9/1/1970	1964	They lived like this in ancient Mesopotamia	LCCN: 65-10066	935 NEU	1.00
9/1/1970	1969	Western outlaws.	LCCN: 68-30567	920 SUR	1.00
10/22/1970	1959	Prehistoric zoo.	LCCN: 59-12625	560 FEN	3.12
11/1/1970	1969	Discovering man's past in the Americas	LCCN: 70-94657	913.03 DIS	3.50
11/1/1970	1954	Wonders of the human body	LCCN: 54-12372	611 RAV	2.00
11/1/1970	1957	An adventure in geometry.		REF 513 RAV	3.00
11/20/1970	1961	Toys to sew.		646.2 DAV	3.75
12/1/1970	1960	The wonders of life on earth.		500.9 LIF	4.99
1/16/1971	1971	Tamara and the sea witch.		398.21 TUR	1.00
3/17/1971	1964	The three treasures : myths of old Japan.		398.2 COX	4.50
4/1/1971	1969	Western lawmen.	LCCN: 68-30568	920 SUR	5.95
4/12/1971	1968	Paul Bunyan.	LCCN: 73-2033	398.2 PAU	3.38
4/28/1971	1960	The Mediterranean : the first book of.		940 GOT	1.98
5/1/1971	1969	Performing plants.	LCCN: 68-29761	581 BUD	5.00
6/21/1971	1957	An adventure in geometry.		513 RAV	3.00
8/1/1971	1970	What we find when we look at molds.	LCCN: 77-107289	589 GRA	2.95
8/1/1971	1970	The pumpkin giant	LCCN: 70-120158	E 398.2 WIL	1.00
8/1/1971	1965	Dinosaur hunt	LCCN: 65-12614	568 WHI	9.19
8/1/1971	1962	The first book of language and how to use it	LCCN: 62-14071	425 APP	2.95
9/24/1971	1959	Ramon makes a trade : a picture story in English and Spanish	LCCN: 59-13838	468 RIT	1.00
9/1/1972	1966	Miss Bianca in the salt mines.	LCCN: 66-14901	FIC SHA	5.50
9/10/1972	1960	First book of sound : a basic guide to the science of acoustics	LCCN: 60-9786	534 KNI	1.98
9/12/1972	1952	Sound : an experiment book.		534.072 BAE	2.75
10/4/1972	1964	Golden tales of our America : stories of our background and tradition.		398.2 BEC	3.25
11/22/1972	1972	Light and shadow.	LCCN: 74-174587	500.1 SCH	3.78
2/1/1973	1965	This is Antarctica.	LCCN: 65-20379	919.9 DUK	6.50
2/27/1973	1971	An album of the American cowboy.	LCCN: 79-151886	917.8 MAL	4.25
3/2/1973	1946	The merry adventures of Robin Hood of great renown in Nottinghamshire.	LCCN: 46-11873	398.2 PYL	2.97
4/11/1973	1969	The story of Jamestown.	LCCN: 73-82963	973.2 PRO	2.00
4/30/1973	1953	Story-lives of master artists : with twenty-three reproductions from paintings	LCCN: 53-5426	920 CHA	4.50
5/16/1973	1963	A long way from Euclid.	LCCN: 63-18418	513.09 REI	5.00
10/1/1973	1972	It could be worse	LCCN: 72-1461	E 398.2 CHR	1.00
10/21/1973	1977	What did you say? : A book of homophones	LCCN: 77-9494	423.1 TES	4.95
10/26/1973	1955	Ride with the sun : an anthology of folk tales and stories from the United.		398.2 COU	1.00
12/7/1973	1971	Getting started in model-building.	LCCN: 79-75198	688 LOZ	1.00
1/23/1974	1964	Science experiments with sound	LCCN: 64-11162	534.072 SOO	3.54
3/1/1974	1952	In yards and gardens	LCCN: 52-8350	574 B	1.00
3/7/1974	1961	The wonder of heat energy; a picture story of the vital part heat plays in our w	LCCN: 61-12084	536 RUC	3.79
4/1/1974	1968	Land of the hibernating rivers; life in the Arctic	LCCN: 68-13814	917.98 CHE	4.00
5/1/1974	1938	Costume book	LCCN: 38-27654	391 LEM	1.00
5/22/1974	1956	Trees : a guide to familiar American trees.		582.16 ZIM	1.00
7/17/1974	1962	The geological history of Eagle Lake, Lassen County, Ca.		T 557.94 GES	1.00
9/1/1974	1929	Our holidays in poetry	LCCN: 29-26163	394.26 CAR	1.00
9/1/1974	1971	The lady of the sea.	LCCN: 79-108013	E ANR	1.00
10/12/1974	1962	The Geological history of Eagle Lake, Lassen County, Ca.		T 557.94 GES	1.00
10/31/1974	1957	The Crusades.		940.1 SEL	3.95
11/13/1974	1949	Feasts and frolics : special stories for special days	LCCN: 49-11219	394.2 FEN	3.19
4/1/1975	1972	The secret of the crazy quilt.	LCCN: 72-184247	FIC HIG	1.00
4/5/1975	1973	Tomfoolery: trickery and foolery with words.	LCCN: 72-12900	398.6 SCH	5.50
4/19/1975	1964	Codes and ciphers : secret writing through the ages	LCCN: 64-13723	652.8 LAF	3.00
5/1/1975	1972	The desert : what lives there	LCCN: 72-76694	574.52 BRO	1.00
9/18/1975	1965	Ghosts and goblins : stories for Halloween	LCCN: 65-21281	394.26 HAR	1.00
10/1/1975	1969	Expeditions.		508.3 MCM	1.00
10/1/1976	1963	Halloween	LCCN: 63-13626	394.26 PAT	1.00
11/14/1976	1971	Things to do with water.	LCCN: 78-148583	530.72 POD	3.00
1/24/1977	1963	Legends & folk tales of Holland.	LCCN: 63-17330	398.2 DEL	2.92
2/1/1977	1963	Halloween	LCCN: 63-13626	394.26 PAT	2.00
5/1/1977	1977	Glacier National Park	LCCN: 76-48993	917.86 RAD	2.95
5/17/1977	1956	The magic calabash; folk tales from America's islands and Alaska.	LCCN: 56-9093	398.2 COT	2.95
5/20/1977		The story of the champions of the Round Table.		398.22 PYL	5.00
11/1/1977	1962	The light princess	LCCN: 62-12814	398.2 MAC	1.00
3/1/1978	1965	The happy prince.	LCCN: 65-18493	FIC WIL	1.00
3/16/1978	1969	The book of King Authur.	LCCN: 77-79987	398.2 PYL	3.33
3/26/1978	1977	A book of scary things	LCCN: 76-11031	E 152.4 SHO	1.00

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4/19/1978	1950	The pony express	LCCN: 50-10533	383 ADA	2.00
10/4/1978	1958	All about the human body.	LCCN: 58-9013	612 GLE	2.88
10/22/1978	1961	Experiments in sound.		534 BEE	3.50
10/28/1978	1977	Never monkey with a monkey : a book of homographic homophones	LCCN: 77-9503	423.1 TES	1.00
11/11/1978	1973	When dinosaurs disappeared; mammals of long ago.	LCCN: 72-94231	569 DAV	4.00
1/29/1979	1966	Great leaders of Greece and Rome	LCCN: 66-23364	920 COT	4.50
2/13/1979	1979	National Geographic Picture Atlas of Our World.		913 NAT	1.00
8/15/1979	1979	Dream of the dead	LCCN: 78-16563	FIC SET	1.00
9/16/1979	1978	The story of the Lewis and Clark Expedition	LCCN: 78-4648	917.8 STE	1.00
9/24/1979	1962	Favorite children's stories from China and Tibet.	LCCN: 61-6219	398.2 HUM	1.00
10/17/1979	1963	Westward - with American explorers.		920 BLUE	2.97
11/1/1979	1974	Christmas crafts : things to make the 24 days before Christmas	LCCN: 74-2608	745.59 MEY	1.00
12/1/1979		Grasshopper on the road.	ISBN: 0-06-012961-1	[E] FIC Lob	6.00
12/1/1979	1977	How to build a better mousetrap car--and other experimental science fun	LCCN: 76-48912	500.2 REN	3.00
2/1/1980	1979	More science experiments you can eat	LCCN: 78-12732	502.8 COB	3.00
2/28/1980	1964	Exploring light and color.	LCCN: 64-12902	535 NEA	3.38
3/4/1980	1947	Stone soup : an old tale	LCCN: 47-11630	_E_ 398.2 BRO	1.00
9/1/1980	1969	Captains courageous.	LCCN: 70-79985	FIC KIP	1.00
9/1/1980	1978	Egg carton critters	LCCN: 78-4319	E 745.59 DUN	1.00
11/20/1980	1957	Rocks and minerals : a guide to familiar minerals, gems, ores and rocks.		552 ZIM	2.00
12/1/1980	1978	Sports superstitions	LCCN: 78-62	398.41 SUL	2.95
3/1/1981	1973	Once in the saddle: the cowboy's frontier, 1866-1896.	LCCN: 72-10425	917.8 SEI	5.95
9/28/1981	1980	Safety first! School	LCCN: 79-26644	E 372.1 BAK	1.00
11/16/1981	1962	Fossils : a guide to prehistoric life.		560 ZIM	1.00
4/1/1982	1978	The first Wild West rodeo	LCCN: 78-14549	791.8 CRA	3.00
4/8/1982	1950	Monsters of old Los Angeles : the prehistoric animals of the La Brea tar pits.		566 MAR	2.95
9/1/1982	1980	This time of darkness	LCCN: 80-15923	FIC HOO	1.00
9/1/1982	1981	Dinosaurs of North America	LCCN: 80-27411	567.9 SAT	3.95
9/1/1982	1981	The Pacific	LCCN: 86-31327	910 PAC	3.00
9/1/1982	1979	The South Pole ponies	LCCN: 79-52052	919.89 MAS	2.95
9/15/1982	1981	Born in fire.		559.69 RUB	1.75
9/16/1982	1955	Stories of King Arthur and his knights.		398.2 PIC	5.95
10/1/1982	1980	The Atlantic	LCCN: 80-52511	910 HAR	4.25
10/5/1982	1980	The Mediterranean	LCCN: 80-52509	910 MED	2.95
1/1/1983	1953	Journey cake, ho!	LCCN: 53-3366	E 398.2 SAW	1.50
1/15/1983	1980	Nuts & bolts : a matter of fact guide to science fair projects	LCCN: 79-93155	507.4 VAN PB	4.95
1/27/1983	1982	Who works here?		- E- 331.7 ARN	2.00
2/1/1983	1980	Secret writing--codes and messages	LCCN: 80-11416	001.54 BAK	5.95
2/1/1983	1981	The Indian Ocean	LCCN: 81-50490	910 IND	4.25
2/7/1983	1987	The Red Sea and Persian Gulf	LCCN: 86-29843	910 RED	4.25
3/1/1983	1982	Math for smarty pants	LCCN: 81-19314	513 BUR PB	3.95
5/1/1983	1981	The Arctic	LCCN: 81-50488	910 ARC	4.25
5/9/1983	1981	Lucy, the beginnings of humankind.		569.9 JOH	1.00
10/6/1983	1964	Famous poets for young people.	LCCN: 64-13081	920 BEN	3.80
11/21/1983	1912	The night before Christmas		E 811 MOO	1.00
2/12/1985	1982	Who keeps us safe?	LCCN: 82-8538	E 363.1 ARN	7.90
10/1/1985	1949	Make it and ride it.		684 MAG	2.75
12/1/1985	1979	Steps out of time	LCCN: 80-13611	FIC HOU	1.00
1/13/1986	1956	The magic of sound.		534 KET	2.94
1/15/1986	1964	Exploring the world of fossils,	LCCN: 64-19884	560 MAT	3.38
1/18/1986	1964	The body.		612 NOU	6.00
1/23/1986	1963	The dancing horses of Acoma, and other Acoma Indian sto.		398.2 RUS	4.28
2/17/1987	1951	Man of the family.		921 MOO	4.51
10/1/1987	1958	Ancient elephants,	LCCN: 58-9421	569 SCH	5.98
9/14/1988	1983	Big city port	LCCN: 82-21065	E 387.1 MAE	1.00
9/16/1988	1965	Halloween	LCCN: 65-16184	394.26 BOR	8.00
10/25/1988	1963	Frontier doctors.		920 BLA	2.96
2/9/1989	1963	The search for early man,	LCCN: 63-16371	913.03 PFE	4.50
4/4/1989	1967	Issun boshi, the inchling;	LCCN: 67-23055	398.21 ISH	4.45
5/4/1989	1965	The book of ponies.	LCCN: 65-24663	636.1 WIL	4.95
11/13/1989	1950	Once upon a time : twenty cheerful tales to read and tell.		398.2 DOB	3.29
12/9/1989	1977	A book of scary things	LCCN: 76-11031	E 152.4 SHO	5.00
2/1/1990	1978	The case of the nervous newsboy	ISBN: 0-671-46529-5	FIC HIL	1.00
3/10/1990	1993	Calling on dragons	ISBN: 0-590-48467-2	FIC WRE	1.00
3/10/1990	1992	Searching for dragons	ISBN: 0-590-45721-7	FIC WRE	1.00
3/10/1990	1992	Dealing with dragons	ISBN: 0-590-45722-5	FIC WRE	7.00
10/15/1990	1992	Who killed my daughter?	LCCN: 92-89	364.1 DUN	1.75
5/22/1991	1943	Don't count your chicks	LCCN: 43-51293	E 398.2 DAU	5.00
6/1/1991	1962	The light princess	LCCN: 62-12814	398.2 MAC	3.45
10/22/1999	1998	Teammates : Karl Malone and John Stockton	LCCN: 97-19765	796.323/092/273	4.00
12/11/1999	1996	The acorn people	ISBN: 0-440-22702-X	362.7 JON	12.00
1/17/2000	1999	The haunted hotel	LCCN: 98-46856	E FIC ROY	7.00
2/12/2000	1999	Harry Potter and the prisoner of Azkaban	ISBN: 978-0-439-13635-8	FIC ROW	25.00
6/1/2000	2000	Helping gifted children soar : a practical guide for parents and teachers	LCCN: 00-34756	T 371.95 STR	19.00
2/20/2002	2003	Midnight for Charlie Bone	LCCN: 2002-30738	FIC NIM	7.00
1/1/2003	2002	Differentiating instruction in the regular classroom : how to reach and teach a	ISBN: 1-57542-105-4	T 371.39 HEA	30.00
2/4/2003	2003	Mega book of fighting ships : discover the most amazing warships on earth!	LCCN: 2003-102598	359.3 GIB	20.00
2/4/2003	2003	Mega book of ships	ISBN: 1-932333-52-5	623.8 GIB	16.00
1/1/2004	2002	Differentiating instruction in the regular classroom : how to reach and teach a	ISBN: 1-57542-105-4	T 371.39 HEA	30.00

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2/4/2005	2005	The lightning thief	ISBN: 978-0-439-86599-9	FIC RIO	10.00
6/5/2006	1973	The electric radish and other jokes	LCCN: 75-183615	_E_ 398.6 THO	12.00
9/1/2006	1982	Guiding the gifted child : a practical source for parents and teachers	LCCN: 82-99939	T 649.155 WEB	20.00
6/5/2008	1997	Champion's spirit	ISBN: 0-06-106490-4	FIC BEN	9.19
6/5/2008	2005	Eldest	LCCN: 2005-9325	PB FIC PAO	15.00
6/5/2008	2000	Henry Huggins	LCCN: 00-27567	FIC CLE	10.00
6/5/2008	1989	Henry Reed, Inc.	LCCN: 89-3610	Accelerated Reader	10.19
6/5/2008	1995	Just like Martin	ISBN: 0-14-037095-1	Accelerated Reader FIC	6.00
6/5/2008	2005	Maximum Ride : school's out forever	ISBN: 978-0-316-03021-2	PB FIC PAT	10.00
6/5/2008	2001	Rising star	LCCN: 2002-553558	FIC DIC	9.19
6/5/2008	2008	Saving the world and other extreme sports	ISBN: 978-0-316-15427-7 (pbk.)	PB FIC PAT	10.00
6/5/2008	2003	The seeing stone	LCCN: 2002-13523	FIC DIT	15.00
6/5/2008	2005	Wolf-speaker	ISBN: 1-41690344-5 (pbk.)	PB FIC PIE	8.99
6/5/2008	2000	After the storm	ISBN: 0-439-13022-0 (pbk.)	PB FIC BRO	7.50
6/5/2008	2000	Breaking free	ISBN: 978-0-439-13024-0	FIC BRO	7.50
6/5/2008	1999	Changing times: the story of a Tennessee walking horse and the girl who provi	LCCN: 98-44735	FIC FEL	18.00
6/5/2008	1978	Dragonflight	ISBN: 0-345-33546-5 (pbk.)	FIC MCC	15.04
6/5/2008	1971	Dragonquest	ISBN: 978-0-345-33508-1 (pbk.)	FIC MCC	15.04
6/5/2008	1999	The Flying Angels : the story of a vaulter who must overcome her fear to once	LCCN: 99-11745	FIC HUB	22.00
6/5/2008	2007	Icelfire	ISBN: 978-0-439-67246-7 (pbk.)	FIC DLA	8.00
6/5/2008	1999	Louisiana Blue : the story of an impassioned girl who stops at nothing when he	LCCN: 99-11708	FIC HUB	16.00
6/5/2008	1998	Once burned	ISBN: 0-671-02078-1 (pbk.)	FIC DAV	15.00
6/5/2008	1999	Pretty Lady of Saratoga : the story of a spirited Thoroughbred, a determined g	LCCN: 99-11739	FIC FEL	16.00
6/5/2008	1999	Pride of Green Mountains : the story of a trusty Morgan horse and the girl wh	LCCN: 98-46301	FIC BAK	20.00
6/5/2008	2001	Taking chances	ISBN: 978-0-439-13025-7	Accelerated Reader FIC	7.50
6/5/2008	1998	Where sea meets sky	ISBN: 0-671-02400-0 (pbk.)	FIC OLT	12.90
6/5/2008	1997	Beware, the snowman	LCCN: 2002-567562	FIC STI	8.00
6/5/2008	1999	The garbage monster from outer space	ISBN: 978-0-14-130422-9 (pbk.)	F Eri	11.04
6/5/2008	1965	On the banks of Plum Creek	ISBN: 0-590-48815-5 (pbk.)	FIC WIL	10.00
6/5/2008	1953	The silver chair.		Accelerated Reader	9.15
6/5/2008	1996	Crashing the boards	ISBN: 0-553-48273-4	FIC HER	3.50
6/5/2008	2001	Land of dreams	LCCN: 00-49299	Accelerated Reader F N	19.95
6/5/2008	2001	Land of dreams	LCCN: 00-49299	Accelerated Reader FIC	18.95
6/5/2008	2001	Land of hope	LCCN: 00-49291	F Nix	10.00
6/5/2008	2001	Land of promise	LCCN: 00-49649	FIC NIX	12.00
6/5/2008	2001	Land of promise	LCCN: 00-49649	FIC NIX	18.95
6/5/2008	1993	Martin the Warrior	ISBN: 0-441-00186-6	FIC JAC	10.00
6/5/2008	1993	Martin the Warrior	ISBN: 0-441-00186-6	FIC JAC	11.00
6/5/2008	1989	The return of the third-grade ghosthunters	ISBN: 0-590-41944-7	FIC MAC	8.00
6/5/2008	2007	Diary of a wimpy kid : a novel in cartoons	ISBN: 978-0-8109-9313-6	PB FIC KIN	8.00
6/5/2008	1975	Tuck everlasting	LCCN: 75-33306	FIC BAB	10.00
6/5/2008	1975	Tuck everlasting	LCCN: 75-33306	FIC BAB	10.00
6/5/2008	1998	Harry Potter and the sorcerer's stone	ISBN: 978-0-590-35340-3	FIC ROW	25.00
6/5/2008	1952	All about eggs and how they change into animals;	LCCN: 52-7272	E 574 SEL	2.44
6/5/2008	1954	Bats.		599 RIP	2.94
6/5/2008	1954	Bats.	LCCN: 54-6380	599.4 RIP	10.00
6/5/2008	1963	Birds eat and eat and eat.		E 598.2 GAN	10.00
6/5/2008	1965	Birds in the sky	LCCN: 65-20888	_E_ 598.2 HAW	12.00
6/5/2008	1964	Butterfly time	LCCN: 64-16185	E 595.7 GOU	10.00
6/5/2008	1982	A cat's body	LCCN: 81-22386	E 599.74 COL	12.00
6/5/2008	1962	Flags of American history.	LCCN: 62-10580	REF 929.9 CRO	3.39
6/5/2008	1958	I like caterpillars	LCCN: 53-14725	E 595.7 CON	10.00
6/5/2008	1963	I like weather	LCCN: 62-16541	E 811 FIS	3.76
6/5/2008	1963	Junior science book of penguins.	LCCN: 63-13623	598.47 LAU	15.00
6/5/2008	1967	Ladybug, ladybug, fly away home.	LCCN: 67-15399	E 595.7 HAW	10.00
6/5/2008	1941	Let's go to the seashore		E 591.92 HUN	10.00
6/5/2008	1957	Luna, the story of a moth,	LCCN: 57-8561	E 595.7 MCC	2.94
6/5/2008	1971	Magnets.	LCCN: 72-148587	538 POD	3.38
6/5/2008	1969	The penguins are coming!	LCCN: 78-85027	E 598.4 PEN	10.00
6/5/2008	1976	The small ones	LCCN: 76-12635	E 591.9 PAU	10.00
6/5/2008	1949	Sphinx; the story of a caterpillar,	LCCN: 49-10006	E 595.7 MCC	2.94
6/5/2008	1976	Things to make and do for Halloween	LCCN: 75-19396	745 GIB	12.00
6/5/2008	1953	Tiger, the story of a swallowtail butterfly;	LCCN: 53-6664	E 595.7 MCC	2.94
6/5/2008	1956	Treasures to see; a museum picture-book.	LCCN: 56-10739	-E- 708 WEI	10.00
6/5/2008	1943	Up above and down below	LCCN: 43-51044	581 WEB	10.00
6/5/2008	1964	When spring comes.	LCCN: 64-22919	591 FOX	2.95
6/5/2008	1974	You can make an insect zoo	LCCN: 73-15917	E 638.5 ROB	12.00
6/5/2008	1973	100 keys: names across the land	LCCN: 70-186613	917.5 FLE	10.00
6/5/2008	1951	100 story poems;	LCCN: 51-6759	821.08 PAR	5.00
6/5/2008	1962	101 hand puppets : a guide for puppeteers of all ages	LCCN: 62-16718	791.5 CUM	3.59
6/5/2008	1959	The adventures of Ulysses	LCCN: 59-5522	883 GOT	2.48
6/5/2008	1967	The age of Steel and Steam : the life history of the United States.		909.81 WEI	8.95
6/5/2008	1961	All about the symphony orchestra and what it plays	LCCN: 61-7786	785.06 COM	10.00
6/5/2008	1973	The American flag.	LCCN: 72-92156	929.9 PAR	5.95
6/5/2008	1981	American Indian games and crafts	LCCN: 81-712	745.5 BLO	10.05
6/5/2008	1978	American Indian music and musical instruments : with instructions for making	LCCN: 77-14906	781.7 FIC	8.95
6/5/2008	1927	The American songbag	LCCN: 28-681	784 SAN	5.95
6/5/2008	1978	Ancient Egypt, discovering its splendors	LCCN: 78-10524	REF 913.32 ANC	10.00
6/5/2008	2004	The ancient Egyptians	LCCN: 2004-1940	932 PER	20.00

\* Date Acquired of 6/5/2008, generic date. Books acquired anywhere from 1954-2008. Most of the books with this date are lost or discarded back in 2008. But since not updated.

**Janesville School Library Weeding Log/Discard List From 10/04/2018 to 01/11/2021. Books are either damaged beyond repair, dated, superseded, trivial or have no check out history. This list also includes books marked as lost. All books acquired from 1954 through June 2008 were funded through LCOE. July 2008 through January 2021 were funded by the District, PTO, or donated.**

Acquisition Date	Published	Title	Standard Number	Call Number	Price or Value
6/5/2008	1989	Ancient Rome	LCCN: 88-31687	937 COR	17.95
6/5/2008	1948	Animals without backbones; an introduction to the invertebrates.	LCCN: 48-9508	592 BUC	6.65
6/5/2008	1948	Animals without backbones; an introduction to the invertebrates.	LCCN: 48-9508	REF 591 BUC	26.50
6/5/2008	1971	Archery for all.	LCCN: 70-162576	799.3 ROB	6.25
6/5/2008	1979	Babylon, next to Nineveh : where the world began	LCCN: 79-12809	935 RIC	8.95
6/5/2008	1977	Baseball's most valuable players	LCCN: 77-10000	796.357 BUT	10.00
6/5/2008	1965	Basic baseball strategy.		796.357 FRE	3.12
6/5/2008	1974	Batik & tie dyeing.	LCCN: 74-8440	746.6 YER	3.95
6/5/2008	1975	Be a winner in track and field	LCCN: 75-33077	796.4 COO	6.37
6/5/2008	1978	Better basketball for girls	ISBN: 0-396-07580-0	796.32 SUL	5.95
6/5/2008	1979	Better volleyball for girls	LCCN: 79-12640	796.32 SUL	5.95
6/5/2008	1961	Beyond the high hills; a book of Eskimo poems.	LCCN: 61-14072	897 BEY	10.00
6/5/2008	1977	The big felt burger : and 27 other crafts projects to relish	LCCN: 75-14843	745.5 TEM	6.41
6/5/2008	1959	Billy Yank and Johnny Reb : how they fought and made up.		973.7 MIE	4.50
6/5/2008	1960	Birthday candles burning bright : a treasury of birthday poetry	LCCN: 60-11211	821.08 BRE	3.95
6/5/2008	1969	Birthstones.	LCCN: 78-75692	736 HEA	10.00
6/5/2008	1998	The book of 1,000 poems.	ISBN: 0-517-09333-2	821 BOO	20.00
6/5/2008	1951	The book of the ancient world for younger readers : an account of our commo		930 MIL	3.50
6/5/2008	1982	The book of where, or, How to be naturally geographic	LCCN: 81-19315	910 BEL PB	6.95
6/5/2008	1973	The boy who sailed around the world alone,	LCCN: 73-85652	910 GRA	15.00
6/5/2008	1960	The Britannica library of great American writing.	LCCN: 60-14545	T 810.8 UNT	11.00
6/5/2008	1967	Building a skyscraper.		725 IGE	10.00
6/5/2008	1962	Bulfinch's mythology : the age of fable; age of chivalry; legends of Charlema		REF 291 BUL	5.95
6/5/2008	1966	California state parks	LCCN: 66-15330	917.94 ROB	10.00
6/5/2008	1994	Castle	LCCN: 93-32594	940.1 GRA	22.00
6/5/2008	1977	Castle	LCCN: 77-7159	940.1 MAC	20.00
6/5/2008	1982	Cheerleading and baton twirling	LCCN: 81-22009	791.64 FIN	10.00
6/5/2008	1927	Child life in colonial days.		973.2 EAR	5.95
6/5/2008	1965	Christmas decorations for you to make	LCCN: 65-21673	745.59 PUR	20.00
6/5/2008	1960	Christmas plays and program : a collection of royalty-free plays, playets, chora		812.08 FIS	4.25
6/5/2008	1980	Clowning around collection.		808.8 ARC	10.00
6/5/2008	1957	Colonial living.	LCCN: 57-5900	973.2 TUN	3.60
6/5/2008	1957	Come hither : a collection of rhymes & poems for the young of all ages	LCCN: 57-8123	REF 821.08 DEL	7.95
6/5/2008	1970	The complete beginner's guide to water skiing.	LCCN: 69-15164	797.1 TYL	8.95
6/5/2008	1963	The complete book of horses & ponies.	LCCN: 62-22203	798 SEL	7.25
6/5/2008	1981	A complete guide to fishing	LCCN: 80-2251	799.1 EVA	19.96
6/5/2008	1951	Cowboy jamboree : western songs & lore	LCCN: 51-10825	784.4 FEL	3.49
6/5/2008	1981	Creative Capers.		808.8 GOD	10.00
6/5/2008	1979	Creatures from lost worlds	LCCN: 78-25875	791.43 SIM	8.79
6/5/2008	1962	Dear Dragon : and other useful letter forms for young ladies and gentlemen e	LCCN: 62-17041	808.6 JOS	10.00
6/5/2008	1977	Disguises you can make	LCCN: 77-24998	792 BAR	6.95
6/5/2008	1951	Dolls to make for fun and profit.		745.59 ACK	4.33
6/5/2008	1951	Easy puppets : making and using hand puppets	LCCN: 51-6331	791.5 PEL	3.76
6/5/2008	1960	Entrances and exits : book of plays for young actors.		812.08 FEN	10.00
6/5/2008	1966	Everyday life in colonial America,	LCCN: 65-28484	973.2 WRI	3.50
6/5/2008	1968	Explorers and settlers.		REF 973.1 FER	7.60
6/5/2008	1957	Favorite poems, old and new.		821.08 FER	5.12
6/5/2008	1951	A field guide to the butterflies of North America, east of the Great Plains.	LCCN: 51-10190	REF 595.78 KLO	4.50
6/5/2008	1960	First plays for children; a collection of little plays for the youngest players.	LCCN: 60-8933	812.08 GOT	3.83
6/5/2008	1960	First sail for Skipper	LCCN: 60-12002	797.1 HEN	10.00
6/5/2008	1962	Flags of American history.	LCCN: 62-10580	929.9 CRO	3.39
6/5/2008	1970	Football talk for beginners.	LCCN: 76-102184	796.33 LIS	10.00
6/5/2008	1919	For days and days.		808.8 WYN	4.95
6/5/2008	1986	France	LCCN: 86-9628	944 MOS	20.00
6/5/2008	1999	France	LCCN: 98-33770	944 NGC	19.95
6/5/2008	1966	From colony to nation: with Washington and his army in the War for Independ	LCCN: 66-7419	973.3 HAL	4.21
6/5/2008	1969	From petals to pinecones; a nature art and craft book	LCCN: 79-81753	745.92 CUT	4.14
6/5/2008	1961	Frontier living.	LCCN: 61-12010	973 TUN	6.95
6/5/2008	1940	The fun encyclopedia.		REF 790 HAR	5.95
6/5/2008	1954	Fun encyclopedia : a comprehensive all-purpos entertainment, plan book for		793 HAR	25.00
6/5/2008	1965	Fun with crewel embroidery.	LCCN: 65-26942	746.4 WIL	3.31
6/5/2008	1943	Fun with magic	LCCN: 43-10354	793.8 LEE	4.75
6/5/2008	1967	Fun with naturecraft,	LCCN: 64-11447	745.5 NAG	5.75
6/5/2008	1976	Games & puzzles you can make yourself	LCCN: 75-37886	790 WEI	10.00
6/5/2008	1971	Gardening and home landscaping; a complete illustrated guide.	LCCN: 77-138744	REF 712 KRA	10.00
6/5/2008	1961	Gemstones and minerals, how and where to find them.	LCCN: 61-4196	REF 549 SIN	8.95
6/5/2008	1951	Geologic guide book of the San Francisco Bay Counties : history, landscapes, g		REF 551 CAL	4.00
6/5/2008	1976	Glory, glory, how peculiar	LCCN: 76-10171	784.6 GLO	4.95
6/5/2008	1957	The Golden book of crafts and hobbies.		REF 745.5 HUN	2.99
6/5/2008	1964	Golden book of quotations : from the Penguin dictionary of quotations	LCCN: 64-24088	REF 808.87 REI	3.99
6/5/2008	1964	The great age of change.		355.3 LEU	8.95
6/5/2008	1979	The great big box book	LCCN: 78-22500	745.54 NOR	8.95
6/5/2008	1973	Great monsters of the movies.	LCCN: 72-87499	791.43 EDE	14.95
6/5/2008	1976	Gymnastics	LCCN: 75-34478	796.4 OLN	7.25
6/5/2008	1982	Gymnastics	LCCN: 81-22021	796.4 PER	10.00
6/5/2008	1980	Haiku.		895 BEA	10.00
6/5/2008	1952	Hammond's nature atlas of America.		574.973 JOR	25.00
6/5/2008	1939	Handbook of nature study.		REF 507 COM	7.50
6/5/2008	1992	The Harmony illustrated encyclopedia of rock	LCCN: 92-13813	781.66 CLI	19.00

