

REGULAR BOARD MEETING
BOARD OF TRUSTEES
WHEATLAND UNION HIGH SCHOOL DISTRICT
1010 Wheatland Road, Wheatland, CA 95692

Monday, December 13, 2021

5:00 PM Media

Unadopted Minutes

A regular meeting of the Wheatland Union High School District Board of Trustees was held on Monday, December 13, 2021.

Trustees in attendance included Mr. Tony Lopez, Mrs. Shawndel Meder, Mrs. Patricia Agles, Mr. Greg Forest, Mr. Brendan McHugh, and Mr. Matthew Brockhoff

Also Present: Nicole Newman, Kerri Hubbard, Schandia Edwards, Brandon Moore, Jennifer Hendren, Randi Rovetto, Mona Hood, several students, and community members.

1. CALL MEETING TO ORDER

President Lopez called the meeting to order at 5:02 p.m.

2. PLEDGE OF ALLEGIANCE TO THE FLAG

Member Meder led the pledge of allegiance.

3. ESTABLISHMENT OF A QUORUM

Mr. Tony Lopez, President	Present
Mrs. Shawndel Meder, Clerk	Present
Mrs. Patricia Agles, Member	Present
Mr. Greg Forest, Member	Present
Mr. Brendan McHugh, Member	Present
Mr. Matthew Brockhoff, Student Board Rep	Absent (arrived at 6:07 p.m. for open session)

4. CONFIRMATION OF THE AGENDA

Superintendent Newman removed **Information Item 20.2, 2022-23 Bell Schedule**. The remainder of the agenda was confirmed as presented.

5. RECOGNITION OF PERSONS HAVING BUSINESS WITH THE BOARD

No one present addressed the board.

6. CLOSED SESSION 5:03 p.m.

Pursuant to Government Code §54957.6, the board will meet in closed session on the following matters.

- **CONFERENCE WITH LABOR NEGOTIATOR**

Pursuant to Government Code 54957.6, the Board will meet in Closed Session to give direction to District Negotiator: Ms. Nicole Newman, regarding negotiations with WHEAT, CSEA and Unrepresented employees.

- **PUBLIC EMPLOYEE DISCIPLINE / DISMISSAL / RELEASE / COMPLAINT**

- **CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION**

*Pursuant to Government Code Section 54956.9(d)(2): Significant exposure to litigation.
(One potential case – receipt of a tort claim for wages pursuant to Government Code section 810, et seq.)*

ACTION NO. 21.055

7. RECONVENED TO OPEN SESSION AT 6:00 p.m.

8. ACTION ON CLOSED SESSION ITEMS IF ANY

President Lopez reported that the Board voted unanimously to pass a resolution to reject a claim brought pursuant to the Tort Claims Act, and to give the Claimant notice of the denial.

9. RECOGNITION OF PERSONS HAVING BUSINESS WITH THE BOARD

No one present addressed the Board.

10. ANNUAL ORGANIZATION MEETING OF THE BOARD OF TRUSTEES

The Board took action at the November 17, 2021 board meeting that the Annual Organizational Meeting would be held on December 13, 2021 at 6:00 p.m. The law requires the Board to elect a President and Clerk from its members. The Board should also elect a Trustee Representative to the special Education Council (SELPA).

The Superintendent presides over the election of the President. The new President presides over the remaining elections and assumes responsibility of the meeting at that time.

Organization of the Board of Trustees should be as follows (one action item for A-D below):

A. Election of President, Clerk, Trustee Representative to the Yuba County Trustee Council (SELPA)

- Nomination made by Shawndel Meder, seconded by Patricia Agles, to name Tony Lopez as the Governing Board President.
- Nomination made by Patricia Agles, seconded by Tony Lopez to name Shawndel Meder as Clerk.
- Nomination made by Shawndel Meder, seconded by Tony Lopez to name Greg Forest as the Board representative to the Yuba County Trustee Council (SELPA).
- Nomination made by Shawndel Meder, seconded by Tony Lopez, to name Brendan McHugh as the Governing Board representative to the Facilities Committee.
- Nomination made by Brendan McHugh, seconded by Shawndel Meder, to also name Tony Lopez as the Governing Board representative to the Facilities Committee.

B. Set Time, Date and Place of Regular Meetings

It was agreed to schedule meetings on the 2nd Wednesday of each month for January, February, March, May, September, October, and November; the first Wednesday for April and August; the 3rd Wednesday and the 3rd Thursday for

June; and the 2nd Monday for December 2022. No regular meeting was scheduled for July 2022. Open session will begin at 6:00 p.m. in the Wheatland Union High School Media Center.

C. Authorization of Superintendent, as Secretary to the Board to sign on behalf of the Board of Trustees

D. Authorize Superintendent and Designees to Sign Warrants, Contracts, and other Documents

ACTION NO. 21.056

MOTION by Brendan McHugh, seconded by Shawndel Meder, to approve A-D above.

Agles - Aye	Lopez - Aye
Belflower - Aye	Meder - Aye
Forest - Aye	Webb, Jr. - Aye

Vote: (6 Ayes, 0 Absent) Motion carries

11. STUDENT AND STAFF RECOGNITIONS – Ms. Edwards, Mr. Moore, and Ms. Link

- **WUHS Student of the Month** (presentation attached)
This month's recognition focused on being empathetic.
 - o Lukas Chang – 9th grade
 - o Jasmin Simpson – 10th grade
 - o Autumn Brownfield – 11th grade
 - o Joseph Boulos – 12th grade
- **Staff of the Month**
 - o Jennifer Hendren (Certificated)
 - o Randi Rovetto (Certificated)
 - o Kokua Herring (Classified)
 - o Nancy Kailihiwa (Classified)

12. OPPORTUNITY FOR SCHOOL AFFILIATED ORGANIZATIONS TO ADDRESS THE BOARD

- BAFB Liaison – Mrs. Annette Goodley reported on the following:
 - o Expanded Eligibility Pilot Program (E2P2) – Now accepting spring applications. This program gives military-connected high school students without access to a DoDEA brick-and-mortar high school the ability to take up to two online courses through the DoDEA Virtual High School. These courses supplement classes offered at local schools and must be used toward graduation requirements. The E2P2 is for students with an active-duty parent stationed in the continental United States. Spring semester is open to new students taking a one-semester course or who have transferred to a new school that doesn't offer a course they need to continue. Applications are due January 28th. Submit application at: www.dodea.edu/dvs/e2p2.cfm.

- Booster President / Representative – Not present

13. SUPERINTENDENT'S REPORT

This item provides opportunity for the Superintendent to share various items of interest with the Board – Ms. Nicole Newman

Superintendent Newman reported on the following:

- The district has finalized the acceptance of two million dollars in grants that will begin in January 2022.
- Land Dedication – Phase 1 for the first 145 units on Wheatland Road will go to the City for approval tomorrow. The land dedication is in the final stages and the CBO will bring this to the Board after the first of the year.
- The district will go out for RFQ (Request for Qualifications) for bond consultants and bond council after the first of the year.
- The Board will receive an update on the Level 2 Developer Fees in January 2022.

14. DIRECTOR OF CAPITAL PROJECTS, MOT

Report is attached.

15. CHIEF BUSINESS OFFICER'S REPORT

- Developer Fee Report (*attachment*)

16. STUDENT BOARD REPRESENTATIVE REPORT

Mr. Matthew Brockhoff thanked the Board for allowing him the opportunity to attend the 2021 CSBA AEC Conference for Student Board Representatives in San Diego. He enjoyed the sessions and learned a lot.

17. PRINCIPAL'S REPORT

- **Wheatland Union High School**
 - A holiday gathering for staff was held at Old Town Pizza in Lincoln.
 - The band concert received very good feedback from attendees.
 - Schedules being considered for the 2022-23 school year have been distributed to the teaching staff for their input. Survey results will be brought to the board for consideration.
 - Finals will be administered on Wednesday through Friday of this week.
- **Wheatland Community Day School**
 - Six students are currently enrolled.
 - Cory O'Neal and Aleia Lund continue to work with students in groups and individual counseling sessions and by providing a quiet room for students who need to take a break.
- **Edward P. Duplex Continuation High School**
 - Seven early graduates.
 - Ms. Sullivan has started a Go Fund Me for food pantry items for students to take if needed and is working on another fund for feminine hygiene products.

18. **CONSENT AGENDA**

ACTION NO. 21.057

Notice to the Public

Wheatland Union High School District Governing Board utilizes a consent calendar for items that require the approval of the board but are of routine nature. They act upon these items in one vote. Any member may remove an item for additional questions. Board members receive their agendas and back up materials four days in advance of our meetings. They have the opportunity to ask questions and to do research prior to our meeting. It is their intent to handle the routine items expeditiously, so they have time to address more serious issues.

- A. Approve minutes of the November 17, 2021, Regular Board Meeting
- B. Approve bills and warrants for November 2021 in the amount of \$371,548.51
- C. Approve hiring of the following personnel:
 - Brian Miller, Technology Support Specialist
 - Hannah Willis, Paraeducator
- D. Approve MOU between WUHSD and Wheatland High Educators Association of Teachers (W.H.E.A.T.) - Evaluation Procedures and Class Coverages
- E. Approve the Educators Effectiveness Block Grant Expenditure Plan
- F. Approve Certificated job description – Instructional Coach
- G. Approve overnight field trip request – FFA State Leadership Conference, March 26-29, 2022.
- H. Approve overnight field trip request – FFA Made for Excellence and Advanced Leadership Academy, January 7-8, 2022.
- I. September 2021 Board Policy Updates
 - A. Second Reading BP 0470 COVID-19 Mitigation Plan
 - B. Second Reading BP 3516.5 Emergency Schedules
 - C. Second Reading BP 4131 Staff Development
 - D. Second Reading BP 6120 Response to Instruction and Intervention
 - E. Second Reading BP 6146.1 High School Graduation Requirements
 - F. Second Reading AR 6146.1 High School Graduation Requirements
 - G. Second Reading BP 6164.4 Identification and Evaluation of Individuals for Special Education
 - H. Second Reading AR 6164.4 Identification and Evaluation of Individuals for Special Education
 - I. Second Reading BP 6164.41 Children with Disabilities Enrolled by their Parents in Private School
 - J. Second Reading AR 6164.41 Children with Disabilities Enrolled by their Parents in Private School
 - K. Second Reading BP 6164.5 Student Success Teams
 - L. Second Reading AR 6164.5 Student Success Teams

MOTION by Shawndel Meder, seconded by Brendan McHugh, to approve the consent agenda.

Agles - Aye	Lopez - Aye
Brockhoff - Absent	McHugh - Aye
Forest - Aye	Meder - Aye

Vote: (5 Ayes, 1 Absent) Motion carries.

19. DEFERRED CONSENT ITEMS

There were no consent items deferred.

20. INFORMATION ITEMS

20.1 Healthy Kids Survey – (attachment)

20.2 2022-23 Bell Schedule

(This item was removed during agenda confirmation.)

21. BOARD MEMBER REPORTS / COMMENTS

- Brendan McHugh – nothing to report.
- Greg Forest – reported meeting Anna Rogers, the founder of Liv On, an organization that helps spread the word about domestic violence and supports women in abusive situations. Ms. Rogers expressed interest in talking to and educating high school students regarding this matter.
- Patricia Agles – nothing to report.
- Shawndel Meder will provide the school district with NARCAN at no cost, which is a medication used for the treatment of a known or suspected opioid overdose emergency. She also discussed highlights from the CSBA Conference.
- Tony Lopez – expressed appreciation to Superintendent Newman for looking after our students in light of the recent events at Lincoln and Marysville High Schools. He also discussed highlights from the CSBA Conference.

22. ITEMS TO BE AGENDIZED FOR THE NEXT REGULAR MEETING

- First Interim Report and Positive Certification
- Athletics' Matrix
- Approval of Architect Pool

23. ADJOURNMENT – ACTION ITEM NO. 21.058

MOTION by Shawndel Meder, seconded by Greg Forest, to adjourn at 7:27 p.m.
5 years, 1 Absent. Motion carries.

Respectfully Submitted:

Nicole Newman, Superintendent

Shawndel Meder, Clerk

Date

Date

Exhibit A

CLAIM AGAINST PUBLIC ENTITY

PRESENTED TO: GOVERNING BOARD OF THE WHEATLAND UNION HIGH SCHOOL DISTRICT

California School Employees Association (CSEA) makes this claim for holiday pay owed to its members employed by the Wheatland Union High School District ("District") for the Juneteenth holiday that fell on June 18, 2021, and for any future Juneteenth holiday denied by the District.

1. Name(s) of Claimants: California School Employees Association (hereafter "CSEA"), which brings this claim in its representative capacity as the exclusive employee representative of the classified employees of the Wheatland Union High School District who are members of CSEA.

2. Address(es) of Claimants:
California School Employees Association
2045 Lundy Ave.
San Jose, CA 95131
Email: JuneteenthLitigation@csea.com

3. Address which you desire notices and communications sent regarding this claim:

David L. Barber
Legal Department
California School Employees Association
2045 Lundy Ave.
San Jose, CA 95131
Email: JuneteenthLitigation@csea.com
Phone: (800) 632-2128

(However, the District may send communications regarding any offer of settlement or compromise to the CSEA labor relations representative [LRR] with whom the District normally does business.)

4. The date, place, and other circumstances of the occurrence or transaction which gave rise to the claim:

On June 17, 2021, President Joe Biden signed the Juneteenth National Independence Day Act (S. 475), which had passed the Senate on June 15 and the House on June 16. That act

1 created an annual Juneteenth holiday on June 19. In addition, on June 18, 2021, President
2 issued "A Proclamation on Juneteenth Day of Observance" further solemnifying the holiday.
3 Because June 19 fell on a Saturday in 2021, this year the holiday occurred on June 18. The
4 President's act of signing the holiday into law, along with his signing speech and subsequent
5 separate proclamation, demonstrate that the President's intent was to designate a national
6 holiday.

7 Education Code sections 45203 and 88203 provide a paid holiday for classified K-12
8 and community-college employees, respectively, for "every day appointed by the President, or
9 the Governor of this state ... for a public fast, thanksgiving or holiday." They are entitled to the
10 holiday if they are in paid status on the day before or after the holiday, so in this case either June
11 17 or 21, 2021.

12 Since the Juneteenth holiday was "appointed by the President" for a holiday, by statute it
13 was and is a paid holiday for your classified employees.¹ CSEA is aware that some attorneys
14 and districts have opined that the Juneteenth holiday was not "appointed by the President"
15 because Congress passed the Act creating the holiday. But this position is illogical: President
16 Biden performed the final act creating the holiday, and in fact he chose to do so in time for the
17 holiday to be officially created in 2021, rather than waiting until after June 19, 2021 to sign the
18 bill or to choose to veto it. To argue that in writing sections 45203 and 88203 the California
19 Legislature intended to address only actions performed by the President in the absence of
20 Congressional action, rather than actions which, as here, exercised Presidential authority
21 alongside of Congress's actions, is to misunderstand the President's role in our system of
22 government.

23 Yet District classified employees did not receive a paid holiday on June 18, 2021. Nor
24 have they received the day and a half of pay or compensating time off (in addition to the regular
25

26 ¹ This analysis is supported by a Legal Update published by School & College Legal
27 Services of California, which applied the governing legal precedent on the Education Code
28 sections here, *California School Employees Association v. Governing Bd. of the Marin
Community College District* (1994) 8 Cal.4th 333. See "Juneteenth becomes the 12th Federal
Holiday – Implications for CCDs," School & College Legal Services of California, June 23,
2021.

1 pay received for the holiday) that is owed to employees who are required to work on paid
2 holidays pursuant to sections 45203 and 88203.

3 More than 100 other public K-12 and community college districts in California have
4 recognized the Juneteenth holiday and appropriately given time off or compensation to their
5 classified employees. Other districts have entered into settlement agreements with CSEA that
6 resolve the issue. However, the District has refused to recognize that under Education Code
7 sections 45203 and 88203, Juneteenth is a paid holiday for classified employees.

8 Therefore, each classified employee who was required to work on June 18, 2021, and
9 was in paid status on either June 17 or June 21, 2021, is owed a day and a half of pay.

10 **5. A general description of the indebtedness, obligation, injury, damage or loss**
11 **incurred so far as it is known at the time of presentation of the claim:**

12 As explained above, each classified employee who was required to work on June 18,
13 2021, and was in paid status on either June 17 or June 21, 2021, is owed a day and a half of pay.
14 This claim is made on behalf of all such classified employees of the District who are members
15 of CSEA. CSEA estimates the total liability of the District to be approximately \$ 3,680.00.
16 This estimate is based on our estimate of the number of CSEA members who were entitled to
17 the Juneteenth holiday in 2021 and our estimate of a day and a half of wages for those members,
18 so it is necessarily inexact. The true liability can be determined from information held and
19 known by the District, namely which CSEA members were in paid status the day before or after
20 the holiday and were required to work on the holiday, and what each such employee was paid
21 for the day's work on the holiday.

22 **6. The name or names of the public employee or employees causing the injury**
23 **damage or loss:**

24 To CSEA's best knowledge, the District's failure to give a paid holiday on June 18,
25 2021, and its subsequent refusal to grant compensatory time off or payment as required by
26 statute, is a policy of the District and therefore ultimately the responsibility of the District's
27 governing board, implemented by its administration.

28 **7. Nature of the case:** Whether or not the amount claimed exceeds \$10,000, CSEA

1 will also seek injunctive relief to compel the District to observe Juneteenth as a legal holiday for
2 classified employees in the future, and therefore this would be considered an unlimited civil
3 case.

4
5 Dated: November 9, 2021



6 Andrew J. Kahn
7 David L. Barber
8 *Attorneys for CSEA*
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PROOF OF SERVICE
STATE OF CALIFORNIA
COUNTY OF SANTA CLARA

CSEA CLAIM AGAINST Wheatland Union High School District

I am a resident of the County of Santa Clara. I am over the age of eighteen years and not a party to the within entitled action. My business address is:

California School Employees Association
2045 Lundy Ave.
San Jose, CA 95131

On November 9, 2021, I served the within **Claim Against Public Entity** on the interested parties in said action by placing a true copy thereof enclosed in a sealed envelope with postage thereon fully prepaid, in the United States mail at San Jose, California, to the address as follows:

GOVERNING BOARD OF THE:

Wheatland Union High School District
1010 Wheatland Rd.
Wheatland, CA 95692

I declare under penalty of perjury that the foregoing is true and correct. Executed on November 9, 2021, at San Jose, California.



JUSTINE WERO

1 ANDREW J. KAHN
State Bar No. 129776
2 DAVID L. BARBER
State Bar No. 294450
3 CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
2045 Lundy Avenue
4 San Jose, California 95131
Email: dbarber@csea.com
5 Telephone: (408) 473-1000
Facsimile: (408) 954-0948

6 Attorneys for Claimants
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10 CALIFORNIA SCHOOL EMPLOYEES)
ASSOCIATION,)

11 Claimant,)
12)

13 v.)

14 Wheatland Union High School District, ET)
AL.,)

15 Respondents.)
16)
17)

**OFFER OF SETTLEMENT
PURSUANT TO GOV. CODE
SECTION 3543.8**

18 TO RESPONDENTS AND THEIR COUNSEL:

19 PLEASE TAKE NOTICE that Claimant hereby formally offers to Wheatland
20 Union High School District ("District") pursuant to Government Code section 3543.8⁷⁶¹

21
22 ⁷⁶¹ This section provides: "(a) Any employee organization shall have standing to sue in
any action or proceeding heretofore or hereafter instituted by it as representative and on behalf
of one or more of its members.

23 (b) (1) At any time not less than 10 days before commencement of a hearing to resolve a
24 dispute alleging that the employer failed to provide wages, benefits, or working conditions
required by state law, an employee organization may serve an offer in writing upon the
25 employer to settle the dispute for a specified amount or other consideration such as a change in
employer policy. The written offer shall include a statement of the offer amount or other
26 consideration, the terms and conditions by which that amount or other consideration shall be
tendered to the employee, and a provision that allows the employer to indicate acceptance of the
27 offer by signing a statement that the offer is accepted. An acceptance of the offer, whether made
on the document containing the offer or on a separate document of acceptance, shall be in
writing and shall be signed by counsel for the employer, or, if not represented by counsel, by the
28 employer.

(2) If the offer is accepted, receipt of the specified amount or other consideration shall

1 to settle its claims over the Juneteenth holiday as follows:

2 (1) The District shall treat Juneteenth as a regular holiday in 2022 and going forward.

3 For those CSEA members employed by the District who were required to work
4 on June 18, 2021, and who were in paid status during any portion of the working
5 days immediately preceding or succeeding June 18, 2021, in lieu of the time-and-
6 a-half remedy in the Education Code for working employees on a paid holiday,
7 the District will instead provide only one day's pay or one day's compensatory
8 time off to all such employees.

9 (2) Claimants waive their claims to interest on such holiday pay.⁷⁶²

10 (3) Each party shall bear its own costs and fees in this dispute, hence Claimants
11 waive claims against the District under C.C.P. 1021.5 for legal fees to date for
12 pursuing an administrative claim as in *Best v. Cal. Appr. Council* (1987) 193 Cal.
13 App. 3d 1448, 1453 and other cases.⁷⁶³

14 _____
15 constitute a full satisfaction of the claim.

16 (3) If the offer is not accepted before the hearing or within 30 days after it is made,
17 whichever occurs first, it shall be deemed withdrawn and cannot be given in evidence in the
18 action.

19 (4) For purposes of this subdivision, a hearing shall be deemed to be actually
20 commenced at the beginning of the oral argument or opening statement of the plaintiff or
21 counsel, or, if there is no opening statement, at the time of the administering of the oath or
22 affirmation to the first witness, or the introduction of any evidence.

23 (5) (A) If an offer made by an employee organization is not accepted and the employer
24 fails to obtain a more favorable judgment or award from the action or proceeding, the employer
25 shall pay the reasonable postoffer attorney's fees and expenses of the employee organization.

26 (B) Subparagraph (A) shall not apply if the adjudicator to the action or proceeding finds
27 that the employer has raised substantial and credible issues involving complex or significant
28 questions of law or fact relative to the employee's claim or claims.

(6) This subdivision does not apply to unfair practice or arbitration proceedings under
this chapter."

⁷⁶² See Cal. Civil Code section 3287 (right to prejudgment interest); Cal. Const. Art. XV
section 1 (setting rate of 7%).

⁷⁶³ CSEA believes that when it prevails on the merits of the Ed Code issue, it is very
likely to be entitled to fees under CCP 1021.5 (the private attorney fee statute) as its suit will
have "resulted in the enforcement of an important right affecting the public interest if: (a) a
significant benefit, whether pecuniary or nonpecuniary, has been conferred on the general public
or a large class of persons, (b) the necessity and financial burden of private enforcement, ***
are such as to make the award appropriate, and (c) such fees should not in the interest of justice
be paid out of the recovery, if any." The suit will enforce the rights of thousands of members,
but CSEA will have no basis upon which to collect its fees from its members, who may simply
receive more time off not extra pay. Fee awards at market rates for civil litigators have
repeatedly been made under 1021.5 to unions and similar organizations for enforcing the rights
of their members, including *Retired Oakland Police Officers of Oakland v. Oakland* (2019) 29

1 (4) Upon receipt of Respondents' acceptance of this offer, Claimants shall discourage
2 any employees of Respondents from pursuing any additional recovery for
3 Juneteenth in 2021.

4 PLEASE FURTHER TAKE NOTICE that this offer expires in 30 days.

5 PLEASE FURTHER TAKE NOTICE that should you fail to accept this offer and
6 then not do better by proceeding to litigate further in this case, Gov. Code section 3543.8
7 provides that you may be held liable for Claimants' attorneys' fees and litigation
8 expenses after this offer. Claimants will seek fees at market rates for civil litigators.⁷⁶⁴

9 PLEASE FURTHER TAKE NOTICE that Gov. Code section 3543.8 and
10 Evidence Code section 1154 prohibit either party from citing this offer except on a
11 motion by Claimants to recover fees and expenses pursuant to section 3543.8.

12 CALIFORNIA SCHOOL EMPLOYEES
13 ASSOCIATION

14 Dated: November 9, 2021

By: 

15 Andrew J. Kahn
16 David Barber
17 Attorneys for Claimants

18 ACCEPTANCE OF OFFER

19 Respondents hereby accept Claimants' offer to resolve their claims.

20 _____
21 For Respondents Wheatland Union High
22 School District

23 Date: _____

24 _____
25 CA5th 688; *Monterey/Santa Cruz etc. Trades Council v. Cypress Marina Heights LP* (2011)
26 191 Cal.App.4th 1500, 1523; *Plumbers & Steamfitters v. Duncan* (2007) 157 CA4th 1083,
27 1093-99; *L.A. Police Protective League v. City of L.A.* (1986) 188 CA3d 1; *People ex rel. Seal*
28 *Beach Police Officers Assn. v. City of Seal Beach* (1984) 36 Cal.3d 591, 594-595, 602; *Baggett*
v. Gates (1982) 32 Cal.3d 128, 131, 142-143.
⁷⁶⁴ See *ILWU v LAXT* (1999) 69 CA4th 287 (awarding fees to union counsel at market
rates even though union paid less than market); *Trico Pipes v. Big Bears Constr.* (2013) S.F.
Sup. Ct. No. CGC 11 50976 (awarding fees to Mr. Kahn at \$595/hr); *Zoom Elec. v. IBEW* (N.D.
Cal. 2013) Case No C11-1699 CW (awarding fees at \$675/hr to union counsel).

2022 Calendar – WUHSD Board Meeting Dates

January						
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February						
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October						
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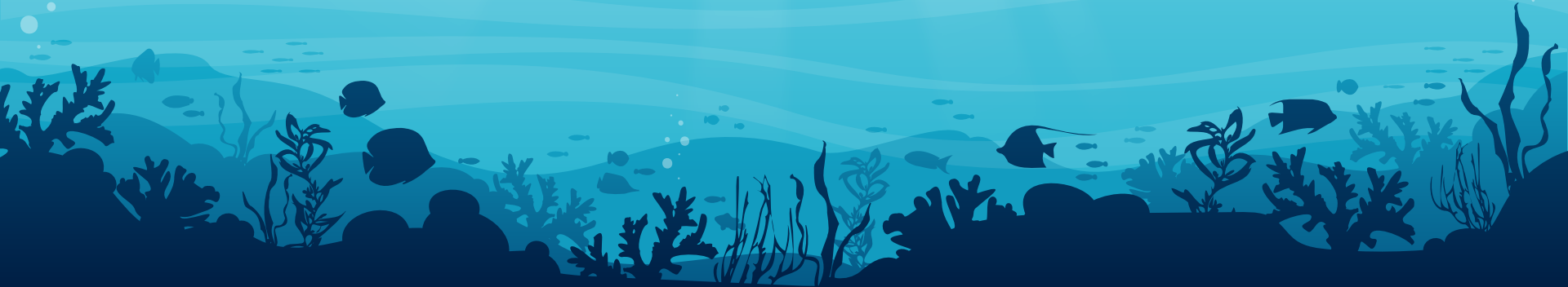
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Board Meeting Dates: *Approved December 13, 2021 (PENDING)*

January 12 th	2 nd Wednesday	February 9 th	2 nd Wednesday	March 9 th	2 nd Wednesday	April 16 th	1 st Wednesday
May 11 th	2 nd Wednesday	June 15 th	3 rd Wednesday <i>Present LCAP and Budget for 2022-23</i>	June 16 th	3 rd Thursday <i>Approve LCAP and Budget for 2022-23</i>	August 3 rd	1 st Wednesday
September 14 th	2 nd Wednesday	October 12 th	2 nd Wednesday	November 9 th	2 nd Wednesday	December 12 th	2 nd Monday

WUHSD Student and Staff Recognition

December 2021



The background of the slide is a light blue gradient with sun rays emanating from the top center. At the bottom, there is a dark blue silhouette of an underwater scene featuring various types of coral, seaweed, and several small fish swimming. Bubbles are also visible on the left and right sides of the underwater scene.

WUHS

Students of the Month

Recognized for being EMPATHETIC
-December 2021-

Lukas Chang

9th Grade



Lukas is one of our go to student ambassador for those new students who have special needs or are especially shy. He has a high level emotional intelligence and a gentle disposition. He has experienced a few instances of unkind behavior towards him and understands it is more about those students and how they feel about themselves than it is about him. He has helped to bring the E-Sports club together and welcomes everyone.

-Mrs. Willey, Tutoring Lab Coordinator

He is an excellent student ambassador and member of the Esports club. He is kind to everyone he meets and is always willing to give a helping hand.

-Mr. Bolla, Tutoring Lab

Jasmin Simpson

10th Grade



Jasmin has a heart of gold and truly cares about others. Jasmin makes decisions based on the well-being of the entire class, her group, or her partner when it comes to class. She truly cares about others without them even being aware of her kindness. She genuinely works harder to make the world a better place without wanting anything or any recognition in return.

-Miss Rovetto, English Teacher

Autum Brownfield

11th Grade



Autum attempts to understand her fellow students actions and words through empathy. She wants to understand them, often times, to better help them be a better version of themselves.

