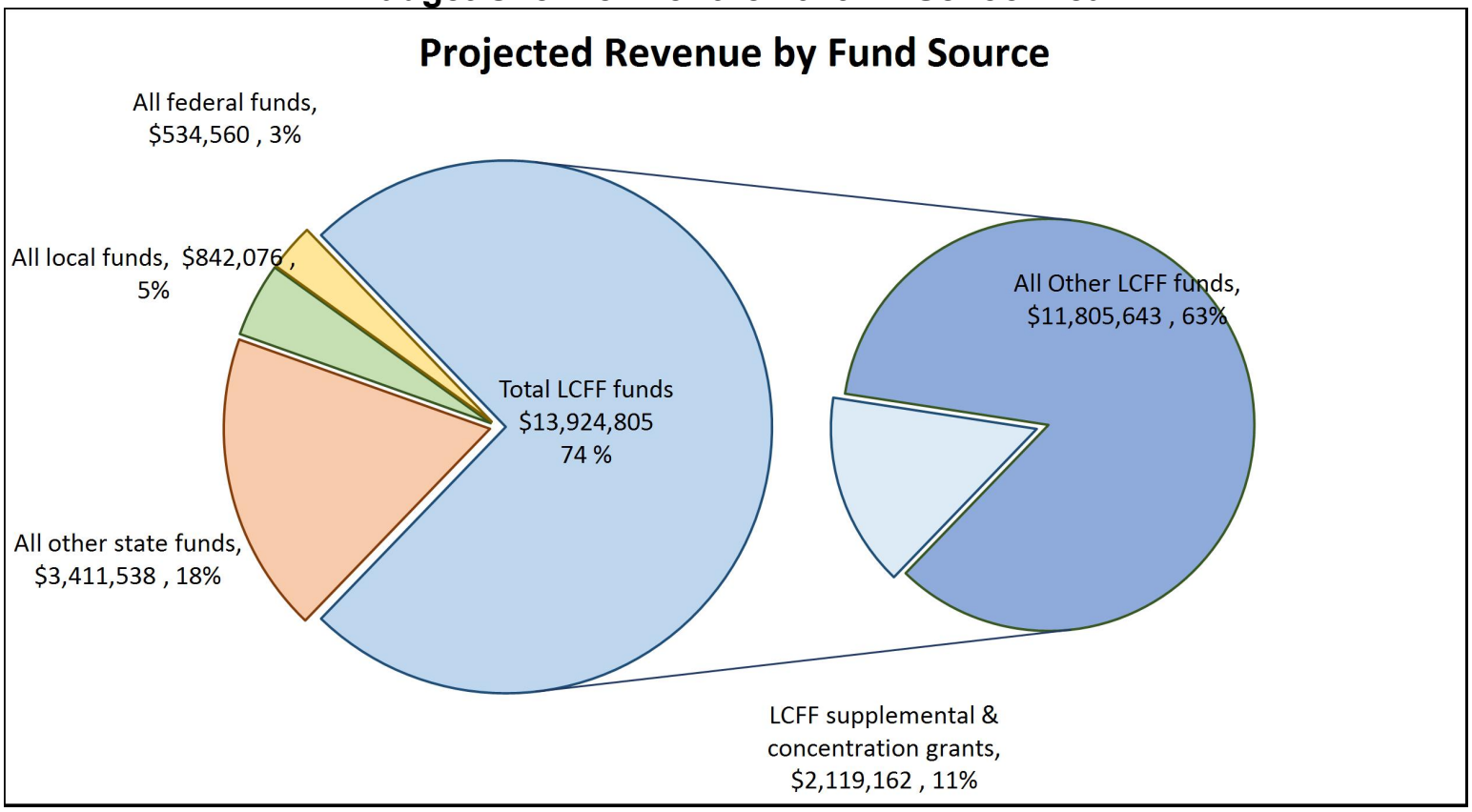
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Evergreen Union Elementary School District
CDS Code: 52715220000000
School Year: 2026-27
LEA contact information:
Brad Mendenhall
Superintendent
bmendenhall@evergreenusd.org
530-347-3411

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

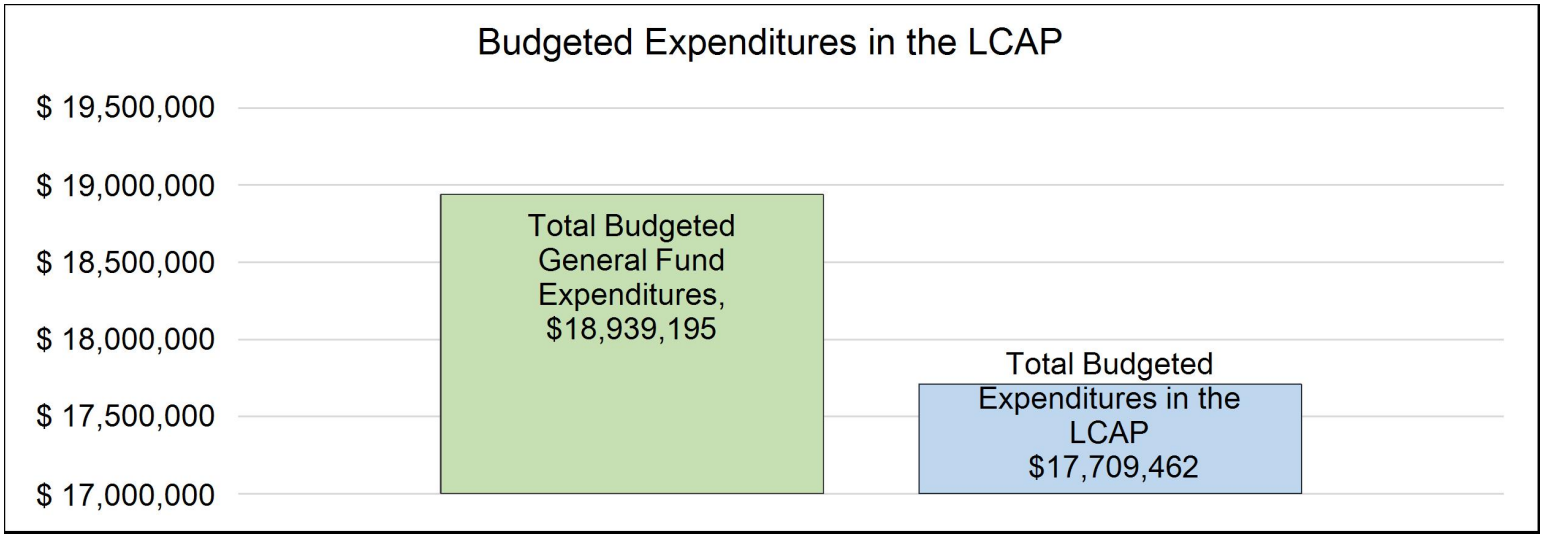


This chart shows the total general purpose revenue Evergreen Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Evergreen Union Elementary School District is $18,712,979, of which $13,924,805 is Local Control Funding Formula (LCFF), $3,411,538 is other state funds, $842,076 is local funds, and $534,560 is federal funds. Of the $13,924,805 in LCFF Funds, $2,119,162 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Evergreen Union Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Evergreen Union Elementary School District plans to spend $18,939,195 for the 2026-27 school year. Of that amount, $17,709,462 is tied to actions/services in the LCAP and $1,229,733 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

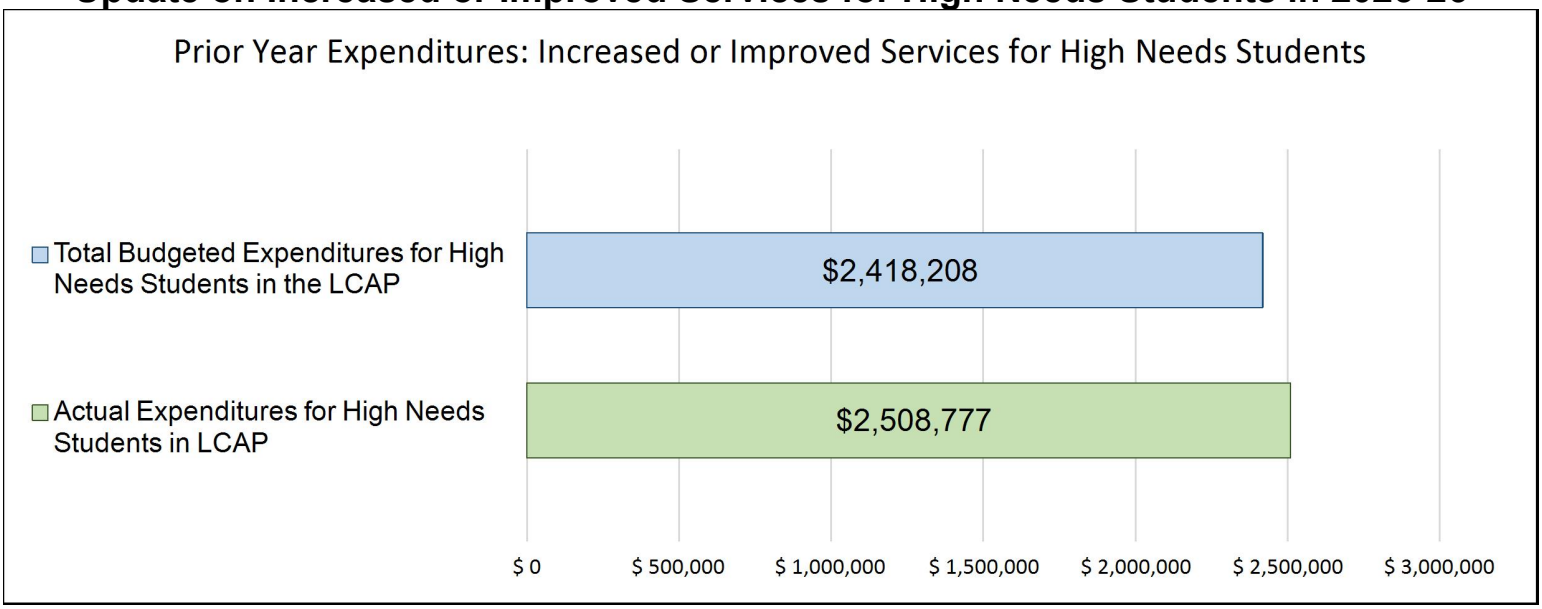
General Fund expenditures for the 2026-2027 school year not included in the Local Control and Accountability Plan (LCAP), include but are not limited to, contracts and services for legal, compliance, auditing, and consulting in regards to EUSD district expenses as well as professional development, supplies and materials for district office personnel.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Evergreen Union Elementary School District is projecting it will receive $2,119,162 based on the enrollment of Foster Youth, English learner, and low-income students. Evergreen Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Evergreen Union Elementary School District plans to spend $2,640,213 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Evergreen Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Evergreen Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Evergreen Union Elementary School District's LCAP budgeted $2,418,208 for planned actions to increase or improve services for high needs students. Evergreen Union Elementary School District actually spent $2,508,777 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Evergreen Union Elementary School District	Brad Mendenhall Superintendent	bmendenhall@evergreenusd.org 530-347-3411

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Evergreen Union School District is a rural five-school district located in northern Tehama County that covers a geographic area of approximately 575 square miles. The northern boundary is the Tehama-Shasta County line. We are bordered on the east by the Sacramento River and on the west by the Shasta, Trinity, and Tehama boundary. The southern boundary is the city of Red Bluff.

We have approximately 193 devoted staff members who work diligently to ensure that we attend to our vision, “All Children Can Learn, and Together We Make the Difference.” We believe that every student is capable of learning, but it is the responsibility of the school system to ensure that the student has the opportunity to realize his/her full potential. We pride ourselves on building relationships with families/students and work to ensure that we never give up on a child - always striving to find the right combination of supports for learning to take place. In short, that is the reason that we are in business - our success or failure is measured by student academic and social-emotional learning.

The Evergreen Union School District serves approximately 1300 Preschool through 12th grade students in the following programs:
Evergreen Elementary School, grades TK through 4th grade (serving approximately 540 students);
Evergreen State Preschool (serving approximately 70 students), which is not a part of the Local Control Accountability Plan.
Evergreen Middle School, 5th through 8th grades (serving approximately 400 students);
Bend Elementary School, grades TK through 8th grade (serving approximately 100 students);
Evergreen Community Day School, grades TK through 8th grade (serving students as needed);
and the Evergreen Institute of Excellence, an independent study/homeschool charter school, grades TK through 12th grade (serving approximately 185 students), which has its own Local Control Accountability Plan.

Within the District, our significant subgroups include: English Learners, Hispanic, Students with Disabilities, Socioeconomically Disadvantaged Students and 2 or more Races. When reflecting on their outcomes since the development of the 2023-2024 LCAP, the data support the following trends:

Chronic Absenteeism: As a whole we have cut our rate nearly half (25.2% to 13.6%) since 2023. That said on the 2025 Dashboard our Two or More Races and Students with Disabilities subgroups were still at or above 20% Chronic Absenteeism rates and are a priority.

Suspension Rate: Overall our suspension rate was down to just 1.7% in 2025. Conversely the suspension rate of our Foster You was 6.7% a 2.3% increase from 2024. It is important to note that there are only 15 students in this group, making them statistically vulnerable to large variations year over year. A focus moving forward will be on continuing to maintain an over all low suspension rate with a focus on the Hispanic and Students with Disabilities (Orange) in addition to Foster Youth.

ELA Academic Performance: Most of our groups continue to improve and remain above the statewide averages with the exception of our EL students who remain below the state average and in the Orange category. They along with Homeless and Socioeconomically Disadvantaged (also Orange) remain a focus as all three groups declined from 2024 to 2025.

Math Academic Performance: Similar to ELA performance, the same 3 significant subgroups are performing well above state averages but still find themselves in the Orange category. Two of the groups "Maintained" with only the Socioeconomically Disadvantaged group declining and therefore all three groups will be a focused.

The analysis and reflection of student outcomes from the 2023-2024 LCAP coupled with the Local Performance Indicator Self-Reflection, and feedback from our educational partners, have informed the development of the 2025-2026 LCAP. We have kept the same broad goals for the 2024-2027 LCAP that we had for the 2021-2024 LCAP to ensure that as we move forward into the future, we do not lose sight of our historical values - a school system that is centered on the learner, infused with equity, and grounded in engagement.

We included a goal for the 2025-2026 & 2026-2027 school year to attend to the needs of our Community Day School Students as we received Equity Multiplier Funds specifically for that purpose.

To that end, EUSD will strive to achieve these three goals from 2024-2027:

LCAP Goal #1 - Create a safe, healthy, inclusive space for students to have optimal opportunities to learn and grow;
LCAP Goal #2 - Provide services and instruction that lead to ever increasing student achievement outcomes; and
LCAP Goal #3 - Ensure all students are supported and challenged in this process in an engaging environment.

All three LCAP goals will be at the core of all site specific School Plans for Student Achievement with supporting metrics and planned actions to address the uniqueness's of the students and families each campus serves.

And, this goal will be in place for the 2024-2025 school year and continue going forward throughout the 3 year LCAP cycle:

LCAP Goal #4 - Improve outcomes for students in our Community Day School Programs.

We believe that with these goals in mind, we can achieve our vision that all children can learn, and together we can make a difference.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Successes from the 2024/2025 LCAP:

1) We have continued to focus on creating a safer, healthier, inclusive space for students to have optimal opportunity to learn. Our facilities are well maintained, and we have zero incidents resulting in a Williams Complaint. We provide safe transportation to and from school and access to a healthy breakfast and lunch. Appropriately credentialed and qualified teachers are provided and build relationships with their students. Standards-aligned instructional materials and educational devices are provided for students. All families are communicated with and provided with the opportunity to engage in decision-making and participate in the educational process for all students. This is demonstrated through our annual LCAP Survey results where 82% of the respondents gave the district a 4 or higher mark (5 being the highest) up from 76% the previous year regarding Goal 1.

2) We have worked to provide services and instruction that lead to ever increasing student achievement outcomes. Teachers were provided with and engaged in Professional Development and Professional Learning which directly impacted student growth. The use of curriculum (academic and social/emotional), quality instructional practices, as well as materials and supplies for students support this process. Student growth is monitored through a continuous learning and growth cycle and communicated to families. This demonstrated by the academic growth shown on the CA Dashboard.

3) We have worked to ensure all students are supported and challenged in this process in an engaging environment. We use the Multi-tiered Systems of Support (Tier II and Tier III) to grow the learning of students beyond Tier I. Our Homeless/Foster Youth Liaison, English Learner Program, Special Education Program, and Community Day School support these students' needs beyond the regular classroom. Our Before/After School Program, Homework Club, Intersession, Summer School, Music, Electives and EUSD Library System provide supports for students that expand their learning opportunities. Students are also provided with engaging learning opportunities across the curriculum. Our mental health staff supports students, as needed. un

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2023 CA Dashboard Lowest Performing Groups:
Chronic Absenteeism: Our lowest performing groups (all Orange) were: EL 23.7%, Homeless 32%, Two or More Race 33.9% and Students With Disabilities 32.7%.
Suspension Rate: Our lowest performing groups (Orange and Red) were: Orange: Two or More Races 6.8% and Students With Disabilities 6%. Red was Foster Youth at 8.3%.
EL Progress: This was in the Green with 46.2% making progress.
ELA: Two groups in Yellow, English Learners 42 points below standard (+8pts from 2022) and Students With Disabilities 54.5 points below standard (+13.8pts from 2022).

Math: Three groups in Orange, English Learners 68.9 pts below standard (-10.5pts from 2022), Hispanic 29.4pts below standard (-6.9pts from 2022) and Socioeconomically Disadvantaged 26.1pts below standard (+1.4pts from 2022).

Reflection on annual performance from the 2024 CA Dashboard:

Our attendance and suspension rates are improving; however, our Homeless Students Chronic Absenteeism rate remains above the state average at 26.4%. Foster Youth were disproportionately suspended in 22-23, however in 23-24 their suspension rate was moved from "Orange" to "Yellow" as their rate dropped by over 4% to 4.3%. Our EL population is the only group below Yellow, as they are in the Orange, however their suspension rate is well below the state average at 1.6%.

Overall, our students are continuing to show gradual improvements in ELA and Mathematics (based off of the CAASPP assessment data), with our English Learners and Students with Disabilities needing the greatest focus of our attention moving forward as they remain in the 'Orange".

The English language development of our English Learners is a cause for concern as only 36% of our EL's made adequate progress on the ELPAC in 2023. That said, in 2024 82% of our EL students grew or maintained their levels on the ELPAC with an overall increase of 10% of students making adequate progress bringing that number up to nearly 46%.

Reflection on annual performance from the 2025 CA Dashboard:

Within the District, our significant subgroups include: English Learners, Hispanic, Students with Disabilities, Socioeconomically Disadvantaged Students and 2 or more Races.

Our attendance and suspension rates are improving; however, our EL, Two or More Races, Hispanic and Special Education were all in the Orange.

Regarding Suspension, Foster Youth were disproportionately suspended in 22-23, however in 23-24 their suspension rate was moved from "Orange" to "Yellow" as their rate dropped by over 4% to 4.3% but on the 2025 Dashboard they increased to 6.7 and into the Red. This can be partially explained by the fact that we only have 15 Foster Students making that group statistically vulnerable. Both our Special Education and Hispanic groups were in the Orange at 2% and 3.1%, both performed better than the state average.

Overall, our students are continuing to show gradual improvements in ELA (Green 10.5pts above) and Mathematics (Yellow 12.9pts below) based off of the CAASPP assessment data). Our English Learners, Homeless and Economically Disadvantaged groups needing the greatest focus of our attention moving forward as they are in the 'Orange".

The English language development of our English Learners remains a focus. 36% of our EL's made adequate progress on the ELPAC in 2023. That said, in 2024 82% of our EL students grew or maintained their levels on the ELPAC with an overall increase of 10% of students

making adequate progress bringing that number up to nearly 46% and on the 2025 Dashboard they grew again 55.8% making progress, nearly 10% above the state average.

As noted in the prior section, none of our goals have changed for the 2024-2027 LCAP, as we believe that we must create a safe space for students to learn whereby they are provided with instruction and supports/challenges that allow them to improve their academic achievement outcome.

However, after reflecting on our successes for 2025/2026, there are lessons we have learned that have informed some changes to our actions for the 2026-2027 LCAP to continue this success forward in order to achieve our vision - "All students can learn, and together we make the difference'".

The following needs must be attended to:

For students, we must have a greater focus on attendance, and a continued focus on behavior, safety & connectedness, academic performance (particularly literacy and math), EL development, supports and engagement.

For families, we must continue our focus on improved communication that leads to greater involvement and engagement.

For staff, we must find ourselves focused on professional development and our MTSS teamwork to better align our systems and instruction in order to ensure greater outcomes for students.

In regards to LREBG, this district does have unexpended funds. This district plans to use those funds in accordance with the allowable uses. More specifically those actions are described in 1.8, 1.9, 1.10 and 3.14 and include increasing counseling/mentoring to address barriers to learning. Additionally the district completed the LREBG Needs Assessment (attached) which determined that our Students With Disabilities had the "greatest need", however our EL and Homeless populations too should be addressed. These funds will be used to support positive student outcomes by supporting professional development in the areas of: Science of Reading (SoR), MTSS Alignment and best first instruction in both Reading/ELA and Math, as well as support to retain staff, all aligned with allowable uses under LREBG.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Our district partners with the county office (TCDE) for support in the following areas: SART/SARB, MTSS, SELPA, Foster/Homeless as well direct LCAP support. While none of our schools are eligible for comprehensive support and improvement, our districts continues to work

closely with our county office to ensure that our LCAP and specifically our actions support our significant sub groups or any groups where a "gap" is demonstrated through the dashboard or our locally collected data. Although none of our schools requires such support, the LEA continues to support all schools as if they did. Regular MTSS meetings, strict alignment of all schools regarding educational practices, curriculum, assessments and general expectations is a cornerstone of how our LEA operates. The LEA will use the following tools to monitor and evaluate: CA Dashboard, local academic data and real time attendance data as well as parent, student and staff survey data.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Bend Elementary School Site Council	September 11, 2023 At the Site Council Meeting, the group reviewed the EUSD 23-24 LCAP. April 8, 2024 At this Bend Site Council Meeting, the group reviewed the proposed EUSD 24-27 LCAP goals and discussed action ideas for consideration to include in the 24-25 LCAP; giving voice to how is the LEA will use its budgetary resources to respond to its TK–8th grade student needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students. April 14, 2025 At this Bend Site Council Meeting, the group reviewed the proposed EUSD 24-27 LCAP goals and discussed action ideas for consideration to include in the 25-26 LCAP; giving voice to how is the LEA will use its budgetary resources to respond to its TK–8th grade student needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students. April 13, 2026 At this Bend Site Council Meeting, the group reviewed the proposed EUSD 24-27 LCAP goals and discussed action ideas for

Educational Partner(s)	Process for Engagement
	consideration to include in the 25-26 LCAP; giving voice to how is the LEA will use its budgetary resources to respond to its TK–8th grade student needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students.
Evergreen Elementary School Site Council	September 11, 2023 At the Site Council Meeting, the group reviewed the EUSD 23-24 LCAP. April 8, 2024 At this EES Site Council Meeting, the group reviewed the proposed EUSD 24-27 LCAP goals and discussed action ideas for consideration to include in the 24-25 LCAP; giving voice to how is the LEA will use its budgetary resources to respond to its TK–4th grade student needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students. April 13, 2026 At this EES Site Council Meeting, the group reviewed the proposed EUSD 24-27 LCAP goals and discussed action ideas for consideration to include in the 25-26 LCAP; giving voice to how is the LEA will use its budgetary resources to respond to its TK–4th grade student needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students.
Evergreen Middle School Site Council	September 11, 2023 At the Site Council Meeting, the group reviewed the EUSD 23-24 LCAP. April 15, 2024 At this EMS Site Council Meeting, the group reviewed the proposed EUSD 24-27 LCAP goals and discussed action ideas for consideration to include in the 24-25 LCAP; giving voice to how is the LEA will use its budgetary resources to respond to its 5th–8th grade student needs, and address any performance gaps, including by

Educational Partner(s)	Process for Engagement
	meeting its obligation to increase or improve services for foster youth, English learners, and low-income students. April 14, 2025 At this EMS Site Council Meeting, the group reviewed the proposed EUSD 24-27 LCAP goals and discussed action ideas for consideration to include in the 25-26 LCAP; giving voice to how is the LEA will use its budgetary resources to respond to its 5th–8th grade student needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students. April 13, 2026 At this EMS Site Council Meeting, the group reviewed the proposed EUSD 24-27 LCAP goals and discussed action ideas for consideration to include in the 25-26 LCAP; giving voice to how is the LEA will use its budgetary resources to respond to its 5th–8th grade student needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students.
EUSD District English Learner Advisory Committee (DELAC)	October 5, 2023 No EUSD DELAC existed yet as there were not enough English learner students, District-wide. February 29, 2024 At this EUSD DELAC Meeting, the group revisited the 23-24 LCAP goals and the action ideas considered at the first EES ELAC meeting in October 2023; additional ideas were brought forward during this meeting to be incorporated into the EUSD 24-25 LCAP. May 15, 2024 At this EUSD DELAC Meeting, the group reviewed the proposed EUSD 24-25 LCAP. Principal Gallagher reviewed a slidedeck which displayed the 2024-2027 LCAP goals. He then explained to parents the 2024-2025 areas of focus for each goal that apply to our EL students.

Educational Partner(s)	Process for Engagement
	**Supt. Mendenhall responded in writing to the comments received by the EUSD DELAC. February 27, 2025 At this EUSD DELAC Meeting, the DELAC committee reviewed the LCAP and were given a survey to fill out for feedback. They were also advised of our district compliance plan for teachers with EL students in their classroom. May 14, 2025 At this EUSD DELAC Meeting, the DELAC committee discussed conducting a district wide needs assessment on a school by school basis. They also reviews and commented on the development of the annual update of the LCAP. May 21, 2026 At this EUSD DELAC Meeting, the DELAC committee discussed conducting a district wide needs assessment on a school by school basis. They also reviews and commented on the development of the annual update of the LCAP.
Evergreen Elementary School English Learner Advisory Committee (ELAC)	October 5, 2023 At this ELAC Meeting, the group reviewed the 23-24 LCAP goals and discussed what increased services and support could be provided for English Learners and their families for each goal. February 27, 2025 At this EUSD ELAC meeting, the group covered the SPSA and a review of the LCAP. In addition, they reviewed our family engagement and attendance. May 14, 2025 At this EUSD ELAC Meeting, the group discussed the development of the EL programs needs assessment. May 21, 2026 At this EUSD ELAC Meeting, the group discussed the development of the EL programs needs assessment.

Educational Partner(s)	Process for Engagement
EUSD Parent/Guardian Advisory Committee (PAC) (which includes a Special Education Parent)	October 2, 2023 The EUSD Parent/Guardian Advisory Committee watched a video on Understanding School Funding and the LCAP, reviewed the EUSD LCAP graphic which explains how all District plans work in concert with one another, and reviewed the EUSD LCAP Summary (page 1). They also reviewed the EUSD LCAP Summary (page 2) and discussed current student data (chronic absenteeism, suspension rate, and academic performance of specific subgroups in ELA and Mathematics. The Committee discussed the EUSD Local Performance Indicator in terms of Parent Involvement and Family Engagement. Discussion of reflections, adjustments and additions were collected that would give voice to the 24-25 LCAP. This Committee work allowed educational partners to understand the why behind the LCAP and whether the actions are leading to improved opportunities and outcomes for students. May 30, 2024 At this EUSD Parent/Guardian Advisory Committee Meeting, the group reviewed the EUSD LCAP Surveys (analyzing the Quantitative Differences/Similarities; Shared Areas of Positive Feedback; and Common Areas for Improvement). Then, Supt. Mendenhall shared a slide deck of the proposed EUSD 24-25 LCAP and highlighted the key areas of focus. **Supt. Mendenhall responded in writing to the comments received by the EUSD PAC. February 13, 2025 At this EUSD Parent/Guardian Advisory Committee Meeting, the group reviewed and reflected on the EUSD 2024-2027 Mid Year LCAP data. They also reviewed and provided feedback on the Spring Parent EUSD LCAP Surveys. May 8, 2025 At this EUSD Parent/Guardian Advisory Committee Meeting, the group reviewed the EUSD LCAP Surveys (analyzing the Quantitative Differences/Similarities; Shared Areas of Positive Feedback; and Common Areas for Improvement). Then, Supt. Mendenhall shared a

Educational Partner(s)	Process for Engagement
	slide deck of the proposed EUSD 25-26 LCAP and highlighted the key areas of focus. November 20, 2025 At this EUSD Parent/Guardian Advisory Committee Meeting, the group reviewed and reflected on the EUSD 2024-2027 LCAP and the California Dashboard Data. Supt. Mendenhall also shared the EUSD LCAP Summary Infographic. April 2, 2026 At this EUSD Parent/Guardian Advisory Committee Meeting, the group reviewed and reflected on the EUSD 2024-2027 Mid Year LCAP data. They also reviewed and provided feedback on the EUSD LCAP Surveys (analyzing the Quantitative Differences/Similarities; Shared Areas of Positive Feedback; and Common Areas for Improvement). May 7, 2026 At this EUSD Parent/Guardian Advisory Committee Meeting, the group reviewed and reflected on the EUSD 2024-2027 LCAP data. They also reviewed and provided feedback on the Spring Parent EUSD LCAP Surveys.
EUSD Student Advisory Committee (SAC)	February 28, 2024 The EUSD Student Advisory Committee watched a video on Understanding School Funding and the LCAP, reviewed the EUSD LCAP graphic which explains how all District plans work in concert with one another, and reviewed the EUSD LCAP Summary (page 1). They also reviewed the EUSD LCAP Summary (page 2) and discussed current student data (chronic absenteeism, suspension rate, and academic performance of specific subgroups in ELA and Mathematics. The Committee discussed the EUSD Local Performance Indicator in terms of Parent Involvement and Family Engagement. Discussion of reflections, adjustments and additions were collected that would give voice to the 24-25 LCAP. This Committee work allowed students to understand the why behind the LCAP and whether the actions are leading to improved opportunities and outcomes for them and their peers.

Educational Partner(s)	Process for Engagement
	May 30, 2024 At this EUSD Student Advisory Committee Meeting, the group reviewed the EUSD LCAP Surveys (analyzing the Quantitative Differences/Similarities; Shared Areas of Positive Feedback; and Common Areas for Improvement). Then, Assistant Principal White shared a slide deck of the proposed EUSD 24-25 LCAP and highlighted the key areas of focus. February 13, 2025 At this EUSD Student Advisory Committee Meeting, the group reviewed and reflected on the EUSD 2024-2027 Mid Year LCAP data. They also reviewed and provided feedback on the Spring Student EUSD LCAP Surveys. May 22, 2025 At this EUSD Student Advisory Committee Meeting, the group reviewed the EUSD LCAP Surveys (analyzing the Quantitative Differences/Similarities; Shared Areas of Positive Feedback; and Common Areas for Improvement). Then, Principal White shared a slide deck of the proposed EUSD 25-26 LCAP and highlighted the key areas of focus. November 20, 2025 At this EUSD Student Advisory Committee Meeting, the group reviewed and reflected on the EUSD 2024-2027 LCAP and the California Dashboard Data. Then, Principal White shared a slide deck of the proposed EUSD 24-25 LCAP and highlighted the key areas of focus. April 2, 2026 At this EUSD Student Advisory Committee Meeting, the group reviewed and reflected on the EUSD 2024-2027 Mid Year LCAP data. They also reviewed and provided feedback on the EUSD LCAP Student Surveys (analyzing the Quantitative Differences/Similarities; Shared Areas of Positive Feedback; and Common Areas for Improvement).

Educational Partner(s)	Process for Engagement
	May 7, 2026 At this EUSD Student Advisory Committee Meeting, the group reviewed and reflected on the EUSD 2024-2027 LCAP data. Then, Principal White shared a slide deck of the proposed EUSD 25-26 LCAP and highlighted the key areas of focus.
EUSD Student Body (Evergreen Middle School) - CA Healthy Kids Survey	May 2024 The Evergreen Middle School 7th graders provided feedback through the CA Healthy Kids Middle School Survey (Core, Physical Health and Nutrition, Resilience & Youth Development, Social Emotional Health). The Evergreen Middle School 5th graders provided feedback through the CA Healthy Kids Elementary School Survey (Core). May 2025 The Evergreen Middle School 7th graders provided feedback through the CA Healthy Kids Middle School Survey (Core, Physical Health and Nutrition, Resilience & Youth Development, Social Emotional Health). The Evergreen Middle School 5th graders provided feedback through the CA Healthy Kids Elementary School Survey (Core). May 2026 The Evergreen Middle School 7th graders provided feedback through the CA Healthy Kids Middle School Survey (Core, Physical Health and Nutrition, Resilience & Youth Development, Social Emotional Health). The Evergreen Middle School 5th graders provided feedback through the CA Healthy Kids Elementary School Survey (Core).
EUSD Student Body (Bend Elementary School) - CA Healthy Kids Survey	May 2024 The Bend Elementary School 6th-8th graders provided feedback through the CA Healthy Kids Middle School Survey (Core, Physical

Educational Partner(s)	Process for Engagement
	Health and Nutrition, Resilience & Youth Development, Social Emotional Health). The Evergreen Middle School 5th graders provided feedback through the CA Healthy Kids Elementary School Survey (Core). May 2025 The Bend Elementary School 6th-8th graders provided feedback through the CA Healthy Kids Middle School Survey (Core, Physical Health and Nutrition, Resilience & Youth Development, Social Emotional Health). The Evergreen Middle School 5th graders provided feedback through the CA Healthy Kids Elementary School Survey (Core). May 2026 The Bend Elementary School 6th-8th graders provided feedback through the CA Healthy Kids Middle School Survey (Core, Physical Health and Nutrition, Resilience & Youth Development, Social Emotional Health). The Evergreen Middle School 5th graders provided feedback through the CA Healthy Kids Elementary School Survey (Core).
EUSD Parent/Guardian 2024 LCAP Survey	April 2024 The EUSD Parent/Guardian 2024 LCAP Survey gave parents/guardians an opportunity to share their thoughts and needs about our three District goals for 2024-2027, which remain the same as those in place from 2021-2024. Parents/guardians were provided with an opportunity to better understand each goal (the reason for why the goal was developed and broad actions that will attend to meeting that goal) and rank scale their opinion of how well we are currently meeting that goal's intention. They were then offered the chance to respond, in open ended format style, to provide feedback on what additional actions we should consider to attend to that goal. This was repeated for each of the three goals.

Educational Partner(s)	Process for Engagement
	April 2025 The EUSD Parent/Guardian 2025 LCAP Survey gave parents/guardians an opportunity to share their thoughts and needs about our three District goals for 2024-2027, which remain the same as those in place from 2021-2024. Parents/guardians were provided with an opportunity to better understand each goal (the reason for why the goal was developed and broad actions that will attend to meeting that goal) and rank scale their opinion of how well we are currently meeting that goal's intention. They were then offered the chance to respond, in open ended format style, to provide feedback on what additional actions we should consider to attend to that goal. This was repeated for each of the three goals. April 2026 The EUSD Parent/Guardian 2026 LCAP Survey gave parents/guardians an opportunity to share their thoughts and needs about our three District goals for 2024-2027, which remain the same as those in place from 2021-2024. Parents/guardians were provided with an opportunity to better understand each goal (the reason for why the goal was developed and broad actions that will attend to meeting that goal) and rank scale their opinion of how well we are currently meeting that goal's intention. They were then offered the chance to respond, in open ended format style, to provide feedback on what additional actions we should consider to attend to that goal. This was repeated for each of the three goals.
EUSD Staff 2024 LCAP Survey	April 2024 The EUSD Staff 2024 LCAP Survey gave staff an opportunity to share their thoughts and needs about our three District goals for 2024-2027, which remain the same as those in place from 2021-2024. Staff were provided with an opportunity to better understand each goal (the reason for why the goal was developed and broad actions that will attend to meeting that goal) and rank scale their opinion of how well we are currently meeting that goal's intention. They were then offered

Educational Partner(s)	Process for Engagement
	the chance to respond, in open ended format style, to provide feedback on what additional actions we should consider to attend to that goal. This was repeated for each of the three goals. April 2025 The EUSD Staff 2025 LCAP Survey gave staff an opportunity to share their thoughts and needs about our three District goals for 2024-2027, which remain the same as those in place from 2021-2024. Staff were provided with an opportunity to better understand each goal (the reason for why the goal was developed and broad actions that will attend to meeting that goal) and rank scale their opinion of how well we are currently meeting that goal's intention. They were then offered the chance to respond, in open ended format style, to provide feedback on what additional actions we should consider to attend to that goal. This was repeated for each of the three goals. April 2026 The EUSD Staff 2026 LCAP Survey gave staff an opportunity to share their thoughts and needs about our three District goals for 2024-2027, which remain the same as those in place from 2021-2024. Staff were provided with an opportunity to better understand each goal (the reason for why the goal was developed and broad actions that will attend to meeting that goal) and rank scale their opinion of how well we are currently meeting that goal's intention. They were then offered the chance to respond, in open ended format style, to provide feedback on what additional actions we should consider to attend to that goal. This was repeated for each of the three goals.
EUSD Student 2024 LCAP Survey	May 2024 The EUSD Student 2024 LCAP Survey gave 5th-8th grade students an opportunity to share their thoughts and needs about our three District goals for 2024-2027, which remain the same as those in place from 2021-2024. Students were provided with an opportunity to better understand each goal (the reason for why the goal was developed and broad actions that will attend to meeting that goal) and rank scale

Educational Partner(s)	Process for Engagement
	their opinion of how well we are currently meeting that goal's intention. They were then offered the chance to respond, in open ended format style, to provide feedback on what additional actions we should consider to attend to that goal. This was repeated for each of the three goals. May 2025 The EUSD Student 2025 LCAP Survey gave 5th-8th grade students an opportunity to share their thoughts and needs about our three District goals for 2024-2027, which remain the same as those in place from 2021-2024. Students were provided with an opportunity to better understand each goal (the reason for why the goal was developed and broad actions that will attend to meeting that goal) and rank scale their opinion of how well we are currently meeting that goal's intention. They were then offered the chance to respond, in open ended format style, to provide feedback on what additional actions we should consider to attend to that goal. This was repeated for each of the three goals. April 2026 The EUSD Student 2026 LCAP Survey gave 5th-8th grade students an opportunity to share their thoughts and needs about our three District goals for 2024-2027, which remain the same as those in place from 2021-2024. Students were provided with an opportunity to better understand each goal (the reason for why the goal was developed and broad actions that will attend to meeting that goal) and rank scale their opinion of how well we are currently meeting that goal's intention. They were then offered the chance to respond, in open ended format style, to provide feedback on what additional actions we should consider to attend to that goal. This was repeated for each of the three goals.
Bend Elementary School Parent/Guardian 2024 Site Survey	May 2024 The Bend Elementary School Survey gave parents/guardians an opportunity to rank scale their opinion about topics in three

Educational Partner(s)	Process for Engagement
	overarching areas (Engaging & Supportive Learning Environment, Teaching & Learning, and Collaboration & Communication). Approximately, five subquestions were asked for each area. This feedback flows into the three LCAP goals, but also provides more detailed feedback for Bend which will be used in the writing of their School Plan for Student Achievement. May 2025 The Bend Elementary School Survey gave parents/guardians an opportunity to rank scale their opinion about topics in three overarching areas (Engaging & Supportive Learning Environment, Teaching & Learning, and Collaboration & Communication). Approximately, five subquestions were asked for each area. This feedback flows into the three LCAP goals, but also provides more detailed feedback for Bend which will be used in the writing of their School Plan for Student Achievement. May 2026 The Bend Elementary School Survey gave parents/guardians an opportunity to rank scale their opinion about topics in three overarching areas (Engaging & Supportive Learning Environment, Teaching & Learning, and Collaboration & Communication). Approximately, five subquestions were asked for each area. This feedback flows into the three LCAP goals, but also provides more detailed feedback for Bend which will be used in the writing of their School Plan for Student Achievement.
Evergreen Elementary School Parent/Guardian 2024 Site Survey	May 2024 The Evergreen Elementary School Survey gave parents/guardians an opportunity to rank scale their opinion about topics in three overarching areas (Engaging & Supportive Learning Environment, Teaching & Learning, and Collaboration & Communication). Approximately, five subquestions were asked for each area. This feedback flows into the three LCAP goals, but also provides more

Educational Partner(s)	Process for Engagement
	detailed feedback for EES which will be used in the writing of their School Plan for Student Achievement. May 2025 The Evergreen Elementary School Survey gave parents/guardians an opportunity to rank scale their opinion about topics in three overarching areas (Engaging & Supportive Learning Environment, Teaching & Learning, and Collaboration & Communication). Approximately, five subquestions were asked for each area. This feedback flows into the three LCAP goals, but also provides more detailed feedback for EES which will be used in the writing of their School Plan for Student Achievement. May 2026 The Evergreen Elementary School Survey gave parents/guardians an opportunity to rank scale their opinion about topics in three overarching areas (Engaging & Supportive Learning Environment, Teaching & Learning, and Collaboration & Communication). Approximately, five subquestions were asked for each area. This feedback flows into the three LCAP goals, but also provides more detailed feedback for EES which will be used in the writing of their School Plan for Student Achievement.
Evergreen Middle School Parent/Guardian 2024 Site Survey	May 2024 The Evergreen Middle School Survey gave parents/guardians an opportunity to rank scale their opinion about topics in three overarching areas (Engaging & Supportive Learning Environment, Teaching & Learning, and Collaboration & Communication). Approximately, five subquestions were asked for each area. This feedback flows into the three LCAP goals, but also provides more detailed feedback for EMS which will be used in the writing of their School Plan for Student Achievement. May 2025

Educational Partner(s)	Process for Engagement
	The Evergreen Middle School Survey gave parents/guardians an opportunity to rank scale their opinion about topics in three overarching areas (Engaging & Supportive Learning Environment, Teaching & Learning, and Collaboration & Communication). Approximately, five subquestions were asked for each area. This feedback flows into the three LCAP goals, but also provides more detailed feedback for EMS which will be used in the writing of their School Plan for Student Achievement. May 2026 The Evergreen Middle School Survey gave parents/guardians an opportunity to rank scale their opinion about topics in three overarching areas (Engaging & Supportive Learning Environment, Teaching & Learning, and Collaboration & Communication). Approximately, five subquestions were asked for each area. This feedback flows into the three LCAP goals, but also provides more detailed feedback for EMS which will be used in the writing of their School Plan for Student Achievement.
EUSD Bargaining Unit Meeting	May 20, 2024 On May 20th, the Superintendent met with the leaders of the EUSD Bargaining Units to discuss the 2024-2027 District LCAP goals. In addition, the group reviewed the data from the EUSD 2024 Parent/Guardian and Staff LCAP Survey, and a discussion ensued that brought rise to actions that need to be a part of the 24-25 LCAP. May16,2025 On May 16th, the Superintendent met with the leaders of the EUSD Bargaining Units to discuss the 2024-2027 District LCAP goals. In addition, the group reviewed the data from the EUSD 2025 Parent/Guardian and Staff LCAP Survey, and a discussion ensued that brought rise to actions that need to be a part of the 25-26 LCAP. May15, 2026

Educational Partner(s)	Process for Engagement
	On May 15th, the Superintendent met with the leaders of the EUSD Bargaining Units to discuss the 2024-2027 District LCAP goals. In addition, the group reviewed the data from the EUSD 2026 Parent/Guardian and Staff LCAP Survey, and a discussion ensued that brought rise to actions that need to be a part of the 26-27 LCAP.
EUSD Site Staff Meetings	The LCAP goals are constantly discussed and reflected upon at regular staff and touchbase meetings at all sites (Bend, Evergreen Elementary, and Evergreen Middle School) over the entire school year and collected by site Principals and shared at monthly Administration meetings.
Tehama County Department of Education SELPA	April 16, 2024 At the monthly SELPA meeting at the Tehama County Department of Education, the SELPA Director discussed the LCAP and the corresponding SPED expectations for each participating District. April 29,2025 At the monthly SELPA meeting at the Tehama County Department of Education, the SELPA Director discussed the LCAP and the corresponding SPED expectations for each participating District. April 23, 2026 At the monthly SELPA meeting at the Tehama County Department of Education, the SELPA Director discussed the LCAP and the corresponding SPED expectations for each participating District.
EUSD Administration Meeting	March 2024-May 2024 The administration met as a group throughout the two months during their regularly scheduled meetings to attend to the following: a review of the mid-year monitoring report, a review of the local performance indicator self reflection, and the goals for the 2024-2027 LCAP. March 2025-May 2025

Educational Partner(s)	Process for Engagement
	The administration met as a group throughout the two months during their regularly scheduled meetings to attend to the following: a review of the mid-year monitoring report, a review of the local performance indicator self reflection, and the goals for the 2024-2027 LCAP. March 2026-May 2026 The administration met as a group throughout the two months during their regularly scheduled meetings to attend to the following: a review of the mid-year monitoring report, a review of the local performance indicator self reflection, and the goals for the 2024-2027 LCAP.
EUSD Community Day Schools 2024 LCAP Student/Parent Survey	May 2024 Both the EUSD K-5th grade Community Day School and EUSD 5th-8th grade Community Day School parents and students participated in the Student/Parent Survey around Equity Multiplier funds, specifically, in the consideration of the LCAP goals and specific action steps. May 2025 Both the EUSD K-5th grade Community Day School and EUSD 5th-8th grade Community Day School staff, parents and students participated in the Student/Parent Survey around Equity Multiplier funds, specifically, in the consideration of the LCAP goals and specific action steps. April 2026 Both the EUSD K-5th grade Community Day School and EUSD 5th-8th grade Community Day School staff, parents and students participated in the Student/Parent Survey around Equity Multiplier funds, specifically, in the consideration of the LCAP goals and specific action steps.
EUSD Public Hearing	June 18, 2024

Educational Partner(s)	Process for Engagement
	A public hearing was held regarding the LCAP in accordance with Education Code. Members of the public were afforded the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the LCAP in accordance with Education Code. Any comments were summarized and incorporated into the LCAP. Finally, the LCAP was adopted by the Evergreen Union School District Board of Trustees on June 25, 2024. June 17,2025 A public hearing was held regarding the LCAP in accordance with Education Code. Members of the public were afforded the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the LCAP in accordance with Education Code. Any comments were summarized and incorporated into the LCAP. Finally, the LCAP was adopted by the Evergreen Union School District Board of Trustees on June 24,2025 June 23, 2026 A public hearing was held regarding the LCAP in accordance with Education Code. Members of the public were afforded the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the LCAP in accordance with Education Code. Any comments were summarized and incorporated into the LCAP. Finally, the LCAP was adopted by the Evergreen Union School District Board of Trustees on June 30, 2026

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

EUSD continues to believe that stakeholder involvement is critical in the development of the LCAP. As such, EUSD strives to facilitate an involvement process through meaningful engagement with stakeholder groups and incorporate collected feedback into the plan.