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6/5/2008	1949	A harvest of world folk tales	LCCN: 66-3808	REF 398.2 RUG	5.25
6/5/2008	1962	Here is your hobby: fishing.	LCCN: 62-14383	799.1 MOO	2.97
6/5/2008	1968	Heroes behind the mask; America's greatest catchers,	LCCN: 68-25106	796.35 SHA	12.00
6/5/2008	1965	Highlights of the Olympics : from ancient times to the present.		796.48 DUR	4.95
6/5/2008	1957	Holiday plays for little players : a collection for royalty-free plays for children.		812.08 NEW	10.00
6/5/2008	1953	Holiday programs for boys and girls.		812.08 FIS	4.25
6/5/2008	1989	How proudly they wave : flags of the fifty states	LCCN: 89-2302	929.9 HAB	23.95
6/5/2008	1956	How the great religions began.	LCCN: 56-5743	REF 290 GAE	5.00
6/5/2008	1963	How the New World was discovered.	LCCN: 63-11575	973.1 HAG	5.99
6/5/2008	1982	How to be a wildlife photographer	LCCN: 82-248	778.9 VAN	10.63
6/5/2008	1980	How to give a speech	LCCN: 80-12738	808.5 GIL	17.00
6/5/2008	1962	How to play baseball,	LCCN: 62-15103	796.35 IGE	3.37
6/5/2008	1976	"I wish I could give my son a wild raccoon"	LCCN: 76-5343	973.91 IWI	10.06
6/5/2008	1970	Illustrated baseball dictionary for young people.	LCCN: 70-102354	796.357 WAL	1.95
6/5/2008	1952	Index to fairy tales, myths and legends, 2nd supp.		REF 398 EAS	8.00
6/5/2008	1959	Indians : a pictorial re-creation of American Indian life before.		970.1 TUN	20.00
6/5/2008	1959	Indians : a pictorial re-creation of American Indian life before the arrival of the	LCCN: 59-7744	970.1 TUN	15.00
6/5/2008	1978	Janet Guthrie, first woman at Indy	LCCN: 78-111983	796.7092 OLN	5.95
6/5/2008	1963	John J. Plenty and Fiddler Dan : a new fable of the grasshopper and the ant	LCCN: 63-18893	E 811 CIA	2.93
6/5/2008	1951	The junior book of authors	LCCN: 51-13057	REF 920.03 KUN	6.00
6/5/2008	1965	Junior skipper.	LCCN: 65-13342	797.1 PEA	3.28
6/5/2008	1980	Kids Caboodle.		808.8 DEF	10.00
6/5/2008	1973	Kids camping.	LCCN: 72-92236	796.54 PAU	4.95
6/5/2008	1971	Kings and queens of England and the United Kingdom.		920 GRA	12.00
6/5/2008	1963	The language book.		REF 400 FOL	5.59
6/5/2008	1971	Let'er buck; the rodeo	LCCN: 78-137715	791.8 BER	10.00
6/5/2008	1962	Let's make more presents.		745.5 HAU	10.00
6/5/2008	1962	Let's make presents : 100 gifts for less than \$1.00	LCCN: 61-14532	745.5 HAU	4.50
6/5/2008	1959	Looking at ancient history	LCCN: 60-16223	930 UNS	2.95
6/5/2008	1976	Looking at maps	LCCN: 75-42554	912 FUC	9.54
6/5/2008	1972	Lots more tell me why: answers to hundreds of questions children ask.	LCCN: 71-158763	REF 031 LEO	7.95
6/5/2008	1954	Magic made easy.		793.8 KET	2.94
6/5/2008	1957	Make your own musical instruments	LCCN: 57-11535	781 MAN	3.39
6/5/2008	1963	The making of a nation.		973.3 MOR	5.60
6/5/2008	1980	McClane's Secrets of successful fishing	LCCN: 78-24367	799.1 MCC	5.96
6/5/2008	1981	The misspeller's dictionary	LCCN: 80-26822	REF 423 NOR	7.95
6/5/2008	1967	More tell me why; answers to over 400 questions children ask most often.	LCCN: 67-18863	REF 031 LEO	7.95
6/5/2008	1966	Mountain conquest,	LCCN: 66-15087	796.52 SHI	15.00
6/5/2008	1987	Mummies, tombs, and treasure : secrets of Ancient Egypt	LCCN: 86-17646	932 PER	10.05
6/5/2008	1978	The mummy of Ramose : the life and death of an ancient Egyptian nobleman	LCCN: 76-21392	932 GLU	7.26
6/5/2008	1964	National parks in California : a sunset travel book.		REF 917.94 YEA	1.76
6/5/2008	1964	New deal and global war : 1933-1945.		973.91 LEU	7.60
6/5/2008	1964	New deal and global war : 1933-1945.		973.91 LEU	7.60
6/5/2008	1963	The new hobbycraft book.		745.5 WAL	5.60
6/5/2008	1953	New plays for red letter days	LCCN: 53-7890	812.5 SEC	3.95
6/5/2008	1963	The new world.		973.2 MOR	6.60
6/5/2008	1964	The nonsense book of nonsense.		808.81 HEA	2.39
6/5/2008	1947	North Star shining : a pictorial history of the American Negro.		811 SWI	3.95
6/5/2008	1963	The orchestra : the first book of.		785 SMI	1.98
6/5/2008	1963	Our country's flag.		929.9 GEO	6.25
6/5/2008	1961	Our fifty states	LCCN: 61-65169	REF 973 MIE	5.25
6/5/2008	1960	Our names, where they came from and what they mean,	LCCN: 60-12019	REF 929.4 LAM	3.50
6/5/2008	1963	Oxford book of poetry for children	LCCN: 63-19891	821.08 OXF	12.00
6/5/2008	1954	The Oxford junior companion to music.		REF 780.3 SCH	6.75
6/5/2008	1965	The Pacific coastal wildlife region : it's common wild animals and plants.		REF 591.979 YOC	4.05
6/5/2008	1973	Papier mâché, dyeing & leatherwork.	LCCN: 73-2303	745.5 PAP	10.00
6/5/2008	1963	The party book for boys and girls.		793.2 CAR	2.50
6/5/2008	1956	Patriotic plays and programs.		812.08 FIS	4.50
6/5/2008	1966	Penny puppets, penny theatre, and penny plays,	LCCN: 66-4391	791.5 JAG	10.00
6/5/2008	1977	People of the first cities	LCCN: 77-6279	930 GOO	8.48
6/5/2008	1995	Persians : masters of empire	LCCN: 95-13943	935 PER	25.00
6/5/2008	1964	Pets : a complete handbook of the care, understanding, and ap.		636 CHR	4.50
6/5/2008	1964	The pharaohs of ancient Egypt.		932.01 PAY	19.95
6/5/2008	1965	Piper, pipe that song again! Poems for boys and girls.	LCCN: 65-10494	821.08 LAR	2.99
6/5/2008	1979	Pompeii	LCCN: 79-65847	937 CON	19.95
6/5/2008	1974	Printmaking.	LCCN: 73-78479	760 ROC	10.00
6/5/2008	1964	The progressive era : 1901-1917.		973.91 MAY	7.60
6/5/2008	1975	Pyramid	LCCN: 75-9964	690 MAC	9.54
6/5/2008	1973	A rainbow of sound; the instruments of the orchestra and their music,	LCCN: 73-1334	785.06 KUP	5.95
6/5/2008	1988	The Random House book of humor for children	LCCN: 86-31478	REF 810.8	23.00
6/5/2008	1964	Reaching for Empire : 1890-1906.		973.86 WEI	7.60
6/5/2008	1964	Reaching for Empire : 1890-1906.		973.86 WEI	7.60
6/5/2008	1949	Read me another story		808.8 REA	3.40
6/5/2008	1965	Red letter days : a book of holiday customs	LCCN: 65-16332	REF 394.2 SEC	10.00
6/5/2008	1964	The Romans	LCCN: 64-13513	937 DUG	3.86
6/5/2008	1961	Science and music : from tom-tom to hi-fi.		781.1 BER	3.26
6/5/2008	1972	Shadow puppets in color.	LCCN: 72-3700	791.5 COC	10.00
6/5/2008	1973	Ship models and how to build them.	LCCN: 72-7562	745.59 WEI	4.50
6/5/2008	1924	Sing-song : and other poems for children		821 ROS	10.00



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6/5/2008	1968	Soccer.	LCCN: 68-25725	796.33 TOY	10.00
6/5/2008	1962	The Spanish conquistadores.	LCCN: 62-18677	973.1 BUE	2.97
6/5/2008	1975	Sportsmath : how it works	LCCN: 75-17714	796 ART	5.84
6/5/2008	1960	State trees.		929.8 EAR	10.00
6/5/2008	1968	Still more tell me why; answers to hundreds of questions children ask.	LCCN: 68-29966	REF 031 LEO	7.95
6/5/2008	2006	Stonehenge	LCCN: 2004-55268	Accelerated Reader 936	24.95
6/5/2008	1959	Stories of favorite operas.	LCCN: 59-11389	REF 782.1 BUL	4.95
6/5/2008	1960	The story of geology : our changing earth through the ages.		REF 551 WYC	4.99
6/5/2008	1965	Swing around the sun	LCCN: 65-19583	811 ESB	13.95
6/5/2008	1985	Tales mummies tell	LCCN: 83-46172	930.1 LAU	15.89
6/5/2008	1973	Talking drums of Africa.	LCCN: 73-6405	780.96 PRI	10.00
6/5/2008	1973	The tavern at the ferry.	LCCN: 73-4488	917.49 TUN	6.95
6/5/2008	1965	Tell me why.	LCCN: 65-20033	REF 031 LEO	7.95
6/5/2008	1961	Time for fairy tales, old and new.	LCCN: 61-5726	REF 398.2 ARB	6.00
6/5/2008	1961	Time for poetry.		808.8 ARB	20.00
6/5/2008	1959	Time for poetry.		808.8 ARB	20.00
6/5/2008	1974	Track and field for young champions	LCCN: 73-17761	796.4 ANT	7.31
6/5/2008	1957	The tree of language,	LCCN: 56-9259	REF 400 LAI	3.94
6/5/2008	1967	The union restored : the life history of the United States : Vol. 6 : 1861-1.		973.7 WIL	8.95
6/5/2008	1967	The union sundered : the life history of the United States : Vol. 5 : 1849-1.		973.7 WIL	8.95
6/5/2008	1973	Ups and downs; a first guide to riding and horse care	LCCN: 72-97857	798 WIL	6.95
6/5/2008	1979	A very young circus flyer	LCCN: 78-20546	791.3 KRE	15.00
6/5/2008	1976	A very young dancer	LCCN: 76-13700	792.8 KRE	8.95
6/5/2008	1964	War, boom and bust : 1917-1932.		973.941 MAY	7.60
6/5/2008	1964	War, boom and bust : 1917-1932.		973.941 MAY	7.60
6/5/2008	1976	Webster's sports dictionary.	LCCN: 75-42076	REF 796.03 WEB	8.95
6/5/2008	1968	What so proudly we hail; all about our American flag, monuments, and symbols	LCCN: 68-15993	929 KRY	5.95
6/5/2008	1939	When knights were bold.		940.1 TAP	4.00
6/5/2008	2002	The world almanac and book of facts, 2002	ISBN: 0-88687-872-1 (pbk.)	031.02 WOR	8.95
6/5/2008	1965	A world of doll houses.	LCCN: 65-14279	745.59 JAC	3.50
6/5/2008	1979	The world's #1 best selling soccer book	LCCN: 79-63980	796.33 LAI	10.00
6/5/2008	1950	World's greatest Christmas stories.		808.3 POS	10.00
6/5/2008	1989	Writers Inc.		PB 808 SEB	12.00
6/5/2008	1975	You can put on a show	LCCN: 74-31712	792 OLF	4.00
6/5/2008	1965	You fly it!	LCCN: 65-19217	797.5 JOS	2.99
6/5/2008	1962	The young sportsman's guide to ice hockey.	LCCN: 62-12968	796.96 RIL	5.99
6/5/2008	1962	The young sportsman's guide to ice skating.	LCCN: 62-16392	796.91 KIR	10.00
6/5/2008	1961	The young sportsman's guide to skiing.		796.93 WAL	5.95
6/5/2008	1965	The young sportsman's guide to spinning.	LCCN: 65-10701	799.1 MCN	2.78
6/5/2008	1980	Zulus	LCCN: 81-128162	968 MAC	8.95
6/5/2008	1971	About spices	LCCN: 78-163070	633.83 HUD	12.00
6/5/2008	1973	Animal hospital	LCCN: 72-2418	636.08 BER	12.00
6/5/2008	1980	Basic bicycle repair	LCCN: 80-21859	629.28 BAS	3.95
6/5/2008	1977	Come to the fair	LCCN: 77-3812	630.74 DIS	5.95
6/5/2008	1962	The dog who came to stay.		636.7 BOR	4.95
6/5/2008	1960	How to grow house plants.	LCCN: 60-6613	635.9 SEL	3.14
6/5/2008	1941	The longhorns,	LCCN: 41-51625	636.2 DOB	10.00
6/5/2008	1988	You and leukemia.		T 618.9 BAK	7.95
6/5/2008	1954	All about the insect world		595.7 LAN	12.00
6/5/2008	1952	A field guide to the mammals : field marks of all species found north of Mexico		REF 599 BUR	4.95
6/5/2008	1961	Gamebirds; a guide to North American species and their habits,	LCCN: 61-8316	598.2 SPR	10.00
6/5/2008	1956	Insects : a guide to familiar American insects.		595.7 ZIM	2.99
6/5/2008	1970	Life in a drop of water	LCCN: 71-92177	593 SCH	6.50
6/5/2008	1964	Pets : a complete handbook of the care, understanding, and ap.		636 CHR	10.00
6/5/2008	1996	Pup to timber wolf	LCCN: 95-1172	599.77	20.00
6/5/2008	1966	John Henry, steel drivin' man	LCCN: 66-20136	_E_ 398.2 DEL	10.00
6/5/2008	1960	Admiral Byrd of Antarctica	LCCN: 60-7053	921 BYR	3.19
6/5/2008	1974	A.J. Foyt : "Fancypants" at the wheel	LCCN: 73-13938	E B FOY	10.00
6/5/2008	1949	Albert Einstein; a biography for young people.	LCCN: 49-8279	921 EIN	3.27
6/5/2008	1982	Alexander Graham Bell invents the telephone = Formerly called Mr. Bell inven	LCCN: 82-284	921 BEL	2.95
6/5/2008	1962	Alexander the great.		B ALE	4.79
6/5/2008	1972	All creatures great and small.		921 HER PB	3.95
6/5/2008	1978	All things wise and wonderful	ISBN: 0-553-26605-5	921 HER	3.95
6/5/2008	1963	Andrew Jackson, soldier and statesman,	LCCN: 63-15123	921 JAC	4.79
6/5/2008	1988	Anthony Burns : the defeat and triumph of a fugitive slave	LCCN: 87-38063	B BUR	10.19
6/5/2008	1962	Archimedes and the door of science.	LCCN: 62-7751	B ARC	12.00
6/5/2008	1978	Babe Didrikson, the world's greatest woman athlete	LCCN: 77-16944	B DID	15.00
6/5/2008	1956	Balboa, finder of the Pacific	LCCN: 56-5181	921 BAL	2.94
6/5/2008	1963	Boy on horseback.		921 STE	3.95
6/5/2008	1961	Broken-hand Fitzpatrick : greatest of mountain men.		921 FIT	3.19
6/5/2008	1948	Buffalo Bill.		B COD	15.00
6/5/2008	1960	Captain Cook : Pacific explorer.		921 COO	2.94
6/5/2008	1955	Carry on, Mr. Bowditch	LCCN: 55-5219	B BOW	15.00
6/5/2008	1962	Champion of world peace: Dag Hammarskjöld.	LCCN: 62-15418	921 HAM	3.94
6/5/2008	1952	Champlain of the St. Lawrence.		921 CHA	3.25
6/5/2008	1960	Copernicus.		921 COP	3.19
6/5/2008	1951	Cortes of Mexico.		B COR	15.00
6/5/2008	1961	Crime fighter : August Vollmer.		921 VOL	3.00
6/5/2008	1951	Custer's last stand.		B CUS	15.00

**Janesville School Library Weeding Log/Discard List From 10/04/2018 to 01/11/2021. Books are either damaged beyond repair, dated, superseded, trivial or have no check out history. This list also includes books marked as lost. All books acquired from 1954 through June 2008 were funded through LCOE. July 2008 through January 2021 were funded by the District, PTO, or donated.**

Acquisition Date	Published	Title	Standard Number	Call Number	Price or Value
6/5/2008	1945	Daniel Boone.		921 BOO	4.11
6/5/2008	1939	Daniel Boone	LCCN: 39-28970	B BOO	12.00
6/5/2008	1969	A day of pleasure; stories of a boy growing up in Warsaw.	LCCN: 70-95461	B SIN	14.00
6/5/2008	1963	The dry divide.		921 MOO	5.95
6/5/2008	1984	Edmond Halley, the man and his comet	LCCN: 83-24000	921 BEC	8.95
6/5/2008	1962	The fields of home.		921 MOO	4.51
6/5/2008	1961	First man to cross America : the story of Cabeza de Vaca.		921 CAB	3.75
6/5/2008	1958	First scientist of Alaska: William Healey Dall, born August 21, 1845--died Mar	LCCN: 58-10927	921 DAL	3.19
6/5/2008	1961	Francis Drake : sailor of the unknown seas.		921 DRA	2.94
6/5/2008	1977	Frederic Remington	LCCN: 76-8463	921 REM	5.95
6/5/2008	1985	Frontier times : the 1874-1875 journals of Sylvester Daniels		B DAN	15.00
6/5/2008	1961	Galileo and experimental science.		921 GAL	2.11
6/5/2008	1950	Gandhi : fighter without a sword.		B GAN	12.00
6/5/2008	1967	Garibaldi.		921 GAR	10.00
6/5/2008	1941	Indian captive : the story of Mary Jemison.		921 JEM	5.19
6/5/2008	1961	Invincible Louisa.		B ALC	4.00
6/5/2008	1962	Jessie Benton Fremont.		921 FRE	2.95
6/5/2008	1966	Jim Bridger; man of the mountains,	LCCN: 66-14279	921 BRI	1.98
6/5/2008	1980	Joe Louis, the Brown Bomber	LCCN: 80-12372	796 8 LIB	7.95
6/5/2008	1967	John Jay.	LCCN: 67-599	921 JAY	3.29
6/5/2008	1942	Kit Carson, trail blazer and scout	LCCN: 42-8092	921 CAR	3.19
6/5/2008	1962	Little Britches		B MOO	15.00
6/5/2008	1961	Lone star leader : sam Houston.		921 HOU	3.19
6/5/2008	1981	The Lord God made them all.		921 HER PB	3.95
6/5/2008	1953	Magellan, first around the world	LCCN: 53-7102	B MAG	10.00
6/5/2008	1965	Man of steel; Joseph Stalin.	LCCN: 65-21606	921 STA	10.00
6/5/2008	1961	Mary Emma & Company.		921 MOO	5.95
6/5/2008	1954	Michael Faraday : from errand boy to master physicist.	LCCN: 54-6776	921 FAR	3.94
6/5/2008	1968	Mountain man, Indian chief : the life and adventures of Jim Beckworth.		921 BEC	3.95
6/5/2008	1964	Nigerian pioneer : the story of Mary Slessor	LCCN: 64-15170	B SLE	15.00
6/5/2008	1997	On the field with...Emmit Smith.	ISBN: 0-316-13673-5	Accelerated Reader B C	6.00
6/5/2008	1960	Padre Kino, and the trail to the Pacific.		921 KIN	2.50
6/5/2008	1968	Passage to the West; the great voyages of Henry Hudson,	LCCN: 68-25102	921 HUD	10.00
6/5/2008	1963	President of the Confederacy : Jefferson Davis.		921 DAV	3.34
6/5/2008	1983	Queen Eleanor, independent spirit of the Medieval world : a biography of Elea	LCCN: 82-48776	921 ELE	9.89
6/5/2008	1954	Queen Elizabeth and the Spanish Armada.		B ELI	15.00
6/5/2008	1964	Robert Goddard : trail blazer to the stars.		921 GOD	2.95
6/5/2008	1978	Sacajawea	LCCN: 78-1572	921 SAC	4.90
6/5/2008	1965	Sam Houston, hero of Texas.	LCCN: 65-10101	921 HOU	1.98
6/5/2008	1974	Sam Houston of Texas	LCCN: 73-108080	E B HOU	12.00
6/5/2008	1962	Shaking the nickel bush.	LCCN: 62-10101	921 MOO	10.00
6/5/2008	1974	Sir Frederick Banting, doctor against diabetes.	LCCN: 74-2048	921 BAN	4.95
6/5/2008	1991	Steffi Graf	LCCN: 91-16393	B GRA	14.95
6/5/2008	1992	Thurgood Marshall : a life for justice	LCCN: 91-46251	B MAR	15.00
6/5/2008	1957	Tom Paine, freedom's apostle	LCCN: 57-6567	921 PAI	3.00
6/5/2008	1974	The two worlds of Beatrix Potter.	LCCN: 74-2082	B POT	14.95
6/5/2008	1958	What Cabrillo found : the story of Juan Rodriguez Cabrillo.		921 CAB	2.75
6/5/2008	1965	Wheels West; the story of Tabitha Brown.	LCCN: 65-13103	B BRO	10.00
6/5/2008	1958	Willia : the story of Willa Cather's growing up.		921 CAT	4.50
6/5/2008	1973	Winslow Homer: America's old master.	LCCN: 72-92225	921 HOM	10.00
6/5/2008	1969	A world explorer: Vasco Nuñez de Balboa.	LCCN: 69-10372	921 BAL	10.00
6/5/2008	1970	The adventures of Tom Sawyer	LCCN: 70-111663	FIC TWA	20.00
6/5/2008	1962	Around the world in eighty days.	LCCN: 74-20475	FIC VER	14.00
6/5/2008	1941	The birds' Christmas Carol.		FIC WIG	3.57
6/5/2008	1965	The Californian wildlife region : its common wild animals and plants.		REF 591.979 BRO	4.05
6/5/2008		The Gold bug and other tales of mystery.		FIC POE	7.95
6/5/2008	1962	Our tiny servants : molds and yeasts	LCCN: 62-8715	589 KOH	3.50
6/5/2008		Pinocchio; the adventures of a little wooden boy.		Fict	20.00
6/5/2008	1980	The prince and the pauper : a tale for young people of all ages	ISBN: 0-451-52193-5 (pbk.)	FIC TWA	15.95
6/5/2008	1903	Rebecca of Sunnybrook Farm.		Accelerated Reader	14.24
6/5/2008	1962	The Sierra Nevadan wildlife region.		REF 591.979 BRO	3.37
6/5/2008	1961	State birds and flowers	LCCN: 61-8023	REF 598.29	15.00
6/5/2008	1961	State birds and flowers	LCCN: 61-8023	REF 598.29 EAR	10.00
6/5/2008	1961	The superlative horse.		Accelerated Reader Fic	12.44
6/5/2008	1989	Tales from Gold Mountain : stories of the Chinese in the New World	LCCN: 89-12643	FIC YEE	10.47
6/5/2008	2001	Wake up, Bear	LCCN: 00-63547	E Dod	10.00
6/5/2008	1959	Wildlife of the intermountain West.		REF 591.979 BRO	4.05
6/5/2008	1995	The ghost witch	ISBN: 0-590-48587-3 (pbk.)	FIC WRI	8.00
6/5/2008	1944	The Christmas Anna Angel.		FIC SAW	9.95
6/5/2008	1969	The call of a loon;	LCCN: 77-81695	598 HAM	3.89
6/5/2008	1942	Dash & Dart	LCCN: 42-36377	599.7 BUF	3.19
6/5/2008	1957	Here come the seals!		599.74 GOU	3.12
6/5/2008	1965	Ice king,	LCCN: 65-18941	599.7 BYR	3.31
6/5/2008	1983	The illustrated dinosaur dictionary	LCCN: 82-23947	567.903 SAT	17.50
6/5/2008	1967	Little Stripe : an African zebra	LCCN: 67-16252	599.7 ARU	6.95
6/5/2008	1998	The perfect pair	LCCN: 97-39605	FIC Low	15.95
6/5/2008	1981	The banza : a Haitian story	LCCN: 81-65845	E 398.2 WOL	12.00
6/5/2008	1998	Breaking the ice	LCCN: 97-39601	FIC LOW	17.95
6/5/2008	1998	Breaking the ice	LCCN: 97-39601	FIC LOW	15.10