-Mr. Husse, English Teacher

Joseph Boulos

12th Grade

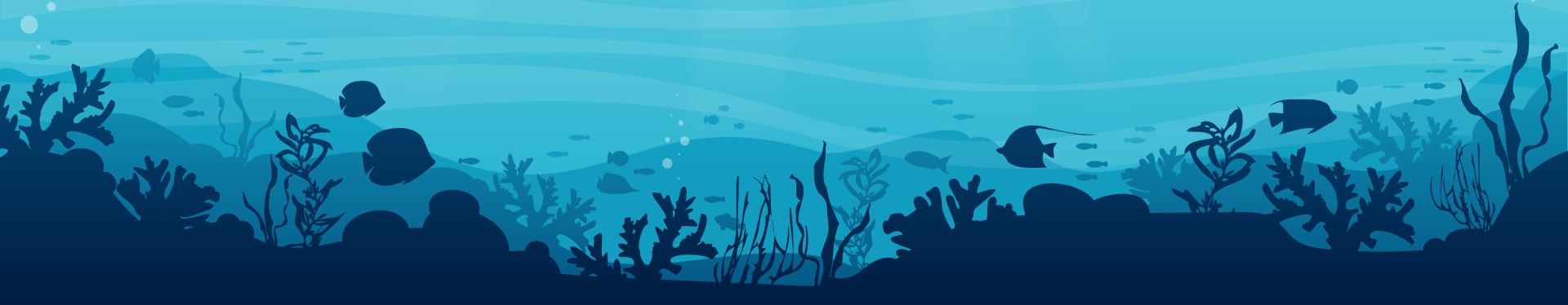


Joey is one of the most empathetic people that I know. As my TA, Joey takes it upon himself to assist students who need additional help while I am working with a small group of kids. He also provides me with suggestions on how to better captivate students during my lessons and how to appeal to their current interests. Joey is kind, donates to charity, and helps our his friends.

-Miss Rovetto, English Teacher

Classified Staff of the Month

October 2021

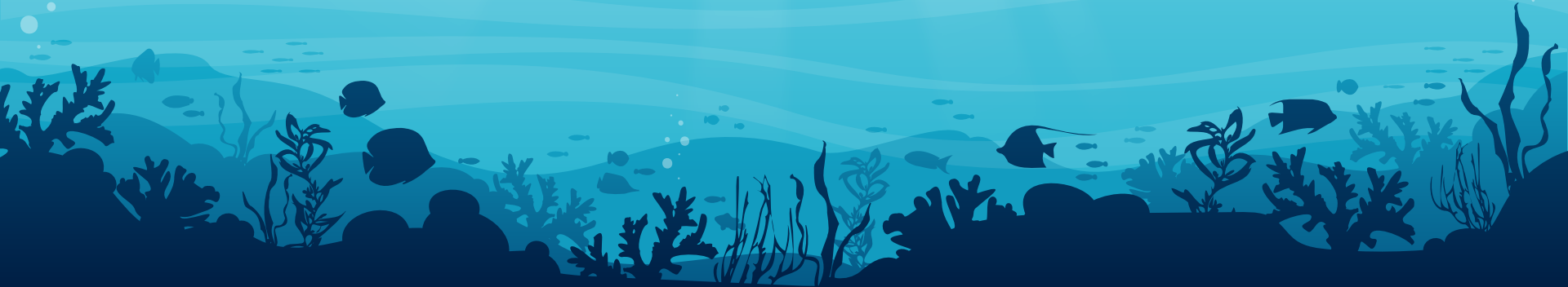


Nancy Kailihiwa & Kokua Herring



Certificated Staff of the Month

October 2021



Jennifer Hendren & Randi Rovetto



Board Update

Meeting Date; **December 13, 2021**

Capital Project Status:

- Developing a District Pool of Architects.
- Working with Wheatland FD and Public Works on flow tests for hydrants. They are working on isolating the water tower and pump control repairs that will boost the gallons per minute up to the 1,500gpm required for DSA.

Closing 6 portables installed 2021:

- DSA# 02-119111 (**Completed/Closed at DSA 11-19-21**)
- Some punch list items are still being addressed.

Tennis Court replacement:

- Ground saturation has caused this project to be put on hold. We sent the geotechnical report to the contractor, and Architect they are developing a plan. The contractor determined lime treatment will restart the project. They will send a new proposal that includes the lime treatment.
- Contractor has closed off areas in the fence they opened, we are removing loose fencing on east court. (**Done**)

CTE Metal Shop Remodel:

- DSA# 02-119295
- Waiting on hydrant letter approval from DSA. I met with the Wheatland Public Works Director and talked about their plan to increase pressure in the city water system and options to increase our gpm.

CTE Classroom Building:

- DSA# 02-119295
- Waiting on hydrant report approval from DSA.
- We are looking at using the tennis court contractor to remove the east court and the same time they do the demo on the one we are replacing. We are waiting on the proposal.

Maintenance Project Status:

Completed:

- We repaired the broken girders above the main gym. (**Completed**) over Thanksgiving break with the help of Brian Miller (IT).
- Baseball field repairs (sod and grading). **Completed**
- Over seeded and rolled the football field. **Completed 12-1**

- Sprayed campus for broad leaf. **Completed 12-6**
- Austin will help spread soil into the known low spots in the fields. **(Rescheduled because of rain)**

Projects we are working on:

- We are building an 8-month Grounds calendar that will cover outside services, spraying, seeding, and fertilizing. This will be on the wall in Terry's office. **(Making progress)**
- Install a hand wash sink in the kitchen. (Parts on order) **(Scheduled for Christmas Break)**
- Install dry shelves in the Kitchen. **(Christmas Break)**
- Install center boards on the portables 5-8.
- Replace bad soffit lights in the snack bar. (Parts are in)- **(Christmas Break)**
- Bring in 40-yard dumpster and clean up bus yard. (Here 11-29th). **Clean up has started.**
- Clean-up and repairs in the main locker rooms. **(Scheduled for Christmas break.)**
- Refinish the main gym floor. **(Scheduled for Christmas break.)**
- Have carpets in the band room extracted. **(Scheduled 12-21)**
- Siding on the weight room. **(Out to bid)**
- Replace partitions in the girl's restroom (Gym foyer). **(Parts on order)**

Wheatland Union High School District
Developer Fee Report
Fiscal Year 2021-22
Activity through November 30, 2021

Category	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22
Beginning Balance	1,910,993	1,643,796	1,595,149	1,398,665	1,321,208							
Fees Collected	138,953	73,068	79,568	173,790	75,797							
Interest Earned				2,091								
Expenditures	108,408	121,715	143,629	253,338	49,326							
Debt Service	297,742		132,425									
Ending Balance	1,643,796	1,595,149	1,398,665	1,321,208	1,347,679							

Monthly Expense Detail	Nov-21	Description	Original	Accelerated
Dir of Capital Facility Projects	\$5,444			
Counselor's Offices	\$15,810	Principal	1,080,000	1,080,000
Portables Project	\$7,950	Interest	304,533	252,677
CTE Building/Modern.		Total Cost	1,384,533	1,332,677
Architect/DSA	\$17,121	Life of Lease	14 Years	8.5 Years
Consultants/Legal/Inspector	\$3,001	Balance Remaining	516,720	266,720
Total	\$49,326	Time Remaining (Yrs)	6 Years	2 Months
		Payments Remaining	12	1

REGULAR BOARD MEETING
BOARD OF TRUSTEES
WHEATLAND UNION HIGH SCHOOL DISTRICT
1010 Wheatland Road, Wheatland, CA 95692

Wednesday, November 17, 2021

5:00 PM Media

Unadopted Minutes

A regular meeting of the Wheatland Union High School District Board of Trustees was held on Wednesday, November 17, 2021.

Trustees in attendance included Mr. Tony Lopez, Mrs. Shawndel Meder, Mrs. Patricia Agles, Mr. Greg Forest, Mr. Brendan McHugh, and Mr. Matthew Brockhoff

Also Present: Nicole Newman, Kerri Hubbard, Schandia Edwards, Terry Biladeau, Lauren Link, Anita Burns, Pam Sullivan, Linda Hulse, Ellie Landers, Celeste Boggs, Jason Soderlund, Mona Hood, several students, staff, and community members.

1. CALL MEETING TO ORDER

President Lopez called the meeting to order at 5:00 p.m.

2. PLEDGE OF ALLEGIANCE TO THE FLAG

Member Meder led the pledge of allegiance.

3. ESTABLISHMENT OF A QUORUM

Mr. Tony Lopez, President	Present
Mrs. Shawndel Meder, Clerk	Present
Mrs. Patricia Agles, Member	Present
Mr. Greg Forest, Member	Present
Mr. Brendan McHugh, Member	Present
Mr. Matthew Brockhoff, Student Board Rep	Absent (arrived at 6:07 p.m. for open session)

4. CONFIRMATION OF THE AGENDA

Superintendent Newman confirmed the agenda as presented.

5. RECOGNITION OF PERSONS HAVING BUSINESS WITH THE BOARD

Several community parents expressed concern regarding the student mask requirement and proposed COVID vaccine mandate announced by Governor Newsom.

6. CLOSED SESSION 5:23 p.m.

Pursuant to Government Code §54957.6, the board will meet in closed session on the following matters.

- **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**

Consider Approval of Expulsion Recommendation for #12472 (2021-22-02)

7. RECONVENED TO OPEN SESSION AT 6:02 p.m.

8. ACTION ON CLOSED SESSION ITEMS IF ANY

President Lopez reported that no action was taken during closed session.

ACTION NO. 21.047

MOTION by Greg Forest, seconded by Shawndel Meder, to approve Action No. 21.047 regarding student #12472

Agles - Aye	Lopez - Aye
Brockhoff - Absent	McHugh - Aye
Forest - Aye	Meder - Aye

Vote: (5 Ayes, 1 Absent) Motion carries.

9. RECOGNITION OF PERSONS HAVING BUSINESS WITH THE BOARD

No one present addressed the Board.

10. STUDENT AND STAFF RECOGNITIONS – Ms. Edwards, Mr. Moore, and Ms. Link

- **WUHS Student of the Month** (presentation attached)

This month's recognition focused on being dedicated.

- o Dominic Shafer – 9th grade
- o Shaila Garcia – 10th grade
- o Makenzie Gardner – 11th grade
- o Molly Ennis – 12th grade

- **Staff of the Month**

- o Ellie Landers (Certificated)
- o Pam Sullivan (Certificated)
- o Kitchen Staff (Classified)
 - Linda Hulsey
 - Denise Maccoun
 - Anna Ward

11. OPPORTUNITY FOR SCHOOL AFFILIATED ORGANIZATIONS TO ADDRESS THE BOARD

- BAFB Liaison – Mrs. Annette Goodley reported on the following:
 - o November is National Family Appreciation Month
 - o Military Child of the Year Award nominees are due December 1st.
 - o Mrs. Goodley offered her assistance in collecting the Impact Aid Survey forms if needed.
- Booster President / Representative – Not present

12. SUPERINTENDENT'S REPORT

This item provides opportunity for the Superintendent to share various items of interest with the Board – Ms. Nicole Newman

The Superintendent's presentation is attached.

13. DIRECTOR OF CAPITAL PROJECTS, MOT

The Board welcomed the district's new Director of Capital Projects, MOT, Terry Biladeau who joined the district last week. Mr. Biladeau is assessing the facility's condition, learning the crew, and beginning to work on projects.

14. STUDENT BOARD REPRESENTATIVE REPORT

Mr. Matthew Brockhoff reported that students are very happy with being able to navigate lunch lines quicker due to changes implemented by the Food Service crew. He is working with Mrs. Edwards to provide students with food vending machines offering healthy choices. Next month Mr. Brockhoff will be attending the CSBA conference in San Diego for Student Board Representative training.

15. DIRECTOR'S AND SUPERVISOR'S REPORTS

- Athletics – Mr. Jason Soderlund's report is attached.

16. PRINCIPAL'S REPORT

- **Wheatland Union High School**
 - Finals Schedule will be released to parents next week.
 - Discussion with teachers regarding next year schedule options. More information will be brought to the Board during the December meeting.
 - Cory O'Neal and Aleia Lund are providing activities to students to help decrease their stress level.
 - Absence/tardy parent notifications through Parent Square have been turned back on. Tardy notifications will be separated this week and turned off.
 - Miss Smith organized parents who will be holding signs along the route from Wheatland to Sutter supporting our football players. The students will see these signs as they travel to this Friday's game.
- **Wheatland Community Day School**
 - Five students are currently attending on campus and one student is distance learning.
 - Aleia Lund is providing students with social skills training.
 - Cory O'Neal is conducting weekly therapy sessions.
 - PBIS norms and expectations are being established.
- **Edward P. Duplex Continuation High School**
 - Forty-seven students are enrolled.
 - Mrs. Sullivan wrote and received a \$500.00 grant from the fire department. The money was used to purchase gift cards (Subway, Cuppies, etc.) for every EPD student. In addition, a snack closet was created to provide free food for students in need.
 - Appreciation was expressed to Mrs. Kailihiwa for entering the EPD students into the PBIS system.

17. CONSENT AGENDA

ACTION NO. 21.048

Notice to the Public

Wheatland Union High School District Governing Board utilizes a consent calendar for items that require the approval of the board but are of routine nature. They act upon these items in one vote. Any member may remove an item for additional questions. Board members receive their agendas and back up materials four days in advance of our meetings. They have the opportunity to ask questions and to do research prior to our meeting. It is their intent to handle the routine items expeditiously, so they have time to address more serious issues.

- A. Approve minutes of the October 6, 2021 Special Board Meeting.
- B. Approve minutes of the October 13, 2021 Regular Board Meeting.
- C. Approve minutes of the October 13, 2021 Special Board Meeting.
- D. Approve bills and warrants for October 2021 in the amount of \$647,941.20.
- E. Approve the hiring of the following personnel:
 - Jasmeen Bains-Clair, School Psychologist
 - Richelle Hadley, Registrar
- F. Approve Contracts for Services and Materials:
 - A & B Asphalt Sealing Company – Tennis Court Resurfacing
 - Delta Bluegrass – JV and Varsity Baseball Field Skins Project
 - Delta Bluegrass – JV and Varsity Baseball Field Project

MOTION by Shawndel Meder, seconded by Patricia Agles, to approve the consent agenda.

Agles - Aye	Lopez - Aye
Brockhoff - Aye	McHugh - Aye
Forest - Aye	Meder - Aye

Vote: (6 Ayes, 0 Absent) Motion carries.

18. DEFERRED CONSENT ITEMS

There were no consent items deferred.

19. DISCUSSION / POSSIBLE ACTION ITEMS

19.1 CONSIDERATION OF RESOLUTION 21.049 CALLING FOR STATE OFFICIALS TO RECOMMEND AND NOT REQUIRE THE COVID-19 VACCINE FOR STUDENTS AND STAFF

ACTION NO. 21.049

Superintendent Newman read a letter drafted by area Superintendents to send to Governor Newsom (attachment).

Community member, Katrina Subhkaram, presented information as to why the COVID vaccine is dangers for children and urged the Board to not require the vaccine for students or staff.

Teacher, Ellie Landers, encouraged the Board to pass the resolution so parents and staff could continue to do what's best for them.

MOTION by Greg Forest, seconded by Patricia Brendan McHugh, to approve Resolution 21.049 calling for State officials to recommend and not require the COVID-19 vaccine for students and staff.

Agles - Aye	Lopez - Aye
Brockhoff - Aye	McHugh - Aye
Forest - Aye	Meder - Aye

Vote: (6 Ayes, 0 Absent) Motion carries.

20. INFORMATION / DISCUSSION ITEMS

20.1 SEPTEMBER 2021 BOARD POLICY UPDATES (approval on second reading)

- Ms. Nicole Newman

- A. First Reading BP 0470 COVID-19 Mitigation Plan
- B. First Reading BP 3516.5 Emergency Schedules
- C. First Reading BP 4131 Staff Development
- D. First Reading BP 6120 Response to Instruction and Intervention
- E. First Reading BP 6146.1 High School Graduation Requirements
- F. First Reading AR 6146.1 High School Graduation Requirements
- G. First Reading BP 6164.4 Identification and Evaluation of Individuals for Special Education
- H. First Reading AR 6164.4 Identification and Evaluation of Individuals for Special Education
- I. First Reading BP 6164.41 Children with Disabilities Enrolled by their Parents in Private School
- J. First Reading AR 6164.41 Children with Disabilities Enrolled by their Parents in Private School
- K. First Reading BP 6164.5 Student Success Teams
- L. First Reading AR 6164.5 Student Success Teams

The September 2021 Board Policy Updates will be included on the December 13th meeting agenda.

20.2 District's Risk Management Activities (BP 3530)

The Superintendent or designee shall periodically report to the Board on the district's risk management activities, including, but not limited to, the district's property and liability risks and exposures and the effectiveness of the district's risk management and loss control practices.

The Chief Business Officer, Kerri Hubbard's, presentation is attached.

20.3 Educator Effectiveness Block Grant Expenditure Plan

Superintendent Newman's presentation is attached.

21. INFORMATION ITEMS

21.1 Math Assessment Report - attachment

21.2 1st Quarter Grade Report - attachment

21.3 1st Quarter Discipline Report – attachment

22. ACTION ITEMS

22.1 SET ANNUAL ORGANIZATIONAL MEETING

*Ed Code §35143 requires our Governing Board to set an annual organizational meeting. Ed Code 5017 requires that the 15-day period for 2021 is **December 10 – December 24, 2021, whereby officers of the Board are elected, and a calendar of meeting times and places is adopted.***

ACTION NO. 21.050

MOTION by Shawndel Meder, seconded by Patricia Agles, to set the Annual Organization Meeting for Monday, December 13, 2021.

Agles - Aye	Lopez - Aye
Brockhoff - Aye	McHugh - Aye
Forest - Aye	Meder - Aye

Vote: (6 Ayes, 0 Absent) Motion carries.

22.2 APPROVE CERTIFICATED RETIREMENT INCENTIVE FOR THE 2021-22 SCHOOL YEAR

ACTION NO. 21.051

MOTION by Shawndel Meder, seconded by Brendan McHugh, to approve the Certificated Retirement Incentive for the 2021-22 school year.

Agles - Aye	Lopez - Aye
Brockhoff - Aye	McHugh - Aye
Forest - Aye	Meder - Aye

Vote: (6 Ayes, 0 Absent) Motion carries.

23.3 APPROVE MEMORANDUM OF UNDERSTANDING BETWEEN WHEATLAND UNION HIGH SCHOOL DISTRICT AND HARMONY HEALTH FOR AN ONSITE MOBILE CLINIC PARTNERSHIP

ACTION NO. 21.052

MOTION by Shawndel Meder, seconded by Patricia Agles, to approve the MOU between Wheatland Union High School District and Harmony Health for an onsite mobile clinic partnership.

Agles - Aye	Lopez - Aye
Brockhoff - Aye	McHugh - Aye
Forest - Aye	Meder - Aye

Vote: (6 Ayes, 0 Absent) Motion carries.

23.4 APPROVE THE DEVELOPER FEE REPORT FOR FISCAL YEAR ENDING JUNE 30, 2021

ACTION NO. 21.053

MOTION by Shawndel Meder, seconded by Brendan McHugh, to approve the Developer Fee Report for fiscal year ending June 30, 2021.

Agles - Aye	Lopez - Aye
Brockhoff - Aye	McHugh - Aye
Forest - Aye	Meder - Aye

Vote: (6 Ayes, 0 Absent) Motion carries.

24. BOARD MEMBER REPORTS / COMMENTS

- Matthew Brockhoff – nothing to report
- Brendan McHugh – The JROTC application has been submitted and the next step is for the Air Force to inspect the campus.
- Greg Forest – reported on progress made in establishing a relationship with the tribal administrator for Enterprise Rancheria and soliciting their support for a marquee.
- Patricia Agles – nothing to report
- Shawndel Meder – nothing to report
- Tony Lopez – nothing to report

25. ITEMS TO BE AGENDIZED FOR THE NEXT REGULAR MEETING

- First Interim Report
- Board Policy Updates – 2nd Read
- Annual Organizational Meeting

26. ADJOURNMENT – ACTION ITEM NO. 21.054

MOTION by Shawndel Meder, seconded by Brendan McHugh, to adjourn at 8:37 p.m.
6 yeas, 0 Absent. Motion carries.

Respectfully Submitted:

Nicole Newman, Superintendent

Shawndel Meder, Clerk

Date

Date

Checks Dated 11/01/2021 through 11/30/2021

Check Number	Check Date	Pay to the Order of	Fund-Obj	Comment	Expensed Amount	Check Amount
22182746	11/05/2021	Advanced Document	01-5800	Copier Maint. Agreement		991.53
22182747	11/05/2021	Animal Damage Management	01-5504	Animal Maint Control Svc		285.00
22182748	11/05/2021	Bagley, LeRoy E	01-4300	ELA Supplies Reim		43.56
22182749	11/05/2021	CA+SA Studio	25-5800	AG Mechanics Metal Shop Mod	3,150.00	
				AG Science Lab Building	5,350.00	
				Portable Classroom Relocation	5,656.50	14,156.50
22182750	11/05/2021	CAFIS	01-5300	Membership Dues		20.00
22182751	11/05/2021	CalTronics	01-4300	HP Toner/Cartridges		2,223.96
22182752	11/05/2021	CDTFA	01-9505	2021 QTR 3 UseTax		69.03
22182753	11/05/2021	Contreras, Mark	01-5200	Bus Trg Mileage Reim	212.80	
			01-5800	TB test Reim	30.00	242.80
22182754	11/05/2021	Department Of General Services	25-5800	Relocation 6-Classroom Buildings		2,964.55
22182755	11/05/2021	DKS Electric	25-5600	Library Transformer Change		15,810.00
22182756	11/05/2021	Faronics	01-5800	DeepFreeze Imaging & Antivirus Svc		10,341.00
22182757	11/05/2021	Flora Fresh Inc	01-4300	Floral Class Supplies		683.14
22182758	11/05/2021	Floral Resources Sacramento	01-4300	Floral Class Supplies		825.16
22182759	11/05/2021	Freeman, Matthew	01-5200	10/28-29 Mileage Reim		51.46
22182760	11/05/2021	Harvey And Songer Inc	01-4300	Van4 Van 3-balance due		171.66
22182761	11/05/2021	Heredia, Linda	01-5200	9/2-10/28 Mileage Reim		141.12
22182762	11/05/2021	Hust Bros. Inc	01-5600	Cylinder Rentals		15.98
22182763	11/05/2021	immer 1	01-4300	Ruckus Newworks		5,966.24
22182764	11/05/2021	Indoor Environmental Services	01-5800	AC replacement		3,160.64
22182765	11/05/2021	John Coker Ag Repair	01-4300	Bus11 Transporation Services	22.63	
				Bus12 Transporation Services	80.57	
				Bus15 Transporation Services	80.57	
				Bus16 Transporation Services	122.02	
				Bus9 Transporation Services	80.57	
			01-5600	Bus10 Transporation Services	100.00	
				Bus12 Transporation Services	50.00	
				Bus14 Transporation Services	50.00	
				Bus15 Transporation Services	50.00	
				Bus16 Transporation Services	200.00	
				Bus9 Transporation Services	50.00	
			01-5800	Bus1 Transporation Services	100.00	
				Bus10 Transporation Services	100.00	
				Bus11 Transporation Services	100.00	
				Bus12 Transporation Services	100.00	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Page 1 of 5

Checks Dated 11/01/2021 through 11/30/2021

Check Number	Check Date	Pay to the Order of	Fund-Obj	Comment	Expensed Amount	Check Amount
22182765	11/05/2021	John Coker Ag Repair		Bus14 Transporation Services	100.00	
				Bus15 Transporation Services	100.00	
				Bus16 Transporation Services	100.00	
				Bus2 Transporation Services	100.00	
				Bus9 Transporation Services	100.00	1,786.36
22182766	11/05/2021	M.A.S.A	01-4300	Footballs		479.87
22182767	11/05/2021	MacKaben, Kayla	01-5200	COLC Reim		27.00
22182768	11/05/2021	Meeks Builders Choice	01-4300	AG Wood		2,873.84
22182769	11/05/2021	MJB Welding Supply Inc	01-4300	Welding		51.75
22182770	11/05/2021	National Fire Systems Inc	01-5800	Inspections		340.00
22182771	11/05/2021	O'Neal, Cory	01-4300	Community Day Reim		91.49
22182772	11/05/2021	Office Depot	01-4300	Class Supplies	75.59	
				Office supplies	118.33	193.92
22182773	11/05/2021	Purchase Power	01-5900	Postage		107.24
22182774	11/05/2021	Saunders, Kimberly	01-4300	Pumkins Reim		59.33
22182775	11/05/2021	Shadd Janitorial Supply	01-4300	Janitorial Supplies		94.11
22182776	11/05/2021	Sherk, Heather	01-4300	Bio supplies reim		178.53
22182777	11/05/2021	Sierra Credit Union	01-5800	Checking Accts		15.00
22182778	11/05/2021	Superior Region Cata	01-5800	Superior CATA Fall Mtg		240.00
22182779	11/05/2021	Synchrony Bank/Amazon	01-4300	Athletic Tape	123.72	
				Class Supplies	84.42	
				Flags	263.46	
				Health Aid office supplies	22.64	
				iPad cases	49.78	
				MOT Office Chair	160.74	
				Office-filecabinets	706.16	
				Van No Parking Signs	321.39	1,732.31
22182780	11/05/2021	T-Mobile	01-5800	Hot Spot Svc		1,660.00
22182781	11/05/2021	TIAA Commercial Finance, Inc	01-5600	Copier Lease		893.25
22182782	11/05/2021	TPx Communications	01-5800	Communications	704.19	
			01-5900	Communications	493.92	1,198.11
22182783	11/05/2021	US Bank Corporate	01-4300	Capacity sign	40.31	
				IceChest Coolers	181.86	
				Keyboard/Mouse	48.70	
				Labor Law Posters	64.54	
				Name Plates	217.95	
				Office Supplies	23.78	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Page 2 of 5

Checks Dated 11/01/2021 through 11/30/2021

Check Number	Check Date	Pay to the Order of	Fund-Obj	Comment	Expensed Amount	Check Amount
22182783	11/05/2021	US Bank Corporate		SpaceHeater	43.29	
			01-4400	Class Laptop	1,394.62	
			01-5200	10/20 Uber Svc	9.75	
			13-4700	Cafeteria Food	34.76	2,059.56
22182784	11/05/2021	Valley Iron Inc. Oroville	01-4300	Steel		2,275.07
22182785	11/05/2021	Verizon Wireless	01-5900	Communication Svc		428.27
22182786	11/05/2021	Wheatland School District	01-5800	20/21 Speech Pathologist	20,988.43	
				Psychologist/Speech Svc	23,779.19	44,767.62
22182787	11/05/2021	Wheatland Smog-repair Llc	01-5600	Vehicle Repair/Svc		200.48
22182906	11/10/2021	A-Z Bus Sales	01-4300	Bus Supplies	1,075.64	
				Bus Transportation Supplies	300.00	1,375.64
22182907	11/10/2021	Advanced Document	01-5800	Copier Maint. Agreement		14.27
22182908	11/10/2021	AT&T	01-5900	Communication Svc		147.81
22182909	11/10/2021	Bear River Supply	01-4300	Ftball		1,689.75
22182910	11/10/2021	Blick Art Supplies	01-4300	Art Supplies		167.07
22182911	11/10/2021	Boggs, Celeste	01-4300	PBIS Riem		54.56
22182912	11/10/2021	BSN Sports	01-4300	Window ClingDO		4,898.12
22182913	11/10/2021	CA Assn FFA	01-5800	Greenhand Conf Registration	580.00	
				Leadership Packets	3,870.00	4,450.00
22182914	11/10/2021	Flinn Scientific Inc	01-4300	Science Class Supplies		120.17
22182915	11/10/2021	Freeman, Matthew	01-5200	11/2-4 Mileage Reim		68.26
22182916	11/10/2021	Home Depot Gef	01-4300	Maintenance Supplies		623.20
22182917	11/10/2021	Hysten Distribution	13-4700	Cafeteria Food		2,037.62
22182918	11/10/2021	immer 1	01-4300	Ruckus Newworks		2,292.53
22182919	11/10/2021	Indoor Environmental Services	01-5800	AC replacement		195.05
22182920	11/10/2021	Keith Brown Drywall Inc	25-5600	Portable 4-T-Bar installation		7,950.00
22182921	11/10/2021	Kimball Midwest	01-4300	AG Dept Supplies		519.75
22182922	11/10/2021	MJB Welding Supply Inc	01-5600	AG Cylinder Rental		336.35
22182923	11/10/2021	Newman, Nicole	01-5200	AEC Conf Airflight Reim		1,399.74
22182924	11/10/2021	Odyssey Learning Center Inc	01-5800	SPED Services MAVers		3,797.00
22182925	11/10/2021	Pacific Shredding	01-5800	Document Shredding Svc		40.95
22182926	11/10/2021	Raj's Mini Mart	01-4300	Fuel		9,078.20
22182927	11/10/2021	Recology Yuba-Sutter	01-5502	Waste & Garbage Disposal Svc		618.23
22182928	11/10/2021	Shadd Janitorial Supply	01-4300	Janitorial Supplies		510.43
22182929	11/10/2021	Superior Region Cata	01-5800	Road Show Registration		200.00
22182930	11/10/2021	Synchrony Bank/Amazon	01-4300	Office Supplies	40.71	
				Science class supplies	109.76	150.47

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

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Checks Dated 11/01/2021 through 11/30/2021

Check Number	Check Date	Pay to the Order of	Fund-Obj	Comment	Expensed Amount	Check Amount
22182931	11/10/2021	Sysco Food Svcs Of Sacramento	01-4300	Culinary supplies	207.16	
			13-4300	Cafeteria Food	732.50	
			13-4700	Cafeteria Food	3,152.52	4,092.18
22182932	11/10/2021	US Bank Corporate	01-4300	Bus Incident Report	144.68	
				Math Dept Supplies	300.30	
			01-5200	CALInc Trg	235.00	
				Unpaid Tax	10.41-	669.57
22182933	11/10/2021	Yuba County Office of Ed	01-5800	SEIS Lic FY 21-22		712.09
22183079	11/19/2021	Alhambra	01-4300	Drinking Water Svc		20.04
22183080	11/19/2021	CA Assn FFA	01-5300	CATA Membership		280.00
22183081	11/19/2021	California's Valued Trust	01-3402	Nov21 CVT Trustee	21.20	
			01-9514	Nov21 CVT	147,175.91	
				Nov21 CVT Pay17	7,811.74	
				Novt21 CVT Life	593.60	155,602.45
22183082	11/19/2021	CDTFA	01-5800	UseTax		20.10
22183083	11/19/2021	Chef Store	01-4300	Culinary	264.05	
			13-4300	Cafeteria Food & Supplies	157.16	
			13-4700	Cafeteria Food & Supplies	314.32	735.53
22183084	11/19/2021	City Of Wheatland	01-5800	Security Svcs		2,000.00
22183085	11/19/2021	Freeman, Matthew	01-5200	11/9-10 Mileage Reim		34.78
22183086	11/19/2021	King Consulting, Inc.	25-5800	Consulting Servicea	2,821.25	
				Developer Fees	180.00	3,001.25
22183087	11/19/2021	MacKaben, Kayla	01-5200	CATA Mileage Reim		309.12
22183088	11/19/2021	Michael Bartolomei	01-9513	YCOERefund		500.00
22183089	11/19/2021	O'Neal, Cory	01-4300	Expense Reim		135.98
22183090	11/19/2021	Office Depot	01-4300	Class Supplies	125.98	
				Janitorial Supplies	81.15	
				Office Supplies	138.52	
				Pencils	35.42	
				Toner	52.66	
			13-4300	Culinary Supplies-clipboards	27.67	461.40
22183091	11/19/2021	Recology Yuba Sutter	01-5502	Waste & Garbage Disposal Svc		3,367.76
22183092	11/19/2021	Shadd Janitorial Supply	01-4300	Janitorial Supplies		284.13
22183093	11/19/2021	Stinemans Farm Supply	01-4300	Ag Dept Supplies	20.92	
				Athletics Supplies	24.58	
				Maintenance Supplies	1,824.68	1,870.18
22183094	11/19/2021	Synchrony Bank/Amazon	01-4300	SPED Class Materials	71.90	

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ESCAPE ONLINE

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Checks Dated 11/01/2021 through 11/30/2021

Check Number	Check Date	Pay to the Order of	Fund-Obj	Comment	Expensed Amount	Check Amount
22183094	11/19/2021	Synchrony Bank/Amazon		SPED Class Supplies	1,124.08	
				Supplies	218.97	1,414.95
22183095	11/19/2021	Sysco Food Svcs Of Sacramento	01-4300	Culinary supplies	66.35	
				District Food	999.15	
			13-4300	Cafeteria Food	100.27	
			13-4700	Cafeteria Food	637.71	1,803.48
22183096	11/19/2021	US Bank Corporate	01-4300	Bus ShopHeater	1,618.22	
				Maint Supplies	137.19	
				Quizlet	47.99	
			01-5200	2020 Superintendent Symposium	700.00	
				AEC 2021 Conf-Regis	3,524.00	
			01-5800	CATA Roadshow-Lodging	639.48	
				Forestry Challenge Trip	989.08	
			13-4300	Rolling Trash Bin	988.42	8,644.38
22183097	11/19/2021	Walkers Office	01-4300	General Project	7,060.29	
			25-8681	Class Furniture-36374-0	15,600.63	22,660.92
22183098	11/19/2021	Wheatland Smog-repair Llc	01-5600	Vehicle Repair/Svc		131.01
22183099	11/19/2021	White, Garrett	01-5200	UNR Mieage Reim		145.60
Total Number of Checks					91	371,548.51

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	85	303,893.04
13	Cafeteria Special Rev Fund	7	8,182.95
25	Capital Facilities Fund	6	59,482.93
Total Number of Checks		91	371,558.92
Less Unpaid Tax Liability			10.41
Net (Check Amount)			371,548.51

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Page 5 of 5

MEMORANDUM OF UNDERSTANDING
Between the
WHEATLAND UNION HIGH SCHOOL DISTRICT
and
WHEATLAND HIGH EDUCATORS ASSOCIATION OF TEACHERS

(Article VIII.E – Evaluation Procedures & Article X.C – Class Coverages)

This Memorandum of Understanding ("MOU") is agreed to between the Wheatland Union High School District ("District") and the Wheatland High Educators Association of Teachers ("WHEAT") concerning Class Coverages and Evaluations for the 2021-22 school year.