All aspects of the LCAP were influenced by specific stakeholder input - from the formation of the goals to the action steps that are to be put in place for each of the goals.

For the 2025-2026 academic year, the most significant aspects of the LCAP influenced by stakeholder input were the following:

Goal #1:
Concerns and actions addressing them:
Nutrition (call for healthier cafe meals) Action 1.6
Behavior (call for consistency in addressing behavior) Action 1.8
Social Emotional Learning (call for implementation of new program, signage about program, training for staff) Action 1.9
Bullying (call for improved anti-bullying measures and improved perception of safety) Action 1.9
Family Involvement (call for support of EL families in participation) Action 1.10
Family Communication (call for improved communication between home and school) Action 1.10

Goal #2:
Concerns and actions addressing them:
Emotional Support (call for emotional support for students in academics) Action 2.1
Parent/Guardian/Student/Teacher Communication (call for improved communication about student progress, celebrations of learning) Action 2.1
Homework/Work Load (call for balanced and manageable work loads) Action 2.2
Classroom Dynamics (call for more engaging learning environments) Action 2.2
English Development for EL students (call for speaking opportunities, quality instruction) Action 2.4
Staff Development (call for PD for teachers and staff to address the needs of all students, but especially students from significant sub groups) Action 2.5
Parent/Guardian Support (call for Parenting Classes) Action 2.6

Goal #3:
Concerns and actions addressing them:
Student Supports (call for supports for all students, with emphasis on unduplicated students) Actions 3.1, 3.2, 3.4, 3.5, 3.6, 3.8, 3.9, 3.10, 3.14
Diverse Learning Opportunities (call for classes in language, culture, and education to prepare students for adulthood) Actions 3.3, 3.12
Engaging Learning Experiences (call for more dynamic and challenging activities to promote learning) Action 3.11

Goal #4:
Concerns and actions addressing them:
Positive Learning Environment and Clear Academic Expectations support Actions 3.7, 4.1

"Educational partner input gathered throughout the year directly influenced the development of this LCAP. For example, feedback from parents and site councils emphasized the need for increased support for English Learners and students with disabilities, which led to the

expansion of targeted intervention programs under Goal 2. Feedback from students and community members highlighted concerns about attendance and engagement, resulting in the addition of new attendance incentives and social-emotional supports described in Actions 1.7 and 1.8. Staff input prioritized professional development in instructional strategies for diverse learners, which is reflected in new training opportunities outlined in Goal 3. These voices shaped not only the actions but also the focus metrics used to monitor progress."
As such, there is work to be done in 2025-2026 to review current practices in the areas noted above, and make adjustments through the actions to attend to these concerns.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Create a safe, healthy, inclusive space for students to have optimal opportunities to learn and grow.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

EUSD has developed this goal because we understand that in order for students to learn, they must feel safe and have a strong relationship with the other students and the adults in the system.

We want to ensure that all students are provided with:
Facilities that are well maintained;
Safe transportation to and from school and access to a healthy breakfast and lunch;
Access to appropriately credentialed and qualified teachers and standards-aligned instructional materials;
A healthy learning environment whereby students, parents, and staff feel safe and connected and there is a low incidence of chronic absenteeism and drop out rates coupled with low rates of student behaviors resulting in suspension/expulsion;
The opportunity for families to engage in decision-making and participate in the educational process for students, including students with disabilities.

We believe that students who are provided with this type of a positive school climate will more readily engage in learning and growing.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	WILLIAMS UNIFORM COMPLAINT REVIEW	June 2024 Zero incidents resulting in a Williams Uniform Complaint regarding	June 2025 Zero incidents resulting in a Williams Uniform	April 2026 Zero incidents resulting in a Williams Uniform	Zero incidents resulting in a Williams Uniform Complaint regarding facility	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		facility conditions, instructional materials, and teacher vacancies/misassignment	Complaint regarding facility conditions, instructional materials, and teacher vacancies/misassignment	Complaint regarding facility conditions, instructional materials, and teacher vacancies/misassignment	conditions, instructional materials, and teacher vacancies/misassignment	
1.2	FACILITY INSPECTION TOOL	2023-2024; December 2003 FIT "Good" FIT Scores	All sites rank "Good" on the 2024-2025 FIT with two exceptions at the Evergreen Elementary site where there were 2 "Fair" rankings. The "Fair" rankings were due to a damaged eve on one of the portable buildings and the need for restrooms to be refurbished.	All Sites rank "Good" or "Excellent"	Continued "Good" FIT Scores	0
1.3	APPROPRIATELY ASSIGNED TEACHERS REVIEW EUSD 2024 LCAP Local Performance Indicator Self-Reflection Teacher Assignment Review (Priority 1)	June 2024 No teachers are misassigned, and there are no vacancies	June 2025 In 2024-2025 there is one misassigned teacher and there are no vacancies	June 2025 In 2025-2026 there were no misassignments and no vacancies	No teacher misassignments and no vacancies	0
1.4	ACCESS TO INSTRUCTIONAL MATERIALS REVIEW	June 2024 No students are without access to their own	June 2025 No students are without access to	June 2026 No students are without access to	100% of students having access to their own copies of standards-aligned	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	EUSD 2024 LCAP Local Performance Indicator Self-Reflection Standards-Based Instructional Materials Review (Priority 1)	copies of standards-aligned instructional materials to use at school and at home	their own copies of standards-aligned instructional materials to use at school and at home	their own copies of standards-aligned instructional materials to use at school and at home	instructional materials to use at school and at home	
1.5	ABSENTEEISM RATE	June 2024 15.6% chronic absenteeism rate (CA Dashboard) 94.5% Average Daily Attendance (AERIES) ----- June 2023 25.2% chronic absenteeism rate (CA Dashboard) with an overall decrease of 6.1% from the year before. The following subgroups (EL, Foster, Hispanic, Homeless, White, SED, SWD) decreased by more than 5%. 2 or more races decreased by only 1.4%. 92.83% Average Daily Attendance (AERIES)	June 2025 Average Daily Attendance Rate is 94.66% Chronic absenteeism rate is 13.6% (CA Dashboard) with an overall decrease of 2% from the year before. Chronic Absenteeism by Subgroup: EL 14.5%, increased 3% Hispanic 14.4%, increased 0.6% Two or more races 20.4%, decreased 2.1% SWD 23.1%, decreased 2.8% Homeless 17.1%, decreased 9.3% SED 17.8%, decreased 0.9%	June 2026 Average Daily Attendance Rate is 94.03% Chronic absenteeism rate is 9.5% with an overall decrease of 4.1% from the year before. Chronic Absenteeism by Subgroup: EL 2.7%, decreased 11.8% Hispanic 9.5%, decreased 4.9% Two or more races 8.2%, decreased 12.2% SWD 15.1%, decreased 8% Homeless 12.4%, decreased 4.7% SED 10.4%, decreased 7.4% White 9.3%, decreased 3.5%	Chronic Absenteeism CA Dashboard A decreased percentage should be noted over time, with an annual goal of 2% decrease each year. CA Dashboard movement with improvement for All Subgroups. A focus needs to be on English Learners, Homeless, Students with Disabilities, and Two or More Races where CA remains high, District-wide, in the orange band. Average Daily Attendance	15.7% decrease in Chronic Absenteeism from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			White 12.8%, decreased 2.2% Foster 21.4%, increased 7.8%	Foster 0%, decreased 21.4%	An increase to 95% average.	
1.6	MIDDLE SCHOOL DROP OUT RATE	June 2024 0% Middle School Drop Out Rate	June 2025 0% Middle School Drop Out Rate	June 2026 0% Middle School Drop Out Rate	No middle school dropouts.	0
1.7	SUSPENSION/EXPULSION RATE	June 2024 2.2% suspension rate (CA Dashboard) 1 expulsion Subgroups: EL: increased by1.6% to 1.6%, All other subgroups decreased by 1.4%-4.3%. ----- June 2023 4.1% suspension rate (CA Dashboard) with an overall decrease of 0.7% from the year before. The following subgroups (EL, Hispanic, Homeless, White, 2 or more races, SED) decreased by more than 3%.	June 2025 1.7% suspension rate (CA Dashboard) 0 expulsion Suspension by Subgroups: EL 1.6%, maintained 0.1% Foster Youth 6.7%, increased 2.3% SED 2.3%, decreased 0.7% SWD 3.1%, maintained 0.2% Hispanic 2.0%, increased by 0.5% Two or more races 3.7%, decreased 0.3% Homeless 1.9%, decreased 0.8%	June2026 Current suspension rate is 2.01% No expulsions Specific Subgroups will be reported when the dashboard is released. Suspension by Subgroups: EL Foster Youth SED SWD Hispanic Two or more races Homeless White	Suspension Rate CA Dashboard A decreased percentage should be noted over time, with an annual goal of 2% decrease each year. CA Dashboard movement with a heightened focus on Foster Youth (red band) and students with Disabilities and Two or More Races (orange band). 0% Expulsion Rate	2.09% Lower than baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth and Students with Disabilities increased by 1.9% and 0.3%, respectively. No expulsions	White 1.6%, decreased 0.5% No expulsions			
1.8	SAFETY EUSD Site Parent/Guardian Survey CA Healthy Kids Survey	May 2024 EUSD Site Parent/Guardian Surveys 81% of p/g ranked a 4 or 5 on the question regarding: My child/children feel physically and emotionally safe at school. (Question #1) CA Healthy Kids Survey (Elementary Survey) 62% of students feel physically and emotionally safe at school. CA Healthy Kids Survey (Secondary Survey) 68% of students feel physically and emotionally safe at school.	May 2025 EUSD Site Parent/Guardian Surveys 91.4% of p/g ranked a 4 or 5 on the question regarding: My child/children feel physically and emotionally safe at school. (Question #1) CA Healthy Kids Survey (Elementary Survey) 76% of students feel physically and emotionally safe at school. CA Healthy Kids Survey (Secondary Survey) 67% of students feel physically and	May 2026 EUSD Site Parent/Guardian Surveys 94.8% of p/g ranked a 4 or 5 on the question regarding: My child/children feel physically and emotionally safe at school. (Question #1) CA Healthy Kids Survey (Elementary Survey) The survey was not administered to elementary students. CA Healthy Kids Survey (Secondary Survey) 63% of students feel physically and	An increased percentage of rankings of 4 and 5 on a scale of 1 (strongly disagree) to 5 (strongly agree); with a desired outcome of 90% or higher.	All metrics increased with the exception of the secondary CA Healthy Kids Survey which decreased by 5% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			emotionally safe at school.	emotionally safe at school.		
1.9	CONNECTEDNESS EUSD LCAP Surveys pushed out electronic via email, newsletter and website annually in March/April. Each individual is permitted one admission. We generally receive around 130-150 parent responses, 70-90 staff responses and all of our 5th-8th grade students complete the survey.	April 2024 Parent/Guardian LCAP Survey Responses 85.5% of p/g ranked a 4 or 5 on the question regarding: EUSD has created a welcoming environment and has built a trusting and respectful relationship with our family. (Question #1) Staff LCAP Survey Responses 82.5% of staff ranked a 4 or 5 on the question regarding: We have created a welcoming environment and built trusting and respectful relationships within our staff and with our families. (Question #1) Student LCAP Survey Responses 59.7% of students ranked a 4 or 5 on the question regarding: EUSD has created a welcoming environment and has built a trusting	April 2025 Parent/Guardian LCAP Survey Responses 91.4% of p/g ranked a 4 or 5 on the question regarding: EUSD has created a welcoming environment and has built a trusting and respectful relationship with our family. (Question #1) Staff LCAP Survey Responses 85.3% of staff ranked a 4 or 5 on the question regarding: We have created a welcoming environment and built trusting and respectful relationships within our staff and with our families. (Question #1)	April 2026 Parent/Guardian LCAP Survey Responses 90.9% of p/g ranked a 4 or 5 on the question regarding: EUSD has created a welcoming environment and has built a trusting and respectful relationship with our family. (Question #1) Staff LCAP Survey Responses 87.1% of staff ranked a 4 or 5 on the question regarding: We have created a welcoming environment and built trusting and respectful relationships within our staff and with our families. (Question #1)	An increased percentage of rankings of 4 and 5 on a scale of 1 (strongly disagree) to 5 (strongly agree); with a desired outcome of 90% or higher.	All three stakeholder groups increased their ratings in relationship to Question/Goal #1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and respectful relationship with me as a student. (Question #1)	Student LCAP Survey Responses 69.1% of students ranked a 4 or 5 on the question regarding: EUSD has created a welcoming environment and has built a trusting and respectful relationship with me as a student. (Question #1)	Student LCAP Survey Responses 65.9% of students ranked a 4 or 5 on the question regarding: EUSD has created a welcoming environment and has built a trusting and respectful relationship with me as a student. (Question #1)		
1.10	FAMILY INVOLVEMENT EUSD LCAP Surveys pushed out electronic via email, newsletter and website annually in March/April. Each individual is permitted one admission. We generally receive around 130-150 parent responses, 70-90 staff responses and all of our 5th-8th grade students complete the survey.	April 2024 Parent/Guardian LCAP Survey Responses 83.6% of p/g ranked a 4 or 5 on the question regarding: EUSD has helped our family understand student progress and provided information and resources to support student learning and development in our home. (Question #2) Staff LCAP Survey Responses 89.5% of staff ranked a 4 or 5 on the question regarding:	April 2025 Parent/Guardian LCAP Survey Responses 86.2% of p/g ranked a 4 or 5 on the question regarding: EUSD has helped our family understand student progress and provided information and resources to support student learning and development in our home. (Question #2)	April 2026 Parent/Guardian LCAP Survey Responses 85.3% of p/g ranked a 4 or 5 on the question regarding: EUSD has helped our family understand student progress and provided information and resources to support student learning and development in our home. (Question #2)	An increased percentage of rankings of 4 and 5 on a scale of 1 (strongly disagree) to 5 (strongly agree); with a desired outcome of 90% or higher.	Regarding question/goal #2 both the students and parents improved their rankings of the district. The staff ranking dropped from 89.% to 79.4% mostly citing more support is needed in the primary grades for student with behavioral struggles. All three stakeholder groups increased their

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		We have helped our families understand student progress and provided information and resources to support student learning and development in the home. (Question #2) Student LCAP Survey Responses 63.9% of students ranked a 4 or 5 on the question regarding: EUSD has helped me understand my academic progress progress and provided information and resources to support my learning at home. (Question #2) ----- Parent/Guardian LCAP Survey Responses 74.6% of p/g ranked a 4 or 5 on the question regarding: EUSD has provided family engagement opportunities and encourages ways for our family to work together with them to support our children's	Staff LCAP Survey Responses 79.4% of staff ranked a 4 or 5 on the question regarding: We have helped our families understand student progress and provided information and resources to support student learning and development in the home. (Question #2) Student LCAP Survey Responses 71.4% of students ranked a 4 or 5 on the question regarding: EUSD has helped me understand my academic progress progress and provided information and resources to support my learning at home. (Question #2) ---------	Staff LCAP Survey Responses 88.4% of staff ranked a 4 or 5 on the question regarding: We have helped our families understand student progress and provided information and resources to support student learning and development in the home. (Question #2) Student LCAP Survey Responses 68.4% of students ranked a 4 or 5 on the question regarding: EUSD has helped me understand my academic progress progress and provided information and resources to support my learning at home. (Question #2) ---------		ratings in relationship to Question/Goal #3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		learning and growth; including supporting our family's strength, cultures, languages, and goals. (Question #3) Staff LCAP Survey Responses 80.8% of staff ranked a 4 or 5 on the question regarding: We have provided family engagement opportunities and encouraged ways for our families to work with us to support their children's learning and growth, including supporting their family's strength, cultures, languages, and goals. (Question #3) Student LCAP Survey Responses 63.2% of students ranked a 4 or 5 on the question regarding: EUSD has provided engagement opportunities for me and my family and encourages ways for my family to work together with them to	Parent/Guardian LCAP Survey Responses 86.2% of p/g ranked a 4 or 5 on the question regarding: EUSD has provided family engagement opportunities and encourages ways for our family to work together with them to support our children's learning and growth; including supporting our family's strength, cultures, languages, and goals. (Question #3) Staff LCAP Survey Responses 91.2% of staff ranked a 4 or 5 on the question regarding: We have provided family engagement opportunities and encouraged ways for our families to	Parent/Guardian LCAP Survey Responses 89.5% of p/g ranked a 4 or 5 on the question regarding: EUSD has provided family engagement opportunities and encourages ways for our family to work together with them to support our children's learning and growth; including supporting our family's strength, cultures, languages, and goals. (Question #3) Staff LCAP Survey Responses 88.4% of staff ranked a 4 or 5 on the question regarding: We have provided family engagement opportunities and encouraged ways for our families to		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		support my learning and growth; including supporting our family's strength, culture/s, language/s, and goals. (Question #3)	work with us to support their children's learning and growth, including supporting their family's strength, cultures, languages, and goals. (Question #3) Student LCAP Survey Responses 67.7% of students ranked a 4 or 5 on the question regarding: EUSD has provided engagement opportunities for me and my family and encourages ways for my family to work together with them to support my learning and growth; including supporting our family's strength, culture/s, language/s, and goals. (Question #3)	work with us to support their children's learning and growth, including supporting their family's strength, cultures, languages, and goals. (Question #3) Student LCAP Survey Responses 65% of students ranked a 4 or 5 on the question regarding: EUSD has provided engagement opportunities for me and my family and encourages ways for my family to work together with them to support my learning and growth; including supporting our family's strength, culture/s, language/s, and goals. (Question #3)		

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

This year our attendance and chronic absenteeism have continued to improve as the effectiveness of our planned actions continue to make a positive impact. While suspensions have increased slightly over last year (.31% increase over 2025),they continue to be below our baseline. Student culture and climate continues to be a focus and is addressed in 1.8 with additional counseling time and added Wellness Coach time for 2026-27.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

In particular the ongoing implementation of Restorative Pracitices along with a strong MTSS structure we have seen a marked improvement in both student attendance and behavior. Specifically the actions taken in 1.7 and1.8 have led to consistency due to regular attendance and connection to school.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the 26-27 school year, additional Wellness Coach time will be added.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Facilities Management (Maintenance and Operations)	This action includes the routine maintenance as well as the day-to-day operations in regards to: all buildings (inside and out), all campus grounds, including playgrounds and parking lots, as well as safety measures and potable water at all sites.	$1,558,271.00	No

Action #	Title	Description	Total Funds	Contributing
		It also includes the expansion/enhancement of facilities and operations to ensure adequate spaces are provided for an ever growing student population and the staff who serves them.		
1.2	Educational Programs (Teachers and Staff)	This action ensures that EUSD teachers are fully qualified and are properly assigned with no vacancies. The Human Resources Department is positioned to support and enhance staffing, knowledge of position control, new teacher support, employee/employer relations, and negotiations. The HR Director manages health welfare benefits, employee services for certificated and classified staff in accordance with the California Education Code, Board Policies and Collective Bargaining Agreements.	$5,649,654.00	No
1.3	Educational Programs (Standards-Aligned Instructional Materials)	This action ensures EUSD will provide standards-aligned instructional materials for all students in English Language Arts/English Language Development, Mathematics, Science, and Social Science. We continue to augment these curriculum programs with intervention and support materials to attend to the needs of our significant subgroups (Students with Disabilities, English Learners, Socioeconomically Disadvantaged Students, Homeless/Foster Youth), as needed. It is expected that at the Middle School campus, a Science Lab will be created by converting an unused classroom for the science teachers to share and create and more rigorous and engaging science labs for students.	$702,591.00	No
1.4	Transportation (Maintenance and Operations)	This action includes the routine maintenance of as well as the day-today operations in regards to District transportation. This action also includes the expansion/enhancement of transportation to ensure adequate space is provided for an ever-growing student population and the staff who serves them. Without provided transportation for Evergreen Elementary and Evergreen Middle School, low income and homeless/foster youth and many socioeconomically disadvantaged students would not be readily able to	$584,894.00	Yes

Action #	Title	Description	Total Funds	Contributing
		access our in person educational programs as our District covers 575 square miles of rural area. Transportation will be offered for Bend students to attend Intersession and Summer School when it is held at the Elementary/Middle School campuses during the 2026-2027 academic year to ensure that students who are homeless, foster youth or low income can attend.		
1.5	Educational Programs (Devices and Connectivity)	This action includes the routine maintenance of as well as the day-today operations in regards to District technology. In addition, EUSD will purchase additional devices (Chromebooks and iPads- and hot spots, when necessary) and work to expand upon/improve connectivity so that students have access to digital learning opportunities and staff have access to technology that supports instruction.	$379,715.00	No
1.6	Nutrition/Food Service	This action ensures students will continue to have access to a quality breakfast and lunch program. By applying for and receiving Universal Breakfast and Lunch for all, we aim to provide healthy, nutritious meals for our low income and homeless/foster youth. We will continue to apply for this program as it remains available. For the 2026-2027 school year, this work will include a review of the nutritional offerings to ensure they follow federal/state guidelines and also provide healthier options for students. The Bend campus will continue with "Recess Before Lunch" and both the Middle School and Bend campuses will continue to utilize "Second Chance Breakfast".	$1,406,170.00	No
1.7	Student Attendance	This action supports the maintenance of accurate and appropriate attendance recording and reporting for students in terms of attendance rate, chronic absenteeism, and the use of the EUSD Tiered Reengagement Plan to support students/families who struggle with attending school.	$743,482.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action involves the review by the MTSS teams on the root cause of chronic absenteeism for school sites. It will target the significant subgroups that are recognized as being chronically absent (in the orange category) on the 2025 CA Dashboard (English Learners, Hispanic, Students with Disabilities, and Two or More Races) and those who become identified on the 2026 CA Dashboard. This action also involves the Districts participation in the County SARB program for those families that are habitually truant.		
1.8	Student Behavior (Suspension, Drop Out, and Expulsion Rate)	This action supports the maintenance of a District-wide climate whereby staff respond to behavior using the EUSD Behavior Matrix. In addition, staff promote the use of Choice Theory with students as well as infusing the EUSD creed and District expectations as they set parameters with students and establish a safe, healthy, inclusive space for learning. This action involves the review by the MTSS teams on the root cause of suspensions for school sites. This action will target the significant subgroups that are recognized on the 2025 CA Dashboard as being suspended more frequently (in the orange category - Hispanic & Students With Disabilities). In addition, a heightened focus will be in place for the 2026-2027 on EL and 2 or More Races, who are recognized on the CA Dashboard in the Yellow category and those who become identified on the 2026 CA Dashboard. This action also involves the revisiting of the EUSD Behavior Matrix across campuses as well as the use of Choice Theory, Restorative Practices and Character Strong to help promote improved student behavior. All classrooms will ensure that they are embracing the EUSD creed and District expectations. This efforts and more will be supported by hiring 1.5 FTE Counseling Services as well a 2.0 FTE Wellness Coaches. These services will be supported by predominately with the Learning Recovery Emergency Block Grant Funds addressed in Goal 3 Action 14.	$94,073.00	Yes

Action #	Title	Description	Total Funds	Contributing
		We also aim to continue with no drop outs and no expulsions by using the above noted strategies and use of our Community Day School as part of our Multitiered Systems of Support for students who need Tier III intervention. LREBG funds will be used to support this action. Metrics 1.5,1.6,1.7 & 1.8 will be used to evaluate this action step.		
1.9	Student Safety and Connectedness	This action supports the maintenance of a school system where students feel safe and connected. It involves the review by the EUSD Parent Advisory Committee, EUSD Student Advisory Committee, and EUSD staff/administration of the EUSD LCAP Surveys, Site Surveys, and CA Healthy Kids data on student safety and connectedness data to inform next best steps beyond what is in place already, as noted below. Staff are provided with professional development to attend to student safety and connectedness across the academic year. EUSD staff are annually trained in: Bloodborne Pathogen Exposure Prevention, Injury and Illness Prevention, Mandated Reporter (Child Abuse and Neglect), Slips, Trips and Falls, Cyber Training, and Sexual Harassment Training. In addition, EUSD staff are also trained in trauma-invested practices, student depression and suicide, and building relationships so that they can attend to the unique needs of all students. During the 24-24 & 25-26 school year, there was a strong focus on Restorative Practices - with a heightened focus at our Middle School campus to help build a climate and culture that support all students. During the 26-27 school year, this work will continue, and, in addition, staff will continue their implementation of the Character Strong SEL program (an evidence-based multi-tiered solution to support whole child success) to improve behavior, increase safety, and support mental health. At our Bend Campus PBIS was implemented schoolwide during the 25-26 school year. LREBG funds will be used to support this action. Metrics 1.5,1.6,1.7 & 1.8 will be used to evaluate this action step.	$259,155.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Family Involvement	This action encourages continued and expanded family involvement. It involves the review by the EUSD Parent Advisory Committee, EUSD Student Advisory Committee, EUSD District English Language Advisory Committee, EES English Learner Advisory Committee, and EUSD staff/administration of the EUSD LCAP Surveys, Site Surveys, and EUSD EL Needs Survey data to inform next best steps to expand family involvement beyond what is already being accomplished in the areas below. Gathering Input EUSD seeks parent/guardian input in making decisions for the District and school resources. The EUSD Parent Advisory Committee, the respective School Site Councils, the EUSD District English Learner Advisory Committee, and the Evergreen Elementary School English Learner Advisory Committee meet regularly to gather input. In addition, parents/guardians often attend the EUSD Board of Trustees monthly meetings to speak during the public comment section and have the opportunity to attend the annual site Title I Meetings to give input on the Parent and Family Engagement Policy and the School Compact. In addition, students have the opportunity to participate in the Student Advisory Committee. --- Promoting Participation EUSD promotes family participation through the encouragement of parents/guardians to participate in the annual Title I Meeting, special events on campus, and the inclusion of parents/guardians to register as a volunteer for those who would like to consistently volunteer in their child's classroom. All sites also have their School Compact available in both English and Spanish at the beginning of each school year to promote participation between the school, parent/guardian, and student. In addition,	$21,400.00	No

Action #	Title	Description	Total Funds	Contributing
		EUSD promotes community events (such as the EMS Annual Sports Barbecue and the District Fall Festival) for family engagement. _____ Additionally the District offers two 6-8 week parenting class opportunities (one for TK-4 and one for 5-8) twice a year, once in the Fall and once in the Spring to support and engage parents. These classes are led by staff trained in Triple P Parenting as well as Nurtured Heart. ----- Communication EUSD communicates with parents using the following avenues: District website, respective school websites, printed/emailed newsletters, online Aeries parent portal, Aeries Communication, respective Facebook school posts, automated phone messages, and emails from staff. Continued use of these avenues will allow EUSD to communicate with all parents in their preferred mode of communication. All communication is available in Spanish, as well as English. EUSD also annually publishes the School Accountability Report Card for each site, and it is accessible in digital and print format as well as in English and Spanish. LREBG funds will be used to support this action. Metrics 1.9 and 1.10 will be used to evaluate this action.		
1.11	EUSD District Nurse and Health Aides	This action ensures student health is supported. The EUSD District Nurse provides services for students in support of their health needs. This includes but is not limited to: health plans for students with health needs, ensuring immunizations are complete, routine screenings, and training for staff to support meeting the needs of students. School Health Aides and a CNA, provide support for the school nurse by attending to basic first aide and charting immunizations and screenings.	$134,547.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide services and instruction that lead to ever increasing student achievement outcomes.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

EUSD has developed this goal because we understand that students learn best when they have an opportunity to develop social emotional learning and academic learning in tandem.

We want to ensure that all students are provided with:
Academic content learning, including that for significant subgroups, whereby the state standards are aligned with the EUSD Collaborative Agreements; and
Opportunities to achieve proficiency on statewide and local assessments, including English Learners who make progress toward English proficiency and reach reclassification.

We believe that students who have been provided with clear expectations, social emotional learning, and research-based instructional moves in all content areas have the ability to develop strong social emotional and academic skills.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ENGLISH LANGUAGE ARTS CA Assessment of Student Performance and Progress Smarter Balanced Summative Reading (3rd-8th grade)	Smarter Balanced Summative Reading May 2024 52.48% met or exceeded benchmark iReady Reading March 2024 56.34% met or exceeded benchmark	Smarter Balanced Summative Reading May 2025 55.39% met or exceeded benchmark 10.5 points above the standard.	Smarter Balanced Summative Reading June 2026 57.4% met or exceeded benchmark 16 points above the standard (estimate)	Smarter Balanced Summative Reading 60% to meet or exceed benchmark and improve distance from standard iReady Reading	While the Smarter Balanced Summative assesements won't be available until the fall of 2025, our local district data shows a slight decline in iReady ELA (-4%) and a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	iReady Reading (Kindergarten-8th grade) EUSD Oral Reading Fluency Curriculum Based Measurement (1st-8th grade)	EUSD Oral Reading Fluency CBM March 2024 46.94% met or exceeded benchmark ----- 22-23 Academic Year Data Smarter Balanced Summative Reading May 2023 49.52% met or exceeded benchmark The average scale score was 0.6 points below the standard and increased 6.8 points over the 22-23 school year.	iReady Reading March 2025 52.31% met or exceeded benchmark EUSD Oral Reading Fluency CBM March 2025 47.77% met or exceeded benchmark	iReady Reading March 2026 60% met or exceeded benchmark EUSD Oral Reading Fluency CBM March 2026 47.93% met or exceeded benchmark	60% to meet or exceed benchmark EUSD Oral Reading Fluency CBM 60% to meet or exceed benchmark	slight increase in reading fluency (CBM +1%).
2.2	MATHEMATICS CA Assessment of Student Performance and Progress Smarter Balanced Summative Mathematics (3rd-8th grade) iReady Mathematics (Kindergarten-8th grade) EUSD Mathematics Fluency Curriculum	Smarter Balanced Summative Mathematics May 2024 43.84% met or exceeded benchmark iReady Math March 2024 46.04% met or exceeded benchmark EUSD Math Fluency CBM	Smarter Balanced Summative Mathematics May 2025 45.46%met or exceeded the benchmark 12.9 points below the standard. iReady Math March 2025	Smarter Balanced Summative Mathematics June 2026 47% met or exceeded benchmark 12 points below the standard (estimate) iReady Math March 2026	Smarter Balanced Summative Math 50% to meet or exceed benchmark and improve distance from standard iReady Math 50% to meet or exceed benchmark EUSD Math Fluency CBM	While the Smarter Balanced Summative assesements won't be available until the fall of 2025, our local district data shows a slight increase in iReady Math (+2%) and a slight increase in math fluency (CBM +1.5%).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Based Measurement (1st-8th grade)	March 2024 76.62% met or exceeded benchmark ----- 22-23 Academic Year Data Smarter Balanced Summative Math 43.87% met or exceeded benchmark The average scale score was 14.4 pts below standard and increased 17.5 points over the 22-23 school year.	48% met or exceeded benchmark EUSD Math Fluency CBM March 2025 78% met or exceeded benchmark	50% met or exceeded benchmark EUSD Math Fluency CBM March 2026 79.24% met or exceeded benchmark	80% to meet or exceed benchmark	
2.3	SCIENCE CA Assessment of Student Performance and Progress Science Test (5th and 8th grade)	Smarter Balanced Science Test May 2024 5th Grade 34% met or exceeded benchmark 8th Grade 27% met or exceeded benchmark ----- 22-23 Academic Year Data 5th Grade	Smarter Balanced Science Test May 2025 5th Grade 42% met or exceeded benchmark 8th Grade 40% met or exceeded benchmark	Smarter Balanced Science Test June 2026 5th Grade 45.45% met or exceeded the benchmark -4 points below the standard (estimate) 8th Grade 45.04% met or exceeded the benchmark -6 points below the standard (estimate)	Smarter Balanced Science Test 5th Grade - 45% to meet or exceed benchmark and improve distance from standard 8th Grade - 45% to meet or exceed benchmark and improve distance from standard	5th grade was 4% above the baseline and 8th grade was 8% above the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		38% met or exceeded benchmark 8th Grade 32% met or exceeded benchmark				
2.4	ENGLISH LANGUAGE DEVELOPMENT English Language Proficiency Assessment for CA Summative Assessment (all identified English Learners) EUSD English Learner Reclassification Rate	English Learner Summative Assessment May 2024 46.2% making progress towards English Language Proficiency 82% maintained or increased at least one language proficiency level EUSD reclassified 0 students in 2023-2024. ----- 22-23 Academic Year Data 36.1% making progress towards English Language Proficiency This was a decrease of 17.9% over the 22-23 school year. 68.5% maintained or increased at least one language proficiency	English Learner Summative Assessment May 2025 55.8% making progress towards English Language Proficiency 95.3% maintained or increased at least one language proficiency level EUSD reclassified 12 students in 2024-2025.	English Learner Summative Assessment May 2026 (Expected in June 2026)	English Learner Summative Assessment 60% to make progress towards English Language Proficiency 60% to maintain or increase at least one language proficiency level A consistent number of English Learners reclassified each year	For the 2024 results, we had a 10% increase in students making progress and a 13.5% increase in students that maintained or increased at least one proficiency level.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		level over the 22-23 school year EUSD reclassified three students in 2022-2023.				
2.5	EARLY ENGLISH LANGUAGE ARTS AND MATH DEVELOPMENT Reading and Mathematics (TK-2nd grade)	March 2024 English Language Arts Letter-Sound Fluency 71% of Kindergarten students were able to identify 39 sounds within 1 minute, as measured by Aimweb Letter Sound Fluency Assessment Basic Phonics Skills Test Baseline data does not exist but target outcomes were developed, based on teacher benchmarks and input Mathematics Assessment TBD Fall 2024	March 2025 English Language Arts Letter-Sound Fluency 61% of Kindergarten students were able to identify 39 sounds within 1 minute, as measured by Aimweb Letter Sound Fluency Assessment Basic Phonics Skills Test 75% of all K-2 students are meeting the benchmark Mathematics 87% of all 1st and 2nd grade students met the Math CBM March benchmark.	March 2026 English Language Arts Letter-Sound Fluency 63% of Kindergarten students were able to identify 39 sounds within 1 minute, as measured by Aimweb Letter Sound Fluency Assessment Basic Phonics Skills Test 71% of all K-2 students are meeting the benchmark Mathematics 89% of all 1st and 2nd grade students met the Math CBM March benchmark.	English Language Arts Letter-Sound Fluency By March 2025, 75% of Kindergarten students will be able to identify 39 letter sounds within 1 minute, as measured by Aimsweb Letter Sound Fluency assessment. By March 2026, 77% of Kindergarten students will be able to identify 39 letter sounds within 1 minute, as measured by Aimsweb Letter Sound Fluency assessment. By March 2027, 80% of	In March of 2025 we experienced a drop in our Kindergarten Letter-Sound Fluency measure of 6%. The BPST was implmented this year and 75% of students are meeting the benchmark as well as 86% meeting the math fluency measure. Both the BPST and the Math CBM will serve as a baseline going forward.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Kindergarten students will be able to identify 39 letter sounds within 1 minute, as measured by Aimsweb Letter Sound Fluency assessment. Basic Phonics Skills Test By March 2025, 75% of K-2 students will meet the grade level benchmark (K-31/ 1st-51 /2nd-81) By March 2026, 77% of K-2 students will meet the grade level benchmark (K-31/ 1st-51 /2nd-81) By March 2027, 80% of K-2 students will meet the grade level benchmark (K-31/ 1st-51 /2nd-81) Mathematics By March of 2026 80% of 1-2	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					students will meet the gradel evel benchmarks on the Math CBM	
2.6	ACADEMIC STANDARDS EUSD 2024 LCAP Local Performance Indicator Self-Reflection Implementation of State Academic Standards Review (Priority 2 - Questions # 1 & 3)	May 2024 Full Implementation of State Standards Full Implementation of Curriculum Frameworks Full Implementation of Policies/Programs to support staff in instructional delivery	May 2025 Full Implementation of State Standards Full Implementation of Curriculum Frameworks Full Implementation of Policies/Programs to support staff in instructional delivery	May 2026 Full Implementation of State Standards Full Implementation of Curriculum Frameworks Full Implementation of Policies/Programs to support staff in instructional delivery	Continued to full Implementation of State Standards, Curriculum Frameworks, and Policies/Programs to support staff in instructional delivery with expansion, over time, to full implementation with sustainability	N/A
2.11						

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

While there have been no substantive differences in planned actions, our district level data shows that our reading fluency and iReady ELA has improved slightly. In math we see a slight increase in both math fluency and iReady math scores. With iReady now meeting the 3rd year targeted goal. We continue to be challenged with student literacy gains, with fluency rates increasing very slowly. When the 2026 CASSPP data is available we will further analyze and evaluate our action steps. In the 2024-2025 year, with the assistance of a Literacy Grant (LCRSET) we successfully implemented two Literacy Coaches and as a result have begun aligning our TK-2 reading program, instruction and assessments, writing program TK-8 and have completed a district-wide literacy plan that will be in full effect during the 2026-2027 school year. Our focus will be on reading acquisition and writing. The TOSA's will return to the classroom for the 2026-27 year and to keep that momentum moving the district will create a District Literacy Leadership Team and contract with Hill For Literacy to provide professional development with a focus on: The Science of Reading, system coherence and adherence to the District Literacy Plan. Regarding Math, we

have fully implemented a supplement program (Next Gen Math) during the2025-26 school year will calibrate our Next Gen Math Benchmark Assessment with the 2026 CASSP in hopes to further focus our instruction and academic expectations.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

We are seeing positive responses to our action steps and while not always reflected in the student academic data, a renewed focus on literacy in both ELA and Math can be seen in PLC's. As noted above, action 2.1 has led to better alignment of teaching strategies and assessments as well as the development of the district literacy plan. Posting of the ABRE Dashboard (2.6) has led to furthering the conversation and connection with our families around the importance of attendance and its relationship to student achievement. Finally in regards to 2.4, the addition of our ELD Teacher/Coordinator position, has led to gains with our EL population with 4 students being reclassified this year. In short we are beginning to achieve our 3rd year targeted outcomes at the end of year 2.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Continuous Learning & Growth Cycle (School-wide Program - Multi-tiered Systems of Support - Tier I)	This action attends to our school-wide continuous cycle of learning and growth; this includes assessment, reflection, planning, and teaching. Professional Development will continue to be provided, as necessary, aimed at ensuring staff know how to effectively use the cycle of learning and growth to plan for instruction in the core areas of English Language Arts/English Language Development, Math, Science, and History-Social Science. For our assessment purposes, we use the state-wide summative assessments that are a part of the CAASPP (SBAC, CAST and ELPAC), iReady, local school- based Curriculum Based Measurements, and ESGI.	$297,933.00	No

Action #	Title	Description	Total Funds	Contributing
		Teachers reflect upon this assessment data and plan forward for teaching. They work with students to set long and short term goals and monitor as the year progresses to ensure progress is being made. In addition, paraprofessionals in grades TK through 2nd and in our Learning Centers grades 3-8 work to support teachers in their instruction. During the 2026-2027 academic year, the focus will be on these assessments noted above, with a specific focus on reflection and planning forward: • ensuring teachers in TK through 2nd grade understand how to use ESGI and other data (iReady and CBMs) to inform their instruction • ensuring students and teachers in 3rd-8th grade use the Interim Assessments as well as other data (CAASPP, iReady, STAR, Next Gen Math and CBMs) to target instruction • exploring our current and other potential math fluency/skill assessments which can more directly support instructional decisions (this will be added to Metric 2.5) • exploring a Social Emotional Learning measure which will provide information about how to best support students, emotionally, so that they can attend to their academic development • onboarding a new educational assessment data platform to house all student data (state and local) for use by administrators and staff to provide a more thorough picture of of both individual and overall student progress that can be shared with parents • helping students set goals for future progress and reflect on goals met The District Literacy Leadership Team will support the work pertaining to these focus areas. They will support individual and grade level teams of teachers to consider this growth cycle and how to provide lessons that increasingly attend to the needs of the students they serve. Additionally they will support teachers in their implementation of the District Literacy Plan. To assist us in this work the District will be contracting with Hill For Literacy to provide PD in area of SoR, MTSS alignment and system coherence regarding literacy. Additionally the District will be contracting with Next Gen Math to provide similar support regarding Mathematics Instruction and MTSS alignment. LREBG funds, in part, will be used to		

Action #	Title	Description	Total Funds	Contributing
		support both of these efforts. Metrics 2.1,2.2 and2.5 will be used to monitor this action.		
2.2	Curriculum and Instruction (Academic Program - MTSS - Tier I)	This action attends to our goal of fully implementing the CA state standards, frameworks, and using standards-aligned curriculum and instructional materials to ensure we deliver a strong academic program. We have state-adopted curriculum programs in the following areas: English Language Arts/English Language Development, Mathematics, History-Social Science, and Science (Goal 1 - Action 3), in addition to devices and connectivity to ensure access to these curriculums (Goal 1 - Action 5). Students and staff also have access to materials and supplies to enhance the educational experience (Goal 2 - Action 3). Teachers follow the EUSD Collaborative Agreements to ensure we are in sync with each other and staying true to our planned path of instruction. We also ensure that we have a robust Social-Emotional Program. Professional development will continue to be provided, as needed, so that staff better understand the CA standards, frameworks, our curriculum, our collaborative agreements, and research-based instructional moves - aimed at student growth and learning. EUSD administrators, EUSD and ATE mentors, ELD Coordinator/Teacher, and our District Literacy Leadership Team (DLLT) will support and drive this work. During the 2026-2027 school year, a focus will be on: • continuing to refine, align and bolster instruction, with a specific focus on ELA (Fluency, Reading Comprehension and Writing) • reflecting on student workload/homework and ensuring consistency and balance • continuing to attend to classroom dynamics and providing engaging learning experiences for all students across all content areas • expanding the staff's understanding of the updated CA Math Framework, specifically focusing the rigor and DOK levels. • deepening staff understanding of the ELD State Standards, ELD Framework sections, and the use of integrated ELD in daily instruction in classrooms that serve English Learners	$40,002.00	No

Action #	Title	Description	Total Funds	Contributing
		• the implementation of the EUSD Literacy Plan - aimed to ensure all staff are providing consistent instruction for all students so that they can deepen their literacy, with the goal forward of all students being able to read effectively by the end of third grade • a reflection and selection of a new TK through 8th grade Mathematics in alignment with the state-adoption, May of 2027 • continuing to refine and bolster our social-emotional instruction, with a specific focus on understanding how to teach and use the new program, Character Strong		
2.3	Materials and Supplies for Students and Staff	This action ensures all students and staff have access to materials and supplies to enhance their standards-aligned curriculum.	$42,806.00	No
2.4	English Language Development	This action attends to EUSD English Learner students. All English Learner students at EUSD are provided with both Integrated and Designated ELD as part of our Structured English Immersion Program, detailed in the EUSD Master Plan for English Learners. On the CA 2025 Dashboard, progress towards English Language Proficiency increased by nearly 10% and was nearly 10% above the state average. During the 2026-2027 school year, a continued focus will be on: • ensuring all ELD students are provided with quality Designated ELD instruction (beyond Integrated instruction - Goal 2 - Action 2) • ensuring all staff who work with ELD students understand the needs of each English Learner (ELPAC assessment data - Goal 2 - Action 1) • ensuring all ELD students have the opportunity to build their English language skills, comparable to their grade level peers • Focus on our LTEL population and ensure that their needs are addressed and why they are not progressing. The ELD Coordinator/Teacher position will support the work pertaining to these focus areas.	$114,643.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Professional Development	Beyond embedded professional development, noted in Actions 2.1, 2.2, 2.4, 2.6, 3.1, 3.2 and 3.3, EUSD maintains Early Release Days on Fridays throughout the academic year to ensure teachers have the opportunity to engage in professional development and collaboration. A major focus of Professional Development for 2026-2027 will be the continued work through the DLLT in collaboration with Hill For Literacy with goal of raising student literacy achievement. Some of the work to be learned/accomplished is: science of reading understanding, conditions for learning exploration, root cause analysis understanding, needs assessment, literacy plan implementation, and the cycle of teaching (PDSA- Plan, Do, Study, Act). Regrading math, we will continue to professional development provided by Next Gen Math related to the CA Math Framework as well targeted opportunities for some grade middle school grade levels to participate in Lesson Studies supported by coaches/mentors from our County Office of Education. Similarly, our 8th grade science teachers will be participating in PD provided through a partnership with CSU Sonoma and WestEd. In the spirit of professional development, we also have a robust mentor program. Teachers who do not yet have their clear teaching credential are part of the Alliance for Teacher Excellence Program and work with a mentor from our District to bolster their skills in the first few years of their career. In addition, teachers new to Evergreen are provided with a mentor for their first year with us so that they have a support in their transition. LREBG funds,in part, will be used to support our Professional Development. Metrics 2.1,2.2 and2.5 will be used to monitor this action.	$244,551.00	Yes
2.6	Family Engagement (Communication about Student Achievement)	This action encourages continued and expanded partnerships for student outcomes. It involves the review by the EUSD Parent Advisory Committee, EUSD Student Advisory Committee, EUSD District English Learner Advisory Committee, EES English Language Advisory Committee, and the EUSD		No

Action #	Title	Description	Total Funds	Contributing
		staff/administration of the EUSD EL Needs Assessment Survey, EUSD LCAP Survey and Site Survey data to inform next best steps to improve communication with families about student achievement and build partnerships for student outcomes. EUSD families are provided with formal opportunities to learn about their student's learning several times per year - at fall parent/guardian-teacher conferences, in Progress Reports and Report Cards, at Back-to-School Night, and at Open House. In addition, less formal regular parent/guardian-teacher communication is available. Professional Development will continue to be provided, aimed at ensuring staff know how to effectively communicate with families about student achievement and needs. During the 2026-2027 school year, a focus will be on: • the Family Literacy Initiative, which began during the 23-24 school year, will be expanded to promote the understanding of the importance of a literate populace and how parents/guardians can support literacy development at home • providing Parenting Courses to support families • Continuing the ABRE dashboard on the district website that highlights attendance and student reading and math fluency rates in real time for parents and the community to view.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Ensure all students are supported and challenged in an engaging environment in this process.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

EUSD has developed this goal because we understand that students thrive when they are supported and challenged and provided with engaging learning opportunities.