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6/5/2008	1958	Chanticleer and the fox	LCCN: 58-10449	E 398.24 COO	15.00
6/5/2008	1998	The competition	LCCN: 97-39608	FIC LOW	18.00
6/5/2008	1998	The competition	LCCN: 97-39608	FIC LOW	18.00
6/5/2008	1973	The cool ride in the sky	LCCN: 72-5269	E 398.2 WOL	10.00
6/5/2008	1998	Going for the gold	LCCN: 97-39607	FIC LOW	18.00
6/5/2008	1961	The house that Jack built	LCCN: 61-7577	398.8 MOT	2.84
6/5/2008	1998	In the spotlight	LCCN: 97-39609	FIC LOW	18.00
6/5/2008	1998	In the spotlight	LCCN: 97-39609	FIC LOW	18.00
6/5/2008	1968	The king with six friends	LCCN: 68-21078	E 398.2 WIL	12.00
6/5/2008	1976	Merry ever after : the story of two medieval weddings	LCCN: 75-22017	E 392.5 LAS	12.00
6/5/2008	1970	Pegasus	LCCN: 73-86319	E 398.24 TUR	12.00
6/5/2008	1945	The rooster crows : a book of American rhymes and jingles	LCCN: 46-446	E 398.8 PET	12.00
6/5/2008	1967	Stargazer to the sultan,	LCCN: 67-18471	E 398.2 WAL	12.00
6/5/2008	1965	The story of the three bears		E 398.2 BRO	12.00
6/5/2008	1962	Tongue tanglers		E 398.8 POT	10.00
6/5/2008	1979	The ugly duckling : a tale from Hans Christian Andersen	LCCN: 79-12340	E 398.2 AND	14.95
6/5/2008	1967	An American ABC		E 973 PET	15.00
6/5/2008	1956	Baseball for young champions	LCCN: 56-7554	796.357 ANT	3.01
6/5/2008	1972	Beginning crafts for beginning readers	LCCN: 71-184461	E 745.5 GIL	14.95
6/5/2008	1973	Black is brown is tan	LCCN: 72-9855	811 ADO	5.95
6/5/2008	1971	Code games	LCCN: 78-167656	652.8 PAL	15.00
6/5/2008	1976	Domino games	LCCN: 76-8864	795.3 BEL	4.95
6/5/2008	1964	Dot Young's sewing book		646 YOU	3.93
6/5/2008	1982	Earthquakes	LCCN: 81-70050	E 551.2 IAM	21.12
6/5/2008	1975	Easy sewing projects	LCCN: 75-15948	646 YER	10.00
6/5/2008	1974	Feast of Thanksgiving, the first American holiday; a play	LCCN: 74-3113	812.08 BEH	12.00
6/5/2008	1974	Feast of Thanksgiving, the first American holiday; a play	LCCN: 74-3113	812.08 BEH	6.95
6/5/2008	1964	Fibers	LCCN: 64-12332	677 ADL	2.68
6/5/2008	1966	The first book of wool	LCCN: 66-12150	677 CAV	1.98
6/5/2008	1977	The first day of school		812.54 THA	4.95
6/5/2008	1970	Food is for eating	LCCN: 75-123800	E 641 POD	2.71
6/5/2008	1973	Foods the Indians gave us,	LCCN: 72-83041	641.3 HAY	4.95
6/5/2008	1981	Fozzie's big book of sidesplitting jokes (please laugh) starring Jim Henson's mu	LCCN: 80-23776	818 FOX	6.95
6/5/2008	1974	Funtime puppets and shadow plays		E 791.5 YER	15.00
6/5/2008	1977	Great indoor games from trash and other things	LCCN: 77-7383	794 CON	4.95
6/5/2008	1972	Heroes of the hot corner; great third basemen of the major leagues	LCCN: 72-2889	796.357 UIB	3.72
6/5/2008	1953	How to make doll clothes : a book for daughters		646.4 DOW	3.50
6/5/2008	1977	Hunter's stew and hangtown fry, what pioneer America ate and why	LCCN: 77-5366	641 PER	9.54
6/5/2008	1980	I know an old lady who swallowed a fly	LCCN: 79-24728	E 784.4 WES PB	4.95
6/5/2008	1973	I wonder ... about the sky	LCCN: 72-10205	E 811 FIE	3.89
6/5/2008	1965	In a spring garden	LCCN: 65-23965	E 895 LEW	3.69
6/5/2008	1973	Let's bake bread	LCCN: 72-9954	641.8 JOH	12.00
6/5/2008	1968	The magic crayon; drawings from simple shapes and forms	LCCN: 67-18481	E 741 PAL	3.39
6/5/2008	1962	Magic with paper		793.8 SEV	3.59
6/5/2008	1974	Making costumes for parties, plays, and holidays	LCCN: 73-13996	646.4 GIL	5.95
6/5/2008	1974	Many hands cooking : an international cookbook for girls and boys	LCCN: 74-11871	641.5 COO	6.95
6/5/2008	1981	Messing around with baking chemistry	LCCN: 81-4291	PB 641.8 ZUB	7.00
6/5/2008	1982	Model historical aircraft	LCCN: 82-4779	E 629.13 CUR	10.00
6/5/2008	1974	Monsters on wheels	LCCN: 73-20308	629.22 ANC	10.00
6/5/2008	1977	My dad's a park ranger	LCCN: 77-3523	E 639.95 HIL	4.95
6/5/2008	1990	One sun : a book of terse verse	LCCN: 89-24625	E 811 MCM	17.95
6/5/2008	1966	One wide river to cross	LCCN: 66-20703	E 784.4 EMB	10.00
6/5/2008	1963	Our national anthem	LCCN: 63-9618	E 784 GEO	10.00
6/5/2008	1961	Paper folding fun		736.9 HAR	12.00
6/5/2008	1961	Pumpers, boilers, hooks and ladders; a book of fire engines,	LCCN: 61-6484	E 628 FIS	12.75
6/5/2008	1963	The riding book		E 798 WIN	10.00
6/5/2008	1980	Safety first - fire		E 628.9 BAK	6.75
6/5/2008	1980	Safety first - home		E 614.8 BAK	6.75
6/5/2008	1980	Safety first! Water	LCCN: 79-26951	E 797.2 BAK	6.75
6/5/2008	1965	Sand and snow	LCCN: 65-11456	E 811 KUS	10.00
6/5/2008	1970	Shapes and things	LCCN: 70-102965	779 HOB	10.00
6/5/2008	1960	Sports and games		796 KEI	5.00
6/5/2008	1981	Super Vee	LCCN: 80-27741	E 796.7 WIL	10.00
6/5/2008	1980	The Tamarindo puppy and other poems	LCCN: 79-16584	E 811 POM	13.78
6/5/2008	1995	A taste of the Caribbean	ISBN: 0-8172-4853-6	641.59 MCK	15.98
6/5/2008	1912	Twas the night before Christmas : a visit from St. Nicholas	ISBN: 0-395-06952-1	E 811 MOO	15.00
6/5/2008	1949	The twelve days of Christmas		783.6 TWE	3.27
6/5/2008	1976	What's in a map?	LCCN: 76-10694	E 912 CAR	10.00
6/5/2008	1961	A winter friend		E 811 KUM	2.68
6/5/2008	1954	Wonderful things!		636.1 GAY	3.00
6/5/2008	1956	Battle against the sea : the challenge of the Dutch and the dikes		627.4 LAU	2.60
6/5/2008	1965	Bridges and how they are built	LCCN: 65-20829	624 GOL	2.81
6/5/2008	1958	From kite to Kitty Hawk		629.13 BIS	4.50
6/5/2008	1961	Gliders	LCCN: 61-11220	629.13 KET	2.94
6/5/2008	1964	The history of flight : from the American Heritage history of flight	LCCN: 64-20400	629.13 EIM	3.99
6/5/2008	1953	Journey cake, ho!	LCCN: 53-3366	E 398.2 SAW	15.00
6/5/2008	1960	Junior science book of flying	LCCN: 60-6465	629.13 FER	1.98
6/5/2008	1988	The legend of the white doe	LCCN: 87-11176	FIC HOO	17.00
6/5/2008	1971	Lighthouses,	LCCN: 79-98515	623.89 SMI	5.95

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6/5/2008	1952	Oars, sails, and steam; a picture book of ships,	LCCN: 52-5174	623.82 TUN	5.95
6/5/2008	1956	Ride on the wind.		629.13 DAL	3.12
6/5/2008	1963	Seaplanes that made history.		629.13 COO	2.97
6/5/2008	1973	The sky is yours; you and the world of flight.	LCCN: 73-9735	629.13 DWI	4.79
6/5/2008	1964	St. Lawrence Seaway.	LCCN: 64-20753	627 JUD	4.17
6/5/2008	1998	Titanic : the long night	ISBN: 0-590-33123-X	FIC HOH	6.99
6/5/2008	1966	Underwater world; exploration under the surface of the sea,	LCCN: 66-7615	627.7 COL	2.86
6/5/2008	1980	The Viking ships	LCCN: 80-11690	623.8 ATK	11.25
6/5/2008	1978	American Indian habitats : how to make dwellings and shelters with natural m	LCCN: 78-4416	728 SIM	7.95
6/5/2008	1958	Art is everywhere.		741 KES	3.50
6/5/2008	1962	Automobiles of yesteryear : a pictorial record of motor cars that made history		629.2 BER	12.00
6/5/2008	1943	Book of wood carving.		736 SAY	10.00
6/5/2008	1956	Clay, wood and wire : a how-to-do-it book of sculpture.		731 WEI	2.81
6/5/2008	1967	Early American crafts; tools, shops, and products,	LCCN: 67-24212	670 COL	10.00
6/5/2008	1960	Entrances and exits : book of plays for young actors.		812.08 FEN	10.00
6/5/2008	1953	How to make mobiles,	LCCN: 53-7528	731.5 LYN	3.50
6/5/2008	1966	Learning to ride, hunt, and show.	LCCN: 66-17404	798 WRI	11.75
6/5/2008	1965	Magic of the world	LCCN: 65-21366	793.8 MUL	3.63
6/5/2008	1958	Make it and use it : handicraft for boys and girls.		745.5 CAR	2.50
6/5/2008	1965	Make your own mobiles	LCCN: 64-24683	731.5 SCH	2.99
6/5/2008	1965	The new world of wood.	LCCN: 65-10797	674 HIL	2.79
6/5/2008	1982	The secret life of hardware : a science experiment book	LCCN: 81-48607	670 COB	9.50
6/5/2008	1981	The secret life of school supplies	LCCN: 81-47108	670 COB	8.95
6/5/2008	1965	Show time for young scientists : entertaining with science	LCCN: 64-66409	793.8 BAR	3.06
6/5/2008	1965	Tarawa, a battle report.	LCCN: 65-14904	940.54 WER	4.50
6/5/2008	1955	Tirra lirra : rhymes old and new.		811 RIC	10.00
6/5/2008	1965	The young sportsman's guide to western horseback riding.	LCCN: 65-13219	798.2 BAL	3.50
6/5/2008	1972	American Indian craft inspirations	LCCN: 72-83734	745.5 DAM	10.00
6/5/2008	1977	Be what you want to be! : The Complete dress-up and pretend craft book	LCCN: 76-52860	745.5 FIA PB	10.60
6/5/2008	1979	Bodyworks : the Kids' guide to food and physical fitness.		613.2 BER PB	5.95
6/5/2008	1978	Bridges	LCCN: 77-13871	624.209 COR	6.95
6/5/2008	1963	Fell's guide to papercraft tricks, games and puzzles.		745.5 GIB	10.00
6/5/2008	1965	Health and disease,	LCCN: 65-18287	614 DUB	6.60
6/5/2008	1954	Here come the bears!	LCCN: 54-5924	599 GOU	3.12
6/5/2008	1955	Here come the elephants!	LCCN: 55-10139	599 GOU	3.12
6/5/2008	1956	Here comes the lions!		599 GOU	3.12
6/5/2008	1952	Made in Mexico : the story of a country's arts and crafts.		745 ROS	4.09
6/5/2008	1977	Make your own model forts & castles	LCCN: 77-3970	623 CUM	8.48
6/5/2008	1966	Nutrition and physical fitness	LCCN: 66-15572	T 613.2 BOG	10.00
6/5/2008	1976	Underground	LCCN: 76-13868	624 MAC	8.95
6/5/2008	1964	Animals that made U.S. history.		591.973 DOR	3.26
6/5/2008	1978	The April fools : a play	LCCN: 77-15958	812 THA	5.50
6/5/2008	1977	Birth of a foal	LCCN: 76-5402	636.1 MIL	6.95
6/5/2008	1979	Cactus in the desert	LCCN: 78-4771	583 BUS	6.95
6/5/2008	1966	A child's garden of verses	LCCN: 66-11213	_E_ 821 STE	12.00
6/5/2008	1960	The clean brook.	LCCN: 60-8257	E 551.4 BAR	2.96
6/5/2008	1977	Corn	LCCN: 77-6319	E 635.67 WAT	10.00
6/5/2008	1962	Earthquakes and volcanoes.	LCCN: 62-14904	551.2 WEL	10.00
6/5/2008	1971	Every day is earth day.	LCCN: 71-148584	E 574.5 POD	10.00
6/5/2008	1961	Find out by touching	LCCN: 60-13242	E 612 SHO	10.00
6/5/2008	1976	A foal is born	LCCN: 76-2605	636.1 ISE	12.00
6/5/2008	1947	For a child : great poems old and new,	LCCN: 47-2711	-E- 821.08 MCF	15.00
6/5/2008	1974	Group games.	LCCN: 74-8157	E 796.1 YER	3.95
6/5/2008	1968	Horses; how they came to be.	LCCN: 68-2126	636.1 MAY	7.00
6/5/2008	1974	How to have fun making holiday decorations.		E 745.59 WAG	10.00
6/5/2008	1966	I see the winds	LCCN: 66-12670	811 MIZ	10.00
6/5/2008	1964	Icebergs.	LCCN: 64-18163	E 551.3 GAN	2.96
6/5/2008	1962	Let's be Indians.	LCCN: 62-13314	745.5 PAR	2.92
6/5/2008	1972	Life in a bucket of soil.	LCCN: 72-155756	591.5 RHI	10.00
6/5/2008	1990	Magic secrets	LCCN: 89-35841	E 793.8 WYL	12.00
6/5/2008	1977	My Dad's a smokejumper	LCCN: 77-5127	E 634.96 HIL	4.95
6/5/2008	1962	My five senses.	LCCN: 62-7150	E 612 ALI	10.00
6/5/2008	1962	My hands	LCCN: 62-12810	E 612 ALI	10.00
6/5/2008	1965	Never pet a porcupine.	LCCN: 65-11015	591 LAY	3.69
6/5/2008	1966	One day on Beetle Rock : ten stories of life in an animal community in the high		591.9794 CAR	4.95
6/5/2008	1968	One is for the sun	LCCN: 67-17151	_E_ 811.52 BLE	10.00
6/5/2008	1973	Paper cutting.	LCCN: 72-90028	736 TEM	10.00
6/5/2008	1935	Parade of the animal kingdom.		590 HEG	8.95
6/5/2008	1965	Punch and Judy : a play for puppets	LCCN: 65-10793	E 791.5 PUN	10.00
6/5/2008	1977	Riding, roping, and bulldogging--almost	LCCN: 77-8157	E 791.8 PAU	12.00
6/5/2008	1964	Shetland ponies.	LCCN: 64-10862	E 636.1 HES	13.36
6/5/2008	1963	The skating book.		E 796.9 WIN	10.00
6/5/2008	1963	Snow is falling.	LCCN: 63-15084	_E_ 551.5 BRA	12.00
6/5/2008	1963	Tia Maria's garden	LCCN: 63-8523	E 551.4 CLA	10.00
6/5/2008	1961	Where the brook begins.	LCCN: 61-10498	E 551.4 BAR	2.65
6/5/2008	1958	Wild folk in the desert.		591.9 FEN	2.96
6/5/2008	1955	World full of horses.	LCCN: 55-5540	E 636.1 IPC	3.32
6/5/2008	1942	The animal book : American mammals north of Mexico.	LCCN: 58-12903	599 HOG	15.00
6/5/2008	1966	Animal camouflage,	LCCN: 66-10967	591 SHU	3.48

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Acquisition Date	Published	Title	Standard Number	Call Number	Price or Value
6/5/2008	1970	Animal feet.	LCCN: 70-118270	591 MAS	12.00
6/5/2008	1955	Animal friends of the Sierra.		599 HUB	3.50
6/5/2008	1970	Animals and more animals.	LCCN: 70-123795	591 POD	2.71
6/5/2008	1960	The bear family.		599 MAS	2.94
6/5/2008	1964	The big book of wild animals.		591 GRE	4.46
6/5/2008	1965	Birds and their beaks.	LCCN: 65-11045	598.2 EAR	2.94
6/5/2008	1952	Birds and their nests.	LCCN: 52-5931	598.2 EAR	2.94
6/5/2008	1954	Birds and their world.	LCCN: 54-10453	598.2 FEN	3.50
6/5/2008	1962	Birds of the crow family;	LCCN: 62-7092	598.2 EAR	2.94
6/5/2008	1962	A black bear's story.		599 LIE	10.00
6/5/2008	1970	Everyday turtles, toads, and their kin	LCCN: 73-104069	598.1 ALL	3.23
6/5/2008	1954	Paws, hoofs and flippers.		599 EAR	3.78
6/5/2008	1933	Reptiles of the world; the crocodillians, lizards, snakes, turtles and tortoises of	LCCN: 33-32380	598.1 DIT	15.00
6/5/2008	1970	Robins fly north, robins fly south.	LCCN: 70-109907	598.2 KAU	10.00
6/5/2008	1958	Robins on the window sill	LCCN: 58-6604	598.2 EBE	3.20
6/5/2008	1962	Wonders of animal disguises.	LCCN: 62-9449	591 LAV	2.75
6/5/2008	1965	Young eagle.	LCCN: 65-15354	598.2 FRE	3.12
6/5/2008	1960	About caves	LCCN: 60-5765	551.4 SHA	1.88
6/5/2008	1963	About dams	LCCN: 63-7003	627.8 HAR	1.88
6/5/2008	1960	About our weather.	LCCN: 60-6126	551.59 GIB	10.00
6/5/2008	1965	About salt,	LCCN: 65-20893	553 TEL	19.88
6/5/2008	1997	Africa	LCCN: 96-30746	960 REG	20.00
6/5/2008	1962	Air.		551.5 ADL	17.95
6/5/2008	1960	Air all around	LCCN: 60-8037	551.5 PIN	10.00
6/5/2008	1962	All about our 50 states.		917.3 RON	2.88
6/5/2008	1964	Along the seashore	LCCN: 63-10808	574.92 BUC	10.00
6/5/2008	1929	American folk and fairy tales.		398.2 FIE	4.95
6/5/2008	1963	The American Indian story.		970.1 MCN	4.25
6/5/2008	1960	American Indians, yesterday and today : a profusely illustrated encyclopedia o	LCCN: 58-9575	970.1 GRA	5.95
6/5/2008	1958	The American Revolution, 1760-1783.		973.33 BLI	3.48
6/5/2008	1962	American's buried past : the story of North American archaeology.		913.73 BAL	3.29
6/5/2008	1960	Animal clocks and compasses : from animal migration to space travel.		591.5 HYD	3.28
6/5/2008	1940	Animal stories.		398.2 DEL	4.95
6/5/2008	1967	The art and science of color,	LCCN: 67-22957	535.6 HEL	5.72
6/5/2008	1970	At home in its habitat; animal neighborhoods,	LCCN: 74-101839	574.5 BUS	5.21
6/5/2008	1963	The Aztec Indians of Mexico	LCCN: 63-7198	972.01 BLE	15.00
6/5/2008	1970	The beaver pond,	LCCN: 72-120161	574.92 TRE	12.95
6/5/2008	1969	Before the Indians.	LCCN: 73-5236	970.1 MAY	10.00
6/5/2008	1962	The Big Dipper.	LCCN: 62-10999	523.8 BRA	10.00
6/5/2008	1946	Big tree,	LCCN: 46-7347	582 BUF	3.50
6/5/2008	1972	Biography of a leaf.	LCCN: 79-181323	581.4 DAV	10.00
6/5/2008	1970	Birds in flight.	LCCN: 79-101587	598.2 KAU	7.25
6/5/2008	1959	Birth of an island.	LCCN: 59-5321	551.4 SEL	2.92
6/5/2008	1948	Blue fairy book.		398.2 LAN	3.59
6/5/2008	1983	Body maintenance	LCCN: 82-50056	612 WAR	8.90
6/5/2008	1970	Bones	LCCN: 69-15878	574.4 ALL	10.00
6/5/2008	1957	Bowleg Bill : seagoing cowpuncher.		398.2 FEL	3.25
6/5/2008	1954	Bubo, the great horned owl	LCCN: 54-8853	598.2 GEO	3.95
6/5/2008	1963	California Indian days.	LCCN: 63-7571	970.4 BAU	3.48
6/5/2008	1968	California Indian days.	LCCN: 68-22468	970.4 BAU	8.95
6/5/2008	1961	Carbon-14, and other science methods that date the past	LCCN: 61-15316	541 POO	3.50
6/5/2008	1956	Caves : the first book of.		551.4 HAM	1.98
6/5/2008	1964	The cell,	LCCN: 64-15570	574.8 PFE	6.60
6/5/2008	1980	China from Manchu to Mao (1699-1976)	LCCN: 79-22269	951 ROB	10.95
6/5/2008	1972	The colony of Rhode Island,	LCCN: 70-189517	917.45 WEB	3.75
6/5/2008	1981	Comets, meteors, and asteroids	LCCN: 80-39720	523.6 BER	7.95
6/5/2008	1967	The community of living things : parks and gardens	LCCN: 67-20820	574.5 RES	12.00
6/5/2008	1952	The conquest of the North and South Poles; adventures of the Peary and Byrd	LCCN: 52-7228	998 OWE	3.43
6/5/2008	1963	Coral reefs.		551.4 DAR	2.88
6/5/2008	1958	Coronado and his captains	LCCN: 58-10090	970.01 CAM	10.00
6/5/2008	1965	Cortes and the Aztec conquest.	LCCN: 65-11533	972 HOR	15.00
6/5/2008	1972	Dandelion, pokeweed, and goosefoot: how the early settlers used plants for fo	LCCN: 72-1836	581.6 SCH	5.95
6/5/2008	1977	Death is natural	LCCN: 76-48923	574.2 PRI	6.95
6/5/2008	1962	Deep in caves and caverns.		551.4 POO	3.50
6/5/2008	1969	Defense mechanisms: from virus to man,	LCCN: 68-11836	574.5 HEL	10.00
6/5/2008	1956	Deserts	LCCN: 56-6362	551.4 GOE	2.94
6/5/2008	1959	Diamonds.	LCCN: 59-5351	553 ZIM	12.94
6/5/2008	1981	The Discoverers.		910.92 GRA	6.95
6/5/2008	1979	The discoverers	LCCN: 79-11548	910.92	15.00
6/5/2008	1960	Discoverers of the New World.		973.1 BER	13.00
6/5/2008	1969	Discovering the outdoors; a nature and science guide to investigating life in fie	LCCN: 69-10717	574 PRI	10.00
6/5/2008	1969	Drop by drop: a look at water,	LCCN: 69-10339	532 STO	10.00
6/5/2008	1993	The earth and how it works	LCCN: 92-54317	550 PAR	15.00
6/5/2008	1978	Earth in motion : the concept of plate tectonics	LCCN: 77-12568	551.1 FOD	10.00
6/5/2008	1963	The earth's crust	LCCN: 63-10011	551.1 ADL	2.68
6/5/2008	1976	Easter Island : land of mysteries	LCCN: 75-32247	996.18 MAN	7.42
6/5/2008	1966	Easy physics projects: air, water, and heat,	LCCN: 65-22194	530.72 FER	3.50
6/5/2008	1971	Ecology: man's effects on his environment and its mechanisms.	LCCN: 74-153860	574.5 HOK	15.00
6/5/2008	1997	Egypt	LCCN: 96-33473	962 LOV	20.00

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6/5/2008	1963	Egypt, gift of the Nile.		913.32 FAI	20.00
6/5/2008	1964	The Egyptians knew.		913.32 PIN	18.96
6/5/2008	1965	Electricity in your life	LCCN: 65-12275	537.2 ADL	3.95
6/5/2008	1968	The endless steppe; growing up in Siberia,	LCCN: 68-13582	915.7 HAU	15.00
6/5/2008	1973	Estuaries; where rivers meet the sea,	LCCN: 72-86506	574.5 PRI	4.95
6/5/2008	1959	Everyday life in prehistoric times.		913.03 QUE	3.15
6/5/2008	1965	Everyday wildflowers	LCCN: 65-11028	582 ALL	2.73
6/5/2008	1957	Experiments with a microscope.		578 BEE	3.50
6/5/2008	1957	Experiments with light.		535.072 BEE	3.50
6/5/2008	1963	Exploration of Africa,	LCCN: 63-11738	960 HOR	9.89
6/5/2008	1968	Exploring and understanding plant structure,	LCCN: 68-17020	581.1 BRO	10.00
6/5/2008	1963	Exploring biology.		574 HAR	3.12
6/5/2008	1957	Exploring the weather.		551.59 GAL	13.48
6/5/2008	1968	Exploring the world.	LCCN: 67-26377	910.4 MOO	7.10
6/5/2008	1966	Exploring the world of archaeology,	LCCN: 66-7931	913 CLE	3.95
6/5/2008	1981	The eye and seeing	LCCN: 80-54827	612 WAR	8.90
6/5/2008	1955	Fire in your life.		536 ADL	3.49
6/5/2008	1971	The first Americans,	LCCN: 78-173292	970.1 JAM	12.00
6/5/2008	1965	The first book of American expansion.	LCCN: 65-11741	973 BLA	1.98
6/5/2008	1964	The first book of ancient Crete & Mycenae	LCCN: 64-12120	913.39 ROB	1.98
6/5/2008	1962	The first book of light.	LCCN: 62-10059	535 HAR	1.98
6/5/2008	1950	The first book of stones.	LCCN: 50-9849	552 COR	15.98
6/5/2008	1965	The first book of the ancient Maya	LCCN: 65-11746	972 BEC	12.00
6/5/2008	1966	The first book of the Aztecs	LCCN: 66-18671	972 BEC	10.00
6/5/2008	1968	The first book of the Cliff Dwellers,	LCCN: 68-11138	970.4 MAR	6.10
6/5/2008	1966	The first book of the Santa Fe Trail	LCCN: 66-12148	978.9 PLA	10.00
6/5/2008	1964	The first book of the seashore.	LCCN: 64-20618	574.92 BLA	1.98
6/5/2008	1965	The first book of the White House : home-- office-- museum	LCCN: 65-11383	917.53 JON	4.98
6/5/2008	1972	The first book of volcanoes and earthquakes,	LCCN: 72-2301	551.2 MAR	5.95
6/5/2008	1961	the first book of Washington D.C : the nation's capital.		917.53 EPS	1.98
6/5/2008	1984	A first look at rocks	LCCN: 83-40394	552 SEL	19.85
6/5/2008	1964	Flash, crash, rumble, and roll,	LCCN: 64-18161	551.5 BRA	15.00
6/5/2008	1967	Floating and sinking,	LCCN: 67-15396	532 BRA	10.00
6/5/2008	1972	Folk stories of the South	LCCN: 70-134672	398.2 JAG	6.95
6/5/2008	1982	Food and digestion	LCCN: 82-50057	612 WAR	8.90
6/5/2008	1962	Forest giants : the story of the California redwoods.		582 HUN	2.82
6/5/2008	1962	Fossils : a guide to prehistoric life.		560 ZIM	15.95
6/5/2008	1968	Four seasons in the woods.	LCCN: 68-15324	574 KAN	10.00
6/5/2008	1962	The French and Indian Wars.		973.2 AME	4.79
6/5/2008	1960	Friction all around,	LCCN: 60-14224	531 PIN	2.63
6/5/2008	1970	From field to forest; how plants and animals change the land.	LCCN: 79-101840	574.5 PRI	10.00
6/5/2008	1946	Fun with figures.		513 FRE	2.59
6/5/2008	1967	Gems, minerals, crystals and ores		552 PEA	14.00
6/5/2008	1960	The giant Golden book of mathematics : exploring the world of numbers and s	LCCN: 60-14879	510 ADL	4.79
6/5/2008	1961	The Golden book of California : from the days of the Spanish explorers to the	LCCN: 61-8491	979.4 SHA	6.95
6/5/2008	1963	The Golden book of lost worlds; great civilizations of the past.	LCCN: 63-14920	913 CHE	9.95
6/5/2008	1952	The Golden treasury of natural history.		REF 574 PAR	4.99
6/5/2008	1960	Grasses.	LCCN: 60-9800	581 EBE	10.00
6/5/2008	1972	Great American deserts	LCCN: 72-75382	551.4 FIN	3.68
6/5/2008	1967	Great moments in American history,	LCCN: 67-27107	REF 973 NIS	5.73
6/5/2008	1957	Guide to the microscope.		578 BEI	3.50
6/5/2008	1963	Gyroscopes : what they are and how they work.		531 SPA	3.39
6/5/2008	1981	Halley's comet	LCCN: 81-3314	523.6 AND	7.95
6/5/2008	1960	Hawaii: fiftieth star.	LCCN: 60-5452	996.9 DAY	15.00
6/5/2008	1988	Health and hygiene.		613 WAR	12.40
6/5/2008	1992	Heart and lungs	LCCN: 90-42881	612.1 SAU	15.00
6/5/2008	1973	Heat and its uses	LCCN: 72-12087	536 ADL	3.96
6/5/2008	1970	High meadow; the ecology of a mountain meadow,	LCCN: 79-105736	574.5 HEA	4.14
6/5/2008	1984	Kon-Tiki : across the Pacific by raft	LCCN: 84-42785	910.4 HEY	12.00
6/5/2008	1983	The land and people of Indonesia	LCCN: 82-48964	959.8 SMI	17.00
6/5/2008	1992	The land of the Pharaohs	LCCN: 92-7510	913.32 TER	3.86
6/5/2008	1950	Lee & Grant at Appomattox	LCCN: 50-10561	973 KAN	10.00
6/5/2008	1947	Legends of Paul Bunyan.		398.2 FEL	4.89
6/5/2008	1969	Let's look at flowers.	LCCN: 69-12215	582.13 HUN	5.25
6/5/2008	1962	Light and color.		535 HEA	2.52
6/5/2008	1966	Light and vision,	LCCN: 66-27561	535 MUE	6.60
6/5/2008	1961	Lightning,	LCCN: 61-6841	551.5 BEN	2.95
6/5/2008	1952	Lightning and thunder;	LCCN: 52-5063	551.5 ZIM	15.94
6/5/2008	1965	Lines and shapes : a first look at geometry	LCCN: 65-13224	513 RUS	2.44
6/5/2008	1960	The living laboratory : 200 experiments for amateur biologists.		574 WIT	4.95
6/5/2008	1953	Lone Muskrat.		599 ROU	2.95
6/5/2008	1963	Look at a flower.	LCCN: 63-12650	581 DOW	4.50
6/5/2008	1990	Lumps, bumps, and rashes	LCCN: 90-32785	618.9 NOU	5.25
6/5/2008	1982	The lungs and breathing	LCCN: 81-51680	612 WAR	8.90
6/5/2008	1956	Major; the story of a black bear,	LCCN: 56-5182	599 MCC	2.94
6/5/2008	2000	Mars	ISBN: 0-7368-0520-6	523.43 KIP	18.00
6/5/2008	1982	Mars and the inner planets	LCCN: 81-22029	523.4 VOG	10.00
6/5/2008	1965	Mathematics illustrated dictionary; facts, figures, and people including the ne	LCCN: 64-8272	REF 510.3 BEN	3.99
6/5/2008	1961	The Maya : Indians of Central America	LCCN: 61-6964	972 BLE	15.00