TERMS

The parties agree to add the following to:

Article VIII:

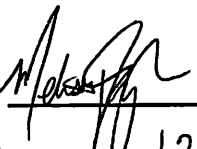
E. Evaluations for permanent employees regardless of years in the district will be postponed to the 2022-23 school year. Evaluations will resume as written in the contract in the 2022-23 school year. All Interns, PIPs, STSPs, and Probationary teachers will be evaluated at least once during the 2021-22 school year.

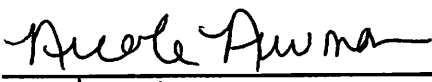
Article X.C:

1. Teachers who provide class coverage by "doubling-up" with their regular teaching period will be credited with one period of personal necessity. Personal necessity obtained in this manner is not eligible for hourly rate payout and will not have an expiration date. Combined class size not to exceed 60 students.

FOR THE WHEATLAND HIGH EDUCATOR
ASSOCIATION OF TEACHERS

FOR THE WHEATLAND UNION HIGH
SCHOOL DISTRICT

By: 
Date: 12/7/2021

By: 
Date: 11/30/2021



Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Wheatland Union High School District	Nicole Newman Superintendent	nnewman@wheatlandhigh.org (530) 633-3100 x 101
Total amount of funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
\$194,762	November 17, 2021	December 13, 2021

[EC 41480](#)

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall**

coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

- (1) **Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one’s self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Hire (1) Instructional Coach to bring evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, building teacher capacity, and re-engaging pupils leading to accelerated learning. They work as a colleague with classroom teachers to support student learning. The Instructional Coach focuses on individual and group professional development that will expand and refine the understanding of research-based effective instruction. To meet this purpose, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individual teachers.		59,255	59,255	59,255		177,765.00
Training for Instructional Coach through The Instructional Coach Institute conducted virtually by Jim Knight.	1,995					1,995.00
Subtotal	1,995.00	59,255.00	59,255.00	59,255.00	0.00	179,760.00

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
UC Davis History Project Professional Development-Engaging Students in History-Social Science Instruction The workshop series will include the following elements: <ul style="list-style-type: none"> • Introduction to inquiry-based instruction/historical investigation • Modeling of strategies to engage students in inquiry through cooperative learning and developing students' critical thinking and analysis skills in the history-social science classroom • Strategies will also develop students' literacy skills, primarily focused on the discussion • Sample lessons and activities which model ways to incorporate engagement strategies in instruction 	7,501	7,501				15,002.00
Subtotal	7,501.00	7,501.00	0.00	0.00	0.00	15,002.00

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
SEE FOCUS AREA #1 Hire (1) Instructional Coach to bring evidence-based practices into classrooms by working with and supporting teachers and	0	0	0	0	0	

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
administration with the goal of increasing student engagement, improving student achievement, building teacher capacity, and re-engaging pupils leading to accelerated learning. They work as a colleague with classroom teachers to support student learning. The Instructional Coach focuses on individual and group professional development that will expand and refine the understanding of research-based effective instruction. To meet this purpose, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individual teachers.						
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Professional Development provided by qualified staff including, School Based Social Worker and Director of Prevention and Intervention (NO COST)	0	0	0	0	0	
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Training on PBIS and Restorative Practices paid for by Yuba County Office of Education.	0	0	0	0	0	
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
SEE FOCUS AREA #1 Hire (1) Instructional Coach to bring evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, building teacher capacity, and re-engaging pupils leading to accelerated learning. They work as a colleague with classroom teachers to support student learning. The Instructional Coach focuses on individual and group professional development that will expand and refine the understanding of research-based effective instruction. To meet this purpose, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individual teachers.	0	0	0	0	0	
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
SEE FOCUS AREA #1 Hire (1) Instructional Coach to bring evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, building teacher capacity, and re-engaging pupils leading to accelerated learning. They work as a colleague with classroom teachers to support student learning. The Instructional Coach focuses on individual and group professional development that will expand and refine the understanding of research-based effective instruction. To meet this purpose, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individual teachers.	0	0	0	0	0	
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
NA-Will be addressed in 2024-25 LCAP	0	0	0	0	0	

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

Summary of Expenditures

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)	1,995.00	59,255.00	59,255.00	59,255.00	0.00	179,760.00
Subtotal Section (2)	7,501.00	7,501.00	0.00	0.00	0.00	15,002.00
Subtotal Section (3)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (4)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (5)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (6)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (7)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (8)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (9)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (10)	0.00	0.00	0.00	0.00	0.00	0.00
Totals by year	9,496.00	66,756.00	59,255.00	59,255.00	0.00	194,762.00

Total planned expenditures by the LEA:

194,762.00

Note:

Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:

- specific purchases made;
- the number of the following educators who received professional development:
 - o Teachers;
 - o Administrators;
 - o Paraprofessional educators;
 - o Classified staff.

Wheatland Union High School District

Job Description

Instructional Coach

(191 Day Calendar, 8 Hours per Day)

Position

The Instructional Coach is responsible for bringing evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, building teacher capacity, and re-engaging pupils leading to accelerated learning. They work as a colleague with classroom teachers to support student learning. The Instructional Coach focuses on individual and group professional development that will expand and refine the understanding about researched-based effective instruction. To meet this purpose, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individual teachers.

Duties (included but not limited to)

1. Provides demonstration lessons which involve the direct instruction of pupils to emphasis teaching which includes: standards-based instruction; use of effective evidence-based instruction, access strategies, Academic Engaged Time, and checking for understanding aligned to grade-level standards and content; differentiation of instruction; use of the multi-tiered approach to support academic achievement and intervention; use of pre and post conference for planning and debriefing lessons; and use of technology tools.
2. Provides direct feedback to teachers and opportunities to reflect on their teaching practice.
3. Assists and supports teachers in the implementation of district-adopted textbook and support materials.
4. Assists and supports teachers with instructional strategies that support the delivery of grade-level content to all students, including English Learners (EL), Standard English Learners (SEL), students with disabilities, socioeconomically disadvantaged students, and gifted and talented students.
5. Promotes standards-based literacy and numeracy through demonstration lessons through modeling, collaboration and co-teaching and focused observation.
6. Works with teachers to manage, interpret, and use formative assessment data, systematically examine student work, and plan and deliver appropriate instruction, intervention, and accommodation strategies for all students.
7. Supports collaborative work that contextualizes teaching and learning on evidence-based practices and identified needs.
8. Facilitates the analysis of data and student work that reflects a problem-solving approach.
9. Fosters improved communication and collaboration among staff by working with teachers to identify and address areas of need.

Wheatland Union High School District

Job Description

Instructional Coach

(191 Day Calendar, 8 Hours per Day)

10. Meets regularly with site administrators, teachers, and support personnel to analyze data and further communicate and strengthen instructional support to school staff.
11. Participates in site professional development to support and expand coaching expertise, pedagogical strategies, content knowledge, and systematic analysis of student work data within the multi-tiered framework.
12. Performs other duties as assigned in accordance with the WHEAT agreement.

Qualifications

1. Experienced coaching teachers (preferred)
2. 5 years of successful teaching experience.
3. Valid state teaching credential appropriate for the position.
4. Meets all mandated health requirements.
5. A record free of criminal violations that would prohibit public school employment.
6. Complies with drug-free workplace rules and board policies.
7. Commitment to keep current with workplace innovations that enhance personal productivity.

Abilities

The following personal characteristics and skills are important for the successful performance of assigned duties.

- Acknowledges personal accountability for decisions and conduct.
- Anticipates time constraints. Manages tasks efficiently to meet deadlines.
- Averts problem situations and intervenes to resolve conflicts.
- Demonstrates professionalism and contributes to a positive work/learning environment.
- Effectively uses active listening, observation, reading, verbal, nonverbal, and writing skills.
- Exhibits consistency, resourcefulness, and resilience.
- Interprets information accurately and initiates effective responses.
- Maintains accurate records and submits required paperwork on time.
- Maintains an acceptable attendance record and is punctual.
- Skillfully manages individual, group, and organizational interactions.
- Uses diplomacy and exercises self-control when dealing with other individuals.

Wheatland Union High School District

Job Description

Instructional Coach

(191 Day Calendar, 8 Hours per Day)

Working Conditions

- To promote safety, employees are expected to exercise caution and comply with safety regulations and corporation policies/procedures when involved in the following situations/conditions.
- Balancing, bending, crouching, kneeling, reaching, and standing.
- Exposure to adverse weather conditions and temperature extremes.
- Exposure to blood-borne pathogens and communicable diseases.
- Interactions with aggressive, disruptive, and/or unruly individuals.
- Lifting, carrying, and moving work-related supplies/equipment.
- Operating and/or riding in a vehicle.

Salary:

Placement on the Certificated Salary Schedule plus ten (10) days of pay at the daily rate as defined in the collective bargaining agreement.

Board Approval: (PENDING)

Wheatland Union High School District

Job Description

Instructional Coach

(191 Day Calendar, 8 Hours per Day)

Position

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Duties (included but not limited to)

1. Provides demonstration lessons which involve the direct instruction of pupils to emphasis teaching which includes: standards-based instruction; use of effective evidence-based instruction, access strategies, Academic Engaged Time, and checking for understanding aligned to grade-level standards and content; differentiation of instruction; use of the multi-tiered approach to support academic achievement and intervention; use of pre and post conference for planning and debriefing lessons; and use of technology tools.
2. Provides direct feedback to teachers and opportunities to reflect on their teaching practice.
3. Assists and supports teachers in the implementation of district-adopted textbook and support materials.
4. Assists and supports teachers with instructional strategies that support the delivery of grade-level content to all students, including English Learners (EL), Standard English Learners (SEL), students with disabilities, socioeconomically disadvantaged students, and gifted and talented students.
5. Promotes standards-based literacy and numeracy through demonstration lessons through modeling, collaboration and co-teaching and focused observation.
6. Works with teachers to manage, interpret, and use formative assessment data, systematically examine student work, and plan and deliver appropriate instruction, intervention, and accommodation strategies for all students.
7. Supports collaborative work that contextualizes teaching and learning on evidence-based practices and identified needs.
8. Facilitates the analysis of data and student work that reflects a problem-solving approach.
9. Fosters improved communication and collaboration among staff by working with teachers to identify and address areas of need.

Wheatland Union High School District

Job Description

Instructional Coach

(191 Day Calendar, 8 Hours per Day)

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11. Participates in site professional development to support and expand coaching expertise, pedagogical strategies, content knowledge, and systematic analysis of student work data within the multi-tiered framework.
12. Performs other duties as assigned in accordance with the WHEAT agreement.

Qualifications

1. Experienced coaching teachers (preferred)
2. 5 years of successful teaching experience.
3. Valid state teaching credential appropriate for the position.
4. Meets all mandated health requirements.
5. A record free of criminal violations that would prohibit public school employment.
6. Complies with drug-free workplace rules and board policies.
7. Commitment to keep current with workplace innovations that enhance personal productivity.

Abilities

The following personal characteristics and skills are important for the successful performance of assigned duties.

- Acknowledges personal accountability for decisions and conduct.
- Anticipates time constraints. Manages tasks efficiently to meet deadlines.
- Averts problem situations and intervenes to resolve conflicts.
- Demonstrates professionalism and contributes to a positive work/learning environment.
- Effectively uses active listening, observation, reading, verbal, nonverbal, and writing skills.
- Exhibits consistency, resourcefulness, and resilience.
- Interprets information accurately and initiates effective responses.
- Maintains accurate records and submits required paperwork on time.
- Maintains an acceptable attendance record and is punctual.
- Skillfully manages individual, group, and organizational interactions.
- Uses diplomacy and exercises self-control when dealing with other individuals.

Wheatland Union High School District

Job Description

Instructional Coach

(191 Day Calendar, 8 Hours per Day)

Working Conditions

- To promote safety, employees are expected to exercise caution and comply with safety regulations and corporation policies/procedures when involved in the following situations/conditions.
- Balancing, bending, crouching, kneeling, reaching, and standing.
- Exposure to adverse weather conditions and temperature extremes.
- Exposure to blood-borne pathogens and communicable diseases.
- Interactions with aggressive, disruptive, and/or unruly individuals.
- Lifting, carrying, and moving work-related supplies/equipment.
- Operating and/or riding in a vehicle.

Salary:

Placement on the Certificated Salary Schedule plus ten (10) days of pay at the daily rate as defined in the collective bargaining agreement.

Board Approval: (pending)

Wheatland Union High School District

OVERNIGHT FIELD TRIPS APPROVAL PROCESS

Date Submitted: Nov. 30, 2021

Approval: ☐ Yes ☐ No

Approval Date: _____

Waiver Signed: _____

As outlined in the district's administrative regulations, requests for overnight field trips must be submitted 20 days prior to the date of the next regularly scheduled Board meeting. The Board will approve or disapprove the request and Superintendent or Designee will notify the Teacher(s)/Staff of the decision.

Event/Group Title: FFA State Leadership Conference

Teacher(s)/Staff Submitting Request (Trip Supervisor): Kayla MacKaben

Cody Walker

Supervising Teacher(s)/Staff Email: kmackaben@wheatlandhigh.org, cwalker@wheatlandhigh.org

The teacher(s) submitting the request will be designated the Trip Supervisor and assumes responsibility at all times for supervising student activities and shall assume responsibility for the proper conduct of all participants.

Number of students participating: 25 * Number of adult volunteers: 2 staff

List adult volunteers/chaperones: Kayla MacKaben, Cody Walker

* For other than athletic events, there must be one adult for every ten students participating.

Date transportation request submitted: Nov. 15, 2021

Funding Source: FFA ASB Account, students pay

Departure Date/Time/Location: March 26 - March 29, 2022

Schedule Return (include time): 9:00 pm March 29th

Destination (address required): Golden 1 Center & SAFE Credit Union, Sacramento

Contact Phone Number at Destination (required): - see attached attached

Golden 1 Center

Address: 500 David J. Stern Walk, Sacramento, CA 95814

Phone: (916) 701-5400

SAFE CREDIT UNION CONVENTION CENTER

Address: 1400 J St, Sacramento, CA 95814

Phone: (916) 808-5291

Supervision on School Sponsored Trips

Students on school-sponsored trips are under the jurisdiction of the district and shall be subject to district and school rules and regulations.

The Superintendent or designee shall ensure that adequate supervision is provided on all school-sponsored trips and that there is an appropriate ratio of adults to students present on the trip. If the trip involves water activities, this ratio shall be revised as necessary.

Parent/Guardian Permission

Before a student can participate in a school-sponsored trip, the teacher shall obtain parent/guardian permission for the trip. Whenever a trip involves water activities, the parent/guardian shall provide specific permission for his/her child to participate in the water activities. The district shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip.

All persons making the field trip or excursion shall be deemed to have waived all claims against the district or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field trips or excursions and all parents/guardians of students taking out-of-state field trips or excursions shall sign a statement waiving such claims.

Safety Issues

1. While conducting a trip, the teacher, employee, or agent of the school shall have the school's first aid kit in his/her possession or immediately available.

Whenever trips are conducted in areas known to be infested with poisonous snakes, the first aid kit taken on the trip shall contain medically accepted snakebite remedies. In addition, a teacher, employee, or agent of the school who has completed a first aid course which is certified by the American Red Cross and which emphasizes the treatment of snakebites shall participate in the trip.

2. The district shall provide or make available medical and/or hospital insurance for students injured while participating in any excursion or field trip.

3. If the Superintendent or designee receives threat level warnings from the Homeland Security pertaining to the destination of a school-sponsored trip, he/she shall implement precautions necessary to protect the safety of students and staff.

4. Lifeguards are required for all swimming activities. If the activity is at a private pool, the owner of the pool shall provide a certificate of insurance, designating the district as an additional insured, for not less than \$500,000 in liability coverage. Staff shall determine supervisory responsibilities for all chaperones.

5. Before trips of more than one day, the principal or designee may hold a meeting for staff, chaperones, parents/guardians, and students to discuss safety and the importance of safety-related rules for the trip.

CHECKLIST TO BE COMPLETED BY ADMINISTRATOR PRIOR TO TRIP DEPARTURE

(initial each item certifying completion)

_____ Wheatland Union High School District "Field Trip Notice & Medical Authorization" form has been signed by parent(s)/guardian(s) of all student participants.

_____ WUHSD Fingerprint and TB clearance requirements per WUHSD AR 1240 have been obtained for all non-District employee chaperones.

_____ Meeting held for staff, noncertificated adults, parent(s)/guardian(s) and students in advance of trip to discuss trip and safety related procedures, itinerary and questions as required by WUHSD AR 6153.

Meeting date: _____

_____ Health Conditions/Medication: Health Clerk has been consulted at least two weeks prior to any field trip. Trip participant health information has been gathered and reviewed and any needed revisions to supervision plan made, including making sure that chaperones understand relevant information (e.g., food allergies). A plan has been developed by a health clerk to collect, secure, and dispense prescription medications from their original containers and consistent with physician's instructions. (See WUHSD AR 5141.21)

_____ Supervision is by certificated personnel and assisted by other school employees, parent/guardian(s), or other authorized chaperones who are at least 21 years old. Site Administrator and trip leader are satisfied all chaperones are willing and able to perform required duties, including understanding and implementing instructions, health information for students in their group and responding effectively in the event of emergency.

_____ Adult to Student Ratio is at least 1:10 (or higher if high risk activities).

_____ Sleeping arrangements and night supervision are safe and appropriate.

_____ Safety requirements have been met (e.g., first aid kits, emergency contact and health info, instructions for chaperones, cell phones).

_____ Confirm that: (1) if destination is out of the Wheatland area, arrangements have been made for use of an additional vehicle in event of illness or emergency and (2) students received instruction in safe conduct on bus or other transport.

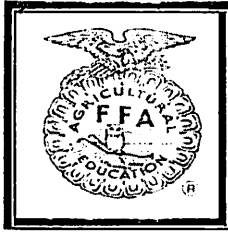
_____ WUHSD Declaration of Driver form completed and signed by driver and registered owners of any private vehicles used on trip and copy of proof of insurance and California driver's license are on file and secured at school site. The same forms may be used for multiple trips or for entire school year as long as insurance proof on file is updated. This requirement does not apply to licensed bus companies on the District's approved bus list or for public transportation entities, airlines or AMTRAK.

_____ Confirm all student participants on higher risk activities (e.g. swimming, snow trips, horseback riding, sailing, rafting, etc) are covered by medical or accident insurance as required by AR 6153.

Do not exclude students without insurance; however, contact Risk Management for instructions.

_____ Site and trip leader has a list of students and adults attending trip.

TRIP APPROVAL IS CONDITIONED ON COMPLETION OF THIS CHECKLIST



CALIFORNIA ASSOCIATION FUTURE FARMERS OF AMERICA
AGRICULTURAL EDUCATION
1430 "N" STREET, SUITE 4202
SACRAMENTO, CA 95814
www.calaged.org

November 1, 2021

To: FFA Chapter Advisors
From: Charles Parker, State FFA Advisor
Subject: *94th Annual State Leadership Conference – March 26-29, 2022*

FFA Chapter Advisors

This year FFA members from all corners of the state will convene in Sacramento, March 26-29, 2022, for the 94th Annual State FFA Leadership Conference where student accomplishments will be celebrated. Those attending this student led program will hear from motivational speakers, take part in educational workshops, engage with industry and colleges in the career expo, visit agricultural business' through sponsored tours, and attend exciting sessions in the Golden One Arena.

For the latest information and most current schedule you are encouraged to visit calaged.org.

Timeline

December 1, 2021 – Early Registration Opens

January 15, 2022 – Early Registration Closes

February 15, 2022 – School or cashier check payable to California Association FFA or a copy of a school purchase order to cover all registration fees. If mailing your forms, they must be postmarked by February 15, 2022, to be eligible for the early registration rate and mailed to: California FFA Center, State FFA Leadership Conference Registration, P.O. Box 460, Galt, CA 95632

Based on your registration, we commit to legal contracts for meals, materials, and facilities. Therefore, once you register online it is considered final and your chapter is financially liable. Information will be emailed in March regarding where and when to pick up registration materials at the conference site. Substitutions will be allowed. If you have any questions, do not hesitate to call.

It is our goal to provide a safe and educational activity. We will continue to monitor County and State Health Departments to ensure we are adhering to their recommendations. Any changes will be communicated to teachers of students registered to participate in the FFA activity.

Registration

Registration for the 2022 State FFA Leadership Conference will open December 1 for students, advisors, parents, industry partners, guests, etc.

Early Student Registration – Completed Prior to January 15

\$200 per student

\$ 25 discount for each student thanks to generous contribution by Boswell

\$175 adjusted amount due per student

Early Participant Registration - Completed Prior to January 15

\$200 per advisor, parent, partner or guest

- Regular Registration – After January 15
- \$225 per participant (student, advisor, parent, partner or guest)

Registration Includes:

1. Credentials (Required for all conference activities)
2. Conference T-Shirt
3. Access to Conference Program
4. Leadership Workshops
5. Career Expo

One-Day Registration

Once again in 2021 an option will be available to allow students to register for one day attendance.

One-Day Registration - \$75 per student

One-Day Participations Receive access to all conference activities for the day and a conference t-shirt.

Administrator's Conference

The popular Administrator Conference will return with the State Leadership Conference in 2022. The conference is coordinated through the Agricultural Education Professional Development Contract. Registration and schedule will be provided as an update on calaged.org. For planning purposes, the conference will be held Saturday, March 26 and Sunday, March 27.

The latest information on the following will be posted on calaged.org when available.

- Schedule
- Hotels
- Meal Vouchers
- Tours
- Leadership Workshops
- One-Day Registration
- Nominating Committee & State Officer Candidates

Terms & Conditions

Please remember when you register your chapter for the 94th State FFA Leadership Conference you are agreeing to the following terms and conditions:

1. **Liability Waiver** - The California Association FFA is not directly responsible for students, advisors or chaperones attending events sanctioned by the state association. Local school districts and designated advisors/chaperones are responsible for the oversight and management of themselves and their students. Local management also includes securing proper insurance and medical waivers as designated by a chapter's local school board.
2. **Multimedia Recording and Usage Policy** – The California Association FFA staff and its designees may capture photos, video and other recordings of participants before, during and after events sanctioned by the state association. Please be aware that all recorded media may be used by the California Association of FFA in future print materials, online materials (including FFA websites and official social media accounts) signage, slideshows, podcasts, videos and other uses in physical and digital forms. Attendance at events sanctioned by the state association implies your consent to be photographed, videotaped and otherwise recorded for these purposes.

- 3. **Food Allergies Disclaimer** – Events sanctioned by the California Association FFA are activities that bring thousands of participants together in a number of activities and conferences throughout the state of California, under the supervision of their local school districts via their advisors and chaperones. All individuals with food allergies are responsible for taking necessary precautions to protect their health. Due to the nature and location of various activities, the California Association of FFA cannot provide accommodations for food allergies or be held accountable for issues arising from food allergies.

Please reach out to either myself or your regional supervisor should you have questions. See you in Sacramento in March!

Wheatland Union High School District

OVERNIGHT FIELD TRIPS APPROVAL PROCESS

Date Submitted: Nov. 30, 2021

Approval: ☐ Yes ☐ No

Approval Date: _____

Waiver Signed: _____

As outlined in the district's administrative regulations, requests for overnight field trips must be submitted 20 days prior to the date of the next regularly scheduled Board meeting. The Board will approve or disapprove the request and Superintendent or Designee will notify the Teacher(s)/Staff of the decision.

Event/Group Title: FFA Made for Excellence & Advanced Leadership Academy

Teacher(s)/Staff Submitting Request (Trip Supervisor): Melissa Taylor

Supervising Teacher(s)/Staff Email: mtaylor@wheatlandhigh.org

The teacher(s) submitting the request will be designated the Trip Supervisor and assumes responsibility at all times for supervising student activities and shall assume responsibility for the proper conduct of all participants.

Number of students participating: 5 * Number of adult volunteers: 0 1 staff

List adult volunteers/chaperones: Melissa Taylor

* For other than athletic events, there must be one adult for every ten students participating.

Date transportation request submitted: Nov. 5, 2021

Funding Source: FFA

Departure Date/Time/Location: Jan 7th, 9 am, WUHS

Schedule Return (include time): Jan 8, 2 pm

Destination (address required): Hilton Arden West Conference Center
2200 Harvard St Sacramento, CA 95815

Contact Phone Number at Destination (required): 916-922-4700

Supervision on School Sponsored Trips

Students on school-sponsored trips are under the jurisdiction of the district and shall be subject to district and school rules and regulations.

The Superintendent or designee shall ensure that adequate supervision is provided on all school-sponsored trips and that there is an appropriate ratio of adults to students present on the trip. If the trip involves water activities, this ratio shall be revised as necessary.

Parent/Guardian Permission

Before a student can participate in a school-sponsored trip, the teacher shall obtain parent/guardian permission for the trip. Whenever a trip involves water activities, the parent/guardian shall provide specific permission for his/her child to participate in the water activities. The district shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip.

All persons making the field trip or excursion shall be deemed to have waived all claims against the district or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field trips or excursions and all parents/guardians of students taking out-of-state field trips or excursions shall sign a statement waiving such claims.

Safety Issues

1. While conducting a trip, the teacher, employee, or agent of the school shall have the school's first aid kit in his/her possession or immediately available.

Whenever trips are conducted in areas known to be infested with poisonous snakes, the first aid kit taken on the trip shall contain medically accepted snakebite remedies. In addition, a teacher, employee, or agent of the school who has completed a first aid course which is certified by the American Red Cross and which emphasizes the treatment of snakebites shall participate in the trip.