We want to ensure that all students are provided with:
An engaging learning experience in a broad course of study; and
Supports or challenges as needed to meet students where they are at and help them grow forward, targeting specifically significant subgroups.

We believe that students who are provided with engaging, supportive, and challenging social emotional and academic learning experiences are able to continually expand their literacy and mathematics skills along with their content knowledge.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	ENGLISH LANGUAGE ARTS Disaggregated data for all subgroups CA Assessment of Student Performance and Progress Smarter	Smarter Balanced Summative Reading May 2024 English Learners 42 points below the standard	Smarter Balanced Summative Reading May 2025 English Learners 61.8 points below the standard	Smarter Balanced Summative Reading May 2026 (Expected in June 2026) English Learners	Smarter Balanced Summative Reading iReady Reading EUSD Oral Reading Fluency CBM English Learners	While the Smarter Balanced Summative assessments won't be available until the fall of 2026, our local district data shows an increase in iReady

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Balanced Summative Reading (3rd-8th grade) iReady Reading (Kindergarten-8th grade) EUSD Oral Reading Fluency Curriculum Based Measurement (1st-8th grade)	Students With Disabilities 54.5 points below the standard Socioeconomically Disadvantaged 3.5 points below the standard Homeless Youth 7.6 points above the standard Foster Youth NA too few students to report (3) iReady Reading March 2024 56.34% EUSD Oral Reading Fluency CBM March 2024 46.94% ----- 22-23 Academic Year Data Smarter Balanced Summative Reading May 2023 English Learners	55.85% met or exceeded the standard Students with Disabilities 39.6 points below the standard 26.09% met or exceeded the standard Socioeconomically Disadvantaged 7.7 points below the standard 46.64% met or exceeded the standard Homeless Youth 7.7 points below the standard 49.23% met or exceeded the standard Foster Youth NA too few students to report (fewer than 11) Local Data iReady Reading March 2025	TBD points below the standard TBD met or exceeded the standard Students with Disabilities TBD points below the standard TBD met or exceeded the standard Socioeconomically Disadvantaged TBD points below the standard TBD met or exceeded the standard Homeless Youth TBD points below the standard TBD met or exceeded the standard Foster Youth TBD too few students to report (fewer than 11) Local Data iReady Reading	Significant movement toward standard Students with Disabilities Significant movement toward standard Socioeconomically Disadvantaged At/above standard Homeless Youth At/above standard Foster Youth At standard	ELA (+7.7%) and a slight decrease in reading fluency (CBM -.07%).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		50 points below the standard Students with Disabilities 68.4 points below the standard Socioeconomically Disadvantaged 12 points below the standard Homeless Youth 4.9 points below the standard	52.31% Met or exceeded EUSD Oral Reading Fluency CBM March 2025 48% Met or exceeded	March 2026 60% Met or exceeded EUSD Oral Reading Fluency CBM March 2026 47.93% Met or exceeded 47.93% Met or exceeded		
3.2	MATHEMATICS Disaggregated data for all subgroups CA Assessment of Student Performance and Progress Smarter Balanced Summative Mathematics (3rd-8th grade) iReady Mathematics (Kindergarten-8th grade) EUSD Mathematics Fluency Curriculum Based Measurement (1st-8th grade)	Smarter Balanced Summative Mathematics May 2024 English Learners 68.9 points below the standard Students with Disabilities 72.1 points below the standard Socioeconomically Disadvantaged 26.1 points below the standard Homeless Youth	Smarter Balanced Summative Mathematics May 2025 English Learners 67.3 points below the standard 43.93% met or exceeded the standard Students with Disabilities 67.8 points below the standard 17.39% met or exceeded the standard	Smarter Balanced Summative Mathematics May 2026 (Expected in June 2026) English Learners TBD points below the standard TBD met or exceeded the standard Students with Disabilities TBD points below the standard TBD met or exceeded the standard	Smarter Balanced Summative Mathematics iReady Math EUSD Math Fluency CBM English Learners Significant movement toward standard Students with Disabilities Significant movement toward standard Socioeconomically Disadvantaged At standard	While the Smarter Balanced Summative assessments won't be available until the fall of 2025, our local district data shows a slight increase in iReady Math (+2%) and a slight increase in math fluency (CBM +1.24%).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		29.3 points below the standard Foster Youth NA too few students to report (3) iReady Math March 2024 46.04% Met or exceeded EUSD Math Fluency CBM March 2024 76.62% Met or exceeded ----- 22-23 Academic Year Data Smarter Balanced Summative Math May 2023 English Learners 58.4 points below the standard Students with Disabilities 78.2 points below the standard	Socioeconomically Disadvantaged 31.5 points below the standard 33.50% met or exceeded the standard Homeless Youth 28.3 points below the standard 31.25% met or exceeded the standard Foster Youth NA too few students to report (fewer than 11) Local Data iReady Math March 2025 48% Met or exceeded EUSD Math Fluency CBM March 2025 78%	Socioeconomically Disadvantaged TBD points below the standard TBD met or exceeded the standard Homeless Youth TBD points below the standard TBD met or exceeded the standard Foster Youth TBD too few students to report (fewer than 11) Local Data iReady Math March 2026 50% Met or exceeded EUSD Math Fluency CBM March 2026 79.24% Met or exceeded	Homeless Youth At standard Foster Youth At standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged 27.5 points below the standard Homeless Youth 32.5 points below the standard				
3.3	BROAD COURSE OF STUDY EUSD 2024 LCAP Local Performance Indicator Self-Reflection Other Adopted Standards Review (Priority 2 - Question #4) Access to Broad Course of Study Review (Priority 7)	May 2024 A total of 17/25 on progress towards implementation	A part time music teacher has been employed as of November 2024 and will be fulltime during the 25-26 school year. Additionally several electives have been offered to middle school students in the area of CTE Exloration. Finally for the 25-26 school year 3rd grade will receive PE from a credentialed PE specialist as well as Health.	A full time music teacher has been acquired and is servicing students PreK -8. Additionally grades 3-8 are served daily by 3 PE specialist teachers and all 5-8 students have the opportunity to engage in CTE electives once a week.	Progress to a total of 20/20 on progress towards full Implementation of other Adopted Academic Standards, over time, moving towards full implementation with sustainability	
3.4	OUTCOMES OF BROAD COURSE OF STUDY CA Physical Fitness Test	CA Physical Fitness Test Participation 2022-2023 Grade 5 Results unavailable	PE teachers spent the January PD day developing activities and on going periodic assessments that focus on improving students' success	2025-2026 Grade 5 Aerobic Capacity - 97.7% Abdominal Strength and Endurance - 95.5%	CA Physical Fitness Test Participation 100% on all five subtests	2024-2025 Grade 5 (Compared to 23-24 Aerobic Capacity - 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 7 Aerobic Capacity -98% Abdominal Strength and Endurance - 98% Trunk Extensor Strength and Flexibility - 99% Upper Body Strength and Endurance - 98% Flexibility - 99% 2023-2024 Grade 5 Aerobic Capacity - 98% Abdominal Strength and Endurance - 99% Trunk Extensor Strength and Flexibility - 100% Upper Body Strength and Endurance - 99% Flexibility - 100% Grade 7 Aerobic Capacity - 94% Abdominal Strength and Endurance - 96% Trunk Extensor Strength and Flexibility - 100%	on the CA Physical Fitness Test. 2024-2025 Grade 5 Aerobic Capacity - 96% Abdominal Strength and Endurance - 97% Trunk Extensor Strength and Flexibility - 97% Upper Body Strength and Endurance - 97% Flexibility - 97% Grade 7 Aerobic Capacity - 94% Abdominal Strength and Endurance - 93% Trunk Extensor Strength and Flexibility - 94% Upper Body Strength and Endurance - 93% Flexibility - 93%	Trunk Extensor Strength and Flexibility - 97% Upper Body Strength and Endurance - 95.5% Flexibility - 92.4% Grade 7 Aerobic Capacity - 97.5% Abdominal Strength and Endurance - 95.4% Trunk Extensor Strength and Flexibility - 96.3% Upper Body Strength and Endurance - 98.5% Flexibility - 85.2%		Abdominal Strength and Endurance - -2% Trunk Extensor Strength and Flexibility - 3% Upper Body Strength and Endurance - 2% Flexibility - 3% Grade 7 Compared to 2022-23 Aerobic Capacity - 4% Abdominal Strength and Endurance -5% Trunk Extensor Strength and Flexibility - 5% Upper Body Strength and Endurance - 5% Flexibility -6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Upper Body Strength and Endurance - 95% Flexibility - 100% 2024-2025 Grade 5 Aerobic Capacity - 96% Abdominal Strength and Endurance - 97% Trunk Extensor Strength and Flexibility - 97% Upper Body Strength and Endurance - 97% Flexibility - 97% Grade 7 Aerobic Capacity - 94% Abdominal Strength and Endurance - 93% Trunk Extensor Strength and Flexibility - 94% Upper Body Strength and Endurance - 93% Flexibility - 93%				

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

There have been no substantive differences in planned actions. We continue to refine and align our MTSS processes as well as our EL, Homeless/Foster and Special Education programs in a effort to not only identify those students but too discover root cuases for their performance gaps. While those groups have improved since the 2023 Dashboard (indicating our efforts have had a positivie impact) they continue to perform below the district as a whole. We are planning to add aditional paraprofessional staff to support these students in the general edcuation setting as well as to provide interventions for both academics and behavior.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Although we wait for the outcomes of the 2026 CASSPP, our district level data demonstrates limited student growth at this time. We see a 7% gain in Reading Fluency and a 2% gain in our local Math data. All areas are areas for growth.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

We plan to maintain our goals and actions and will further reflect upon them when we receive the outcomes from the 2026 CASSPP. That said we are seeing some growth so we do not anticipate any significant changes in action steps.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Multi-tiered Systems of Support (MTSS) Tier II	This action attends to EUSD's multi-tiered systems of support - Tier II, at risk students - to grow the learning of students beyond Tier I, all students who receive universal supports. This model includes providing supports for students in social-emotional learning as well as academic learning. Staff are provided with professional development to attend to student needs in coordination with integrated student supports and to address student barriers to learning.		No

Action #	Title	Description	Total Funds	Contributing
		Students are provided with supports beyond Tier I when it is recognized that they are not responding to the Tier I intervention with success, and strategies used include: • Student Success Team Meetings are held when students are not responding to Tier I interventions and subsequent interventions need to be put in place (eg. positive behavior plan, School Based Counseling, Learning Center, modified academic assignments). • Teachers or administrators may call for an SST: • Teachers call for an SST when they have tried to implement Tier I strategies and noted that the student is not responding to SEL/Academic intervention at the Tier I level. • Administrators call for an SST if a student is recognized as have an academic concern, attendance issue, behavior or mental health concern either on the yard or classroom (see Discipline Level Chart). • Students with 504 plans are provided with supports in accordance with the agreements in their plan. • English Learners who are performing at Level 1 and Level 2 on the ELPAC are provided with supports in response to their performance on this assessment. Additional Designated ELD intervention is provided within the general education, pull out support provided by EL staff or Learning Center. • English Learners who are performing at Level 3 on the ELPAC are provided with supports in response to their performance on this assessment i corresponding data reveals the student is at risk of becoming a Long Term English Learner, whereby additional Designated ELD supports may b beneficial. Response to Intervention in Tier II is reflected upon during initial and subsequent SST Meetings, Language Assessment Team Meetings, as well as 504 Meetings.		
3.2	Multi-tiered Systems of Support (MTSS) Tier III	This action attends to EUSD's use of multi-tiered systems of support - Tier III, high risk students - to grow the learning of students beyond Tier II, at risk students who receive designated supports. This model includes providing supports for students in social-emotional learning as well as		No

Action #	Title	Description	Total Funds	Contributing
		academic learning. Staff are provided with professional development to attend to student needs in coordination with integrated student supports and to address student barriers to learning. Students are provided with supports beyond Tier II when it is recognized that they are not responding to the Tier II SEL/Academic intervention with success, and strategies used include: • Placing students in alternative settings (eg. Community Day School, Special Day Class) or be provided with subsequent supports (eg. modified curriculum, behavior intervention plans, intra-agency services) • Students with IEPs are provided with supports in accordance with the agreements in their plan. • Student may be referred to SARB (School Attendance Review Board) or SART (School Attendance Review Team). Response to Intervention in Tier III is reflected upon during subsequent IEP Initial and Subsequent Meetings as well as progressive SST follow-up meetings for school-based students.		
3.3	Broad Course of Study (Physical Education, Health, Visual/Performing Arts, CTE, World Language)	This action attends to our goal of fully implementing the other CA state standards and frameworks, and using standards-aligned curriculum and instructional materials to ensure we deliver a broad course of study. Professional development will continue to be provided, as needed, so that staff better understand the CA standards, frameworks, our curriculum, and our collaborative agreements in these areas. EUSD administrators, EUSD and ATE mentors and our TOSA Instructional Coaches will support this work. We provide physical education instruction for students in grades 4 through 8 and support for staff in Physical Education instruction in the lower grades, as necessary. In addition, we provide a thorough Health/Personal Growth course for fifth through eighth grade students. Music is provided by a credentialed teacher at EES and BES (grades TK through grade 4). During the 2026-2027 school year, a focus will be on:	$713,663.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Working on the expansion of our Visual and Performing Arts Program beyond just Music; perhaps through the use of electives; -Exploring how to develop our World Language program; -Continuing to build our Career Technical Education Program with a focus on Exploration.		
3.4	Homeless/Foster Youth Supports	This action ensures homeless/foster youth student rights are attended to. This includes: Administrative Regulations and updates, Board Policies and updates, Parent/Guardian Handbook, Letters and Notices to Parents/Guardians about Opportunities, Transportation, Nutrition, and Extracurricular Activities, as well as referrals and rights to other services. In addition, our homeless/foster youth liaison continually receives training and works in coordination with other agencies (Tehama County Department of Education - Homeless, Foster Youth), trains staff, annually, about homelessness/foster youth, and oversees registration/records (identification, enrollment, etc). For the 26-27 school year, this action involves the review by the MTSS teams on the root cause of suspensions for Foster Youth and Students With Disabilities (as noted in Action 1.8) as well as the review by the team of academic and social-emotional growth by these same students and a plan forward of how to best support them as individuals and as a group. Additional paraprofessional/classified staff to support these students in the general education setting as well as to provide interventions for both academics and behavior.		Yes
3.5	English Learner Program	This action strives to ensure EUSD's EL Program contains systems and policies that are effective and that students are attaining EL proficiency comparable to native speakers and that the programs used are effective. The EUSD English Learner Program is run in coordination with the Tehama County Department of Education Title III Consortium. This includes:	$5,292.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• The EUSD Master Plan for English Learners (including program monitoring, evaluation, and accountability) • Board Policies and Administrative Regulations For the 26-27 school year: • This action involves the review by the MTSS team of academic growth by these same students and a plan forward of how to best support them as individuals and as a group. -Additional paraprofessional staff will continue to support these students in the general education setting as well as to provide interventions for both academics and behavior.		
3.6	Special Education Program	This action strives to ensure EUSD's Special Education Program contains systems and policies that are researched-based and effective in ensuring that students are making adequate growth and progress towards meeting their IEP goals and progressing through state standards, as appropriate. The EUSD Special Education Department follows the guidelines set forth in the EUSD Board Policies and Administrative Regulations as well as follows the guidelines of the Tehama County Special Education Local Area Plan that they are a part of. Led by the Special Education Director for EUSD, the following are part of the program: Two Special Day Classes - one at EES and one at EMS that serves students with the most significant needs who need Tier III supports and is staffed by teachers and paraprofessionals; Three Learning Centers - one at EES, EMS and one at Bend School that serves students with IEPs (and some school-based students, including English Learners who scored a 1 or 2 on the ELPAC) who need Tier II or Tier III supports in place to attain their goals and is staffed by teachers and paraprofessionals; One full time Speech Language Pathologist (SLP), two full time Speech Language Pathologist Assistant (SLPA), and Virtual contracted services provider (with district aide support) that provide services to students with	$2,431,953.00	No

Action #	Title	Description	Total Funds	Contributing
		IEPs as well as some school-based primary students who are in the optimal zone for development, struggling with articulation and/or language, but not yet determined to need special education evaluation; Two full time Clinical Psychologist provide assessment and evaluation for special education. 2.25 FTE Counselors. Additional paraprofessional staff to support these students in the general education setting as well as to provide interventions for both academics and behavior. This action will target the Special Education students we serve and ensure their rights and needs are being attended to.		
3.7	Community Day School	This action attends to EUSD's Community Day School that houses students who have been identified through the Multi-tiered Systems of Support process as needing Tier III intervention. Students from all campuses and grade levels are eligible for this program, as needed. For the 26-27 school year, this action is incorporated into LCAP Goal #4, involving the review of the Community Day School Program to generate a plan forward of how to best support these students as individuals and improve the program, overall. (NOTE: Goal #4 of this LCAP also attends to CDS - but only for the Equity Multiplier Funds for 2025-2026.)	$277,376.00	Yes
3.8	Before/After School Programs	This action attends to EUSD's Before/After School, which provides a safe and enriching environment both before and after school for students who need care and students who would benefit from care (our unduplicated students). It is provided for a reasonable fee and accommodations are made for those students who may need support in paying. The program hires trained, classified staff who provide a balanced program that includes academic, enrichment and recreation curriculum. In addition, it provides a quality "Power Hour" Homework Hour during its operations to attend to student learning. The EUSD Before/After School Expanded Learning	$548,414.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Program is run in coordination with Tehama County Department of Education SERRF Expanded Learning Program. The goal of the program is: To enable students to perform at or above grade level as measured by summative state standardized tests; To provide recreational enrichment opportunities that will promote lifelong learning, community service, and personal growth; To increase student awareness and reduce the incidence of juvenile crime, gang activities, and use of tobacco, alcohol, and drugs.		
3.9	Homework Club	This action supports EUSD's Homework Club Program which provides students the opportunity to work with their teacher after school, as available. This program aims to provide additional targeted supports for specific students, as needed, especially our unduplicated students.	$25,624.00	Yes
3.10	Summer School/Intersession	EUSD provides a robust Summer School and Intersession Program that invites learners who would benefit from additional instruction and those who could benefit from an enhanced learning opportunity. The program focuses on deepening English Language Arts and Mathematics skills of students by embedding them in opportunities for engaging experiences coupled with small group skill-based development. Child care is available for a cost to families who need care beyond the summer/intersession school day. However, transportation and meals (breakfast and lunch) will be provided for all who need it.	$622,594.00	No
3.11	Student Engagement	This action aims to support staff with providing students with learning opportunities that are interactive and hands-on; this includes, but is not limited to, simulations, labs, and field trips.		No
3.12	Career and College Preparedness	This action attends to promoting career and college preparedness. EMS and BES arrange for career speakers to present about possible career		No

Action #	Title	Description	Total Funds	Contributing
		choices to upper grade students. In addition, students in grades 7 and 8 have opportunities to visit local colleges on field trips to explore potential campuses.		
3.13	EUSD Library System	This action ensures our EUSD libraries continue to provide literary options for students across the grade spans and campuses. This includes book selections that are connected to our Accelerated Reader program as well as non-fiction books that provide students with additional learning about topics of interest. In addition, all libraries offer a vast selection of books connected to social-emotional learning and development as well as class sets of novels for teachers to use in connection with content area instruction. Our library system maintains records for all library books in addition to our textbooks and Chromebook fleets through the use of Destiny Resource Manager.	$131,043.00	No
3.14	Mental Health Supports	This action ensures EUSD has sufficient Mental Health Supports in place for students and staff. EUSD has a Licensed Marriage and Family Therapist (LMFT), Pupil Personnel Services (PPS) Counselor, 2 Wellness Coaches, and Wellness Technician as part of our team. This efforts and more will be supported by hiring 1.5 FTE Counseling Services. These services will be supported by predominately with the Learning Recovery Emergency Block Grant Funds through the remainder of the grant period. LREBG funds are projected to be ($400,000) and will be used for this purpose as well as additional allowable expenditures under the LREBG grant. Metrics 1.5,1.6,1.7 &1.8 will be used to evaluate this action. The Licensed Marriage and Family Therapist is trained to provide support and therapy for individual students, family and group therapy, crisis intervention, consultation, and referral and coordination of care. This role primarily serves those at our Middle School and Community Day School. The Pupil Personnel Services (PPS) Counselor plays a multifaceted role in supporting the academic, career, personal, and social development of	$478,546.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students. This counselor works with students on a short term basis with the majority of time spent at the Bend Elementary and Evergreen Elementary School campuses, to provide social and emotional learning support in small group or individual contexts. Both counselors focus on creating a positive school culture and are trained in child development, learning strategies, self-management and social skills, and understand and promote success for the diverse students we serve. The Wellness Coaches perform and implement a variety of behavior support tasks, assists in developing and delivering behavior-analytic services and practices, develops systems for data collection, provides feedback to school staff and provides direction to the wellness technician. The wellness technician works one-on-one with students to assist in the implementation of the behavior plan and provides feedback on student progress. LREBG funds, in part, will be used to support our Mental Health Supports/Program, Metrics 1.5,1.6,1.7 &1.8 will be used to evaluate this action.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	To improve outcomes for students in our Community Day School programs (Grades Kindergarten-5th grade & 5th-8th grade).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

EUSD has received Equity Multiplier Funds for the Evergreen Community Day Schools (grades Kindergarten through 5th grade & 5th through 8th grade) for the 2025-2026 school year. These funds are given to schools with a nonstability rate greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. These one time monies, considered other state funds, and aimed to supplement, not supplant, LCFF funding, and will be used to refine this program, attend to the specific needs of these students through evidence-based services and supports, create proactive supports to lower the number of students entering this program as well as supports to ensure an effective transition back into the general education programs. This funding, and subsequent goal, will only be in place for the 2026-2027 school year and future years will be dependent on receipt of the one time funds. This goal will seek to address all state priorities, noted above, as a review of all components of these school programs will be necessary to ensure the appropriate actions are put in place to improve outcomes for students. This goal was reviewed and prioritized with our stakeholders using the annual parent/staff/student survey as well meeting with staff to review the goal and actions. Their feedback led to the adding of action 4.4.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CONDITIONS OF LEARNING	June 2024 Williams Uniform Complaint Review	There have been zero Williams	There have been zero Williams	Continued with: no Williams Uniform	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Williams Uniform Complaint Review Facility Inspection Tool Appropriately Assigned Teachers Review Access to Instructional Materials Review Academic Standards Review Broad Course of Study Review	Zero incidents resulting in a Williams Uniform Complaint regarding facility conditions, instructional materials, and teacher vacancies/misassignment December 2003 FIT "Good" FIT Scores June 2024 Appropriately Assigned Teachers Review No teachers are misassigned, and there are no vacancies June 2024 Access to Instructional Materials Review No students are without access to their own copies of standards-aligned instructional materials to use at school and at home Academic Standards Review June 2024 Academic Standards Review Full Implementation of State Standards	Complaints thus far. Our Fit Score remain "Good" Students continue to have access to appropriately assigned staff and standards based materials. All appropriately credentialed.	Complaints thus far. Our Fit Score remain "Good" Students continue to have access to appropriately assigned staff and standards based materials. All appropriately credentialed.	Complaints; "Good" FIT scores; no teachers being misassigned with no vacancies; and access to instructional materials. Continued to full Implementation of State Standards, Curriculum Frameworks, and Policies/Programs to support staff in instructional delivery with expansion, over time, to full implementation with sustainability Progress to a total of 20/20 on progress towards full Implementation of Broad Course of Study/Other Academic Standards, over time, moving towards full implementation with sustainability	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Full Implementation of Curriculum Frameworks Full Implementation of Policies/Programs to support staff in instructional delivery June 2024 Broad Course of Study Review A total of 17/25 on progress towards implementation				
4.2	ENGAGEMENT Absenteeism Rate Middle School Drop Out Rate Suspension/Expulsion Rate Pupil Safety & Connectedness - CA Healthy Kids Survey Family Involvement - EUSD CDS Survey	The sample size of this student population is less than 10, and therefore, CA Dashboard data cannot be displayed here, nor is it provided from the state. For more information about the Baseline data, please contact Supt. Mendenhall.	Absenteeism continues to improve with a current attendance rate of 92% and a Chronic Absenteeism rate of 14.80%	Current attendance rate is 90.99% and chronic absenteeism rate is 44.4%.	Target for Year 1 AND ONLY Outcome The sample size of this student population is less than 10, and therefore, CA Dashboard data cannot be displayed here, nor is it provided from the state. For more information, please contact Supt. Mendenhall.	Increase of 30%
4.3	PUPIL OUTCOMES READING CA Assessment of Student Performance and Progress Smarter	The sample size of this student population is less than 10, and therefore, CA Dashboard data cannot be displayed here, nor is it provided from the	iReady March 2025 Reading 24% Meet/Exceed Math 11% Meet/Exceed	iReady March 2026 Reading 0% Meet/Exceed 25% are one grade level below	Target for Year 1 AND ONLY Outcome The sample size of this student population is less	We experienced a decline in Math and Reading Fluency as well as iReady ELA in regards to District data with only an

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Balanced Summative Reading (3rd-8th grade) iReady Reading (Kindergarten-8th grade) EUSD Oral Reading Fluency Curriculum Based Measurement (1st-8th grade) MATHEMATICS CA Assessment of Student Performance and Progress Smarter Balanced Summative Mathematics (3rd-8th grade) iReady Mathematics (Kindergarten-8th grade) EUSD Mathematics Fluency Curriculum Based Measurement (1st-8th grade) EARLY READING AND MATH DEVELOPMENT EUSD ESGI - Reading and Mathematics (TK-2nd grade) SCIENCE CA Assessment of Student Performance and Progress Science Test (5th and 8th grade) ENGLISH LEARNER DEVELOPMENT	state. For more information about the Baseline data, please contact Supt. Mendenhall.	33% One grade below CBM Reading: 37.5% Met Benchmark Math: 37.5% Met Benchmark	Math 29% Meet/Exceed 29% are one grade level below CBM Reading: 32.86% Met Benchmark Math: 25% Met Benchmark	than 10, and therefore, CA Dashboard data cannot be displayed here, nor is it provided from the state. For more information, please contact Supt. Mendenhall.	increase in Math iReady. It is important to note that with enrollment numbers well below 10, this data is not always statistically accurate.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English Language Proficiency Assessment for CA Summative Assessment (all identified English Learners) EUSD English Learner Reclassification Rate OUTCOMES OF BROAD COURSE OF STUDY CA Physical Fitness Test CA Healthy Kids Survey					
4.4	Beginning with the 2025-26 school year we will measure the % of students that successfully transition back to the General Education setting. Success defined as return to the GenEd Setting and remain there for the rest of the school year.	Percent of students with successful transition back to General Education 2024-2025 3/10 = 30%	Baseline was created in 2024-25 (year 1)	June 2026 1/9= 9%	Percent of students that successfully transition back the General Education setting will be 70% by 2027	6 students or 60% below the intended target of 70%.

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

There have been substantive differences in implementation strategies or actions as noted below. Our Community Day School has an ever changing student population however we connect every student with a general education teacher to ensure that there is continuity in the curriculum and expecations, helping to ensure students have. a smoother transition when they return the regular program. In the future the program will have two focus items, 1) Proactive stratgies to limit placement in CDS and 2) Successfull transition back to the General Education Setting.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

None

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Contistency is the key, and as a result we focus on relationships/communication with families and regular attendance in the program in addition to the appropriate supports for both parents and students as noted in the action below.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

We have made an additional metric to track successfull tansitions back to the Gen Ed Setting and inlcuded student data on local academic assessments. We have also expanded the action item as noted.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Evidenced-Based Services & Support	This action has two components: The CDS MTSS team will review of all components of their school program (Conditions of Learning, Engagement, and Pupil Outcomes) to ensure the appropriate and subsequent actions will improve outcomes for students. After review the folliwing items were added to this action for the 2025-26 school year: • Additional Counseling time will be allocated to support students as both a preventative measure as well as to support current CDS students progress towards exiting the program and support during and after their exit. • Emphasis on resotorative practices. • Cointniued implmentation of Character Strong to support transfer of skills from the CDS program to the Gen Education.	$201,070.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Additional Support for parents through parenting classes offered by the district. -Additional para support for idenified students in the general education to avoid the need for placement into CDS		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,119,162	$132,847

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
18.312%	0.000%	$0.00	18.312%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Transportation (Maintenance and Operations) **Need:** Transportation to and from school **Scope:** Schoolwide	Transportation is needed to support families in our vase 575 square mile area. In order to address this need also experienced by our socioeconomically disadvantaged and foster/homeless students, we will continue to provide transportation to our Evergreen Elementary and Evergreen Middle School campuses from those attendance areas, specifically, and promote its use among this subgroup. For our Summer School/Intersession programs, we will provide transportation to ensure	1.5 - Absenteeism Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		that our unduplicated students are able to access these enhanced learning opportunities; this will involve bussing all students from across our District (including students from Bend Elementary) to Evergreen Elementary School. We know that many of our families of unduplicated students do not have reliable transportation and/or adults in the home are working and are unable to transport their children. This causes a barrier to their children accessing school programs.	
1.7	**Action:** Student Attendance **Need:** Attend school regularly **Scope:** LEA-wide	By reviewing the root cause of chronic absenteeism for all students, but also for our significant subgroups, the MTSS teams can put Tier 1 supports in place to attend to this need and change the outcome for these students across the District. For example, by providing transportation for our low income and homeless/foster students, we aim to provide this no cost service to ensure these students can and will arrive at school each day (and each Summer School/Intersession day, when applicable), and we will continue to use our Tiered Reengagement Plan when they are not present. These subgroups are impacted in this area since we know that access to school for these subgroups can be hindered by inconsistent transportation.	1.5 - Absenteeism Rate
1.8	**Action:** Student Behavior (Suspension, Drop Out, and Expulsion Rate) **Need:** Improved behavior and ensuring that the consequences of behavior do not negatively impact having access to education and being present at school	By reviewing the root cause of suspensions/drop out rate/expulsions for all students, but also for our significant subgroups, the MTSS teams can put Tier 1 supports in place to attend to this need and change the outcome for these students across the District. For example, in order to address this condition of our low income, English Learners and homeless/foster students, we plan to continue to provide professional development to all staff aimed at ensuring they can support students in the	1.6 - Drop Out Rate 1.7 - Suspension/Expulsion Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	development of their social emotional learning and have the tools to appropriately respond to student behavior. These subgroups are impacted in this area since we know that these students often have higher rates of trauma impacting grit and persistence and this is often played out in higher negative behavior. SUSPENSION RATE OF English Learner was NOTED AS Orange ON THE 2024 CA DASHBOARD and is in 2025 is Yellow. Suspension Rate for Students With Disabilities and Hispanic for 2025 was in orange and Foster Youth was in Red.	
2.5	**Action:** Professional Development **Need:** Quality first best instruction that ensures pupil outcomes in ELA and Mathematics **Scope:** LEA-wide	Providing professional development for teachers and staff will ensure the needs of all students (with a heightened focus on unduplicated pupils) are understood and that next steps for best instruction occur. We know that teachers need training to effectively work with children who have behavioral challenges connected to trauma history and to attend to the wider gaps in academic outcomes that these students, specifically, have.	2.1 - English Language Arts 2.2 - Mathematics 2.5 - Early English Language Arts and Mathematics Development 3.1 - English Language Arts (Disaggregated data) 3.2 - Mathematics (Disaggregated data)
3.3	**Action:** Broad Course of Study (Physical Education, Health, Visual/Performing Arts, CTE, World Language) **Need:** Access to a broad course of study **Scope:** LEA-wide	Having the opportunity to explore CTE and other areas of study, beyond the core subjects, will provide all students with an opportunity to expand their learning. For unduplicated students, they will be exposed to engaging learning opportunities that will support their continued engagement and give them insight into future learning interests. This enhances the educational experience for our significant subgroups (students with disabilities, homeless, foster youth, English Learners, and low income students) who often do not have access to	3.3 - Broad Course of Study 3.4 - Outcomes of Broad Course of Study

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		these experiences out of the school setting for a myriad of reasons.	
3.7	**Action:** Community Day School **Need:** To ensure students are making progress in behavior and academics so that they can return to the regular education setting **Scope:** Schoolwide	We must provide support to ensure all of our CDS students, with a focus on our unduplicated students in this program, so that they are not disproportionately suspended and are also making adequate progress in ELA and Mathematics. We must ensure these students are provided with more focused and individual instruction in an environment where they receive intensive focus and attention by staff. As these students participate in this program, we expect that they will demonstrate more success than their peers so that they can return to the regular education program.	1.8-Suspension Rate 3.1-ELA (disaggregated data for CDS students) 3.2-Mathematics (disaggregated data for CDS students)
3.8	**Action:** Before/After School Programs **Need:** Academic Progress **Scope:** LEA-wide	By providing before/after school support for learning (ELA and Mathematics), we aim to support all students and their families, with a focus on targeting our homeless, foster and low income students as we know that these students often have a lack of support for completing homework, preparing for tests, or other class/projects.	3.1-ELA (disaggregated data) 3.2-Mathematics (disaggregated data)
3.9	**Action:** Homework Club **Need:** Academic Progresss **Scope:** LEA-wide	By providing after school support for learning (ELA and Mathematics), we aim to support all students and their families, with a focus on targeting our homeless, foster and low income students as we know that these students often have a lack of support for completing homework, preparing for tests, or other class/projects.	3.1-ELA (disaggregated data) 3.2-Mathematics (disaggregated data)
3.14	**Action:** Mental Health Supports	All students can benefit from social emotional/mental health supports so that they feel	1.8 - Safety 1.9 - Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Social Emotional Supports **Scope:** LEA-wide	safe and connected. As such, by focusing on Restorative Practices, we will support the work of the classroom teachers to foster an asset-based school culture, as we know that students from our significant subgroups often come from environments that aren't affirming, inclusive and are riddled with safety concerns. Students across all campuses from these specific subgroups often believe school is not a priority due to self-need for survival, welfare and safety, therefore, trauma invested practices will be reviewed in Professional Development and used more intently with these specific students to attend to their needs and support them in appropriate school engagement.	
4.1	**Action:** Evidenced-Based Services & Support **Need:** Ensure they are making growth to be able to exit the program and return to the regular education setting **Scope:** Schoolwide	By reviewing all the components of the Community Day School program, the needs of unduplicated students will be better understood and the appropriate supports can be put in place to ensure their engagement and academic and social-emotional growth. (See action 3.7)	4.2 - Engagement 4.3 - Pupil Outcomes

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.4	**Action:** English Language Development **Need:** Building their English language skills **Scope:** Limited to Unduplicated Student Group(s)	Understanding each English learner student's ELPAC assessment data and providing them with quality Integrated and Designated ELD in response will ensure they make adequate yearly progress in developing their English language skills. ELPI WAS NOTED AS RED ON THE 2023 CA DASHBOARD. IN 2024 THE ELPI INDICATOR IS NOW GREEN ELPI for 2025 continued in the green with a 9.7% increase over 2024	2.4 - English Language Development
3.4	**Action:** Homeless/Foster Youth Supports **Need:** Decreased Suspension Rate, Academic Progress **Scope:** Limited to Unduplicated Student Group(s)	Reflecting on the specific needs of this subgroup, and providing appropriate supports, will ensure Foster Youth and Students With Disabilities are not disproportionately suspended and are also making adequate progress in ELA and Mathematics. SUSPENSION OF FOSTER YOUTH WAS NOTED AS RED ON THE 2023 CA DASHBOARD. IN 2024 THIS GROUP HAS MOVED TO YELLOW. In 2025 this group moved back to the red. Students With Disabilities in 2025 was in the Orange. The 2026 data is expected in June of 2026	1.8-Suspension Rate 3.1-ELA (disaggregated data for Foster Youth) 3.2-Mathematics (disaggregated data for Foster Youth)
3.5	**Action:** English Learner Program	To ensure our program is supporting EL students in making adequate progress in ELA and	3.1 - English Language Arts (disaggregated data for ELs)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: EL students are not making sufficient progress in ELA and Mathematics **Scope:** Limited to Unduplicated Student Group(s)	Mathematics, extending beyond their English language development. ELPI IS NOTED AS RED ON THE 2023 CA DASHBOARD. IN 2024 THE ELPI INDICATOR IS NOW GREEN ELPI for 2025 remained in the green improving by 9.7% over 2024. The 2026 results are expected in the Fall of 2026.	3.2 - Mathematics (disaggregated data for ELs)

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Additional Concentration Grant Funding is used for our increased instructional aide staffing for direct services to students. Specifically they will support EL Students and students with significant behaviors while in the general education setting.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	5:97	40:948
Staff-to-student ratio of certificated staff providing direct services to students	8:97	49:948