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6/5/2008	1960	Maya, land of the turkey and the deer	LCCN: 60-13029	972.8 VON	12.00
6/5/2008	1959	Men, moss and reindeer : the challenge of Lapland.		914.71 BER	2.60
6/5/2008	1973	Mice, moose, and men; how their populations rise and fall.	LCCN: 73-4926	574.5 MCC	4.25
6/5/2008	1960	Mike Fink, best of the keelboatmen	LCCN: 60-6178	398.2 FEL	3.25
6/5/2008	1952	Mister Stormalong.		398.2 MAL	3.00
6/5/2008	1997	Moons	LCCN: 96-26775		3.95
6/5/2008	1960	Mountains on the move.		551.4 BLO	3.50
6/5/2008	1959	National monuments : the first book of.		917.3 LOB	1.98
6/5/2008	1964	National parks; a guide to the national parks and monuments of the United States	LCCN: 64-10306	917.3 JEN	5.99
6/5/2008	1964	Natural history adventures,	LCCN: 64-11592	574 CAR	15.00
6/5/2008	1969	Natural partnerships; the story of symbiosis,	LCCN: 68-10122	574.5 SHU	10.00
6/5/2008	1966	Natural wonders of the world.	LCCN: 66-7414	574 STO	4.04
6/5/2008	1969	A Navajo saga,	LCCN: 68-56028	970.3 BEN	8.95
6/5/2008	1997	The new book of space	LCCN: 97-11143	520 SCA	22.95
6/5/2008	1958	New tall tales of Pecos Bill.		398.2 FEL	3.95
6/5/2008	1976	A night to remember	LCCN: 75-5462	910 LOR	2.00
6/5/2008	1982	Oil and natural gas	LCCN: 82-6975	553.2 KRA	3.90
6/5/2008	1958	Old Bill, the whooping crane	LCCN: 58-8678	598.2 LIP	3.50
6/5/2008	1990	One day in the tropical rain forest	LCCN: 89-36583	577.34 GEO	1.95
6/5/2008	1962	The otters' tale	LCCN: 62-7807	599 MAX	4.25
6/5/2008	1956	Our American trees;	LCCN: 56-9800	582 DUD	3.40
6/5/2008	1973	Our country's national parks.	LCCN: 72-11075	917.3 MEL	7.50
6/5/2008	1962	Our country's story.	LCCN: 62-8045	973 CAV	12.00
6/5/2008	1971	Our dirty air,	LCCN: 70-141833	628 ELL	3.79
6/5/2008	1950	Our independence and the Constitution		973.3 FIS	12.00
6/5/2008	1997	Our solar system	LCCN: 96-53488	523.2 DAV	13.95
6/5/2008	1961	Ring of bright water.	LCCN: 61-5998	599 MAX	5.95
6/5/2008	1981	The Rio Grande	LCCN: 80-53849	917 JOH	8.97
6/5/2008	1979	The roads we traveled : an amusing history of the automobile	LCCN: 78-21082	629 WAI	8.29
6/5/2008	1946	Robin Hood and his merry outlaws.		398.2 MCS	2.88
6/5/2008	1999	Rocks and minerals	ISBN: 0-517-09333-2	552 STA	16.99
6/5/2008	1965	Salt,	LCCN: 65-18696	553 GOL	17.96
6/5/2008	1973	Sand and man.	LCCN: 72-10184	553.62 WIL	13.49
6/5/2008	1983	Saturn : the spectacular planet	LCCN: 81-43890	523.4 BRA	1.00
6/5/2008	1951	The Sea Hunters : Indians of the Northwest coast.		970.4 BLE	1.00
6/5/2008	1955	Seashores : a guide to animals and plants along the beaches.		574.92 ZIM	1.00
6/5/2008	1963	The secret story of Pueblo Bonito	LCCN: 63-15190	970.6 ELT	2.62
6/5/2008	1964	The secrets of Tutankhamen's tomb	LCCN: 64-20445	913.32 COT	1.00
6/5/2008	1957	See through the jungle.	LCCN: 57-5018	574.9 SEL	2.97
6/5/2008	1962	The Seine, river of Paris.	LCCN: 62-7575	914.4 WIL	2.19
6/5/2008	1965	The Shannon : river of loughs and legends.		914.15 NOW	1.00
6/5/2008	1981	The skeleton and movement	LCCN: 80-54826	612 WAR	8.90
6/5/2008	1961	Space nomads.		523.5 LAP	4.50
6/5/2008	1982	Stars and galaxies	LCCN: 81-22011	523.8 APF	7.90
6/5/2008	1965	The story of lighthouse.		627 CHA	3.73
6/5/2008	1969	The story of maps.	LCCN: 68-22883	526.8 SCH	4.00
6/5/2008	1949	The story of our calendar.		529 BRI	1.00
6/5/2008	1956	Story of the ice age	LCCN: 56-6816	551.7 WYL	1.00
6/5/2008	1966	The story of the Lincoln Memorial	LCCN: 66-7725	917.53 MIL	3.25
6/5/2008	1977	The subnuclear zoo : new discoveries in high energy physics	LCCN: 77-1686	539.7 ENG	6.36
6/5/2008	1982	The sun	LCCN: 81-21991	523.7 LAM	7.90
6/5/2008	1969	Survival in sun and sand	LCCN: 77-77852	574 PON	1.00
6/5/2008	1961	Swamps.		551.45 GOE	2.94
6/5/2008	1963	Wonders of gems.		553 PEA	1.25
6/5/2008	1999	The world almanac atlas of the world	ISBN: 0-88687-856-X	912 WOR	1.00
6/5/2008	1969	World beneath the sea.		551.46 NAT	3.30
6/5/2008	1965	The world of coral.	LCCN: 65-24858	551.4 SIL	2.96
6/5/2008	1964	The world of push and pull.	LCCN: 64-11894	531 UBE	3.07
6/5/2008	1963	The Yangtze: China's river highway.	LCCN: 62-7775	915.1 SPE	2.19
6/5/2008	1969	A year on the desert.	LCCN: 77-79116	574.9 GOO	1.00
6/5/2008	1986	Zimbabwe, a treasure of Africa	LCCN: 85-6944	968.91 STA	1.00
6/5/2008	1970	Circuses and fairs in art	LCCN: 64-8205	704.94 HAR	2.00
6/5/2008	1965	Farms and farmers in art.		704.94 HAR	3.95
6/5/2008	1965	The horse in art.	LCCN: 64-22378	704.94 ZUE	3.95
6/5/2008	1963	Adventures in the wilderness	LCCN: 63-13058	970 PLA	4.79
6/5/2008	1961	The Amazon, river sea of Brazil.	LCCN: 61-11148	918.1 SPE	2.19
6/5/2008	1989	The American flag	LCCN: 89-42930	929.9 ROL	2.00
6/5/2008	1957	America's First World War : General Pershing and the Yanks.	LCCN: 57-7510	940.37 CAS	6.00
6/5/2008	1962	Ancient Bible lands : the first book of.		933 ROB	1.98
6/5/2008	1963	Ancient Egypt.		932 GRE	3.00
6/5/2008	1984	Ancient Egypt	LCCN: 84-3653	932 ROB	8.90
6/5/2008	1984	Ancient Greece	LCCN: 83-21572	938 ROB	2.00
6/5/2008	1951	The Apache Indians, raiders of the Southwest	LCCN: 51-1614	970.3 BLE	2.00
6/5/2008	1962	Away to the lands of the Andes : Colombia, Ecuador, Peru, Bolivia, Chile.		918 NEV	3.50
6/5/2008	1960	Baboushka and the three kings : adapted from a Russian folk tale	LCCN: 60-15036	-E- 398.2 ROB	2.00
6/5/2008	1969	The Battle of the Bulge	LCCN: 74-78441	940.542 AME	7.79
6/5/2008	1937	The book of the ancient Romans : an introduction to the history and civilization		937 MIL	4.00
6/5/2008	1925	The book of the ancient Greeks : an introduction to the history and civilization		938 MIL	4.00
6/5/2008	1953	California fairy tales.		398.2 SHA	4.50

**Janesville School Library Weeding Log/Discard List From 10/04/2018 to 01/11/2021. Books are either damaged beyond repair, dated, superseded, trivial or have no check out history. This list also includes books marked as lost. All books acquired from 1954 through June 2008 were funded through LCOE. July 2008 through January 2021 were funded by the District, PTO, or donated.**

Acquisition Date	Published	Title	Standard Number	Call Number	Price or Value
6/5/2008	1948	California stepping-stones : a history for young Californians.		979.4 BUE	2.98
6/5/2008	1963	Captain Cook and the South Pacific,	LCCN: 63-19987	919 HOR	4.79
6/5/2008	1978	Carrier victory : the air war in the Pacific	LCCN: 78-56720	940.54 LIN	8.95
6/5/2008	1963	Castle, abbey and town : how people lived in the Middle Ages.		940.1 BLA	3.25
6/5/2008	1955	Cave men of the old stone age.	LCCN: 56-13661	E 930 KRA	2.35
6/5/2008	1952	The Cherokee : Indians of the mountains,		970.3 BLE	2.94
6/5/2008	1955	The Chippewa Indians, rice gatherers of the Great Lakes	LCCN: 55-8846	970.3 BLE	2.95
6/5/2008	1963	Chivalry and the mailed knight	LCCN: 63-7731	940.1 BUE	2.32
6/5/2008	1962	Christmas everywhere : a book of Christmas customs of many lands	LCCN: 62-13303	394 SEC	2.30
6/5/2008	1953	Crow Indians : hunters of the Northern plains	LCCN: 52-12114	970.3 BLE	2.40
6/5/2008	1959	The crusaders.	LCCN: 59-7170	940.1 BUE	2.97
6/5/2008	1960	Danger, danger, danger.	LCCN: 60-8808	910.4 WIL	3.71
6/5/2008	1953	The Delaware Indians, eastern fishermen and farmers	LCCN: 53-7104	970.3 BLE	2.95
6/5/2008	1966	Everyday life in Renaissance times	LCCN: 66-14320	940.2 CHA	1.25
6/5/2008	1965	Exploring Death Valley	LCCN: 65-15756	PB 917.94 KIR	2.30
6/5/2008	1964	Famous artists of the past.	LCCN: 64-10373	920 CHA	0.99
6/5/2008	1968	Ferdinand and Isabella.	LCCN: 68-14974	946 MCK	2.30
6/5/2008	1959	First book of medieval man	LCCN: 59-5258	940.1 SOB	1.98
6/5/2008	1960	The first book of Oregon Trail	LCCN: 60-5575	978 HAV	1.98
6/5/2008	1962	The first book of stone age man	LCCN: 62-10062	930.12 DIC	2.54
6/5/2008	1962	The first book of stone age man	LCCN: 62-10062	930.12 DIC	1.98
6/5/2008	1962	The first book of the Vikings	LCCN: 62-7390	948 RIC	1.98
6/5/2008	1964	Flags of the U.S.A.	LCCN: 64-12115	929.9 EGG	4.95
6/5/2008	1965	Freedom	LCCN: 65-13791	973 MIE	1.25
6/5/2008	1965	From Casablanca to Berlin.	LCCN: 62-22653	940.542 BLI	10.00
6/5/2008	1959	The Golden book of the American Revolution	LCCN: 59-16497	973.3 AME	1.95
6/5/2008	1977	The Greek armies	LCCN: 78-304717	938 CON	1.20
6/5/2008	1978	Hannibal and the enemies of Rome	LCCN: 79-65844	937 CON	1.35
6/5/2008	1957	Harbors of California.		917.94 HAR	2.95
6/5/2008	1982	H.M.S. Hood vs. Bismarck : the battleship battle	LCCN: 82-6817	940.54 TAY	2.25
6/5/2008	1957	Horsemen of the western plateaus : the Nez Perce Indians	LCCN: 57-5111	970.3 BLE	2.95
6/5/2008	1950	Indians of the longhouse : the story of the Iroquois	LCCN: 50-4865	970.3 BLE	2.94
6/5/2008	1997	Ireland	ISBN: 0-7910-4741-5	941.5 POM	18.46
6/5/2008	1983	Italy, balanced on the edge of time	LCCN: 82-17722	945 DIF	12.00
6/5/2008	1962	Knights of the crusades	LCCN: 62-11593	940.1 HOR	4.79
6/5/2008	1963	Lexington, Concord and Bunker Hill.		973.3 AME	4.79
6/5/2008	1961	Life in the ancient world.		930 WIN	15.49
6/5/2008	1964	The Long armistic, 1919-1939; Europe between wars : the first book of.		940.5 SNY	1.98
6/5/2008	1963	The many faces of World War I.	LCCN: 63-16800	940.3 WER	5.65
6/5/2008	1969	Medical Corps heroes of World War II.	LCCN: 69-17442	940.547 BLA	6.95
6/5/2008	1965	Men of valor; the story of World War II.	LCCN: 65-20333	940.54 MIE	4.50
6/5/2008	1948	Mission tales series.		917.94 ROB	10.00
6/5/2008	1958	The Navajo, herders, weavers, and silversmiths	LCCN: 58-5025	970.3 BLE	3.14
6/5/2008	1960	Naval battles and heroes,	LCCN: 60-13854	973 AME	4.79
6/5/2008	1964	New found world.		980 SHI	5.00
6/5/2008	1978	Okinawa : the great island battle	LCCN: 78-56705	940.54 FRA	8.95
6/5/2008	1964	The Oregon Trail.		978 PAR	15.00
6/5/2008	1962	The pageant of South American history.		980 PEC	6.50
6/5/2008	1957	Palace wagon family : a true story of the Donner Party.		978 SUT	3.39
6/5/2008	1973	People of the ice age.	LCCN: 72-85191	913 GOO	5.95
6/5/2008	1961	A promise to our country : "I pledge allegiance--"	LCCN: 61-9468	929.9 CAL	2.28
6/5/2008	1966	The Rimac, river of Peru	LCCN: 67-10021	918.5 CRO	2.19
6/5/2008	1975	The Roman army	LCCN: 76-370664	937 CON	10.20
6/5/2008	1962	San Francisco.		917.94 FRI	2.75
6/5/2008	1985	Scotland	LCCN: 84-23227	941.1 SUT	15.95
6/5/2008	1969	The search for King Arthur.	LCCN: 77-91594	942.01 HIB	13.00
6/5/2008	1954	The Seminole Indians	LCCN: 54-5079	970.3 BLE	2.95
6/5/2008	1962	The Sioux Indians, hunters and warriors of the plains	LCCN: 62-7718	970.3 BLE	15.00
6/5/2008	1963	The Spanish-American West : the first book of.		979 CAS	1.98
6/5/2008	1962	The Spanish Armada	LCCN: 62-8729	942.05 BUE	10.00
6/5/2008	1969	The stars and stripes; the story of our flag.	LCCN: 69-17833	929.9 WER	6.95
6/5/2008	1987	The Stars and stripes : World War II front pages.	LCCN: 87-7166	929.9 FRE	17.19
6/5/2008	1944	The story of California.		979.4 MCN	3.27
6/5/2008	1970	The story of Old Glory	LCCN: 79-110036	Nonf	10.00
6/5/2008	1955	The story of San Francisco	LCCN: 54-6272	979.46 JAC	12.00
6/5/2008	1977	The story of the Battle of the Bulge	LCCN: 77-5431	940.542 STE	5.25
6/5/2008	1983	Sweden, a good life for all	LCCN: 82-17683	948.5 OLS	9.95
6/5/2008	1964	The Thames, London's river.	LCCN: 64-12628	942.1 STR	15.00
6/5/2008	1967	They lived like this in ancient India.	LCCN: 67-17660	913.34	10.00
6/5/2008	1952	Trappers and traders of the Far West,	LCCN: 52-7230	979.5 DAU	4.79
6/5/2008	1952	The Trojan War	LCCN: 52-7194	939 COO	3.75
6/5/2008	1964	The U.S. frogmen of the World War II.		940.54 BLA	2.48
6/5/2008	1968	The Viking explorers.	LCCN: 67-24146	948 BUE	5.95
6/5/2008	1965	The Volga : lifeline of Russia.		947 HAL	3.95
6/5/2008	1972	Wild Alaska	LCCN: 74-190658	917.98 BRO	15.95
6/5/2008	1955	Winning of the West.		978 MCC	3.48
6/5/2008	1994	Time for Andrew : a ghost story	LCCN: 93-2877	AR FIC HAH	8.99
6/5/2008	1999	Junie B. Jones and the mushy gushy valentine (i.e.valentine)	LCCN: 99-40615	_E PAR	12.00
6/5/2008	1965	Colonial craftsmen and their beginnings of American ind.		REF 609.73 TUN	6.95



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6/5/2008	1967	The way things work : an illustrated encyclo- of technology.		603 WAY	15.00
6/5/2008	1957	An adventure in geometry.		513 RAV	3.75
6/5/2008	1964	Quick and easy math.	LCCN: 64-12276	510 ASI	3.00
6/12/2008	1997	On the field with...Emmit Smith.	ISBN: 0-316-13673-5	Accelerated Reader B C	6.00
6/12/2008	1983	A boy's will	ISBN: 0-395-54962-0	FIC HAU	8.00
8/24/2008	1990	Castle Roogna	LCCN: 79-50375	FIC ANT	10.00
8/24/2008	1987	Centaur aisle	LCCN: 81-67841	FIC ANT	10.00
8/24/2008	1977	A spell for Chameleon	LCCN: 77-1666	FIC ANT	11.00
9/15/2008	2007	The rise of the black wolf	ISBN: 978-0-545-01976-7	PB FIC BEN	7.99
9/15/2008	2008	Diary of a wimpy kid : Rodrick rules	ISBN: 978-0-8109-9552-9	PB FIC KIN	8.50
9/26/2008	1992	Hush little darling : a Christmas song	LCCN: 94-128745	E 782.42 GOO	8.00
9/26/2008	1992	Hush little darling : a Christmas song	LCCN: 94-128745	E 782.42 GOO	8.00
9/26/2008	2008	First space encyclopedia	ISBN: 0-7566-3906-9	520	18.00
9/29/2008	2001	Smart boys : talent, manhood, and the search for meaning	LCCN: 2001-31388	T 155.33	20.00
10/27/2008	2007	Fabulous Frogs	ISBN: 978-0-545-03269-8	_E_ 597.8 UNS	17.00
11/3/2008	2000	Dragons of autumn twilight	ISBN: 978-0-7869-1574-3 (pbk.)	PB FIC WEI	10.00
11/3/2008	1985	Dragons of spring dawning	LCCN: 2002-568017	PB FIC WEI	10.00
11/3/2008	2000	Dragons of winter night	LCCN: 99-65605	PB FIC WEI	10.99
11/5/2008	2008	Can you see what I see? : on the road	ISBN: 978-0-545-04709-8	E 793.73 WIC	16.99
11/20/2008	2005	Emperor Mage	ISBN: 1-41690337-2 (pbk.)	PB FIC PIE	7.50
11/20/2008	2006	The realms of the gods	ISBN: 978-1-41690817-3	PB FIC PIE	6.99
11/24/2008	1996	It happened at Camp Pine Tree	ISBN: 0-553-48328-5	FIC MON	15.00
11/24/2008	1996	Watch out for room 13	ISBN: 0-553-48330-7 (pbk.)	FIC HIL	15.00
12/16/2008	2002	Ask the bones : scary stories from around the world	ISBN: 0-14-230140-X (pbk.)	398.27 OLS	10.00
1/14/2009	1995	Who's been sleeping in my grave?	LCCN: 95-232285	FIC STI	5.99
1/26/2009	2005	Eragon	ISBN: 0-375-82669-6 (pbk.)	FIC PAO	13.00
1/26/2009	1990	Running on empty	ISBN: 0-671-74107-1 (pbk.)	PB FIC DIX	5.99
2/27/2009	2004	The burning	ISBN: 0-439-40562-9 (pbk.)	FIC LAS	12.00
2/27/2009	2006	The first collier	ISBN: 978-0-439-79568-5 (pbk.)	PB FIC LAS	10.00
2/27/2009	2005	The hatchling	ISBN: 978-0-439-73950-4	FIC LAS	10.00
2/27/2009	2003	The capture	ISBN: 0-439-40557-2 (pbk.)	FIC LAS	10.00
3/13/2009	1991	Bicycles	ISBN: 0-8123-6985-8	629.28 THO	10.00
3/25/2009	1996	Fright knight	ISBN: 0-671-52947-1	PB FIC STI	7.99
3/25/2009	1995	Trapped in Bat Wing Hall	ISBN: 0-590-56646-6	PB FIC STI	7.99
4/23/2009	1982	Ogre, ogre	ISBN: 0-345-35492-3	FIC ANT	10.00
4/23/2009	1991	To Build a Fire.	ISBN: 1-55739-190-4	VID TO	20.00
4/30/2009	2008	If wishes were horses : a Kona story	LCCN: 2008-12784	_E_ FIC MIL	8.00
5/20/2009	2008	The pigeon wants a puppy!	LCCN: 2008-762	E WIL	8.00
5/21/2009	2009	Diary of a wimpy kid : the last straw	LCCN: 2008-60022	E FIC KIN	15.00
5/21/2009	1996	Eyewitness seashore	ISBN: 0-7894-0722-1	VID SEA	20.00
6/3/2009	1995	Miss Spider's wedding	LCCN: 94-42096	E FIC KIR	7.00
6/5/2009	2005	Wild magic	ISBN: 1-41690343-7 (pbk.)	FIC PIE	6.00
9/8/2009	1997	Goosebumps. Triple header. Book 1 : three shocking tales of terror	ISBN: 0-590-35007-2	PB FIC STI	7.00
9/8/2009	1997	Goosebumps. Triple header. Book 1 : three shocking tales of terror	ISBN: 0-590-35007-2	PB FIC STI	7.00
9/8/2009	1998	Goosebumps. Triple header. Book 2 : three shocking tales of terror	ISBN: 0-590-76252-4	PB FIC STI	7.00
9/8/2009	1996	Night in werewolf woods	ISBN: 0-590-67319-X	PB FIC STI	7.00
9/8/2009	1995	Days of air and darkness	ISBN: 0-553-57262-8	PB FIC KER	10.00
9/8/2009	1994	Days of blood and fire : a novel of the Westlands	ISBN: 0-553-29012-6	FIC KER	10.00
9/8/2009	1986	War of the twins	LCCN: 85-52462	FIC WEI	10.00
9/23/2009	2002	Lemony Snicket : the unauthorized autobiography.	ISBN: 0-06-056225-0 (pbk.)	FIC SNI	7.00
9/23/2009	1995	A night in Terror Tower	ISBN: 0-590-48351-X	FIC STI	7.00
10/22/2009	2003	Transformers Armada : the quest	ISBN: 978-0-7894-9742-0 (pbk.)	FIC DON	4.00
11/16/2009	1993	Broken hearts	ISBN: 0-671-78609-1	FIC STI	7.00
11/16/2009	1995	Final grade	ISBN: 0-671-86838-1	FIC STI	7.00
11/16/2009	1992	First date	ISBN: 0-671-73865-8	FIC STI	7.00
11/16/2009	1996	The golden angel	ISBN: 0-8167-4118-2 (pbk.)	FIC WEY	7.00
11/16/2009	1996	Night games	ISBN: 0-671-52958-7	FIC STI	7.00
11/16/2009	1996	Marie. [Book one] : an invitation to dance, France, 1775	ISBN: 0-689-80985-9 (pb)	FIC KUD	7.00
11/30/2009	1984	Mandle and the ghost bandits	LCCN: 84-71151	FIC LEP	7.00
11/30/2009	1994	The new boy	LCCN: 94-131410	FIC STI	5.99
11/30/2009	1996	The beast from the East	ISBN: 978-0-439-72403-6 (pbk.)	FIC STI	8.00
11/30/2009	1997	Werewolf skin	LCCN: 2003-586094	PB FIC STI	7.99
12/1/2009	1996	An angel for Molly	ISBN: 0-8167-3915-3	FIC WEY	5.99
12/1/2009	1993	Night of the living dummy	ISBN: 0-590-46617-8	FIC STI	5.99
1/4/2010	1991	The ghost in the noonday sun	ISBN: 0-590-43662-7 (pbk.)	FIC FLE	8.00
2/22/2010	1989	Everyone else's parents said yes	ISBN: 0-440-40333-2	AR FIC DAN	7.00
2/25/2010	2000	The black raven	ISBN: 0-553-57919-3	PB FIC WEI	10.00
3/8/2010	1990	Dawn and the older boy	ISBN: 0-590-73337-0	FIC MAR	7.00
3/8/2010	1990	Dawn's wicked stepsister	ISBN: 0-590-42497-1	FIC MAR	7.00
3/8/2010	2008	A triple scoop of rage with giggle sprinkles : by Jamie Kelly	ISBN: 978-0-545-08837-4 (pbk.)	PB FIC BEN	10.00
3/8/2010	1996	Juliet. [Book one] : a dream takes flight, England, 1339	ISBN: 0-689-80983-2	FIC KIR	5.25
3/8/2010	1996	Kai. [Book one] : a mission for her village, Africa, 1440	LCCN: 96-15703	FIC THO	7.00
3/8/2010	1996	Marie. [Book one] : an invitation to dance, France, 1775	ISBN: 0-689-80985-9 (pb)	FIC KUD	7.00
3/8/2010	1996	Shannon. [Book one] : a Chinatown adventure, San Francisco, 1880	LCCN: 96-2068	FIC KUD	3.00
4/28/2010	1997	Arthur's lost library book plus D.W.'s imaginary friend.		VID	20.00
5/4/2010	1995	Lostman's River	ISBN: 0-380-72396-4	AR FIC DEF	7.00
5/4/2010	2002	Dragons of summer flame	LCCN: 2001-89467	PB FIC WEI	10.99
5/4/2010	1971	Little house in the big woods	LCCN: 52-7525	FIC WIL	10.00
9/20/2010	2003	Voices of ancient Egypt	LCCN: 2001-7356	932 WIN	20.00