2. The district shall provide or make available medical and/or hospital insurance for students injured while participating in any excursion or field trip.
3. If the Superintendent or designee receives threat level warnings from the Homeland Security pertaining to the destination of a school-sponsored trip, he/she shall implement precautions necessary to protect the safety of students and staff.
4. Lifeguards are required for all swimming activities. If the activity is at a private pool, the owner of the pool shall provide a certificate of insurance, designating the district as an additional insured, for not less than \$500,000 in liability coverage. Staff shall determine supervisory responsibilities for all chaperones.
5. Before trips of more than one day, the principal or designee may hold a meeting for staff, chaperones, parents/guardians, and students to discuss safety and the importance of safety-related rules for the trip.

CHECKLIST TO BE COMPLETED BY ADMINISTRATOR PRIOR TO TRIP DEPARTURE

(initial each item certifying completion)

_____ Wheatland Union High School District "Field Trip Notice & Medical Authorization" form has been signed by parent(s)/guardian(s) of all student participants.

_____ WUHSD Fingerprint and TB clearance requirements per WUHSD AR 1240 have been obtained for all non-District employee chaperones.

_____ Meeting held for staff, noncertificated adults, parent(s)/guardian(s) and students in advance of trip to discuss trip and safety related procedures, itinerary and questions as required by WUHSD AR 6153.

Meeting date: _____

_____ Health Conditions/Medication: Health Clerk has been consulted at least two weeks prior to any field trip. Trip participant health information has been gathered and reviewed and any needed revisions to supervision plan made, including making sure that chaperones understand relevant information (e.g., food allergies). A plan has been developed by a health clerk to collect, secure, and dispense prescription medications from their original containers and consistent with physician's instructions. (See WUHSD AR 5141.21)

_____ Supervision is by certificated personnel and assisted by other school employees, parent/guardian(s), or other authorized chaperones who are at least 21 years old. Site Administrator and trip leader are satisfied all chaperones are willing and able to perform required duties, including understanding and implementing instructions, health information for students in their group and responding effectively in the event of emergency.

_____ Adult to Student Ratio is at least 1:10 (or higher if high risk activities).

_____ Sleeping arrangements and night supervision are safe and appropriate.

_____ Safety requirements have been met (e.g., first aid kits, emergency contact and health info, instructions for chaperones, cell phones).

_____ Confirm that: (1) if destination is out of the Wheatland area, arrangements have been made for use of an additional vehicle in event of illness or emergency and (2) students received instruction in safe conduct on bus or other transport.

_____ WUHSD Declaration of Driver form completed and signed by driver and registered owners of any private vehicles used on trip and copy of proof of insurance and California driver's license are on file and secured at school site. The same forms may be used for multiple trips or for entire school year as long as insurance proof on file is updated. This requirement does not apply to licensed bus companies on the District's approved bus list or for public transportation entities, airlines or AMTRAK.

_____ Confirm all student participants on higher risk activities (e.g. swimming, snow trips, horseback riding, sailing, rafting, etc) are covered by medical or accident insurance as required by AR 6153.

Do not exclude students without insurance; however, contact Risk Management for instructions.

_____ Site and trip leader has a list of students and adults attending trip.

TRIP APPROVAL IS CONDITIONED ON COMPLETION OF THIS CHECKLIST

MADE FOR EXCELLENCE

Conference Schedule

12:00 – 12:45 pm	Conference Registration, T-Shirts <i>(Official Dress)</i> <i>Shirts are available immediately for pick up. Rooming is done by the chapters and keys can be picked up at the front desk.</i>
1:00 pm	Session 1 – “Welcome to Adventure!”
2:00 pm	Session 2 – “Leadership is PERSONAL” Break
3:15 pm	Session 3 – “Leadership is a SKILL” Break
4:30 pm	Session 4 – “Leadership is INTERPERSONAL”
6:00 pm	Dinner – 60 minutes
7:15 pm	Session 5 – “Leadership is an ACTION”
8:30 pm	Hotel Room Break/ Change for Dance
9:00 pm	Dance – 90 minutes <i>(FFA/Chapter T-shirts)</i>
11:00 pm	Curfew
7:00 am	Breakfast – 45/60 minutes <i>(Conference T-shirts)</i> Luggage out of rooms
8:15 am	Session 6 – “Leadership is a TEAM SPORT” Break
10:30 am	Session 7 – “Leadership is a LIFESTYLE”
11:45 am	Adjourn Conference



ADVANCED LEADERSHIP ACADEMY

Conference Schedule

12:00 – 12:45 pm	Conference Registration, T-Shirts (<i>Official Dress</i>) <i>Shirts are available immediately for pick up. Rooming is done by the chapters and keys can be picked up at the front desk.</i>
1:00 pm	Session 1 – “Welcome to the Team!”
2:00 pm	Session 2 – “Forming Purpose”
3:30 pm	Session 3 – “Creating Synergy” Break
5:00 pm	Session 4 – “Practicing Synergy”
6:00 pm	Dinner – 60 minutes
7:15 pm	Session 5 – “Develop Strategy”
8:30 pm	Hotel Room Break/ Change for Dance
9:00 pm	Dance – 90 minutes (<i>FFA/ Chapter T-shirts</i>)
11:00 pm	Curfew
7:00 am	Breakfast – 45/60 minutes (<i>Conference T-shirts</i>) Luggage out of rooms
8:15 am	Session 6 – “Establish Influence” Break
10:30 am	Session 7 – “Be the Change!”
11:45 am	Adjourn Conference



Policy 0470: COVID-19 Mitigation Plan

Status: DRAFT

Original Adopted Date: Pending

The following policy establishes actions that will be taken by the district to provide a safe learning and working environment during the coronavirus (COVID-19) pandemic, and shall supersede any conflicting language in existing district policies or administrative regulations until the Governing Board determines that the need for this policy no longer exists. The Board acknowledges that, due to the evolving nature of the pandemic, federal, state, and local orders impacting district operations are subject to change without notice. In the event that any federal or state law and/or order or local order may conflict with this policy, the law or order shall govern.

The Board may also adopt resolutions or take other actions as needed to respond to such orders or provide further direction during the pandemic.

To limit the impact of the pandemic on the education of district students, the district shall implement learning recovery, social-emotional support, and other measures and strategies designed to keep students learning and engaged in the instructional program.

COVID-19 Safety Plan

The Superintendent or designee shall establish, implement, and maintain a COVID-19 safety plan that complies with any mandatory public health guidance of the California Department of Public Health (CDPH), the COVID-19 prevention program ("CPP") consistent with the regulations of the California Division of Occupational Safety and Health, any orders of state or local health authorities, and any other applicable law and/or health order(s). The Superintendent or designee shall ensure, at a minimum, that the COVID-19 safety plan complies with all mandatory guidance and gives priority to recommended practices that are identified as being particularly effective at COVID-19 mitigation. The Superintendent or designee shall regularly review public health guidance to ensure that the district's COVID-19 mitigation strategies are current with public health mandates or recommendations.

The district's COVID-19 safety plan shall be posted on the district's web site.

Reporting to the Public Health Department

Upon learning that a school employee or student who has tested positive for COVID-19 was present on campus while infectious, the Superintendent or designee shall immediately, and in no case later than 24 hours after learning of the positive case, notify the local health officer or the local health officer's representative about the positive case.

The notification shall be made even if the individual who tested positive has not provided prior consent to the disclosure of personally identifiable information and shall include all of the following information, if known: (Education Code 32090)

1. Identifying information of the individual who tested positive, including full name, address, telephone number, and date of birth
2. The date of the positive test, the school(s) at which the individual was present, and the date the individual was last onsite at the school(s)
3. The name, address, and telephone number of the person making the report

If a school has two or more outbreaks of COVID-19 and is subject to a safety review by CDPH pursuant to Education Code 32090, the Superintendent or designee shall cooperate fully with the review.

Statewide Instructional Mode Survey

On or before the second and fourth Monday of each month, the Superintendent or designee shall submit to the California Collaborative for Educational (CCEE) information required under Education Code 32091, in accordance

with the form and procedures determined by CCEE.

Stakeholder Engagement and Community Relations

The district shall solicit input from stakeholders on how to best support students following the learning disruptions of the pandemic through appropriate methods, which may include surveys, community and family meetings, and other methods identified by the Superintendent or designee.

The Superintendent or designee shall collaborate with local health authorities to ensure that parents/guardians are provided with the information needed to ensure that public health guidance is observed in the home as well as in school, such as information about isolation and quarantine requirements, face mask requirements, symptom checks prior to school attendance, and who to contact when students have symptoms and/or were exposed.

The Superintendent or designee shall use a variety of methods to regularly communicate with students, parents/guardians, and the community regarding community transmission levels, district operations, school schedules, and steps the district is taking to promote the health and safety of students. In addition, the members of the Board have a responsibility as community leaders to communicate matters of public interest in a manner that is consistent with Board policies and bylaws regarding public statements.

The district shall continue to collaborate with local health officials and agencies, community organizations, and other stakeholders to ensure that district operations reflect current recommendations and best practices for COVID-19 mitigation strategies. The Superintendent or designee shall keep informed about resources and services available in the community to assist students and families in need.

Learning Recovery and Social-Emotional Support

The Superintendent or designee shall develop a plan for assessing students' current academic levels early in the school year to ensure that each student is provided with appropriate opportunities for learning recovery based on need. The plan may include:

1. Use of interim or diagnostic assessments
2. Review of available data from assessments within the California Assessment of Student Performance and Progress
3. Review of attendance data from the 2020-2021 school year
4. Review of prior year grades
5. Discussion of student needs and strengths with parents/guardians and former teachers

The Superintendent or designee shall develop and implement a learning recovery program that, at a minimum, provides supplemental instruction and support for social emotional well-being, and to the maximum extent permissible meals and snacks, to eligible students. (Education Code 43522)

Supplemental Instruction and Support

The district shall provide students with evidence-based supports and interventions in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports through a program of engaging learning experiences in a positive school climate. (Education Code 43522)

Targeted and intensive supports may include: (Education Code 43522)

1. Extending instructional learning time based on student learning needs including through summer school or intersessional instructional programs
2. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff
3. Learning recovery programs and materials designed to accelerate student academic proficiency, English

language proficiency, or both

4. Integrated student supports to address other barriers to learning, such as:
 - a. The provision of health, counseling, or mental health services
 - b. Access to school meal programs
 - c. Access to before and after school programs
 - d. Programs to address student trauma and social-emotional learning
 - e. Referrals for support for family or student needs
5. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports
6. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility
7. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning
8. Other interventions identified by the Superintendent or designee

To ensure schoolwide implementation of the district's tiered framework of supports, the Superintendent or designee shall plan staff development that includes: (Education Code 43522)

1. Accelerated learning strategies and effective techniques for closing learning gaps, including training in facilitating quality learning opportunities for all students
2. Strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs

Reengagement for Chronically Absent Students

The Superintendent or designee shall implement strategies for identifying, locating, and reengaging students who were chronically absent or disengaged during the 2020-21 school year, including students who were kindergarten-age but who did not enroll in kindergarten. Strategies for reengaging students may include:

1. Personal outreach to families, including by staff who are known to families
2. Door-to-door campaigns
3. The use of social media to spread awareness about the implementation of COVID-19 mitigation strategies
4. Welcoming and supporting students who experienced chronic absenteeism due to the COVID-19 pandemic or who are returning to school after a long absence

Student Absence and Attendance

The Board recognizes that COVID-19 will continue to impact the attendance of students. The Superintendent or designee shall notify students and parents/guardians of expectations regarding school attendance. Such notification shall direct any student who contracts the virus or is subject to a quarantine order to stay home in accordance with state and local health orders.

The Superintendent or designee shall ensure continuity of instruction for students who may be under a quarantine order to stay home, by offering such students independent study or other instructional delivery channels that allows the student to continue to participate in the instructional program to the greatest extent possible.

Nondiscrimination

The Board prohibits discrimination based on actual or perceived medical condition or disability status. (Government Code 11135)

Individual students and staff shall not be identified as being COVID-positive, nor shall students be shamed, treated differently, or denied access to a free and appropriate public education because of their COVID-19 status or medical condition. Staff shall not disclose confidential or privileged information, including the medical history or health information of students and staff except as allowed by law. (Education Code 49450)

The Superintendent or designee shall investigate any reports of harassment, intimidation, and bullying targeted at any student based on their medical condition or COVID status, exposure, or high-risk status.

Policy 3516.5: Emergency Schedules

Status: DRAFT

Original Adopted Date: 04/16/2013

In order to provide for the safety of students and staff, the Governing Board authorizes the Superintendent or designee to close a school site, change the regular school day schedule, or take any necessary action when hazardous environmental or weather conditions or other emergencies warrant.

When an emergency condition causes a school closure, reduction in attendance, or change in schedule pursuant to Education Code 41422 or 46392, thereby preventing the district from complying with the minimum number of instructional days or minutes required by law, the Superintendent or designee shall complete and submit to the Superintendent of Public Instruction (SPI) the necessary forms and/or affidavits for obtaining approval of apportionment credit for the days of the closure, reduction in attendance, or change in schedule. The Superintendent or designee shall submit other relevant district records as may be required.

For school closures due to emergency events occurring after September 1, 2021, the Superintendent or designee shall develop a plan for offering independent study within 10 days of school closure to any student impacted by the emergency condition. The plan shall also address the establishment, within a reasonable time, of independent study master agreements as specified in BP 6158 - Independent Study. The plan shall require reopening in person as soon as possible once allowable under the direction from the city or county health officer. The Superintendent or designee shall certify that the district has a plan for independent study in the affidavit submitted to the SPI pursuant to Education Code 46392. (Education Code 46393)

The Superintendent or designee shall establish a system for informing students and parents/guardians when school buses are not operating as scheduled, the school day schedule is changed, or the school is closed. The district's notification system shall include, but is not limited to, notifying local television and radio stations, posting on district web site(s), sending email and text messages, and/or making telephone calls.

Whenever the school day schedule changes after students have arrived at school, the Superintendent or designee shall ensure that students are supervised in accordance with the procedures specified in the district's emergency and disaster preparedness plan.

The Superintendent or designee may provide a means to make up lost instructional time later during the year. Students and parents/guardians shall receive timely notice in advance of any resulting changes in the school calendar or school day schedule.

Policy 4131: Staff Development

Status: DRAFT

Original Adopted Date: 04/16/2013

The Governing Board believes that, in order to maximize student learning, achievement, and well-being, certificated staff members must be continuously learning and improving relevant skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills, become informed about changes in pedagogy and subject matter, and strengthen practices related to social-emotional development and learning.

The Superintendent or designee shall involve teachers, site and district administrators, and others, as appropriate, when creating, reviewing, and amending the district's staff development program. The Superintendent or designee shall ensure that the district's staff development program is aligned with district priorities for student learning, achievement and well-being, school improvement objectives, the local control and accountability plan, and other district and school plans.

The district's staff development program shall assist certificated staff in developing knowledge and skills, including, but not limited to:

1. Mastery of subject-matter knowledge, including current state and district academic standards
2. Use of effective, subject-specific teaching methods, strategies, and skills
3. Use of technologies to enhance instruction and learning, including face-to-face, remote, or hybrid instruction
4. Sensitivity to and ability to meet the needs of diverse student populations, including, but not limited to, students with characteristics specified in Education Code 200 and/or 220, Government Code 11135, and/or Penal Code 422.55
5. Understanding of how academic and career technical instruction can be integrated and implemented to increase student learning
6. Knowledge of strategies that encourage parents/guardians to participate fully and effectively in their children's education
7. Effective classroom management skills and strategies for establishing a climate that promotes respect, fairness, acceptance, and civility, including conflict resolution, hatred prevention, and positive behavioral interventions and supports
8. Ability to relate to students, understand their various stages of growth and development, and motivate them to learn
9. Ability to interpret and use data and assessment results to guide instruction
10. Knowledge of topics related to student mental and physical health, safety, and welfare, which may include social-emotional learning and trauma-informed practices
11. Knowledge of topics related to employee health, safety, and security

The Superintendent or designee shall, in conjunction with teachers, interns, and administrators, as appropriate, develop an individualized program of professional growth to increase competence, performance, and effectiveness in teaching and classroom management and, as necessary, to assist them in meeting state or federal requirements to be fully qualified for their positions.

Professional learning opportunities offered by the district shall be evaluated based on the criteria specified in Education Code 44277. Such opportunities may be part of a coherent plan that combines school activities within a

school, including lesson study or co-teaching, and external learning opportunities that are related to academic subjects taught, provide time to meet and work with other teachers, and support instruction and student learning. Learning activities may include, but are not limited to, mentoring projects for new teachers, extra support for teachers to improve practice, and collaboration time for teachers to develop new instructional lessons, select or develop common formative assessments, or analyze student data. (Education Code 44277)

The district's staff evaluation process may be used to recommend additional individualized staff development for individual employees.

The Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities.

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to both staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program. Based on the Superintendent's report, the Board may revise the program as necessary to ensure that the staff development program supports the district's priorities for student achievement and well-being.

Policy 6120: Response To Instruction And Intervention

Status: DRAFT

Original Adopted Date: 04/16/2013

The Governing Board desires to improve learning and behavioral outcomes for all students by providing a high-quality, data-driven educational program that meets the learning and behavioral needs of each student and reduces disparities in achievement among subgroups of students. Students who are not making academic progress pursuant to district measures of performance and/or are struggling behaviorally shall receive intensive instruction and intervention supports designed to meet individual learning needs, with progress monitored.

The Superintendent or designee shall convene a team that may include, as appropriate, staff with knowledge of curriculum and instruction, student services, special education, and instructional and behavioral support, certificated personnel, other district staff, and parents/guardians to assist in designing the district's Response to Instruction and Intervention (RtI²) system, based on an examination of indicators of district and schoolwide student achievement and social-emotional well-being.

The district's RtI² system shall include instructional strategies and interventions with demonstrated effectiveness and be aligned with the district curriculum and assessments. The Superintendent or designee may conduct ongoing screening to determine student needs, analyze data, identify interventions for students not making adequate academic progress, monitor the effectiveness of the interventions, and adjust interventions according to efficacy.

The district's RtI² system shall include research-based, standards-based, culturally relevant instruction for students in the general education program; universal screening and continuous classroom monitoring to determine students' needs and to identify those students who are not making progress; criteria for determining the types and levels of interventions to be provided; and subsequent monitoring of student progress to determine the effectiveness of the intervention and to make changes as needed.

Additionally, the districts RtI² system shall provide for:

1. High-quality classroom instruction
2. High expectations
3. Assessments and data collection
4. Problem-solving systems approach
5. Research-based interventions
6. Positive behavioral support
7. Fidelity of program implementation
8. Staff development and collaboration, which may include training in the use of assessments, data analysis, research-based instructional practices and strategies and emphasize a collaborative approach of professional learning communities among teachers within and across grade spans
9. Parent/guardian and family involvement, including collaboration and engagement

The Superintendent or designee shall ensure that parents/guardians are involved at all stages of the instructional, intervention, and progress monitoring process. Parents/guardians shall be kept informed of the services that have and will be provided, the strategies being used to increase the student's rate of learning, the supports provided to improve behavioral difficulties, and the performance data that has and will be collected.

10. Consideration of further evaluation utilizing RtI² data

The RtI² system may be utilized as one component when considering the referral of a student for evaluation for special education or other services.

Policy 6146.1: High School Graduation Requirements

Status: DRAFT

Original Adopted Date: 06/19/2019 | **Last Revised Date:** 02/17/2021

The Governing Board desires to prepare all students to successfully complete the high school course of study and obtain a diploma that represents their educational achievement and increases their opportunities for postsecondary education and employment.

Course Requirements

To obtain a high school diploma, students shall complete the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Three courses in English (Education Code 51225.3)
2. Two courses in mathematics (Education Code 51225.3)

Students shall complete at least one mathematics course that meets the state academic content standards for Algebra I or Mathematics I. Students may complete such coursework prior to grade 9 provided that they also complete two mathematics courses in grades 9-12. (Education Code 51224.5)

Students may be awarded up to one mathematics course credit for successful completion of an approved computer science course that is classified as a "category c" course based on the "a-g" course requirements for college admission, which may be counted toward additional graduation requirements in mathematics. (Education Code 51225.3, 51225.35)

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)
4. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)
5. One course in visual or performing arts, world language, or career technical education (CTE). For purposes of this requirement, a course in American Sign Language shall be deemed a course in world language. (Education Code 51225.3)

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education. (Education Code 51225.3)

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

Exemptions from District-Adopted Graduation Requirements

District students are required to complete graduation course requirements specified above, including the requirements imposed by Education Code 51225.3 and those adopted by the Board. However, a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers

into the district or between district schools any time after completing the second year of high school, or a newly arrived immigrant student who is in the third or fourth year of high school and is participating in a newcomer program, shall be exempted from any graduation requirements adopted by the Board that are in addition to statewide course requirements. This exemption shall not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school.

Within 30 days of the transfer into a school or of the commencement of participation in a newcomer program, as applicable, the Superintendent or designee shall notify any eligible student of the availability of the exemption and whether the student qualifies for it. (Education Code 51225.1)

If during the 2020-21 school year a student was in the third or fourth year of high school and is not on track to graduate in four years, the district shall exempt the student from any local graduation requirements adopted by the Board that are in addition to statewide course requirements specified in Education Code 51225.3. (Education Code 51225)

Additional Opportunities to Complete Required Coursework

The Superintendent or designee shall provide a student who was enrolled in the third or fourth year of high school during the 2020-21 school year and is not on track to graduate in the 2020-21 or 2021-22 school years the opportunity to complete the statewide coursework required for graduation, which may include, but is not limited to, completion of the coursework through a fifth year of instruction, credit recovery, or other opportunity to complete the required coursework. (Education Code 51225)

Retroactive Diplomas

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)

In addition, the district may retroactively grant high school diplomas to former students who: (Education Code 48204.4, 51430, 51440)

1. Departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of the departure

Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by the district that are consistent with the purposes of Education Code 48204.4.

In determining whether to award a diploma under these circumstances, the Superintendent or designee shall consider any coursework that may have been completed outside of the United States or through online or virtual courses.

2. Were interned by order of the federal government during World War II or are honorably discharged veterans of World War II, the Korean War, or the Vietnam War, provided that they were enrolled in a district school immediately preceding the internment or military service and did not receive a diploma because their education was interrupted due to the internment or military service in those wars

Deceased former students who satisfy these conditions may be granted a retroactive diploma to be received by their next of kin.

3. Are veterans who entered the military service of the United States while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a district school

4. Were in their senior year of high school during the 2019-20 school year, were in good academic standing and on track to graduate at the end of the 2019-20 school year as of March 1, 2020, and were unable to complete the statewide graduation requirements as a result of the COVID-19 crisis

Honorary Diplomas

The Board may grant an honorary high school diploma to: (Education Code 51225.5)

1. An international exchange student who has not completed the course of study ordinarily required for graduation and who is returning to the student's home country following the completion of one academic school year in the district
2. A student who is terminally ill

The honorary diploma shall be clearly distinguishable from the regular diploma of graduation awarded by the district. (Education Code 51225.5)

Regulation 6146.1: High School Graduation Requirements

Status: DRAFT

Original Adopted Date: Pending

Notifications

Requirements for graduation, specified alternative means for completing the prescribed course of study, and information about the availability of exemptions from local graduation requirements and/or credit recovery options available pursuant to Education Code 51225 shall be made available to students, parents/guardians, and the public.

Within 30 days of the transfer into a school by a foster youth, homeless student, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student, the Superintendent or designee shall notify any eligible student of the availability of the exemption from local graduation requirements under Education Code 51225.1 and whether the student qualifies for it. (Education Code 51225.1)

In the annual notification sent to parents/guardians pursuant to Education Code 48980, the Superintendent or designee shall include the following: (Education Code 48980)

1. Information about district high school graduation requirements and how each requirement satisfies or does not satisfy the subject matter requirements for admission to the California State University and the University of California
 2. A complete list of career technical education courses offered by the district that satisfy the subject matter requirements for admission to the California State University and the University of California, and which of the specific college admission requirements these courses satisfy
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Policy 6164.4: Identification And Evaluation Of Individuals For Special Education

Status: DRAFT

Original Adopted Date: 04/16/2013

The Governing Board recognizes the need to actively seek out and evaluate district residents from birth to age 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

The Superintendent or designee shall establish a comprehensive child find system that includes procedures for the identification, screening, referral, assessment, and triennial assessment of individuals eligible for special education, as well as procedures for the planning, implementation, and review of the special education and related services provided to such individuals. (Education Code 56301)

The district's identification procedures shall include systematic methods for utilizing referrals from parents/guardians, teachers, agencies, appropriate professionals, and other members of the public, and shall be coordinated with school site procedures for referral of students whose needs cannot be met with modifications to the regular instructional program. (Education Code 56302)

The Superintendent or designee shall notify parents/guardians, in writing, of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the right to consent to any assessment concerning their child. In addition, the Superintendent or designee shall notify parents/guardians of procedures for initiating a referral for assessment to identify individuals for special education services. (Education Code 56301)

Regulation 6164.4: Identification And Evaluation Of Individuals For Special Education

Status: DRAFT

Original Adopted Date: 04/16/2013

The Superintendent or designee shall ensure that the district's child find process includes the collection of data and, at reasonable intervals, the screening of such data to determine if students are making adequate progress, as appropriate.

A student shall be referred for special education instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303)

However, the district shall ensure that evaluations of children suspected of having a disability are not delayed or denied because of the implementation of response to intervention strategies.

A parent/guardian or the district may initiate a request for an initial evaluation to determine if the student is a student with a disability. (34 CFR 300.301)

When a verbal referral is made, staff shall offer assistance to the individual to make the request in writing and shall assist the individual if the individual requests such assistance. (5 CCR 3021)

All referrals from school staff for an initial evaluation shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student and, when appropriate, the results of intervention. This documentation shall not delay the timelines for completing the assessment plan or assessment. (5 CCR 3021)

Initial Evaluation for Special Education Services

Before the initial provision of special education and related services to a student with a disability, the district shall conduct a full and individual initial evaluation of the student. (Education Code 56320; 34 CFR 300.301)

Upon receipt of a referral of any student for special education and related services, a proposed evaluation plan shall be developed within 15 calendar days, not counting days between the student's regular school sessions or terms or calendar days of school vacation in excess of five school days, unless the parent/guardian agrees, in writing, to an extension. If the referral is made within 10 days or less prior to the end of the student's regular school year or term, the proposed evaluation plan shall be developed within 10 days after the beginning of the next regular school year or term. (Education Code 56043, 56321)

The proposed evaluation plan shall meet all of the following requirements: (Education Code 56321)

1. Be in a language easily understood by the general public
2. Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible
3. Explain the types of evaluation to be conducted
4. State that no individualized education program (IEP) will result from the evaluation without parent/guardian consent

A copy of the notice of a parent/guardian's rights and procedural safeguards shall be attached to the evaluation plan. (Education Code 56321)

The proposed written evaluation plan shall include a description of recent assessments conducted, including available independent assessments and assessment information requested by the parent/guardian to be considered, as well as information indicating the student's primary language and the student's primary language proficiency as determined by Education Code section 52164.1. (5 CCR 3022)

Before conducting an initial evaluation, the district shall provide the parent/guardian with prior written notice in accordance with 34 CFR 300.503. In addition, as part of the evaluation plan, the parent/guardian shall receive written notice that includes all of the following information: (Education Code 56329; 34 CFR 300.304, 300.502, 300.504)

1. Upon completion of the administration of tests and other evaluation materials, an IEP team meeting that includes the parent/guardian or the parent/guardian's representative shall be scheduled pursuant to Education Code 56341. At this meeting, the team shall determine whether or not the student is a student with disabilities, as defined in Education Code 56026, and shall discuss the evaluation, the educational recommendations, and the reasons for the recommendations.
2. When making a determination of eligibility for special education, the district shall not determine that the student is disabled if the primary factor for such determination is lack of appropriate instruction in reading, including the essential components of reading instruction as defined in 20 USC 6368, lack of appropriate instruction in mathematics, or limited English proficiency, if the student does not otherwise meet the eligibility criteria under 34 CFR 300.8.
3. A copy of the evaluation report and the documentation of determination of eligibility shall be given to the parent/guardian.
4. If the parent/guardian disagrees with an evaluation obtained by the district, the parent/guardian has the right to obtain, at public expense, an independent educational evaluation (IEE) of the student from qualified specialists, in accordance with 34 CFR 300.502. The parent/guardian is entitled to only one such evaluation at public expense each time the district conducts an assessment with which the parent/guardian disagrees.

If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of the student, an equivalent opportunity shall apply to the IEE. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the district's proposed placement and setting, if any, regardless of whether the IEE is initiated before or after the filing of a due process hearing proceeding.

5. The district may initiate a due process hearing pursuant to Education Code 56500-56508 to show that its evaluation is appropriate. If the final decision resulting from the due process hearing is that the evaluation is appropriate, the parent/guardian maintains the right for an IEE, but not at public expense.

If the parent/guardian obtains an IEE at private expense, the results of the IEE shall be considered by the district with respect to the provision of a free appropriate public education (FAPE) to the student, and may be presented as evidence at a due process hearing regarding the student. If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to an IEE of the student in the student's current educational placement and setting and in any educational placement and setting proposed by the district, regardless of whether the IEE is initiated before or after the filing of a due process hearing.

6. If the parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the district shall have an opportunity to observe the proposed placement and, if the student has already been unilaterally placed in the nonpublic school by the student's parent/guardian, the student in that proposed placement. Any such observation shall only be of the student who is the subject of the observation and shall not include the observation or evaluation of any other student in the proposed placement unless that other student's parent/guardian consents to the observation or evaluation. The results of any observation or evaluation of another student in violation of Education Code 56329(d) shall be inadmissible in any due process or judicial proceeding regarding FAPE of that other student.