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	11,572,439	2,119,162	18.312%	0.000%	18.312%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$10,746,923.00	$4,570,028.00	$203,621.00	$2,188,890.00	$17,709,462.00	$13,212,356.00	$4,497,106.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Facilities Management (Maintenance and Operations)	All	No			All Schools		$528,887.00	$1,029,384.00	$1,558,271.00				$1,558,271.00	
1	1.2	Educational Programs (Teachers and Staff)	All	No			All Schools		$5,551,129.00	$98,525.00	$5,649,654.00				$5,649,654.00	
1	1.3	Educational Programs (Standards-Aligned Instructional Materials)	All	No			All Schools		$0.00	$702,591.00		$702,591.00			$702,591.00	
1	1.4	Transportation (Maintenance and Operations)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Evergreen Elementary & Evergreen Middle School (Bend Elementary School during Intersession & Summer School) TK-8th grade		$406,544.00	$178,350.00	$584,894.00				$584,894.00	
1	1.5	Educational Programs (Devices and Connectivity)	All	No			All Schools		$242,538.00	$137,177.00	$379,715.00				$379,715.00	
1	1.6	Nutrition/Food Service	All	No			All Schools		$619,920.00	$786,250.00		$435,000.00		$971,170.00	$1,406,170.00	
1	1.7	Student Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$696,788.00	$46,694.00	$743,482.00				$743,482.00	
1	1.8	Student Behavior (Suspension, Drop Out, and Expulsion Rate)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$94,073.00	$0.00		$57,042.00		$37,031.00	$94,073.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Student Safety and Connectedness	All	No			All Schools		$171,736.00	$87,419.00	$259,155.00				$259,155.00	
1	1.10	Family Involvement	All	No			All Schools		$16,400.00	$5,000.00		$21,400.00			$21,400.00	
1	1.11	EUSD District Nurse and Health Aides	All	No			All Schools		$116,287.00	$18,260.00	$33,843.00	$100,704.00			$134,547.00	
2	2.1	Continuous Learning & Growth Cycle (School-wide Program - Multi-tiered Systems of Support - Tier I)	All	No			All Schools		$182,944.00	$114,989.00				$297,933.00	$297,933.00	
2	2.2	Curriculum and Instruction (Academic Program - MTSS - Tier I)	All	No			All Schools		$0.00	$40,002.00				$40,002.00	$40,002.00	
2	2.3	Materials and Supplies for Students and Staff	All	No			All Schools		$0.00	$42,806.00	$42,806.00				$42,806.00	
2	2.4	English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$113,643.00	$1,000.00	$114,643.00				$114,643.00	
2	2.5	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$51,577.00	$192,974.00	$110,683.00	$133,868.00			$244,551.00	
2	2.6	Family Engagement (Communication about Student Achievement)	All	No			All Schools									
3	3.1	Multi-tiered Systems of Support (MTSS) Tier II	All 504 Students; English Learners	No			All Schools									
3	3.2	Multi-tiered Systems of Support (MTSS) Tier III	Students with Disabilities	No			All Schools									
3	3.3	Broad Course of Study (Physical Education, Health, Visual/Performing Arts, CTE, World Language)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$653,463.00	$60,200.00	$532,333.00	$181,330.00			$713,663.00	
3	3.4	Homeless/Foster Youth Supports	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools									
3	3.5	English Learner Program	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools		$0.00	$5,292.00				$5,292.00	$5,292.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)											
3	**3.6**	Special Education Program	Students with Disabilities	No			All Schools		$2,114,832.00	$317,121.00	$52,223.00	$1,542,268.00		$837,462.00	$2,431,953.00	
3	**3.7**	Community Day School	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community Day School		$264,376.00	$13,000.00	$277,376.00				$277,376.00	
3	**3.8**	Before/After School Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$433,153.00	$115,261.00		$344,793.00	$203,621.00		$548,414.00	
3	**3.9**	Homework Club	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$24,624.00	$1,000.00		$25,624.00			$25,624.00	
3	**3.10**	Summer School/Intersession	All	No			All Schools		$384,560.00	$238,034.00		$622,594.00			$622,594.00	
3	**3.11**	Student Engagement	All	No			All Schools									
3	**3.12**	Career and College Preparedness	All	No			Specific Schools: Evergreen Middle School & Bend Elementary School Grades 7 & 8									
3	**3.13**	EUSD Library System	All	No			All Schools		$122,868.00	$8,175.00	$131,043.00				$131,043.00	
3	**3.14**	Mental Health Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$422,014.00	$56,532.00	$276,802.00	$201,744.00			$478,546.00	
4	**4.1**	Evidenced-Based Services & Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community Day Schools		$0.00	$201,070.00		$201,070.00			$201,070.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
11,572,439	2,119,162	18.312%	0.000%	18.312%	$2,640,213.00	0.000%	22.815 %	**Total:**	$2,640,213.00
								LEA-wide Total:	$1,663,300.00
								Limited Total:	$114,643.00
								Schoolwide Total:	$862,270.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Transportation (Maintenance and Operations)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Evergreen Elementary & Evergreen Middle School (Bend Elementary School during Intersession & Summer School) TK-8th grade	$584,894.00	
1	1.7	Student Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$743,482.00	
1	1.8	Student Behavior (Suspension, Drop Out, and Expulsion Rate)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.4	English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$114,643.00	
2	2.5	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$110,683.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	Broad Course of Study (Physical Education, Health, Visual/Performing Arts, CTE, World Language)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$532,333.00	
3	3.4	Homeless/Foster Youth Supports	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		
3	3.5	English Learner Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
3	3.7	Community Day School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community Day School	$277,376.00	
3	3.8	Before/After School Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.9	Homework Club	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.14	Mental Health Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$276,802.00	
4	4.1	Evidenced-Based Services & Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community Day Schools		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$15,900,526.00	$16,700,854.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Facilities Management (Maintenance and Operations)	No	$1,502,981.00	1,506,163.00
1	**1.2**	Educational Programs (Teachers and Staff)	No	$5,296,778.00	5,387,025.00
1	**1.3**	Educational Programs (Standards-Aligned Instructional Materials)	No	$332,202.00	332,202.00
1	**1.4**	Transportation (Maintenance and Operations)	Yes	$536,168.00	569,964.00
1	**1.5**	Educational Programs (Devices and Connectivity)	No	$308,066.00	360,072.00
1	**1.6**	Nutrition/Food Service	No	$1,209,188.00	1,472,512.00
1	**1.7**	Student Attendance	Yes	$686,328.00	698,432.00
1	**1.8**	Student Behavior (Suspension, Drop Out, and Expulsion Rate)	Yes	$88,350.00	70,452.00
1	**1.9**	Student Safety and Connectedness	No	$244,645.00	244,645.00
1	**1.10**	Family Involvement	No	$12,000.00	6,778.00
1	**1.11**	EUSD District Nurse and Health Aides	No	$120,605.00	108,063.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Continuous Learning & Growth Cycle (School-wide Program - Multi-tiered Systems of Support - Tier I)	No	$263,904.00	252,037.00
2	2.2	Curriculum and Instruction (Academic Program - MTSS - Tier I)	No	$31,021.00	33,140.00
2	2.3	Materials and Supplies for Students and Staff	No	$30,910.00	103,871.00
2	2.4	English Language Development	Yes	$104,515.00	107,606.00
2	2.5	Professional Development	Yes	$412,270.00	457,907.00
2	2.6	Family Engagement (Communication about Student Achievement)	No		
3	3.1	Multi-tiered Systems of Support (MTSS) Tier II	No		
3	3.2	Multi-tiered Systems of Support (MTSS) Tier III	No		
3	3.3	Broad Course of Study (Physical Education, Health, Visual/Performing Arts, CTE, World Language)	Yes	$627,024.00	691,389.00
3	3.4	Homeless/Foster Youth Supports	Yes		
3	3.5	English Learner Program	Yes	$1,271.00	1,767.00
3	3.6	Special Education Program	No	$2,199,373.00	2,234,402.000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.7**	Community Day School	Yes	$203,310.00	203,310.00
3	**3.8**	Before/After School Program	Yes	$539,387.00	520,642.00
3	**3.9**	Homework Club	Yes	$31,621.00	31,621.00
3	**3.10**	Summer School/Intersession	No	$330,444.00	512,787.00
3	**3.11**	Student Engagement	No		
3	**3.12**	Career and College Preparedness	No		
3	**3.13**	EUSD Library System	No	$123,470.00	132,419.00
3	**3.14**	Mental Health Supports	Yes	$463,625.00	457,556.00
4	**4.1**	Evidenced-Based Services & Support	Yes	201,070.00	204,092.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,728,333.00	$2,418,208.00	$2,508,777.00	($90,569.00)	21.560%	22.360%	0.800%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Transportation (Maintenance and Operations)	Yes	$536,168.00	569,964.00	4.78	5.08
1	1.7	Student Attendance	Yes	$686,328.00	698,432.00	6.12	6.22
1	1.8	Student Behavior (Suspension, Drop Out, and Expulsion Rate)	Yes				
2	2.4	English Language Development	Yes	$104,515.00	107,606.00	.93	.96
2	2.5	Professional Development	Yes	$122,912.00	122,912.00	1.10	1.10
3	3.3	Broad Course of Study (Physical Education, Health, Visual/Performing Arts, CTE, World Language)	Yes	$468,781.00	533,146.00	4.18	4.75
3	3.4	Homeless/Foster Youth Supports	Yes				
3	3.5	English Learner Program	Yes				
3	3.7	Community Day School	Yes	$203,310.00	203,310.00	1.81	1.81
3	3.8	Before/After School Program	Yes				
3	3.9	Homework Club	Yes				
3	3.14	Mental Health Supports	Yes	$296,194.00	273,407.00	2.64	2.44

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	**4.1**	Evidenced-Based Services & Support	Yes				

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
11,297,720.00	1,728,333.00	0	15.298%	$2,508,777.00	22.360%	44.566%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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November 2024

CALIFORNIA
CalSCHLS
SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY



Evergreen Union Secondary 2025–2026 Main Report

California Department of EDUCATION

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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 2025–26 *California Healthy Kids Survey* (CHKS) for schools within this school 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 state effort in the nation to regularly assess students, staff, and parents 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 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 create more positive, safe, supportive, and engaging environments and to promoting the successful cognitive, social, emotional, and physical development of all students. 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). The California Safe and Supportive Schools website (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 technical advisor team offers data workshops and coaching to help identify local needs and develop action plans to meet those needs.

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:

- student grades, truancy, boredom at school, 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 indicators of student well-being in general, including the scope and nature of substance use and mental health and wellness (chronic sadness, social and emotional distress, life satisfaction, and contemplation of suicide). These questions provide insight into important barriers to learning and development.

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

Behavioral Health Module (Supplementary)

The Behavioral Health Module (BHM) is a multiform survey module that assesses secondary student well-being indicators (i.e., social isolation, body image and disordered eating, responses to trauma, stress-associated health conditions, and precursors to and consequences of substance use) and protective factors (i.e., home adult supports, peer supports, and school mental health supports). This module assesses almost all of the measures that were assessed on the 2022–23 Mental Health Supports Module, Student Trauma Module, and Alcohol and Other Drugs (AOD) Module—which have been discontinued. The BHM assesses more content while minimizing the survey length for individual students by using a multiform instrument. Students are randomly administered one of two BHM survey forms to reduce survey burden and collect representative data on more aspects of behavioral health. Because the BHM is administered to all schools participating in the Biennial State CHKS, statewide comparison data will be available for all BHM results.

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).

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 and academic success. It includes 43 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).

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.

LCAP Subgroup Results

Summary tables provide key findings (e.g., safety, school connectedness, bullying and harassment, developmental supports) disaggregated by each of the LCAP subgroups (race/ethnic subgroups, socioeconomically disadvantaged students, English learners and long-term English learners, students with disabilities, students in foster care, and unhoused youth). Results are also disaggregated by gender. Districts can subscribe to the District CalSCHLS data dashboard to disaggregate their CHKS results by these and other factors (i.e., students who report different levels of caring relations with adults at school).

ONLINE DATA DASHBOARDS

Public Dashboard. Anyone can examine online key state, county, and district CHKS results on the public CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). The dashboard can be used to graphically display statewide, county, and district key indicators from the Core and School Climate Modules, trends over time, and disparities in survey outcomes across subgroups. Group differences across LCAP subgroups and other characteristics (e.g., chronic sadness) can be examined. District data are publicly posted on the dashboard by the end of November of the year following survey administration.

The District Dashboard Option. Districts may also purchase a two-year subscription to a password-protected data dashboard that displays up to 10 years of CalSCHLS data at not only the district level but also the *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 groups such as race/ethnicity, sexual orientation, gender identity, and many other characteristics (LCAP subgroups, chronic sadness, caring relationships); and
- examine data trends over time overall and by different demographic groups.

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.

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 (see Table A1.1 and Appendix I for student response rates). One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

Changes Between Survey Administrations

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

RESOURCES

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

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets).
- ***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).
- The **California Center for School Climate** (ccsc.wested.org) website houses school climate resources and guides, and archived virtual events.
- The ***California Safe and Supportive Schools Newsletter*** provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on ca-safe-supportive-schools.wested.org/subscribe/.
- CDE's **California Safe and Supportive Schools** website (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/resources/#resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS

surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some additional steps you should take and some custom services (additional fees apply) available from the CalSCHLS technical advisor team. 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 school and student needs and into 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. By enlisting their collaboration, you also increase the prospect that the identified needs will be successfully addressed.

As part of this process, WestEd staff can facilitate 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 technical advisor (calschls.org/contact) or email calschls@wested.org.

Compare Results with Other Data

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

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

website (data.calschls.org/resources/Biennial_State_1921.pdf) or examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports). How you compare to state and district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

Data Workshop

To assist in your review of the survey results, you can request your CalSCHLS technical advisor 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 technical advisor (calschls.org/contact) or email calschls@wested.org.

Request Additional Reports and Data

As you review your data with stakeholders, you may find that additional data needs emerge. The following custom services are available 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, School Climate Report Cards, and Mental Health Reports

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

- A full report with all the survey results
- A short, user-friendly, graphic **School Climate Report Card** that provides trends across key indicators of school climate and provides two-year state averages on those indicators (calschls.org/reports-data/#slcr)
- A graphic **Mental Health Report** that describes key indicators of mental health by grade level and by survey administration year (calschls.org/reports-data/#slcr)

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

Determine what additional information is needed from students to guide school improvement efforts and

add questions to your next CHKS, staff, or parent surveys. All three surveys are designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

For more information about survey planning or technical assistance in understanding survey results and developing effective action plans to address identified needs, email CalSCHLS at calschls@wested.org.

Exhibit 1
Major School-Related Domains and Constructs Assessed by CalSCHLS in Secondary Schools

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

ACKNOWLEDGMENTS

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1
Student Sample for Core Module

	Grade 7	Grade 9	Grade 11	NT[A]
Student Sample Size				
Target sample	107	–	–	–
Final number	93	–	–	–
Response Rate	87%	–	–	–

Note: [A]NT includes continuation, community day, and other alternative school types.

Table A1.2
Number of Respondents by Instructional Model

	Grade 7	Grade 9	Grade 11	NT
In-school learning only	90	–	–	–
Remote learning only	3	–	–	–

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness†	59	–	–	–	A6.4
School connectedness†ψ ***(Remote Only)***		–	–	–	A6.4
Academic motivation†	54	–	–	–	A6.4
School is really boring±	48	–	–	–	A6.11
School is worthless and a waste of time±	24	–	–	–	A6.11
Current absenteeism (≥3 times)¶	13	–	–	–	A6.2
Trouble focusing on schoolwork$^{\sigma}$	45	–	–	–	A6.10
Caring adult relationships‡	70	–	–	–	A6.4
High expectations‡	80	–	–	–	A6.4
Meaningful participation‡	35	–	–	–	A6.4
Facilities upkeep$^{\sigma}$	72	–	–	–	A6.15
Promotion of parental involvement in school†	61	–	–	–	A6.4
School Safety and Cyberbullying					
School perceived as very safe or safe	63	–	–	–	A8.1
Experienced any harassment or bullying§	38	–	–	–	A8.2
Had mean rumors or lies spread about you§	47	–	–	–	A8.3
Been afraid of being beaten up§	20	–	–	–	A8.3
Been in a physical fight§	19	–	–	–	A8.4
Seen a weapon on campus§	11	–	–	–	A8.6
Cyberbullying§	40	–	–	–	A8.3

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

† Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.

ψ The scale was based on four questions for remote respondents.

± Rating of 7 or higher.

¶ Past 30 days.

$^{\sigma}$ Percent of respondents reporting "Agree" or "Strongly agree."

‡ Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.

§ Past 12 months.

Table A2.2

Key Indicators of Substance Use, Health Routines, and Remote Schooling

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Substance Use					
Current alcohol or drug use[¶]	11	–	–	–	A9.5
Current tobacco use[¶]	5	–	–	–	A10.8
Current marijuana use[¶]	2	–	–	–	A9.5
Current binge drinking[¶]	3	–	–	–	A9.5
Very drunk or "high" 7 or more times, ever	1	–	–	–	A9.7
Been drunk or "high" on drugs at school, ever	2	–	–	–	A9.9
Current cigarette smoking[¶]	3	–	–	–	A10.5
Current use of vape products[¶]	5	–	–	–	A10.6
Current tobacco vaping[¶]	4	–	–	–	A10.6
Current marijuana vaping[¶]	3	–	–	–	A10.6
Health Routines					
Eating of breakfast[|]	45	–	–	–	A4.1
Bedtime (at 12 am or later)	17	–	–	–	A4.2
Remote Schooling					
Remote learning frequency (5 days per week)[¶δ]		–	–	–	A5.1
Synchronous instruction (4 days or more)[‖δ]		–	–	–	A5.1
Interest in schoolwork done from home[σδ]		–	–	–	A5.3
Meaningful opportunities[θδ]		–	–	–	A5.2

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

[¶] *Past 30 days.*

[|] *Today.*

[δ] *Remote only.*

[‖] *Past 7 days.*

[σ] *Percent of respondents reporting "Agree" or "Strongly agree."*

[θ] *Percent of respondents reporting "Pretty much true" or "Very much true."*

Table A2.3

Key Indicators of Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Social and Emotional Health					
Social emotional distress‡	31	–	–	–	A7.5
Experienced chronic sadness/hopelessness§	36	–	–	–	A7.1
Considered suicide§	27	–	–	–	A7.2
Optimism‡	51	–	–	–	A7.3
Life satisfaction∓	61	–	–	–	A7.4
	Grade 7	Grade 9	Grade 11	NT	
California Student Wellness Indexõ	99.9	–	–	–	NP

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

‡Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.

§Past 12 months.

∓Average percent of respondents reporting "Satisfied" or "Very satisfied" across survey questions that comprise the scale.

õTo construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.

NP-Not presented in an individual table.

3. Demographics

Table A3.1
School Schedule, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
In-School Model	97	–	–	–
Remote Learning Model	3	–	–	–

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."

Table A3.2
Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	55	–	–	–
Female	43	–	–	–
Nonbinary	1	–	–	–
Something else	1	–	–	–

Question HS/MS A.3: What is your gender?
Note: Cells are empty if there are less than 10 respondents.

Table A3.3
Gender Identity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I am not transgender	97	–	–	–
Yes, I am transgender	1	–	–	–
I am not sure if I am transgender	1	–	–	–
Decline to respond	1	–	–	–

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 A3.4

Sexual Orientation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Heterosexual (straight)	76	–	–	–
Lesbian or Gay	5	–	–	–
Bisexual	4	–	–	–
Something else	5	–	–	–
Not sure	3	–	–	–
Decline to respond	5	–	–	–

Question HS/MS A.5: Which of the following best describes you?
Note: Cells are empty if there are less than 10 respondents.

Table A3.5

Race or Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native, non-Hispanic	4	–	–	–
Asian or Asian American, non-Hispanic	1	–	–	–
Black or African American, non-Hispanic	2	–	–	–
Hispanic or Latino/a	20	–	–	–
Native Hawaiian or Pacific Islander, non-Hispanic	0	–	–	–
White, non-Hispanic	53	–	–	–
Multiracial, non-Hispanic	16	–	–	–
Something else, non-Hispanic	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 Latino/a... Native Hawaiian or Pacific Islander... White... Something else.
Note: Cells are empty if there are less than 10 respondents.

Table A3.6

Living Arrangements and Housing Status

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parent or guardian	86	–	–	–
Other relative's home	2	–	–	–
A home with more than one family	4	–	–	–
Friend's home	0	–	–	–
Foster home, group care, or waiting placement	1	–	–	–
Hotel or motel	0	–	–	–
Shelter, car, campground, or other transitional or temporary housing	1	–	–	–
Other living arrangement	5	–	–	–

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

Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Home with one or more parent or guardian	86	–	–	–
Foster home	1	–	–	–
Homeless	1	–	–	–
Other living arrangement	12	–	–	–

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

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

Category "Homeless" includes "Friend's home," "Hotel or motel," and "Shelter, car, campground, or other transitional or temporary housing."

Category "Other living arrangement" includes "Other relative's home," "A home with more than one family," and "Other living arrangement."

Table A3.8

Parental Education

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	7	–	–	–
Graduated from high school	12	–	–	–
Attended college but did not complete four-year degree	15	–	–	–
Graduated from college	45	–	–	–
Don't know	22	–	–	–

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 A3.9

Special Education Services

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	74	–	–	–
Yes	10	–	–	–
Don't know	14	–	–	–
Prefer not to say	2	–	–	–

Question HS/MS A.15: Do you have an IEP (Individualized Education Plan) or get special education services?
Note: Cells are empty if there are less than 10 respondents.

Table A3.10

English Learner Program Designation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	73	–	–	–
Yes	4	–	–	–
Don't know	23	–	–	–

Question HS/MS A.13: Are you in the English Learner Program at school?
Note: Cells are empty if there are less than 10 respondents.

Table A3.11

English Learner (EL) Program Duration and Long-Term English Learner (LTEL) Status

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Not currently in English Learner Program	94	–	–	–
Less than 7 years (EL)	3	–	–	–
7 years or more (LTEL)	3	–	–	–

Question HS/MS A.13, 14: Are you in the English Learner Program at school?... How many years have you been in the English Learner Program across all schools you've attended?

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

Category "Less than 7 years (EL)" includes responses "Less than 3 years," "3 to 4 years," and "5 to 6 years."

Table A3.12

Language Spoken at Home

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	91	–	–	–
Spanish	5	–	–	–
Mandarin	0	–	–	–
Cantonese	0	–	–	–
Taiwanese	0	–	–	–
Tagalog	0	–	–	–
Vietnamese	0	–	–	–
Korean	0	–	–	–
Arabic	0	–	–	–
Other	3	–	–	–

Question HS/MS A.12: What language is spoken most of the time in your home?

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

Table A3.13

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How well do you...				
understand English?				
Very well		–	–	–
Well		–	–	–
Not well		–	–	–
Not at all		–	–	–
speak English?				
Very well		–	–	–
Well		–	–	–
Not well		–	–	–
Not at all		–	–	–
read English?				
Very well		–	–	–
Well		–	–	–
Not well		–	–	–
Not at all		–	–	–
write English?				
Very well		–	–	–
Well		–	–	–
Not well		–	–	–
Not at all		–	–	–
English Language Proficiency Status				
Proficient		–	–	–
Not proficient		–	–	–

Question HS/MS A.12, 12A-12D: 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 A3.14
Number of Days Attending Afterschool Program

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I do not attend my school's afterschool program	82	–	–	–
1 day	0	–	–	–
2 days	3	–	–	–
3 days	3	–	–	–
4 days	2	–	–	–
5 days	9	–	–	–

Question HS/MS A.19: How many days a week do you usually go to your school's afterschool program?
Note: Cells are empty if there are less than 10 respondents.

Table A3.15
Military Connections

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	94	–	–	–
Yes	4	–	–	–
Don't know	2	–	–	–

Question HS/MS A.11: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?
Note: Cells are empty if there are less than 10 respondents.

4. Health Routines

Table A4.1
Eating of Breakfast

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	55	–	–	–
Yes	45	–	–	–

Question HS/MS A.17: Did you eat breakfast today?
Note: Cells are empty if there are less than 10 respondents.

Table A4.2
Bedtime

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Before 7:00 pm	1	–	–	–
7:00-7:59 pm	1	–	–	–
8:00-8:59 pm	13	–	–	–
9:00-9:59 pm	22	–	–	–
10:00-10:59 pm	30	–	–	–
11:00-11:59 pm	16	–	–	–
12:00-12:59 am	9	–	–	–
After 1:00 am	9	–	–	–
Bedtime at 12 am or later	17	–	–	–

Question HS/MS A.16: What time did you go to bed last night?
Note: Cells are empty if there are less than 10 respondents.

5. Remote Schooling

Results in this section are applicable to students who indicated that they attend school remotely. Responses from students attending school in-person are not included.

Table A5.1

Remote Schooling Schedule and Instructional Time (Remote Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Time spent on learning and completing schoolwork from home on the average weekday				
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		–	–	–
Number of days in the past week participating in an online class from home where your teacher talked to students				
0 days		–	–	–
1 day		–	–	–
2 days		–	–	–
3 days		–	–	–
4 days		–	–	–
5 days		–	–	–
Number of weekdays participating in school from home for the entire school day				
0 days		–	–	–
1 day		–	–	–
2 days		–	–	–
3 days		–	–	–
4 days		–	–	–
5 days		–	–	–

Question HS/MS A.20-22: In the past 30 days, how many weekdays in an average week did you participate in school from home for an entire school day?.. On the average weekday, how much of your day did you spend learning and completing schoolwork from home?... 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)?

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

Table A5.2

Interesting Activities Provided for Student in Remote Schooling ***(Remote Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Not at all true		–	–	–
A little true		–	–	–
Pretty much true		–	–	–
Very much true		–	–	–

Question HS/MS A.49: 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 Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Strongly disagree		–	–	–
Disagree		–	–	–
Neither disagree nor agree		–	–	–
Agree		–	–	–
Strongly agree		–	–	–

Question HS/MS A.40: 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 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	19	–	–	–
A's and B's	34	–	–	–
Mostly B's	5	–	–	–
B's and C's	16	–	–	–
Mostly C's	3	–	–	–
C's and D's	16	–	–	–
Mostly D's	3	–	–	–
Mostly F's	2	–	–	–

Question HS/MS A.24: 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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I did not miss any days of school in the past 30 days	53	–	–	–
1 day	22	–	–	–
2 days	13	–	–	–
3 or more days	13	–	–	–

Question HS/MS A.18, 23: 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 remote learning classes for any reason? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A6.3

Reasons for Absence, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I didn't miss any school	49	–	–	–
Illness (feeling physically sick), including problems with breathing or your teeth	33	–	–	–
Were being bullied or mistreated at school	1	–	–	–
Felt very sad, hopeless, anxious, stressed, or angry	4	–	–	–
Didn't get enough sleep	10	–	–	–
Didn't feel safe at school or going to and from school	1	–	–	–
Had to take care of or help a family member or friend	2	–	–	–
Wanted to spend time with friends	2	–	–	–
Used alcohol or drugs	1	–	–	–
Were behind in schoolwork or weren't prepared for a test or class assignment	4	–	–	–
Were bored or uninterested in school	5	–	–	–
Had no transportation to school	4	–	–	–
Other reason	22	–	–	–

Question HS/MS A.25, 26: 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 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 A6.4

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Total school supports	61	–	–	–	
Caring relationships-adults in school‡	70	–	–	–	A6.5
High expectations-adults in school‡	80	–	–	–	A6.6
Meaningful participation at school‡	35	–	–	–	A6.7
School connectedness†	59	–	–	–	A6.8
School connectedness†ψ ***(Remote Only)***		–	–	–	A6.8
Academic motivation†	54	–	–	–	A6.9
Promotion of parental involvement in school†	61	–	–	–	A6.13

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

‡Scales are based on average of respondents reporting "Pretty much true" or "Very much true."

†Scales are based on average of respondents reporting "Agree" or "Strongly agree."

ψ The scale was based on four questions for remote respondents.

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

Table A6.5
Caring Relationships Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring relationships-adults in school				
Average reporting "Pretty much true" or "Very much true"	70	–	–	–
There is a teacher or some other adult from my school...				
who really cares about me.				
Not at all true	8	–	–	–
A little true	18	–	–	–
Pretty much true	44	–	–	–
Very much true	30	–	–	–
who notices when I'm not there.				
Not at all true	17	–	–	–
A little true	22	–	–	–
Pretty much true	33	–	–	–
Very much true	28	–	–	–
who listens to me when I have something to say.				
Not at all true	10	–	–	–
A little true	17	–	–	–
Pretty much true	35	–	–	–
Very much true	38	–	–	–

Question HS/MS A.47, 50, 53: 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 A6.6
High Expectations Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults in school				
Average reporting "Pretty much true" or "Very much true"	80	–	–	–
There is a teacher or some other adult from my school...				
who tells me when I do a good job.				
Not at all true	8	–	–	–
A little true	22	–	–	–
Pretty much true	31	–	–	–
Very much true	40	–	–	–
who always wants me to do my best.				
Not at all true	3	–	–	–
A little true	11	–	–	–
Pretty much true	32	–	–	–
Very much true	54	–	–	–
who believes that I will be a success.				
Not at all true	8	–	–	–
A little true	11	–	–	–
Pretty much true	39	–	–	–
Very much true	42	–	–	–

Question HS/MS A.48, 51, 54: 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 A6.7
Meaningful Participation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school				
Average reporting "Pretty much true" or "Very much true"	35	–	–	–
At school/When I participate in school,...				
I do interesting activities.				
Not at all true	9	–	–	–
A little true	29	–	–	–
Pretty much true	35	–	–	–
Very much true	27	–	–	–
I help decide things like class activities or rules.				
Not at all true	43	–	–	–
A little true	23	–	–	–
Pretty much true	26	–	–	–
Very much true	9	–	–	–
I do things that make a difference.				
Not at all true	25	–	–	–
A little true	34	–	–	–
Pretty much true	27	–	–	–
Very much true	14	–	–	–
I have a say in how things work.				
Not at all true	44	–	–	–
A little true	34	–	–	–
Pretty much true	14	–	–	–
Very much true	8	–	–	–
I help decide school activities or rules.				
Not at all true	54	–	–	–
A little true	31	–	–	–
Pretty much true	9	–	–	–
Very much true	6	–	–	–

Question HS/MS A.55-64: At school [In-School only],... When I participate in school [Remote only],... 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 A6.8
School Connectedness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School connectedness				
Average reporting "Agree" or "Strongly agree"	59	–	–	–
School connectedness[ψ] ***(Remote Only)***				
Average reporting "Agree" or "Strongly agree"		–	–	–
I feel close to people at/from this school.				
Strongly disagree	4	–	–	–
Disagree	4	–	–	–
Neither disagree nor agree	18	–	–	–
Agree	42	–	–	–
Strongly agree	31	–	–	–
I am happy with/to be at this school.				
Strongly disagree	9	–	–	–
Disagree	9	–	–	–
Neither disagree nor agree	29	–	–	–
Agree	30	–	–	–
Strongly agree	24	–	–	–
I feel like I am part of this school.				
Strongly disagree	8	–	–	–
Disagree	9	–	–	–
Neither disagree nor agree	26	–	–	–
Agree	33	–	–	–
Strongly agree	24	–	–	–

Question HS/MS A.27-34: How strongly do you agree or disagree with the following statements?... I feel close to people at this school. [In-School only]... I feel close to people from this school. [Remote only]... I am happy to be at this school. [In-School only]... I am happy with this school. [Remote only]... I feel like I am part of this school.... The teachers at this school treat students fairly. [In-School only]... The teachers treat students fairly. [Remote only]... I feel safe in my school. [In-School only]

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

[ψ] *The scale was based on four questions for remote respondents.*

Table A6.8

School Connectedness Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
The teachers at this school treat students fairly/The teachers treat students fairly.				
Strongly disagree	17	–	–	–
Disagree	16	–	–	–
Neither disagree nor agree	27	–	–	–
Agree	20	–	–	–
Strongly agree	19	–	–	–
I feel safe in my school.				
Strongly disagree	2	–	–	–
Disagree	6	–	–	–
Neither disagree nor agree	29	–	–	–
Agree	33	–	–	–
Strongly agree	30	–	–	–

Question HS/MS A.32-34 How strongly do you agree or disagree with the following statements?... The teachers at this school treat students fairly. [In-School only]... The teachers treat students fairly. [Remote only]...I feel safe in my school. [In-School only]

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

Table A6.9
Academic Motivation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Academic motivation				
Average reporting "Agree" or "Strongly agree"	54	–	–	–
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	2	–	–	–
Disagree	8	–	–	–
Neither disagree nor agree	17	–	–	–
Agree	39	–	–	–
Strongly agree	34	–	–	–
I try hard on my schoolwork because I am interested in it.				
Strongly disagree	19	–	–	–
Disagree	29	–	–	–
Neither disagree nor agree	25	–	–	–
Agree	14	–	–	–
Strongly agree	13	–	–	–
I work hard to try to understand new things when doing my schoolwork.				
Strongly disagree	6	–	–	–
Disagree	12	–	–	–
Neither disagree nor agree	32	–	–	–
Agree	31	–	–	–
Strongly agree	18	–	–	–
I am always trying to do better in my schoolwork.				
Strongly disagree	4	–	–	–
Disagree	9	–	–	–
Neither disagree nor agree	20	–	–	–
Agree	33	–	–	–
Strongly agree	33	–	–	–

Question HS/MS A.41-44: 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 A6.10

Maintaining Focus on Schoolwork

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
It is hard for me to stay focused when doing my schoolwork.				
Strongly disagree	11	–	–	–
Disagree	16	–	–	–
Neither disagree nor agree	28	–	–	–
Agree	20	–	–	–
Strongly agree	25	–	–	–

Question HS/MS A.39: 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 A6.11
School Boredom and Value of School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School boredom				
Low (0-3)	16	–	–	–
Moderate (4-6)	35	–	–	–
High (7-10)	48	–	–	–
Value of school				
High (0-3)	53	–	–	–
Moderate (4-6)	24	–	–	–
Low (7-10)	24	–	–	–

Question HS/MS A.45, 46: How strongly do you agree or disagree with the following statements?... School is really boring (school boredom)... School is worthless and a waste of time (value of school). Response categories range from 0 (strongly disagree) to 10 (strongly agree).
Note: Cells are empty if there are less than 10 respondents.

Table A6.12
School Boredom Profile Groups

Value of School	School Boredom	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High Value	Low Boredom	15	–	–	–
	Moderate Boredom	22	–	–	–
	High Boredom	16	–	–	–
Moderate Value	Moderate Boredom	10	–	–	–
	High Boredom	13	–	–	–
Low Value	High Boredom	19	–	–	–

Question HS/MS A.45, 46: How strongly do you agree or disagree with the following statements?... School is really boring (school boredom)... School is worthless and a waste of time (value of school). Response categories range from 0 (strongly disagree) to 10 (strongly agree)
Notes: Cells are empty if there are less than 10 respondents.
Students are classified as high on value of school if they selected 0, 1, 2, or 3, moderate if they selected 4, 5, or 6, and low if they selected 7, 8, 9, or 10.
Students are classified as high on school boredom if they selected 7, 8, 9, or 10, moderate if they selected 4, 5, or 6, and low if they selected 0, 1, 2, or 3.
Percentages may not add up to 100% because categories with very low responses are not reported.

Table A6.13

Promotion of Parental Involvement Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Promotion of parental involvement in school				
Average reporting "Agree" or "Strongly agree"	61	–	–	–
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	2	–	–	–
Disagree	3	–	–	–
Neither disagree nor agree	29	–	–	–
Agree	39	–	–	–
Strongly agree	27	–	–	–
Parents feel welcome to participate at this school.				
Strongly disagree	3	–	–	–
Disagree	9	–	–	–
Neither disagree nor agree	28	–	–	–
Agree	30	–	–	–
Strongly agree	29	–	–	–
School staff take parent concerns seriously.				
Strongly disagree	5	–	–	–
Disagree	9	–	–	–
Neither disagree nor agree	29	–	–	–
Agree	29	–	–	–
Strongly agree	28	–	–	–

Question HS/MS A.36-38: 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 A6.14
Checking Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A teacher or some other adult from my school checks on how I am feeling.				
Not at all true	19	–	–	–
A little true	23	–	–	–
Pretty much true	24	–	–	–
Very much true	34	–	–	–

Question HS/MS A.52: There is a teacher or some other adult from my school... who checks on how I am feeling.
Note: Cells are empty if there are less than 10 respondents.

Table A6.15
Quality of School Physical Environment

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	6	–	–	–
Disagree	4	–	–	–
Neither disagree nor agree	18	–	–	–
Agree	53	–	–	–
Strongly agree	19	–	–	–

Question HS/MS A.35: 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 7 %	Grade 9 %	Grade 11 %	NT %
No	64	–	–	–
Yes	36	–	–	–

Question HS A.153/MS A.146: 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 7 %	Grade 9 %	Grade 11 %	NT %
No	73	–	–	–
Yes	27	–	–	–

Question HS A.154/MS A.147: 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
Optimism Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Optimism				
Average reporting "Pretty much true" or "Very much true"	51	–	–	–
Each day I look forward to having a lot of fun.				
Not at all true	16	–	–	–
A little true	32	–	–	–
Pretty much true	29	–	–	–
Very much true	23	–	–	–
I usually expect to have a good day.				
Not at all true	24	–	–	–
A little true	25	–	–	–
Pretty much true	29	–	–	–
Very much true	22	–	–	–
Overall, I expect more good things to happen to me than bad things.				
Not at all true	28	–	–	–
A little true	23	–	–	–
Pretty much true	26	–	–	–
Very much true	23	–	–	–

Question HS A.160-162/MS A.153-155: 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 A7.4
Life Satisfaction Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Life satisfaction				
Average reporting "Satisfied" or "Very satisfied"	61	–	–	–
I would describe my satisfaction with...				
my family life as...				
Very dissatisfied	9	–	–	–
Dissatisfied	5	–	–	–
A little dissatisfied	14	–	–	–
A little satisfied	9	–	–	–
Satisfied	24	–	–	–
Very satisfied	39	–	–	–
my friendships as...				
Very dissatisfied	5	–	–	–
Dissatisfied	2	–	–	–
A little dissatisfied	8	–	–	–
A little satisfied	15	–	–	–
Satisfied	31	–	–	–
Very satisfied	38	–	–	–
my school experience as...				
Very dissatisfied	15	–	–	–
Dissatisfied	8	–	–	–
A little dissatisfied	16	–	–	–
A little satisfied	15	–	–	–
Satisfied	29	–	–	–
Very satisfied	16	–	–	–

Question HS A.163-165/MS A.156-158: Please describe your level of satisfaction below. I would describe my satisfaction with... my family life as... my friendships as... my school experience as...
Note: Cells are empty if there are less than 10 respondents.

Table A7.4
Life Satisfaction Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I would describe my satisfaction with...				
myself as...				
Very dissatisfied	15	–	–	–
Dissatisfied	9	–	–	–
A little dissatisfied	11	–	–	–
A little satisfied	12	–	–	–
Satisfied	20	–	–	–
Very satisfied	34	–	–	–
where I live as...				
Very dissatisfied	9	–	–	–
Dissatisfied	3	–	–	–
A little dissatisfied	4	–	–	–
A little satisfied	9	–	–	–
Satisfied	26	–	–	–
Very satisfied	49	–	–	–

Question HS A.166, 167/MS A.159, 160: Please describe your level of satisfaction below. I would describe my satisfaction with... myself as... where I live as...
Note: Cells are empty if there are less than 10 respondents.

Table A7.5

Social Emotional Distress Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress				
Average reporting "Pretty much true" or "Very much true"	31	–	–	–
I had a hard time relaxing.				
Not at all true	34	–	–	–
A little true	41	–	–	–
Pretty much true	14	–	–	–
Very much true	11	–	–	–
I felt sad and down.				
Not at all true	40	–	–	–
A little true	26	–	–	–
Pretty much true	22	–	–	–
Very much true	12	–	–	–
I was easily irritated.				
Not at all true	34	–	–	–
A little true	22	–	–	–
Pretty much true	19	–	–	–
Very much true	25	–	–	–
It was hard for me to cope and I thought I would panic.				
Not at all true	52	–	–	–
A little true	18	–	–	–
Pretty much true	16	–	–	–
Very much true	13	–	–	–
It was hard for me to get excited about anything.				
Not at all true	59	–	–	–
A little true	18	–	–	–
Pretty much true	12	–	–	–
Very much true	11	–	–	–

Question HS A.155-159/MS A.148-152: Over the past 30 days, how true do you feel these statements are about you?... I had a hard time relaxing... 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.

8. School Violence, Victimization, and Safety

Table A8.1
Perceived Safety at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	30	–	–	–
Safe	33	–	–	–
Neither safe nor unsafe	30	–	–	–
Unsafe	3	–	–	–
Very unsafe	3	–	–	–

Question HS A.117/MS A.110: 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, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	87	–	–	–
1 time	3	–	–	–
2 or more times	10	–	–	–
Religion				
0 times	92	–	–	–
1 time	2	–	–	–
2 or more times	5	–	–	–
Gender				
0 times	86	–	–	–
1 time	7	–	–	–
2 or more times	8	–	–	–
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	89	–	–	–
1 time	3	–	–	–
2 or more times	8	–	–	–
A physical or mental disability				
0 times	89	–	–	–
1 time	3	–	–	–
2 or more times	8	–	–	–
Any of the above five reasons	28	–	–	–
Any of the above five reasons (2 or more times)	21	–	–	–

Question HS A.137-141, 144-148/MS A.130-134, 137-141: 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 [In-school only]... Your religion [In-school only]... Your gender [In-school only]... Because you are gay, lesbian, or bisexual or someone thought you were [In-school only]... A physical or mental disability [In-school only]... During the past 12 months, how many times did students from your school harass you or bully you for any of the following reasons?... Your race, ethnicity, or national origin [Remote only]... Your religion [Remote only]... Your gender [Remote only]... Because you are gay, lesbian, or bisexual or someone thought you were [Remote only]... A physical or mental disability. [Remote only]

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

Table A8.2

Reasons for Harassment, Past 12 Months – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
You are an immigrant or someone thought you were				
0 times	90	–	–	–
1 time	2	–	–	–
2 or more times	8	–	–	–
Any other reason				
0 times	71	–	–	–
1 time	3	–	–	–
2 or more times	26	–	–	–
Any harassment	38	–	–	–

Question HS A.137-150/MS A.130-143: 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 [In-school only]... Your religion [In-school only]... Your gender [In-school only]... Because you are gay, lesbian, or bisexual or someone thought you were [In-school only]... A physical or mental disability [In-school only]... You are an immigrant or someone thought you were [In-school only]... Any other reason [In-school only]... During the past 12 months, how many times did students from your school harass you or bully you for any of the following reasons?... Your race, ethnicity, or national origin [Remote only]... Your religion [Remote only]... Your gender [Remote only]... Because you are gay, lesbian, or bisexual or someone thought you were [Remote only]... A physical or mental disability [Remote only]... You are an immigrant or someone thought you were [Remote only]... Any other reason. [Remote only]

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

Table A8.3
School Violence Victimization Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School violence victimization				
Average reporting "1 or more times"	34	–	–	–
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?				
0 times	66	–	–	–
1 time	15	–	–	–
2 to 3 times	6	–	–	–
4 or more times	13	–	–	–
been afraid of being beaten up?				
0 times	80	–	–	–
1 time	11	–	–	–
2 to 3 times	6	–	–	–
4 or more times	3	–	–	–
During the past 12 months, how many times have you...				
had mean rumors or lies spread about you?				
0 times	53	–	–	–
1 time	18	–	–	–
2 to 3 times	11	–	–	–
4 or more times	17	–	–	–
had sexual jokes, comments, or gestures made to you?				
0 times	70	–	–	–
1 time	7	–	–	–
2 to 3 times	4	–	–	–
4 or more times	20	–	–	–

Question HS A.118, 119, 121, 122, 133, 134/MS A.111, 112, 114, 115, 126, 127: 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? [In-school only]... been afraid of being beaten up? [In-school only]... had mean rumors or lies spread about you? [In-school only]... had sexual jokes, comments, or gestures made to you? [In-School only]... During the past 12 months, how many times did students from your school... spread mean rumors or lies about you? [Remote only]... make sexual jokes, comments, or gestures toward you? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A8.3

School Violence Victimization Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During the past 12 months, how many times on school property have you...				
had your property stolen or deliberately damaged?				
0 times	76	–	–	–
1 time	12	–	–	–
2 to 3 times	7	–	–	–
4 or more times	4	–	–	–
been made fun of because of your looks or the way you talk?				
0 times	54	–	–	–
1 time	12	–	–	–
2 to 3 times	15	–	–	–
4 or more times	18	–	–	–
been made fun of, insulted, or called names?				
0 times	59	–	–	–
1 time	7	–	–	–
2 to 3 times	11	–	–	–
4 or more times	24	–	–	–
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? (Cyberbullying)				
0 times (never)	60	–	–	–
1 time	21	–	–	–
2 to 3 times	12	–	–	–
4 or more times	8	–	–	–

Question HS A.123, 124, 132, 135, 136, 151/MS A.116, 117, 125, 128, 129, 144: 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? [In-school only]... had your property stolen or deliberately damaged, such as your car, clothing, or books? [In-school only]... been made fun of, insulted, or called names? [In-school only]... During the past 12 months, how many times did students from your school... make fun of you because of your looks or the way you talk? [Remote only]...make fun of you, insult you, or call you names? [Remote only]... 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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School violence perpetration				
Average reporting "1 or more times"	8	–	–	–
During the past 12 months, how many times on school property have you...				
been in a physical fight?				
0 times	81	–	–	–
1 time	14	–	–	–
2 to 3 times	5	–	–	–
4 or more times	1	–	–	–
been offered, sold, or given an illegal drug?				
0 times	98	–	–	–
1 time	2	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–
damaged school property on purpose?				
0 times	89	–	–	–
1 time	10	–	–	–
2 to 3 times	1	–	–	–
4 or more times	0	–	–	–
carried a gun?				
0 times	98	–	–	–
1 time	1	–	–	–
2 to 3 times	0	–	–	–
4 or more times	1	–	–	–
carried any other weapon (such as a knife or club)?				
0 times	96	–	–	–
1 time	2	–	–	–
2 to 3 times	2	–	–	–
4 or more times	0	–	–	–

Question HS A.120, 125-128/MS A.113, 118-121: 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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During the past 12 months, how many times on school property have you...				
been threatened with harm or injury?				
0 times	84	–	–	–
1 time	10	–	–	–
2 to 3 times	1	–	–	–
4 or more times	4	–	–	–
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	98	–	–	–
1 time	2	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–

Question HS A.129, 131/MS A.122, 124: 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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During the past 12 months, how many times on school property have you...				
seen someone carrying a gun, knife, or other weapon?				
0 times	89	–	–	–
1 time	7	–	–	–
2 to 3 times	3	–	–	–
4 or more times	1	–	–	–

Question HS A.130/MS A.123: 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 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime alcohol or drug use	22	–	–	–	A9.2
Lifetime marijuana use	8	–	–	–	A9.2
Lifetime very drunk or high (7 or more times)	1	–	–	–	A9.7
Current alcohol or drug use[¶]	11	–	–	–	A9.5
Current marijuana use[¶]	2	–	–	–	A9.5
Current heavy drug use[¶]	3	–	–	–	A9.5
Current heavy alcohol use (binge drinking)[¶]	3	–	–	–	A9.5
Current alcohol or drug use on school property[¶]	3	–	–	–	A9.8
Harmfulness of occasional marijuana use[B]	29	–	–	–	A9.11
Difficulty of obtaining marijuana[C]	28	–	–	–	A9.12

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

[¶] *Past 30 days.*

[B] *Great harm.*

[C] *Very difficult.*

Table A9.2

Summary of AOD Lifetime Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	14	–	–	–
Marijuana	8	–	–	–
Inhalants	5	–	–	–
Cocaine, methamphetamine, or any amphetamines	na	–	–	–
Ecstasy, LSD, or other psychedelics	na	–	–	–
Prescription pain medication (opioids)	na	–	–	–
Cold/cough medicines or other over-the-counter medicines to get "high"	na	–	–	–
Any other drug, pill, or medicine to get "high"	4	–	–	–
Any of the above AOD use	22	–	–	–

Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of middle school students.