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9/21/2010	2007	The lemonade war	ISBN: 0-545-21863-2 (pbk.)	FIC DAV	8.00
9/29/2010	1957	Henry and the paper route	ISBN: 0-688-31380-9 (lib. bdg.)	FIC CLE	12.00
10/14/2010	1993	Calling on dragons	ISBN: 0-590-48467-2	FIC WRE	7.00
1/1/2011	1990	Monsters, strange dreams and UFOs	ISBN: 0-8125-9425-8	001.9 EME	5.00
1/10/2011	2008	Diary of a wimpy kid : Rodrick rules	ISBN: 978-0-8109-9552-9	PB FIC KIN	8.50
1/10/2011	2010	Diary of a wimpy kid : the ugly truth	LCCN: 2010-33360	FIC KIN	10.00
1/10/2011	1992	Hush little darling : a Christmas song	LCCN: 94-128745	E 782.42 GOO	8.00
1/10/2011	2009	Diary of a wimpy kid : the last straw	LCCN: 2008-60022	E FIC KIN	8.50
1/21/2011	1968	The Bantam new college Spanish & English dictionary. Diccionario inglés y esp:	LCCN: 68-29099	463.2	10.00
1/21/2011	1977	The University of Chicago Spanish dictionary : a new concise Spanish-English a	LCCN: 76-449	463.2	8.00
1/21/2011	1977	The University of Chicago Spanish dictionary : a new concise Spanish-English a	LCCN: 76-449	463.2	8.00
1/24/2011	1981	What am i?	LCCN: 79-24262	E 398.6 HIL	10.00
1/31/2011	1991	Wonder's promise	ISBN: 0-06-106085-2 (pbk.)	PB FIC CAM	8.00
1/31/2011	2002	Tuck everlasting	ISBN: 0-374-48013-3 (pbk.)	FIC BAB	8.00
1/31/2011	1996	The girl who cried monster	LCCN: 97-812063	PB FIC STI	10.00
2/4/2011	1999	Harry Potter and the sorcerer's stone	ISBN: 0-590-35342-X (pbk.)	FIC ROW	10.00
2/4/2011	2007	Diary of a wimpy kid : a novel in cartoons	ISBN: 978-0-8109-9313-6	PB FIC KIN	8.00
2/18/2011	1987	Hatchet	ISBN: 0-590-98182-X (pbk.)	FIC PAU	7.00
2/18/2011	2002	Snuffy goes to school	ISBN: 0-8499-7760-6	E JAY	3.00
3/14/2011	1990	Mrs. Tooley and the terrible toxic tar	ISBN: 0-06-440313-0	FIC DIL	7.00
4/4/2011	1998	Revenge r us	LCCN: 2003-586953	FIC STI	7.00
4/11/2011	1996	The girl who cried monster	LCCN: 97-812063	PB FIC STI	6.00
4/12/2011	1989	Cast a single shadow	ISBN: 0-440-40222-0	FIC HOL	7.00
4/15/2011	1989	The secret of Red Gate Farm	ISBN: 978-0-448-09506-6 (trade)	FIC KEE	2.00
4/15/2011	1995	What happened at midnight	ISBN: 978-0-448-08910-2	FIC DIX	0.20
4/15/2011	1996	Acting up	ISBN: 0-671-50488-6	PB FIC DIX	7.00
4/15/2011	1989	Blood money	ISBN: 0-671-74665-0 (pbk.)	PB FIC DIX	2.00
4/15/2011	1993	Road pirates	ISBN: 0-671-73110-6	PB FIC DIX	7.00
4/29/2011	2010	The lost hero	LCCN: 2010-15469	FIC RIO	1.00
5/13/2011	1989	The dagger of death	LCCN: 2008-578465	FIC OLE	1.00
5/13/2011	1987	Paul Revere and the Boston tea party	ISBN: 0-553-15529-6	FIC KOR	7.50
5/13/2011	1989	The dark gods	LCCN: 88-92236	FIC SHE	1.00
5/13/2011	1988	A sound of chariots	ISBN: 0-06-440235-5	FIC HUN	8.00
5/16/2011	1993	Poems for children	LCCN: 92-13791	E 821 JAM	1.00
5/18/2011	1997	Shadow in the north	LCCN: 97-812706	FIC PUL	8.00
1/20/2012	2006	Goosebumps : creepy creatures	ISBN: 0-439-84125-9	FIC STI	1.00
1/20/2012	1995	Tales from the Mos Eisley cantina	ISBN: 978-0-553-56468-6 (pbk.)	PB FIC AND	9.00
1/20/2012	2007	High school musical 2 : the junior novel	LCCN: 2007-922749	FIC GRA	8.00
1/20/2012	2006	High school musical : the junior novel	LCCN: 2006-922819	FIC GRA	8.00
1/23/2012	2006	Avatar : the last airbender. [1]	ISBN: 978-1-59532-891-5 (pbk.)	E FIC 741.5 DIM	8.00
1/23/2012	1996	Star trek, first contact : a special young adult novelization	ISBN: 0-671-00128-0	PB FIC VOR	7.00
1/23/2012	1998	Star trek, insurrection : a young adult novelization	ISBN: 0-671-02107-9 (pbk.)	PB FIC VOR	8.00
5/3/2012	2011	The surge	ISBN: 0-545-39462-7 (pbk.)	FIC SMI	8.00
10/3/2012	1959	The house on the cliff.	ISBN: 0-448-08902-5	FIC DIX	1.25
10/3/2012	2008	Diary of a wimpy kid : Rodrick rules	ISBN: 978-0-8109-9552-9	FIC KIN	1.25
10/15/2012	2012	The Kane Chronicles survival guide	LCCN: 2011-27111	FIC KNI	3.00
10/15/2012	2003	The secret of the old clock	ISBN: 0-448-09501-7	FIC KEE	3.00
10/15/2012	2010	The red pyramid	ISBN: 978-0-545-39826-8 (pbk.)	FIC RIO	3.00
10/23/2012	1999	The big golden book of space	LCCN: 98-84175	520 GLO	4.25
12/14/2012	2001	Exploring the ice age	LCCN: 99-44202	936 COO	4.25
12/17/2012	2011	Skippyjon Jones class action	ISBN: 978-0-545-49834-0 (paperba	[E] SCH	8.00
4/2/2013	2012	The dragonet prophecy	LCCN: 2012-288391	FIC SUT	9.00
4/2/2013	2012	Tales from a not-so-smart Miss Know-It-All	LCCN: 2012-23437	FIC RUS	4.00
4/2/2013	2010	Diary of a wimpy kid : the ugly truth	LCCN: 2010-33360	FIC KIN	3.00
4/2/2013	2013	Captain Underpants and the revolting revenge of the Radioactive Robo-Boxers	LCCN: 2012-944030	E FIC PIL	2.25
4/8/2013	1992	The Stinky Cheese Man and other fairly stupid tales	ISBN: 0-590-46627-5	_E_ FIC SCI	2.00
4/10/2013	2012	Amazing giant dinosaurs	ISBN: 978-0-7566-9308-4 (board :	_E_ 567.9 GRE	3.20
4/10/2013	2012	Amazing giant dinosaurs	ISBN: 978-0-7566-9308-4 (board :	_E_ 567.9 GRE	3.25
4/22/2013	2013	The battle of Gettysburg, 1863	ISBN: 978-0-545-45936-5 (pbk.)	FIC TAR	2.00
4/23/2013	2007	Diary of a wimpy kid : a novel in cartoons	ISBN: 978-0-8109-9313-6	FIC KIN	2.00
8/29/2013	2011	Clockwork angel	ISBN: 978-1-41697587-8 (pbk.)	FIC CLA	2.00
12/17/2013	2007	Mayflower treasure hunt	LCCN: 2006-15992	E FIC ROY	8.00
6/6/2014	1997	Chicken chicken	LCCN: 2004-596340	_E_ FIC STI	8.00
6/6/2014	1995	The abominable snowman of Pasadena	ISBN: 0-590-56875-2	_E_ FIC STI	8.00
6/6/2014	1995	Revenge of the lawn gnomes	ISBN: 0-439-57375-0 (pbk.)	E FIC STI	8.00
6/9/2014	2012	Fairest of all	ISBN: 978-0-545-48571-5 (pbk.)	_E_ MLY	8.00
6/18/2014	1996	Attack of the jack-o'-lanterns	ISBN: 0-590-56885-X	FIC STI	8.00
6/18/2014	1995	The cuckoo clock of doom	LCCN: 2003-586082	_E_ STI	8.00
6/18/2014	2003	Bueno Nacho	LCCN: 2002-95025	FIC THO	7.00
6/18/2014	2003	Downhill	LCCN: 2002-95480	FIC ION	7.00
6/18/2014	2004	Extreme	LCCN: 2004-114361	FIC CER	7.00
6/18/2014	2004	Monkey business	LCCN: 2003-96535	FIC CER	7.00
6/18/2014	2003	The new Ron	LCCN: 2002-95478	FIC THO	7.00
6/18/2014	2004	Royal pain	LCCN: 2003-96537	FIC ION	7.00
6/18/2014	2003	Showdown at Camp WannawEEP	LCCN: 2002-95479	FIC THO	7.00
6/18/2014	2004	Tweeb trouble	LCCN: 2004-114362	FIC CIE	7.00
6/18/2014	2007	There is a bird on your head!	ISBN: 978-1-36802548-5	_E_ WIL	8.00
6/24/2014	1995	The horror at Camp Jellyjam	ISBN: 0-590-48345-5	_E_ FIC STI	8.00
8/26/2014	1963	Hunting for hidden gold	ISBN: 0-448-08905-X	FIC DIX	4.00

**Janesville School Library Weeding Log/Discard List From 10/04/2018 to 01/11/2021. Books are either damaged beyond repair, dated, superseded, trivial or have no check out history. This list also includes books marked as lost. All books acquired from 1954 through June 2008 were funded through LCOE. July 2008 through January 2021 were funded by the District, PTO, or donated.**

Acquisition Date	Published	Title	Standard Number	Call Number	Price or Value
8/26/2014	2000	The lake of tears	LCCN: 0439-314615	FIC ROD	3.00
8/27/2014	1997	The blob that ate everyone	LCCN: 2003-586092	FIC STI	2.00
8/28/2014	1980	America's magnificent mountains	LCCN: 78-21447	917.3	2.00
8/28/2014	1952	The book of fishes.	LCCN: 52-14581	597.0973	2.00
8/28/2014	1969	Discovering man's past in the Americas	LCCN: 70-94657	970.01 STU	1.00
8/29/2014	1983	America's hidden corners : places off the beaten path	LCCN: 82-47844	917.3	5.00
8/29/2014	1981	Voyages to paradise : exploring in the wake of Captain Cook	LCCN: 78-21187	910.92	4.00
10/6/2014	2002	Redwall	ISBN: 978-0-14-230237-8	FIC JAC	3.00
10/6/2014	2002	When I care about others	ISBN: 978-0-8075-8898-7 (pbk.)	_E_SPE	4.00
10/9/2014	1988	Sinister paradise	ISBN: 0-671-64229-4	FIC KEE	3.00
10/9/2014	1987	Trial by fire	LCCN: 2002-559236	FIC KEE	3.00
10/22/2014	1978	Sideways stories from Wayside School	ISBN: 0-545-32484-X	FIC SAC	3.00
10/24/2014	1992	Die for me	LCCN: 91-92462	FIC GOR	4.00
10/24/2014	2013	Iron Man	ISBN: 978-0-7851-8426-3 (pbk.)	FIC 741.5 VAN	1.00
11/3/2014	2001	Captain Underpants and the wrath of the wicked Wedgie Woman : the fifth episode	ISBN: 978-0-439-05000-5 (pbk.)	FIC PIL	2.00
11/3/2014	2007	Wellspring of magic	LCCN: 2007-931979	E FIC FIE	2.00
11/3/2014	2008	Ivy + Bean break the fossil record	ISBN: 978-0-8118-6250-9 (pbk.)	[E] FIC BAR	2.00
11/4/2014	2001	Because of Winn-Dixie	ISBN: 0-7636-1605-2 (pbk.)	FIC DIC	4.00
5/9/2016	1997	The golden compass	ISBN: 0-345-41335-0	FIC PUL	4.00
8/30/2016	2000	The jaguar's jewel	LCCN: 99-40056	E FIC ROY	8.00
10/25/2016	1987	Two under par	LCCN: 86-7556	FIC HEN	8.00
3/13/2017	2007	Battle of the bands	ISBN: 978-1-42310611-1	FIC GRA	8.00
8/11/2017	1998	Lyric's world	ISBN: 0-425-16762-3 (pbk.)	FIC RIC	5.00
8/11/2017	1980	The mummy case	LCCN: 80-12881	FIC DIX	8.00
8/17/2017	2012	The forests of silence	ISBN: 978-0-545-46020-0 (pbk.)	FIC ROD	8.00
8/25/2017	2002	Isabel : taking wing	LCCN: 2002-1935	FIC DAL	7.00
4/4/2018	2017	Diary of a wimpy kid : the getaway	LCCN: 2017-36062	E FIC KIN	10.00
9/24/2018	2012	Who cut the cheese?	LCCN: 2011-22797	FIC NES	14.00
12/20/2018	2018	Dog Man. Lord of the fleas	ISBN: 978-0-545-93517-3	E FIC PIL	10.00



# Update Guidesheets

## January 2021 Update Guidesheet

### Chronic Absence and Truancy

(BP revised) Policy updated to designate the attendance supervisor as the person responsible for performing various assignments related to absence and truancy; reflect a tiered approach for reducing chronic absence which includes universal strategies and letters to parents/guardians; expand material regarding early intervention; add the provision of training and information to staff for the implementation of a trauma-informed approach to chronic absence; reflect chronic absence as a measure of district and school performance on the California School Dashboard; and add grade level to the list of specific data to be provided to the board regarding attendance, absence, and truancy.

See BP 5113.1

### Chronic Absence and Truancy

(AR revised) Regulation updated to reflect law allowing the referral of a chronic absentee (rather than a student who is "irregular in attendance") to a school attendance review board (SARB), a truancy mediation, or a comparable program and requiring documentation of the interventions undertaken at the school when making such a referral. Regulation also revised to give students who are absent the opportunity to make up missed work for full credit and support to limit the impact of absences on grades. Regulation clarifies that parents/guardians of students between 13 and 18 years of age must be notified, upon initial identification of their child for truancy, that the student may be subject to suspension, or delay of driving privilege.

See AR 5113.1

### Attendance Supervision

(AR revised) Regulation updated to reflect the requirements to investigate complaints of violations of compulsory education laws, gather and transmit to the county superintendent of schools the number and type of referrals made to the SARB and of requests for petitions made to the juvenile court, and refer a matter to court if a parent/guardian continually and willfully fails to respond to SARB directives or services.

See AR 5113.11

### Sexual Harassment

(BP revised) Policy updated to clarify that, in some instances, it may be necessary to concurrently review a sexual harassment complaint under both the Title IX sexual harassment complaint procedures and the district's uniform complaint procedures (UCP) in order to meet the applicable timelines. Policy also adds the requirement to provide supportive measures to the respondent as well as the complainant.  
See BP 5145.7

## Sexual Harassment

(AR revised) Regulation updated to add section on "Definitions," including the federal definition of sexual harassment for purposes of applying the Title IX complaint procedures. Section identifying the Title IX Coordinator(s) moved and revised to reference CSBA's AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Section on "Notifications" adds requirement to notify students and parents/guardians that the district does not discriminate on the basis of sex and that inquiries about the application of Title IX may be referred to the Title IX Coordinator or the U.S. Department of Education; deletes requirement to provide contact information of the Title IX Coordinator to employees, bargaining units, and job applicants which is addressed in AR 4119.11/4219.11/4319.11 - Sexual Harassment; and reflects NEW LAW (AB 34, 2019) which requires districts to post the definition of sex discrimination and harassment in a prominent location on the district's web site.  
See AR 5145.7

## Title IX Sexual Harassment Complaint Procedures

(AR revised) Regulation updated to clarify that a sexual harassment complaint that is dismissed or denied under Title IX may still be subject to review under the district's UCP and thus the two procedures should be implemented concurrently in order to meet the applicable timelines. Regulation also updated to clarify that the applicability of the Title IX sexual harassment complaint procedures is limited to conduct that allegedly occurs in an education program or activity over which the district exercises control; add optional language providing that an employee must forward a report of sexual harassment to the Title IX Coordinator within one day, consistent with AR 5145.7 - Sexual Harassment; revise the timeframe for concluding the complaint process from 45 to 60 days to align with requirements of the UCP; reflect the right to appeal the district's decision to the California Department of Education consistent with the UCP or to pursue civil law remedies; and add the requirement to maintain a record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment.  
See AR 5145.71

## Title IX Sexual Harassment Complaint Procedures

(E added) New exhibit presents a sample of the required notification to students and parents/guardians regarding the district's Title IX sexual harassment policy, the district's Title IX coordinator, and grievance procedures pursuant to 34 CFR 106.8.  
See E 5145.71

#### Selection and Evaluation of Instructional Materials

(BP revised) Policy updated to reflect NEW LAW (SB 820, 2020) which revises the definition of "technology-based materials" to include the electronic equipment required to make use of those materials, making such equipment subject to the determination of sufficiency. Policy also deletes unnecessary legal citations related to the State Board of Education's (SBE) adoption of academic standards, deletes section on "Review Process" which was moved to the AR, deletes option in regard to public hearings on the sufficiency of textbooks and other instructional materials for schools that operate on a multitrack year-round calendar since such schools can use the same language as those that operate on a traditional calendar, and adds references to sample board policy and regulations for complaints concerning instructional materials.  
See BP 6161.1

#### Selection and Evaluation of Instructional Materials

(AR revised) Regulation updated to add section on "Review Process" formerly in the BP and revise the section to encourage input from a diverse group of stakeholders. Section on "Criteria for Selection and Adoption of Instructional Materials" revised to delete unnecessary legal citations related to SBE's adoption of academic standards; move material regarding publisher requirements for grades 9-12 to end of list to make it easier for K-8 districts to delete; replace the list of nondiscrimination categories with a reference to BP 0410 - Nondiscrimination in District Programs and Activities; add a new item on criteria for technology-based materials; emphasize the importance of the accurate portrayal of the cultural and racial diversity of society in instructional materials; and delete an outdated item regarding quality, durability and appearance. "Conflict of Interest" section revised to delete redundant and difficult-to-enforce item.  
See AR 6161.1

#### Selection and Evaluation of Instructional Materials

(E revised) Exhibit updated to delete unnecessary legal citations related to SBE's adoption of academic standards and to change "foreign language" to "world language" consistent with current law.  
See E 6161.1

## Actions by the Board

(E revised) Exhibit updated to clarify items under "Actions Requiring a Two-Thirds Vote of the Board" and "Actions Requiring a Four-Fifths Vote of the Board" regarding emergency facilities conditions as only applying to districts that have adopted the Uniform Public Construction Cost Accounting Act procedures. Item regarding the expenditure and transfer of funds or use of district property or personnel to meet a national or local emergency created by war moved from "Actions Requiring a Four-Fifths Vote of the Board" to "Action Requiring a Four-Fifths Vote of the Board Members Present at the Meeting" to more accurately reflect law.

See E 9323.2



# **CSBA Sample**

## **Board Policy**

### **Chronic Absence And Truancy**

**BP 5113.1**  
**Students**

\*\*\*Note: The following optional policy addresses both chronic absence, which refers to students missing an excessive number of school days for any reason, whether excused or unexcused, and truancy, which refers to students missing school and/or being tardy without a valid excuse. Education Code 48260 defines a "valid excuse" for purposes of classifying students as truants; see the accompanying administrative regulation. Also see BP/AR 5113 - Absences and Excuses for information about methods of verification of student absences.\*\*\*

The Governing Board believes that absenteeism, whatever the cause, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The Board desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the district.

(cf. 5113 - Absences and Excuses)  
(cf. 5113.11 - Attendance Supervision)

\*\*\*Note: The following paragraph may be revised to reflect district practice. Districts must track student attendance for the purpose of reporting chronic absenteeism for the state accountability system (the California School Dashboard) and identifying students who are classified as truants pursuant to Education Code 48260-48273. Tools to calculate chronic absence, such as the District Attendance Tracking Tool and School Attendance Tracking Tool, are available from Attendance Works.\*\*\*

The Superintendent or designee shall establish a system to accurately track student attendance in order to identify individual students who are chronic absentees and truants, as defined in law and administrative regulation, and to identify patterns of absence throughout the district.

\*\*\*Note: In developing strategies for addressing chronic absence and truancy, districts may consider reasons for absences given by individual students as well as survey data using tools such as the California Healthy Kids Survey and/or the California School Climate, Health, and Learning Survey System available from WestEd.\*\*\*

The Superintendent, attendance supervisor, or designee shall consult with students, parents/guardians, school staff, and community agencies, as appropriate, to identify factors contributing to chronic absence and truancy.

The Superintendent, attendance supervisor, or designee shall develop a tiered approach to reducing chronic absence. Such an approach shall include strategies for preventing attendance

problems, which may include, but are not limited to, efforts to provide a safe and positive school environment, relevant and engaging learning experiences, school activities that help develop students' feelings of connectedness with the school, school-based health services, letters alerting parents/guardians to the value of regular school attendance, and incentives and rewards to recognize students who achieve excellent attendance or demonstrate significant improvement in attendance.

The tiered approach shall also provide for early outreach to students as soon as they show signs of poor attendance or if they were chronically absent in the prior school year. Early intervention may include personalized outreach, individual attendance plans, and/or mentoring to students with moderate levels of chronic absence, with additional intensive, interagency wrap-around services for students with the highest level of absence.

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 5126 - Awards for Achievement)  
(cf. 5131 - Conduct)  
(cf. 5131.2 - Bullying)  
(cf. 5137 - Positive School Climate)  
(cf. 5141.6 - School Health Services)  
(cf. 5145.3 - Nondiscrimination/Harassment)

Students with serious attendance problems shall be provided with interventions specific to their needs, which may include, but are not limited to, health care referrals, transportation assistance, counseling for mental or emotional difficulties, academic supports, efforts to address school or community safety concerns, discussions with the student and parent/guardian about their attitudes regarding schooling, or other strategies to remove identified barriers to school attendance. The Superintendent, attendance supervisor, or designee may collaborate with child welfare services, law enforcement, courts, public health care agencies, other government agencies, and/or medical, mental health, and oral health care providers to make alternative educational programs and support services available for students and families.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)  
(cf. 5030 - Student Wellness)  
(cf. 5146 - Married/Pregnant/Parenting Students)  
(cf. 5147 - Dropout Prevention)  
(cf. 6158 - Independent Study)  
(cf. 6164.2 - Guidance/Counseling Services)  
(cf. 6164.5 - Student Success Teams)  
(cf. 6173 - Education for Homeless Children)  
(cf. 6173.1 - Education for Foster Youth)  
(cf. 6173.2 - Education of Children of Military Families)  
(cf. 6175 - Migrant Education Program)  
(cf. 6179 - Supplemental Instruction)  
(cf. 6181 - Alternative Schools/Programs of Choice)  
(cf. 6183 - Home and Hospital Instruction)  
(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

The Superintendent or designee shall ensure that staff assigned to fulfill attendance-related duties are trained in implementing a trauma-informed approach to chronic absence and receive information about the high correlation between chronic absence and exposure to adverse childhood experiences.

(cf. 4131 - Staff Development)

\*\*\*Note: State law establishes a series of interventions that the district is required or authorized to impose depending on the number of trancies committed by a student; see the accompanying administrative regulation. Habitually truant students, as defined in Education Code 48262, may be referred to a school attendance review board (SARB) if established by the county office of education or to a SARB established by the district Governing Board pursuant to Education Code 48321; see BP/AR 5113.12 - District School Attendance Review Board. Instead of the SARB process, students may be referred to a truancy mediation program operated by the county's district attorney or probation officer pursuant to Education Code 48260.6. Education Code 48264.5 authorizes, but does not require, students who continue to be truant after receiving these interventions to be referred to a juvenile court. Parents/guardians of students who are identified as truant may be subject to penalties pursuant to Education Code 48293, Penal Code 270.1, and/or Penal Code 272.\*\*\*

Students who are identified as chronically absent or truant shall be subject to the interventions specified in law and administrative regulation.

(cf. 5113.12 - District School Attendance Review Board)

\*\*\*Note: Education Code 48900 expresses legislative intent that alternatives to suspension or expulsion be used with students who are truant, tardy, or otherwise absent from assigned school activities; see BP 5144 - Discipline and BP 5144.1 - Suspension and Expulsion/Due Process.\*\*\*

A student's truancy, tardiness, or other absence from school shall not be the basis for suspension or expulsion. Alternative strategies and positive reinforcement for attendance shall be used whenever possible.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

\*\*\*Note: Education Code 52060 requires districts to include the rates of school attendance, chronic absence, dropout, and graduation, as applicable, in their local control and accountability plan (LCAP); see BP/AR 0460 - Local Control and Accountability Plan.\*\*\*

\*\*\*Note: The California School Dashboard includes measures of district and school performance in each priority area addressed in the LCAP, including chronic absence for grades K-8. The Dashboard reports the degree to which districts and schools meet performance criteria as well as changes in performance from year to year. See BP 0500 - Accountability.

For grades 9-12, chronic absence rates are available through the California Department of Education's DataQuest.\*\*\*

The Superintendent, attendance supervisor, or designee shall periodically report to the Board regarding student attendance patterns in the district, including rates of chronic absence and truancy districtwide and for each school, grade level, and numerically significant student subgroup as defined in Education Code 52052. Such information shall be used to evaluate the effectiveness of strategies implemented to reduce chronic absence and truancy and to develop annual goals and specific actions for student attendance and engagement to be included in the district's local control and accountability plan and other applicable school and district plans. As appropriate, the Superintendent or designee shall engage school staff in program evaluation and improvement and in the determination of how to best allocate available community resources.