Parent/Guardian Consent for Evaluations

Upon receiving the proposed evaluation plan, the parent/guardian shall have at least 15 days to decide whether to consent to the initial evaluation. The district shall not interpret parent/guardian consent for initial evaluation as consent for initial placement or initial provision of special education services. (Education Code 56321; 34 CFR 300.300)

Informed parental consent means that the parent/guardian: (Education Code 56021.1; 34 CFR 300.9)

1. Has been fully informed, in the parent/guardian's native language or other mode of communication, of all information relevant to the activity for which consent is sought
2. Understands and agrees, in writing, to the carrying out of the activity for which parent/guardian consent is sought and the consent describes that activity and lists the records (if any) that will be released and to whom
3. Understands that the granting of consent is voluntary on the parent/guardian's part and may be revoked at any time
4. Understands that if the parent/guardian revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked). The district is not required to amend the education records of a student to remove any reference to the student's receipt of special education and services if the student's parent/guardian submits a written revocation of consent after the initial provision of special education and related services to the student.

The district shall make reasonable efforts to obtain the informed consent of the parent/guardian for an initial evaluation or reevaluation of a student. (Education Code 56321; 34 CFR 300.300, 300.322)

The district shall maintain a record of its attempts to obtain consent, which may include:

1. Detailed records of telephone calls made or attempted and the results of those calls
2. Copies of correspondence sent to the parent/guardian and any responses received
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

If a parent/guardian refuses to consent to the initial evaluation or fails to respond to a request to provide consent, the district may, but is not required to, pursue an evaluation by utilizing the procedural safeguards, including the mediation and due process procedures pursuant to 20 USC 1415 and 34 CFR 300.506-300.516. (Education Code 56321; 34 CFR 300.300)

For a student who is a ward of the state and not residing with the student's parent/guardian, the district shall make reasonable efforts to obtain the informed consent from the parent of the student for an initial evaluation to determine whether the student is a student with a disability. The district may conduct an initial evaluation without obtaining informed consent if any of the following situations exists: (Education Code 56321.1; 20 USC 1414; 34 CFR 300.300)

1. Despite reasonable efforts to do so, the district cannot discover the whereabouts of the parent/guardian of the student.
2. The rights of the parent/guardian of the student have been terminated in accordance with state law.
3. The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student.

The district need not obtain parent/guardian consent before reviewing existing data as part of an evaluation or reevaluation, or before administering a test or other evaluation that is administered to all students, unless consent is required from the parents/guardians of all students. (Education Code 56321; 34 CFR 300.300)

Conduct of the Evaluation

Within 60 calendar days of receiving parental consent for the initial assessment of a student, not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five schooldays, a determination whether the student is eligible for special education and the educational needs of the student shall be made, an IEP team meeting shall occur, and an IEP shall be developed, unless the parent/guardian agrees in writing

to an extension, pursuant to Education Code 56344. If the 60-day time is interrupted by a student school vacation, the 60-day time shall recommence on the date that student schooldays reconvene and a meeting to develop an IEP for the student shall be conducted within 30 days of a determination that the student needs special education and related services. (Education Code 56043, 56344)

However, when a referral has been made for a student 30 days or less prior to the end of the regular school year, an IEP required as a result of an assessment of the student shall be developed within 30 days after the commencement of the subsequent regular school year. (Education Code 56043, 56344; 34 CFR 300.301, 300.323)

The evaluation shall be conducted by qualified personnel who are competent to perform the assessment as determined by the district. (Education Code 56320, 56322)

In addition, evaluations and reevaluations shall be administered by qualified personnel who are competent in the oral or sign language skills and written skills of the student's primary language or mode of communication and have a knowledge and understanding of the cultural and ethnic background of the student. If it is clearly not feasible to do so, an interpreter shall be used, and the assessment report shall document this condition and note that the validity of the assessment may have been affected. The normal process of second-language acquisition, as well as manifestations of dialect and sociolinguistic variance shall not be diagnosed as a disabling condition. (5 CCR 3023)

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. (Education Code 56321; 20 USC 1414; 34 CFR 300.302)

In conducting the evaluation, the district shall use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student. The district shall also use any information provided by the parent/guardian that may assist the district in making the determination as to whether the student is a student with a disability and, if so, the necessary components of the student's IEP when the IEP is developed, including information related to enabling the student to be involved in and to progress in the general education curriculum. (34 CFR 300.304)

The district's evaluation shall not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability and for determining the appropriate educational program for the student. The assessment shall use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors. (34 CFR 300.304)

The district shall also ensure that assessments and other evaluation materials provide relevant information that assists in determining the student's educational needs and are: (Education Code 56320; 34 CFR 300.304)

1. Selected and administered so as not to be discriminatory on a racial, cultural, or sexual basis
2. Provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer
3. Used for the purposes for which the assessments or measures are valid and reliable
4. Administered by trained and knowledgeable personnel except that individually administered tests of intellectual or emotional functioning shall be administered by a credentialed school psychologist
5. Administered in accordance with any instructions provided by the producer of the assessments
6. Tailored to assess specific areas of educational need and not merely designed to provide a single general intelligence quotient
7. If administered to a student with impaired sensory, manual, or speaking skills, selected and administered to best ensure that the results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

Students shall be assessed in all areas related to the suspected disability, including, if appropriate, health and development, vision (including low vision), hearing, motor abilities, language function, general intelligence, academic

performance, communicative status, self-help, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status. When appropriate, a developmental history shall be obtained. For students with residual vision, a low vision assessment shall be provided in accordance with guidelines established pursuant to Education Code 56136. The district shall ensure that the evaluation is sufficiently comprehensive to identify all of the student's special education and related service needs, whether or not commonly linked to the disability category in which the student has been classified. (Education Code 56320; 34 CFR 300.304)

As part of the initial evaluation and any reevaluation, the IEP team and other qualified professionals shall, if appropriate, review existing evaluation data on the student, including evaluations and information provided by the parents/guardians, current classroom-based local or state assessments and classroom-based observations, and observations by teachers and related services providers. On the basis of that review and input from the student's parent/guardian, the team shall identify what additional data, if any, are needed to determine: (Education Code 56381; 34 CFR 300.305)

1. Whether the student is a student with a disability, or in the case of a reevaluation, whether the student continues to have a disability, and the educational needs of the student
2. The present levels of academic achievement and related developmental needs of the student
3. Whether the student needs, or continues to need, special education and related services
4. Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the student's IEP and to participate, as appropriate, in the general education curriculum

If a student has transferred from another district in the same school year or leaves this district, the district shall coordinate with the student's prior or subsequent district as necessary and as expeditiously as possible to ensure prompt completion of full evaluations. (34 CFR 300.304)

Evaluation Report

The personnel who evaluate the student shall prepare a written report of the results of each evaluation. The report shall include, but not be limited to, the following: (Education Code 56327)

1. Whether the student may need special education and related services
2. The basis for making the determination
3. The relevant behavior noted during the observation of the student in an appropriate setting
4. The relationship of that behavior to the student's academic and social functioning
5. The educationally relevant health, developmental, and medical findings, if any
6. For students with learning disabilities, whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services
7. A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate
8. The need for specialized services, materials, and equipment for students with low incidence disabilities, consistent with Education Code 56136

Eligibility Determination

Upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parent/guardian shall determine whether the student is a student with a disability as defined in 5 CCR 3030 and 34 CFR 300.8 and, if so, the student's educational needs. In interpreting the data, the group shall draw information from a variety of sources, including aptitude and achievement tests, parent/guardian input, and

teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior. The group shall ensure that the information obtained from these sources is documented and carefully considered. (34 CFR 300.306)

When making a determination of eligibility for special education and related services, the district shall not determine that a student is disabled if the primary factor for such determination is a lack of appropriate instruction in reading, including the essential components of reading instruction pursuant to 20 USC 6368, lack of instruction in mathematics, limited English proficiency, or that the student does not otherwise meet the eligibility criteria. (Education Code 56329; 34 CFR 300.306)

The normal process of second-language acquisition, as well as manifestations of dialect and sociolinguistic variance, shall not be diagnosed as a disabling condition. (5 CCR 3023)

Independent Educational Evaluation

An *independent educational evaluation* is defined as an evaluation conducted by a qualified examiner who is not employed by the district. (34 CFR 300.502)

Public expense means that the district either pays for the full cost of the IEE or ensures that the evaluation is otherwise provided at no cost to the parent/guardian. (34 CFR 300.502)

The parents/guardians of a student with a disability have the right to obtain an IEE at public expense under the same criteria, including the location of the evaluation and the qualifications of the examiner, that the district uses for a district-initiated evaluation. (34 CFR 300.502)

The parent/guardian is entitled to only one IEE at public expense each time the district conducts an evaluation with which the parent/guardian disagrees. (Education Code 56329; 34 CFR 300.502)

If a parent/guardian has requested an IEE, the district may ask for the reason that the parent/guardian objects to the district's evaluation. However, the parent/guardian is not required to provide an explanation and the district may not unreasonably delay either providing the IEE at public expense or filing a due process complaint to request a due process hearing to defend the public evaluation. (34 CFR 300.502)

Upon receiving the request for an IEE, the district shall, without unnecessary delay, either: (34 CFR 300.502)

1. File a due process complaint to request a hearing to show that its evaluation is appropriate
2. Ensure that an IEE is provided at public expense, unless the district demonstrates at a hearing that the evaluation obtained by the parent/guardian did not satisfy the district's criteria

If a due process hearing decision determines that the district's evaluation is appropriate, then the parent/guardian may obtain an IEE but not at public expense. (Education Code 56329; 34 CFR 300.502)

In any decision made with respect to providing FAPE to a student with a disability, the result of any IEE obtained by the student's parent/guardian shall be considered by the district if it meets district criteria. Any such result also may be presented as evidence at a hearing on a due process complaint. (Education Code 56329; 34 CFR 300.502)

Reevaluation

A reevaluation shall be conducted when the district determines that the educational or related service needs of the student, including improved academic achievement and functional performance, warrant a reevaluation or if the student's parent/guardian or teacher requests reevaluation. Such reevaluations shall occur every three years, unless the parent/guardian and district agree in writing that a reevaluation is unnecessary. A reevaluation may not occur more than once a year, unless the parent/guardian and the district agree otherwise. (Education Code 56043, 56381; 34 CFR 300.303)

The district shall ensure that any reevaluations of the student are conducted in accordance with the evaluation procedures pursuant to 34 CFR 300.304-300.311. (34 CFR 300.303)

Before entering kindergarten or first grade, as the case may be, children with disabilities who are in a preschool program shall be reevaluated to determine if they still need special education and services. IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs. (Education Code 56445)

Policy 6164.5: Student Success Teams

Status: DRAFT

Original Adopted Date: 04/16/2013

The Governing Board encourages the collaboration of parents/guardians, certificated and classified staff, administrators, and/or the student, as appropriate, in evaluating the strengths and needs of students having academic, attendance, social, emotional, or behavioral difficulties and in identifying strategies and programs that may assist such students in maximizing their potential. The Superintendent or designee shall establish student success teams (SST) as needed to address individual student needs.

The Superintendent or designee shall establish and maintain a process for initiating the referral of students to SSTs, which may include referral by district staff, parents/guardians, and/or agency representatives. The Superintendent or designee may also establish and maintain a process for responding to SST referrals, which may include a determination by the district as to whether an SST shall be convened for an individual student.

Each SST may collect and analyze relevant student data, as appropriate. The SST may also review the student's educational history, work samples, strengths and areas for growth, and identify available resources and strategies.

Each SST shall develop a plan to support the student which incorporates intervention strategies. Such strategies may include changes in program placement or instructional methods, recommendation of supplemental educational services, parent involvement strategies, social, emotional and/or behavioral interventions, discipline, referrals to other agencies or resources, and/or other appropriate interventions.

The SST shall monitor the student's progress, evaluate the extent to which the recommended strategies have been implemented, make adjustments to the plan, and develop additional interventions as needed.

The SST process shall not delay or deny a referral for evaluation for eligibility for special education, as may be required under state or federal law.

The Superintendent or designee may integrate SSTs into the district's multi-tiered system of support, including identification of students who need additional support, the level(s) of support, appropriate interventions, monitoring of progress, and whether the goal of intervention has been met.

To strengthen the effectiveness of SSTs, the Superintendent or designee may provide staff development in the identification of students who may need additional support, implementation of measurable and targeted interventions, and monitoring of progress and goal attainment.

Regulation 6164.5: Student Success Teams

Status: DRAFT

Original Adopted Date: 04/16/2013

Team Membership

Members of individual student success teams (SST) may include:

1. The principal or designee
2. One or more of the student's classroom teachers or former teachers
3. The student's parents/guardians
4. The student if appropriate
5. School Counselor(s)
6. Resource personnel or specialists, such as a school psychologist, nurse, outreach consultant, special education resource person, department chairperson, speech and language specialist, reading specialist, social worker, probation officer, community resource representative, mental health worker, and/or other person(s) relevant to the student's situation, as determined by the district

The makeup of each individual SST is at the district's discretion, and may not include participation from individuals in each of the categories listed above.

Team Responsibilities

The principal or designee shall:

1. Schedule meetings and establish meeting procedures
 2. Contact parents/guardians and other team members regarding team meetings
 3. Consult with appropriate school staff, including teachers and/or district resource personnel
 4. Arrange for observation of the student as needed
 5. Collect any additional background information necessary to inform team members about the student's strengths and needs, such as relevant student data, educational history, and work samples, as appropriate
 6. Help the student and parents/guardians prepare for the meeting
 7. Facilitate the team meetings
 8. Develop a plan to support the student which incorporates intervention strategies
 9. Ensure that the student's progress is monitored, that follow-up meetings are regularly scheduled, and that adjustments are made to the plan and related interventions as necessary
-

Policy 6164.41: Children With Disabilities Enrolled By Their Parents In Private School

Status: DRAFT

Original Adopted Date: 04/16/2013

The Governing Board recognizes its obligations under state and federal to locate, identify, evaluate, and provide equitable services to children voluntarily enrolled by their parents/guardians in private schools located within the district.

The Superintendent or designee shall ensure that activities to locate, identify, and evaluate children with disabilities enrolled by their parents/guardians in private schools within the district are comparable to activities undertaken for individuals with disabilities aged three to 22 in public schools within the district. (Education Code 56171; 34 CFR 300.131)

The Superintendent or designee shall develop a budget for the provision of services to children with disabilities enrolled by their parents/guardians in private school based on the proportionate share of federal funds received and the number of eligible children, including the possibility of mid-year enrollees, and the types of services to be provided.

Regulation 6164.41: Children With Disabilities Enrolled By Their Parents In Private School

Status: DRAFT

Original Adopted Date: 10/11/2016

Definitions

Parentally-placed private school children with disabilities means children with disabilities who are voluntarily enrolled by their parents/guardians in a private school or facility within district boundaries, including children who are attending a private school or facility within district boundaries but who reside in another district or state. (34 CFR 300.130, 300.131)

Private school or facility means a private full-time day school, including a religious school, located within district boundaries, that has filed an affidavit with the California Department of Education pursuant to Education Code 33190 and is registered in the California Private School Directory.

Consultation with Private School Representatives

The Superintendent or designee shall consult with all private school representatives and representatives of parents/guardians of parentally-placed private school children with disabilities during the design and development of equitable services for the children. In order to ensure a meaningful and timely consultation, the consultation shall include: (Education Code 56301; 20 USC 1412(a)(10)(A)(iii); 34 CFR 300.134)

1. The child find process and how parentally-placed private school children suspected of having a disability can participate equitably
2. The manner in which parents/guardians, teachers, and private school officials will be informed of the child find process
3. The determination of the proportionate share of federal funds available to serve parentally-placed private school children with disabilities and how this share is calculated
4. How the consultation process among district staff, private school officials, and representatives of parents of parentally-placed private school children with disabilities will operate throughout the school year to ensure that identified children can meaningfully participate in equitable services
5. The provision of equitable special education and related services including how, when, and by whom such services will be provided including a discussion about the types of services, alternate service delivery mechanisms, how services will be apportioned if funds are insufficient to serve all of the identified children, and how and when those decisions will be made
6. In the event that the district and private school disagree on the provision of or the types of services, how the district will provide the private school officials with a written explanation of the reasons that the district chose to not provide the services

When meaningful and timely consultation has occurred, the district shall obtain a written affirmation signed by the representatives of participating private schools. If the private school representatives do not provide the affirmation within a reasonable period of time, the district shall forward documentation of the consultation process to the California Department of Education. (Education Code 56172; 20 USC 1412; 34 CFR 300.135)

After the consultation has occurred, the district shall ensure an annual count of the number of parentally-placed children with disabilities attending private schools located within the district. This count shall be conducted between October 1 and December 1 each year and shall be used to determine the amount the district must spend on providing equitable services to the children in the subsequent fiscal year. (34 CFR 300.133)

Provision of Services

A child with a disability parentally-placed in a private school has no individual right to receive some or all of the

special education and related services that would have been received if enrolled in public school. Such a child may receive a different amount of services than students with disabilities in public schools. (34 CFR 300.137, 300.138)

The district shall evaluate all identified parentally-placed private school children with disabilities for purposes of considering them for equitable services. This evaluation shall be conducted in accordance with the timelines and procedures for evaluating public school students with disabilities pursuant to 34 CFR 300.300-300.311 and as specified in BP/AR 6164.4 - Identification and Evaluation of Individuals for Special Education, including obtaining parent/guardian consent and providing the parent/guardian with a copy of the procedural safeguards notice. (34 CFR 300.131, 300.504)

If the child resides in the district and is eligible for an individualized education program (IEP), the district shall make a free appropriate public education (FAPE) available to the child. However, the district is not required to develop an IEP if the parent/guardian makes clear the intention to keep the child enrolled in private school. In such situations, the district shall obtain written certification confirming the parent/guardian's intention to keep the child enrolled in private school, including the fact that the parent/guardian is not interested in the development of an IEP or the district's offer of FAPE. If the parent/guardian does not provide confirmation in writing, the district shall obtain oral confirmation of the parent/guardian's intention and confirm the conversation in writing.

If the child resides in a different district, then this district and the district of residence shall work together to ensure that the parent/guardian receives an offer of FAPE in accordance with law.

The district shall develop and implement for each identified child with a disability enrolled by their parents/guardians in a private school within the district's boundaries an individual services plan (ISP) that describes the equitable services that the district will provide, as determined by the district after the consultation process with private school representatives. (34 CFR 300.138)

The ISP shall be developed, reviewed, and revised consistent with 20 USC 1414. A representative of the private school shall be invited to attend each ISP team meeting. If the representative cannot attend the meeting, the district shall use other methods to ensure the representative's participation, including individual or conference calls. (34 CFR 300.137, 300.138)

The district may provide services on the private school premises, including a religious school, to the extent consistent with law. The services shall be provided by personnel meeting the same standards as personnel providing services in the public school except that private elementary school and secondary school teachers who are providing equitable services to parentally-placed private school children with disabilities do not have to meet the special education teacher qualification requirements specified in 34 CFR 300.156. The personnel shall either be district employees or contractors of the district. (34 CFR 300.138, 300.139)

The district shall offer transportation to the child if services are provided on a site other than the child's school and the ISP team determines that transportation is necessary for the child to benefit from or participate in the services provided in the ISP. Depending on the timing of the services, the district shall provide transportation from the child's school or home to the service site and from the service site to the child's school or home. (34 CFR 300.139)

The district may place equipment and supplies in a private school for the period of time necessary to provide the services pursuant to the ISP. All such equipment shall remain the property of the district and must be able to be removed without remodeling or causing damage to the private school. The district shall remove the equipment when no longer required by the child, when the child no longer attends the private school, or when removal is necessary to prevent unauthorized use. (34 CFR 300.144)

California Healthy Kids Survey Responses to Results from 2020–2021

A dark blue, diagonal graphic element that starts from the bottom left corner and extends towards the top right, creating a triangular shape on the right side of the slide.

Areas of Concern 2020-2021:

1. Lack of student connectedness
2. Parent involvement
3. Meaningful participation and motivation

2018–2019 (prior to COVID closures) areas of concern had some similarities to 2020 results but also a few departures

Actions implemented to deal with or address these issue:

Lack of Student Connectedness

(This is an area that we actually saw a slight increase in reporting 2019 to 2020)

1. Cory O'Neal, LMFT
2. Aleia Lund, LCSW
3. Expansion of Counseling Department: Jorrin, Diaz, Embry, Hulsey
4. Link Crew
5. Return of Extracurricular Activities (sports, dances, rallies, clubs, etc)
6. Unity Day & Days of Understanding
7. Lunchtime Activities
8. New Student Passport/Ambassadors/Breakfast
9. Military-Connected Youth Breakfasts

Your Counseling Team

School Counselors

 Ms. Embry
9th grade A-Z
530-633-3100 Ext 220
tembry@wheatlandhigh.org

 Mrs. Hulsey
10th - 12th A-E and Pirates at SEA
530-633-3100 Ext 188
shulsey@wheatlandhigh.org

 Mr. Diaz
10th - 12th F-M, EPD, and CDS
530-633-3100 Ext 222
hdiaz@wheatlandhigh.org

 Mr. Jorrin
10th - 12th N-Z, Independent Study, and NCAA
530-633-3100 Ext 179
cjorrin@wheatlandhigh.org

Licensed Therapist

Mrs. O'Neal
530-633-3100 Ext 124
coneal@wheatlandhigh.org

Mrs. Lund
530-633-3100 Ext 225
alund@wheatlandhigh.org

Parent Involvement

(another area we observed a decrease in reporting 2019 to 2020)

1. Parent Square communication
2. End of Season surveys for sports
3. Re-Start of School Site Council
4. Increased Social Media Presence- recently designated Academic Tech Hannah Willis as Social Media Coordinator



ParentSquare

facebook



Meaningful Participation and Academic Motivation

(significant drop off in academic motivation from 2019 to 2020)



1. Expanded CTE offerings
2. Dedicated CTE department
3. Tutoring Lab
4. We Work (work experience and internship opportunities)
5. Social Science Department working with UC Davis History Project



CALIFORNIA HEALTHY KIDS SURVEY



Wheatland Union High Secondary 2020-2021 Main Report

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

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PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results for each question from the 2020-21 *California Healthy Kids Survey* (CHKS) for schools within the district. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education’s *California School Climate, Health, and Learning Survey* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive effort in the nation to regularly assess students, staff, and parents at the local level to provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, and youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major school-related domains and constructs assessed by CalSCHLS. The Appendix provides more information about CHKS questions.

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

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

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

THE SURVEY

CDE has funded the CHKS since 1997 to provide data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs. The Appendix includes 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 the Appendix, the Core Module consists of key questions that are considered most important for schools to guide improvement of academic, health, and prevention programs and promote student achievement, college and career readiness, positive development, and well-being. The majority of the questions are school-specific, including the following indicators:

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

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

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

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

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

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

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

School Climate Module (Supplementary)

To further support school improvement efforts and the LCAP process, a supplementary School Climate Module is available. It provides additional data on student academic mindset, school academic supports, discipline/order, supports for social-emotional learning, bullying prevention, peer relationships, respect for diversity, and the quality of the physical environment (calschls.org/survey-administration/downloads). Only questions relevant to the instructional model implemented in the school are answered by students in 2020/21. For example, students who participate in school remotely are not asked questions about the physical environment at the school. In addition, a handful of the items in the School Climate Module have been modified slightly to be applicable to all students, regardless of instructional model.

Social Emotional Health Module (Supplementary)

The Social Emotional Health Module (SEHM) greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional capacities linked to student mental health and well-being, academic success, and college and career readiness. It includes 28 items that capture core adolescent psychological assets. The combination of the SEHM and Core Module yields a comprehensive set of data to inform decisions about mental health and social-emotional learning programs.

SURVEY ADMINISTRATION AND SAMPLE

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

- Table A1.1 describes the target sample of students and the final number and percent of students who completed the survey (the participation response rate).

PUBLIC ONLINE DATA DASHBOARD

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

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

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

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

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

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

THE REPORT

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

Racial/Ethnic and Gender Results

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

UNDERSTANDING THE DATA

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

Representativeness

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

Changes Between Survey Administrations

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the questions

themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase during holidays or social events).

RESOURCES

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

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets).
- *Assessing School Climate* describes the value of the CalSCHLS student, staff, and parent surveys for assessing school climate, listing constructs and individual indicators (data.calschls.org/resources/Cal-SCHLS_AssessingClimate2013-14.pdf).
- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- *Using CalSCHLS to Assess Social-Emotional Learning and Health* describes how the CHKS Core and SEHM module provide a comprehensive profile of student social-emotional competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) (data.calschls.org/resources/CalSCHLS_AssessSELH.pdf). The staff survey provides data on the perception of adults in the school on social-emotional service needs and provision.
- *Helpful Resources for Local Control and Accountability Plans* describes how survey items align with LCAP priorities and indicators (calschls.org/docs/lcap_cal_schls.pdf). Also available is an LCAP-related PowerPoint presentation (calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx).
- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/resources.
- 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/docs/calschls-2019-20-crosswalk.pdf) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

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

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

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

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

Compare Results with Other Data

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

- **Staff and Parent Surveys.** If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Item Crosswalk (calschls.org/docs/calschls-2019-20-crosswalk.pdf) 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_1719.pdf) or examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports). How you compare to state and district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

Data Workshop

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

Request Additional Reports and Data

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

School Reports and School Climate Report Cards

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

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

District School Climate Report Card

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

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

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

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

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 9	Grade 11
<i>Student Sample Size</i>		
Target sample	269	170
Final number	83	108
Response Rate	31%	64%

Table A1.2

Number of Respondents by Instructional Model

	Grade 9	Grade 11
In-school learning only	1	4
Remote learning only	0	0
Hybrid learning	82	104

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Substance Use

	Grade 9 %	Grade 11 %	Table
School Engagement and Supports			
School connectedness ^{†Φ}	60	50	A6.7
Academic motivation [†]	44	50	A6.7
Monthly Absences (3 or more) ^Φ	7	10	A6.2
Maintaining focus on schoolwork [†]	25	25	A6.13
Caring adult relationships [‡]	59	57	A6.7
High expectations-adults in school [‡]	63	67	A6.7
Meaningful participation ^{‡Φ}	19	17	A6.7
Facilities upkeep ^{†Φ}	80	63	A6.16
Promotion of parent involvement in school [†]	52	35	A6.7
School Safety			
School perceived as very safe or safe ^Φ	70	58	A8.1
Experienced any harassment or bullying ^{\$Φ}	21	32	A8.2
Had mean rumors or lies spread about you ^{\$Φ}	20	32	A8.3
Been afraid of being beaten up ^{\$Φ}	9	8	A8.3
Been in a physical fight ^{\$Φ}	5	9	A8.4
Seen a weapon on campus ^{\$Φ}	7	14	A8.6
Substance Use			
Current alcohol or drug use [¶]	9	27	A9.5
Current marijuana use [¶]	3	16	A9.5
Current binge drinking [¶]	3	13	A9.5
Very drunk or “high” 7 or more times, ever	5	20	A9.7
Been drunk or “high” on drugs at school, ever	5	21	A9.9
Current cigarette smoking [¶]	1	4	A10.3
Current vaping [¶]	8	23	A10.3

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

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

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

^{\$}Past 12 months.

[¶]Past 30 days.

^ΦIn-School and Hybrid Models only.

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

	Grade 9 %	Grade 11 %	Table
Routines			
Eating of breakfast ^l	45	49	A11.1
Bedtime (before 11 pm)	43	34	A4.1
Sleep deprivation (less than 8 hours)	54	66	A4.1
Physical exercise (meets standards) ^{ll}	76	69	A4.4
Learning from Home			
Average days worked on schoolwork (≥ 5) ^{ll} ^δ	6	5	A5.1
Synchronous instruction (4 days or more) ^{ll} ^δ	5	5	A5.1
Interest in schoolwork done from home ^δ	16	14	A5.3
Meaningful opportunities [‡] ^δ	30	24	A5.2
Adult and Peer Relationships			
Adult supports [‡]	75	67	A7.7
Peer supports [‡]	75	81	A7.6
Virtual peer interactions (4 days or more) ^{ll}	76	75	A4.3
Cyberbullying [§]	22	26	A8.3
Social and Emotional Health			
Social emotional distress [‡]	31	45	A7.10
Experienced chronic sadness/hopelessness [§]	33	57	A7.1
Considered suicide [§]	12	29	A7.2
Self-Efficacy [‡]	74	72	A7.3
Self-Awareness [‡]	66	55	A7.4
Problem Solving [‡]	50	38	A7.5
Optimism [‡]	55	39	A7.8
Gratitude [‡]	68	58	A7.9

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

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

^lToday.

^{ll}Past 30 days.

^δRemote and Hybrid Models only.

^{ll}Past 7 days.

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

[§]Past 12 months.

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	Grade 9 %	Grade 11 %
In-School Model	1	4
Remote Learning Model	0	0
Hybrid Model (in school on alternate days)	94	94
Hybrid Model (in school half days)	5	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.”