Table A9.3
Lifetime AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	86	–	–	–
1 time	5	–	–	–
2 to 3 times	3	–	–	–
4 or more times	5	–	–	–
Marijuana (smoke, vape, eat, or drink)				
0 times	92	–	–	–
1 time	2	–	–	–
2 to 3 times	2	–	–	–
4 or more times	3	–	–	–
Inhalants				
0 times	95	–	–	–
1 time	2	–	–	–
2 to 3 times	0	–	–	–
4 or more times	3	–	–	–
Cocaine, methamphetamine, or any amphetamines				
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–
Ecstasy, LSD, or other psychedelics				
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–
Prescription pain medication				
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–

Question HS A.68-71, 73, 74/MS A.69-71: 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, hard seltzer, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get "high" such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Prescription pain medication (Vicodin, OxyContin, Percodan, Fentanyl).
Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of middle school students.

Table A9.3
Lifetime AOD Use – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cold/cough medicines or other over-the-counter medicines to get "high"				
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–
Any other drug, pill, or medicine to get "high" or for reasons other than medical				
0 times	96	–	–	–
1 time	0	–	–	–
2 to 3 times	1	–	–	–
4 or more times	3	–	–	–

Question HS A.75, 76/MS A.73: During your life, how many times have you used the following?... Cold/cough medicines or other over-the-counter medicines 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.

na—Not asked of middle school students.

Table A9.4
Methods of Marijuana Consumption

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During your life, how many times have you used marijuana in any of the following ways...				
Smoke it?				
0 times	95	–	–	–
1 time	1	–	–	–
2 to 3 times	1	–	–	–
4 or more times	3	–	–	–
In a vaping device?				
0 times	95	–	–	–
1 time	2	–	–	–
2 to 3 times	1	–	–	–
4 or more times	2	–	–	–
Eat or drink it in products made with marijuana?				
0 times	98	–	–	–
1 time	0	–	–	–
2 to 3 times	0	–	–	–
4 or more times	2	–	–	–
Ever used marijuana in all three ways	2	–	–	–

Question HS A.69, 80-82/MS A.70, 77-79: During your life, how many times have you used the following?... Marijuana (smoke, vape, eat, or drink)... 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, or 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 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks of alcohol)	8	–	–	–
Binge drinking (5 or more drinks in a row)	3	–	–	–
Marijuana (smoke, vape, eat, or drink)	2	–	–	–
Inhalants	2	–	–	–
Prescription drugs to get "high" or for reasons other than prescribed	na	–	–	–
Other drug, pill, or medicine to get "high" or for reasons other than medical	2	–	–	–
Any drug use	4	–	–	–
Heavy drug use	3	–	–	–
Any AOD Use	11	–	–	–
Two or more substances at the same time	na	–	–	–

Question HS A.86-92/MS A.83-87: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?... inhalants (things you sniff, huff, or breathe to get "high")?... prescription drugs to get "high" or for reasons other than prescribed?... any other drug, pill, or medicine to get "high" or for reasons other than medical?... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

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

Heavy drug use was calculated based on pattern of combined current drug use on three or more days (marijuana, inhalants, prescription pain medicine to get "high" (high school only), or any other illegal drug/pill to get "high").

na—Not asked of middle school students.

Table A9.6

Frequency of Current AOD Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks)				
0 days	92	–	–	–
1 or 2 days	5	–	–	–
3 to 9 days	1	–	–	–
10 to 19 days	1	–	–	–
20 to 30 days	0	–	–	–
Binge drinking (5 or more drinks in a row)				
0 days	97	–	–	–
1 or 2 days	2	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	1	–	–	–
20 to 30 days	0	–	–	–
Marijuana (smoke, vape, eat, or drink)				
0 days	98	–	–	–
1 or 2 days	1	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	1	–	–	–
20 to 30 days	0	–	–	–

Question HS A.86-88/MS A.83-85: 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 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	92	–	–	–
1 to 2 times	5	–	–	–
3 to 6 times	1	–	–	–
7 or more times	1	–	–	–
"High" (loaded, stoned, or wasted) from using drugs				
0 times	96	–	–	–
1 to 2 times	1	–	–	–
3 to 6 times	2	–	–	–
7 or more times	1	–	–	–
Very drunk or "high" 7 or more times	1	–	–	–

Question HS A.77, 78/MS A.74, 75: 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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	99	–	–	–
1 to 2 days	1	–	–	–
3 or more days	0	–	–	–
Marijuana (smoke, vape, eat, or drink)				
0 days	98	–	–	–
1 to 2 days	2	–	–	–
3 or more days	0	–	–	–
Any other drug, pill, or medicine to get "high" or for reasons other than medical				
0 days	100	–	–	–
1 to 2 days	0	–	–	–
3 or more days	0	–	–	–
Any of the above	3	–	–	–

Question HS A.96-98/MS A.91-93: 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 7 %	Grade 9 %	Grade 11 %	NT %
0 times	98	–	–	–
1 to 2 times	0	–	–	–
3 to 6 times	1	–	–	–
7 or more times	1	–	–	–

Question HS A.79/MS A.76: 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
Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	–	–	–
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–
Marijuana				
Does not apply, don't use	na	–	–	–
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–

Question HS A.68, 69, 114, 115: 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, hard seltzer, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... How many times have you tried to quit or stop using... alcohol?... marijuana?
Notes: Cells are empty if there are less than 10 respondents.
Respondents reporting "0 times" on lifetime alcohol and marijuana use are coded as "Does not apply, don't use" on alcohol and marijuana cessation attempts, respectively.
na—Not asked of middle school students.

Table A9.11

Perceived Harm of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol - drink occasionally				
Great	25	–	–	–
Moderate	27	–	–	–
Slight	18	–	–	–
None	30	–	–	–
Alcohol - 5 or more drinks once or twice a week				
Great	34	–	–	–
Moderate	22	–	–	–
Slight	17	–	–	–
None	27	–	–	–
Marijuana - use occasionally				
Great	29	–	–	–
Moderate	22	–	–	–
Slight	23	–	–	–
None	26	–	–	–
Marijuana - use daily				
Great	52	–	–	–
Moderate	16	–	–	–
Slight	5	–	–	–
None	27	–	–	–

Question HS A.104-107/MS A.99-102: 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, Marijuana, and Prescription Drugs to Get "High"

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Very difficult	18	–	–	–
Fairly difficult	18	–	–	–
Fairly easy	16	–	–	–
Very easy	17	–	–	–
Don't know	30	–	–	–
Marijuana				
Very difficult	28	–	–	–
Fairly difficult	15	–	–	–
Fairly easy	13	–	–	–
Very easy	12	–	–	–
Don't know	32	–	–	–
Prescription drugs to get "high" or for reasons other than prescribed				
Very difficult	23	–	–	–
Fairly difficult	16	–	–	–
Fairly easy	15	–	–	–
Very easy	13	–	–	–
Don't know	33	–	–	–

Question HS A.110-112/MS A.105-107: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana... Prescription drugs to get "high" or for reasons other than prescribed.

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

10. Use of Tobacco and Vaping Devices

Table A10.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	4	–	–	–	A10.2
Current cigarette smoking¶	3	–	–	–	A10.5
Current cigarette smoking at school¶	0	–	–	–	A10.9
Ever tried smokeless tobacco	3	–	–	–	A10.2
Current smokeless tobacco use¶	2	–	–	–	A10.5
Current smokeless tobacco use at school¶	0	–	–	–	A10.9
Ever used vape products	18	–	–	–	A10.2
Current use of vape products¶	5	–	–	–	A10.5
Current tobacco vaping¶	4	–	–	–	A10.6
Current marijuana vaping¶	3	–	–	–	A10.6
Current vaping at school¶	4	–	–	–	A10.9
Lifetime tobacco use	15	–	–	–	A10.2
Current tobacco use ¶	5	–	–	–	A10.8
Cessation Attempts					
Tried to quit smoking or vaping tobacco or nicotine	na	–	–	–	A10.14
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking[B]	23	–	–	–	A10.15
Harmfulness of smoking 1 or more packs/day[B]	49	–	–	–	A10.15
Harmfulness of vaping occasionally[B]	26	–	–	–	A10.16
Harmfulness of vaping several times a day[B]	54	–	–	–	A10.16
Difficulty of obtaining cigarettes[C]	18	–	–	–	A10.17
Difficulty of obtaining vape products[C]	12	–	–	–	A10.17
Anti-Tobacco Policy					
School bans tobacco use and vaping	84	–	–	–	A10.18

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

¶Past 30 days.

[B]Great harm.

[C]Very difficult.

na—Not asked of middle school students.

Table A10.2
Lifetime Tobacco Use and Vaping

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	91	na	na	na
1 time	2	na	na	na
2 to 3 times	4	na	na	na
4 or more times	2	na	na	na
A whole cigarette				
0 times	96	–	–	–
1 time	0	–	–	–
2 to 3 times	1	–	–	–
4 or more times	3	–	–	–
Smokeless tobacco				
0 times	97	–	–	–
1 time	0	–	–	–
2 to 3 times	1	–	–	–
4 or more times	2	–	–	–
Vape products				
0 times	82	–	–	–
1 time	8	–	–	–
2 to 3 times	5	–	–	–
4 or more times	5	–	–	–
Lifetime tobacco use				
No	85	–	–	–
Yes	15	–	–	–

Question HS A.65-67/MS A.65-68: 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, snuff, snus, or nicotine pouches)... Vape products.

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

Lifetime tobacco use includes using a whole cigarette or smokeless tobacco, or vaping tobacco or nicotine.

na—Not asked of high school students.

Table A10.3
Substances Ever Vaped

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vaped tobacco or nicotine				
0 times	87	–	–	–
1 time	5	–	–	–
2 to 3 times	5	–	–	–
4 or more times	2	–	–	–
Vaped marijuana or THC				
0 times	94	–	–	–
1 time	2	–	–	–
2 to 3 times	1	–	–	–
4 or more times	3	–	–	–
Vaped other product				
0 times	95	–	–	–
1 time	1	–	–	–
2 to 3 times	2	–	–	–
4 or more times	2	–	–	–

Question HS A.67, 67A-67C/MS A.68, 68A-68C: During your life, how many times have you used the following?... Vape products... Vaped tobacco or nicotine... Vaped marijuana or THC... Vaped other product.
Note: Cells are empty if there are less than 10 respondents.

Table A10.4
Ever Vaped Multiple Substances

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never vaped tobacco/nicotine or marijuana/THC	86	–	–	–
Vaped tobacco or nicotine only	8	–	–	–
Vaped marijuana or THC only	1	–	–	–
Vaped tobacco/nicotine and marijuana/THC	5	–	–	–

Question HS A.67, 67A, 67B/MS A.68, 68A, 68B: During your life, how many times have you used the following?... Vape products... Vaped tobacco or nicotine... Vaped marijuana or THC.
Note: Cells are empty if there are less than 10 respondents.

Table A10.5

Any Current and Daily Use of Cigarettes, Smokeless Tobacco, and Vape Products

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	3	–	–	–
Daily (20 or more days)	0	–	–	–
Smokeless tobacco				
Any	2	–	–	–
Daily (20 or more days)	0	–	–	–
Vape products				
Any	5	–	–	–
Daily (20 or more days)	0	–	–	–

Question HS A.83-85/MS A.80-82: During the past 30 days, on how many days did you use... cigarettes?... smokeless tobacco (dip, chew, snuff, snus, or nicotine pouches)?... vape products?

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

Table A10.6
Substances Vaped, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vaped tobacco or nicotine				
0 days	96	–	–	–
1 or 2 days	3	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	1	–	–	–
20 to 30 days	0	–	–	–
Vaped marijuana or THC				
0 days	97	–	–	–
1 or 2 days	2	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	1	–	–	–
20 to 30 days	0	–	–	–
Vaped other product				
0 days	98	–	–	–
1 or 2 days	1	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	1	–	–	–
20 to 30 days	0	–	–	–

Question HS A.85, 85A-85C/MS A.82, 82A-82C: During the past 30 days, on how many days did you use... vape products?... vaped tobacco or nicotine?... vaped marijuana or THC?... vaped other product?
Note: Cells are empty if there are less than 10 respondents.

Table A10.7
Vaped Multiple Substances, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not vape tobacco/nicotine or marijuana/THC	95	–	–	–
Vaped tobacco or nicotine only	2	–	–	–
Vaped marijuana or THC only	1	–	–	–
Vaped tobacco/nicotine and marijuana/THC	2	–	–	–

Question HS A.85, 85A, 85B/MS A.82, 82A, 82B: During the past 30 days, on how many days did you use... vape products?... vaped tobacco or nicotine?... vaped marijuana or THC?
Note: Cells are empty if there are less than 10 respondents.

Table A10.8

Current Tobacco Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	95	–	–	–
Yes	5	–	–	–

Question HS A.83-85, 85A/MS A.80-82, 82A: During the past 30 days, on how many days did you use... cigarettes?... smokeless tobacco (dip, chew, snuff, snus, or nicotine pouches)?... vape products?... During the past 30 days, on how many days did you use vape products?... Vaped tobacco or nicotine.

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

Current tobacco use includes using cigarettes or smokeless tobacco, or vaping tobacco or nicotine.

Table A10.9

Current Cigarette Smoking, Smokeless Tobacco Use, and Vaping on School Property, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
0 days	100	–	–	–
1 or 2 days	0	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	0	–	–	–
20 to 30 days	0	–	–	–
Smokeless tobacco				
0 days	100	–	–	–
1 or 2 days	0	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	0	–	–	–
20 to 30 days	0	–	–	–
Vape				
0 days	96	–	–	–
1 or 2 days	4	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	0	–	–	–
20 to 30 days	0	–	–	–

Question HS A.93-95/MS A.88-90: During the past 30 days, on how many days on school property did you... smoke cigarettes?... use smokeless tobacco (dip, chew, snuff, snus, or nicotine pouches)?... vape?

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

Table A10.10

Substances Vaped on School Property, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vaped tobacco or nicotine				
0 days	99	–	–	–
1 or 2 days	1	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	0	–	–	–
20 to 30 days	0	–	–	–
Vaped marijuana or THC				
0 days	99	–	–	–
1 or 2 days	1	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	0	–	–	–
20 to 30 days	0	–	–	–
Vaped other product				
0 days	99	–	–	–
1 or 2 days	1	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	0	–	–	–
20 to 30 days	0	–	–	–

Question HS A.95, 95A-95C/MS A.90, 90A-90C: During the past 30 days, on how many days on school property did you... vape?... vape tobacco or nicotine?... vape marijuana or THC?... vape other product?
Note: Cells are empty if there are less than 10 respondents.

Table A10.11

Vaped Multiple Substances on School Property, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not vape tobacco/nicotine or marijuana/THC	99	–	–	–
Vaped tobacco or nicotine only	0	–	–	–
Vaped marijuana or THC only	0	–	–	–
Vaped tobacco/nicotine and marijuana/THC	1	–	–	–

Question HS A.95, 95A, 95B/MS A.90, 90A, 90B: During the past 30 days, on how many days on school property did you... vape?... vape tobacco or nicotine?... vape marijuana or THC?
Note: Cells are empty if there are less than 10 respondents.

Table A10.12

Current Tobacco Use on School Property, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	99	–	–	–
Yes	1	–	–	–

Question HS A.93-95, 95A/MS A.88-90, 90A: During the past 30 days, on how many days on school property did you... smoke cigarettes?... use smokeless tobacco (dip, chew, snuff, snus, or nicotine pouches)?... vape?... During the past 30 days, on how many days on school property did you... Vape tobacco or nicotine.

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

Current tobacco use includes using cigarettes or smokeless tobacco, or vaping tobacco or nicotine.

Table A10.13

Secondhand Smoke on School Property, Past 30 Days

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

Question HS A.99/MS A.94: 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 A10.14

Cigarette Smoking and Vaping Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	–	–	–
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–

Question HS A.65, 67, 113: During your life, how many times have you used the following? A whole cigarette... Vape products... How many times have you tried to quit or stop using... smoking or vaping tobacco or nicotine?
Notes: Cells are empty if there are less than 10 respondents.
Respondents reporting "0 Times" on lifetime cigarette or vape product use are coded as "Does not apply, don't use" on cigarette smoking and vaping cessation attempts.
na—Not asked of middle school students.

Table A10.15

Perceived Harm of Cigarette Smoking

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke cigarettes occasionally				
Great	23	–	–	–
Moderate	32	–	–	–
Slight	18	–	–	–
None	27	–	–	–
Smoke 1 or more packs of cigarettes each day				
Great	49	–	–	–
Moderate	15	–	–	–
Slight	10	–	–	–
None	26	–	–	–

Question HS A.100, 101/MS A.95, 96: 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 A10.16

Perceived Harm of Vaping Tobacco or Nicotine

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vape tobacco or nicotine occasionally				
Great	26	–	–	–
Moderate	33	–	–	–
Slight	14	–	–	–
None	27	–	–	–
Vape tobacco or nicotine several times a day (100 puffs or more)				
Great	54	–	–	–
Moderate	13	–	–	–
Slight	8	–	–	–
None	26	–	–	–

Question HS A.102, 103/MS A.97, 98: How much do people risk harming themselves physically and in other ways when they do the following?... Vape tobacco or nicotine occasionally... Vape tobacco or nicotine several times a day (100 puffs or more).

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

Table A10.17

Perceived Difficulty of Obtaining Cigarettes and Vape Products

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Very difficult	18	–	–	–
Fairly difficult	23	–	–	–
Fairly easy	15	–	–	–
Very easy	14	–	–	–
Don’t know	30	–	–	–
Vape products				
Very difficult	12	–	–	–
Fairly difficult	12	–	–	–
Fairly easy	26	–	–	–
Very easy	25	–	–	–
Don’t know	26	–	–	–

Question HS A.108, 109/MS A.103, 104: 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 A10.18

School Bans Tobacco Use and Vaping

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	3	–	–	–
Yes	84	–	–	–
Don’t know	13	–	–	–

Question HS A.116/MS A.108: Does your school ban 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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	46	na	na	na
1 day	18	na	na	na
2 days	11	na	na	na
3 days	4	na	na	na
4 days	3	na	na	na
5 days	18	na	na	na

Question MS A.109: In a normal week, how many days are you home after school for at least one hour without an adult there?
Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of high school students.

Table A11.2
Gang Involvement

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	92	–	–	–
Yes	8	–	–	–

Question HS A.152/MS A.145: Do you consider yourself a member of a gang?
Note: Cells are empty if there are less than 10 respondents.

12. Race/Ethnicity Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness[†]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	52	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	64	–	–	–
Multiracial	51	–	–	–
Something else		–	–	–
School Connectedness[†ψ] ***(Remote Only)***				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Multiracial		–	–	–
Something else		–	–	–
Academic Motivation[†]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	45	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	57	–	–	–
Multiracial	57	–	–	–
Something else		–	–	–

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

[†] *Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.*

[ψ] *The scale was based on four questions for remote respondents.*

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School is really boring[±]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	37	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	51	–	–	–
Multiracial	47	–	–	–
Something else		–	–	–
School is worthless and a waste of time[±]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	37	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	20	–	–	–
Multiracial	13	–	–	–
Something else		–	–	–
Current absenteeism (≥3 times)[¶]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	16	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	12	–	–	–
Multiracial	13	–	–	–
Something else		–	–	–

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

[±]*Rating of 7 or higher.*

[¶]*Past 30 days.*

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Trouble focusing on schoolwork[σ]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	42	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	51	–	–	–
Multiracial	47	–	–	–
Something else		–	–	–
Caring adult relationships[‡]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	60	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	75	–	–	–
Multiracial	69	–	–	–
Something else		–	–	–
High expectations[‡]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	63	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	85	–	–	–
Multiracial	84	–	–	–
Something else		–	–	–

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

[σ] Percent of respondents reporting "Agree" or "Strongly agree."

[‡] Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation‡				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	20	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	37	–	–	–
Multiracial	35	–	–	–
Something else		–	–	–
Facilities upkeep$^{\sigma}$				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	71	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	76	–	–	–
Multiracial	67	–	–	–
Something else		–	–	–
Promotion of parental involvement in school†				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	49	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	60	–	–	–
Multiracial	76	–	–	–
Something else		–	–	–

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

‡ Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.

$^{\sigma}$ Percent of respondents reporting "Agree" or "Strongly agree."

† Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.

Table A12.2
School Safety by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	71	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	65	–	–	–
Multiracial	47	–	–	–
Something else		–	–	–
Experienced harassment due to five reasons[λ§]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	37	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	17	–	–	–
Multiracial	53	–	–	–
Something else		–	–	–
Experienced any harassment or bullying[§]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	42	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	29	–	–	–
Multiracial	53	–	–	–
Something else		–	–	–

Notes: Cells are empty if there are less than 10 respondents.
[λ]The five reasons include race, ethnicity, or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.
[§]Past 12 months.

Table A12.2
School Safety by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had mean rumors or lies spread about you[§]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	37	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	52	–	–	–
Multiracial	53	–	–	–
Something else		–	–	–
Been afraid of being beaten up[§]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	24	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	17	–	–	–
Multiracial	33	–	–	–
Something else		–	–	–
Been in a physical fight[§]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	13	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	19	–	–	–
Multiracial	27	–	–	–
Something else		–	–	–

Notes: Cells are empty if there are less than 10 respondents.
[§]Past 12 months.

Table A12.2
School Safety by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Seen a weapon on campus[§]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	18	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	10	–	–	–
Multiracial	7	–	–	–
Something else		–	–	–

Notes: Cells are empty if there are less than 10 respondents.
[§]Past 12 months.

Table A12.3
Cyberbullying by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	53	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	31	–	–	–
Multiracial	53	–	–	–
Something else		–	–	–

Notes: Cells are empty if there are less than 10 respondents.
[§]Past 12 months.

Table A12.4

Substance Use by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use¶				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	21	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	6	–	–	–
Multiracial	13	–	–	–
Something else		–	–	–
Current tobacco use¶				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	5	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	4	–	–	–
Multiracial	7	–	–	–
Something else		–	–	–
Current marijuana use¶				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	5	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	0	–	–	–
Multiracial	0	–	–	–
Something else		–	–	–

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

¶*Past 30 days.*

Table A12.4

Substance Use by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current binge drinking¶				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	5	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	2	–	–	–
Multiracial	0	–	–	–
Something else		–	–	–
Very drunk or "high" 7 or more times, ever				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	0	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	0	–	–	–
Multiracial	7	–	–	–
Something else		–	–	–
Been drunk or "high" on drugs at school, ever				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	0	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	0	–	–	–
Multiracial	7	–	–	–
Something else		–	–	–

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

¶*Past 30 days.*

Table A12.4

Substance Use by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use¶				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	11	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	6	–	–	–
Multiracial	7	–	–	–
Something else		–	–	–
Current alcohol use at school¶				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	6	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	0	–	–	–
Multiracial	0	–	–	–
Something else		–	–	–
Current cigarette smoking¶				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	0	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	2	–	–	–
Multiracial	7	–	–	–
Something else		–	–	–

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

¶*Past 30 days.*

Table A12.4

Substance Use by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current use of vape products¶				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	5	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	2	–	–	–
Multiracial	13	–	–	–
Something else		–	–	–
Current tobacco vaping¶				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	5	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	2	–	–	–
Multiracial	7	–	–	–
Something else		–	–	–
Current marijuana vaping¶				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	5	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	0	–	–	–
Multiracial	7	–	–	–
Something else		–	–	–

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

¶*Past 30 days.*

Table A12.5
Health Routines by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[1]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	11	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	55	–	–	–
Multiracial	47	–	–	–
Something else		–	–	–
Bedtime (at 12 am or later)				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	21	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	14	–	–	–
Multiracial	13	–	–	–
Something else		–	–	–

Notes: Cells are empty if there are less than 10 respondents.
[1] *Today.*

Table A12.6

Remote Schooling by Race/Ethnicity (Remote Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Multiracial		–	–	–
Something else		–	–	–
Synchronous instruction (4 days or more)[‖]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Multiracial		–	–	–
Something else		–	–	–
Interest in schoolwork done from home[σ]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Multiracial		–	–	–
Something else		–	–	–

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

[¶] *Past 30 days.*

[‖] *Past 7 days.*

[σ] *Percent of respondents reporting "Agree" or "Strongly agree."*

Table A12.6

Remote Schooling by Race/Ethnicity – Continued ***(Remote Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful opportunities[θ]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Multiracial		–	–	–
Something else		–	–	–

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

[θ] *Percent of respondents reporting "Pretty much true" or "Very much true."*

Table A12.7

Social and Emotional Health by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	44	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	22	–	–	–
Multiracial	42	–	–	–
Something else		–	–	–
Experienced chronic sadness/hopelessness[§]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	42	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	31	–	–	–
Multiracial	47	–	–	–
Something else		–	–	–
Considered suicide[§]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	42	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	21	–	–	–
Multiracial	33	–	–	–
Something else		–	–	–

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

[‡] Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.

[§] Past 12 months.

Table A12.7

Social and Emotional Health by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Optimism‡				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	46	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	48	–	–	–
Multiracial	51	–	–	–
Something else		–	–	–
Life satisfaction∓				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	57	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	61	–	–	–
Multiracial	55	–	–	–
Something else		–	–	–

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

‡ *Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.*

∓ *Average percent of respondents reporting "Satisfied" or "Very satisfied" across survey questions that comprise the scale.*

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

	Grade 7	Grade 9	Grade 11	NT
California Student Wellness Index[õ]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latino/a	93.3	–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White	103.0	–	–	–
Multiracial	93.8	–	–	–
Something else		–	–	–

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

[õ]To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.

13. Gender Breakdowns

Table A13.1
School Engagement and Supports by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness†				
Male	63	–	–	–
Female	54	–	–	–
Nonbinary		–	–	–
Something else		–	–	–
School Connectedness†ψ ***(Remote Only)***				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Academic Motivation†				
Male	56	–	–	–
Female	52	–	–	–
Nonbinary		–	–	–
Something else		–	–	–
School is really boring±				
Male	47	–	–	–
Female	48	–	–	–
Nonbinary		–	–	–
Something else		–	–	–
School is worthless and a waste of time±				
Male	25	–	–	–
Female	20	–	–	–
Nonbinary		–	–	–
Something else		–	–	–

Notes: Cells are empty if there are less than 10 respondents.
†*Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.*
ψ*The scale was based on four questions for remote respondents.*
±*Rating of 7 or higher.*

Table A13.1

School Engagement and Supports by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current absenteeism (≥3 times)¶				
Male	12	–	–	–
Female	13	–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Trouble focusing on schoolwork$^{\sigma}$				
Male	51	–	–	–
Female	40	–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Caring adult relationships‡				
Male	69	–	–	–
Female	71	–	–	–
Nonbinary		–	–	–
Something else		–	–	–
High expectations‡				
Male	82	–	–	–
Female	78	–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Meaningful participation‡				
Male	35	–	–	–
Female	35	–	–	–
Nonbinary		–	–	–
Something else		–	–	–

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

¶Past 30 days.

$^{\sigma}$Percent of respondents reporting "Agree" or "Strongly agree."

‡Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.

Table A13.1

School Engagement and Supports by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Facilities upkeep[σ]				
Male	76	–	–	–
Female	70	–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Promotion of parental involvement in school[†]				
Male	65	–	–	–
Female	58	–	–	–
Nonbinary		–	–	–
Something else		–	–	–

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

[σ] Percent of respondents reporting "Agree" or "Strongly agree."

[‡] Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.

Table A13.2
School Safety by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe				
Male	73	–	–	–
Female	52	–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Experienced harassment due to five reasons[λ§]				
Male	16	–	–	–
Female	40	–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Experienced any harassment or bullying[§]				
Male	30	–	–	–
Female	45	–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Had mean rumors or lies spread about you[§]				
Male	36	–	–	–
Female	58	–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Been afraid of being beaten up[§]				
Male	15	–	–	–
Female	28	–	–	–
Nonbinary		–	–	–
Something else		–	–	–

Notes: Cells are empty if there are less than 10 respondents.
[λ]The five reasons include race, ethnicity, or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.
[§]Past 12 months.

Table A13.2
School Safety by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been in a physical fight[§]				
Male	23	–	–	–
Female	15	–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Seen a weapon on campus[§]				
Male	13	–	–	–
Female	10	–	–	–
Nonbinary		–	–	–
Something else		–	–	–

Notes: Cells are empty if there are less than 10 respondents.
[§]Past 12 months.

Table A13.3
Cyberbullying by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Male	34	–	–	–
Female	48	–	–	–
Nonbinary		–	–	–
Something else		–	–	–

Notes: Cells are empty if there are less than 10 respondents.
[§]Past 12 months.

Table A13.4

Substance Use by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use¶				
Male	8	–	–	–
Female	15	–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Current tobacco use¶				
Male	8	–	–	–
Female	3	–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Current marijuana use¶				
Male	2	–	–	–
Female	3	–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Current binge drinking¶				
Male	6	–	–	–
Female	0	–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Very drunk or "high" 7 or more times, ever				
Male	0	–	–	–
Female	3	–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Been drunk or "high" on drugs at school, ever				
Male	2	–	–	–
Female	3	–	–	–
Nonbinary		–	–	–
Something else		–	–	–

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

¶*Past 30 days.*

Table A13.4
Substance Use by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use¶				
Male	8	–	–	–
Female	8	–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Current alcohol use at school¶				
Male	2	–	–	–
Female	0	–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Current cigarette smoking¶				
Male	6	–	–	–
Female	0	–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Current use of vape products¶				
Male	6	–	–	–
Female	5	–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Current tobacco vaping¶				
Male	6	–	–	–
Female	3	–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Current marijuana vaping¶				
Male	2	–	–	–
Female	5	–	–	–
Nonbinary		–	–	–
Something else		–	–	–

Notes: Cells are empty if there are less than 10 respondents.
¶Past 30 days.

Table A13.5
Health Routines by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[1]				
Male	49	–	–	–
Female	40	–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Bedtime (at 12 am or later)				
Male	14	–	–	–
Female	20	–	–	–
Nonbinary		–	–	–
Something else		–	–	–

Notes: Cells are empty if there are less than 10 respondents.
[1] *Today.*

Table A13.6

Remote Schooling by Gender (Remote Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Synchronous instruction (4 days or more)[ǀ]				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Interest in schoolwork done from home[σ]				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Meaningful opportunities[θ]				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–

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

[¶] *Past 30 days.*

[ǀ] *Past 7 days.*

[σ] *Percent of respondents reporting "Agree" or "Strongly agree."*

[θ] *Percent of respondents reporting "Pretty much true" or "Very much true."*

Table A13.7

Social and Emotional Health by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress‡				
Male	26	–	–	–
Female	35	–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Experienced chronic sadness/hopelessness§				
Male	26	–	–	–
Female	48	–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Considered suicide§				
Male	18	–	–	–
Female	38	–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Optimism‡				
Male	60	–	–	–
Female	42	–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Life satisfaction∓				
Male	67	–	–	–
Female	56	–	–	–
Nonbinary		–	–	–
Something else		–	–	–

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

‡Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.

§Past 12 months.

∓Average percent of respondents reporting "Satisfied" or "Very satisfied" across survey questions that comprise the scale.

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

	Grade 7	Grade 9	Grade 11	NT
California Student Wellness Index[õ]				
Male	104.3	–	–	–
Female	96.0	–	–	–
Nonbinary		–	–	–
Something else		–	–	–

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

[õ]To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.

14. Parental Education Breakdowns

Table A14.1

School Engagement and Supports by Parental Education

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness[†]				
Less than high school		–	–	–
High school graduate	55	–	–	–
Some college	60	–	–	–
College degree	60	–	–	–
Don't know	60	–	–	–
School Connectedness[†ψ] ***(Remote Only)***				
Less than high school		–	–	–
High school graduate		–	–	–
Some college		–	–	–
College degree		–	–	–
Don't know		–	–	–
Academic Motivation[†]				
Less than high school		–	–	–
High school graduate	55	–	–	–
Some college	50	–	–	–
College degree	59	–	–	–
Don't know	54	–	–	–
School is really boring[±]				
Less than high school		–	–	–
High school graduate	55	–	–	–
Some college	50	–	–	–
College degree	49	–	–	–
Don't know	40	–	–	–

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

[†] *Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.*

[ψ] *The scale was based on four questions for remote respondents.*

Table A14.1

School Engagement and Supports by Parental Education – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School is worthless and a waste of time[±]				
Less than high school		–	–	–
High school graduate	55	–	–	–
Some college	29	–	–	–
College degree	17	–	–	–
Don't know	10	–	–	–
Current absenteeism (≥3 times)[¶]				
Less than high school		–	–	–
High school graduate	18	–	–	–
Some college	14	–	–	–
College degree	5	–	–	–
Don't know	20	–	–	–
Trouble focusing on schoolwork[σ]				
Less than high school		–	–	–
High school graduate	45	–	–	–
Some college	50	–	–	–
College degree	44	–	–	–
Don't know	45	–	–	–
Caring adult relationships[‡]				
Less than high school		–	–	–
High school graduate	64	–	–	–
Some college	79	–	–	–
College degree	65	–	–	–
Don't know	80	–	–	–

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

[±] *Rating of 7 or higher.*

[¶] *Past 30 days.*

[σ] *Percent of respondents reporting "Agree" or "Strongly agree."*

[‡] *Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.*

Table A14.1

School Engagement and Supports by Parental Education – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations[‡]				
Less than high school		–	–	–
High school graduate	67	–	–	–
Some college	88	–	–	–
College degree	77	–	–	–
Don’t know	87	–	–	–
Meaningful participation[‡]				
Less than high school		–	–	–
High school graduate	31	–	–	–
Some college	46	–	–	–
College degree	31	–	–	–
Don’t know	44	–	–	–
Facilities upkeep[σ]				
Less than high school		–	–	–
High school graduate	73	–	–	–
Some college	75	–	–	–
College degree	71	–	–	–
Don’t know	70	–	–	–
Promotion of parental involvement in school[†]				
Less than high school		–	–	–
High school graduate	73	–	–	–
Some college	60	–	–	–
College degree	60	–	–	–
Don’t know	58	–	–	–

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

[σ] *Percent of respondents reporting “Agree” or “Strongly agree.”*

[‡] *Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.*

[†] *Average percent of respondents reporting “Agree” or “Strongly agree” across survey questions that comprise the scale.*

Table A14.2
School Safety by Parental Education

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe				
Less than high school		–	–	–
High school graduate	45	–	–	–
Some college	50	–	–	–
College degree	68	–	–	–
Don’t know	70	–	–	–
Experienced harassment due to five reasons[λ§]				
Less than high school		–	–	–
High school graduate	18	–	–	–
Some college	29	–	–	–
College degree	25	–	–	–
Don’t know	30	–	–	–
Experienced any harassment or bullying[§]				
Less than high school		–	–	–
High school graduate	27	–	–	–
Some college	36	–	–	–
College degree	35	–	–	–
Don’t know	40	–	–	–
Had mean rumors or lies spread about you[§]				
Less than high school		–	–	–
High school graduate	55	–	–	–
Some college	57	–	–	–
College degree	43	–	–	–
Don’t know	40	–	–	–

Notes: Cells are empty if there are less than 10 respondents.
[λ]The five reasons include race, ethnicity, or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.
[§]Past 12 months.

Table A14.2
School Safety by Parental Education – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been afraid of being beaten up[§]				
Less than high school		–	–	–
High school graduate	18	–	–	–
Some college	17	–	–	–
College degree	25	–	–	–
Don’t know	10	–	–	–
Been in a physical fight[§]				
Less than high school		–	–	–
High school graduate	18	–	–	–
Some college	9	–	–	–
College degree	25	–	–	–
Don’t know	15	–	–	–
Seen a weapon on campus[§]				
Less than high school		–	–	–
High school graduate	0	–	–	–
Some college	8	–	–	–
College degree	13	–	–	–
Don’t know	5	–	–	–

Notes: Cells are empty if there are less than 10 respondents.
[§]Past 12 months.

Table A14.3
Cyberbullying by Parental Education

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Less than high school		–	–	–
High school graduate	27	–	–	–
Some college	43	–	–	–
College degree	48	–	–	–
Don’t know	40	–	–	–

Notes: Cells are empty if there are less than 10 respondents.
[§]Past 12 months.

Table A14.4

Substance Use by Parental Education

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use¶				
Less than high school		–	–	–
High school graduate	27	–	–	–
Some college	29	–	–	–
College degree	5	–	–	–
Don’t know	0	–	–	–
Current tobacco use¶				
Less than high school		–	–	–
High school graduate	9	–	–	–
Some college	7	–	–	–
College degree	0	–	–	–
Don’t know	5	–	–	–
Current marijuana use¶				
Less than high school		–	–	–
High school graduate	9	–	–	–
Some college	7	–	–	–
College degree	0	–	–	–
Don’t know	0	–	–	–
Current binge drinking¶				
Less than high school		–	–	–
High school graduate	0	–	–	–
Some college	7	–	–	–
College degree	2	–	–	–
Don’t know	0	–	–	–

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

¶*Past 30 days.*

Table A14.4

Substance Use by Parental Education – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or "high" 7 or more times, ever				
Less than high school		–	–	–
High school graduate	0	–	–	–
Some college	7	–	–	–
College degree	0	–	–	–
Don't know	0	–	–	–
Been drunk or "high" on drugs at school, ever				
Less than high school		–	–	–
High school graduate	0	–	–	–
Some college	14	–	–	–
College degree	0	–	–	–
Don't know	0	–	–	–
Current alcohol use¶				
Less than high school		–	–	–
High school graduate	18	–	–	–
Some college	14	–	–	–
College degree	5	–	–	–
Don't know	0	–	–	–
Current alcohol use at school¶				
Less than high school		–	–	–
High school graduate	9	–	–	–
Some college	0	–	–	–
College degree	0	–	–	–
Don't know	0	–	–	–

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

¶*Past 30 days.*

Table A14.4

Substance Use by Parental Education – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current cigarette smoking¶				
Less than high school		–	–	–
High school graduate	0	–	–	–
Some college	7	–	–	–
College degree	0	–	–	–
Don’t know	5	–	–	–
Current use of vape products¶				
Less than high school		–	–	–
High school graduate	9	–	–	–
Some college	14	–	–	–
College degree	0	–	–	–
Don’t know	5	–	–	–
Current tobacco vaping¶				
Less than high school		–	–	–
High school graduate	9	–	–	–
Some college	7	–	–	–
College degree	0	–	–	–
Don’t know	5	–	–	–
Current marijuana vaping¶				
Less than high school		–	–	–
High school graduate	9	–	–	–
Some college	14	–	–	–
College degree	0	–	–	–
Don’t know	0	–	–	–

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

¶*Past 30 days.*

Table A14.5

Health Routines by Parental Education

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[1]				
Less than high school		–	–	–
High school graduate	27	–	–	–
Some college	36	–	–	–
College degree	54	–	–	–
Don’t know	50	–	–	–
Bedtime (at 12 am or later)				
Less than high school		–	–	–
High school graduate	9	–	–	–
Some college	21	–	–	–
College degree	17	–	–	–
Don’t know	5	–	–	–

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

[1] *Today.*

Table A14.6

Remote Schooling by Parental Education ***(Remote Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
Less than high school		–	–	–
High school graduate		–	–	–
Some college		–	–	–
College degree		–	–	–
Don't know		–	–	–
Synchronous instruction (4 days or more)[ǁ]				
Less than high school		–	–	–
High school graduate		–	–	–
Some college		–	–	–
College degree		–	–	–
Don't know		–	–	–
Interest in schoolwork done from home[σ]				
Less than high school		–	–	–
High school graduate		–	–	–
Some college		–	–	–
College degree		–	–	–
Don't know		–	–	–
Meaningful opportunities[θ]				
Less than high school		–	–	–
High school graduate		–	–	–
Some college		–	–	–
College degree		–	–	–
Don't know		–	–	–

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

[¶] *Past 30 days.*

[ǁ] *Past 7 days.*

[σ] *Percent of respondents reporting "Agree" or "Strongly agree."*

[θ] *Percent of respondents reporting "Pretty much true" or "Very much true."*

Table A14.7

Social and Emotional Health by Parental Education

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
Less than high school		–	–	–
High school graduate	38	–	–	–
Some college	37	–	–	–
College degree	21	–	–	–
Don’t know	36	–	–	–
Experienced chronic sadness/hopelessness[§]				
Less than high school		–	–	–
High school graduate	45	–	–	–
Some college	43	–	–	–
College degree	30	–	–	–
Don’t know	30	–	–	–
Considered suicide[§]				
Less than high school		–	–	–
High school graduate	36	–	–	–
Some college	57	–	–	–
College degree	20	–	–	–
Don’t know	20	–	–	–
Optimism[‡]				
Less than high school		–	–	–
High school graduate	36	–	–	–
Some college	43	–	–	–
College degree	56	–	–	–
Don’t know	57	–	–	–

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

[‡] Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

[§] Past 12 months.

Table A14.7

Social and Emotional Health by Parental Education – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Life satisfaction[∓]				
Less than high school		–	–	–
High school graduate	66	–	–	–
Some college	67	–	–	–
College degree	58	–	–	–
Don't know	67	–	–	–

	Grade 7	Grade 9	Grade 11	NT
California Student Wellness Index[õ]				
Less than high school		–	–	–
High school graduate	98.3	–	–	–
Some college	97.1	–	–	–
College degree	102.8	–	–	–
Don't know	102.1	–	–	–

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

[∓]*Average percent of respondents reporting "Satisfied" or "Very satisfied" across survey questions that comprise the scale.*

[õ]*To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.*

15. English Learner Breakdowns

Table A15.1

School Engagement and Supports by English Learner Status

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness[†]				
Not English learner	62	–	–	–
English learner		–	–	–
Don't know	55	–	–	–
School Connectedness[†ψ] ***(Remote Only)***				
Not English learner		–	–	–
English learner		–	–	–
Don't know		–	–	–
Academic Motivation[†]				
Not English learner	57	–	–	–
English learner		–	–	–
Don't know	45	–	–	–
School is really boring[±]				
Not English learner	43	–	–	–
English learner		–	–	–
Don't know	62	–	–	–
School is worthless and a waste of time[±]				
Not English learner	22	–	–	–
English learner		–	–	–
Don't know	29	–	–	–
Current absenteeism (≥3 times)[¶]				
Not English learner	12	–	–	–
English learner		–	–	–
Don't know	14	–	–	–

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

[†] *Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.*

[ψ] *The scale was based on four questions for remote respondents.*

[±] *Rating of 7 or higher.*

[¶] *Past 30 days.*

Table A15.1

School Engagement and Supports by English Learner Status – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Trouble focusing on schoolwork[σ]				
Not English learner	48	–	–	–
English learner		–	–	–
Don't know	43	–	–	–
Caring adult relationships[‡]				
Not English learner	69	–	–	–
English learner		–	–	–
Don't know	67	–	–	–
High expectations[‡]				
Not English learner	80	–	–	–
English learner		–	–	–
Don't know	76	–	–	–
Meaningful participation[‡]				
Not English learner	33	–	–	–
English learner		–	–	–
Don't know	41	–	–	–
Facilities upkeep[σ]				
Not English learner	76	–	–	–
English learner		–	–	–
Don't know	68	–	–	–
Promotion of parental involvement in school[†]				
Not English learner	65	–	–	–
English learner		–	–	–
Don't know	49	–	–	–

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

[σ] Percent of respondents reporting "Agree" or "Strongly agree."