(cf. 0500 - Accountability)  
(cf. 0400 - Comprehensive Plans)  
(cf. 0420 - School Plans/Site Councils)  
(cf. 0450 - Comprehensive Safety Plan)  
(cf. 0460 - Local Control and Accountability Plan)

Legal Reference:

EDUCATION CODE

1740-1742 Employment of personnel to supervise attendance (county superintendent)

37223 Weekend classes

46000 Records (attendance)

46010-46014 Absences

46110-46119 Attendance in kindergarten and elementary schools

46140-46147 Attendance in junior high and high schools

48200-48208 Children ages 6-18 (compulsory full-time attendance)

48225.5 Work permits, entertainment and allied industries

48240-48246 Supervisors of attendance

48260-48273 Truants

48290-48297 Failure to comply; complaints against parents

48320-48325 School attendance review boards

48340-48341 Improvement of student attendance

48400-48403 Compulsory continuation education

48900 Suspension and expulsion

49067 Unexcused absences as cause of failing grade

52052 Accountability; numerically significant student subgroups

60901 Chronic absence

GOVERNMENT CODE

54950-54963 The Ralph M. Brown Act

PENAL CODE

270.1 Chronic truancy; parent/guardian misdemeanor

272 Parent/guardian duty to supervise and control minor child; criminal liability for truancy

830.1 Peace officers

VEHICLE CODE

13202.7 Driving privileges; minors; suspension or delay for habitual truancy

WELFARE AND INSTITUTIONS CODE

256-258 Juvenile hearing officer

601-601.4 Habitually truant minors

11253.5 Compulsory school attendance

CODE OF REGULATIONS, TITLE 5

306 Explanation of absence

420-421 Record of verification of absence due to illness and other causes

COURT DECISIONS

L.A. v. Superior Court of San Diego County, (2012) 209 Cal.App.4th 976

Management Resources:

ATTENDANCE WORKS PUBLICATIONS

District Attendance Tracking Tool

For School Board Members: Frequently Asked Questions About Chronic Absence

School Attendance Tracking Tool

Bringing Attendance Home: Engaging Parents in Preventing Chronic Absence, 2015

The Power of Positive Connections: Reducing Chronic Absence Through PEOPLE: Priority

Early Outreach for Positive Linkages and Engagement, 2014

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

School Attendance Review Board: A Road Map for Improved School Attendance and Behavior, rev. 2018

WEB SITES

CSBA: <http://www.csba.org>

Attendance Works: <http://www.attendanceworks.org>

California Association of Supervisors of Child Welfare and Attendance:

<http://www.cascwa.org>

California Department of Education: <http://www.cde.ca.gov>

California Healthy Kids Survey: <http://chks.wested.org>

California School Climate, Health, and Learning Survey System:

<http://www.cal-schls.wested.org>



# **CSBA Sample**

## **Administrative Regulation**

### **Chronic Absence And Truancy**

AR 5113.1  
**Students**

\*\*\*Note: The following administrative regulation may be revised to reflect the district personnel responsible for duties related to attendance supervision and matters related to chronic absence and truancy. Pursuant to Education Code 48240-48246, the district may appoint an attendance supervisor, join a consortium of districts to employ an attendance supervisor, or contract with the County Superintendent of Schools to supervise the attendance of district students. See AR 5113.11 - Attendance Supervision.\*\*\*

\*\*\*Note: Education Code 48273 mandates that the district adopt rules and regulations related to reports of district referrals to a school attendance review board (SARB). See the section on "Reports" below for language fulfilling this mandate.\*\*\*

#### **Definitions**

Chronic absentee means a student who is absent for any reason on 10 percent or more of the school days in the school year, when the total number of days the student is absent is divided by the total number of days the student is enrolled and school was actually taught in the regular schools of the district, exclusive of Saturdays and Sundays. (Education Code 60901)

Truant means a student who is absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. (Education Code 48260)

Habitual truant means a student who has been reported as a truant three or more times within the same school year, provided the district has made a conscientious effort to hold at least one conference with the student and the student's parent/guardian after either of the two previous reports. (Education Code 48262, 48264.5)

Chronic truant means a student who has been absent from school without a valid excuse for 10 percent or more of the school days in one school year, from the date of enrollment to the current date, provided the district has met the requirements of Education Code 48260, 48260.5, 48261, 48262, 48263, and 48291. (Education Code 48263.6)

\*\*\*Note: As provided above, definitions of the various categories of truancy are based on the number of absences from school without a valid excuse. Education Code 48260 defines a "valid excuse," for purposes of classifying a student as a truant, as any of the reasons specified in Education Code 48205 (i.e., illness, quarantine, health services appointments, funeral service

attendance, jury duty, illness or medical appointment of student's child, justifiable personal reasons, service on precinct board, time with family member called to active duty or on leave from active duty, and religious exercises), Education Code 48225.5 (i.e., entertainment or allied industries work permits and nonprofit organization performances), or other reasons at the discretion of school administrators. AR 5113 - Absences and Excuses reflects the reasons that students may be excused from school and provides information about methods of verification of student absences.\*\*\*

For purposes of classifying a student as a truant, valid excuse includes, but is not limited to, the reasons for which a student shall be excused from school pursuant to Education Code 48205 and 48225.5 and AR 5113 - Absences and Excuses. A valid excuse may include other reasons that are within the discretion of school administrators and, based on the facts of the student's circumstances, are deemed to constitute a valid excuse. (Education Code 48260)

(cf. 5113 - Absences and Excuses)

(cf. 5113.2 - Work Permits)

#### Addressing Chronic Absence

\*\*\*Note: The following optional section may be revised to reflect district practice.\*\*\*

When a student is identified as a chronic absentee, the Superintendent, attendance supervisor, or designee shall communicate with the student and the student's parents/guardians to determine the reason(s) for the excessive absences, ensure the student and parents/guardians are aware of the adverse consequences of poor attendance, and jointly develop a plan for improving the student's school attendance.

(cf. 5113.11 - Attendance Supervision)

(cf. 6020 - Parent Involvement)

The student may be referred to a student success team or school-site attendance review team to assist in evaluating the student's needs and identifying strategies and programs to assist the student. When necessary, the student may be referred to a school attendance review board (SARB) program, a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the Superintendent or designee, in accordance with Education Code 48263 and item #3 in the section "Addressing Truancy" below.

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 5147 - Dropout Prevention)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

(cf. 6175 - Migrant Education Program)



A student who is struggling academically may be offered tutoring or other supplemental instruction, extended learning opportunities, and/or alternative educational options as appropriate.

\*\*\*Note: Pursuant to Education Code 49067, the Governing Board may authorize teachers to assign failing grades to students with excessive unexcused absences, with the threshold number of absences established by the Board. See BP 5121 - Grades/Evaluation of Student Achievement. However, CSBA's governance brief Research-Supported Strategies to Improve the Accuracy and Fairness of Grades recommends that student absences be dealt with separately from grading and that absences should not be considered in determining a student's level of understanding of course content. The following paragraph is consistent with that recommendation and may be revised to reflect district practice.\*\*\*

Students who are absent shall be given an opportunity to make up missed assignments or assessments and shall receive full credit for satisfactory completion of the work. Students with excessive absences shall be supported to the extent possible to limit the impact of absences on the student's grades.

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6158 - Independent Study)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6178.1 - Work-Based Learning)

(cf. 6179 - Supplemental Instruction)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6183 - Home and Hospital Instruction)

(cf. 6184 - Continuation Education)

Whenever chronic absenteeism is linked to a health, social-emotional, family, or other nonschool issue, the Superintendent or designee may recommend school or community resources and/or collaborate with community agencies and organizations to address the needs of the student and the student's family.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5141.6 - School Health Services)

### Addressing Truancy

An attendance supervisor or designee, peace officer, probation officer, or school administrator or designee may, as applicable, arrest or assume temporary custody during school hours of any minor student found away from home who is absent from school without a valid excuse. Any person arresting or assuming temporary custody of a minor student shall deliver the student and make reports in accordance with Education Code 48265 and 48266. (Education Code 48264, 48265, 48266)

(cf. 3515.3 - District Police/Security Department)

The Superintendent, attendance supervisor, or designee shall investigate a complaint from any person that a parent/guardian has violated the state compulsory education laws contained in Education Code 48200-48341. (Education Code 48290)

When a student has been identified as a truant as defined above, the following steps shall be implemented based on the number of trancies the student has committed:

1. Initial truancy

a. The student shall be reported to the Superintendent, attendance supervisor, or designee. (Education Code 48260)

\*\*\*Note: When a student is classified as truant, Education Code 48260.5 requires notification of the student's parents/guardians by the most cost-effective method possible, which may include email or a telephone call. The California Department of Education's (CDE) School Attendance Review Board: A Road Map for Improved School Attendance and Behavior provides sample letters.\*\*\*

b. The student's parent/guardian shall be notified by the most cost-effective method possible, which may include email or a telephone call, that: (Education Code 48260.5)

(1) The student is truant.

(2) The parent/guardian is obligated to compel the student to attend school and, if the parent/guardian fails to meet this obligation, the parent/guardian may be guilty of an infraction of the law and subject to prosecution pursuant to Education Code 48290-48296.

(3) Alternative educational programs are available in the district.

(4) The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy.

(5) The student may be subject to arrest or held in temporary custody by a probation officer, a peace officer, a school administrator or designee, or attendance supervisor or designee pursuant to Education Code 48264 if found away from home and absent from school without a valid excuse.

(6) If the student is at least 13 years of age but under age 18, the student may be subject to the suspension, restriction, or delay of driving privilege pursuant to Vehicle Code 13202.7.

(7) It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day.

(cf. 5145.6 - Parental Notifications)

c. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223. (Education Code 48264.5)

d. The student and, as appropriate, the student's parent/guardian may be requested to attend a meeting with a school counselor or other school designee to discuss the root causes of the attendance issue and develop a joint plan to improve the student's attendance. (Education Code 48264.5)

\*\*\*Note: The following optional item is for use by districts in which there is no county SARB and the county's district attorney or probation officer has elected to participate in a truancy mediation program pursuant to Education Code 48260.6.\*\*\*

e. The Superintendent, attendance supervisor, or designee may notify the district attorney and/or probation officer of the student's name and the name and address of the student's parents/guardians. (Education Code 48260.6)

## 2. Second truancy

a. Any student who has once been reported as a truant shall again be reported to the Superintendent, attendance supervisor, or designee as a truant if the student is absent from school without a valid excuse one or more days or is tardy on one or more days during the school year. (Education Code 48261)

b. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223. (Education Code 48264.5)

c. The student may be assigned to an after-school or weekend study program within the county. If the student fails to successfully complete this study program, the student shall be subject to item #3 below. (Education Code 48264.5)

\*\*\*Note: Education Code 48262 provides that a student cannot be classified as a habitual truant (item #3 below) until the district has made a conscientious effort to hold at least one conference with the student and parent/guardian after the attendance supervisor has been notified of either the first or second truancy. Education Code 48262 defines "conscientious effort," for purposes of this section, as attempting to communicate with the parent/guardian at least once using the most cost-effective method possible, which may include email or a telephone call. Thus, the following paragraph requires such communication in the event of the second truancy.\*\*\*

d. An appropriate district staff member shall make a conscientious effort to hold at least one conference with the student and the student's parent/guardian by communicating with the parent/guardian at least once using the most cost-effective method possible, which may include email or a telephone call. (Education Code 48262)

e. The student may be given a written warning by a peace officer. A record of that warning may be kept at the school for not less than two years or until the student graduates or transfers from the school. If the student transfers, the record may be forwarded to the new school.

(Education Code 48264.5)

\*\*\*Note: The following optional item is for use by districts in which there is no county SARB and the county's district attorney or probation officer has elected to participate in a truancy mediation program. Pursuant to Education Code 48260.6, if the district notifies the district attorney and/or probation officer that a student continues to be classified as a truant after proper notification to the parents/guardians as described in item #1b above, the district attorney or probation officer may request a meeting with the student and the student's parents/guardians to discuss the possible legal consequences of the student's truancy.\*\*\*

f. The Superintendent or designee may notify the district attorney and/or probation officer when the student continues to be classified as a truant after the parents/guardians have been notified in accordance with item #1b above. (Education Code 48260.6)

3. Third truancy (habitual truancy)

\*\*\*Note: Education Code 48263 and 48264.5 authorize the district to refer habitual truants, chronic absentees, and students who are habitually insubordinate or disorderly to a SARB, a county truancy mediation program, or a comparable program for services. The district should revise the following items to reflect the option(s) available in the district.\*\*\*

\*\*\*Note: According to CDE's School Attendance Review Board: A Road Map for Improved School Attendance and Behavior, prior to referring a student to a SARB or county truancy mediation program, some districts initiate an intermediate step, such as a school-site attendance review team or student success team. Districts that have established such an intermediate step may revise the following item accordingly.\*\*\*

a. A student who is habitually truant, a chronic absentee, or habitually insubordinate or disorderly during attendance at school may be referred to, and required to attend, a SARB program, a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the Superintendent or designee. (Education Code 48263, 48264.5)

(cf. 5113.12 - District School Attendance Review Board)

b. Upon making a referral to the SARB or the probation department, the Superintendent, attendance supervisor, or other person designated to make the referral shall provide the student, the student's parent/guardian, and SARB or probation department with documentation of the interventions undertaken at the school. The attendance supervisor or designee shall also provide the student and the student's parent/guardian, in writing, the name and address of the SARB or probation department and the reason for the referral. This notice shall indicate that the student and the student's parent/guardian shall be required, along with the district staff person making the referral, to meet with the SARB or a probation officer to consider a proper disposition of the referral. (Education Code 48263)

c. If the student does not successfully complete the truancy mediation program or other

similar program, the student shall be subject to item #4 below. (Education Code 48264.5)

\*\*\*Note: Pursuant to Education Code 48263, the SARB or probation officer may direct a student and/or the student's parents/guardians to make use of available community services and may require satisfactory evidence of participation. If the SARB or probation officer determines that available community resources cannot resolve the problem, or if the student and/or the student's parents/guardians have failed to respond to the directives of the SARB or probation officer, the SARB may so notify the district attorney and/or probation officer, or the probation officer may notify the district attorney provided the district attorney or probation officer participates in a truancy mediation program. If the county has not established a SARB, the district may make this finding and notification.\*\*\*

\*\*\*Note: The following paragraph is for use by districts in which the county has not established a SARB and the county's district attorney or probation officer has elected to participate in a truancy mediation program.\*\*\*

d. If the Superintendent or designee determines that available community services cannot resolve the problem of the truant or insubordinate student or if the student and/or the student's parents/guardians have failed to respond to the directives of the district or to services provided, the Superintendent or designee may so notify the district attorney and/or the probation officer. (Education Code 48263)

#### 4. Fourth truancy

a. Upon the fourth truancy within the same school year, the student may be referred to the jurisdiction of the juvenile court. (Education Code 48264.5; Welfare and Institutions Code 601)

\*\*\*Note: Pursuant to Education Code 48264.5 and Welfare and Institutions Code 601, a student coming within the jurisdiction of the juvenile court may be adjudged a ward of the court and required to perform community service, pay a fine, attend a court-approved truancy prevention program, and/or lose driving privileges.\*\*\*

\*\*\*Note: In L.A. v. Superior Court of San Diego County, a court of appeal held that juvenile court judges have the authority to imprison a truant as a last resort if the student commits an egregious violation of a court order, less restrictive alternatives have proved ineffective, and the student is confined separately from youths held for criminal violations.\*\*\*

b. If a student has been adjudged by the county juvenile court to be a habitual truant, the Superintendent or designee shall notify the juvenile court and the student's probation or parole officer whenever the student is truant or tardy on one or more days without a valid excuse in the same or succeeding school year, or is habitually insubordinate or disorderly at school. The juvenile court and probation or parole officer shall be notified within 10 days of the violation. (Education Code 48267)

\*\*\*Note: Item #5 below is for use by districts that offer any of grades K-8. Penal Code 270.1

states that a parent/guardian of a "chronic truant" who is at least six years old and is in any of grades K-8 is guilty of a misdemeanor punishable by a fine and/or imprisonment if the parent/guardian has failed to reasonably supervise and encourage the student's school attendance and has been offered language-accessible support services to address the student's truancy. Pursuant to Penal Code 270.1, a parent/guardian found guilty of a misdemeanor may participate in a program established by a superior court, if available, which includes periodic meetings with district representatives and service referrals.\*\*\*

5. Chronic truancy (unexcused absence for 10 percent of school days)

a. The Superintendent or designee shall ensure that the student's parents/guardians are offered language-accessible support services to address the student's truancy.

b. If a chronically truant student is at least age six years and is in any of grades K-8, the Superintendent or designee shall notify the student's parents/guardians that failure to reasonably supervise and encourage the student's school attendance may result in the parent/guardian being found guilty of a misdemeanor pursuant to Penal Code 270.1.

Records

\*\*\*Note: The following optional paragraph may be revised to reflect district practice. CDE's School Attendance Review Board: A Road Map for Improved School Attendance and Behavior cautions that it is important to keep accurate and complete records of any violations of compulsory school attendance laws because such records may ultimately be introduced as evidence in a trial for truancy.\*\*\*

The Superintendent, attendance supervisor, or designee shall maintain accurate attendance records for students identified as habitual or chronic truants. In addition, the attendance supervisor, designee, and/or the staff persons who have direct contact with the student or parent/guardian shall document all their contacts regarding the student's attendance, including a summary of all conversations and a record of all intervention efforts.

(cf. 5125 - Student Records)

\*\*\*Note: Education Code 48273 mandates that the district adopt rules and regulations for the purpose of gathering data and making a report to the County Superintendent of Schools regarding SARB referrals. CDE's web site provides a model annual summary report form.\*\*\*

The Superintendent, attendance supervisor, or designee shall gather and transmit to the County Superintendent of Schools the number and types of referrals made to the SARB and of requests for petitions made to the juvenile court. (Education Code 48273)

# **CSBA Sample**

## **Administrative Regulation**

### **Attendance Supervision**

AR 5113.11  
**Students**

\*\*\*Note: The following optional administrative regulation is for use by districts that appoint their own attendance supervisor and may be revised to reflect district practice. Pursuant to Education Code 48242 and 48243, the district may appoint an attendance supervisor or may jointly employ an attendance supervisor with one or more other districts. Alternatively, pursuant to Education Code 48244, the district may contract with the County Superintendent of Schools for the supervision of attendance of district students.\*\*\*

The Superintendent or designee shall appoint an attendance supervisor and any assistant attendance supervisor(s) as may be necessary to supervise the attendance of district students. (Education Code 48240, 48242)

\*\*\*Note: Education Code 48241 and 48245 require an attendance supervisor to be certificated for the work by the County Board of Education. However, it is not clear that all county boards currently provide this function. The following paragraph may be revised to reflect local practice.\*\*\*

Any person appointed as an attendance supervisor shall be appropriately certificated to perform the work. (Education Code 48241, 48245)

Such supervisors shall perform duties related to compulsory full-time education, truancy, compulsory continuation education, work permits, and any additional duties prescribed by the Superintendent or designee. (Education Code 48240)

(cf. 5112.1 - Exemptions from Attendance)  
(cf. 5113 - Absences and Excuses)  
(cf. 5113.1 - Chronic Absence and Truancy)  
(cf. 5113.2 - Work Permits)  
(cf. 6184 - Continuation Education)

\*\*\*Note: Items #1-5 below may be revised to reflect district practice. Education Code 48240 states the Legislature's intent that attendance supervisors fulfill the following duties.\*\*\*

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

1. Raise the awareness of school personnel, parents/guardians, caregivers, community partners, and local businesses of the effects of chronic absenteeism and truancy and other

challenges associated with poor attendance

2. Identify and respond to grade level or student subgroup patterns of chronic absenteeism or truancy

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

(cf. 6175 - Migrant Education Program)

3. Identify and address factors contributing to chronic absenteeism and habitual truancy, including suspension and expulsion

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

4. Ensure that students with attendance problems are identified as early as possible to provide applicable support services and interventions

5. Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism rates and truancy rates

(cf. 0500 - Accountability)

The attendance supervisor may provide support services and interventions, including, but not limited to, the following: (Education Code 48240)

1. A conference between school personnel, the student's parent/guardian, and the student

2. Promotion of cocurricular and extracurricular activities that increase student connectedness to school, such as tutoring, mentoring, the arts, service learning, or athletics

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6142.6 - Visual and Performing Arts)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

3. Recognition of students who achieve excellent attendance or demonstrate significant improvement in attendance

(cf. 5126 - Awards for Achievement)

4. Referral of the student to a school nurse, school counselor, school psychologist, school social worker, and other student support personnel for case management and counseling



(cf. 5141.6 - School Health Services)  
(cf. 6164.2 - Guidance/Counseling Services)

5. Collaboration with child welfare services, law enforcement, courts, public health care agencies, government agencies, or medical, mental health, and oral health care providers to receive necessary services

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

6. Collaboration with school study teams, guidance teams, school attendance review teams, or other intervention-related teams to assess the attendance or behavior problem in partnership with the student and the student's parents/guardians or caregivers

(cf. 6164.5 - Student Success Teams)

7. In schools with significantly higher rates of chronic absenteeism, identification of barriers to attendance that may require schoolwide strategies rather than case management

8. Referral of the student for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program for a student with disabilities or creating a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973

(cf. 6159 - Individualized Education Program)  
(cf. 6164.6 - Identification and Education Under Section 504)

9. Referral of the student to a school attendance review board (SARB) established pursuant to Education Code 48321 or to the probation department pursuant to Education Code 48263

(cf. 5113.12 - District School Attendance Review Board)

10. Referral of the student to a truancy mediation program operated by the county's district attorney or probation officer pursuant to Education Code 48260.6

\*\*\*Note: Pursuant to Education Code 48290, the Governing Board is required to investigate any complaint that a parent/guardian has violated compulsory education laws. The following paragraph delegates this responsibility to the attendance supervisor and may be revised to reflect district practice. Pursuant to Education Code 48292, it is the responsibility of the attendance supervisor to file a criminal complaint against a parent/guardian who continually and willfully fails to respond to school attendance review board directives or services.\*\*\*

Upon receiving any complaint that a parent/guardian or other person having control or charge of a student has violated Education Code 48200-48341, the state compulsory education laws, the attendance supervisor shall investigate the matter and, if a violation is found, shall recommend referral to a SARB. If the district is subsequently notified by the SARB that the parent/guardian continually and willfully has failed to respond to directives of the SARB or the

services provided, the attendance supervisor shall refer the matter for possible prosecution in court in accordance with Education Code 48291-48292, as applicable. (Education Code 48290-48292)

\*\*\*Note: Pursuant to Education Code 48273, the Board is required to assign appropriate officers and employees to provide the County Superintendent with a report of SARB referrals and requests for petitions to the juvenile court; see AR 5113.1 - Chronic Absence and Truancy. The following paragraph is for use by districts that have delegated this responsibility to the attendance supervisor.\*\*\*

The attendance supervisor shall gather and transmit to the County Superintendent of Schools the number and types of referrals made to the SARB and of requests for petitions made to the juvenile court. (Education Code 48273)

\*\*\*Note: The following optional paragraph may be revised to reflect district practice. Among the primary roles of the attendance supervisor are the accurate tracking of student attendance and monitoring of chronic absence in order to identify students at risk. Pursuant to Education Code 52060, districts are required to include rates of school attendance, chronic absence, dropout, and graduation, as applicable, in their local control and accountability plan (see BP/AR 0460 - Local Control and Accountability Plan), and chronic absence is one of the state accountability indicators in the California School Dashboard (see BP 0500 - Accountability).\*\*\*

The attendance supervisor shall annually report student attendance data to the Superintendent or designee and the Governing Board. Such data shall include, by school, grade level, and each numerically significant student subgroup as defined in Education Code 52052, rates of school attendance, chronic absence in which students are absent on 10 percent or more of the school days in the school year, and dropout.

(cf. 5147 - Dropout Prevention)

#### Legal Reference:

##### EDUCATION CODE

1740 Employment of personnel to supervise attendance (county superintendent)

37223 Weekend classes

46000 Records (attendance)

46010-46014 Absences

46110-46119 Attendance in kindergarten and elementary schools

46140-46147 Attendance in junior high and high schools

48200-48208 Children ages 6-18 (compulsory full-time attendance)

48240-48246 Supervisors of attendance

48260-48273 Truants

48290-48297 Failure to comply; complaints against parents

48320-48325 School attendance review boards

48340-48341 Improvement of student attendance

48400-48403 Compulsory continuation education  
52052 Accountability; numerically significant student subgroups  
52060-52077 Local control and accountability plan  
60901 Chronic absence  
PENAL CODE  
270.1 Chronic truancy; parent/guardian misdemeanor  
WELFARE AND INSTITUTIONS CODE  
601-601.4 Habitually truant minors  
11253.5 Compulsory school attendance  
CODE OF REGULATIONS, TITLE 5  
306 Explanation of absence  
420-421 Record of verification of absence due to illness and other causes

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

School Attendance Review Board Handbook, 2015

School Attendance Improvement Handbook, 2000

WEB SITES

CSBA: <http://www.csba.org>

Attendance Works: <http://www.attendanceworks.org>

California Association of Supervisors of Child Welfare and Attendance:  
<http://www.cascwa.org>

California Department of Education: <http://www.cde.ca.gov>



# **CSBA Sample**

## **Board Policy**

### **Sexual Harassment**

BP 5145.7  
**Students**

\*\*\*Note: Education Code 231.5 and 34 CFR 106.8 mandate the district to have written policies on sexual harassment. The following policy addresses harassment by and of students in the school setting. As part of this mandate, the district should also adopt a sexual harassment policy related to employees; see BP/AR 4119.11/4219.11/4319.11 - Sexual Harassment and AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures.\*\*\*

\*\*\*Note: Both federal law (Title IX of the Education Amendments of 1972) (20 USC 1681-1688; 34 CFR 106.1-106.82) and state law (Education Code 220, 231.5) prohibit sexual harassment and require districts to establish procedures for the prompt and equitable resolution of sexual harassment complaints. Whether a complaint is addressed through the federal Title IX complaint procedures adopted pursuant to 34 CFR 106.44-106.45, as added by 85 Fed. Reg. 30026, or the state uniform complaint procedures adopted pursuant to 5 CCR 4600-4670 is dependent on whether the alleged conduct meets the more stringent federal definition or the state definition of sexual harassment. In order to meet the applicable timelines, in some instances it may be necessary to review a complaint under both procedures concurrently. See the accompanying administrative regulation, BP/AR 1312.3 - Uniform Complaint Procedures, and AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.\*\*\*

\*\*\*Note: A district can be held liable for civil damages for the sexual harassment of students pursuant to Title IX if the district is found to have been "deliberately indifferent" in its response to known sexual harassment. Pursuant to 34 CFR 106.30, a district is deliberately indifferent if its response to Title IX sexual harassment is clearly unreasonable in light of the known circumstances.\*\*\*

\*\*\*Note: In addition to filing a private civil lawsuit, an alleged victim of sexual harassment may file a complaint with the California Department of Education (CDE) and/or the U.S. Department of Education's Office for Civil Rights (OCR), the federal agency responsible for administrative enforcement of federal laws and regulations that prohibit discrimination in programs and activities that receive federal financial assistance from the U.S. Department of Education.\*\*\*

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)  
(cf. 5137 - Positive School Climate)  
(cf. 5145.3 - Nondiscrimination/Harassment)

\*\*\*Note: 34 CFR 106.44, as added by 85 Fed. Reg. 30026, requires the district, when there is actual knowledge of sexual harassment in an education program or activity, to respond promptly in a manner that is not unreasonable in light of the known circumstances. 34 CFR 106.30, as added, defines "actual knowledge" as notice of sexual harassment or allegations of sexual harassment being submitted to the district's Title IX Coordinator, any official of the district who has authority to institute corrective measures, or any employee of an elementary or secondary school.\*\*\*

\*\*\*Note: It is important to note that a referral to law enforcement does not relieve a school district of its responsibility to investigate the complaint as a matter of sex discrimination.\*\*\*

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 - Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

(cf. 1312.1 - Complaints Concerning District Employees)  
(cf. 1312.3 - Uniform Complaint Procedures)  
(cf. 5141.4 - Child Abuse Prevention and Reporting)  
(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

\*\*\*Note: Education Code 234.6, as added by AB 34 (Ch. 282, Statutes of 2019), requires districts, beginning in the 2020-21 school year, to post the district's written policy on sexual harassment in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students.\*\*\*

\*\*\*Note: Education Code 231.6, as added by AB 543 (Ch. 428, Statutes of 2019), requires districts serving students in grades 9-12 to create a poster that notifies students of the district's sexual harassment policy, and to display it prominently and conspicuously in each bathroom and locker room on campus.\*\*\*

\*\*\*Note: Education Code 231.5, as amended by AB 543, requires the district to provide a copy

of the district's sexual harassment policy as part of any orientation program conducted for new and continuing students.\*\*\*

\*\*\*Note: Pursuant to 34 CFR 106.8, the district is required to notify students, parents/guardians, employees, and bargaining units of its policy to not discriminate on the basis of sex as well as its complaint procedures and processes, and to post this information in a prominent location on the district's web site and in student and staff handbooks.\*\*\*

\*\*\*Note: Requirements related to the dissemination of the district's sexual harassment policy and procedures and best practices for reinforcing the policy are addressed in the accompanying administrative regulation.\*\*\*

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

#### Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained

\*\*\*Note: Where sexual harassment or violence occurs in the context of other possible rule violations, students may be reluctant to report sexual harassment or violence. For example, a student who is sexually harassed while away from school without permission may be reluctant to file a complaint if the student believes discipline will be imposed for the violation. As such, item #4 below clarifies that any other rule violation will be addressed separately from the sexual harassment complaint in order to encourage students to report the harassment.\*\*\*