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

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

Table A3.2

Gender of Sample

	Grade 9 %	Grade 11 %
Male	46	41
Female	53	56
Nonbinary	1	3
Something else	0	1

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

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

Table A3.3
Sexual Orientation

	Grade 9 %	Grade 11 %
Straight (not gay)	83	69
Lesbian or Gay	0	3
Bisexual	8	15
Something else	1	4
Not sure	7	6
Decline to respond	0	4

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

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

Table A3.4
Gender Identity

	Grade 9 %	Grade 11 %
No, I am not transgender	99	95
Yes, I am transgender	0	2
I am not sure if I am transgender	0	1
Decline to respond	1	2

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

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

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

	Grade 9 %	Grade 11 %
American Indian or Alaska Native	1	0
Asian or Asian American	2	8
Black or African American	5	2
Hispanic or Latinx	33	26
Native Hawaiian or Pacific Islander	0	0
White	40	45
Mixed (two or more) ethnics	16	17
Something else	4	2

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

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

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

	Grade 9 %	Grade 11 %
A home with one or more parent or guardian	93	92
Other relative's home	0	1
A home with more than one family	5	3
Friend's home	0	0
Foster home, group care, or waiting placement	0	2
Hotel or motel	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0
Other living arrangement	2	2

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

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

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

	Grade 9 %	Grade 11 %
Did not finish high school	4	6
Graduated from high school	18	15
Attended college but did not complete four-year degree	19	30
Graduated from college	43	42
Don't know	16	7

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

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

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

	Grade 9 %	Grade 11 %
No	30	43
Yes	47	43
Don't know	23	14

Question HS/MS A.12, 13: Do you receive free or reduced-price lunches at school? (Receiving free or reduced-price lunches means that lunch at school is provided to you for free or you pay less for it.) [In-school/Hybrid only]... Last year, did you receive free or reduced-price lunches at school? (Receiving free or reduced-price lunches means that lunch at school is provided to you for free or you pay less for it.) [Remote only]

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

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

	Grade 9 %	Grade 11 %
English	94	90
Spanish	6	5
Mandarin	0	0
Cantonese	0	1
Taiwanese	0	0
Tagalog	0	0
Vietnamese	0	0
Korean	0	0
Arabic	0	0
Other	0	5

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

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

Table A3.10
English Language Proficiency – All Students

	Grade 9 %	Grade 11 %
How well do you...		
understand English?		
Very well	94	93
Well	6	7
Not well	0	0
Not at all	0	0
speak English?		
Very well	88	91
Well	11	8
Not well	1	1
Not at all	0	0
read English?		
Very well	84	90
Well	15	10
Not well	1	0
Not at all	0	0
write English?		
Very well	80	86
Well	17	13
Not well	2	1
Not at all	0	0
English Language Proficiency Status		
Proficient	83	89
Not proficient	17	11

Question HS/MS A.15-18: How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.11***English Language Proficiency – Students Speaking a Language Other Than English at Home***

	Grade 9 %	Grade 11 %
<i>How well do you...</i>		
understand English?		
Very well		82
Well		18
Not well		0
Not at all		0
speak English?		
Very well		82
Well		9
Not well		9
Not at all		0
read English?		
Very well		91
Well		9
Not well		0
Not at all		0
write English?		
Very well		91
Well		0
Not well		9
Not at all		0
<i>English Language Proficiency Status</i>		
Proficient		82
Not proficient		18

Question HS/MS A.14-18: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.12***Number of Days Attending Afterschool Program (In-School and Hybrid Only)***

	Grade 9 %	Grade 11 %
I do not attend my school's afterschool program	95	88
1 day	0	3
2 days	2	2
3 days	0	2
4 days	0	1
5 days	2	5

Question HS/MS A.28: How many days a week do you usually go to your school's afterschool program?

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

Table A3.13***Military Connections***

	Grade 9 %	Grade 11 %
No	82	81
Yes	16	17
Don't know	2	2

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

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

4. Routines

Table A4.1

Sleep Schedule

	Grade 9 %	Grade 11 %
What time did you go to bed last night?		
Before 7:00 pm	1	0
7:00-7:59 pm	0	3
8:00-8:59 pm	2	1
9:00-9:59 pm	15	4
10:00-10:59 pm	24	27
11:00-11:59 pm	18	16
12:00-12:59 am	10	20
After 1:00 am	29	30
What time did you wake up this morning?		
Before 5:00 am	5	5
5:00-5:59 am	15	18
6:00-6:59 am	57	49
7:00-7:59 am	22	27
8:00-8:59 am	0	1
9:00-9:59 am	0	1
10:00-10:59 am	0	0
11:00-11:59 am	0	0
12 pm or later	1	0
Sleep duration		
Less than 6 hours	22	19
6-7 hours	32	47
8-9 hours	37	30
10-11 hours	9	4
12 hours or more	0	0
<i>Sleep deprivation (less than 8 hours)</i>	54	66

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

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

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

	Grade 9 %	Grade 11 %
Are you attending school in person today?		
No	1	2
Yes	99	98
In the past 30 days, how many days in an average week did you go to school in person?		
0 days	0	1
1 day	0	1
2 days	70	85
3 days	15	6
4 days	4	2
5 days	12	5

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

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

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

	Grade 9 %	Grade 11 %
0 days	5	6
1 day	8	5
2 days	6	8
3 days	5	7
4 days	6	6
5 days	5	7
6 days	6	8
7 days	58	54

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

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

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

	Grade 9 %	Grade 11 %
Exercise or do a physical activity for at least 20 minutes that made you sweat and breathe hard		
0 days	3	12
1 day	8	11
2 days	25	17
3 days	11	24
4 days	6	6
5 days	10	11
6 days	8	4
7 days	29	17
Participate in a physical activity for at least 30 minutes that did not make you sweat and breathe hard		
0 days	10	16
1 day	15	9
2 days	16	16
3 days	6	12
4 days	9	7
5 days	6	15
6 days	4	4
7 days	33	23
<i>Meets aerobic physical fitness standards</i>	76	69

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

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

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

5. Learning from Home

Table A5.1

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

	Grade 9 %	Grade 11 %
Time started schoolwork from home today[#]		
Before 7:00 am		
7:00-7:59 am		
8:00-8:59 am		
9:00-9:59 am		
10:00-10:59 am		
11:00-11:59 am		
12 pm or later		
Time spent on learning and completing schoolwork from home on the average weekday		
Less than 1 hour	22	26
Between 1 and 2 hours	44	16
Between 2 and 3 hours	22	26
Between 3 and 4 hours	2	12
Between 4 and 5 hours	5	11
More than 5 hours	5	9
Number of days in the past week participating in an online class from home where your teacher talked to students		
0 days	87	89
1 day	6	1
2 days	1	3
3 days	1	2
4 days	1	3
5 days	4	2

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

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

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

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

	Grade 9 %	Grade 11 %
Number of weekdays participating in school from home for the entire school day		
0 days	29	29
1 day	6	9
2 days	20	17
3 days	39	36
4 days	0	4
5 days	6	5

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

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

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

	Grade 9 %	Grade 11 %
Not at all true	36	45
A little true	34	31
Pretty much true	16	17
Very much true	14	7

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

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

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

	Grade 9 %	Grade 11 %
Strongly disagree	33	32
Disagree	24	31
Neither disagree nor agree	27	23
Agree	11	11
Strongly agree	5	3

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

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

6. School Performance, Engagement, and Supports

Table A6.1

Grades, Past 12 Months

	Grade 9 %	Grade 11 %
Mostly A's	26	25
A's and B's	21	30
Mostly B's	6	8
B's and C's	12	16
Mostly C's	6	6
C's and D's	13	9
Mostly D's	9	4
Mostly F's	7	3

Question HS/MS A.36: During the past 12 months, how would you describe the grades you mostly received in school?

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

Table A6.2

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

	Grade 9 %	Grade 11 %
I did not miss any days of school in the past 30 days	67	55
1 day	12	26
2 days	13	10
3 or more days	7	10

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

[Hybrid only]

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

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

	Grade 9 %	Grade 11 %
I did not miss an entire day of remote learning classes	83	73
1 day	2	7
2 days	7	3
3 or more days	7	16

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

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

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

	Grade 9 %	Grade 11 %
I did not miss any classes/scheduled in-person classes	55	47
1-2 classes	27	25
3-4 classes	8	13
5 or more classes	10	15

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

In the past 30 days, how many in-person school classes did you miss for any reason? [Hybrid only]

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

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

	Grade 9 %	Grade 11 %
I did not miss any remote learning classes	81	75
1-2 classes	6	5
3-4 classes	9	7
5 or more classes	4	12

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

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

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

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

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

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

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

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

	Grade 9 %	Grade 11 %	Table
Total school supports	47	47	
Caring adults in school [‡]	59	57	A6.8
High expectations-adults in school [‡]	63	67	A6.9
Meaningful participation at school ^{‡Φ}	19	17	A6.10
School connectedness ^{†Φ}	60	50	A6.11
Academic motivation [†]	44	50	A6.12
Promotion of parent involvement in school [†]	52	35	A6.14

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

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

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

^Φ*In-School and Hybrid Models only.*

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

Table A6.8***Caring Relationships Scale Questions***

	Grade 9 %	Grade 11 %
Caring adults in school		
<i>Average reporting “Pretty much true” or “Very much true”</i>	59	57
<i>There is a teacher or some other adult from my school... who really cares about me.</i>		
Not at all true	17	9
A little true	23	30
Pretty much true	42	38
Very much true	18	23
<i>who notices when I’m not there.</i>		
Not at all true	26	19
A little true	24	37
Pretty much true	27	27
Very much true	23	17
<i>who listens to me when I have something to say.</i>		
Not at all true	10	13
A little true	23	23
Pretty much true	35	38
Very much true	32	26

Question HS/MS A.55, 58, 61: There is a teacher or some other adult from my school... who really cares about me... who notices when I’m not there... who listens to me when I have something to say.

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

Table A6.9***High Expectations Scale Questions***

	Grade 9 %	Grade 11 %
High expectations-adults in school		
<i>Average reporting “Pretty much true” or “Very much true”</i>	63	67
<i>There is a teacher or some other adult from my school... who tells me when I do a good job.</i>		
Not at all true	15	8
A little true	27	32
Pretty much true	29	33
Very much true	28	26
<i>who always wants me to do my best.</i>		
Not at all true	9	3
A little true	23	23
Pretty much true	27	31
Very much true	41	43
<i>who believes that I will be a success.</i>		
Not at all true	8	14
A little true	28	21
Pretty much true	28	31
Very much true	36	34

Question HS/MS A.56, 59, 62: There is a teacher or some other adult from my school... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

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

Table A6.10

Meaningful Participation Scale Questions (In-School and Hybrid Only)

	Grade 9 %	Grade 11 %
Meaningful participation at school		
<i>Average reporting “Pretty much true” or “Very much true”</i>	19	17
<i>At school,...</i>		
I do interesting activities.		
Not at all true	32	31
A little true	34	43
Pretty much true	25	16
Very much true	9	10
I help decide things like class activities or rules.		
Not at all true	59	63
A little true	25	23
Pretty much true	9	8
Very much true	6	7
I do things that make a difference.		
Not at all true	41	47
A little true	39	32
Pretty much true	11	13
Very much true	9	8
I have a say in how things work.		
Not at all true	62	71
A little true	23	17
Pretty much true	12	8
Very much true	4	5
I help decide school activities or rules.		
Not at all true	76	71
A little true	15	17
Pretty much true	4	9
Very much true	5	4

Question HS/MS A.63-67: At school,... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.

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

Table A6.11***School Connectedness Scale Questions (In-School and Hybrid Only)***

	Grade 9 %	Grade 11 %
School connectedness		
<i>Average reporting “Agree” or “Strongly agree”</i>	60	50
I feel close to people at this school.		
Strongly disagree	8	8
Disagree	14	20
Neither disagree nor agree	25	31
Agree	31	29
Strongly agree	23	12
I am happy to be at this school.		
Strongly disagree	9	9
Disagree	8	20
Neither disagree nor agree	36	30
Agree	25	34
Strongly agree	23	7
I feel like I am part of this school.		
Strongly disagree	9	10
Disagree	14	17
Neither disagree nor agree	29	34
Agree	27	32
Strongly agree	21	7
The teachers at this school treat students fairly.		
Strongly disagree	4	6
Disagree	5	8
Neither disagree nor agree	14	25
Agree	49	41
Strongly agree	29	21
I feel safe in my school.		
Strongly disagree	1	4
Disagree	6	3
Neither disagree nor agree	18	27
Agree	45	54
Strongly agree	30	12

Question HS/MS A.40-44: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.

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

Table A6.12***Academic Motivation Scale Questions***

	Grade 9 %	Grade 11 %
Academic motivation		
<i>Average reporting “Agree” or “Strongly agree”</i>	44	50
I try hard to make sure that I am good at my schoolwork.		
Strongly disagree	4	6
Disagree	8	9
Neither disagree nor agree	30	17
Agree	45	46
Strongly agree	14	23
I try hard on my schoolwork because I am interested in it.		
Strongly disagree	23	18
Disagree	29	37
Neither disagree nor agree	33	30
Agree	9	9
Strongly agree	8	6
I work hard to try to understand new things when doing my schoolwork.		
Strongly disagree	8	9
Disagree	18	9
Neither disagree nor agree	29	29
Agree	38	37
Strongly agree	9	16
I am always trying to do better in my schoolwork.		
Strongly disagree	6	7
Disagree	6	4
Neither disagree nor agree	31	25
Agree	38	36
Strongly agree	19	28

Question HS/MS A.51-54: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard on my schoolwork because I am interested in it... I work hard to try to understand new things when doing my schoolwork... I am always trying to do better in my schoolwork.

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

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

	Grade 9 %	Grade 11 %
It is hard for me to stay focused when doing my schoolwork.		
Strongly disagree	13	4
Disagree	13	22
Neither disagree nor agree	24	17
Agree	29	19
Strongly agree	23	39

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

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

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

	Grade 9 %	Grade 11 %
Promotion of parent involvement in school		
<i>Average reporting “Agree” or “Strongly agree”</i>	52	35
Teachers at this school communicate with parents about what students are expected to learn in class.		
Strongly disagree	5	11
Disagree	10	18
Neither disagree nor agree	29	40
Agree	38	24
Strongly agree	18	8
Parents feel welcome to participate at this school.		
Strongly disagree	4	2
Disagree	6	14
Neither disagree nor agree	39	54
Agree	35	22
Strongly agree	16	8
School staff take parent concerns seriously.		
Strongly disagree	5	7
Disagree	4	13
Neither disagree nor agree	44	38
Agree	30	36
Strongly agree	18	7

Question HS/MS A.46-48: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff take parent concerns seriously.

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

Table A6.15***Checking Student Progress***

	Grade 9 %	Grade 11 %
A teacher or some other adult from my school checks on how I am doing		
Not at all true	25	19
A little true	19	28
Pretty much true	38	25
Very much true	18	27

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

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

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

	Grade 9 %	Grade 11 %
My school is usually clean and tidy.		
Strongly disagree	1	4
Disagree	4	5
Neither disagree nor agree	15	28
Agree	54	50
Strongly agree	26	13

Question HS/MS A.45: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.

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

7. Social and Emotional Health

Table A7.1

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 9 %	Grade 11 %
No	67	43
Yes	33	57

Question HS A.153/MS A.141: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

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

Table A7.2

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 9 %	Grade 11 %
No	88	71
Yes	12	29

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

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

Table A7.3
Self-Efficacy Scale Questions

	Grade 9 %	Grade 11 %
Self-efficacy		
<i>Average reporting “Pretty much true” or “Very much true”</i>	74	72
I can work out my problems.		
Not at all true	7	1
A little true	22	31
Pretty much true	39	45
Very much true	32	22
I can do most things if I try.		
Not at all true	4	1
A little true	15	17
Pretty much true	36	55
Very much true	45	27
There are many things that I do well.		
Not at all true	11	7
A little true	20	27
Pretty much true	28	37
Very much true	41	28

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

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

Table A7.4
Self-Awareness Scale Questions

	Grade 9 %	Grade 11 %
Self-awareness		
<i>Average reporting “Pretty much true” or “Very much true”</i>	66	55
There is a purpose to my life.		
Not at all true	11	10
A little true	16	24
Pretty much true	28	26
Very much true	45	39
I understand my moods and feelings.		
Not at all true	14	21
A little true	23	27
Pretty much true	34	32
Very much true	30	19
I understand why I do what I do.		
Not at all true	9	16
A little true	30	35
Pretty much true	28	23
Very much true	32	25

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

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

Table A7.5
Problem Solving Scale Questions

	Grade 9 %	Grade 11 %
Problem solving		
<i>Average reporting “Pretty much true” or “Very much true”</i>	50	38
When I need help I find someone to talk with.		
Not at all true	28	32
A little true	24	34
Pretty much true	23	16
Very much true	24	17
I try to work out my problems by talking or writing about them.		
Not at all true	39	42
A little true	22	29
Pretty much true	18	15
Very much true	22	13
I trust my ability to solve difficult problems.		
Not at all true	8	16
A little true	30	31
Pretty much true	28	33
Very much true	34	20

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

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

Table A7.6
Peer Supports Scale Questions

	Grade 9 %	Grade 11 %
Peer supports		
<i>Average reporting “Pretty much true” or “Very much true”</i>	75	81
I have a friend my age who really cares about me.		
Not at all true	4	6
A little true	8	7
Pretty much true	25	21
Very much true	63	66
I have a friend my age who talks with me about my problems.		
Not at all true	14	11
A little true	18	13
Pretty much true	13	25
Very much true	56	51
I have a friend my age who helps me when I’m having a hard time.		
Not at all true	13	10
A little true	19	10
Pretty much true	14	25
Very much true	54	55

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

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

Table A7.7
Adult Supports Scale Questions

	Grade 9 %	Grade 11 %
Adult supports		
<i>Average reporting “Pretty much true” or “Very much true”</i>	75	67
<i>How true do you feel these statements are about your family?</i>		
There is an adult who really cares about me.		
Not at all true	4	4
A little true	7	13
Pretty much true	21	15
Very much true	68	68
There is an adult who talks with me about my problems.		
Not at all true	14	22
A little true	23	22
Pretty much true	14	17
Very much true	49	39
There is an adult who helps me when I am having a hard time.		
Not at all true	11	15
A little true	17	22
Pretty much true	17	23
Very much true	55	40

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

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

Table A7.8
Optimism Scale Questions

	Grade 9 %	Grade 11 %
Optimism		
<i>Average reporting “Pretty much true” or “Very much true”</i>	55	39
Each day I look forward to having a lot of fun.		
Not at all true	16	30
A little true	31	37
Pretty much true	22	17
Very much true	31	16
I usually expect to have a good day.		
Not at all true	11	32
A little true	36	31
Pretty much true	26	19
Very much true	27	17
Overall, I expect more good things to happen to me than bad things.		
Not at all true	19	30
A little true	22	24
Pretty much true	28	26
Very much true	31	19

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

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

Table A7.9
Gratitude Scale Questions

	Grade 9 %	Grade 11 %
Gratitude		
<i>Average reporting “Pretty much true” or “Very much true”</i>	68	58
On most days I feel grateful.		
Not at all true	12	15
A little true	19	24
Pretty much true	27	31
Very much true	42	29
On most days I feel thankful.		
Not at all true	12	14
A little true	19	29
Pretty much true	26	28
Very much true	43	28
On most days I feel appreciative.		
Not at all true	12	14
A little true	22	30
Pretty much true	24	26
Very much true	42	29

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

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

Table A7.10
Social Emotional Distress Scale Questions

	Grade 9 %	Grade 11 %
Social emotional distress		
<i>Average reporting “Pretty much true” or “Very much true”</i>	31	45
I had a hard time breathing because I was anxious.		
Not at all true	60	32
A little true	15	29
Pretty much true	13	16
Very much true	12	23
I worried that I would embarrass myself in front of others.		
Not at all true	43	31
A little true	16	19
Pretty much true	8	24
Very much true	33	26
I was tense and uptight.		
Not at all true	45	24
A little true	20	31
Pretty much true	11	19
Very much true	24	26
I had a hard time relaxing.		
Not at all true	45	22
A little true	16	24
Pretty much true	8	23
Very much true	31	31

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

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

Table A7.10
Social Emotional Distress Scale Questions – Continued

	Grade 9 %	Grade 11 %
I felt sad and down.		
Not at all true	48	27
A little true	21	22
Pretty much true	8	21
Very much true	23	30
I was easily irritated.		
Not at all true	33	18
A little true	25	31
Pretty much true	15	16
Very much true	27	35
It was hard for me to cope and I thought I would panic.		
Not at all true	67	47
A little true	8	17
Pretty much true	7	12
Very much true	19	24
It was hard for me to get excited about anything.		
Not at all true	63	37
A little true	12	30
Pretty much true	7	14
Very much true	19	19

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

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

Table A7.10
Social Emotional Distress Scale Questions – Continued

	Grade 9 %	Grade 11 %
I was easily annoyed and sensitive.		
Not at all true	44	25
A little true	23	22
Pretty much true	9	20
Very much true	24	33
I was scared for no good reason.		
Not at all true	69	51
A little true	16	16
Pretty much true	1	11
Very much true	13	22

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

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

8. School Violence, Victimization, and Safety

Table A8.1

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

	Grade 9 %	Grade 11 %
Very safe	19	14
Safe	51	45
Neither safe nor unsafe	26	37
Unsafe	3	5
Very unsafe	1	0

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

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

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

	Grade 9 %	Grade 11 %
Race, ethnicity, or national origin		
0 times	93	88
1 time	1	5
2 or more times	5	7
Religion		
0 times	99	91
1 time	0	2
2 or more times	1	7
Gender		
0 times	92	87
1 time	4	3
2 or more times	4	10
Because you are gay, lesbian, or bisexual or someone thought you were		
0 times	96	85
1 time	3	7
2 or more times	1	8
A physical or mental disability		
0 times	96	92
1 time	0	1
2 or more times	4	7
Any of the above five reasons	14	26

Question HS A.144-148/MS A.132-136: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay, lesbian, or bisexual or someone thought you were... A physical or mental disability.

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

Table A8.2

Reasons for Harassment on School Property, Past 12 Months – Continued *(In-School and Hybrid Only)*

	Grade 9 %	Grade 11 %
You are an immigrant or someone thought you were		
0 times	99	93
1 time	0	3
2 or more times	1	4
Any other reason		
0 times	86	80
1 time	7	4
2 or more times	8	16
Any harassment	21	32

Question HS A.144-150/MS A.132-138: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay, lesbian, or bisexual or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were... Any other reason.

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

Table A8.3***School Violence Victimization Scale Questions (In-School and Hybrid Only)***

	Grade 9 %	Grade 11 %
School violence victimization		
<i>Average reporting “1 or more times”</i>	19	22
<i>During the past 12 months, how many times on school property have you...</i>		
been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around?		
0 times	86	89
1 time	7	7
2 to 3 times	3	3
4 or more times	5	1
been afraid of being beaten up?		
0 times	91	92
1 time	9	5
2 to 3 times	0	3
4 or more times	0	0
had mean rumors or lies spread about you?		
0 times	80	68
1 time	5	16
2 to 3 times	4	7
4 or more times	11	9
had sexual jokes, comments, or gestures made to you?		
0 times	72	67
1 time	4	12
2 to 3 times	3	10
4 or more times	21	10

Question HS A.129, 130, 132, 133/MS A.117, 118, 120, 121: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around?... been afraid of being beaten up?... had mean rumors or lies spread about you?... had sexual jokes, comments, or gestures made to you?

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

Table A8.3

School Violence Victimization Scale Questions – Continued

	Grade 9 %	Grade 11 %
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? (<i>In-School and Hybrid Only</i>)		
0 times	72	73
1 time	8	8
2 to 3 times	9	10
4 or more times	11	8
had your property stolen or deliberately damaged? (<i>In-School and Hybrid Only</i>)		
0 times	96	87
1 time	4	6
2 to 3 times	0	4
4 or more times	0	3
been made fun of, insulted, or called names? (<i>In-School and Hybrid Only</i>)		
0 times	75	71
1 time	7	12
2 to 3 times	9	6
4 or more times	9	11
During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?		
0 times (never)	78	74
1 time	12	16
2 to 3 times	5	5
4 or more times	5	5

Question HS A.134, 135, 143, 151/MS A.122, 123, 131, 139: During the past 12 months, how many times on school property have you... been made fun of because of your looks or the way you talk?... had your property stolen or deliberately damaged, such as your car, clothing, or books?... been made fun of, insulted, or called names?... During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?

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

Table A8.4

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

	Grade 9 %	Grade 11 %
School violence perpetration		
<i>Average reporting “1 or more times”</i>	4	7
<i>During the past 12 months, how many times on school property have you...</i>		
been in a physical fight?		
0 times	95	91
1 time	4	4
2 to 3 times	1	4
4 or more times	0	1
been offered, sold, or given an illegal drug?		
0 times	93	85
1 time	3	7
2 to 3 times	1	2
4 or more times	3	6
damaged school property on purpose?		
0 times	95	97
1 time	4	1
2 to 3 times	0	0
4 or more times	1	2
carried a gun?		
0 times	100	99
1 time	0	0
2 to 3 times	0	0
4 or more times	0	1
carried any other weapon (such as a knife or club)?		
0 times	95	92
1 time	3	3
2 to 3 times	1	0
4 or more times	1	5

Question HS A.131, 136-139/MS A.119, 124-127: During the past 12 months, how many times on school property have you... been in a physical fight?... been offered, sold, or given an illegal drug?... damaged school property on purpose?... carried a gun?... carried any other weapon (such as a knife or club)?

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

Table A8.5***Threats and Injuries with Weapons at School, Past 12 Months (In-School and Hybrid Only)***

	Grade 9 %	Grade 11 %
<i>During the past 12 months, how many times on school property have you...</i>		
been threatened with harm or injury?		
0 times	91	95
1 time	4	2
2 to 3 times	4	1
4 or more times	1	2
been threatened or injured with a weapon (gun, knife, club, etc.)?		
0 times	99	95
1 time	0	2
2 to 3 times	1	0
4 or more times	0	3

Question HS A.140, 142/MS A.128, 130: During the past 12 months, how many times on school property have you... been threatened or injured with a weapon (gun, knife, club, etc.)?... been threatened with harm or injury?

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

Table A8.6***Weapons Possession on School Property, Past 12 Months (In-School and Hybrid Only)***

	Grade 9 %	Grade 11 %
<i>During the past 12 months, how many times on school property have you...</i>		
seen someone carrying a gun, knife, or other weapon?		
0 times	93	86
1 time	3	7
2 to 3 times	4	4
4 or more times	0	3

Question HS A.141/MS A.129: During the past 12 months, how many times on school property have you... seen someone carrying a gun, knife, or other weapon?

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

9. Alcohol and Other Drug Use

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 9 %	Grade 11 %	Table
Lifetime illicit AOD use to get “high” [^]	26	50	A9.2
Lifetime alcohol or drug use	28	51	A9.2
Lifetime marijuana use	12	34	A9.2
Lifetime very drunk or high (7 or more times)	5	20	A9.7
Lifetime drinking and driving involvement	3	14	A9.11
Current alcohol or drug use [¶]	9	27	A9.5
Current marijuana use [¶]	3	16	A9.5
Current heavy drug use [¶]	4	11	A9.5
Current heavy alcohol use (binge drinking) [¶]	3	13	A9.5
Current alcohol or drug use on school property ^{¶ψ}			A9.8
Harmfulness of occasional marijuana use ^{BΦ}	31	17	A9.12
Difficulty of obtaining marijuana ^{CΦ}	5	5	A9.13

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

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

[¶]*Past 30 days.*

^ψ*In-School Models only.*

^Φ*In-School and Hybrid Models only.*

^B*Great harm.*

^C*Very difficult.*

Table A9.2
Summary of AOD Lifetime Use

	Grade 9 %	Grade 11 %
Alcohol	19	42
Marijuana	12	34
Inhalants	4	4
Cocaine, methamphetamine, or any amphetamines	0	2
Heroin	0	2
Ecstasy, LSD, or other psychedelics	1	11
Prescription pain medication (opioids)	1	9
Tranquilizers or sedatives	0	5
Diet pills or other prescription stimulant	6	8
Cold/cough medicines or other over-the-counter medicines to get “high”	8	10
Any other drug, pill, or medicine to get “high”	4	6
Any of the above AOD use	28	51
Any illicit AOD use to get “high”[^]	26	50

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

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

Table A9.3
Lifetime AOD Use

	Grade 9 %	Grade 11 %
Alcohol (one full drink)		
0 times	81	58
1 time	8	7
2 to 3 times	4	7
4 or more times	8	28
Marijuana (smoke, vape, eat, or drink)		
0 times	88	66
1 time	3	6
2 to 3 times	1	5
4 or more times	8	24
Inhalants		
0 times	96	96
1 time	3	2
2 to 3 times	0	0
4 or more times	1	2
Cocaine, methamphetamine, or any amphetamines		
0 times	100	98
1 time	0	0
2 to 3 times	0	1
4 or more times	0	1
Heroin		
0 times	100	98
1 time	0	0
2 to 3 times	0	1
4 or more times	0	1
Ecstasy, LSD, or other psychedelics		
0 times	99	89
1 time	1	4
2 to 3 times	0	2
4 or more times	0	5

Question HS A.74-77, 79, 80/MS A.75-77: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Heroin... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms).

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

Table A9.3
Lifetime AOD Use – Continued

	Grade 9 %	Grade 11 %
Prescription pain medication		
0 times	99	91
1 time	0	1
2 to 3 times	0	5
4 or more times	1	3
Tranquilizers or sedatives		
0 times	100	95
1 time	0	1
2 to 3 times	0	3
4 or more times	0	1
Diet pills		
0 times	95	97
1 time	0	0
2 to 3 times	3	2
4 or more times	3	1
Ritalin or Adderall or other prescription stimulant		
0 times	97	92
1 time	1	0
2 to 3 times	0	3
4 or more times	1	5
Cold/cough medicines or other over-the-counter medicines to get “high”		
0 times	92	90
1 time	4	4
2 to 3 times	0	4
4 or more times	4	2

Question HS A.81-85: During your life, how many times have you used the following?... Prescription pain medication (Vicodin, OxyContin, Percodan, Fentanyl)... Tranquilizers or sedatives (Xanax, Klonopin, Ativan, Valium)... Diet pills (Didrex, Dexedrine, Xenadrine, Skittles, M&M’s)... Ritalin or Adderall or other prescription stimulant... Cold/cough medicines or other over-the-counter medicines to get “high.”