[‡] Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.

Table A15.2

School Safety by English Learner Status

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe				
Not English learner	67	–	–	–
English learner		–	–	–
Don't know	47	–	–	–
Experienced harassment due to five reasons[λ§]				
Not English learner	27	–	–	–
English learner		–	–	–
Don't know	33	–	–	–
Experienced any harassment or bullying[§]				
Not English learner	36	–	–	–
English learner		–	–	–
Don't know	48	–	–	–
Had mean rumors or lies spread about you[§]				
Not English learner	47	–	–	–
English learner		–	–	–
Don't know	48	–	–	–
Been afraid of being beaten up[§]				
Not English learner	17	–	–	–
English learner		–	–	–
Don't know	32	–	–	–
Been in a physical fight[§]				
Not English learner	22	–	–	–
English learner		–	–	–
Don't know	11	–	–	–
Seen a weapon on campus[§]				
Not English learner	12	–	–	–
English learner		–	–	–
Don't know	11	–	–	–

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

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

[§]Past 12 months.

Table A15.3
Cyberbullying by English Learner Status

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Not English learner	36	–	–	–
English learner		–	–	–
Don't know	48	–	–	–

Notes: Cells are empty if there are less than 10 respondents.
[§]Past 12 months.

Table A15.4
Substance Use by English Learner Status

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Not English learner	12	–	–	–
English learner		–	–	–
Don't know	10	–	–	–
Current alcohol or drug use[¶]				
Not English learner	4	–	–	–
English learner		–	–	–
Don't know	10	–	–	–
Current marijuana use[¶]				
Not English learner	1	–	–	–
English learner		–	–	–
Don't know	5	–	–	–
Current binge drinking[¶]				
Not English learner	3	–	–	–
English learner		–	–	–
Don't know	5	–	–	–
Very drunk or "high" 7 or more times, ever				
Not English learner	1	–	–	–
English learner		–	–	–
Don't know	0	–	–	–

Notes: Cells are empty if there are less than 10 respondents.
[¶]Past 30 days.

Table A15.4

Substance Use by English Learner Status – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been drunk or "high" on drugs at school, ever				
Not English learner	1	–	–	–
English learner		–	–	–
Don't know	5	–	–	–
Current alcohol use¶				
Not English learner	7	–	–	–
English learner		–	–	–
Don't know	10	–	–	–
Current alcohol use at school¶				
Not English learner	2	–	–	–
English learner		–	–	–
Don't know	0	–	–	–
Current cigarette smoking¶				
Not English learner	1	–	–	–
English learner		–	–	–
Don't know	10	–	–	–
Current use of vape products¶				
Not English learner	4	–	–	–
English learner		–	–	–
Don't know	10	–	–	–
Current tobacco vaping¶				
Not English learner	3	–	–	–
English learner		–	–	–
Don't know	10	–	–	–
Current marijuana vaping¶				
Not English learner	3	–	–	–
English learner		–	–	–
Don't know	5	–	–	–

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

¶*Past 30 days.*

Table A15.5

Health Routines by English Learner Status

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[1]				
Not English learner	45	–	–	–
English learner		–	–	–
Don’t know	48	–	–	–
Bedtime (at 12 am or later)				
Not English learner	16	–	–	–
English learner		–	–	–
Don’t know	24	–	–	–

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

[1] *Today.*

Table A15.6

Remote Schooling by English Learner Status ***(Remote Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
Not English learner		–	–	–
English learner		–	–	–
Don't know		–	–	–
Synchronous instruction (4 days or more)[ǁ]				
Not English learner		–	–	–
English learner		–	–	–
Don't know		–	–	–
Interest in schoolwork done from home[σ]				
Not English learner		–	–	–
English learner		–	–	–
Don't know		–	–	–
Meaningful opportunities[θ]				
Not English learner		–	–	–
English learner		–	–	–
Don't know		–	–	–

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

[¶]*Past 30 days.*

[ǁ]*Past 7 days.*

[σ]*Percent of respondents reporting "Agree" or "Strongly agree."*

[θ]*Percent of respondents reporting "Pretty much true" or "Very much true."*

Table A15.7

Social and Emotional Health by English Learner Status

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress‡				
Not English learner	29	–	–	–
English learner		–	–	–
Don't know	35	–	–	–
Experienced chronic sadness/hopelessness§				
Not English learner	38	–	–	–
English learner		–	–	–
Don't know	29	–	–	–
Considered suicide§				
Not English learner	32	–	–	–
English learner		–	–	–
Don't know	19	–	–	–
Optimism‡				
Not English learner	47	–	–	–
English learner		–	–	–
Don't know	60	–	–	–
Life satisfaction∓				
Not English learner	61	–	–	–
English learner		–	–	–
Don't know	59	–	–	–

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

‡ *Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.*

§ *Past 12 months.*

∓ *Average percent of respondents reporting "Satisfied" or "Very satisfied" across survey questions that comprise the scale.*

Table A15.7

Social and Emotional Health by English Learner Status – Continued

	Grade 7	Grade 9	Grade 11	NT
California Student Wellness Index[õ]				
Not English learner	100.2	–	–	–
English learner		–	–	–
Don't know	98.2	–	–	–

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

[õ] To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.

16. Long-Term English Learner (LTEL) Breakdowns

Table A16.1

School Engagement and Supports by English Learner (EL) Program Duration

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness†				
Not currently in English Learner Program	62	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–
School Connectedness†ψ ***(Remote Only)***				
Not currently in English Learner Program		–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–
Academic Motivation†				
Not currently in English Learner Program	57	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–
School is really boring±				
Not currently in English Learner Program	43	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–
School is worthless and a waste of time±				
Not currently in English Learner Program	22	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–
Current absenteeism (≥3 times)¶				
Not currently in English Learner Program	12	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–

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

†*Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.*

ψ*The scale was based on four questions for remote respondents.*

±*Rating of 7 or higher.*

¶*Past 30 days.*

Table A16.1

School Engagement and Supports by English Learner (EL) Program Duration – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Trouble focusing on schoolwork$^{\sigma}$				
Not currently in English Learner Program	48	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–
Caring adult relationships‡				
Not currently in English Learner Program	69	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–
High expectations‡				
Not currently in English Learner Program	80	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–
Meaningful participation‡				
Not currently in English Learner Program	33	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–
Facilities upkeep$^{\sigma}$				
Not currently in English Learner Program	76	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–
Promotion of parental involvement in school†				
Not currently in English Learner Program	65	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–

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

$^{\sigma}$ Percent of respondents reporting "Agree" or "Strongly agree."

‡ Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.

Table A16.2

School Safety by English Learner (EL) Program Duration

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe				
Not currently in English Learner Program	67	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–
Experienced harassment due to five reasons[λ§]				
Not currently in English Learner Program	27	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–
Experienced any harassment or bullying[§]				
Not currently in English Learner Program	36	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–
Had mean rumors or lies spread about you[§]				
Not currently in English Learner Program	47	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–
Been afraid of being beaten up[§]				
Not currently in English Learner Program	17	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–
Been in a physical fight[§]				
Not currently in English Learner Program	22	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–
Seen a weapon on campus[§]				
Not currently in English Learner Program	12	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–

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

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

[§]Past 12 months.

Table A16.3
Cyberbullying by English Learner (EL) Program Duration

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Not currently in English Learner Program	36	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–

Notes: Cells are empty if there are less than 10 respondents.
[§]Past 12 months.

Table A16.4
Substance Use by English Learner (EL) Program Duration

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Not currently in English Learner Program	12	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–
Current tobacco use[¶]				
Not currently in English Learner Program	4	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–
Current marijuana use[¶]				
Not currently in English Learner Program	1	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–
Current binge drinking[¶]				
Not currently in English Learner Program	3	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–
Very drunk or "high" 7 or more times, ever				
Not currently in English Learner Program	1	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–

Notes: Cells are empty if there are less than 10 respondents.
[¶]Past 30 days.

Table A16.4

Substance Use by English Learner (EL) Program Duration – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been drunk or "high" on drugs at school, ever				
Not currently in English Learner Program	1	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–
Current alcohol use¶				
Not currently in English Learner Program	7	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–
Current alcohol use at school¶				
Not currently in English Learner Program	2	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–
Current cigarette smoking¶				
Not currently in English Learner Program	1	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–
Current use of vape products¶				
Not currently in English Learner Program	4	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–
Current tobacco vaping¶				
Not currently in English Learner Program	3	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–
Current marijuana vaping¶				
Not currently in English Learner Program	3	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–

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

¶*Past 30 days.*

Table A16.5

Health Routines by English Learner (EL) Program Duration

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[1]				
Not currently in English Learner Program	45	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–
Bedtime (at 12 am or later)				
Not currently in English Learner Program	16	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–

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

[1] *Today.*

Table A16.6

Remote Schooling by English Learner (EL) Program Duration (Remote Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
Not currently in English Learner Program		–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–
Synchronous instruction (4 days or more)[ǁ]				
Not currently in English Learner Program		–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–
Interest in schoolwork done from home[σ]				
Not currently in English Learner Program		–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–
Meaningful opportunities[θ]				
Not currently in English Learner Program		–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–

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

[¶] *Past 30 days.*

[ǁ] *Past 7 days.*

[σ] *Percent of respondents reporting "Agree" or "Strongly agree."*

[θ] *Percent of respondents reporting "Pretty much true" or "Very much true."*

Table A16.7

Social and Emotional Health by English Learner (EL) Program Duration

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress‡				
Not currently in English Learner Program	29	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–
Experienced chronic sadness/hopelessness§				
Not currently in English Learner Program	38	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–
Considered suicide§				
Not currently in English Learner Program	32	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–
Optimism‡				
Not currently in English Learner Program	47	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–
Life satisfaction∓				
Not currently in English Learner Program	61	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–

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

‡ *Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.*

§ *Past 12 months.*

∓ *Average percent of respondents reporting "Satisfied" or "Very satisfied" across survey questions that comprise the scale.*

Table A16.7

Social and Emotional Health by English Learner (EL) Program Duration – Continued

	Grade 7	Grade 9	Grade 11	NT
California Student Wellness Index[õ]				
Not currently in English Learner Program	100.2	–	–	–
Less than 7 years (EL)		–	–	–
7 years or more (LTEL)		–	–	–

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

[õ] To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.

17. Special Education Breakdowns

Table A17.1

School Engagement and Supports by Individualized Education Plan (IEP) Placement

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness†				
No IEP	60	–	–	–
IEP		–	–	–
Don't know	57	–	–	–
Prefer not to say		–	–	–
School Connectedness†ψ ***(Remote Only)***				
No IEP		–	–	–
IEP		–	–	–
Don't know		–	–	–
Prefer not to say		–	–	–
Academic Motivation†				
No IEP	58	–	–	–
IEP		–	–	–
Don't know	50	–	–	–
Prefer not to say		–	–	–
School is really boring±				
No IEP	45	–	–	–
IEP		–	–	–
Don't know	69	–	–	–
Prefer not to say		–	–	–
School is worthless and a waste of time±				
No IEP	26	–	–	–
IEP		–	–	–
Don't know	8	–	–	–
Prefer not to say		–	–	–

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

†*Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.*

ψ*The scale was based on four questions for remote respondents.*

±*Rating of 7 or higher.*

Table A17.1

School Engagement and Supports by Individualized Education Plan (IEP) Placement – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current absenteeism (≥3 times)¶				
No IEP	10	–	–	–
IEP		–	–	–
Don't know	0	–	–	–
Prefer not to say		–	–	–
Trouble focusing on schoolwork$^{\sigma}$				
No IEP	49	–	–	–
IEP		–	–	–
Don't know	31	–	–	–
Prefer not to say		–	–	–
Caring adult relationships‡				
No IEP	71	–	–	–
IEP		–	–	–
Don't know	59	–	–	–
Prefer not to say		–	–	–
High expectations‡				
No IEP	82	–	–	–
IEP		–	–	–
Don't know	69	–	–	–
Prefer not to say		–	–	–
Meaningful participation‡				
No IEP	33	–	–	–
IEP		–	–	–
Don't know	42	–	–	–
Prefer not to say		–	–	–

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

¶Past 30 days.

$^{\sigma}$Percent of respondents reporting "Agree" or "Strongly agree."

‡Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.

Table A17.1

School Engagement and Supports by Individualized Education Plan (IEP) Placement – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Facilities upkeep[σ]				
No IEP	72	–	–	–
IEP		–	–	–
Don’t know	75	–	–	–
Prefer not to say		–	–	–
Promotion of parental involvement in school[†]				
No IEP	64	–	–	–
IEP		–	–	–
Don’t know	50	–	–	–
Prefer not to say		–	–	–

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

[σ] *Percent of respondents reporting “Agree” or “Strongly agree.”*

[†] *Average percent of respondents reporting “Agree” or “Strongly agree” across survey questions that comprise the scale.*

Table A17.2

School Safety by Individualized Education Plan (IEP) Placement

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe				
No IEP	63	–	–	–
IEP		–	–	–
Don’t know	58	–	–	–
Prefer not to say		–	–	–
Experienced harassment due to five reasons[λ§]				
No IEP	25	–	–	–
IEP		–	–	–
Don’t know	46	–	–	–
Prefer not to say		–	–	–
Experienced any harassment or bullying[§]				
No IEP	32	–	–	–
IEP		–	–	–
Don’t know	69	–	–	–
Prefer not to say		–	–	–
Had mean rumors or lies spread about you[§]				
No IEP	46	–	–	–
IEP		–	–	–
Don’t know	54	–	–	–
Prefer not to say		–	–	–
Been afraid of being beaten up[§]				
No IEP	18	–	–	–
IEP		–	–	–
Don’t know	33	–	–	–
Prefer not to say		–	–	–

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

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

[§]Past 12 months.

Table A17.2

School Safety by Individualized Education Plan (IEP) Placement – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been in a physical fight[§]				
No IEP	24	–	–	–
IEP		–	–	–
Don’t know	0	–	–	–
Prefer not to say		–	–	–
Seen a weapon on campus[§]				
No IEP	12	–	–	–
IEP		–	–	–
Don’t know	8	–	–	–
Prefer not to say		–	–	–

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

[§]Past 12 months.

Table A17.3

Cyberbullying by Individualized Education Plan (IEP) Placement

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
No IEP	40	–	–	–
IEP		–	–	–
Don’t know	54	–	–	–
Prefer not to say		–	–	–

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

[§]Past 12 months.

Table A17.4

Substance Use by Individualized Education Plan (IEP) Placement

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use¶				
No IEP	13	–	–	–
IEP		–	–	–
Don’t know	8	–	–	–
Prefer not to say		–	–	–
Current tobacco use¶				
No IEP	4	–	–	–
IEP		–	–	–
Don’t know	8	–	–	–
Prefer not to say		–	–	–
Current marijuana use¶				
No IEP	1	–	–	–
IEP		–	–	–
Don’t know	8	–	–	–
Prefer not to say		–	–	–
Current binge drinking¶				
No IEP	3	–	–	–
IEP		–	–	–
Don’t know	8	–	–	–
Prefer not to say		–	–	–
Very drunk or “high” 7 or more times, ever				
No IEP	1	–	–	–
IEP		–	–	–
Don’t know	0	–	–	–
Prefer not to say		–	–	–
Been drunk or “high” on drugs at school, ever				
No IEP	1	–	–	–
IEP		–	–	–
Don’t know	8	–	–	–
Prefer not to say		–	–	–

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

¶*Past 30 days.*

Table A17.4

Substance Use by Individualized Education Plan (IEP) Placement – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use¶				
No IEP	9	–	–	–
IEP		–	–	–
Don't know	8	–	–	–
Prefer not to say		–	–	–
Current alcohol use at school¶				
No IEP	1	–	–	–
IEP		–	–	–
Don't know	0	–	–	–
Prefer not to say		–	–	–
Current cigarette smoking¶				
No IEP	1	–	–	–
IEP		–	–	–
Don't know	8	–	–	–
Prefer not to say		–	–	–
Current use of vape products¶				
No IEP	4	–	–	–
IEP		–	–	–
Don't know	8	–	–	–
Prefer not to say		–	–	–
Current tobacco vaping¶				
No IEP	3	–	–	–
IEP		–	–	–
Don't know	8	–	–	–
Prefer not to say		–	–	–
Current marijuana vaping¶				
No IEP	3	–	–	–
IEP		–	–	–
Don't know	8	–	–	–
Prefer not to say		–	–	–

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

¶*Past 30 days.*

Table A17.5

Health Routines by Individualized Education Plan (IEP) Placement

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[1]				
No IEP	43	–	–	–
IEP		–	–	–
Don’t know	54	–	–	–
Prefer not to say		–	–	–
Bedtime (at 12 am or later)				
No IEP	16	–	–	–
IEP		–	–	–
Don’t know	15	–	–	–
Prefer not to say		–	–	–

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

[1] *Today.*

Table A17.6

Remote Schooling by Individualized Education Plan (IEP) Placement (Remote Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
No IEP		–	–	–
IEP		–	–	–
Don't know		–	–	–
Prefer not to say		–	–	–
Synchronous instruction (4 days or more)[ǀ]				
No IEP		–	–	–
IEP		–	–	–
Don't know		–	–	–
Prefer not to say		–	–	–
Interest in schoolwork done from home[σ]				
No IEP		–	–	–
IEP		–	–	–
Don't know		–	–	–
Prefer not to say		–	–	–
Meaningful opportunities[θ]				
No IEP		–	–	–
IEP		–	–	–
Don't know		–	–	–
Prefer not to say		–	–	–

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

[¶]*Past 30 days.*

[ǀ]*Past 7 days.*

[σ]*Percent of respondents reporting "Agree" or "Strongly agree."*

[θ]*Percent of respondents reporting "Pretty much true" or "Very much true."*

Table A17.7

Social and Emotional Health by Individualized Education Plan (IEP) Placement

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress‡				
No IEP	29	–	–	–
IEP		–	–	–
Don’t know	38	–	–	–
Prefer not to say		–	–	–
Experienced chronic sadness/hopelessness§				
No IEP	32	–	–	–
IEP		–	–	–
Don’t know	54	–	–	–
Prefer not to say		–	–	–
Considered suicide§				
No IEP	28	–	–	–
IEP		–	–	–
Don’t know	23	–	–	–
Prefer not to say		–	–	–
Optimism‡				
No IEP	50	–	–	–
IEP		–	–	–
Don’t know	51	–	–	–
Prefer not to say		–	–	–
Life satisfaction∓				
No IEP	63	–	–	–
IEP		–	–	–
Don’t know	55	–	–	–
Prefer not to say		–	–	–

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

‡ *Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.*

§ *Past 12 months.*

∓ *Average percent of respondents reporting “Satisfied” or “Very satisfied” across survey questions that comprise the scale.*

Table A17.7

Social and Emotional Health by Individualized Education Plan (IEP) Placement – Continued

	Grade 7	Grade 9	Grade 11	NT
California Student Wellness Index[õ]				
No IEP	101.0	–	–	–
IEP		–	–	–
Don't know	97.0	–	–	–
Prefer not to say		–	–	–

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

[õ]To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.

18. Living Situation Breakdowns

Table A18.1

School Engagement and Supports by Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness†				
Home with one or more parent or guardian	59	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	54	–	–	–
School Connectedness†ψ ***(Remote Only)***				
Home with one or more parent or guardian		–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement		–	–	–
Academic Motivation†				
Home with one or more parent or guardian	55	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	57	–	–	–
School is really boring±				
Home with one or more parent or guardian	49	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	45	–	–	–
School is worthless and a waste of time±				
Home with one or more parent or guardian	23	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	27	–	–	–

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

†*Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.*

ψ*The scale was based on four questions for remote respondents.*

±*Rating of 7 or higher.*

Table A18.1

School Engagement and Supports by Living Situation – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current absenteeism (≥3 times)¶				
Home with one or more parent or guardian	10	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	27	–	–	–
Trouble focusing on schoolwork$^{\sigma}$				
Home with one or more parent or guardian	48	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	36	–	–	–
Caring adult relationships‡				
Home with one or more parent or guardian	68	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	82	–	–	–
High expectations‡				
Home with one or more parent or guardian	79	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	94	–	–	–
Meaningful participation‡				
Home with one or more parent or guardian	35	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	40	–	–	–

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

¶Past 30 days.

$^{\sigma}$Percent of respondents reporting "Agree" or "Strongly agree."

‡Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.

Table A18.1

School Engagement and Supports by Living Situation – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Facilities upkeep[σ]				
Home with one or more parent or guardian	75	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	50	–	–	–
Promotion of parental involvement in school[†]				
Home with one or more parent or guardian	62	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	55	–	–	–

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

[σ] *Percent of respondents reporting "Agree" or "Strongly agree."*

[†] *Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.*

Table A18.2
School Safety by Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe				
Home with one or more parent or guardian	62	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	70	–	–	–
Experienced harassment due to five reasons[λ§]				
Home with one or more parent or guardian	25	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	45	–	–	–
Experienced any harassment or bullying[§]				
Home with one or more parent or guardian	37	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	45	–	–	–
Had mean rumors or lies spread about you[§]				
Home with one or more parent or guardian	48	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	36	–	–	–
Been afraid of being beaten up[§]				
Home with one or more parent or guardian	18	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	40	–	–	–

Notes: Cells are empty if there are less than 10 respondents.
[λ]The five reasons include race, ethnicity, or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.
[§]Past 12 months.

Table A18.2
School Safety by Living Situation – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been in a physical fight[§]				
Home with one or more parent or guardian	21	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	10	–	–	–
Seen a weapon on campus[§]				
Home with one or more parent or guardian	9	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	30	–	–	–

Notes: Cells are empty if there are less than 10 respondents.
[§]Past 12 months.

Table A18.3
Cyberbullying by Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Home with one or more parent or guardian	37	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	64	–	–	–

Notes: Cells are empty if there are less than 10 respondents.
[§]Past 12 months.

Table A18.4
Substance Use by Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use¶				
Home with one or more parent or guardian	10	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	18	–	–	–
Current tobacco use¶				
Home with one or more parent or guardian	4	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	18	–	–	–
Current marijuana use¶				
Home with one or more parent or guardian	1	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	9	–	–	–
Current binge drinking¶				
Home with one or more parent or guardian	3	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	9	–	–	–
Very drunk or “high” 7 or more times, ever				
Home with one or more parent or guardian	1	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	0	–	–	–
Been drunk or “high” on drugs at school, ever				
Home with one or more parent or guardian	1	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	9	–	–	–

Notes: Cells are empty if there are less than 10 respondents.
¶Past 30 days.

Table A18.4
Substance Use by Living Situation – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use¶				
Home with one or more parent or guardian	6	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	18	–	–	–
Current alcohol use at school¶				
Home with one or more parent or guardian	0	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	10	–	–	–
Current cigarette smoking¶				
Home with one or more parent or guardian	1	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	18	–	–	–
Current use of vape products¶				
Home with one or more parent or guardian	4	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	18	–	–	–
Current tobacco vaping¶				
Home with one or more parent or guardian	3	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	18	–	–	–
Current marijuana vaping¶				
Home with one or more parent or guardian	3	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	9	–	–	–

Notes: Cells are empty if there are less than 10 respondents.
¶Past 30 days.

Table A18.5
Health Routines by Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[1]				
Home with one or more parent or guardian	43	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	64	–	–	–
Bedtime (at 12 am or later)				
Home with one or more parent or guardian	16	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	18	–	–	–

Notes: Cells are empty if there are less than 10 respondents.
[1] *Today.*

Table A18.6

Remote Schooling by Living Situation ***(Remote Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
Home with one or more parent or guardian		–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement		–	–	–
Synchronous instruction (4 days or more)[ǀ]				
Home with one or more parent or guardian		–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement		–	–	–
Interest in schoolwork done from home[σ]				
Home with one or more parent or guardian		–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement		–	–	–
Meaningful opportunities[θ]				
Home with one or more parent or guardian		–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement		–	–	–

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

[¶] *Past 30 days.*

[ǀ] *Past 7 days.*

[σ] *Percent of respondents reporting "Agree" or "Strongly agree."*

[θ] *Percent of respondents reporting "Pretty much true" or "Very much true."*

Table A18.7

Social and Emotional Health by Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress‡				
Home with one or more parent or guardian	29	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	44	–	–	–
Experienced chronic sadness/hopelessness§				
Home with one or more parent or guardian	34	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	55	–	–	–
Considered suicide§				
Home with one or more parent or guardian	27	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	36	–	–	–
Optimism‡				
Home with one or more parent or guardian	50	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	67	–	–	–
Life satisfaction∓				
Home with one or more parent or guardian	61	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	71	–	–	–

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

‡Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.

§Past 12 months.

∓Average percent of respondents reporting "Satisfied" or "Very satisfied" across survey questions that comprise the scale.

Table A18.7
Social and Emotional Health by Living Situation – Continued

	Grade 7	Grade 9	Grade 11	NT
California Student Wellness Index[õ]				
Home with one or more parent or guardian	100.6	–	–	–
Foster home		–	–	–
Homeless		–	–	–
Other living arrangement	100.5	–	–	–

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

[õ]To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.

Physical Health & Nutrition Module

1. Module Sample

Table K1.1

Student Sample for Physical Health & Nutrition Module

	Grade 7	Grade 9	Grade 11	NT[A]
Student Sample Size				
Target sample	107	–	–	–
Final number	92	–	–	–
Response Rate	86%	–	–	–

Note: [A]NT includes continuation, community day, and other alternative school types.

2. Nutrition

Table K2.1

Eating/Drinking of Fruits and Vegetables at Least Once per Day, Past 24 Hours

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
100% fruit juices	62	–	–	–
Fruit	88	–	–	–
Vegetables	83	–	–	–
Five or more times of any	66	–	–	–

Question HS/MS K.6, 8, 9: During the past 24 hours (yesterday), how many times did you... drink 100% fruit juices, such as orange, apple, or grape? (Do not count punch, Kool-Aid, sports drinks, and fruit-flavored drinks.)... eat fruit? (Do not count fruit juice.)... eat vegetables? (Include salads and nonfried potatoes.)

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

Table K2.2

Drinking of Milk or Eating of Yogurt, Past 24 Hours

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	26	–	–	–
1 time	21	–	–	–
2 times	17	–	–	–
3 times	14	–	–	–
4 times	7	–	–	–
5 or more times	16	–	–	–

Question HS/MS K.4: During the past 24 hours (yesterday), how many times did you... drink milk or eat yogurt? (In any form, including in cereal.)

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

Table K2.3
Drinking of Soda Pop, Past 24 Hours

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	37	–	–	–
1 time	26	–	–	–
2 times	13	–	–	–
3 times	10	–	–	–
4 times	3	–	–	–
5 or more times	11	–	–	–

Question HS/MS K.5: During the past 24 hours (yesterday), how many times did you... drink soda pop?
Note: Cells are empty if there are less than 10 respondents.

Table K2.4
Eating of Fried Potatoes, Past 24 Hours

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	41	–	–	–
1 time	23	–	–	–
2 times	8	–	–	–
3 times	13	–	–	–
4 times	6	–	–	–
5 or more times	9	–	–	–

Question HS/MS K.7: During the past 24 hours (yesterday), how many times did you... eat french fries, potato chips, or other fried potatoes?
Note: Cells are empty if there are less than 10 respondents.

Table K2.5
Vitamin Use, Past 7 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	49	–	–	–
1 to 2 days	9	–	–	–
3 to 4 days	14	–	–	–
5 to 6 days	2	–	–	–
Daily	25	–	–	–

Question HS/MS K.26: During the past 7 days, how many days did you take a vitamin?
Note: Cells are empty if there are less than 10 respondents.

3. Physical Activity and Weight

Table K3.1

Number of Days Exercising, Past 7 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Exercise or do a physical activity for at least 20 minutes that made you sweat and breathe hard				
0 days	6	–	–	–
1 day	0	–	–	–
2 days	1	–	–	–
3 days	9	–	–	–
4 days	19	–	–	–
5 days	24	–	–	–
6 days	10	–	–	–
7 days	31	–	–	–
Participate in a physical activity for at least 30 minutes that did not make you sweat and breathe hard				
0 days	10	–	–	–
1 day	3	–	–	–
2 days	9	–	–	–
3 days	16	–	–	–
4 days	12	–	–	–
5 days	16	–	–	–
6 days	10	–	–	–
7 days	24	–	–	–
Meets aerobic physical fitness standards	93	–	–	–

Question HS/MS K.1, 2: 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.

Table K3.2

Frequency of Exercise to Strengthen or Tone Muscles, Past Seven Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	10	–	–	–
1 to 2 days	12	–	–	–
3 or more days	78	–	–	–

Question HS/MS K.3: On how many of the past 7 days did you... do exercises to strengthen or tone your muscles? (For example, push-ups, sit-ups, or weight lifting.)

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

Table K3.3

Hours Spent on TV/Video Games During School Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I do not watch TV or play video games on an average school day	5	–	–	–
Less than 1 hour	7	–	–	–
1 hour	11	–	–	–
2 hours	14	–	–	–
3 hours	27	–	–	–
4 hours	12	–	–	–
5 hours or more	23	–	–	–

Question HS/MS K.18: On an average school day, how many hours do you watch TV or play video games?

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

Table K3.4

Participation in Sports Teams, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 teams	32	–	–	–
1 team	25	–	–	–
2 teams	22	–	–	–
3 or more teams	21	–	–	–

Question HS/MS K.19: During the past 12 months, on how many sports teams did you play? (Include school-sponsored and any other sports teams.)

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

Table K3.5

Average Days of Physical Activity in Physical Education Class, Per Week

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	2	–	–	–
1 day	1	–	–	–
2 days	0	–	–	–
3 days	3	–	–	–
4 days	69	–	–	–
5 days	24	–	–	–

Question HS/MS K.22: In an average week, on how many days do you have physical activity in your physical education class (P.E. or gym)?

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

Table K3.6

Estimated Actual Minutes Exercising in Physical Education Class

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I do not take P.E.	2	–	–	–
Less than 10 minutes	1	–	–	–
10 to 20 minutes	7	–	–	–
21 to 30 minutes	17	–	–	–
More than 30 minutes	73	–	–	–

Question HS/MS K.23: During an average physical education (P.E.) class, how many minutes do you spend actually exercising or playing sports?

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

Table K3.7

Student Body Mass Index

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Underweight	1	–	–	–
Healthy weight	54	–	–	–
Overweight	28	–	–	–
Obese	18	–	–	–

Physical Health & Nutrition Module Supplement: How tall are you without your shoes on?... How much do you weigh without your shoes on?... HS/MS A.3, 4: What grade are you in?... What is your gender?
Notes: Cells are empty if there are less than 10 respondents. Student weight status categories are based on student Body Mass Index percentile ranges. Data presented are not comparable with results reported prior to the 2016-17 school year due to the removal of the age question.

Table K3.8

Desired Level of Action on Weight

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Lose weight	44	–	–	–
Gain weight	16	–	–	–
Stay the same weight	21	–	–	–
I am not trying to do anything about my weight	19	–	–	–

Question HS/MS K.11: Which of the following are you trying to do about your weight?
Note: Cells are empty if there are less than 10 respondents.

Table K3.9
Actions Taken to Lose/Maintain Weight, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Exercise	81	–	–	–
Eat less food, fewer calories, or foods low in fat	51	–	–	–
Go without eating for 24 hours or more	28	–	–	–
Take diet pills, powders, or liquids without a doctor's advice	14	–	–	–
Vomit or take laxatives	15	–	–	–

Question HS/MS K.12-16: During the past 30 days, did you do any of the following things to lose weight or to keep from gaining weight?... Exercise... Eat less food, fewer calories, or foods low in fat... Go without eating for 24 hours or more (also called fasting)... Take any diet pills, powders, or liquids without a doctor's advice (Do not include meal replacement products, such as Ensure, Muscle Milk, or SlimFast)... Vomit or take laxatives.
Note: Cells are empty if there are less than 10 respondents.

Table K3.10
Perception of Weight

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very underweight	2	–	–	–
Slightly underweight	14	–	–	–
About the right weight	52	–	–	–
Slightly overweight	25	–	–	–
Very overweight	7	–	–	–

Question HS/MS K.17: How do you describe your weight?
Note: Cells are empty if there are less than 10 respondents.

4. Injury-Related Behavior and Health Care

Table K4.1

Seat Belt Use in Vehicle Driven by Someone Else

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	4	–	–	–
Rarely	3	–	–	–
Sometimes	9	–	–	–
Most of the time	22	–	–	–
Always	62	–	–	–

Question HS/MS K.20: How often do you wear a seat belt when riding in a car driven by someone else?
Note: Cells are empty if there are less than 10 respondents.

Table K4.2

Helmet Use, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I did not ride a bicycle, skateboard, or scooter	14	–	–	–
Never	21	–	–	–
Rarely	18	–	–	–
Sometimes	11	–	–	–
Most of the time	14	–	–	–
Always	22	–	–	–

Question HS/MS K.21: When you rode a bicycle, skateboard, or scooter during the past 12 months, how often did you wear a helmet?
Note: Cells are empty if there are less than 10 respondents.

Table K4.3

Regular Medical Check Up, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	40	–	–	–
Yes	60	–	–	–

Question HS/MS K.24: During the past 12 months, did you have a regular check up with a doctor when you were not sick or injured?
Note: Cells are empty if there are less than 10 respondents.

Table K4.4

Visit Dentist, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	27	–	–	–
Yes	73	–	–	–

Question HS/MS K.25: During the past 12 months, did you visit a dentist for an examination, teeth cleaning, or dental work?

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

Table K4.5

AIDS/HIV Infection Education at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	na	–	–	–
Yes	na	–	–	–
Not sure	na	–	–	–

Question HS K.27: Have you ever been taught about AIDS or HIV infection at school?

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

na—Not asked of middle school students.

5. Asthma Symptoms

Table K5.1

Students With Asthma

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	72	–	–	–
Yes	14	–	–	–
Don't know	14	–	–	–

Question HS/MS K.10: Has a doctor ever told you or your parent/guardian that you have asthma?
Note: Cells are empty if there are less than 10 respondents.

Table K5.2

Episode of Asthma or Asthma Attack, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	87	–	–	–
Yes	13	–	–	–

Question HS K.28/MS K.27: During the past 12 months, have you had an episode of asthma or an asthma attack?
Note: Cells are empty if there are less than 10 respondents.

Table K5.3

Unable to Complete a Sentence Due to Shortness of Breath, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	62	–	–	–
Yes	38	–	–	–

Question HS K.29/MS K.28: During the past 12 months, have you ever had a cough, chest tightness, trouble breathing, or wheezing that was so bad that you could not finish saying a sentence?
Note: Cells are empty if there are less than 10 respondents.

Table K5.4

Emergency Room Visit or Hospital Stay Due to Shortness of Breath, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	92	–	–	–
Yes	8	–	–	–

Question HS K.30/MS K.29: During the past 12 months, have you been to the emergency room or stayed overnight in the hospital because of a cough, chest tightness, trouble breathing, or wheezing?
Note: Cells are empty if there are less than 10 respondents.

Table K5.5

Used Medicine for Asthma Symptoms, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	81	–	–	–
Yes	19	–	–	–

Question HS K.31/MS K.30: During the past 12 months, have you used a medicine (an inhaler, puffer, or a breathing machine) to treat a cough, chest tightness, trouble breathing, or wheezing?
Note: Cells are empty if there are less than 10 respondents.

Table K5.6

Frequency of Asthma Symptoms, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	71	–	–	–
2 days a week or less	22	–	–	–
More than 2 days each week, but not every day	4	–	–	–
Every day	2	–	–	–

Question HS K.32/MS K.31: During the past 30 days, about how many days each week have you had a cough, chest tightness, trouble breathing, or wheezing when you did not have a cold or flu?
Note: Cells are empty if there are less than 10 respondents.

Table K5.7

Woke Up Because of Asthma Symptoms, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	78	–	–	–
2 nights	17	–	–	–
3 or 4 nights	3	–	–	–
More than 4 nights, but not every night	1	–	–	–
Every night or almost every night	1	–	–	–

Question HS K.33/MS K.32: During the past 30 days, about how many nights did you wake up because of a cough, chest tightness, trouble breathing, or wheezing when you did not have a cold or flu?
Note: Cells are empty if there are less than 10 respondents.

Resilience & Youth Development Module

1. Module Sample

Table L1.1

Student Sample for Resilience & Youth Development Module

	Grade 7	Grade 9	Grade 11	NT[A]
Student Sample Size				
Target sample	107	–	–	–
Final number	91	–	–	–
Response Rate	85%	–	–	–

Note: [A]NT includes continuation, community day, and other alternative school types.

2. Summary of Key Indicators

Table L2.1

Key Indicators of Resilience & Youth Development

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Total Environmental Assets	73	–	–	–	
School Supports	62	–	–	–	L3.1
Peer Supports	77	–	–	–	L3.1
Home Supports	81	–	–	–	L3.1
Community Supports	74	–	–	–	L3.1
Internal Assets	78	–	–	–	L8.1
Collaboration	82	–	–	–	L8.2
Cooperation and communication	79	–	–	–	L8.3
Self-efficacy	75	–	–	–	L8.4
Empathy	82	–	–	–	L8.5
Problem solving	68	–	–	–	L8.6
Self-awareness	75	–	–	–	L8.7
Goals and aspirations	80	–	–	–	L8.8
Educational goals	85	–	–	–	L8.9

Notes: Cells are empty if there are less than 10 respondents.
Table numbers refer to tables with item-level results for the survey questions that comprise each scale.
Scales are based on the average percentage of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.

3. Total Environmental Assets

Table L3.1

Total Environmental Assets and Subscales

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Supports	62	–	–	–	
Caring adults in school	70	–	–	–	L4.1
High expectations-adults in school	80	–	–	–	L4.2
Meaningful participation at school	35	–	–	–	L4.3
Peer Supports	77	–	–	–	
Caring peer relationships	81	–	–	–	L5.1
High expectations-prosocial peers	73	–	–	–	L5.2
Home Supports	81	–	–	–	
Caring adult relationships	76	–	–	–	L6.1
High expectations-adults at home	94	–	–	–	L6.2
Meaningful participation at home	74	–	–	–	L6.3
Community Supports	74	–	–	–	
Caring adult relationships	74	–	–	–	L7.1
High expectations-adults in community	76	–	–	–	L7.2
Meaningful participation	74	–	–	–	L7.3

Notes: Cells are empty if there are less than 10 respondents.
Table numbers refer to tables with item-level results for the survey questions that comprise each scale.
Scales are based on the average percentage of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.

Table L3.2

Total Caring Relationships, High Expectations, and Meaningful Participation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Total Caring Relationships	75	–	–	–
Total High Expectations	81	–	–	–
Total Opportunities for Meaningful Participation	61	–	–	–

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

Scales includes measures of school protective factors from the Core Module, as well as peer, home, and community protective factors.

Scales are based on the average percentage of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.

4. School Environment

Table L4.1
Caring Relationships Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring adults in school				
Average Reporting "Pretty much true" or "Very much true"	70	–	–	–
At my school, there is a teacher or some other adult...				
who really cares about me.				
Not at all true	8	–	–	–
A little true	19	–	–	–
Pretty much true	44	–	–	–
Very much true	30	–	–	–
who notices when I'm not there.				
Not at all true	18	–	–	–
A little true	21	–	–	–
Pretty much true	34	–	–	–
Very much true	27	–	–	–
who listens to me when I have something to say.				
Not at all true	9	–	–	–
A little true	18	–	–	–
Pretty much true	35	–	–	–
Very much true	38	–	–	–

Question HS/MS A.44, 47, 50: At my school, there is a teacher or some other adult... who really cares about me... who notices when I'm not there... who listens to me when I have something to say.
Note: Cells are empty if there are less than 10 respondents.

Table L4.2
High Expectations Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults in school				
Average Reporting "Pretty much true" or "Very much true"	80	–	–	–
At my school, there is a teacher or some other adult...				
who tells me when I do a good job.				
Not at all true	8	–	–	–
A little true	21	–	–	–
Pretty much true	32	–	–	–
Very much true	40	–	–	–
who always wants me to do my best.				
Not at all true	3	–	–	–
A little true	10	–	–	–
Pretty much true	33	–	–	–
Very much true	54	–	–	–
who believes that I will be a success.				
Not at all true	7	–	–	–
A little true	11	–	–	–
Pretty much true	40	–	–	–
Very much true	42	–	–	–

Question HS/MS A.45, 48, 51: At my school, there is a teacher or some other adult... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.
Note: Cells are empty if there are less than 10 respondents.

Table L4.3
Meaningful Participation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school				
Average Reporting "Pretty much true" or "Very much true"	35	–	–	–
At school...				
I do interesting activities.				
Not at all true	9	–	–	–
A little true	29	–	–	–
Pretty much true	35	–	–	–
Very much true	27	–	–	–
I help decide things like class activities or rules.				
Not at all true	43	–	–	–
A little true	23	–	–	–
Pretty much true	25	–	–	–
Very much true	9	–	–	–
I do things that make a difference.				
Not at all true	24	–	–	–
A little true	35	–	–	–
Pretty much true	27	–	–	–
Very much true	13	–	–	–
I have a say in how things work.				
Not at all true	44	–	–	–
A little true	34	–	–	–
Pretty much true	14	–	–	–
Very much true	8	–	–	–
I help decide school activities or rules.				
Not at all true	54	–	–	–
A little true	31	–	–	–
Pretty much true	9	–	–	–
Very much true	7	–	–	–

Question HS/MS A.52-56: 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.

5. Peer Environment

Table L5.1
Caring Peer Relationships Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring peer relationships				
Average Reporting "Pretty much true" or "Very much true"	81	–	–	–
I have a friend about my own age...				
who really cares about me.				
Not at all true	2	–	–	–
A little true	13	–	–	–
Pretty much true	22	–	–	–
Very much true	63	–	–	–
who talks with me about my problems.				
Not at all true	10	–	–	–
A little true	12	–	–	–
Pretty much true	21	–	–	–
Very much true	57	–	–	–
who helps me when I'm having a hard time.				
Not at all true	5	–	–	–
A little true	15	–	–	–
Pretty much true	19	–	–	–
Very much true	60	–	–	–

Question HS/MS L.24-26: I have a friend about my own age... who really cares about me... who talks with me about my problems... who helps me when I'm having a hard time.
Note: Cells are empty if there are less than 10 respondents.

Table L5.2
Peer High Expectations Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-prosocial peers				
Average Reporting "Pretty much true" or "Very much true"[D]	73	–	–	–
My friends...				
get into a lot of trouble.[Γ]				
Not at all true	36	–	–	–
A little true	37	–	–	–
Pretty much true	18	–	–	–
Very much true	9	–	–	–
try to do what is right.				
Not at all true	8	–	–	–
A little true	19	–	–	–
Pretty much true	31	–	–	–
Very much true	43	–	–	–
do well in school.				
Not at all true	5	–	–	–
A little true	24	–	–	–
Pretty much true	35	–	–	–
Very much true	35	–	–	–

Question HS/MS L.27-29: My friends... get into a lot of trouble... try to do what is right... do well in school.
Notes: Cells are empty if there are less than 10 respondents.
[D]*Response option "Not at all true" or "A little true" was reported for the reverse-coded item.*
[Γ]*Survey question was reverse-coded in computing the scale score.*

6. Home Environment

Table L6.1
Home Caring Adult Relationships Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring adult relationships				
Average Reporting "Pretty much true" or "Very much true"	76	–	–	–
In my home, there is a parent or some other adult...				
who is interested in my schoolwork.				
Not at all true	9	–	–	–
A little true	20	–	–	–
Pretty much true	24	–	–	–
Very much true	47	–	–	–
who talks with me about my problems.				
Not at all true	12	–	–	–
A little true	15	–	–	–
Pretty much true	22	–	–	–
Very much true	51	–	–	–
who listens to me when I have something to say.				
Not at all true	8	–	–	–
A little true	10	–	–	–
Pretty much true	27	–	–	–
Very much true	55	–	–	–

Question HS/MS L.31, 33, 35: In my home, there is a parent or some other adult... who is interested in my schoolwork... who talks with me about my problems... who listens to me when I have something to say.
Note: Cells are empty if there are less than 10 respondents.