4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students

6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

#### Disciplinary Actions

\*\*\*Note: Pursuant to Education Code 48900.2, a student in grades 4-12 may be suspended and/or expelled from school for sexual harassment. Education Code 48915(c) requires the Superintendent or designee to recommend expulsion for any student, irrespective of grade, who commits sexual assault or battery as defined in the Penal Code. See AR 5144.1 - Suspension and Expulsion/Due Process.\*\*\*

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

(cf. 4117.7/4317.7 - Employment Status Report)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

#### Record-Keeping

In accordance with law and district policies and regulations, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

(cf. 3580 - District Records)



Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

48985 Notices, report, statements and records in primary language

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1092 Definition of sexual assault

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 34

12291 Definition of dating violence, domestic violence, and stalking

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

106.1-106.82 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2000, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Q&A on Campus Sexual Misconduct, September 2017

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

#### WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr>

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# **CSBA Sample**

## **Administrative Regulation**

### **Sexual Harassment**

AR 5145.7  
**Students**

\*\*\*Note: Education Code 231.5 and Title IX of the Education Amendments of 1972 (20 USC 1681-1688; 34 CFR 106.1-106.82) prohibit discrimination based on sex, including sexual harassment, and mandate that the district adopt and publish complaint procedures. Also see AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.\*\*\*

#### **Definitions**

\*\*\*Note: Education Code 212.5 defines sexual harassment as any unwelcome sexual advance, request for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone in the educational setting. For purposes of suspension and expulsion, Education Code 48900.2 defines sexual harassment as conduct, when considered from the perspective of a reasonable person of the same gender as the victim, that is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment for the victim; see AR 5144.1 - Suspension and Expulsion/Due Process. Conduct that meets the federal definition of sexual harassment in 34 CFR 106.30 (i.e., (1) a district employee conditioning the provision of a district aid, benefit, or service on an individual's participation in unwelcome sexual conduct; (2) unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity; or (3) sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 and 34 USC 12291) requires investigation and resolution through Title IX regulations; see AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.\*\*\*

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any

decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

#### Examples of Sexual Harassment

\*\*\*Note: The following list contains common examples of sexual harassment from the U.S. Department of Education's Office for Civil Rights January 2001 Revised Sexual Harassment Guidance and definitions specified in 5 CCR 4916.\*\*\*

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation

4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communications containing comments, words, or images described above

Title IX Coordinator/Compliance Officer

\*\*\*Note: Pursuant to 34 CFR 106.8, districts that receive federal financial assistance are mandated to designate an employee to ensure district compliance with Title IX and its implementing regulations. The following paragraph specifies that the Title IX Coordinator will be the same person(s) designated to serve as the compliance officer(s) for the district's uniform complaint procedures pursuant to AR 1312.3 - Uniform Complaint Procedures. Districts may modify this regulation to designate separate district employees to serve these functions.\*\*\*

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee investigate, and/or resolve sexual harassment complaints processed under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

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(title or position)

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(address)

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(telephone number)

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(email)

Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the

application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

(cf. 5145.6 - Parental Notifications)

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

\*\*\*Note: Education Code 231.6, as added by AB 543 (Ch. 428, Statutes of 2019), requires districts serving students in grades 9-12 to create a poster that notifies students of the district's sexual harassment policy, and to display it, as specified below. The district may partner with local, state, or federal agencies, or nonprofit organizations, for the purposes of the design and content of the poster.\*\*\*

3. Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

\*\*\*Note: Education Code 234.6, as added by AB 34 (Ch. 282, Statutes of 2019), requires districts, beginning in the 2020-21 school year, to post on the district's web site the district's written policy on sexual harassment as well as other state and federal law requirements, in the manner specified below. 34 CFR 106.8 also requires districts that have web sites to prominently display the contact information for the Title IX Coordinator and the district's nondiscrimination policy on its web site.\*\*\*

4. Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6; 34 CFR 106.8)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

\*\*\*Note: Education Code 231.5, as amended by AB 543, requires the district to provide a copy of the district's sexual harassment policy as part of any orientation program conducted for new

and continuing students.\*\*\*

5. Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
6. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
7. Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to students or parents/guardians (34 CFR 106.8)

\*\*\*Note: Education Code 234.6, as added by AB 34, requires a district, starting in the 2020-21 school year, to post the definitions specified below. Also see AR 5145.3 - Nondiscrimination/Harassment for language reflecting this requirement and other notifications related to sex discrimination.\*\*\*

The Superintendent or designee shall also post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

### Reporting Complaints

A student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Within one school day of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report the observation to the principal or Title IX Coordinator. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

### Complaint Procedures

All complaints and allegations of sexual harassment by and against students shall be investigated

and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to BP/AR 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

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# **CSBA Sample**

## **Administrative Regulation**

### **Title IX Sexual Harassment Complaint Procedures**

AR 5145.71  
**Students**

\*\*\*Note: Title IX of the Education Amendments of 1972 (20 USC 1681-1688; 34 CFR 106.1-106.82) prohibits discrimination based on sex, including sexual harassment, and mandates that the district adopt and publish complaint procedures.\*\*\*

\*\*\*Note: The following administrative regulation reflects the Title IX complaint procedure detailed in 34 CFR 106.44-106.45, as added by 85 Fed. Reg. 30026, which must be used, effective August 14, 2020, to address any complaint of sexual harassment that meets the definition in 34 CFR 106.30. Pursuant to 34 CFR 106.30, allegations of sexual harassment governed by these regulations include (1) a district employee conditioning the provision of a district aid, benefit, or service on an individual's participation in unwelcome sexual conduct; (2) unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity; or (3) sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 and 34 USC 12291. Alleged sexual harassment that does not meet this definition should be addressed through the district's uniform complaint procedures (UCP); see BP/AR 1312.3 - Uniform Complaint Procedures.\*\*\*

\*\*\*Note: 34 CFR 106.44 requires the district, when there is actual knowledge of sexual harassment in an education program or activity, to respond promptly in a manner that is not deliberately indifferent. 34 CFR 106.30 defines "actual knowledge" as notice of sexual harassment or allegations of sexual harassment being submitted to the district's Title IX Coordinator, any official of the district who has authority to institute corrective measures, or any employee of the district. A district is deliberately indifferent only if its response to Title IX sexual harassment is clearly unreasonable in light of the known circumstances.\*\*\*

\*\*\*Note: Application of the Title IX complaint procedures to the facts of a specific complaint may implicate complicated questions about the intersection of state law, federal law, and, in cases involving employees, the applicable collective bargaining agreement. Districts with questions about specific complaints are strongly encouraged to consult legal counsel.\*\*\*

\*\*\*Note: See BP/AR 5145.7 - Sexual Harassment for information about prohibited conduct, student instruction, required notifications, and processes for reporting sexual harassment.\*\*\*

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a student, while in an education program or activity in which a district school exercises substantial control over the context and respondent, was subjected to one or more of the following forms of sexual

harassment: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

All other sexual harassment complaints or allegations brought by or on behalf of students shall be investigated and resolved in accordance with BP/AR 1312.3 - Uniform Complaint Procedures. The determination of whether the allegations meet the definition of sexual harassment under Title IX shall be made by the district's Title IX Coordinator.

Because the complainant has a right to pursue a complaint under BP/AR 1312.3 for any allegation that is dismissed or denied under the Title IX complaint procedure, the Title IX Coordinator shall ensure that all requirements and timelines for BP/AR 1312.3 are concurrently met while implementing the Title IX procedure.

(cf. 1312.3 - Uniform Complaint Procedures)

#### Reporting Allegations/Filing a Formal Complaint

\*\*\*Note: Pursuant to 34 CFR 106.30, the timeline for resolving a sexual harassment complaint begins when the district has actual knowledge of sexual harassment, defined as the receipt of a report by the Title IX Coordinator or other employee of an elementary or secondary school. The following paragraph reflects the requirement for any employee to forward the report to the Title IX Coordinator as stated in AR 5145.7 - Sexual Harassment and may be revised to reflect district practice.\*\*\*

A student who is the alleged victim of sexual harassment or the student's parent/guardian may submit a report of sexual harassment to the district's Title IX Coordinator using the contact information listed in AR 5145.7 - Sexual Harassment or to any other available school employee, who shall forward the report to the Title IX Coordinator within one day of receiving the report.

(cf. 5145.7 - Sexual Harassment)

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of the right to file a formal complaint and the process for filing a formal complaint. (34 CFR 106.44)

A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district. (34 CFR 106.30)

\*\*\*Note: Given the district's duty pursuant to 34 CFR 106.44 to respond to reports of sexual harassment in a manner that is not deliberately indifferent, the Title IX Coordinator should file a complaint in certain situations even when the victim chooses not to do so, including, but not limited to, when a safety threat exists. In such cases, the Title IX Coordinator and the alleged victim are not named parties to the case, but the alleged victim must receive notices as required by the Title IX regulations at specific points in the complaint process.\*\*\*

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations when a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the Title IX regulations, including as part of the district's obligation to not be deliberately indifferent to known allegations of sexual harassment. In such cases, the Title IX Coordinator shall provide the alleged victim notices as required by the Title IX regulations at specific points in the complaint process.

The Title IX Coordinator, investigator, decision-maker, or a facilitator of an informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Such persons shall receive training in accordance with 34 CFR 106.45. (34 CFR 106.45)

### Supportive Measures

Upon receipt of a report of Title IX sexual harassment, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures and shall consider the complainant's wishes with respect to the supportive measures implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures shall be nondisciplinary, nonpunitive, and designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment or to deter sexual harassment. Supportive measures may include, but are not limited to, counseling, course-related adjustments, modifications of class schedules, mutual restrictions on contact, increased security, and monitoring of certain areas of the campus. (34 CFR 106.30, 106.44)

The district shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the district's ability to provide the supportive measures. (34 CFR 106.30)

### Emergency Removal from School

\*\*\*Note: Pursuant to Education Code 48900.2, a student in grades 4-12 may be suspended and/or expelled from school for sexual harassment. Districts should also note that Education Code 48915(c) requires the Superintendent or designee to recommend expulsion for any student, irrespective of grade, who commits sexual assault or battery as defined in the Penal Code. See

## AR 5144.1 - Suspension and Expulsion/Due Process.\*\*\*

\*\*\*Note: 34 CFR 106.44 allows a student to be removed in emergency situations as described below, but requires that a student should not be "disciplined" prior to a finding being made pursuant to the grievance process established by 34 CFR 106.45. Due to this inconsistency in state and federal law, districts are advised to consult legal counsel as to the manner of imposing an emergency removal.\*\*\*

A student shall not be disciplined for alleged sexual harassment under Title IX until the investigation has been completed. However, on an emergency basis, the district may remove a student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

### Dismissal of Complaint

The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30 even if proved. The Title IX Coordinator shall also dismiss any complaint in which the alleged conduct did not occur in the district's education program or activity or did not occur against a person in the United States, and may dismiss a formal complaint if the complainant notifies the district in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer enrolled or employed by the district, or sufficient circumstances prevent the district from gathering evidence sufficient to reach a determination with regard to the complaint. (34 CFR 106.45)

Upon dismissal, the Title IX Coordinator shall promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties, and shall inform them of their right to appeal the dismissal of a formal complaint or any allegation in the complaint in accordance with the appeal procedures described in the section "Appeals" below. (34 CFR 106.45)

If a complaint is dismissed, the conduct may still be addressed pursuant to BP/AR 1312.3 - Uniform Complaint Procedures as applicable.

### Informal Resolution Process

\*\*\*Note: As part of an informal resolution, the parties may agree upon discipline, including suspension or expulsion, without the need for an investigation (Analysis of Comments and Changes, 85 Fed. Reg. 30026, pages 30232, 30406-30407). This is an exception to the general

rule provided in 34 CFR 106.44 which prohibits the district from imposing discipline on a respondent for sexual harassment until the full investigation process is complete. Also see the section "Stipulated Expulsion" in AR 5144.1 - Suspension and Expulsion/Due Process.\*\*\*

When a formal complaint of sexual harassment is filed, the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. The district shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint. (34 CFR 106.45)

The district may facilitate an informal resolution process provided that the district: (34 CFR 106.45)

1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.
2. Obtains the parties' voluntary, written consent to the informal resolution process
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student

#### Written Notice

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The district's complaint process, including any informal resolution process
2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

If, during the course of the investigation, new Title IX allegations arise about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process
4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence

5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process

\*\*\*Note: The following paragraph is optional. Although not required by law, a best practice is to provide notice to the parties of the name of the investigator, facilitator, and decision-maker in order to give the parties an opportunity to raise concerns of conflict of interest or bias as prohibited by 34 CFR 106.45.\*\*\*

The above notice shall also include the name of the investigator, facilitator of an informal process, and decision-maker and shall inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator.

#### Investigation Procedures

\*\*\*Note: Pursuant to 34 CFR 106.45, when investigating a formal complaint, the burden of proof rests on the district and not on the parties. However, the district must obtain the party's voluntary, written consent to access, consider, disclose, or otherwise use a party's records that are maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional, which are made and maintained in connection with the provision of treatment to the party.\*\*\*

\*\*\*Note: 34 CFR 106.45 authorizes, but does not require, the district to conduct a live hearing at which each party's advisor may ask the other party and any witnesses all relevant questions and follow-up questions. If the district chooses to include such a hearing as a component of its complaint procedure, the following list should be modified to include requirements for the hearing in accordance with 34 CFR 106.45.\*\*\*

During the investigation process, the district's designated investigator shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence
2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence
3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney
4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties
5. Provide, to a party whose participation is invited or expected, written notice of the date,

time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate

6. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence obtained as part of the investigation that is directly related to the allegations raised in the complaint, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report

7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness

8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. (34 CFR 106.45)

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

\*\*\*Note: Districts with questions about the application of a collective bargaining agreement in the context of a Title IX investigation should consult legal counsel.\*\*\*

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

#### Written Decision

\*\*\*Note: Pursuant to 34 CFR 106.45, the person designated as the decision-maker of the determination of responsibility cannot be the same person designated as the Title IX Coordinator, an investigator, or the person who considers appeals. The following paragraph may be revised to reflect the position designated by the district to provide a written determination of responsibility. While designation decisions will depend on the size of the district, a best practice is to designate an upper-level administrator as the decision-maker and designate the Superintendent as the person to consider appeals.\*\*\*

The Superintendent shall designate an employee as the decision-maker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation of the matter. (34 CFR 106.45)

After the investigative report has been sent to the parties but before reaching a determination regarding responsibility, the decision-maker shall afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party

The decision-maker shall issue, and simultaneously provide to both parties, a written decision as to whether the respondent is responsible for the alleged conduct. (34 CFR 106.45)

\*\*\*Note: 34 CFR 106.45 requires that the district's complaint process include a "reasonably prompt" timeframe for concluding the complaint process, but does not specify the number of days within which the final decision must be issued. The following paragraph specifies a 60-day period in order to align with the requirements of the UCP which are simultaneously triggered when a complaint of sexual harassment is received. Districts may revise the following paragraph to include a different timeline as long as it would satisfy the requirement to act promptly.\*\*\*

The written decision shall be issued within 60 calendar days of the receipt of the complaint.

The timeline may be temporarily extended for good cause with written notice to the complainant and respondent of the extension and the reasons for the action. (34 CFR 106.45)

\*\*\*Note: 34 CFR 106.45 mandates that the district's complaint procedures state whether the district's determination of responsibility will be based on a "preponderance of evidence" standard or "clear and convincing evidence" standard. The following paragraph reflects the "preponderance of evidence" standard, which is a less stringent standard to prove misconduct, and should be revised if the district chooses to use a "clear and convincing evidence" standard. The standard selected by the district must be applied uniformly for all Title IX sexual harassment complaints. The district should consult with legal counsel in determining which standard to use.\*\*\*

In making this determination, the decision-maker shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment. The same standard of evidence shall be used for formal complaints against students as for complaints against employees. (34 CFR 106.45)

The written decision shall include the following: (34 CFR 106.45)

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30
2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process
3. Findings of fact supporting the determination



4. Conclusions regarding the application of the district's code of conduct or policies to the facts

5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's educational program or activity will be provided by the district to the complainant

6. The district's procedures and permissible bases for the complainant and respondent to appeal

### Appeals

\*\*\*Note: 34 CFR 106.45 allows either the complainant or respondent to appeal the district's decision. The district may revise the following section to reflect applicable timelines established by the district.\*\*\*

\*\*\*Note: The following section should also be revised to identify the person who has been designated as the decision-maker(s) for the appeal. Pursuant to 34 CFR 106.45, the decision-maker for the appeal cannot be the same person as the decision maker that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator.\*\*\*

Either party may appeal the district's decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decision-maker(s) affected the outcome. If an appeal is filed, the district shall: (34 CFR 106.45)

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties
2. Ensure that the decision-maker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator
3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome
4. Issue a written decision describing the result of the appeal and the rationale for the result
5. Provide the written decision simultaneously to both parties

An appeal must be filed in writing within 10 calendar days of receiving the notice of the decision or dismissal, stating the grounds for the appeal and including any relevant documentation in

support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

A written decision shall be provided to the parties within 20 calendar days from the receipt of the appeal.

\*\*\*Note: 5 CCR 4632-4633 provide that complainants may appeal to CDE if they disagree with the district's decision on any matter within the scope of the UCP. As amended by Register 2020, No. 21, 5 CCR 4632 changes the timeline for filing an appeal with CDE from 15 calendar days to 30 calendar days.\*\*\*

The district's decision may be appealed to the California Department of Education within 30 days of the written decision in accordance with BP/AR 1312.3.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

\*\*\*Note: The following paragraph is consistent with requirements under Education Code 262.3, 5 CCR 4622, and the California Department of Education's Federal Program Monitoring instrument to provide notice regarding civil law remedies in the annual UCP notice and in the final written decision in the UCP process.\*\*\*

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

## Remedies

\*\*\*Note: 34 CFR 106.45 mandates that the district's Title IX complaint process list, or describe the range of, possible remedies that the district may implement following any determination of responsibility. The following section may be revised to reflect district practice.\*\*\*

When a determination of responsibility for sexual harassment has been made against the respondent, the district shall provide remedies to the complainant. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent. (34 CFR 106.45)

## Corrective/Disciplinary Actions

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44)

For students in grades 4-12, discipline for sexual harassment may include suspension and/or expulsion. After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault or sexual battery at school or at a school activity off school grounds, the principal or Superintendent shall immediately suspend the student and shall recommend expulsion. (Education Code 48900.2, 48915)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Other actions that may be taken with a student who is determined to be responsible for sexual harassment include, but are not limited to:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education of the student regarding the impact of the conduct on others
4. Positive behavior support
5. Referral of the student to a student success team

(cf. 6164.5 - Student Success Teams)

6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law

(cf. 6145 - Extracurricular and Cocurricular Activities)

When an employee is found to have committed sexual harassment or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

(cf. 4117.7/4317.7 - Employment Status Report)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

## Record-Keeping

The Superintendent or designee shall maintain, for a period of seven years: (34 CFR 106.45)

1. A record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, and any appeal or informal resolution and the results therefrom

2. A record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, including the district's basis for its conclusion that its response was not deliberately indifferent, the measures taken that were designed to restore or preserve equal access to the education program or activity, and, if no supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstances

3. All materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process. The district shall make such training materials publicly available on its web site, or if the district does not maintain a web site, available upon request by members of the public.

(cf. 1113 - District and School Web Sites)

(cf. 3580 - District Records)

#### Legal Reference:

##### EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48985 Notices, report, statements and records in primary language

##### CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

##### GOVERNMENT CODE

12950.1 Sexual harassment training

##### CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

##### UNITED STATES CODE, TITLE 20

1092 Definition of sexual assault

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

##### UNITED STATES CODE, TITLE 34

12291 Definition of dating violence, domestic violence, and stalking

##### UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

##### CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

106.1-106.82 Nondiscrimination on the basis of sex in education programs

## COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567  
Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130  
Reese v. Jefferson School District, (2000, 9th Cir.) 208 F.3d 736  
Davis v. Monroe County Board of Education, (1999) 526 U.S. 629  
Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274  
Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473  
Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

## Management Resources:

### CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014  
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

### FEDERAL REGISTER

Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, May 19, 2020, Vol. 85, No. 97, pages 30026-30579

### U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Q&A on Campus Sexual Misconduct, September 2017

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

### WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr>



# **CSBA Sample**

## **Exhibit**

### **Title IX Sexual Harassment Complaint Procedures**

E 5145.71

#### **Students**

\*\*\*Note: 34 CFR 106.8 requires the district to provide notice to students and parents/guardians of its policy prohibiting sexual harassment and its grievance procedures that provide for the prompt and equitable resolution of sexual harassment complaints. The following exhibit presents a sample notification that meets these requirements and may be modified to reflect district practice. For a sample notice for employees, bargaining units, and applicants for employment, see E 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures.\*\*\*

\*\*\*Note: Pursuant to 34 CFR 106.8, the district must provide the Title IX Coordinator's contact information on its web site and in any handbook for students or parents/guardians. In addition, state law (Education Code 231.5, 231.6, 234.6, and 48980) requires distribution of the district's sexual harassment policy through the parental notification at the beginning of the school year, in any orientation program for new and continuing students, in any publication of rules of student conduct, and by posting the policy on the district's web site, in school offices, and in a poster displayed in locker rooms and bathrooms.\*\*\*

#### **NOTICE OF TITLE IX SEXUAL HARASSMENT POLICY**

The Code of Federal Regulations, Title 34, Section 106.8 requires the district to issue the following notification to students at all grade levels and their parents/guardians:

The district does not discriminate on the basis of sex in any education program or activity that it operates. The prohibition against discrimination on the basis of sex is required by federal law (20 USC 1681-1688; 34 CFR Part 106) and extends to employment. The district also prohibits retaliation against any student for filing a complaint or exercising any right granted under Title IX.

Title IX requires a school district to take immediate and appropriate action to address any potential Title IX violations that are brought to its attention. Any inquiries about the application of Title IX, this notice, and who is protected by Title IX may be referred to the district's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education or both.

\*\*\*Note: The district should enter the name/title and contact information of the district's Title IX Coordinator below. Such information should be consistent with the person/position identified in AR 5145.7 - Sexual Harassment.\*\*\*

The district has designated and authorized the following employee as the district's Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking:

\_\_\_\_\_  
(name and/or title/position)

\_\_\_\_\_  
(address)

\_\_\_\_\_  
(telephone number)

\_\_\_\_\_  
(email address)

\*\*\*Note: The district may expand the following paragraph to include other means of contact or reporting methods available in the district, such as online submission forms or mobile applications.\*\*\*

\*\*\*Note: Pursuant to 34 CFR 106.8, the district must provide notice to employees, bargaining units, and job applicants of the district's grievance procedures and process, including how to report or file a formal complaint of sexual discrimination and/or harassment, and how the district will respond.\*\*\*

Any individual may report sex discrimination, including sexual harassment, to the Title IX Coordinator or any other school employee at any time, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon receiving an allegation of sexual harassment, the Title IX Coordinator will promptly notify the parties, in writing, of the applicable district complaint procedure.

To view an electronic copy of the district's policies and administrative regulations on sexual harassment, including the grievance process that complies with 34 CFR 106.45, please see BP/AR 5145.7 - Sexual Harassment and AR 5145.71 - Title IX Sexual Harassment Complaint Procedures on the district's web site at \_\_\_\_\_(insert website link)\_\_\_\_\_.

To inspect or obtain a copy of the district's sexual harassment policies and administrative regulations, please contact: \_\_\_\_\_(insert location/phone/email of contact person) \_\_\_\_\_.

Materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process are also publicly available on the district's web site or at the district office upon request.



# **CSBA Sample**

## **Board Policy**

### **Selection And Evaluation Of Instructional Materials**

BP 6161.1

#### **Instruction**

\*\*\*Note: Pursuant to Education Code 60200 and 60400, the Governing Board is responsible for the adoption of textbooks and other instructional materials, as defined in Education Code 60010, for use in district schools. See the accompanying administrative regulation for required and optional criteria for the selection of instructional materials. See BP 6161.11 - Supplementary Instructional Materials and BP 6163.1 - Library Media Centers for selection processes regarding supplementary materials.\*\*\*

The Governing Board desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect and value society's diversity, and enhance instructors' ability to educate all students through the use of multiple teaching strategies and technologies. The Board shall adopt instructional materials based on a determination that such materials are an effective learning resource to help students achieve grade-level competency and that the materials meet criteria specified in law. Textbooks, technology-based materials, and other educational materials shall be aligned with academic content standards and the district's curriculum to ensure that they effectively support the district's adopted courses of study.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0415 - Equity)

(cf. 0440 - District Technology Plan)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6000 - Concepts and Roles)

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6162.5 - Student Assessment)

(cf. 6163.1 - Library Media Centers)

\*\*\*Note: The following paragraph is for use by districts that maintain any of grades K-8 and may be revised to reflect the grade levels offered by the district. Pursuant to Education Code 60200, the State Board of Education (SBE) is required to adopt basic instructional materials in specified subjects that districts may select for use in grades K-8. Education Code 60200 provides that the SBE may adopt materials in any of the specified subject areas at least once, but not more than twice, every eight years. Education Code 60210 authorizes the Board to select materials that have not been approved by SBE, provided they are aligned with state academic content standards or Common Core State Standards.\*\*\*

The Board shall select instructional materials for use in grades K-8 that have been approved by

the State Board of Education (SBE) or that have, during the district's review process, been determined to be aligned with the state academic content standards adopted by SBE. (Education Code 60200, 60210)

\*\*\*Note: The following paragraph is for use by districts that maintain high schools.\*\*\*

The Board shall adopt instructional materials for grades 9-12 upon determining that the materials meet the criteria specified in law and the accompanying administrative regulation. (Education Code 60400)

In selecting or adopting instructional materials, the Board shall consider the recommendation of the Superintendent or designee and/or an advisory committee established to review the materials.