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

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

	Grade 9 %	Grade 11 %
Any other drug, pill, or medicine to get “high” or for reasons other than medical		
0 times	96	94
1 time	1	3
2 to 3 times	1	2
4 or more times	1	1

Question HS A.86/MS A.79: During your life, how many times have you used the following?... Any other drug, pill, or medicine to get “high” or for reasons other than medical.

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

Table A9.4
Methods of Marijuana Consumption

	Grade 9 %	Grade 11 %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>		
Smoke it?		
0 times	90	72
1 time	1	5
2 to 3 times	1	5
4 or more times	8	19
In a vaping device?		
0 times	88	71
1 time	3	3
2 to 3 times	4	3
4 or more times	5	23
Eat or drink it in products made with marijuana?		
0 times	94	73
1 time	3	9
2 to 3 times	3	7
4 or more times	1	12

Question HS A.90-92/MS A.83-85: During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In a vaping device (vape pens, mods, portable vaporizers)?... Eat or drink it in products made with marijuana?

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

Table A9.5***Current AOD Use, Past 30 Days***

	Grade 9 %	Grade 11 %
Alcohol (one or more drinks of alcohol)	8	22
Binge drinking (5 or more drinks in a row)	3	13
Marijuana (smoke, vape, eat, or drink)	3	16
Inhalants	1	1
Prescription drugs to get “high” or for reasons other than prescribed	0	2
Other drug, pill, or medicine to get “high” or for reasons other than medical	1	2
<i>Any drug use</i>	5	16
<i>Heavy drug use</i>	4	11
<i>Any AOD Use</i>	9	27
Two or more substances at the same time	1	8

Question HS A.96-102/MS A.89-93: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?... inhalants (things you sniff, huff, or breathe to get “high”)?... 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”).

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

	Grade 9 %	Grade 11 %
Alcohol (one or more drinks)		
0 days	92	78
1 or 2 days	4	12
3 to 9 days	4	8
10 to 19 days	0	2
20 to 30 days	0	0
Binge drinking (5 or more drinks in a row)		
0 days	97	87
1 or 2 days	0	8
3 to 9 days	3	5
10 to 19 days	0	0
20 to 30 days	0	0
Marijuana (smoke, vape, eat, or drink)		
0 days	97	84
1 or 2 days	0	6
3 to 9 days	0	3
10 to 19 days	1	3
20 to 30 days	1	4

Question HS A.96-98/MS A.89-91: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?

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

Table A9.7***Lifetime Drunk or “High”***

	Grade 9 %	Grade 11 %
Very drunk or sick after drinking alcohol		
0 times	94	74
1 to 2 times	5	16
3 to 6 times	0	5
7 or more times	1	6
“High” (loaded, stoned, or wasted) from using drugs		
0 times	90	68
1 to 2 times	1	8
3 to 6 times	4	7
7 or more times	5	18
<i>Very drunk or “high” 7 or more times</i>	5	20

Question HS A.87, 88/MS A.80, 81: During your life, how many times have you been... very drunk or sick after drinking alcohol?... “high” (loaded, stoned, or wasted) from using drugs?

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

Table A9.8**Current AOD Use on School Property, Past 30 Days (In-School Only)**

	Grade 9 %	Grade 11 %
Alcohol		
0 days		
1 to 2 days		
3 or more days		
Marijuana (smoke, vape, eat, or drink)		
0 days		
1 to 2 days		
3 or more days		
Any other drug, pill, or medicine to get “high” or for reasons other than medical		
0 days		
1 to 2 days		
3 or more days		
Any of the above		

Question HS A.106-108/MS A.97-99: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol?... use marijuana (smoke, vape, eat, or drink)?... use any other drug, pill, or medicine to get “high” or for reasons other than medical?

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

Table A9.9**Lifetime Drunk or “High” on School Property**

	Grade 9 %	Grade 11 %
0 times	95	79
1 to 2 times	3	7
3 to 6 times	1	9
7 or more times	1	5

Question HS A.89/MS A.82: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

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

Table A9.10***Cessation Attempts (In-School and Hybrid Only)***

	Grade 9 %	Grade 11 %
Alcohol		
Does not apply, don't use	94	74
0 times	3	15
1 time	1	6
2 to 3 times	0	1
4 or more times	3	4
Marijuana		
Does not apply, don't use	94	75
0 times	1	9
1 time	1	5
2 to 3 times	0	4
4 or more times	4	7

Question HS A.124, 125: How many times have you tried to quit or stop using... alcohol?... marijuana?

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

Table A9.11***Drinking While Driving, Lifetime***

	Grade 9 %	Grade 11 %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using		
Never	97	86
1 time	0	2
2 times	0	3
3 to 6 times	1	5
7 or more times	1	4

Question HS A.127: During your life, how many times have you ever driven a car when you had been using alcohol or drugs, or been in a car driven by a friend when he or she had been using?

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

Table A9.12***Perceived Harm of AOD Use (In-School and Hybrid Only)***

	Grade 9 %	Grade 11 %
Alcohol - drink occasionally		
Great	23	19
Moderate	30	26
Slight	32	35
None	14	21
Alcohol - 5 or more drinks once or twice a week		
Great	47	54
Moderate	30	29
Slight	12	5
None	12	12
Marijuana - use occasionally		
Great	31	17
Moderate	29	26
Slight	18	33
None	22	25
Marijuana - use daily		
Great	58	37
Moderate	14	30
Slight	10	17
None	17	16

Question HS A.114-117/MS A.105-108: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, vape, eat, or drink) ... Use marijuana daily.

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

Table A9.13***Perceived Difficulty of Obtaining Alcohol and Marijuana (In-School and Hybrid Only)***

	Grade 9 %	Grade 11 %
Alcohol		
Very difficult	5	6
Fairly difficult	5	7
Fairly easy	23	27
Very easy	32	39
Don't know	34	21
Marijuana		
Very difficult	5	5
Fairly difficult	13	9
Fairly easy	17	21
Very easy	23	43
Don't know	42	22

Question HS A.120, 121/MS A.111, 112: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana.

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

10. Tobacco Use

Table A10.1

Summary of Key CHKS Tobacco Indicators

	Grade 9 %	Grade 11 %	Table
Use Prevalence and Patterns			
Ever smoked a whole cigarette	5	13	A10.2
Current cigarette smoking [¶]	1	4	A10.3
Current cigarette smoking at school ^{¶ψ}			A10.4
Ever tried smokeless tobacco	4	8	A10.2
Current smokeless tobacco use [¶]	0	2	A10.3
Current smokeless tobacco use at school ^{¶ψ}			A10.4
Ever used vape products	18	38	A10.2
Current use of vape products [¶]	8	23	A10.3
Current vaping at school ^{¶ψ}			A10.4
Cessation Attempts			
Tried to quit or stop using cigarettes ^Φ	4	5	A10.6
Tried to quit or stop using vapes ^Φ	8	21	A10.6
Attitudes and Correlates			
Harmfulness of occasional cigarette smoking ^{BΦ}	27	26	A10.7
Harmfulness of smoking 1 or more packs/day ^{BΦ}	71	79	A10.7
Harmfulness of vaping occasionally ^{BΦ}	29	23	A10.8
Harmfulness of vaping several times a day ^{BΦ}	74	62	A10.8
Difficulty of obtaining cigarettes ^{CΦ}	6	11	A10.9
Difficulty of obtaining vape products ^{CΦ}	4	7	A10.9
Anti-Tobacco Policy			
School bans tobacco use and vaping ^Φ	69	84	A10.10

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

[¶]Past 30 days.

^ψIn-School Models only.

^ΦIn-School and Hybrid Models only.

^BGreat harm.

^CVery difficult.

Table A10.2
Lifetime Tobacco Use

	Grade 9 %	Grade 11 %
A whole cigarette		
0 times	95	87
1 time	1	4
2 to 3 times	0	3
4 or more times	4	6
Smokeless tobacco		
0 times	96	92
1 time	3	4
2 to 3 times	1	1
4 or more times	0	3
Vape products		
0 times	82	62
1 time	4	6
2 to 3 times	4	3
4 or more times	10	29

Question HS A.71-73/MS A.72-74: During your life, how many times have you used the following?... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Vape products.

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

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

	Grade 9 %	Grade 11 %
Cigarettes		
Any	1	4
Daily (20 or more days)	1	1
Smokeless tobacco		
Any	0	2
Daily (20 or more days)	0	1
Vape products		
Any	8	23
Daily (20 or more days)	1	6

Question HS A.93-95/MS A.86-88: During the past 30 days, on how many days did you use... cigarettes?... smokeless tobacco (dip, chew, or snuff)?... vape products?

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

Table A10.4**Current Smoking on School Property, Past 30 Days (In-School Only)**

	Grade 9 %	Grade 11 %
Cigarettes		
0 days		
1 or 2 days		
3 to 9 days		
10 to 19 days		
20 to 30 days		
Smokeless tobacco		
0 days		
1 or 2 days		
3 to 9 days		
10 to 19 days		
20 to 30 days		
Vape		
0 days		
1 or 2 days		
3 to 9 days		
10 to 19 days		
20 to 30 days		

Question HS A.103-105/MS A.94-96: During the past 30 days, on how many days on school property did you... smoke cigarettes?... use smokeless tobacco (dip, chew, or snuff)?... vape?

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

Table A10.5***Secondhand Smoke on School Property, Past 30 days (In-School Only)***

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

Question HS A.109/MS A.100: During the past 30 days, on how many days on school property did you... breathe the smoke or vapor from someone who was using cigarettes or e-cigarettes?

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

Table A10.6***Cigarette Smoking and Vaping Cessation Attempts (In-School and Hybrid Only)***

	Grade 9 %	Grade 11 %
Cigarettes		
Does not apply, don't use	96	89
0 times	0	6
1 time	0	2
2 to 3 times	0	1
4 or more times	4	2
Vapes		
Does not apply, don't use	91	70
0 times	1	9
1 time	5	11
2 to 3 times	0	4
4 or more times	3	6

Question HS A.122, 123: How many times have you tried to quit or stop using... cigarettes?... vapes?

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

Table A10.7***Perceived Harm of Cigarette Smoking (In-School and Hybrid Only)***

	Grade 9 %	Grade 11 %
Smoke cigarettes occasionally		
Great	27	26
Moderate	39	46
Slight	23	17
None	10	12
Smoke 1 or more packs of cigarettes each day		
Great	71	79
Moderate	19	10
Slight	3	3
None	6	8

Question HS A.110, 111/MS A.101, 102: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.

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

Table A10.8***Perceived Harm of Using Vape Products (In-School and Hybrid Only)***

	Grade 9 %	Grade 11 %
Use vape products occasionally		
Great	29	23
Moderate	37	39
Slight	22	25
None	12	14
Use vape products several times a day		
Great	74	62
Moderate	10	24
Slight	9	4
None	6	10

Question HS A.112, 113/MS A.103, 104: How much do people risk harming themselves physically and in other ways when they do the following?... Use vape products occasionally... Use vape products several times a day (100 puffs or more).

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

Table A10.9***Perceived Difficulty of Obtaining Cigarettes and Vape Products (In-School and Hybrid Only)***

	Grade 9 %	Grade 11 %
Cigarettes		
Very difficult	6	11
Fairly difficult	13	12
Fairly easy	32	28
Very easy	12	22
Don't know	36	28
Vape products		
Very difficult	4	7
Fairly difficult	5	5
Fairly easy	22	24
Very easy	35	48
Don't know	34	17

Question HS A.118, 119/MS A.109, 110: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes... Vape products.

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

Table A10.10***School Bans Tobacco Use and Vaping (In-School and Hybrid Only)***

	Grade 9 %	Grade 11 %
No	3	4
Yes	69	84
Don't know	29	12

Question HS A.126/MS A.113: Does your school have a policy that bans tobacco use and vaping on school property and at school sponsored events?

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

11. Other Health Risks

Table A11.1

Eating of Breakfast

	Grade 9 %	Grade 11 %
No	55	51
Yes	45	49

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

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

Table A11.2

Gang Involvement (In-School and Hybrid Only)

	Grade 9 %	Grade 11 %
No	96	98
Yes	4	2

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

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

12. Race/Ethnic Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	Grade 9 %	Grade 11 %
School Connectedness[†] (<i>In-School and Hybrid Only</i>)		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	53	51
Native Hawaiian or Pacific Islander		
White	66	47
Mixed (two or more) ethnics	70	59
Something else		
Academic Motivation[†]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	42	54
Native Hawaiian or Pacific Islander		
White	44	50
Mixed (two or more) ethnics	50	49
Something else		
Monthly Absences (3 or more) (<i>In-School and Hybrid Only</i>)		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	15	11
Native Hawaiian or Pacific Islander		
White	6	6
Mixed (two or more) ethnics	0	11
Something else		

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

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

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

	Grade 9 %	Grade 11 %
Maintaining focus on schoolwork[†]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	19	33
Native Hawaiian or Pacific Islander		
White	29	18
Mixed (two or more) ethnics	25	33
Something else		
Caring adults in school[‡]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	58	56
Native Hawaiian or Pacific Islander		
White	67	53
Mixed (two or more) ethnics	45	65
Something else		
High expectations-adults in school[‡]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	67	63
Native Hawaiian or Pacific Islander		
White	66	63
Mixed (two or more) ethnics	48	78
Something else		

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

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

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

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

	Grade 9 %	Grade 11 %
Meaningful participation at school[‡] (<i>In-School and Hybrid Only</i>)		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	14	19
Native Hawaiian or Pacific Islander		
White	21	18
Mixed (two or more) ethnics	32	17
Something else		
Facilities upkeep[†] (<i>In-School and Hybrid Only</i>)		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	78	48
Native Hawaiian or Pacific Islander		
White	74	64
Mixed (two or more) ethnics	100	67
Something else		
Promotion of parent involvement in School[†]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	47	37
Native Hawaiian or Pacific Islander		
White	47	36
Mixed (two or more) ethnics	61	30
Something else		

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

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

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

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

	Grade 9 %	Grade 11 %
School perceived as very safe or safe		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	69	59
Native Hawaiian or Pacific Islander		
White	73	57
Mixed (two or more) ethnics	73	50
Something else		
Experienced harassment due to five reasons at school^{λ§}		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	8	26
Native Hawaiian or Pacific Islander		
White	17	34
Mixed (two or more) ethnics	9	18
Something else		
Experienced any harassment or bullying at school[§]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	12	33
Native Hawaiian or Pacific Islander		
White	27	41
Mixed (two or more) ethnics	18	24
Something else		

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

^λThe 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 (In-School and Hybrid Only)***

	Grade 9 %	Grade 11 %
Had mean rumors or lies spread about you[§]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	24	37
Native Hawaiian or Pacific Islander		
White	13	36
Mixed (two or more) ethnics	18	29
Something else		
Been afraid of being beaten up[§]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	12	15
Native Hawaiian or Pacific Islander		
White	3	5
Mixed (two or more) ethnics	9	6
Something else		
Been in a physical fight[§]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	0	15
Native Hawaiian or Pacific Islander		
White	3	5
Mixed (two or more) ethnics	0	18
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 (In-School and Hybrid Only)***

	Grade 9 %	Grade 11 %
Seen a weapon on campus^{\$}		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	8	8
Native Hawaiian or Pacific Islander		
White	0	16
Mixed (two or more) ethnics	9	24
Something else		

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

^{\$}Past 12 months.

Table A12.3
Substance Use by Race/Ethnicity

	Grade 9 %	Grade 11 %
Current alcohol or drug use[¶]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	4	30
Native Hawaiian or Pacific Islander		
White	10	27
Mixed (two or more) ethnics	18	17
Something else		
Current marijuana use[¶]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	0	15
Native Hawaiian or Pacific Islander		
White	3	16
Mixed (two or more) ethnics	9	17
Something else		
Current binge drinking[¶]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	0	19
Native Hawaiian or Pacific Islander		
White	3	11
Mixed (two or more) ethnics	9	6
Something else		

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 11 %
Very drunk or “high” 7 or more times, ever		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	0	19
Native Hawaiian or Pacific Islander		
White	7	20
Mixed (two or more) ethnics	9	17
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 Latinx	4	26
Native Hawaiian or Pacific Islander		
White	3	18
Mixed (two or more) ethnics	9	17
Something else		
Current alcohol use[¶]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	4	26
Native Hawaiian or Pacific Islander		
White	10	18
Mixed (two or more) ethnics	9	11
Something else		

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 11 %
Current alcohol use at school[¶] (<i>In-School Only</i>)		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx		
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else		
Current cigarette smoking[¶]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	0	7
Native Hawaiian or Pacific Islander		
White	3	2
Mixed (two or more) ethnics	0	6
Something else		
Current vaping[¶]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	4	33
Native Hawaiian or Pacific Islander		
White	7	20
Mixed (two or more) ethnics	9	17
Something else		

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

[¶]Past 30 days.

Table A12.4
Routines by Race/Ethnicity

	Grade 9 %	Grade 11 %
Eating of breakfast[‡]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	44	64
Native Hawaiian or Pacific Islander		
White	47	43
Mixed (two or more) ethnics	38	44
Something else		
Bedtime (before 11 pm)		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	31	29
Native Hawaiian or Pacific Islander		
White	52	38
Mixed (two or more) ethnics	46	39
Something else		
Sleep deprivation (less than 8 hours)		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	65	71
Native Hawaiian or Pacific Islander		
White	44	62
Mixed (two or more) ethnics	46	72
Something else		

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

[‡]*Today.*

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

	Grade 9 %	Grade 11 %
Physical exercise (meets standards)		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	78	70
Native Hawaiian or Pacific Islander		
White	73	73
Mixed (two or more) ethnics	75	56
Something else		

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

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

^{||}*Past 7 days.*

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

	Grade 9 %	Grade 11 %
Average days worked on schoolwork (5 or more)[¶]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	12	4
Native Hawaiian or Pacific Islander		
White	3	5
Mixed (two or more) ethnics	0	6
Something else		
Synchronous instruction (4 days or more)[¶]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	12	8
Native Hawaiian or Pacific Islander		
White	3	0
Mixed (two or more) ethnics	0	11
Something else		
Interest in schoolwork done from home		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	15	17
Native Hawaiian or Pacific Islander		
White	13	11
Mixed (two or more) ethnics	25	17
Something else		

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

[¶]Past 30 days.

^{||}Past 7 days.

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

	Grade 9 %	Grade 11 %
Meaningful opportunities[‡]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	31	29
Native Hawaiian or Pacific Islander		
White	27	25
Mixed (two or more) ethnics	45	22
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.”

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

	Grade 9 %	Grade 11 %
Adult supports[‡]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	75	60
Native Hawaiian or Pacific Islander		
White	78	64
Mixed (two or more) ethnics	76	86
Something else		
Peer supports[‡]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	83	84
Native Hawaiian or Pacific Islander		
White	65	80
Mixed (two or more) ethnics	76	78
Something else		
Virtual peer interactions (4 days or more)		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	78	74
Native Hawaiian or Pacific Islander		
White	73	76
Mixed (two or more) ethnics	75	72
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.”*

^{||}*Past 7 days.*

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

	Grade 9 %	Grade 11 %
Cyberbullying[§]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	32	19
Native Hawaiian or Pacific Islander		
White	17	36
Mixed (two or more) ethnics	18	24
Something else		

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

[§]Past 12 months.

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

	Grade 9 %	Grade 11 %
Social emotional distress[‡]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	38	44
Native Hawaiian or Pacific Islander		
White	24	46
Mixed (two or more) ethnics	31	44
Something else		
Experienced chronic sadness/hopelessness[§]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	44	48
Native Hawaiian or Pacific Islander		
White	20	57
Mixed (two or more) ethnics	36	65
Something else		
Considered suicide[§]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	16	15
Native Hawaiian or Pacific Islander		
White	10	41
Mixed (two or more) ethnics	9	29
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.”

[§]Past 12 months.

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

	Grade 9 %	Grade 11 %
Self-Efficacy[‡]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	64	76
Native Hawaiian or Pacific Islander		
White	84	67
Mixed (two or more) ethnics	67	78
Something else		
Self-Awareness[‡]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	63	68
Native Hawaiian or Pacific Islander		
White	72	44
Mixed (two or more) ethnics	58	63
Something else		
Problem Solving[‡]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	49	36
Native Hawaiian or Pacific Islander		
White	53	40
Mixed (two or more) ethnics	48	37
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.”

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

	Grade 9 %	Grade 11 %
Optimism[‡]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	55	54
Native Hawaiian or Pacific Islander		
White	54	33
Mixed (two or more) ethnics	76	27
Something else		
Gratitude[‡]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	57	68
Native Hawaiian or Pacific Islander		
White	72	50
Mixed (two or more) ethnics	82	67
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.”

13. Gender Breakdowns

Table A13.1

School Engagement and Supports by Gender

	Grade 9 %	Grade 11 %
School Connectedness[†] (<i>In-School and Hybrid Only</i>)		
Male	62	54
Female	60	47
Nonbinary		
Something else		
Academic Motivation[†]		
Male	34	44
Female	55	55
Nonbinary		
Something else		
Monthly Absences (3 or more) (<i>In-School and Hybrid Only</i>)		
Male	8	9
Female	7	9
Nonbinary		
Something else		
Maintaining focus on schoolwork[†]		
Male	22	29
Female	29	21
Nonbinary		
Something else		
Caring adults in school[‡]		
Male	56	55
Female	60	58
Nonbinary		
Something else		

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

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

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

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

	Grade 9 %	Grade 11 %
High expectations-adults in school[‡]		
Male	61	65
Female	65	70
Nonbinary		
Something else		
Meaningful participation at school[‡] <i>(In-School and Hybrid Only)</i>		
Male	16	13
Female	22	20
Nonbinary		
Something else		
Facilities upkeep[†] <i>(In-School and Hybrid Only)</i>		
Male	81	59
Female	79	67
Nonbinary		
Something else		
Promotion of parent involvement in School[†]		
Male	55	40
Female	50	32
Nonbinary		
Something else		

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

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

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

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

	Grade 9 %	Grade 11 %
School perceived as very safe or safe		
Male	71	60
Female	71	60
Nonbinary		
Something else		
Experienced harassment due to five reasons at school^λ		
Male	11	20
Female	15	29
Nonbinary		
Something else		
Experienced any harassment or bullying at school[§]		
Male	17	25
Female	23	36
Nonbinary		
Something else		
Had mean rumors or lies spread about you[§]		
Male	11	20
Female	25	39
Nonbinary		
Something else		
Been afraid of being beaten up[§]		
Male	14	8
Female	5	7
Nonbinary		
Something else		

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

^λThe 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 (In-School and Hybrid Only)***

	Grade 9 %	Grade 11 %
Been in a physical fight[§]		
Male	6	8
Female	5	9
Nonbinary		
Something else		
Seen a weapon on campus[§]		
Male	9	13
Female	5	16
Nonbinary		
Something else		

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

[§]Past 12 months.

Table A13.3
Substance Use by Gender

	Grade 9 %	Grade 11 %
Current alcohol or drug use[¶]		
Male	8	22
Female	10	32
Nonbinary		
Something else		
Current marijuana use[¶]		
Male	0	7
Female	5	21
Nonbinary		
Something else		
Current binge drinking[¶]		
Male	0	15
Female	5	11
Nonbinary		
Something else		
Very drunk or “high” 7 or more times, ever		
Male	3	15
Female	7	23
Nonbinary		
Something else		
Been drunk or “high” on drugs at school, ever		
Male	3	15
Female	7	25
Nonbinary		
Something else		
Current alcohol use[¶]		
Male	6	20
Female	10	23
Nonbinary		
Something else		

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

[¶]Past 30 days.

Table A13.3
Substance Use by Gender – Continued

	Grade 9 %	Grade 11 %
Current alcohol use at school[¶] (<i>In-School Only</i>)		
Male		
Female		
Nonbinary		
Something else		
Current cigarette smoking[¶]		
Male	0	2
Female	2	4
Nonbinary		
Something else		
Current vaping[¶]		
Male	3	12
Female	13	30
Nonbinary		
Something else		

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

[¶]Past 30 days.

Table A13.4
Routines by Gender

	Grade 9 %	Grade 11 %
Eating of breakfast		
Male	55	53
Female	37	43
Nonbinary		
Something else		
Bedtime (before 11 pm)		
Male	41	35
Female	45	34
Nonbinary		
Something else		
Sleep deprivation (less than 8 hours)		
Male	46	67
Female	60	64
Nonbinary		
Something else		
Physical exercise (meets standards)		
Male	68	73
Female	83	67
Nonbinary		
Something else		

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

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

[|]*Today.*

^{||}*Past 7 days.*

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

	Grade 9 %	Grade 11 %
Average days worked on schoolwork (5 or more)[¶]		
Male	5	8
Female	7	4
Nonbinary		
Something else		
Synchronous instruction (4 days or more)[¶]		
Male	3	3
Female	7	5
Nonbinary		
Something else		
Interest in schoolwork done from home		
Male	8	11
Female	24	18
Nonbinary		
Something else		
Meaningful opportunities[‡]		
Male	14	18
Female	41	29
Nonbinary		
Something else		

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

[¶]Past 30 days.

[¶]Past 7 days.

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

Table A13.6
Adult and Peer Relationships by Gender

	Grade 9 %	Grade 11 %
Adult supports[‡]		
Male	75	74
Female	75	65
Nonbinary		
Something else		
Peer supports[‡]		
Male	65	82
Female	83	80
Nonbinary		
Something else		
Virtual peer interactions (4 days or more)		
Male	65	80
Female	85	72
Nonbinary		
Something else		
Cyberbullying[§]		
Male	20	15
Female	23	32
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.”

^{||}Past 7 days.

[§]Past 12 months.

Table A13.7
Social and Emotional Health by Gender

	Grade 9 %	Grade 11 %
Social emotional distress[‡]		
Male	17	28
Female	44	55
Nonbinary		
Something else		
Experienced chronic sadness/hopelessness[§]		
Male	17	43
Female	45	66
Nonbinary		
Something else		
Considered suicide[§]		
Male	3	18
Female	18	36
Nonbinary		
Something else		
Self-Efficacy[‡]		
Male	78	78
Female	70	68
Nonbinary		
Something else		
Self-Awareness[‡]		
Male	62	67
Female	69	47
Nonbinary		
Something else		
Problem Solving[‡]		
Male	47	46
Female	52	32
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.”

[§]Past 12 months.

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

	Grade 9 %	Grade 11 %
Optimism[‡]		
Male	51	45
Female	58	33
Nonbinary		
Something else		
Gratitude[‡]		
Male	67	69
Female	69	49
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.”

Alcohol and Other Drugs (AOD) Module

1. Module Sample

Table B1.1

Student Sample for AOD Module

	Grade 9	Grade 11
<i>Student Sample Size</i>		
Target sample	269	170
Final number	73	100
Response Rate	27%	59%

2. Summary of Key Indicators

Table B2.1

Key Indicators of Alcohol and Other Drug Use

	Grade 9 %	Grade 11 %	Table
Alcohol and Marijuana Consumption Patterns			
Usually drank until felt it a lot	0	13	B3.3
Usually used marijuana or other drugs until felt it a lot	4	4	B3.4
Consequences of AOD Consumption			
Caused one or more problems	1	15	B4.2
Caused one or more dependency-related experiences	4	19	B4.3
Supports to Reduce AOD Use			
Very likely to find help at school for quitting or reducing use	25	28	B5.2
Strong Personal Disapproval of AOD Use			
Having one or two drinks of any alcoholic beverage nearly every day	42	47	B7.1
Trying marijuana once or twice	34	19	B7.1
Using marijuana once a month or more	41	24	B7.1

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

3. Alcohol, Tobacco, and Marijuana Consumption Patterns

Table B3.1

Age of Onset – AOD Use

	Grade 9 %	Grade 11 %
Alcohol (one full drink)		
Never	71	51
10 years or under	12	6
11-12 years old	8	10
13-14 years old	8	13
15-16 years old	0	18
17 years or older	0	2
Marijuana (smoke, vape, eat, or drink)		
Never	89	61
10 years or under	1	0
11-12 years old	3	3
13-14 years old	7	17
15-16 years old	0	18
17 years or older	0	1
Any other illegal drug or pill to get “high”		
Never	100	87
10 years or under	0	0
11-12 years old	0	2
13-14 years old	0	6
15-16 years old	0	4
17 years or older	0	1

Question HS/MS B.1, 4, 5: About how old were you the first time you tried any of these things?... A drink of an alcoholic beverage (other than a sip or two)... Marijuana (smoke, vape, eat, or drink)... Any other illegal drug or pill to get “high.”

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

Table B3.2***Age of Onset – Tobacco Use***

	Grade 9 %	Grade 11 %
Smoked part or all of a cigarette		
Never	94	85
10 years or under	1	4
11-12 years old	3	4
13-14 years old	0	5
15-16 years old	1	2
17 years or older	0	0
A vape product such as an e-cigarette, vape pen, or mod		
Never	81	60
10 years or under	1	0
11-12 years old	5	1
13-14 years old	11	24
15-16 years old	1	14
17 years or older	0	1

Question HS/MS B.2, 3: About how old were you the first time you tried any of these things?... Part or all of a cigarette... A vape product such as an e-cigarette (JUUL), vape pen, or mod.

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

Table B3.3***Usual Alcohol Consumption Level***

	Grade 9 %	Grade 11 %
I don't drink alcohol	89	65
Just enough to feel it a little	7	12
Enough to feel it moderately	4	10
Until I feel it a lot or get really drunk	0	13

Question HS/MS B.6: If you drink alcohol, how much do you usually drink?