Table L6.2
Home High Expectations Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults at home				
Average Reporting "Pretty much true" or "Very much true"	94	–	–	–
In my home, there is a parent or some other adult...				
who expects me to follow the rules.				
Not at all true	2	–	–	–
A little true	3	–	–	–
Pretty much true	29	–	–	–
Very much true	66	–	–	–
who believes that I will be a success.				
Not at all true	3	–	–	–
A little true	5	–	–	–
Pretty much true	24	–	–	–
Very much true	67	–	–	–
who always wants me to do my best.				
Not at all true	2	–	–	–
A little true	2	–	–	–
Pretty much true	24	–	–	–
Very much true	71	–	–	–

Question HS/MS L.30, 32, 34: In my home, there is a parent or some other adult... who expects me to follow the rules... who believes that I will be a success... who always wants me to do my best.
Note: Cells are empty if there are less than 10 respondents.

Table L6.3
Home Meaningful Participation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at home				
Average Reporting "Pretty much true" or "Very much true"	74	–	–	–
At home...				
I do fun things or go fun places with my parents or other adults.				
Not at all true	4	–	–	–
A little true	19	–	–	–
Pretty much true	24	–	–	–
Very much true	53	–	–	–
I do things that make a difference.				
Not at all true	9	–	–	–
A little true	19	–	–	–
Pretty much true	21	–	–	–
Very much true	52	–	–	–
I help make decisions with my family.				
Not at all true	12	–	–	–
A little true	14	–	–	–
Pretty much true	21	–	–	–
Very much true	53	–	–	–

Question HS/MS L.36-38: At home, ... I do fun things or go fun places with my parents or other adults... I do things that make a difference... I help make decisions with my family.
Note: Cells are empty if there are less than 10 respondents.

7. Community Environment

Table L7.1
Community Caring Adult Relationships Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring adult relationships				
Average Reporting "Pretty much true" or "Very much true"	74	–	–	–
Outside of my home and school, there is an adult...				
who really cares about me.				
Not at all true	11	–	–	–
A little true	16	–	–	–
Pretty much true	22	–	–	–
Very much true	51	–	–	–
who notices when I am upset about something.				
Not at all true	13	–	–	–
A little true	16	–	–	–
Pretty much true	19	–	–	–
Very much true	52	–	–	–
whom I trust.				
Not at all true	12	–	–	–
A little true	11	–	–	–
Pretty much true	23	–	–	–
Very much true	53	–	–	–

Question HS/MS L.39, 41, 44: Outside of my home and school, there is an adult... who really cares about me... who notices when I am upset about something... whom I trust.
Note: Cells are empty if there are less than 10 respondents.

Table L7.2
Community High Expectations Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults in community				
Average Reporting "Pretty much true" or "Very much true"	76	–	–	–
Outside of my home and school, there is an adult...				
who tells me when I do a good job.				
Not at all true	12	–	–	–
A little true	13	–	–	–
Pretty much true	23	–	–	–
Very much true	51	–	–	–
who believes that I will be a success.				
Not at all true	10	–	–	–
A little true	16	–	–	–
Pretty much true	20	–	–	–
Very much true	54	–	–	–
who always wants me to do my best.				
Not at all true	9	–	–	–
A little true	12	–	–	–
Pretty much true	19	–	–	–
Very much true	60	–	–	–

Question HS/MS L.40, 42, 43: Outside of my home and school, there is an adult... who tells me when I do a good job... who believes that I will be a success... who always wants me to do my best.
Note: Cells are empty if there are less than 10 respondents.

Table L7.3
Community Meaningful Participation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation				
Average Reporting "Pretty much true" or "Very much true"	74	–	–	–
Outside of my home and school,...				
I am part of clubs, sports teams, church/temple, or other group activities.				
Not at all true	13	–	–	–
A little true	20	–	–	–
Pretty much true	17	–	–	–
Very much true	49	–	–	–
I am involved in music, art, literature, sports, or a hobby.				
Not at all true	11	–	–	–
A little true	13	–	–	–
Pretty much true	15	–	–	–
Very much true	61	–	–	–
I help other people.				
Not at all true	4	–	–	–
A little true	16	–	–	–
Pretty much true	28	–	–	–
Very much true	52	–	–	–

Question HS/MS L.45-47: Outside of my home and school,... I am part of clubs, sports teams, church/temple, or other group activities... I am involved in music, art, literature, sports, or a hobby... I help other people.
Note: Cells are empty if there are less than 10 respondents.

8. Internal Assets

Table L8.1

Internal Assets and Subscales

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Internal Assets	78	–	–	–	
Collaboration	82	–	–	–	L8.2
Cooperation and communication	79	–	–	–	L8.3
Self-efficacy	75	–	–	–	L8.4
Empathy	82	–	–	–	L8.5
Problem solving	68	–	–	–	L8.6
Self-awareness	75	–	–	–	L8.7
Goals and aspirations	80	–	–	–	L8.8
Educational goals	85	–	–	–	L8.9

Notes: Cells are empty if there are less than 10 respondents.
Table numbers refer to tables with item-level results for the survey questions that comprise each scale.
Scales are based on average of respondents reporting "Pretty much true" or "Very much true."

Table L8.2
Collaboration Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Collaboration				
Average Reporting "Pretty much true" or "Very much true"	82	–	–	–
I listen to other students' ideas.				
Not at all true	4	–	–	–
A little true	11	–	–	–
Pretty much true	34	–	–	–
Very much true	50	–	–	–
I enjoy working together with other students on class activities.				
Not at all true	7	–	–	–
A little true	14	–	–	–
Pretty much true	26	–	–	–
Very much true	53	–	–	–
When I work in school groups, I do my fair share.				
Not at all true	4	–	–	–
A little true	13	–	–	–
Pretty much true	29	–	–	–
Very much true	54	–	–	–

Question HS/MS L.12, 16, 17: How true do you feel these statements are about you personally?... I listen to other students' ideas... I enjoy working together with other students on class activities... When I work in school groups, I do my fair share.
Note: Cells are empty if there are less than 10 respondents.

Table L8.3
Cooperation and Communication Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cooperation and communication				
Average Reporting "Pretty much true" or "Very much true"	79	–	–	–
I can work with someone who has different opinions than mine.				
Not at all true	8	–	–	–
A little true	13	–	–	–
Pretty much true	40	–	–	–
Very much true	38	–	–	–
I stand up for myself without putting others down.				
Not at all true	8	–	–	–
A little true	12	–	–	–
Pretty much true	36	–	–	–
Very much true	44	–	–	–

Question HS/MS L.10, 18: How true do you feel these statements are about you personally?... I can work with someone who has different opinions than mine... I stand up for myself without putting others down.
Note: Cells are empty if there are less than 10 respondents.

Table L8.4
Self-Efficacy Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Self-efficacy				
Average Reporting "Pretty much true" or "Very much true"	75	–	–	–
I can work out my problems.				
Not at all true	8	–	–	–
A little true	24	–	–	–
Pretty much true	31	–	–	–
Very much true	37	–	–	–
I can do most things if I try.				
Not at all true	3	–	–	–
A little true	19	–	–	–
Pretty much true	32	–	–	–
Very much true	46	–	–	–
There are many things that I do well.				
Not at all true	8	–	–	–
A little true	12	–	–	–
Pretty much true	31	–	–	–
Very much true	49	–	–	–

Question HS/MS L.7, 9, 11: How true do you feel these statements are about you personally?... 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 L8.5
Empathy Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Empathy				
Average Reporting "Pretty much true" or "Very much true"	82	–	–	–
I feel bad when someone gets their feelings hurt.				
Not at all true	4	–	–	–
A little true	12	–	–	–
Pretty much true	27	–	–	–
Very much true	56	–	–	–
I try to understand what other people go through.				
Not at all true	4	–	–	–
A little true	13	–	–	–
Pretty much true	22	–	–	–
Very much true	60	–	–	–
I try to understand how other people feel and think.				
Not at all true	7	–	–	–
A little true	14	–	–	–
Pretty much true	24	–	–	–
Very much true	55	–	–	–

Question HS/MS L.13, 14, 19: How true do you feel these statements are about you personally?... I feel bad when someone gets their feelings hurt... I try to understand what other people go through... I try to understand how other people feel and think.
Note: Cells are empty if there are less than 10 respondents.

Table L8.6
Problem Solving Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Problem solving				
Average Reporting "Pretty much true" or "Very much true"	68	–	–	–
I know where to go for help with a problem.				
Not at all true	13	–	–	–
A little true	17	–	–	–
Pretty much true	21	–	–	–
Very much true	49	–	–	–
I try to work out problems by talking or writing about them.				
Not at all true	19	–	–	–
A little true	16	–	–	–
Pretty much true	24	–	–	–
Very much true	41	–	–	–
When I need help, I find someone to talk with.				
Not at all true	9	–	–	–
A little true	29	–	–	–
Pretty much true	22	–	–	–
Very much true	41	–	–	–
I trust my ability to solve difficult problems.				
Not at all true	7	–	–	–
A little true	19	–	–	–
Pretty much true	25	–	–	–
Very much true	49	–	–	–

Question HS/MS L.5, 6, 15, 20: How true do you feel these statements are about you personally?... I know where to go for help with a problem... I try to work out problems by talking or writing about them... When I need help, I find someone to talk with... I trust my ability to solve difficult problems.

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

Table L8.7
Self-Awareness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Self-awareness				
Average Reporting "Pretty much true" or "Very much true"	75	–	–	–
There is a purpose to my life.				
Not at all true	9	–	–	–
A little true	12	–	–	–
Pretty much true	24	–	–	–
Very much true	55	–	–	–
I understand my moods and feelings.				
Not at all true	9	–	–	–
A little true	16	–	–	–
Pretty much true	26	–	–	–
Very much true	48	–	–	–
I understand why I do what I do.				
Not at all true	13	–	–	–
A little true	15	–	–	–
Pretty much true	25	–	–	–
Very much true	46	–	–	–

Question HS/MS L.21-23: How true do you feel these statements are about you personally?... 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 L8.8
Goals and Aspirations Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Goals and aspirations				
Average Reporting "Pretty much true" or "Very much true"[D]	80	–	–	–
I have high goals and expectations for myself.				
Not at all true	6	–	–	–
A little true	13	–	–	–
Pretty much true	26	–	–	–
Very much true	56	–	–	–
I am looking forward to a successful career.				
Not at all true	7	–	–	–
A little true	11	–	–	–
Pretty much true	23	–	–	–
Very much true	59	–	–	–
I don't expect very much of myself in the future[Γ]				
Not at all true	53	–	–	–
A little true	21	–	–	–
Pretty much true	10	–	–	–
Very much true	16	–	–	–

Question HS/MS L.1, 4, 8: How true do you feel these statements are about you personally?... I have high goals and expectations for myself... I am looking forward to a successful career... I don't expect very much of myself in the future.

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

[D] *Response option "Not at all true" or "A little true" was reported for the reverse-coded item.*

[Γ] *Survey question was reverse-coded in computing the scale score.*

Table L8.9
Educational Goals Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Educational goals				
Average Reporting "Pretty much true" or "Very much true"	85	–	–	–
I plan to graduate from high school.				
Not at all true	2	–	–	–
A little true	6	–	–	–
Pretty much true	22	–	–	–
Very much true	70	–	–	–
I plan to go to college or some other school after high school.				
Not at all true	4	–	–	–
A little true	17	–	–	–
Pretty much true	22	–	–	–
Very much true	56	–	–	–

Question HS/MS L.2, 3: How true do you feel these statements are about you personally?... I plan to graduate from high school... I plan to go to college or some other school after high school.
Note: Cells are empty if there are less than 10 respondents.

Social Emotional Health Module

1. Module Sample

Table P1.1

Student Sample for Social Emotional Health Module

	Grade 7	Grade 9	Grade 11	NT[A]
Student Sample Size				
Target sample	107	–	–	–
Final number	92	–	–	–
Response Rate	86%	–	–	–

Note: [A]NT includes continuation, community day, and other alternative school types.

2. Summary of Key Indicators

Table P2.1

Key Indicators of Social Emotional Health

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Covitality†	71	–	–	–	
Belief in self†	64	–	–	–	P2.2
Belief in others†	79	–	–	–	P2.2
Emotional competence†	76	–	–	–	P2.2
Engaged living†	64	–	–	–	P2.2
Growth mindset‡	62	–	–	–	P7.1
Goals†	78	–	–	–	P8.1
Collaboration†	75	–	–	–	P9.1
Problem solving†	59	–	–	–	P10.1

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

Table numbers refer to tables with scale categories for domains or sub-domains, or item-level results for the survey questions that comprise each scale.

†*Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.*

‡*Average percent of respondents reporting "A little true" or "Not at all true" across survey questions that comprise the scale.*

Table P2.2

Covitality Domains and Subdomains

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Belief in self	64	–	–	–	
Self-efficacy	74	–	–	–	P3.1
Self-awareness	67	–	–	–	P3.2
Persistence	50	–	–	–	P3.3
Belief in others	79	–	–	–	
School supports	80	–	–	–	P4.1
Family connectedness	74	–	–	–	P4.2
Peer supports	80	–	–	–	P4.3
Emotional competence	76	–	–	–	
Emotional regulation	80	–	–	–	P5.1
Empathy	80	–	–	–	P5.2
Behavioral self-control	68	–	–	–	P5.3
Engaged living	64	–	–	–	
Optimism	51	–	–	–	P6.1
Gratitude	76	–	–	–	P6.2
Zest	66	–	–	–	P6.3

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

Table numbers refer to tables with scale categories for domains or sub-domains, or item-level results for the survey questions that comprise each scale.

Scales are based on the average percentage of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.

3. Belief in Self

Table P3.1
Self-Efficacy Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Self-efficacy				
Average reporting "Pretty much true" or "Very much true"	74	–	–	–
I can work out my problems.				
Not at all true	7	–	–	–
A little true	27	–	–	–
Pretty much true	43	–	–	–
Very much true	23	–	–	–
I can do most things if I try.				
Not at all true	4	–	–	–
A little true	20	–	–	–
Pretty much true	39	–	–	–
Very much true	37	–	–	–
There are many things that I do well.				
Not at all true	3	–	–	–
A little true	18	–	–	–
Pretty much true	40	–	–	–
Very much true	38	–	–	–

Question HS/MS P.1-3: 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 P3.2
Self-Awareness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Self-awareness				
Average reporting "Pretty much true" or "Very much true"	67	–	–	–
There is a purpose to my life.				
Not at all true	9	–	–	–
A little true	20	–	–	–
Pretty much true	21	–	–	–
Very much true	51	–	–	–
I understand my moods and feelings.				
Not at all true	13	–	–	–
A little true	23	–	–	–
Pretty much true	27	–	–	–
Very much true	37	–	–	–
I understand why I do what I do.				
Not at all true	14	–	–	–
A little true	20	–	–	–
Pretty much true	30	–	–	–
Very much true	36	–	–	–

Question HS/MS P.4, 6, 7: 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 P3.3
Persistence Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Persistence				
Average reporting "Pretty much true" or "Very much true"	50	–	–	–
When I do not understand something, I ask the teacher again and again until I understand.				
Not at all true	21	–	–	–
A little true	30	–	–	–
Pretty much true	24	–	–	–
Very much true	25	–	–	–
I try to answer all the questions asked in class.				
Not at all true	21	–	–	–
A little true	29	–	–	–
Pretty much true	25	–	–	–
Very much true	25	–	–	–
When I try to solve a math problem, I will not stop until I find a final solution.				
Not at all true	23	–	–	–
A little true	27	–	–	–
Pretty much true	21	–	–	–
Very much true	29	–	–	–

Question HS/MS P.9-11: Please tell us how true each statement is of you... When I do not understand something, I ask the teacher again and again until I understand... I try to answer all the questions asked in class... When I try to solve a math problem, I will not stop until I find a final solution.
Note: Cells are empty if there are less than 10 respondents.

4. Belief in Others

Table P4.1
School Supports Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School supports				
Average reporting "Pretty much true" or "Very much true"	80	–	–	–
There is a teacher or some other adult from my school...				
who always wants me to do my best.				
Not at all true	3	–	–	–
A little true	11	–	–	–
Pretty much true	33	–	–	–
Very much true	53	–	–	–
who listens to me when I have something to say.				
Not at all true	10	–	–	–
A little true	17	–	–	–
Pretty much true	35	–	–	–
Very much true	38	–	–	–
who believes that I will be a success.				
Not at all true	8	–	–	–
A little true	11	–	–	–
Pretty much true	40	–	–	–
Very much true	42	–	–	–

Question HS/MS A.51, 53, 54: There is a teacher or some other adult from my school... who always wants me to do my best... who listens to me when I have something to say... who believes that I will be a success.
Note: Cells are empty if there are less than 10 respondents.

Table P4.2
Family Connectedness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Family connectedness				
Average reporting "Pretty much true" or "Very much true"	74	–	–	–
My family members really help and support one another.				
Not at all true	4	–	–	–
A little true	15	–	–	–
Pretty much true	30	–	–	–
Very much true	51	–	–	–
There is a feeling of togetherness in my family.				
Not at all true	7	–	–	–
A little true	20	–	–	–
Pretty much true	31	–	–	–
Very much true	42	–	–	–
My family really gets along well with each other.				
Not at all true	7	–	–	–
A little true	24	–	–	–
Pretty much true	27	–	–	–
Very much true	42	–	–	–

Question HS/MS P.38-40: How true do you feel these statements are about your family and friends?... My family members really help and support one another... There is a feeling of togetherness in my family... My family really gets along well with each other.
Note: Cells are empty if there are less than 10 respondents.

Table P4.3

Peer Supports Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Peer supports				
Average reporting "Pretty much true" or "Very much true"	80	–	–	–
I have a friend my age who really cares about me.				
Not at all true	3	–	–	–
A little true	10	–	–	–
Pretty much true	27	–	–	–
Very much true	59	–	–	–
I have a friend my age who talks with me about my problems.				
Not at all true	13	–	–	–
A little true	12	–	–	–
Pretty much true	24	–	–	–
Very much true	51	–	–	–
I have a friend my age who helps me when I'm having a hard time.				
Not at all true	7	–	–	–
A little true	14	–	–	–
Pretty much true	24	–	–	–
Very much true	54	–	–	–

Question HS/MS P.41-43: How true do you feel these statements are about your family and 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.

5. Emotional Competence

Table P5.1
Emotional Regulation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Emotional Regulation				
Average reporting "Pretty much true" or "Very much true"	80	–	–	–
I accept responsibility for my actions.				
Not at all true	2	–	–	–
A little true	16	–	–	–
Pretty much true	34	–	–	–
Very much true	48	–	–	–
When I make a mistake I admit it.				
Not at all true	3	–	–	–
A little true	19	–	–	–
Pretty much true	39	–	–	–
Very much true	39	–	–	–
I can deal with being told no.				
Not at all true	4	–	–	–
A little true	14	–	–	–
Pretty much true	30	–	–	–
Very much true	51	–	–	–

Question HS/MS P.12, 14, 15: Please tell us how true each statement is of you... I accept responsibility for my actions... When I make a mistake I admit it... I can deal with being told no.
Note: Cells are empty if there are less than 10 respondents.

Table P5.2
Empathy Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Empathy				
Average reporting "Pretty much true" or "Very much true"	80	–	–	–
I feel bad when someone gets their feelings hurt.				
Not at all true	5	–	–	–
A little true	12	–	–	–
Pretty much true	29	–	–	–
Very much true	53	–	–	–
I try to understand what other people go through.				
Not at all true	4	–	–	–
A little true	19	–	–	–
Pretty much true	30	–	–	–
Very much true	47	–	–	–
I try to understand how other people feel and think.				
Not at all true	5	–	–	–
A little true	13	–	–	–
Pretty much true	33	–	–	–
Very much true	48	–	–	–

Question HS/MS P.16, 18, 20: Please tell us how true each statement is of you... I feel bad when someone gets their feelings hurt... I try to understand what other people go through... I try to understand how other people feel and think.
Note: Cells are empty if there are less than 10 respondents.

Table P5.3
Behavioral Self-Control Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Behavioral self-control				
Average reporting "Pretty much true" or "Very much true"	68	–	–	–
I can wait for what I want.				
Not at all true	1	–	–	–
A little true	19	–	–	–
Pretty much true	37	–	–	–
Very much true	43	–	–	–
I don't bother others when they are busy.				
Not at all true	7	–	–	–
A little true	26	–	–	–
Pretty much true	39	–	–	–
Very much true	29	–	–	–
I think before I act.				
Not at all true	13	–	–	–
A little true	31	–	–	–
Pretty much true	27	–	–	–
Very much true	28	–	–	–

Question HS/MS P.21, 23, 24: Please tell us how true each statement is of you... I can wait for what I want... I don't bother others when they are busy... I think before I act.
Note: Cells are empty if there are less than 10 respondents.

6. Engaged Living

Table P6.1
Optimism Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Optimism				
Average reporting "Pretty much true" or "Very much true"	51	–	–	–
Each day I look forward to having a lot of fun.				
Not at all true	16	–	–	–
A little true	32	–	–	–
Pretty much true	29	–	–	–
Very much true	23	–	–	–
I usually expect to have a good day.				
Not at all true	24	–	–	–
A little true	25	–	–	–
Pretty much true	29	–	–	–
Very much true	22	–	–	–
Overall, I expect more good things to happen to me than bad things.				
Not at all true	28	–	–	–
A little true	23	–	–	–
Pretty much true	26	–	–	–
Very much true	23	–	–	–

Question HS A.160-162/MS A.153-155: 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 P6.2
Gratitude Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Gratitude				
Average reporting "Pretty much true" or "Very much true"	76	–	–	–
On most days I feel grateful.				
Not at all true	7	–	–	–
A little true	15	–	–	–
Pretty much true	36	–	–	–
Very much true	42	–	–	–
On most days I feel thankful.				
Not at all true	8	–	–	–
A little true	15	–	–	–
Pretty much true	35	–	–	–
Very much true	42	–	–	–
On most days I feel appreciative.				
Not at all true	8	–	–	–
A little true	20	–	–	–
Pretty much true	34	–	–	–
Very much true	38	–	–	–

Question HS/MS P.32-34: 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 P6.3
Zest Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Zest				
Average reporting "Pretty much true" or "Very much true"	66	–	–	–
On most days I feel energetic.				
Not at all true	12	–	–	–
A little true	22	–	–	–
Pretty much true	27	–	–	–
Very much true	38	–	–	–
On most days I feel active.				
Not at all true	9	–	–	–
A little true	20	–	–	–
Pretty much true	32	–	–	–
Very much true	40	–	–	–
On most days I feel enthusiastic.				
Not at all true	11	–	–	–
A little true	27	–	–	–
Pretty much true	23	–	–	–
Very much true	38	–	–	–

Question HS/MS P.35-37: Please tell us how true each statement is of you... On most days I feel ENERGETIC... On most days I feel ACTIVE... On most days I feel ENTHUSIASTIC.
Note: Cells are empty if there are less than 10 respondents.

7. Growth Mindset

Table P7.1
Growth Mindset Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Growth mindset[Γ]				
Average reporting "A little true" or "Not at all true"	62	–	–	–
My intelligence is something I cannot change very much.				
Not at all true	23	–	–	–
A little true	29	–	–	–
Pretty much true	24	–	–	–
Very much true	24	–	–	–
Challenging myself will not make me any smarter.				
Not at all true	42	–	–	–
A little true	30	–	–	–
Pretty much true	14	–	–	–
Very much true	13	–	–	–
There are some things I am not capable of learning.				
Not at all true	25	–	–	–
A little true	36	–	–	–
Pretty much true	19	–	–	–
Very much true	20	–	–	–
If I am not naturally smart in a subject, I will never do well in it.				
Not at all true	40	–	–	–
A little true	23	–	–	–
Pretty much true	23	–	–	–
Very much true	14	–	–	–

Question HS/MS P.5, 22, 27, 31: Please tell us how true each statement is of you... My intelligence is something I cannot change very much... Challenging myself will not make me any smarter... There are some things I am not capable of learning... If I am not naturally smart in a subject, I will never do well in it.
Notes: Cells are empty if there are less than 10 respondents.
[Γ] *All survey questions that comprise the scale were reverse-coded in computing the scale score.*

8. Goals

Table P8.1
Goals Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Goals				
Average reporting "Pretty much true" or "Very much true"	78	–	–	–
I am looking forward to a successful career.				
Not at all true	5	–	–	–
A little true	13	–	–	–
Pretty much true	27	–	–	–
Very much true	54	–	–	–
I have high goals and expectations for myself.				
Not at all true	6	–	–	–
A little true	13	–	–	–
Pretty much true	29	–	–	–
Very much true	52	–	–	–
I don't expect very much of myself in the future.[Γ]				
Not at all true	53	–	–	–
A little true	19	–	–	–
Pretty much true	13	–	–	–
Very much true	15	–	–	–

Question HS/MS P.13, 19, 29: Please tell us how true each statement is of you... I am looking forward to a successful career... I have high goals and expectations for myself... I don't expect very much of myself in the future.
Notes: Cells are empty if there are less than 10 respondents.
[Γ] *Survey question was reverse-coded in computing the scale score.*

9. Collaboration

Table P9.1
Collaboration Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Collaboration				
Average reporting "Pretty much true" or "Very much true"	75	–	–	–
I enjoy working together with other students on class activities.				
Not at all true	8	–	–	–
A little true	23	–	–	–
Pretty much true	25	–	–	–
Very much true	44	–	–	–
When I work in school groups, I do my fair share.				
Not at all true	3	–	–	–
A little true	14	–	–	–
Pretty much true	26	–	–	–
Very much true	57	–	–	–
I like to listen to other students' ideas in class.				
Not at all true	8	–	–	–
A little true	19	–	–	–
Pretty much true	36	–	–	–
Very much true	37	–	–	–

Question HS/MS P.8, 25, 28: Please tell us how true each statement is of you... I enjoy working together with other students on class activities... When I work in school groups, I do my fair share... I like to listen to other students' ideas in class.
Note: Cells are empty if there are less than 10 respondents.

10. Problem Solving

Table P10.1
Problem Solving Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Problem solving				
Average reporting "Pretty much true" or "Very much true"	59	–	–	–
When I need help I find someone to talk with.				
Not at all true	21	–	–	–
A little true	23	–	–	–
Pretty much true	27	–	–	–
Very much true	29	–	–	–
I try to work out my problems by talking or writing about them.				
Not at all true	25	–	–	–
A little true	22	–	–	–
Pretty much true	33	–	–	–
Very much true	20	–	–	–
I trust my ability to solve difficult problems.				
Not at all true	8	–	–	–
A little true	23	–	–	–
Pretty much true	37	–	–	–
Very much true	32	–	–	–

Question HS/MS P.17, 26, 30: 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.

Appendix I

2025–26 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
Bend Elementary	92			
Evergreen Community Day School (5-8)				
Evergreen Institute of Excellence				
Evergreen Middle	86			

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2025–26 public school and 2024–25 enrollment data files. Directly funded charter schools have been excluded from the list.

Appendix II

CHKS Content Overview, 2025–26

This brief guide to key CHKS Core Module indicators is designed to help survey users more easily understand and interpret their findings.[1] References are provided to the tables in CHKS reports where results for the indicators discussed can be found. References are also made to other relevant CHKS reports, factsheets, and resources that can be downloaded from the CalSCHLS website (calschls.org) for further information. What Works Briefs that provide guidance on best practices related to areas assessed by the survey are available from the California Safe and Supportive Schools website (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). For a summary of state-level LCAP-related baseline CHKS data, see Factsheet #15.[2]

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

The main purpose of the CHKS Core Module is to assess indicators of school climate, pupil engagement, and student supports, all three key priorities required of the LCAP. It provides 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. Forty-nine items assessing 14 school climate domains are included in a *School Climate Report Card (SCRC)*.[3] All districts receive a district-level SCRC and can request school-level SCRCs. The items used in the SCRC 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 learning and academic performance. Data for high school students show that as school climate improves—as the schools became safer, more supportive, and more engaging—academic performance increased as well.[4]

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 more positive the school climate, the greater the probability there was for beating the odds. School climate was more strongly associated with beating the odds than a school's level of personnel resources.[5]

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

[1] To see how local results compare with state averages in California, download a copy of the latest Biennial State CHKS report (calschls.org/reports-data/#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).

[2] Austin. (2016). Download calschls.org/docs/factsheet-15.pdf

[3] See calschls.org/reports-data/#scrc

[4] O'Malley & Hanson. (2012). Download data.calschls.org/resources/S3factsheet3_API_20120716.pdf

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

expectations at school.[6] 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 20 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 11th graders in traditional comprehensive high schools.[7] 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.[8]

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 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 all the LCAP priority groups such as race/ethnicity, gender, parental education, English learner and long-term English learner status, disability status, foster youth, and unhoused youth. For selected key indicators, the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard) can be used to display group differences across these same groups as well as additional groups (e.g., chronic sadness, caring relationships). Districts/schools can also subscribe to the District CalSCHLS password-protected data dashboard to disaggregate their CHKS results by these groups for each school (email calschls@wested.org).

Racial-Ethnic Group Identification

Respondents self-report their identification with six racial/ethnic groups. In one study of CHKS data, both academic performance and school well-being—the degree to which students feel safe at, supported by,

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

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

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

and connected to the school—varied consistently and persistently across schools by racial/ethnic groupings.[9] They were highest in schools with large proportions of white and Asian students, as well as in middle- and high-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 racial/ethnic group differences in achievement. 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*.[10] White students feel more safe, engaged, and supported than their African American, Hispanic, and Asian peers *within the same school*.[11] Inequities in these factors can possibly contribute to the achievement differences. Further, these findings suggest that practices designed to ensure equitable access to academic resources, opportunities, learning supports, and promotion of common experiences may be effective in ameliorating the gap.

Youth in Foster Care

Compared to youth who live with their parents, youth in foster care settings report much higher rates of substance abuse, poor school attendance and grades, more violence-related behaviors, more harassment, and higher depression risk.[12] [13] They were also more likely to be low in caring adult relationships and total developmental support.

Unhoused Youth

Homeless youth are substantially more likely than other youth to engage in substance use, have lower attendance at school and struggle with academic performance, feel less safe at school and experience greater levels of harassment and bullying, and exhibit higher levels of chronic sadness.[14] Like youth in foster care, unhoused youth were also more likely to be low in caring adult relationships at school.

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.[15] [16] For example, analysis of the Biennial State CHKS data indicate that LGBTQ youth[17] 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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[9] Austin, Hanson, Bono, & Zheng. (2008). Download data.calschls.org/resources/factsheet_8.pdf

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

[11] See calschls.org/my-surveys/

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

[13] See calschls.org/my-surveys/

[14] See calschls.org/my-surveys/

[15] 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/

[16] 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. https://doi.org/10.1146/annurev-clinpsy-021815-093153

[17] See calschls.org/my-surveys/

- 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, ENGAGEMENT, AND SUPPORTS (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.[18] 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, school boredom, and self-reported grades provide insight into cognitive engagement; the School Connectedness scale and school value item into emotional engagement; and attendance data into behavioral engagement. Another behavioral engagement indicator on the survey is 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 three protective factors in their school (caring relationships, high expectations, and opportunities for meaningful participation). These protective factors 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 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.

Academic Motivation

A four-item scale gauges student academic motivation by asking how strongly they agree that they try hard to do well on schoolwork, try hard because they are interested in the work, work hard to understand new things at school, and always try to do better. On the 2019–21 State CHKS, the percentage of students agreeing with the questions on this scale ranged from 64 percent in 11th grade to 71 percent in 7th.[19]

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

[18] 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. https://doi.org/10.1016/j.learninstruc.2013.04.002

[19] Download data.calschls.org/resources/Biennial_State_1921.pdf

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 Student Learning Environment and Learning Engagement Climate scales and a series of questions about supports for learning and academic rigor.

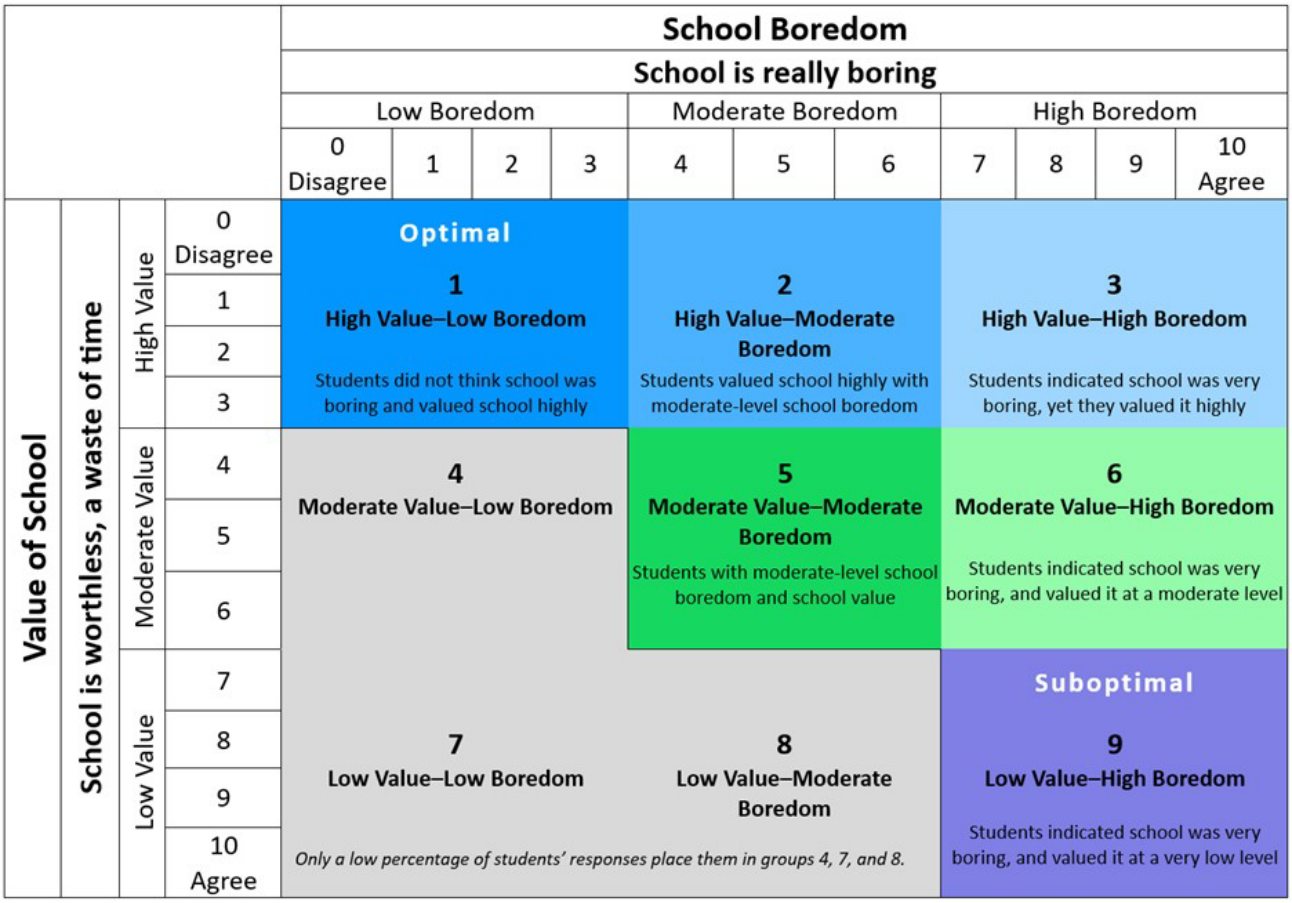
School Boredom – School Value

Boredom is commonly experienced among secondary students, but its meaning and effects vary from student to student. Student boredom can be associated with specific subjects and academic tasks or it can be a pervasive response to school activities. Frequent boredom is associated with poor academic and mental health outcomes. Two CHKS questions ask about students' school boredom (school is really boring) and how much they value their schooling experience (school is worthless and a waste of time). Combined, these two survey questions are used to identify School Boredom Mindset Profiles.[20,21,22]

[20] Furlong, M. J., Smith, D. C., Springer, T., & Dowdy, E. (2021). Bored with school! Bored with life? Well-being characteristics associated with a school boredom mindset. *Journal of Positive School Psychology, 5*(1), 42–64. https://www.covitalityucsb.info/ewExternalFiles/10.%20Furlong%20et%20al%20Boredom-JPSP..pdf

[21] Branstetter, R. (2021). What do kids mean when they say they're bored at school? Greater Good Magazine. https://greatergood.berkeley.edu/article/item/what_do_kids_mean_when_they_say_theyre_bored_at_school

[22] See D. Michael Furlong's RISE 360 School Boredom Resource to learn more about school boredom and how these two items are combined to identify School Boredom Mindset Profiles https://rise.articulate.com/share/evs7SLqtz3xvWkgVnQjW6YNu1vFyRm6_#/



Students with high school boredom and low school-value, a suboptimal profile, report substantially poorer well-being than students with low boredom combined with elevated school-value, an optimal profile. Moreover, students with high school boredom and high school-value may be experiencing episodic or task-specific boredom, which requires different types of support than students who exhibit the suboptimal pattern. The percentage of students falling in each of these profile groups is presented in the CHKS report so that school personnel can monitor the boredom experiences of students to best address their academic and social-emotional needs.

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 3 or more days during the past 30 days) and what were the reasons for absences.

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.[23]

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.[24]

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 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.[25] [26] [27] [28] [29] [30]

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.[31] It also shows that youth who feel safe at school, experience caring adults, and have opportunities for engagement and other developmental supports are more likely to feel connected to the school. The CHKS five-item School Connectedness scale is an important differentiator between low-performing and high-performing high schools and has value as an indicator of school quality. The online Query CalSCHLS system (calschls.org/reports-data/query-calschls/) enables examination of how key survey indicators vary by school connectedness.

School connectedness 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 7th grade to 53 percent in 11th, a decline similar to that found for the Academic Motivation scale.[32] 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.[33] [34]

Parent Involvement

Parent involvement, including promoting parental participation in school programs, is one of the LCAP

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[23] 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/

[24] Austin, Hanson, Bala, & Zheng. (2023). Download data.calschls.org/resources/18th_Biennial_State_1921.pdf

[25] Hanson & Austin. (2002). Download data.calschls.org/resources/factsheet.pdf

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

[27] Hanson. (2011). Download data.calschls.org/resources/S3factsheet1_caring_20120223.pdf

[28] Hanson. (2012). Download data.calschls.org/resources/S3factsheet2_participation_20120224.pdf

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

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

[31] 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.

[32] Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf. School Connectedness was not assessed on the 2019-21 State CHKS because the majority of students did not attend school in-person in 2020-21 due to the COVID-19 pandemic.

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

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

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.[35]

Facilities and Physical Environment

As an indicator of student perceptions of the school's physical environment, the CHKS includes a question asking students how much they agree the school "is usually clean and tidy." Additional questions are included in the supplementary School Climate Module. An analysis of 2018/20 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.[36] Between 20 percent and 25 percent of students disagree or strongly disagree on the quality of the physical environment items. Almost one-third of schools serving 11th graders were categorized as having low quality physical environments based on student reports on the clean and tidy item. Student perceptions of the quality of their school's physical environment were strongly related to student achievement.

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 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.[37] 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.[38] 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.[39] [40] [41]

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 A6.3).

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

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[35] Wilder, S. (2014). Effects of parental involvement on academic achievement. A meta-synthesis. *Educational Review,* 66:3, 377-397.

[36] Hanson & Zheng. (2021). Download calschls.org/docs/facilities_030221.pdf

[37] The CHKS also includes two violence-related questions that are not school based: the frequency students experienced cyberbullying and whether they are gang members.

[38] Juvonen, J., & Graham, S. (2001). *Peer harassment in school: The plight of the vulnerable and victimized*. New York: Guilford Press.

[39] Barton, P. E. (2001). *Facing the hard facts in education reform*. Princeton, NJ: Educational Testing Service.

[40] O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief5_ViolencePerpetration_final.pdf

[41] O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief6_ViolenceVictimization_final.pdf

sessions such as focus groups or Student Listening Circles and integrating questions on why students do not feel safe.[42]

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.

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 2017–19 State CHKS, with the percentages declining between 7th and 11th grades.[43] 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.[44] [45] 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.[46] 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.[47] About 14 percent of 7th and 9th graders report seeing someone carrying a weapon compared to 11 percent of 11th 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.

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[42] O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief3_Safety_final.pdf

[43] Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf. Harassment at school was not assessed on the 2019-21 State CHKS due to the COVID-19 pandemic.

[44] Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf

[45] Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf

[46] Students who participated in school exclusively via remote learning were not asked these questions in 2020-21.

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

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.

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.[48]

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.[49] Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.[50] [51]

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.[52] [53]

SOCIAL AND EMOTIONAL HEALTH (Section 7)

Student mental health can have a big impact on their health and well-being. The CHKS Core provides four measures for assessing mental health among students: (1) whether they experience chronic, incapacitating sadness or hopelessness; (2) whether they ever contemplated suicide; (3) social and emotional distress; and (4) life satisfaction. 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.[54] 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.[55]

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

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[48] Statewide CSSS. (2018). Download calschls.org/docs/statewide_1517_csss.pdf

[49] 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.

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

[51] O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief8_AOD_final.pdf

[52] Hanson & Zheng. (2006). Download data.calschls.org/resources/factsheet2update.pdf

[53] Austin, McCarthy, Slade, & Bailey. (2007). Download data.calschls.org/resources/FACTSHEET-5.pdf

[54] Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-11.pdf

[55] Austin, Cragle, Delong-Cotty. (2012). Download data.calschls.org/resources/FACTSHEET-12.pdf

not harassed. Students who report any harassment are about twice as likely to experience chronic sadness/hopelessness than their non-harassed peers.[56] [57]

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 social-emotional competencies.

[56] Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf
[57] Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf

Contents	Provides a resource to assist Local Educational Agencies (LEAs) with the required **needs assessment** per Education Code (EC) 32526.
	Provides a resource to assist LEAs with the identification of **evidence-based practices** to support students in greatest need of learning recovery services.
	Provides additional resources to support a comprehensive system analysis at the LEA- or school-level along with information defining evidence-based practices.
	Provides Education Code related to the **Learning Recovery Emergency Fund** and implications for **Local Control and Accountability Plan** (LCAP) development.

Instructions	An LEA receiving Learning Recovery Emergency Block Grant (LREBG) apportionments shall develop a needs assessment regarding the use and expenditure of funds received for the 2025-26, 2026-27, and 2027-28 school years.
	1. Make a copy of this workbook so it is editable (update sharing permissions as appropriate) or download a copy as an Excel workbook.
	2. Use the step-by-step guides on the Data-Collection tabs to collect required metrics identified in EC 32526.
	3. Use the Needs Assessment tabs to analyze metrics and determine possible needs based on required metrics.
	4. Use additional needs assessment resources included on the Additional Resources tab to further investigate needs and determine additional areas in which to invest LREBG funds.
	5. After completing the needs assessment, refer to the "Evidence-Based Resources" tab to identify evidence-based resources to address areas of need.
	6. Include evidence-based actions in the 2025-2026, 2026-2027, and 2027-2028 LCAP to address areas of need using any remaining LREBG funds.
	NOTE: This process should be completed as part of the LCAP development process including engagement with educational partners for the 2025-2026, 2026-2027, and 2027-2028 LCAPs.

Acknowledgements	**CA Geographic Lead Agencies**	**In partnership with their Geographic Areas**
	Shasta County Office of Education	Far North Partnership
	Sonoma County Office of Education	North Bay / North Coast Collaborative
	Placer and Sacramento County Offices of Education	Capital Central Foothill Area Consortium (CCFAC)
	Santa Clara County Office of Education	Bay Area Geographic Leads Consortium
	Tulare County Office of Education	Mid-State Collaborative
	Kern County Office of Education	Valley to Coast Collaborative (VALCO)
	Riverside and San Diego County Offices of Education	Southern California System of Support (SoCal SOS)

Data Collection for Academic Performance in English Language Arts and Mathematics

Needs assessment must include an assessment of academic performance in English language arts and mathematics, including, at least:

Part 1(A) Schoolsites across the LEA identified in the "Very Low" or "Low" status levels on the California School Dashboard in ELA and Mathematics per EC32526(d)(2)(B)(i)(I)

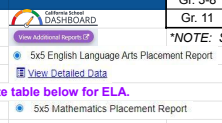
Across **schoolsites** in the LEA (n/a for single school districts and charter schools)

OPTION 1 (Tableau)

Step 1 Open CA School Dashboard in Tableau. *Updated with 2024 Dashboard data in December 2024.*
Step 2 Select tab labeled "District Schools" and search for District name in drop-down menu.
Step 3 Under "Indicator" select "English Language Arts."
Step 4 Under the filter for "Status Level," select "Low" and "Very Low." List all "low" and "very low" schools in table below.
Step 5 Repeat steps 3 and 4 selecting "Mathematics" under the "Indicator."