#### Public Hearing on Sufficiency of Instructional Materials

\*\*\*Note: As a condition of receiving funds for instructional materials from any state source, Education Code 60119 requires the Board to annually hold a public hearing to determine whether each student in the district has sufficient standards-aligned textbooks or instructional materials in English/language arts (including English language development), mathematics, science, and history-social science that are consistent with the content and cycles of the curriculum framework adopted by SBE. As clarified in the California Department of Education's (CDE) Instructional Materials FAQ, state funding sources for instructional materials include local control funding formula funds and Proposition 20 (2000) lottery funds. The Board must also make a written determination during the hearing as to the sufficiency of textbooks or instructional materials in world language and health courses, as well as the availability of science laboratory equipment in science laboratory courses.\*\*\*

\*\*\*Note: Pursuant to Education Code 60010, as amended by SB 820 (Ch. 110, Statutes of 2020), "technology-based materials" include the electronic equipment required to make use of those materials, including, but not limited to, laptop computers and devices that provide Internet access. Thus, when districts provide technology-based materials to students, such equipment is subject to the determination of sufficiency pursuant to Education Code 60119.\*\*\*

\*\*\*Note: Education Code 1240 requires the County Superintendent of Schools to review the textbooks and instructional materials of underperforming schools and, if the County Superintendent determines that a school does not have sufficient materials, to prepare a report outlining the noncompliance and give the district a chance to remedy the deficiency. If the deficiency is not remedied by the second month of the school year, the County Superintendent may request that CDE purchase textbooks or materials for the district, and the cost must be repaid by the district. CDE will issue a public statement at an SBE meeting indicating the district's failure to provide instructional materials.\*\*\*

The Board shall annually conduct one or more public hearings on the sufficiency of the district's instructional materials, including textbooks, technology-based materials, other educational materials, and tests. Technology-based materials include, but are not limited to, software programs, video disks, compact disks, optical disks, video and audio tapes, lesson plans, databases, and the electronic equipment required to make use of those materials by students and teachers as a learning resource. (Education Code 60010, 60119)

\*\*\*Note: Education Code 60119 specifies that the hearing must be held within eight weeks of the beginning of the school year. Pursuant to Education Code 60119, for a district that operates schools on a multitrack, year-round calendar, the timeline begins with the first day students attend school in any track that begins in August or September.\*\*\*

The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)

The Board encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. Ten days prior to the hearing, the Superintendent or designee shall post a notice in three public places within the district containing the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)

(cf. 9322 - Agenda/Meeting Materials)

\*\*\*Note: Education Code 60119 requires the Board to adopt a resolution indicating whether or not each student in each school has sufficient standards-aligned textbooks or instructional materials for the subjects specified in items #1-6 below. See the accompanying Exhibit for a sample resolution.\*\*\*

At the hearing(s), the Board shall determine, through a resolution, whether each student in each school, including each English learner, has sufficient textbooks or other instructional materials that are aligned to the content standards adopted by SBE and consistent with the content and cycles of the curriculum framework adopted by SBE in each of the following subjects:  
(Education Code 60119)

1. Mathematics

(cf. 6142.92 - Mathematics Instruction)

2. Science

(cf. 6142.93 - Science Instruction)

3. History-social science

(cf. 6142.94 - History-Social Science Instruction)

4. English language arts, including the English language development component of an adopted program

(cf. 6142.91 - Reading/Language Arts Instruction)  
(cf. 6174 - Education for English Learners)

5. World language

(cf. 6142.2 - World Language Instruction)

## 6. Health

(cf. 6142.8 - Comprehensive Health Education)

\*\*\*Note: The following paragraph is for use by districts that maintain any of grades 9-12.\*\*\*

The Board shall also determine the availability of science laboratory equipment, as applicable to science laboratory courses offered in grades 9-12. (Education Code 60119)

In making these determinations, the Board shall consider whether each student has sufficient textbooks or other instructional materials to use in class and to take home. This does not require that each student have two sets of materials. However, materials shall not be considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage. (Education Code 60119)

If materials are in a digital format, they shall be considered sufficient as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the district, and has the ability to use and access them at home. (Education Code 60119)

\*\*\*Note: Pursuant to Education Code 60119, if the Board makes a determination that there are insufficient textbooks or other instructional materials, the Board must take action to ensure that the materials are provided within two months of the beginning of the school year. CDE's Instructional Materials FAQ states that, if a district has submitted purchase orders to the publisher to purchase materials to remedy the insufficiency, these materials should be received and made available to students by the end of the second month of the school year. Thus, districts are strongly encouraged to hold the public hearing as early in the school year as possible in order to provide sufficient time to correct any deficiencies.\*\*\*

If the Board determines that there are insufficient textbooks or other instructional materials, the district shall provide information to classroom teachers and to the public setting forth, for each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area and the reasons that each student does not have sufficient textbooks or instructional materials. The Board shall take any action to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)

The degree to which every student has sufficient access to standards-aligned instructional materials shall be included in the district's local control and accountability plan. (Education Code 52060)

(cf. 0460 - Local Control and Accountability Plan)

## Complaints

\*\*\*Note: Complaints regarding the contents of instructional materials are addressed in BP/AR

1312.2 - Complaints Concerning Instructional Materials. See AR 1312.4 - Williams Uniform Complaint Procedures for language regarding complaints about deficiencies in instructional materials.\*\*\*

Complaints concerning instructional materials shall be handled in accordance with BP/AR 1312.2 - Complaints Concerning Instructional Materials or AR 1312.4 - Williams Uniform Complaint Procedures, as applicable.

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Legal Reference:

EDUCATION CODE

220 Prohibition against discrimination

1240 County superintendent, general duties

33050-33053 General waiver authority

33126 School accountability report card

35272 Education and athletic materials

44805 Enforcement of course of studies; use of textbooks, rules and regulations

49415 Maximum textbook weight

51501 Nondiscriminatory subject matter

52060-52077 Local control and accountability plan

60000-60005 Instructional materials, legislative intent

60010 Definitions

60040-60052 Instructional requirements and materials

60060-60063.5 Requirements for publishers and manufacturers

60070-60076 Prohibited acts (re instructional materials)

60110-60115 Instructional materials on alcohol and drug education

60119 Public hearing on sufficiency of materials

60200-60210 Elementary school materials

60226 Requirements for publishers and manufacturers

60350-60352 Core reading program instructional materials

60400-60411 High school textbooks

60510-60511 Donation for sale of obsolete instructional materials

60605 State content standards

60605.8 Common Core State Standards

60605.86-60605.88 Supplemental instructional materials aligned with Common Core State Standards

CODE OF REGULATIONS, TITLE 5

9505-9530 Instructional materials

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Instructional Materials FAQ

01-05 Guidelines for Piloting Textbooks and Instructional Materials, rev. January 2015

Standards for Evaluating Instructional Materials for Social Content, 2013

## WEB SITES

CSBA: <http://www.csba.org>

Association of American Publishers: <http://www.publishers.org>

California Academic Content Standards Commission, Common Core State Standards:  
<http://www.scoe.net/castandards>

California Department of Education: <http://www.cde.ca.gov>

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# **CSBA Sample**

## **Administrative Regulation**

### **Selection And Evaluation Of Instructional Materials**

AR 6161.1  
**Instruction**

#### Review Process

\*\*\*Note: The following section may be revised to reflect district practice. Pursuant to Education Code 60002, the district must provide for "substantial" teacher involvement in the selection of instructional materials and must promote the involvement of parents/guardians and other members of the community in the selection of instructional materials. The Education Code does not define "substantial."\*\*\*

The district's review process for evaluating instructional materials shall involve teachers in a substantial manner and shall encourage the participation of parents/guardians and community members in accordance with Education Code 60002. The review process may also involve administrators, other staff who have subject-matter expertise, and students as appropriate. The Superintendent or designee shall seek input from stakeholders with diverse backgrounds and perspectives.

(cf. 6020 - Parent Involvement)

\*\*\*Note: The following paragraph is for use by districts that maintain any of grades K-8.\*\*\*

If the district is considering the use of instructional materials for grades K-8 that have not been adopted by the State Board of Education (SBE), the Superintendent or designee shall ensure that a majority of the participants in the district's review process are classroom teachers who are assigned to the subject area or grade level of the materials. (Education Code 60210)

\*\*\*Note: The following paragraph is optional. The use of review committees is recommended as a best practice, but is not required by law.\*\*\*

The Superintendent or designee may establish an advisory committee to conduct the review of instructional materials.

(cf. 1220 - Citizen Advisory Committees)

The Superintendent or designee shall present to the Governing Board recommendations for instructional materials and documentation that supports the recommendations.

All recommended instructional materials shall be available for public inspection at the district office.

(cf. 5020 - Parent Rights and Responsibilities)

\*\*\*Note: State Board of Education (SBE) policy on Guidelines for Piloting Textbooks and Instructional Materials provides a sample process for piloting instructional materials that addresses the selection of materials to pilot, a chronology of the process, and additional considerations, such as conflict of interest, contacts with publishers, and consideration of standards maps.\*\*\*

When possible, the district may pilot instructional materials in a representative sample of classrooms for a specified period of time during a school year, in order to determine the extent to which the materials support the district's curricular goals and academic standards. Feedback from teachers piloting the materials shall be made available to the Board before the materials are adopted.

#### Criteria for Selection and Adoption of Instructional Materials

In recommending instructional materials for adoption by the Board, the Superintendent or designee shall ensure that the materials:

1. Are aligned to the content standards adopted by SBE and consistent with the content and cycles of the curriculum framework adopted by SBE

(cf. 6011 - Academic Standards)

\*\*\*Note: The following paragraph is for use by districts that offer any of grades K-8. Pursuant to Education Code 60200, SBE is responsible for adopting at least five basic instructional materials for grades K-8 in specified core subjects and any other subject for which SBE determines that the adoption of instructional materials is necessary or desirable.\*\*\*

\*\*\*Note: Education Code 60210 authorizes the Governing Board to select instructional materials for grades K-8 that have not been approved by SBE, provided they are aligned with state academic content standards.\*\*\*

For grades K-8, only instructional materials on the list of materials adopted by SBE and/or other instructional materials that have not been adopted by SBE but are aligned with the state academic content standards or the Common Core State Standards may be recommended for selection. (Education Code 60200, 60210)

(cf. 6161.11 - Supplementary Instructional Materials)

\*\*\*Note: The following optional paragraph is for use by districts offering any of grades 9-12 and may be revised to reflect district practice. The California Department of Education provides standards map templates on its web site for reference in determining alignment of instructional materials for grade 9-12 core courses.\*\*\*

For grades 9-12, instructional materials in history-social science, mathematics, English/language arts, and science shall be reviewed using a standards map in order to determine the extent to which the materials are aligned to state academic content standards.



2. Do not reflect adversely upon persons because of any characteristic specified in law and BP 0410 - Nondiscrimination in District Programs and Activities, nor contain any sectarian or denominational doctrine or propaganda contrary to law (Education Code 51501, 60044)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

3. To the satisfaction of the Board, are accurate, objective, current, and suited to the needs and comprehension of district students at their respective grade levels (Education Code 60045)

4. With the exception of literature and tradebooks, use proper grammar and spelling (Education Code 60045)

\*\*\*Note: Education Code 60048 and 60200 require that the Board not adopt basic instructional materials that provide unnecessary exposure to a commercial brand name, product, or corporate or company logo, unless it makes specific findings that the use has an educational purpose or is incidental to the general nature of an illustration, as provided in item #6 below. SBE's publication Standards for Evaluating Instructional Materials for Social Content details standards for the use of brand names and corporate logos in instructional materials.\*\*\*

5. Do not expose students to a commercial brand name, product, or corporate or company logo unless the Board makes a specific finding that the use is appropriate based on one of the following: (Education Code 60048, 60200)

a. The commercial brand name, product, or corporate or company logo is used in text for an educational purpose as defined in guidelines or frameworks adopted by SBE.

b. The appearance of a commercial brand name, product, or corporate or company logo in an illustration is incidental to the general nature of the illustration.

(cf. 1325 - Advertising and Promotion)

\*\*\*Note: Education Code 60040-60043 require that specific subject matter be included in the district's instructional materials. Education Code 60040 requires that instructional materials include accurate portrayals of the cultural and racial diversity of society as specified. Education Code 60041 requires (1) accurate portrayal of humanity's place in ecological systems and the need to protect the environment and (2) the effects of tobacco, alcohol, and other drug use on the human system. Education Code 60042 requires the Board to adopt materials as it deems necessary to encourage thrift, fire prevention, and the humane treatment of animals and people. Education Code 60043 requires that the Board, when appropriate to the comprehension of students, adopt textbooks for social science, history, or civics classes that contain the Declaration of Independence and the Constitution of the United States. If desired, the district may expand item #6 below to list these specific requirements.\*\*\*

6. Meet the requirements of Education Code 60040-60043 for specific subject content, including, but not limited, accurately portraying society's cultural and racial diversity

\*\*\*Note: Items #7-14 below are optional and may be revised to reflect district practice. The district may choose to develop subject-specific criteria as well as general criteria.\*\*\*

7. Support the district's adopted courses of study and curricular goals

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6142.2 - World Language Instruction)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6142.93 - Science Instruction)

(cf. 6142.94 - History-Social Science Instruction)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

8. Contribute to a comprehensive, balanced curriculum

9. Demonstrate reliable quality of scholarship as evidenced by:

a. Accurate, up-to-date, and well-documented information

b. Objective presentation of diverse viewpoints

c. Clear, concise writing and appropriate vocabulary

d. Thorough treatment of subject matter

10. Provide for a wide range of materials at all levels of difficulty, with appeal to students of varied interests, abilities, and developmental levels

11. Stimulate discussion of contemporary issues and improve students' thinking and decision-making skills

12. As appropriate, have corresponding versions available in languages other than English

13. Include high-quality teacher's guides

\*\*\*Note: 5 CCR 9517.2 sets the following maximum weight standards for each student textbook: three pounds for grades K-4, four pounds for grades 5-8, and five pounds for grades 9-12. 5 CCR 9517.2 requires publishers submitting textbooks to SBE that exceed those weight standards to provide lighter weight alternatives, such as split volumes or electronic editions, soft cover editions, or other alternate physical formats. For materials for grades 9-12, publishers must disclose the availability of lighter weight alternatives. Item #14 below includes textbook weight as one of the criteria for Board consideration.\*\*\*

14. When available, include options for lighter weight materials in order to help minimize any injury to students by the combined weight of instructional materials

In addition to meeting the above criteria as applicable, technology-based materials shall:

1. Be both available and comparable to other, equivalent instructional materials  
(Education Code 60052)
  2. Be accessible to all students, including economically disadvantaged students, students with disabilities, and English learners
  3. Protect the privacy of student data
- (cf. 6157 - Distance Learning)

#### Conflict of Interest

\*\*\*Note: The following optional section is for use by districts that choose to require individuals who will participate in the review process to first complete a disclosure statement which provides an opportunity to disclose any conflict of interest or appearance of conflict of interest.\*\*\*

To ensure integrity in the evaluation and selection of instructional materials, individuals who are participating in the evaluation of instructional materials and are not otherwise designated in the district's conflict of interest code shall sign a disclosure statement indicating that they:

\*\*\*Note: Education Code 60061 requires publishers to provide instructional materials free of charge within California to the same extent that they provide free materials to other states or school districts; see Price List of Adopted Instructional Materials on CDE's web site. However, Education Code 60071 forbids publishers from offering "valuable thing(s)" to school officials for the purpose of influencing the purchase of instructional materials. CDE's Instructional Materials FAQ clarifies that, in accordance with the definition of "technology-based materials" in Education Code 60010, districts may accept electronic equipment necessary to make use of technology-based materials provided that such equipment is used by students and teachers as a learning resource, not to replace computers or related equipment in an existing computer lab or to establish a new computer lab.\*\*\*

1. Will not accept any emolument, money, or other valuable thing or inducement to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material (Education Code 60072)

Sample copies of instructional materials are excepted from this prohibition. (Education Code 60075)

\*\*\*Note: Items # 2-4 below are optional and should be modified to reflect district practice.\*\*\*

2. Are not employed by nor receive compensation from the publisher or supplier of the instructional materials or any person, firm, organization, subsidiary, or controlling entity representing it
3. Do not have an interest as a contributor, author, editor, or consultant in any textbook or other instructional material submitted to the district

(cf. 9270 - Conflict of Interest)

(11/11 11/12) 10/20

# CSBA Sample

## Exhibit

### Selection And Evaluation Of Instructional Materials

E 6161.1

#### Instruction

#### RESOLUTION ON SUFFICIENCY OF INSTRUCTIONAL MATERIALS

\*\*\*Note: Education Code 60119 requires that the Governing Board hold an annual public hearing regarding the sufficiency of textbooks or other instructional materials and determine through a resolution whether each student has sufficient materials; see the accompanying Board policy. "Sufficient textbooks or instructional materials," as defined in Education Code 60119, means that each student in the district, including each English learner, has a standards-aligned textbook or instructional materials, which may include technology-based materials, to use in class and to take home.\*\*\*

\*\*\*Note: The following sample resolution is based on the 2008 sample resolution developed by the California Department of Education (CDE) but has been updated to reflect current law. This resolution may be used to certify compliance with Education Code 60119.\*\*\*

Whereas, the Governing Board of the (name of school district), in order to comply with the requirements of Education Code 60119, held a public hearing on (date), at (time) o'clock, which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the Board provided at least 10 days' notice of the public hearing by posting it in at least three public places within the district stating the time, place, and purpose of the hearing, and;

Whereas, the Board encouraged participation by parents/guardians, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

Whereas, information provided at the public hearing detailed the extent to which sufficient textbooks or other instructional materials were provided to all students, including English learners, in the (name of school district), and;

Whereas, the definition of "sufficient textbooks or instructional materials" means that each student, including each English learner, has a standards-aligned textbook or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, and;

Whereas, textbooks or instructional materials in core curriculum subjects should be aligned with

state academic content standards and/or the Common Core State Standards adopted by the State Board of Education;

#### Finding of Sufficient Textbooks or Instructional Materials

\*\*\*Note: The following section is for use when the Board is making a finding that the district has "sufficient" materials. According to CDE, Education Code 60119 requires documentation of sufficiency of textbooks or instructional materials to be presented at the public hearing. Survey forms are available on CDE's web site which may be used as a self-study and county office validation tool for grades K-12.\*\*\*

Whereas, sufficient standards-aligned textbooks or other instructional materials that are consistent with the cycles and content of the curriculum frameworks were provided to each student, including each English learner, in the following subjects:

\*\*\*Note: To provide complete information about the basis for the Board's determination of sufficiency, the district may wish to include the names of the textbooks or instructional materials provided to students, as well as the applicable state adoption cycle.\*\*\*

\* Mathematics: (List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)

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\* Science: (List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)

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\* History-social science: (List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)

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\* English language arts, including the English language development component of an adopted program: (List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)

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\* World language: (List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)

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\* Health: (List adopted textbooks or instructional materials for this subject for each grade

level or school as well as applicable state adoption cycle.)

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\*\*\*Note: The following paragraph is for use by districts that maintain grades 9-12. The Board may provide a list of the science laboratory classes offered in grades 9-12 and details on the science laboratory equipment available for these classes.\*\*\*

Whereas, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

Therefore, it is resolved that for the (year) school year, the (name of school district) has provided each student with sufficient standards-aligned textbooks or other instructional materials that are consistent with the cycles and content of the curriculum frameworks.

#### Finding of Insufficient Textbooks or Instructional Materials

\*\*\*Note: The following section is for use when the Board is making a finding of "insufficient" materials. Education Code 60119 requires that the Board's resolution list, for each school for which an insufficiency exists, the percentage of students at each grade level who lack sufficient materials in each of the subject areas listed below.\*\*\*

Whereas, information provided at the public hearing and to the Board at the public meeting detailed that insufficient standards-aligned textbooks or other instructional materials were provided to students in the following subjects and grade levels at district schools: (For each school, list the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in mathematics, science, history-social science, English language arts, world language, and health.)

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Whereas, sufficient textbooks or other instructional materials were not provided at each school listed above due to the following reasons: (For each school at which there is an insufficiency, list the reasons that each student does not have sufficient instructional materials in each subject and grade level listed above.)

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Therefore, it is resolved, that for the (year) school year, the (name of school district) has not provided each student with sufficient textbooks or other instructional materials that are consistent with the cycles and content of the curriculum framework, and;

Be it further resolved, that the following actions will be taken to ensure that all students have sufficient standards-aligned textbooks or other instructional materials in all subjects that are consistent with the cycles and content of the curriculum frameworks within two months of the beginning of the school year in which this determination is made. (List actions to be taken to

resolve insufficiency.)

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PASSED AND ADOPTED THIS day of at a meeting, by the following vote:

AYES: \_\_\_\_\_ NOES: \_\_\_\_\_ ABSENT: \_\_\_\_\_

Attest:

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Secretary      President

(11/12    7/17)    10/20



# CSBA Sample

## Exhibit

### Actions By The Board

E 9323.2

### Board Bylaws

#### Exhibit 1

#### ACTIONS REQUIRING A SUPER MAJORITY VOTE

\*\*\*Note: The following exhibit lists some of the Governing Board actions that require more than a simple majority vote. Other such actions may exist and may be identified in the future.\*\*\*

#### Actions Requiring a Two-Thirds Vote of the Board

\*\*\*Note: For an action requiring a two-thirds vote to pass, a three-member board will need two board members to vote in favor of the item, a five-member board will need four board members to vote in favor of the item, and a seven-member board will need five board members to vote in favor of the item.\*\*\*

1. Resolution declaring the Governing Board's intention to sell or lease real property (Education Code 17466)

(cf. 3280 - Sale or Lease of District-Owned Real Property)

2. Resolution declaring the Board's intent to convey or dedicate property to the state or any political subdivision for the purposes specified in Education Code 17556 (Education Code 17557)

3. Resolution authorizing and directing the Board president, or any other presiding officer, secretary, or member, to execute a deed of dedication or conveyance of property to the state or a political subdivision (Education Code 17559)

4. Lease, for up to three months, of school property which has a residence on it and which cannot be developed for district purposes because funds are unavailable (Education Code 17481)

\*\*\*Note: Item #5 below is different from temporary borrowing pursuant to Government Code 53850-53858 which requires only a majority vote of the Board.\*\*\*

5. Request for temporary borrowing of funds needed for immediate requirements of the district to pay district obligations incurred before the receipt of district income for the fiscal year

sufficient to meet the payment(s) (Government Code 53821)

6. Upon complying with Government Code 65352.2 and Public Resources Code 21151.2, action to render city or county zoning ordinances inapplicable to a proposed use of the property by the district (Government Code 53094)

(cf. 7131 - Relations with Local Agencies)

(cf. 7150 - Site Selection and Development)

(cf. 7160 - Charter School Facilities)

7. When the district is organized to serve only grades K-8, action to establish a community day school for any of grades K-8 (Education Code 48660)

(cf. 6185 - Community Day School)

8. When the district is organized to serve only grades K-8, has an average daily attendance (ADA) of 2,500 or less, or desires to operate a community day school to serve any of grades K-6 (and no higher grades) and seeks to situate a community day school on an existing school site, certification that satisfactory alternative facilities are not available for a community day school (Education Code 48661)

9. Resolution of intent to issue general obligation bonds with the approval of 55 percent of the voters of the district (Education Code 15266)

(cf. 7214 - General Obligation Bonds)

10. Resolution of intent to issue bonds within a school facilities improvement district with the approval of 55 percent of the voters of the school facilities improvement district (Education Code 15266)

(cf. 7213 - School Facilities Improvement Districts)

11. Resolution to place a parcel tax on the ballot (Government Code 53724)

(cf. 3471 - Parcel Taxes)

\*\*\*Note: Code of Civil Procedure 1245.240 requires that, prior to commencing an eminent domain action, the Board adopt a resolution of necessity approved by a two-thirds vote of the Board unless a greater vote is required by statute, charter, or ordinance. In addition, if the Board desires to use the property for a different purpose than stated in the resolution of necessity, then pursuant to Code of Civil Procedure 1245.245, the Board must adopt, by two-thirds vote, another resolution authorizing the different use unless a greater vote is required by statute, charter, or ordinance.\*\*\*

12. Resolution of necessity to proceed with an eminent domain action and, if the Board subsequently desires to use the property for a different use than stated in the resolution of

necessity, a subsequent resolution so authorizing the different use (Code of Civil Procedure 1245.240, 1245.245)

\*\*\*Note: Item #13 is for use by districts governed by a three-member board that have elected to use an alternative procedure for awarding contracts for public works projects pursuant to the Uniform Public Construction Cost Accounting Act (UPCCAA) (Public Contract Code 22000-22045), which establishes a higher bid limit and a more informal bidding process for certain projects. For further information, see BP 3311.1 - Uniform Public Construction Cost Accounting Procedures.\*\*\*

13. When the district has a three-member Board and has adopted the procedures set forth in the Uniform Public Construction Cost Accounting Act (UPCCAA), action to respond to an emergency facilities condition without giving notice for bids to let contracts, including the repair or replacement of district facilities, the taking of any other action that is directly related to and immediately required by that emergency, the procurement of the necessary equipment, services, and supplies for those purposes, the delegation of authority to the Superintendent or designee to take such action, and the determination during a regular Board meeting of the need to continue the action (Public Contract Code 22035, 22050)

(cf. 3311.1 - Uniform Public Construction Cost Accounting Procedures)

#### Actions Requiring a Two-Thirds Vote of the Board Members Present at the Meeting

1. Determination that there is a need to take immediate action and that the need for action came to the district's attention after the posting of the agenda. If less than two-thirds of the Board members are present at the meeting, a unanimous vote of all members present is required. (Government Code 54954.2)

2. Determination that a closed session is necessary during an emergency meeting. If less than two-thirds of the Board members are present, a unanimous vote of all members present is required. (Government Code 54956.5)

(cf. 9320 - Meetings and Notices)

(cf. 9321 - Closed Session)

#### Actions Requiring a Four-Fifths Vote of the Board

\*\*\*Note: For an action requiring a four-fifths vote to pass, a three-member board will need a unanimous vote in favor of the item, a five-member board will need four board members to vote in favor of the item, and a seven-member board will need six board members to vote in favor of the item.\*\*\*

1. Resolution for district borrowing based on issuance of notes, tax anticipation warrants, or other evidences of indebtedness, in an amount up to 50 percent of the district's estimated income and revenue for the fiscal year or the portion not yet collected at the time of the borrowing (Government Code 53822, 53824)

2. Resolution for district borrowing, between July 15 and August 30 of any fiscal year, of up to 25 percent of the estimated income and revenue to be received by the district during that fiscal year from apportionments based on ADA for the preceding school year (Government Code 53823-53824)

3. Declaration of an emergency in order to authorize the district to include a particular brand name or product in a bid specification (Public Contract Code 3400)

(cf. 3311 - Bids)

\*\*\*Note: Item #4 is for use by districts governed by a five-member or seven-member board.\*\*\*

\*\*\*Note: Items #4-5 are for use by districts that have elected to use an alternative procedure for awarding contracts for public works projects pursuant to the UPCCAA. For further information, see BP 3311.1 - Uniform Public Construction Cost Accounting Procedures.\*\*\*

4. When the district has a five-member or seven-member Board and has adopted the procedures set forth in UPCCAA, action to respond to an emergency facilities condition without giving notice for bids to let contracts, including the repair or replacement of district facilities, the taking of any other action that is directly related to and immediately required by that emergency, the procurement of the necessary equipment, services, and supplies for those purposes, the delegation of authority to the Superintendent or designee to take such action, and the determination during a regular Board meeting of the need to continue the action (Public Contract Code 22035, 22050)

5. Resolution to award a contract for a public works project at \$212,500 or less to the lowest responsible bidder, when the district is using the informal process authorized under the UPCCAA for projects of \$200,000 or less, all bids received are in excess of \$200,000, and the Board determines that the district's cost estimate was reasonable (Public Contract Code 22034)

#### Action Requiring a Four-Fifths Vote of the Board Members Present at the Meeting

A four-fifths vote of the Board members present at the meeting shall be required to approve the expenditure and transfer of necessary funds and use of district property or personnel to meet a national or local emergency created by war, military, naval, or air attack, or sabotage, or to provide for adequate national or local defense. (Government Code 53790-53792)

(cf. 3110 - Transfer of Funds)

#### Actions Requiring a Unanimous Vote of the Board

1. Resolution authorizing and prescribing the terms of a lease of district property for extraction and taking of gas not associated with oil (Education Code 17510-17511)

2. Authorization of the use of day labor or force account, or waiver of the competitive bid process pursuant to Public Contract Code 20111, when the Board determines that an emergency exists requiring the repair, alteration, work, or improvement to any facility to permit the continuance of existing classes or to avoid danger to life or property, and upon approval of the County Superintendent of Schools (Public Contract Code 20113)

#### Action Requiring a Unanimous Vote of the Board Members Present at the Meeting

1. Private sale of surplus property without advertisement in order to establish that such property is not worth more than \$2,500. Disposal of surplus property or donation to a charitable organization requires the unanimous vote of the Board members present to establish that the value of such property would not defray the cost of arranging its sale. (Education Code 17546)

(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)

(10/16 3/19) 10/20

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Exhibit(2) 9323.2

#### ACTIONS BY THE BOARD

#### UNCONDITIONAL COMMITMENT LETTER

\*\*\*Note: Government Code 54960 authorizes the district attorney or other interested person to file an action in court to determine the applicability of the Ralph M. Brown Act to any past Governing Board action which is not specified in Government Code 54960.1; see the accompanying board bylaw. Pursuant to Government Code 54960.2, prior to commencing such an action the district attorney or other interested person must send a cease and desist letter to the Board within nine months of the alleged violation. Within 30 days of receiving the cease and desist letter, the Board may respond by sending an unconditional commitment, substantially in the same form provided in Government Code 54960.2, to desist from repeating the past action. If the Board so responds, the district attorney or other interested person may not file an action in court. The following exhibit presents a sample unconditional commitment letter.\*\*\*

To: (Name of district attorney or any interested person)

The Governing Board of (name of school district) has received your cease and desist letter dated (date) alleging that the following past action taken by the Board violates the Ralph M. Brown Act: (Describe alleged past action as set forth in the cease and desist letter.)

In order to avoid unnecessary litigation and without admitting any violation of the Ralph M. Brown Act, the Board hereby unconditionally commits that it will cease, desist from, and not

repeat the challenged past action described above. The Board may rescind this commitment only by a majority vote of its membership taken in open session at a regular meeting and noticed on its posted agenda as "Rescission of Brown Act Commitment." You will be provided with written notice, sent by any means or media you provide in response to this message, to whatever address(es) you specify, of any intention to consider rescinding this commitment at least 30 days before any such regular meeting. In the event that this commitment is rescinded, a notice will be delivered to you by the same means as this commitment, or by mail to an address that you have designated in writing, and you will have the right to commence legal action pursuant to Government Code 54960(a).

Sincerely,

(Name)

(Title of Board President or other designee)

(11/12) 3/19