OPTION 2 (CA School Dashboard)

Step 1 Open CA School Dashboard and search for LEA (district or charter school).
Step 2 Click "View Additional Reports" button at the top right.
Step 3 Click radio button for 5x5 English Language Arts Placement Report and click "Submit."
Step 4 Click "View Detailed Data" (top right of screen above 5x5 chart)
Step 5 All schools in the LEA-level will be listed with "Status Level" in the third column. **Complete table below for ELA.**
Step 6 Repeat steps 3-5 using the "Mathematics" report. **Complete table below for math.**



CA School Dashboard Cut-Scores for Low and Very Low				
English Language Arts				
Gr. 3-8	Low	-5.1 to -70.0	Very Low	-70.1 points or fewer
Gr. 11	Low	-0.1 to -45.0	Very Low	-45.1 points or fewer
Mathematics				
Gr. 3-8	Low	-25.1 to -95.0	Very Low	-95.1 points or fewer
Gr. 11	Low	-60.1 to -115.0	Very Low	-70.1 points or fewer

NOTE: Status scores are based on Distance From Standard (see more details here.)

English Language Arts and Mathematics Status Across School Sites

Prompt	School Name	Status Level	Change Level	Additional Details about this school
Which schools have a status level of **Low** or **Very Low** in **English Language Arts**. For each school, also note the "change" details in "Change Level" column **Add rows as necessary*	No Schools were Low or Very Low			
Which schools have a status level of **Low** or **Very Low** in **Mathematics**. For each school, also note the "change" details in "Change Level" column **Add rows as necessary*	No Schools were Low or Very Low			

Part 1(B) At the LEA level, pupil groups identified in the "Very Low" or "Low" status levels on the California School Dashboard in ELA and Mathematics per EC32526(d)(2)(B)(i)(I)

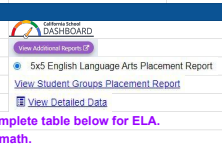
At the LEA level based on the performance of **pupil groups** identified in the "Very Low" or "Low" status levels.

OPTION 1 (Tableau)

Step 1 Open CA School Dashboard in Tableau. *Will be updated with 2024 Dashboard data in December 2024.*
Step 2 Select tab labeled "Entity Student Groups" and search for District name in "Entity" drop-down menu.
Step 3 Under "Indicator" select "English Language Arts."
Step 4 Under the filter for "Status Level," select "Low" and "Very Low." List all "low" and "very low" student groups in table below.
Step 5 Repeat steps 3 and 4 selecting "Mathematics" under the "Indicator."

OPTION 2 (CA School Dashboard)

Step 1 Open CA School Dashboard and search for LEA (district or charter school).
Step 2 Click "View Additional Reports" button at the top right.
Step 3 Click radio button for 5x5 English Language Arts Placement Report and click "Submit."
Step 4 Click "View Student Groups Placement Report" at the top right.
Step 5 Click "View Detailed Data" just below "View... Placement Report"
Step 6 All student groups in the LEA will be listed with the "Status Level" in the third column. **Complete table below for ELA.**
Step 7 Repeat steps 3-5 using the "Mathematics" placement report. **Complete table below for math.**



English Language Arts and Mathematics Status Across School Sites

Prompt	Student Group name	Status Level	Change Level	Additional Details about this student group
Which student groups have a status level of **Low** or **Very Low** in **English Language Arts**. For each school, also note the "change" details in "Change Level" column **Add rows as necessary*	Students with Disabilities	Low	Increased	
	English Learners	Low	Increased	
Which student groups have a status level of **Low** or **Very Low** in **Mathematics**. For each school, also note the "change" details in "Change Level" column **Add rows as necessary*	Students with Disabilities	Low	Increased	
	Homeless	Low	Increased	

Part 2 All pupils within the LEA whose scale score places them in the lowest achievement level or on the low end of the second lowest achievement level per EC32526(d)(2)(B)(i)(II)

OPTION 1 (CERS)

Step 1 Log in to CERS (must have Coordinator or Educator role in TOMS)
Step 2 Choose "District/School Exports" (Top center blue button)
Step 3 Choose "Select All" for LEA results, or individual schools as desired. Ensure the appropriate year is selected.
Step 4 Choose "Create Report" (note: may take several minutes for report to generate)
Step 5 After the report is generated, click on the "District and School Export File" and choose "Download Report Data."
Step 6 Open the file in Excel and apply Filters to the header row.
Step 7 Filter Column "O" (Subject) to "ELA" or "Math" as desired.
Step 8 Filter Column "L" (AssessmentType) to "Summative."
Step 9 Use appropriate filtering/sorting to analyze results. Grade levels are found in either Column "N" or "P." Performance Levels are found in Column "S." Scaled Scores are found in Column "T."
Step 10 Note that additional demographic data are available in the file. See columns "AT" through "BK" for sex, 504/SWD, language acquisition status, and race/ethnicity.

English Language Arts/Literacy Scale Score Ranges (2020–21 and Forward)

Grade	Min Scale Score	Max Scale Score	Achievement Level Scale Score Range for Standard Not Met	Achievement Level Scale Score Range for Standard Nearly Met	Achievement Level Scale Score Range for Standard Met	Achievement Level Scale Score Range for Standard Exceeded
3	2115	2650	2115–2366	2367–2431	2432–2489	2490–2650
4	2140	2690	2140–2415	2416–2472	2473–2532	2533–2690
5	2200	2730	2200–2441	2442–2501	2502–2581	2582–2730
6	2230	2770	2230–2456	2457–2530	2531–2617	2618–2770
7	2260	2810	2260–2478	2479–2551	2552–2648	2649–2810
8	2290	2850	2290–2486	2487–2566	2567–2667	2668–2850
11	2300	2900	2300–2492	2493–2582	2583–2681	2682–2900

OPTION 2
(TOMS) - 2023-24 score file layout

Step 1	Log in to TOMS (must have CAASPP LEA Coordinator role in TOMS)
Step 2	Under Reports, choose "CAASPP Student Score Data File"
Step 3	Verify Organization and School Year are correct.
Step 4	To receive results only for students who tested in your LEA choose "By Tested LEA." To receive results for students currently enrolled in your LEA (regardless of where they tested) choose "By Enrolled LEA."
Step 5	Select the dates for score availability. To receive all results, choose a start date at the beginning of your prior test window, and choose today's date for the end date.
Step 6	Choose Request New Report. It will likely take several minutes to download the report. An email will be sent when the report is ready to download.
Step 7	Once downloaded, the .zip file will contain a CSV file and DAT file. Use the CSV file to open in Excel.
Step 8	In Excel, apply filters to the header row.
Step 9	Filter Column "A" for test type. 01 is SBAC ELA, 02 SBAC Math.
Step 10	Student information, including grade levels, are found in columns B through K
Step 11	Use appropriate filtering/sorting to analyze results. Performance Levels are found in Column "EZ." Scaled Scores are found in Column "EV."
Step 12	Note that additional demographic data is available in the file. Column "S" - 504 status; Column "W" - SWD; Column "AD" language acquisition; Column "AH" - Foster; Column "AJ" - Homeless, Column "AK" for socioeconomic disadvantaged. Column "AU" is reported race/ethnicity.
Tip	It could be helpful to "hide" columns not used in your analysis. Avoid deleting columns - this will cause referenced column letters to change.

Mathematics Scale Score Ranges (2020–21 and Forward)

Grade	Min Scale Score	Max Scale Score	Achievement Level Scale Score Range for Standard Not Met	Achievement Level Scale Score Range for Standard Nearly Met	Achievement Level Scale Score Range for Standard Met	Achievement Level Scale Score Range for Standard Exceeded
3	2190	2660	2190–2380	2381–2435	2436–2500	2501–2660
4	2205	2700	2205–2410	2411–2484	2485–2548	2549–2700
5	2220	2740	2220–2454	2455–2527	2528–2578	2579–2740
6	2235	2780	2235–2472	2473–2551	2552–2609	2610–2780
7	2250	2820	2250–2483	2484–2566	2567–2634	2635–2820
8	2265	2860	2265–2503	2504–2585	2586–2652	2653–2860
11	2280	2900	2280–2542	2543–2627	2628–2717	2718–2900

Data-Collection for Chronic Absenteeism

Needs assessment must include an assessment of Chronic Absenteeism, including, at least:

Part 1(A) Schools identified in the "Very High" or "High" status levels on the California School Dashboard or, for high schools, at comparatively low levels of performance based on reports on the CDE's website per EC32526(d)(2)(B)(ii)(I)

Across **schoolsites** in the LEA (n/a for single school districts and charter schools)

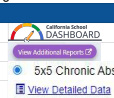
OPTION 1 (Tableau)

Step 1 Open CA School Dashboard in Tableau. **Updated with 2024 Dashboard data in December 2024.*
Step 2 Select tab labeled "District Schools" and search for District name in drop-down menu.
Step 3 Under "Indicator" select "Chronic Absenteeism"
Step 4 Under the filter for "Status Level," select "High" and "Very High" List all "high" and "very high" schools in table below.

CA School Dashboard Cut-Scores for Chronic Absenteeism	
Very Low	2.5% or less in current year
Low	2.6% to 5.0% in current year
Medium	5.1% to 10.0% in current year
High	10.1% to 20.0% in current year
Very High	20.1% or greater in current year

OPTION 2 (CA School Dashboard)

Step 1 Open CA School Dashboard and search for LEA (district or charter school).
Step 2 Click "View Additional Reports" button at the top right.
Step 3 Click radio button for 5x5 Chronic Absenteeism Placement Report and click "Submit."
Step 4 Click "View Detailed Data" (top right of screen above 5x5 chart)
Step 5 All schools in the LEA-level will be listed with "Status Level" in the third column. **Complete table below.**



Chronic Absenteeism K-8 Schools in the District

Prompt	School Name	Status Level	Change Level	Additional Details about this school
Which Elementary, Middle, Intermediate, or K-8 schools have a status level of **High** or **Very High** in Chronic Absenteeism. For each school, also note the "change" details in "Change Level" column **Add rows as necessary*	Evergreen Elementary	High	Declined significantly	
	Evergreen Middle	High	Declined significantly	
	Bend Elementary	High	Declined	

High Schools in DataQuest

Step 1 Open DataQuest on the CA Department of Education website
Step 2 Select "District" under "Level" and select "Absenteeism Data" under "Subject"
Step 3 Select most recent data year and type district name.
Step 4 Select district name and "Chronic Absenteesm Rate (with School Data)"
Step 5 All schools in the LEA-level will be listed. Identify high schools with comparatively high Chronic Absenteeism rates as Elementary and Middle Schools. **Complete table below.**



Chronic Absenteeism - High Schools

Prompt	School Name	Rate	Additional Details about this school
Which High Schools have a comparatively high Chronic Absenteeism rates? **Add rows as necessary*	SAMPLE SCHOOL		Alternative school, T1 SWP, other

Part 1(B) At the LEA-level, pupil groups identified in the "Very High" or "High" status levels on the California School Dashboard or, for high schools, at comparatively low levels of performance based on reports on CDE's website EC32526(d)(2)(B)(ii)(I)

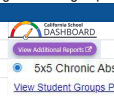
Across **pupil groups** identified in the "Very High" or "High" status levels.

OPTION 1 (Tableau)

Step 1 Open CA School Dashboard in Tableau. **Will be updated with 2024 Dashboard data in December 2024.*
Step 2 Select tab labeled "Entity Student Groups" and search for District name in drop-down menu.
Step 3 Under "Indicator" select "Chronic Absenteeism"
Step 4 Under the filter for "Status Level," select "High" and "Very High" List all "high" and "very high" student groups in table below.

OPTION 2 (CA School Dashboard)

Step 1 Open CA School Dashboard and search for LEA (district or charter school).
Step 2 Click "View Additional Reports" button at the top right.
Step 3 Click radio button for 5x5 Chronic Absenteeism Placement Report and click "Submit."
Step 4 Click "View Student Groups Placement Report" at the top right.
Step 5 Click "View Detailed Data" just below "View... Placement Report"
Step 6 All student groups in the LEA will be listed with the "Status Level" in the third column. **Complete table below.**

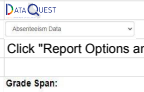


Chronic Absenteeism K-8 Schools in the District

Prompt	Student Group	Status Level	Change Level	Additional Details
Which student groups have a status level of **High** or **Very High** in Chronic Absenteeism. For each student group, also note the "change" details in "Change Level" column **Add rows as necessary*	All Students	High	Declined significantly	
	Hispanic	High	Declined significantly	
	White	High	Declined significantly	
	Multiple Races	Very High	Declined	
	Socially Economically DisAd	High	Declined significantly	
	Students with Disabilities	Very High	Declined significantly	
	English Learner	High	Declined	
	Foster Youth	High	Declined	
	Homeless	Very High	Declined	

High Schools in DataQuest

Step 1 Open DataQuest on the CA Department of Education website
Step 2 Select "District" under "Level" and select "Absenteeism Data" under "Subject"
Step 3 Select most recent data year and type district name.
Step 4 Select district name and "Chronic Absenteesm Rate"
Step 5 Return to "Report Options and Rilters" Under Report Filters, select Grade Span 9-12.
Step 6 All racial/ethnic groups will be listed. Identify pupil groups with comparatively high Chronic Absenteeism rates . **Complete table below.**



At the LEA level base

Hi

Step 7 Click "Report Options and Filters" Under Data Type, select "Student Group." View Row Data As: (•) Race / Ethnicity ( ) Student Group ( ) Academic Year (Multi-Year)

Step 8 All programmatic student groups will be listed. Identify pupil groups with comparatively high Chronic Absenteeism rates . **Complete table below.**

Chronic Absenteeism for student groups at High Schools in the District			
Prompt	Student Group	Rate	Additional Details
Which student groups at high schools have a comparatively high Chronic Absenteeism rates? *Add rows as necessary	SAMPLE GROUP		

Part 2	All pupils reported as chronically absent. Local educational agencies are encouraged to conduct further analysis focused on pupils who have high rates of unexcused absences per EC32526(d)(2)(B)(ii)(II).
Step 1	Log into CALPADS (If you do not have access, work with your CALPADS Coordinator).
Step 2	Navigate to Reports > Snapshot Reports
Step 3	Choose “14.2 Student Absences – Student List” under EOY3
Step 4	Select the desired academic year
Step 5	Click “View Report” and allow the report to generate
Step 6	Once the report has generated, click the Save icon (image of a floppy disk) and choose “CSV (comma delimited)”
Step 7	Open your downloaded report and filter the column titled “ChronicallyAbsentDataquestH” to “Y”

Needs Assessment

The LEA must identify pupils in the greatest need of learning recovery supports per EC32526(d)(2)(A)

English Language Arts (ELA)

Schools In Greatest Need of Learning Recovery Supports		Student Groups In Greatest Need of Learning Recovery Supports	
Based on the schools with status levels of "low" and "very low" in ELA (*see schools list on the "Data Collection ELA/Math" tab*), which schools are demonstrating the greatest need for learning recovery supports in ELA?	There are no schools in the "low" or "very low" categories. Proportionally none of the schools has a higher number of students in either category as well.	Based on the student groups with status levels of "low" and "very low" in ELA (*see "student groups" list on the "Data Collection ELA/Math" tab*), which student groups are demonstrating the greatest need for learning recovery supports in ELA?	Students with Disabilities and English Learners have the "Greatest Need"
Based on the list of students with scale scores in the lowest achievement level, or at the low end of the second lowest achievement level in ELA, are there any schools with a high number of students with low achievement levels in ELA?		Based on the list of students with scale scores in the lowest achievement level, or at the low end of the second lowest achievement level, are there any student groups with a high number in the lowest achievement levels in ELA?	
Based on local metrics for ELA/Literacy that are being administered in the current school year (screeners, diagnostics, interim assessments), are any schools demonstrating progress in the current year? If so, should they be removed from the list of "greatest need"?		Based on local metrics for ELA/Literacy that are being administered in the current school year (screeners, diagnostics, interim assessments), are any student groups demonstrating progress in the current year? If so, should they be removed from the list of "greatest need"?	
Determine additional qualitative data to collect to confirm the list of "schools in greatest need of learning recovery supports." This can include but is not limited to school focus groups, inteviews with educational partners, assessment of current school priorities/initiatives, and school/classroom observations. Once qualitative data is collected and analyzed, finalize the list of "Schools in Greatest Need of Learning Recovery Supports."		*Determine additional qualitative data to collect to confirm the list of "student groups in greatest need of learning recovery supports." This can include but is not limited to student focus groups, inteviews with educational partners, assessment of current priorities/initiatives, and school observations. Once qualitative data is collected and analyzed, finalize the list of "Student Groups in Greatest Need of Learning Recovery Supports.*	

Mathematics

Schools In Greatest Need of Learning Recovery Supports		Student Groups In Greatest Need of Learning Recovery Supports	
Based on the schools with status levels of "low" and "very low" in Mathematics (*see schools list on the "Data Collection ELA/Math" tab*), which schools are demonstrating the greatest need for learning recovery supports in mathematics?	List of schools: No Schools were in the "low" or "very low" categories	Based on the student groups with status levels of "low" and "very low" in mathematics (*see "student groups" list on the "Data Collection ELA/Math" tab*), which student groups are demonstrating the greatest need for learning recovery supports in math?	List of student groups: Students with Disablities and Homeless
Based on the list of students with scale scores in the lowest achievement level, or at the low end of the second lowest achievement level in mathematics, are there any schools with a high number of students with low achievement levels in mathematics?		Based on the list of students with scale scores in the lowest achievement level, or at the low end of the second lowest achievement level, are there any student groups with a high number in the lowest achievement levels in mathematics?	

Based on local metrics for mathematics that are being administered in the current school year (screeners, diagnostics, interim assessments), are any schools demonstrating progress in the current year? If so, should they be removed from the list of "greatest need"?		Based on local metrics for mathematics that are being administered in the current school year (screeners, diagnostics, interim assessments), are any student groups demonstrating progress in the current year? If so, should they be removed from the list of "greatest need"?	
Determine additional qualitative data to collect to confirm the list of "schools in greatest need of learning recovery supports." This can include but is not limited to school focus groups, inteviews with educational partners, assessment of current school priorities/initiatives, and school/classroom observations. Once qualitative data is collected and analyzed, finalize the list of "Schools in Greatest Need of Learning Recovery Supports."		*Determine additional qualitative data to collect to confirm the list of "student groups in greatest need of learning recovery supports." This can include but is not limited to student focus groups, inteviews with educational partners, assessment of current priorities/initiatives, and school observations. Once qualitative data is collected and analyzed, finalize the list of "Student Groups in Greatest Need of Learning Recovery Supports.*	

Chronic Absenteeism

Schools **In Greatest Need of Learning Recovery Supports**		Student Groups **In Greatest Need of Learning Recovery Supports**	
Based on the schools with status levels of "high" and "very high" in Chronic Absenteeism or comparable rates at high schools (*see schools list on the "Data Collection - Chronic Abs" tab*), which schools are demonstrating the greatest need for learning recovery supports in attendance?	List of schools: All schools ranked "High" regarding Chronic Absentiesm	Based on the student groups with status levels of "high" and "very high" in Chronic Absenteeism or comparable rates at high schools (*see schools list on the "Data Collection - Chronic Abs" tab*), which student groups are demonstrating the greatest need for learning recovery supports in attendance?	List of student groups: All Students Hispanic White Multiple Races Socially Economically DisAd Students with Disabilities English Learner Foster Youth Homeless
Based on the list of chronically absent students, are there any schools with a high number of chronically absent students?		Based on the list of chronically absent students, are there any student groups with a high number of chronically absent students?	
Based on local metrics for chronic absenteeism (daily attendance rates, numbers of unexcused absences, etc.), are any schools demonstrating progress in the current year? If so, should they be removed from the list of "greatest need"?		Based on local metrics for chronic absenteeism (daily attendance rates, numbers of unexcused absences, etc.), are any student groups demonstrating progress in the current year? If so, should they be removed from the list of "greatest need"?	
Determine additional qualitative data to collect to confirm the list of "schools in greatest need of learning recovery supports." This can include but is not limited to school focus groups, inteviews with educational partners, assessment of current school priorities/initiatives, and school/classroom observations. Once qualitative data is collected and analyzed, finalize the list of "Schools in Greatest Need of Learning Recovery Supports."		*Determine additional qualitative data to collect to confirm the list of "student groups in greatest need of learning recovery supports." This can include but is not limited to student focus groups, inteviews with educational partners, assessment of current priorities/initiatives, and school observations. Once qualitative data is collected and analyzed, finalize the list of "Student Groups in Greatest Need of Learning Recovery Supports.*	

Pupils in Greatest Need of Learning Recovery Supports

	List of Schools and Student Groups	Based on quantitative and qualitative data, what is the greatest need at each school or for each student group?	Using the Evidence-Based Resources tab, which resource aligns to the identified need (s)?
Based on the schools listed above in "Greatest Need" in ELA, Math, and Chronic Absenteeism, are there any schools appearing in all three lists (ELA, Math, Chronic Absenteeism? If yes, list in column b. If no, are there are any schools appearing in two of the three areas? If so, list in column b. (**NOTE**: LEA should also identify specific students for learning recovery supports based on data collected. Student names should NOT be included in LCAP actions.)	N/A		
Based on the student groups listed above in "Greatest Need" in ELA, Math, and Chronic Absenteeism, are there any student groups appearing in all three lists (ELA, Math, Chronic Absenteeism? If yes, list in column b. If no, are there are any student groups appearing in two of the three areas? If so, list in column b. Are there any schools with high percentages of student groups in greatest need that are NOT reflected in the "list of schools" above? If so, add to the "list of schools." (**NOTE**: LEA should also identify specific students for learning recovery supports based on data collected. Student names should NOT be included in LCAP actions.)	Students with Disabilities	Data illustrates that this group has improved significantly. Parents reported hesistancy sending their child to school post covid as many of these students were susuceptable to getting sick and often had difficulty expressing when they felt ill. Since that time student and parent confidence is improving and students in this group are attending more regularly.	Intersession/Summer School has been consistently offered to this student subgroup. The MTSS teams at each school site have been focused on identifying and supporting students in this group including holding IEP's as needed to address barriers to attending school regularly, additional transportation has been offered in many cases and ultimately students/families are placed in the SARB process. Additionaly the School Nurse has increased communication to families to answer their questions and build their trust and confidence in sending their child to school.

**This resource is not exhaustive or limiting. It provides a list of resources aligned to the allowable use of funds but should not be considered the only allowable resources. If resources on this document do not address needs identified by the LEA, then LEAs are encouraged to identify evidence-based resources aligned to student needs.*

Allowable Uses of Funds	Resource Name	Resource link(s)	Areas addressed	Evidence Tier	Research Base
(A) Instructional learning time for the 2022–23 through 2027–28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other ***evidence-based*** action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs.	Summer School/ Intersession Intervention and Enrichment	Summer Learning Program Toolkit Getting to Work on Summer Learning Covid Relief Playbook	☑ English Language Arts ☑ Mathematics ☑ Chronic Absenteeism	Tier 1	Harvard- Summer Programs Can Help Kids Catch Up after COVID Wallace- Every Summer Counts USDE- Achieving Dramatic School Improvement
	Expanded Learning Opportunity Program: ASES, 21st Century	CDE Expanded Learning Resources Quality Standards Expanded Learning Integrated Care Field Guide https://www.cde.ca.gov/ls/ex/documents/elopoverview.pptx	☑ English Language Arts ☑ Mathematics ☑ Chronic Absenteeism	Tier 1	Key Principles for Expanding Learning to Support Student Re-Engagement; Afterschool Programs Close Achievement Gaps NOIST- Afterschool Matters-Reports Research Update-Afterschool Programs Close Achievement Gaps
	Staff-to-Pupil Ratio	Reduce the staff to pupil ration/class size reduction	☑ English Language Arts ☑ Mathematics ☑ Chronic Absenteeism	Tier 1	Everything You Need to Know About Student-Teacher Ratios
(i) Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.	Project Arise: Online Learning Courses - Intensive Intervention Course	Project ARISE	☑ English Language Arts ☐ Mathematics ☐ Chronic Absenteeism	Tier 1	Essentials of Intensive Intervention
	Design Principles For Accelerating Student Learning With High-Impact Tutoring	EdResearch for Action	☑ English Language Arts ☑ Mathematics ☐ Chronic Absenteeism	Tier 1	Evidence Review: The transformative Potential of Tutoring for PreK-12 Learning Outcomes: Lessons From Randomized Evaluations. Academic Interventions for Elementary and Middle School Students With Low Socioeconomic Status: A Systematic Review and Meta-Analysis
	High-Impact Tutoring: District Playbook	High Impact Tutoring: District Playbook	☑ English Language Arts ☑ Mathematics ☐ Chronic Absenteeism	Tier 1	National Student Support Accelerator - Stanford University
			☑ English Language Arts		

gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as:	(ii) Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.	Newcomers	US Department of Education: Welcoming, Registering, and Supporting Newcomer Students: A Toolkit for Educators of Immigrant and Refugee Students in Secondary Schools The California English Learner Roadmap: An Elementary Teacher Toolkit	☑ Mathematics ☑ Chronic Absenteeism	Tier 1	Reference pages 1-17 CDE Research for the CA EL Roadmap
		Oral Language Development	Authentic Communication Interactions by Jeff Zwiers 7 Steps to a Language-Rich Classroom SEAL TK-3 Graphic Organizers with Sentence Frames	☑ English Language Arts ☑ Mathematics ☐ Chronic Absenteeism	Tier 1	Jeff Zwiers Research Seven Steps to a Language Rich Classroom Research Case Studies: The SEAL Model and Its Implementation Across Three Exemplar Districts
		Engagement Strategies	Guided Language Acquisition Design (GLAD) The California English Learner Roadmap: An Elementary Teacher Toolkit English Learner Toolkit of Strategies	☑ English Language Arts ☑ Mathematics ☐ Chronic Absenteeism	Tier 1	GLAD Research TBD CDE Research for the CA EL Roadmap EL Toolkit of Strategies, pages 97-99
	(iii) Providing early intervention and literacy programs for pupils in preschool to grade 3, inclusive, including, but not limited to, school library access.	UFLI Foundations	UFLI Foundations	☑ English Language Arts ☐ Mathematics ☐ Chronic Absenteeism	Tier 2	Districtwide Pilot Study of UFLI Foundations - WestEd
		SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)	SIPPS - Collaborative Classroom	☑ English Language Arts ☐ Mathematics ☐ Chronic Absenteeism	Tier 2	The Evidence Base for SIPPS
		Build vocabulary and background knowledge through content	Authentic Communication Interactions by Jeff Zwiers Seven Steps to a Language Rich Classroom by John Seidlitz and Bill Perryman English Learner Toolkit of Strategies for building background knowledge and reading comprehension	☑ English Language Arts ☐ Mathematics ☐ Chronic Absenteeism	Tier 1	Jeff Zwiers Research Seven Steps to a Language Rich Classroom Research EL Toolkit of Strategies, pages 97-99
		AARP Foundation Experience Corps	Helping Students to Improve Their Literacy Skills	☐ English Language Arts ☐ Mathematics ☐ Chronic Absenteeism	Tier 4	22-23 Impact Report 22-23 Program Report
		Learn Fresh NBA / WNBA		☐ English Language Arts		Key Metrics

(B) Accelerating progress to close learning g	(iv) Supporting expanded learning opportunity program services pursuant to Section 46120.	Math Hoops (Free Curriculum)	NBA / WNBA Math Hoops	☑	Mathematics	Tier 4	Program Report. Standards Alignment
				☐	Chronic Absenteeism		
		Partnering with Expanded Learning to Reduce Chronic Absenteeism	Webinar: Partners included California Afterschool Network, Attendance Works, Sacramento City Unified, etc.	☐	English Language Arts	Tier 4	funding streams, partnerships, resources, and evidence based strategies to reduce chronic absenteeism
				☐	Mathematics		
				☑	Chronic Absenteeism		
	(v) Providing instruction and services consistent with the California Community Schools Partnership Act regardless of grantee status.	Community School Implementation	Unlocking the How: Designing Family Engagement Strategies that Lead to School Success	☑	English Language Arts	Tier 4	Illustrating the Promise of Community Schools
				☑	Mathematics		
				☑	Chronic Absenteeism		
		Community School Design Tool Kits	Community Schools Playbooks Design Principles for Schools The Six Pillars of Community Schools Toolkit	☑	English Language Arts	Tier 4	Outcomes and Indicators: A Guide for Implementors and Evaluators
				☑	Mathematics		
				☑	Chronic Absenteeism		
		Attendance Works for Community Schools	Attendance Works : Community Schools	☐	English Language Arts	Tier 1	Attendance works resource for Community Schools
				☐	Mathematics		
				☑	Chronic Absenteeism		
	(vi) Providing professional development and coaching on the 2023 Mathematics Framework and/or the The English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools: Kindergarten Through Grade Twelve.	Resource to deliver Math Framework Professional Learning	SDCOE Mathematics Framework Professional Learning	☐	English Language Arts	Tier 4	California Mathematics Framework
				☑	Mathematics		
				☐	Chronic Absenteeism		
		Instructional approach emphasized in the mathematics framework	CANMEE Lesson Study	☐	English Language Arts	Tier 1	California Mathematics Project
				☑	Mathematics		
				☐	Chronic Absenteeism		
		Course to support teachers in learning about data science	Data Science for Beginners	☐	English Language Arts	Tier 3	
				☑	Mathematics		
				☐	Chronic Absenteeism		
		Recentering the ELA/ELD Framework webinar series	Webinar series	☑	English Language Arts	Tier 1	This series is designed for educators who want to learn more about California's recommended literacy policies and practices, as well as why the ELA/ELD Framework is as relevant today as it was in 2014.
				☐	Mathematics		
				☐	Chronic Absenteeism		
		Professional Learning in Reading/ Literacy for comprehensive literacy instruction	California Reading & Literature Project (CRLP)	☑	English Language Arts	TIer 2	California Subject Matter Project
				☐	Mathematics		
				☐	Chronic Absenteeism		
		California English Learner Roadmap	EL Roadmap Teacher Toolkit	☑	English Language Arts	Tier 1	English Learner Programs research (CDE)
				☐	Mathematics		
				☐	Chronic Absenteeism		
		Professional Learning Resources for ELD and ELA instruction	West Ed - Webinars: Literacy and English Language Learners	☑	English Language Arts	Tier 1	WestEd Research/Evaluation
				☐	Mathematics		
				☐	Chronic Absenteeism		
(C) Integrating ***evidence-based*** pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional		Multi-Tiered Systems of Support (MTSS)	CDE - Multi Tiered Systems of Support (MTSS)	☑	English Language Arts	Tier 1	MTSS Policy Briefs
				☑	Mathematics		
				☐	Chronic Absenteeism		
		Collaborative for Academic, S and Emotional Learning (CASEL)	CASEL Framework	☑	English Language Arts	Tier 1	What the Research Says
				☑	Mathematics		Making the Case for SEL
				☐	Chronic Absenteeism		
		Trauma Informed Practices	Smartsheet Dashboard fo	☑	English Language Arts	Tier 1	
				☑	Mathematics		

learning, or referrals for support for family or pupil needs. ***This includes evidence-based resources for reducing chronic absenteeism.***	Trauma Informed Practices Resource List Dashboard	Smartsheet Dashboard to Resources	☐	Chronic Absenteeism		CC Network All Trauma Informed Resources
	Attendance Works	https://www.attendanceworks.org/	☐	English Language Arts	Tier 1	Attendance Works - Research
			☐	Mathematics		
			☑	Chronic Absenteeism		
(D) Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.	Online Credit Recovery Programs	Online Credit Recovery Programs	☐	English Language Arts	Tier 4	Logic models and LEA studies per product websites.
			☐	Mathematics		
			☐	Chronic Absenteeism		
	Expanded Learning Opportunity Programs that support credit recovery and acceleration	Expanded Learning Opportunity Programs FAQs California Department of Education	☐	English Language Arts	Tier 4	Expanded Learning Opportunity Programs FAQs California Department of Education
			☐	Mathematics		
			☐	Chronic Absenteeism		
	Continuation high school programs that support pathways to graduation	Continuation High School Guidance California Department of Education	☐	English Language Arts	Tier 1	Continuation High School Guidance California Department of Education
			☐	Mathematics		
			☐	Chronic Absenteeism		
	Dual Enrollment Programs with Community College Partners	Dual Enrollment Guidance 7-12 California Department of Education	☐	English Language Arts	Tier 4	Dual Enrollment Guidance 7-12 California Department of Education
			☐	Mathematics		
			☐	Chronic Absenteeism		
(E) Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning	Smarter Balanced Interim Assessments	Smarter Balanced Content Explorer	☑	English Language Arts	Tier 1	https://smarterbalanced.org/our-vision/our-history/
			☑	Mathematics		
			☐	Chronic Absenteeism		
	DIBELs	Dynamic Indicators of Basic Early Literacy Skills	☑	English Language Arts	Tier 1	https://dibels.uoregon.edu/research
			☐	Mathematics		
			☐	Chronic Absenteeism		
	Tools for Teachers	Smarter Balanced Tools for Teachers	☑	English Language Arts	Tier 1	https://www.cde.ca.gov/ta/tg/sa/tools-for-teachers.asp
			☑	Mathematics		
			☐	Chronic Absenteeism		
	California Educators Together	Californians Educators Together	☑	English Language Arts	Tier 4	Supported through a logic model as a comprehensive community of practice for California educators.
			☑	Mathematics		
			☑	Chronic Absenteeism		
	Attendance Works	Attendance Works - Quantitative Data Tools	☐	English Language Arts	Tier 1	https://www.attendanceworks.org/research/attendance-works-reports/
			☐	Mathematics		
			☑	Chronic Absenteeism		

Additional Needs Assessment Resources
LEA Levers Tool (CCEE)
Basic Levers Tool (SWD) - System Improvement Leads
SIL Root Cause Analysis
LEA Self Assessment
District Capacity Assessment
CA MTSS FIA
CA MTSS SIT
https://youthtruthsurvey.org/
The LCAP Toolkit Using research-based tools to promote equity for English Learners, by LMU
Evidence-Based Practices Defintions and Resources
ESSA Tiers of Evidence Based Practices
CDE Evidence-based definition and details
SoCal SOS Geographic Area Resource: Evidence-Based Resource Notebook
Quality Standards for Expanded Learning Programs in California (PDF)
Six Point of Service Quality Standards for Expanded Learning (Videos)
Learning in Afterschool Project Position Paper
Learning in Afterschool and Summer Five Principles (How Scholars Learn - Science Based Research Principles - One Page Handout)
Promoting Protective Factors in CA Expanded Learning Programs
Expanded Learning Snack and Meal Programs
Expanded Learning SEL Toolkit
English Learners and Out of School Time Programs
SEL to the CORE
National Afterschool Association: Safe Environments and Curriculum
PBL Essentials: PBL Design Kit

CA Education Code 32526	
32526. (a) (1) For the 2022–23 fiscal year, the sum of six billion three hundred forty-five million four hundred five thousand dollars ($6,345,405,000) is hereby appropriated from the General Fund to the department for transfer to the Learning Recovery Emergency Fund created in Section 32525. The Superintendent shall allocate available moneys in the Learning Recovery Emergency Fund deposited pursuant to this section to local educational agencies in the manner, and for the purposes, set forth in this section. This allocation shall be known as the Learning Recovery Emergency Block Grant.	
(2) For purposes of this section, the following definitions apply:	
(A) “Evidence-based” has the same meaning as that term is used in Section 7801(21)(A) of Title 20 of the United States Code	
(B) “Local educational agency” means a school district, county office of education, or charter school	
(3) The department may collect, from a local educational agency’s principal apportionment monthly payment pursuant to Section 14041, the difference between the local educational agency’s allocation for the Learning Recovery Emergency Block Grant pursuant to this section, as amended by Assembly Bill 185 of the 2021–22 Regular Session, and the revised allocation pursuant to this section, as amended by Senate Bill 114 of the 2023–24 Regular Session. The department shall report any uncollectible amounts to the Department of Finance and the Legislature by January 31, 2024.	
(b) Funds described in subdivision (a) shall be allocated on a per-unit basis of the local educational agency’s 2021–22 fiscal year second period reported kindergarten and grades 1 to 12, inclusive, average daily attendance multiplied by the local educational agency’s 2021–22 unduplicated pupil percentage calculated pursuant to Section 2574 or 42238.02, as applicable. Prior fiscal year average daily attendance and unduplicated pupil percentage shall be considered final as of the second principal apportionment for that fiscal year.	
(c)(1) The governing board or body of a local educational agency may expend the one-time funds received pursuant to this section to establish learning recovery initiatives through the **2027–28 school year** that, at a minimum, support academic learning recovery and staff and pupil social and emotional well-being.	
(2) Specifically, funds received under subdivision (b) shall only be expended for any of the following purposes:	
(A) Instructional learning time for the **2022–23 through 2027–28** school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other evidence-based action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs.	
(B) Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as:	
(i) Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.	
(ii) Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.	
(iii) Providing early intervention and literacy programs for pupils in preschool to grade 3, inclusive, including, but not limited to, school library access.	
(iv) Supporting expanded learning opportunity program services pursuant to Section 46120.	
(v) Providing instruction and services consistent with the California Community Schools Partnership Act regardless of grantee status.	
(vi) Providing professional development and coaching on either or both of the following:	
(I) The 2023 Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve.	
(II) The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve.	
(C) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.	
(D) Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils’ college eligibility.	
(E) Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning.	
(F) Conducting the needs assessment pursuant to subdivision (d).	
(d) (1) A local educational agency that has received or will receive apportioned funds pursuant to this section shall develop a **needs assessment** regarding the use and expenditure of funds for the **2025–26**, **2026–27**, and **2027–28** school years.	Assessment Details
(2) The local educational agency shall ensure that the needs assessment:	
(A) Identifies pupils in the greatest need of learning recovery supports and the interventions that the local educational agency has selected to address those pupils’ needs pursuant to paragraph (2) of subdivision (c).	
(B) Includes a review of each of the following metrics:	
(i) Assessment of academic performance in English language arts and mathematics, including, at least:	
(I) Across schoolsites, as applicable, and at the local educational agency level based on the performance of pupil groups identified in the “Very Low” or “Low” status levels on the California School Dashboard.	
(II) All pupils within the local educational agency whose scale score places them in the lowest achievement level or on the low end of the second lowest achievement level.	
(ii) Assessment of chronic absenteeism, including at least:	
(I) Across schoolsites, as applicable, and at the local educational agency level based on the performance of pupil groups identified in the “Very High” or “High” status levels on the California School Dashboard or, for high schools, at comparatively low levels of performance based on reports on the department’s internet website.	
(II) All pupils reported as chronically absent. Local educational agencies are encouraged to conduct further analysis focused on pupils who have high rates of unexcused absences.	

	(3) A local educational agency may include local metrics as part of the needs assessment that identify pupils who have experienced learning loss or low academic performance, such as formative or interim assessments or similar tools, or evidence of disengagement from school, such as current-year absenteeism data or any metrics the local educational agency uses to identify pupils in need of reengagement services.			Needs As
	(4) The department shall provide written technical assistance for schools and local educational agencies that describes how to use local metrics in conjunction with the metrics required pursuant to paragraph (2).			
	(5) A local educational agency may contract with a third party to develop or otherwise support the development of the needs assessment.			
	(6) A local educational agency is encouraged to contract, or otherwise partner with, community-based organizations with a track record of success in serving high-needs pupils to deliver the services or programs authorized by this section.			
	(7) It is the intent of the Legislature that the department provide assistance to local educational agencies by providing information, including data reports, necessary to facilitate and assist the local educational agency's development of the needs assessment pursuant to this subdivision.			
(e)(1) Local educational agencies receiving apportionments pursuant to this section shall report to the department, using the template developed by the department, and make publicly available on their internet websites, interim expenditures of those apportioned funds to the department by **December 15, 2024**.				
	(2) If a charter school ceases to operate before December 15, 2029, a final expenditure report, using the template developed by the department, shall be due to the department within 60 days of the effective date of closure and the department shall collect any unspent amounts.			
	(3) (A) The department, on or before June 30, 2023, shall develop an expenditure report template for use by local educational agencies in fulfilling the requirements of paragraph (1).			
		(B) The template shall require the inclusion of the total expenditures, by fiscal year, for each allowable use pursuant to paragraph (2) of subdivision (c), disaggregated by each allowable use specified in subparagraphs (A) to (E), inclusive, of paragraph (2) of subdivision (c).		
		(C) The template shall, to the greatest extent practicable, use language that is understandable and accessible to parents.		
(f) (1) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, five billion six hundred twenty-five million six hundred forty-eight thousand dollars ($5,625,648,000) of the appropriation made by paragraph (1) of subdivision (a) shall be deemed to be "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202, for the 2021–22 fiscal year, and included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," as defined in subdivision (e) of Section 41202, for the 2021–22 fiscal year.				
	(2) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, seven hundred nineteen million seven hundred fifty-seven thousand dollars ($719,757,000) of the appropriation made by paragraph (1) of subdivision (a) shall be deemed to be "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202, for the 2022–23 fiscal year, and included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," as defined in subdivision (e) of Section 41202, for the 2022–23 fiscal year.			
(g) It is the intent of the Legislature to allocate three hundred seventy-eight million six hundred fifty thousand dollars ($378,650,000) per year from the 2025–26 fiscal year to 2027–28 fiscal year, inclusive, to the department for transfer to the Learning Recovery Emergency Fund created pursuant to Section 32525.				

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52064.4. (a) On or before January 31, 2025, the instructions developed by the state board pursuant to paragraph (1) of subdivision (d) of Section 52064 shall specify that all funds received by the local educational agency pursuant to Section 32526 and subject to the requirements of paragraph (1) of subdivision (d) of Section 32526 shall be included in the local control and accountability plan, or the annual update to the plan, for the period of July 1, 2025, to June 30, 2028, inclusive. The instructions shall be updated to address all of the following:

(1) Require identification of all planned expenditures using the funds apportioned pursuant to Section 32526 in the local control and accountability plan within the description of the associated actions and analysis of the implementation of those planned expenditures in the annual update.

(2) Require identification of at least one metric to monitor the impact of each identified action or service.

(3) Require the local educational agency to articulate the rationale for selecting among the permissible use of funds based on the needs assessment required under subdivision (d) of Section 32526, including identification of how the selected actions are expected to address the identified areas of need, based on one or more metrics, and for pupils or schools in the greatest need, as identified by the metrics in the needs assessment.

(4) Require the action description to explain how research supports each selected action or service based on the identified area or areas of need set forth in the needs assessment required under subdivision (d) of Section 32526.

(5) Specify that the requirements in Section 52064 for school districts receiving technical assistance pursuant to Section 52071 include assistance provided pursuant to subdivision (b).

(6) For the 2027–28 local control and accountability plan, or the annual update to the plan, require the local educational agency to review the rationale for selecting among the permissible use of funds included in the 2025–26 local control or accountability plan, or the annual update to the plan, pursuant to paragraph (3) in order to assess the overall effectiveness of the chosen strategy and whether adjustments to the chosen approach are warranted based on progress shown on the relevant metrics.

(b) School districts receiving technical assistance pursuant to Section 52071 and county offices of education providing technical assistance are encouraged to use technical assistance to support the school district in conducting the needs assessment pursuant to subdivision (d) of Section 32526 and a selection of actions funded by the Learning Recovery Emergency Block Grant or evaluation of implementation of those actions, as applicable, pursuant to subdivision (a).

(c) For purposes of this section, “local educational agency” means a school district, county office of education, or charter school.

(d) This section shall become inoperative on July 1, 2028, and, as of January 1, 2029, is repealed.