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

Table B3.4***Usual Marijuana Consumption Level***

	Grade 9 %	Grade 11 %
I don't use drugs	89	75
Just enough to feel a little high	4	6
Enough to feel it moderately	3	15
Until I feel it a lot or get really high	4	4

Question HS B.7: If you use marijuana or other drugs, how "high" (stoned, faded, wasted, trashed) do you usually like to get?

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

Table B3.5***Vaping Substances***

	Grade 9 %	Grade 11 %
I've never used a vaping device or e-cigarette	85	64
Nicotine or tobacco substitute	10	28
Marijuana or THC	4	21
Amphetamines, cocaine, or heroin	1	0
A flavored product without nicotine, alcohol, or other drug	6	8
Any other product or substance	3	1
I was not sure what was in the vaping device or e-cigarette	4	6

Question HS B.31/MS B.25: Have you ever used a vaping device or e-cigarette to consume any of the following? (Mark All That Apply.)

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

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

4. Reasons for and Consequences of AOD Consumption

Table B4.1

Reasons for AOD Use in the Past 12 Months

	Grade 9 %	Grade 11 %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.	83	60
To experiment (try using)	4	11
To get high	1	9
To have a good time with friends	4	21
To fit in with a group you like	1	0
Because of boredom	7	17
To relax	7	16
To get away from problems	4	16
Because of anger or frustration	1	8
To get through the day	4	6
Because it made you feel better	4	11
To seek deeper insights and understanding	3	7
None of the above	10	4

Question HS B.8/MS B.7: Have you used alcoholic beverages, marijuana, or other drugs in the past 12 months for any of the following reasons? (Mark All That Apply.)

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

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

Table B4.2***Problems Caused by AOD Use***

	Grade 9 %	Grade 11 %
Does not apply; I've never used alcohol or drugs	90	61
I've used alcohol or drugs but never had any problems	8	24
Have problems with emotions, nerves, or mental health	0	7
Get into trouble or have problems with the police	0	2
Have money problems	0	5
Miss school	0	0
Have problems with schoolwork	0	2
Fight with others	1	1
Damage a friendship	0	2
Physically hurt or injure yourself	0	1
Have unwanted or unprotected sex	0	2
Forget what happened or pass out	1	7
Been suspended from school	0	2
<i>One or more problems</i>	1	15

Question HS B.9: Has using alcohol, marijuana, or other drugs ever caused you to have any of the following problems? (Mark All That Apply.)

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

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

Table B4.3***Alcohol or Other Drug Use Caused Negative Experiences***

	Grade 9 %	Grade 11 %
Does not apply; I have not used alcohol or drugs	92	64
I use alcohol or drugs but have not experienced any of these things	4	18
Found you had to increase how much you use to have the same effect as before	1	8
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	0	2
Used alcohol or drugs a lot more than you intended	0	5
Used alcohol or drugs when you were alone	4	11
Your use of alcohol or drugs often kept you from doing a normal activity	1	1
You didn't feel OK unless you had something to drink or used a drug	1	1
Thought about reducing or stopping use	0	8
Told yourself you were not going to use but found yourself using anyway	3	5
Spoke with someone about reducing or stopping use	0	2
Attended counseling, a program, or group to help you reduce or stop use	0	0
<i>One or more negative experiences</i>	4	19

Question HS B.10: If you use alcohol, marijuana, or another drug, have you had any of the following experiences? (Mark All That Apply.)

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

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

Table B4.4***Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession***

	Grade 9 %	Grade 11 %
Very likely	38	49
Likely	37	35
Not likely	11	4
Don't know	14	12

Question HS B.13: In your opinion, how likely is it that a student will be suspended, expelled, or transferred if caught on school property using or possessing alcohol or other drugs?

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

5. Supports to Reduce AOD Use

Table B5.1

Needed Counseling for Use

	Grade 9 %	Grade 11 %
No, I never used alcohol or other drugs	90	67
No, but I do use alcohol or other drugs	8	32
Yes, I have felt that I needed help	1	1

Question HS B.11: Have you ever felt that you needed help (such as counseling or treatment) for your alcohol or other drug use?

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

Table B5.2

Likelihood of Finding Help at School for Quitting or Reducing Use

	Grade 9 %	Grade 11 %
Very likely	25	28
Likely	37	33
Not likely	13	21
Don't know	25	18

Question HS B.12: In your opinion, how likely is it that a student could find help at your school from a counselor, teacher, or other adult to stop or reduce using alcohol or other drugs?

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

Table B5.3

Talked with Parent About AOD Use

	Grade 9 %	Grade 11 %
No	49	61
Yes	51	39

Question HS B.19/MS B.13: During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of alcohol or drug use?

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

6. Availability

Table B6.1

Sources for Obtaining Alcohol

	Grade 9 %	Grade 11 %
At school	4	4
At parties	19	43
At concerts or other social events	8	15
At their own home	24	49
From adults at friends' homes	15	34
From friends or another teenager	28	50
Get adults to buy it for them	18	33
Buy it themselves from a store	7	21
At bars, clubs, or gambling casinos	0	2
Other	10	9
Don't know	68	45

Question HS B.14/MS B.8: How do most students at your school who drink alcohol usually get it? (Mark All That Apply.)

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

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

Table B6.2***Sources for Obtaining Marijuana***

	Grade 9 %	Grade 11 %
At school	8	16
At parties	15	33
At concerts or other social events	4	12
At their own home	13	32
From an adult acquaintance	14	30
From friends or another teenager	24	45
Buy it at a marijuana dispensary	11	15
At bars or clubs	0	4
Other	8	10
Don't know	72	55

Question HS B.15/MS B.9: How do most kids at your school who use marijuana usually get it? (Mark All That Apply.)

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

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

7. Influences on ATOD Use

Table B7.1

Personal Disapproval of AOD Use

	Grade 9 %	Grade 11 %
Having one or two drinks of any alcoholic beverage nearly every day		
Neither approve nor disapprove	34	32
Somewhat disapprove	24	21
Strongly disapprove	42	47
Trying marijuana once or twice		
Neither approve nor disapprove	44	63
Somewhat disapprove	23	17
Strongly disapprove	34	19
Using marijuana once a month or more regularly		
Neither approve nor disapprove	42	51
Somewhat disapprove	17	24
Strongly disapprove	41	24

Question HS B.16-18/MS B.10-12: How do you feel about someone your age doing the following?... Having one or two drinks of any alcoholic beverage nearly every day... Trying marijuana once or twice... Using marijuana once a month or more regularly.

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

Table B7.2***Parent Disapproval of ATOD Use***

	Grade 9 %	Grade 11 %
Take one or two drinks of alcohol nearly every day		
Very wrong	81	76
Wrong	10	16
A little wrong	6	6
Not at all wrong	3	2
Smoke tobacco		
Very wrong	87	84
Wrong	12	12
A little wrong	0	4
Not at all wrong	1	0
Use vape products such as e-cigarettes, vape pens, or mods		
Very wrong	88	78
Wrong	9	16
A little wrong	3	6
Not at all wrong	0	0
Use marijuana (smoke, vape, eat, or drink)		
Very wrong	86	76
Wrong	10	12
A little wrong	4	13
Not at all wrong	0	0
Use prescription drugs to get high or for reasons other than prescribed		
Very wrong	90	91
Wrong	10	6
A little wrong	0	3
Not at all wrong	0	0

Question HS B.21-25/MS B.15-19: How wrong do your parents or guardians feel it would be for you to do the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use vape products such as e-cigarettes (JUUL), vape pens, or mods... Use marijuana (smoke, vape, eat, or drink)... Use prescription drugs to get high or for reasons other than prescribed.

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

Table B7.3***Peer Disapproval of ATOD Use***

	Grade 9 %	Grade 11 %
Take one or two drinks of alcohol nearly every day		
Very wrong	52	45
Wrong	26	29
A little wrong	13	15
Not at all wrong	9	10
Smoke tobacco		
Very wrong	59	44
Wrong	28	36
A little wrong	6	13
Not at all wrong	7	6
Use vape products such as e-cigarettes, vape pens, or mods		
Very wrong	52	31
Wrong	27	31
A little wrong	12	21
Not at all wrong	9	18
Use marijuana (smoke, vape, eat, or drink)		
Very wrong	51	30
Wrong	33	26
A little wrong	7	22
Not at all wrong	9	23
Use prescription drugs to get high or for reasons other than prescribed		
Very wrong	62	57
Wrong	26	29
A little wrong	6	12
Not at all wrong	6	2

Question HS B.26-30/MS B.20-24: How wrong would your close friends feel it would be if you did the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use vape products such as e-cigarettes (JUUL), vape pens, or mods... Use marijuana (smoke, vape, eat, or drink)... Use prescription drugs to get high or for reasons other than prescribed.

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

Table B7.4***Heard, Read, or Watched Any Anti-ATOD Messages, Past 12 Months***

	Grade 9 %	Grade 11 %
No	25	27
Yes	75	73

Question HS B.20/MS B.14: During the past 12 months, have you heard, read, or watched any messages about not using alcohol or drugs?

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

Appendix

CHKS Content Overview, 2020-21

This brief guide to key CHKS Core Module indicators is designed to help survey users more easily understand and interpret their findings.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).² For a summary of state-level LCAP-related baseline CHKS data, see Factsheet #15.³

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

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

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

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

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

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

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

⁴ See calschls.org/reports-data/#slcr

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

probability there was for beating the odds. School climate was more strongly associated with beating the odds than a school's level of personnel resources.⁶

In addition, the CHKS Core Module provides data to help understand the degree to which schools address the needs of the Whole Child. CHKS data show that California secondary schools made greater progress in raising standardized test scores over a one-year period when they had higher percentages of students who reported: (1) being less engaged in risky behaviors such as substance use and violence; (2) being more likely to eat nutritiously and exercise; and (3) experiencing caring adult relationships and high expectations at school.⁷ These results suggest that addressing the health and developmental needs of youth is a critical component of a comprehensive strategy for meeting accountability demands for improved academic performance.

GRADE-LEVEL PATTERNS

More than twenty years of survey administration has demonstrated that as youth progress through secondary school, they become: (1) less likely to report feeling connected to school and 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.⁸ They also exhibit lower perceived school safety, school connectedness, and developmental supports. Continuation school students are a highly vulnerable population in need of a wide range of academic, social, emotional, and behavioral supports and intervention services.⁹

DEMOGRAPHIC CHARACTERISTICS AND POPULATION GROUP DIFFERENCES (Section 3)

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

In the standard CHKS report, breakdowns for selected key indicators are provided by race/ethnicity and gender. For selected key indicators, the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard) can be used to display group differences by gender, race/ethnicity, parental education, parent military status, homeless status, afterschool participation, gender identity, and sexual orientation. Results can also

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

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

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

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

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

Racial-Ethnic Group Identification

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

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

Foster Care Youth

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

Sexual Orientation and Gender Identity

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

- about 30 percentage points more likely than non-LGBTQ youth to experience harassment and bullying at school;
- 30-to-40 percentage points more likely to exhibit chronic sadness;

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

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

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

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

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

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

- 2-to-3 times more likely to smoke cigarettes, binge drink, and to have been drunk or high at school; and
- receive substantially fewer social supports from teachers and peers at school than their counterparts who do not identify as LGBTQ.

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

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 6)

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

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

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

Self-Reported Grades

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

Academic Motivation

A four-item scale gauges student academic motivation by asking how strongly they agree that they try hard to do well on schoolwork, try hard because they are interested in the work, work hard to understand

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

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

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

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

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

Absenteeism

Before good teachers with quality curriculums and engaging activities can improve academic performance, the students have to show up. The CHKS provides data to identify what proportion of respondents are at risk of chronic absenteeism (missed 2 or more days during the past 30 days) and what were the reasons for absences.¹⁹ In 2020-21, absenteeism is assessed for students who are participating in school in-person or learning remotely. Users can request reports looking at the characteristics of youth based on absenteeism indicators to guide efforts to improve the LCAP pupil engagement priority (call 888.841.7536 or email calschls@wested.org).

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.²⁰

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.²¹

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

¹⁸ Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf

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

²⁰ 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/

²¹ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

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

School Connectedness

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

School connectedness appears to have increased in California in the second half of the last decade, but it still declines markedly after elementary school. A substantial 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.²⁹ This may be related at least in part to their lower levels of developmental support. Prior analyses have indicated that the lowest rates of both connectedness and test scores are in low-income schools.^{30 31}

Parent Involvement

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

Facilities and Physical Environment

As an indicator of student perceptions of the school's physical environment, the CHKS includes a question asking students how much they agree the school "is usually clean and tidy."³³ Additional questions are

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

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

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

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

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

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

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

²⁹ Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf

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

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

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

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

included in the supplementary School Climate Module. An analysis of 2015/17 data from the questions on both modules found that a plurality of students report that their school facilities are in good condition, but a non-trivial minority of students were dissatisfied with the condition of their school facilities.³⁴ 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.³⁵ 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.³⁶ 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.^{37 38 39}

Perceived Safety

Perceived safety is another indicator that districts/schools are required to monitor as part of their LCAP school climate priority. School safety is more than the antithesis of violence. Perceived school safety is psychological as well as physical. Feelings of insecurity can have multiple sources, not all of which correctly reflect the level of danger and violence on a school campus, such as verbal bullying. Both physical and psychological safety are essential for high quality teaching and learning. It is a key factor in students feeling connected to school. Another indicator important for attendance is the percentage of students who report missing school because they didn't feel safe (Table A6.6).

If students report low levels of perceived school safety, further examination of all the indicators related to bullying and victimization is warranted. Consider conducting follow-up student voice and feedback sessions such as focus groups or Student Listening Circles and integrating questions on why students do not feel safe.⁴⁰

Harassment and Victimization

Most of the safety-related questions on the survey assess victimization. Because a relatively small number of students can victimize a large number of their peers, victimization questions provide important insight into the overall school climate. Nonviolent harassment in any form—threats, intimidation, rumors, and ostracism—can instill a sense of vulnerability, isolation, frustration, and fear among its victims, leading to engagement in health risk behaviors or avoidance behaviors such as missing school and social isolation. This type of misbehavior, vastly more common than any other, ruins the school day for many students. In

³⁴ Hanson & Austin. (2018). Download [calschls.org/docs/facilities_2-18-1.pdf](https://data.calschls.org/docs/facilities_2-18-1.pdf)

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

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

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

³⁸ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief5_ViolencePerpetration_final.pdf

³⁹ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief6_ViolenceVictimization_final.pdf

⁴⁰ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief3_Safety_final.pdf

Bruised Inside (2000), the National Association of Attorneys General describes harassment by peers as one of the two causes for kids to express anger using guns, knives, and fists.⁴¹

The CHKS asks about the frequency with which students experienced any bullying/harassment related to six bias-related categories (gender, race/ethnicity, disability, sexual identity, religion, immigrant status), as well as for any other reason (Table A8.2). About three-in-ten secondary students report experiencing some harassment in the past year on the State CHKS, with the percentages declining between 7th and 11th grades.⁴² Analyses show that victims of harassment are more likely to not feel safe at, and connected to, school; to have higher truancy; and to experience lower developmental (resilience) supports at school.⁴³ ⁴⁴ They report higher rates of fighting and weapons possession at school, as well as risk of depression. Students who report bias-related harassment, particularly for disability and sexual orientation, have poorer well-being than students who were only harassed for other reasons.

Different forms of verbal harassment at school are assessed by asking students about: mean rumors or lies; sexual-related jokes, comments, or gestures; being made fun of because of looks or speech; and, more generally, being made fun of, insulted or called names. Physical victimization is assessed by questions about having been pushed/shoved, threatened with harm or injury (without or without weapon), and being afraid of being beaten up. Students are also asked whether they have ever been in a physical fight as a measure of general violence.

The supplementary School Climate Module includes Bullying Prevention and Respect for Diversity scales to provide insight into what the school is doing to reduce the problem.

Vandalism and Weapons

Two other safety-related areas assessed by the survey are school vandalism and weapons possession. Students are asked whether they damaged school property or had their property damaged at school and whether they carried a knife or other weapon to school or observed someone else doing these things.⁴⁵ 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.⁴⁶ 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.

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.

⁴¹ Horn, D. M., National Association of Attorneys General., & Washington (State). (2000). *Bruised inside: What our children say about youth violence, what causes it, and what we need to do about it: A report of the National Association of Attorneys General* (NAAG). Washington, DC: National Association of Attorneys General.

⁴² Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf

⁴³ Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf

⁴⁴ Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf

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

⁴⁶ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

Reflecting this, on the California School Staff Survey, 39 percent of high school staff statewide reported that alcohol and drug use are a moderate to severe problem at their school.⁴⁷

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.⁴⁸ Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.^{49 50}

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.^{51 52}

MENTAL HEALTH (Section 7)

Student mental health can have a big impact on their health and well-being. The CHKS Core provides two measures for assessing mental health among students: (1) whether they experience chronic, incapacitating sadness or hopelessness; and (2) whether they ever contemplated suicide. Students who experience chronic sadness, compared to their peers who do not, are at elevated risk of a wide range of educational, health, social, and emotional problems, including lower school attendance, performance, and connectedness.⁵³ 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.⁵⁴

CHKS data also show that students who report bias-related harassment, particularly for disability and sexual orientation, have poorer overall mental health than students who are harassed for other reasons or not harassed. Students who report any harassment are about twice as likely to experience chronic sadness/hopelessness than their non-harassed peers.^{55 56}

See also the percentage of students who report missing school because they “felt very sad, hopeless, anxious, stressed, or angry.” In addition, the supplementary School Climate Module includes a Social and Emotional Supports scale that provides insight from students on what the school does to help promote mental health and foster of social-emotional competencies.

⁴⁷ Statewide CSSS. (2018). Download calschls.org/docs/statewide_1517_csss.pdf

⁴⁸ 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.

⁴⁹ Hanson & Austin. (2003). Download data.calschls.org/resources/FACTSHEET-3.pdf

⁵⁰ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief8_AOD_final.pdf

⁵¹ Hanson & Zheng. (2006). Download data.calschls.org/resources/factsheet2update.pdf

⁵² Austin, McCarthy, Slade, & Bailey. (2007). Download data.calschls.org/resources/FACTSHEET-5.pdf

⁵³ Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-11.pdf

⁵⁴ Austin, Cragle, Delong-Cotty. (2012). Download data.calschls.org/resources/FACTSHEET-12.pdf

⁵⁵ Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf

⁵⁶ Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf

CALIFORNIA SCHOOL STAFF SURVEY



Wheatland Union High 2020-2021 Main Report

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

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PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results provided by teachers, administrators, and other school staff on each question in your 2020-21 administration of the *California School Staff Survey* (CSSS), presented in tables organized by topic.

The CSSS, along with its companion student and parent surveys—the *California Healthy Kids Survey* (CHKS) and the *California School Parent Survey* (CSPS)—form the California Department of Education’s *California School Climate, Health, and Learning Surveys* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive effort in the nation to regularly assess students, staff, and parents at the local level to provide key data on school climate and safety, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major school-related domains and constructs assessed by CalSCHLS.

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

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

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

SURVEY PURPOSE

The CSSS was developed for CDE in 2004 to fulfill the requirement in the *No Child Left Behind Act* of 2001, Title IV, that schools conduct an anonymous teacher survey related to student drug use and violence. Recognizing the opportunity this requirement presented, CDE expanded the content to collect other data to guide school improvement efforts, to meet LCAP state priorities, and to enable the perceptions and experiences of school staff to be compared to those of students on the CHKS. Schools can also add questions of their own choosing to meet other local data needs. Because the results are anonymous and confidential, the survey provides staff with an opportunity to honestly communicate their perceptions about the school.

The CSSS grew out of CDE’s commitment to: (1) helping schools promote the successful cognitive, social, emotional, and physical development of all students; and (2) fostering positive school working environments, particularly to help address the growing problem of low teacher retention. This CSSS report provides data on the degree to which staff perceive that their school has a learning and working environment that is safe, supportive, caring, collegial, challenging, and engaging, with norms and standards that encourage academic success. CSSS data enrich a school’s ability to create a positive school climate that promotes quality teaching, school connectedness, academic achievement, and overall well-being among both students and staff.

SURVEY ADMINISTRATION AND SAMPLE

Schools are provided with detailed survey planning and administration instructions. CDE guidelines call for the CSSS to be administered online at the same time as the CHKS, among all staff in grades 5 and above. Staff participation is totally voluntary, anonymous, and confidential. The tables in the Survey Sample and Demographics sections of this report provide the numbers of respondents who completed the core module; their roles at the school (e.g., teacher, administrator, counselor); the length of their employment at the school and in their positions; and their races/ethnicities. The number of respondents who completed each additional module is also provided at the beginning of the set of tables for that module.

SURVEY CONTENT OVERVIEW

The CSSS survey questions were selected with the assistance of an advisory committee to assess the key variables that research and theory indicated as most associated with successful learning and teaching, particularly in regard to school climate. Like most school climate surveys, it focuses on individual behaviors, patterns of communication and interactions, and professional and student supports.

2020-21 Survey Changes

With school buildings throughout much of California closed due to the pandemic and many districts shifting to remote and/or hybrid instructional models in 2020-21, the CSSS has been expanded this year to help districts better understand the impacts of COVID-19 and how best to support students’ social, emotional, and academic needs. Questions on the survey ask teachers and other school staff if most students attend school in person every weekday (in-person instructional model), participate in school remotely from home (remote instructional model), or they participate in school both remotely and in-person (hybrid instructional model). Based on responses, staff are directed to questions only relevant to the predominant instructional model used in the school. The new content assessed by the CSSS includes the following:

- staff perceptions of how effectively the school instructional model is being implemented,
- the impact of the instructional models on students’ emotional well-being, academic motivation, and learning; and
- experiences with COVID-related safety measures and protocols.

Only questions relevant to the instructional model implemented in the school are answered by staff in 2020-21.

Core Section (Section A)

All staff answer the questions in the first part of the survey, which provides background information about the characteristics of the staff respondents and assesses the following main domains:

- How **supportive and inviting** the learning and working environment is in general;
- School **norms and standards** that promote achievement, including the rigor and relevance of instruction, and a shared sense of responsibility for school improvement;
- **Staff supports, professional respect, and collegiality** within the working environment, factors that surveys of California teachers have shown to be key to teacher retention;
- Staff and student **safety**;
- **Student developmental supports** in the school environment—caring staff/student relationships, high expectations, and opportunities for meaningful participation and decision-making—that resilience research has linked to school and life success;
- **Equity**, respect, and cultural sensitivity, which are particularly germane for closing the achievement gap;
- Student **behaviors that facilitate learning**, including the degree to which students are ready and motivated to learn and are well-behaved;
- The level of **problems the school experiences** that are related to 14 student behaviors or conditions (e.g., truancy, violence, bullying, substance use, mental health, and physical health);
- The nature, communication, and enforcement of rules and policies related to **discipline**; and
- Staff **professional development needs**.

The same questions asked of students in the CHKS supplemental School Climate Module are included in the CSSS so that staff and student results can be compared. CDE recommends that all districts include the School Climate Module in their CHKS administration. The questions, reported in Section 6 (Learning Conditions), provide staff perceptions on five key constructs:

- Supports for Learning;
- Discipline and Order;
- Social, Emotional, and Behavioral Supports;
- Positive Peer Relationships (anti-bullying related); and
- Respect for Diversity.

Student Supports Questions (Section B)

A second section of the survey is focused on student supports and is designed to be answered only by staff who provide services or instruction related to health, prevention, discipline, safety, and/or counseling. These questions assess a school's programs, policies, supports, and services that address nonacademic barriers to learning and promote healthy youth development. The results can be compared to the level of student need as indicated by staff perceptions of problems (from the first section of the CSSS) and student report (from the CHKS).

Supplemental Modules

In addition, two supplementary modules are available that districts can elect to add to the survey. For information, call the toll-free CalSCHLS Helpline at 888.841.7536.

- The **Special Education Supports Module** consists of 12 questions designed to be answered only by staff who have responsibilities for teaching or providing related support services to students with Individualized Education Programs (IEPs). It provides data to better understand issues involving (1) effectively meeting the needs of students with IEPs, and (2) recruiting and retaining special education staff. Districts can request custom reports that compare CSSS results reported by staff who have special education responsibilities to those reported by other staff.
- The **Military-Connected Schools Module** allows schools to gather the views of staff about their schools related to the educational and other needs of students who have parents connected to the military, in order to foster more military-friendly and supportive school climates.

PUBLIC ONLINE DATA DASHBOARD

The most recent state, county, and district CSSS results can be examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard/). The dashboard can be used to graphically display statewide, county, and district key indicators from the CSSS, trends over time, and disparities in survey outcomes across groups. Group differences by race/ethnicity, role (teacher, administrator), and tenure at the school can be examined. Trends in results over the past seven years can be displayed. In addition to displaying results interactively on the web, dashboard results can be exported as Image and PDF files for dissemination. District data are publicly posted on the dashboard by the end of November of the year following survey administration.

EXPLORE RESULTS ON THE DISTRICT CALSCHLS DATA DASHBOARD

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

- compare their data with district and state averages;
- make comparisons across groups such as race/ethnicity, staff serving in different roles at the school, and staff tenure; and
- examine data trends over time overall and by group.

New in 2020 is the ability to make comparisons across staff in schools implementing different instructional models (in-person, remote, and hybrid).

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

THE REPORT

Results are provided in tables with data from all school levels assessed presented separately. The usual school levels are elementary (grades 1–6), middle (grades 7–8), high (grades 9–12), and nontraditional (ungraded, such as continuation high schools with 16 years being the earliest age of admittance).

The tables are organized into topical sections, as outlined in the Table of Contents. They provide the percentages of staff responding to each response option for each question. Percentages are rounded to the nearest whole number. Summary tables at the beginning of the sections provide a quick overview to key indicators, with a reference to the table where the detailed results can be found.

Supplemental Reports

On request, custom reports can be prepared that disaggregate the survey data and compare the results based on the characteristics of respondents (e.g., race/ethnicity), job responsibilities (e.g., special education compared to general education staff), or based on how staff responded to a particular question (e.g., whether they agreed or disagreed that the school had a supportive and inviting learning environment).

UNDERSTANDING THE DATA

Care must be taken to fully understand the survey; the context within which the data were collected; and the factors that can impact the quality, validity, and generalizability of the results. The following are a few of the key issues that should be kept in mind.

Representativeness

Among the most important factors affecting the quality of survey results is the level of staff participation. The validity and representativeness of the results will be adversely affected if the staff response rate is lower than 70 percent. One indication of the survey's representativeness is how accurately the characteristics of the sample (see Section 3) reflect the characteristics of the staff as indicated by personnel records. Even if the response rate is low, the results provide an indication of what those staff who did respond felt about the school and their experiences and behavior. Strategies for increasing participation are discussed below.

Changes Between Surveys

Many factors besides real changes in behavior, attitudes, or experiences among staff 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 staff who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered.

Data Comparisons

Comparing results to other district, county, and state data provides a broader context with which to assess the local situation. This can help you determine whether local changes are unique or may be part of a broader trend. Ultimately, however, the most fundamental concern should be what the survey results say about your schools and what improvements need to be made. Results from all districts in the state that conducted the CSSS may be downloaded from the website: calschls.org/reports-data.

IMPROVING PARTICIPATION

One of the most important strategies for improving voluntary staff participation is raising awareness among staff of the value of the survey to the school and the value of staff perceptions to school improvement efforts. To that end, it is important that staff are informed about the results and any school improvement efforts that are undertaken in response. Staff must perceive that their voices are heard and valued.

RESOURCES

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

- CHKS and CSSS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets/).
- *Assessing School Climate* describes the value of the CalSCHLS student, staff, and parent surveys for assessing school climate, listing constructs and individual indicators (data.calschls.org/resources/Cal-SCHLS_AssessingClimate2013-14.pdf).
- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- The staff survey provides data on the perception of adults in the school on social-emotional service needs and provision. *Using CalSCHLS to Assess Social-Emotional Learning and Health* describes how the CHKS Core and Social Emotional Health Module (SEHM) provide a comprehensive profile of student social-emotional competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) (data.calschls.org/resources/CalSCHLS_AssessSELH.pdf).
- *Helpful Resources for Local Control and Accountability Plans* describes how survey items align with LCAP priorities and indicators (calschls.org/docs/lcap_cal_schls.pdf). Also available is an LCAP-related PowerPoint presentation (calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx).
- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/resources.
- 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/docs/calschls-2019-20-crosswalk.pdf) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

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

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

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

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

Compare Results with Other Data

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

- **Student and Parent Surveys.** If your school district has administered the CalSCHLS parent surveys, obtain these results and your student results and compare them to those provided by staff. It is important to determine how consistent are the perceptions and experiences of students, staff, and parents. To facilitate these comparisons, the CalSCHLS Item Crosswalk (calschls.org/docs/calschls-2019-20-crosswalk.pdf) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer the companion parent surveys, urge them to do so next time.
- **Other Data.** Examine how the results compare with other 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.
- **Statewide Results.** The latest aggregated data from all CSSS administrations over a two-year period can be downloaded from the website (calschls.org/docs/statewide_1719_csss.pdf). 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/). A comparison to statewide and district results can provide some context to your results, but the most important consideration is what your own staff results say about your schools and your staff's experiences and needs.

Request School Reports

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school.

Data Workshop

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

Request Additional Reports and Data

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

Disaggregated Reports

The staff of the CalSCHLS Regional Centers can produce full reports that look at how results vary by demographic subgroups (e.g., race/ethnicity, role, length of employment at school).

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 staff and across schools within a district. You can also request an analysis by WestEd staff of any topic of interest.

Add Questions to Your Next Surveys

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

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

Exhibit 1***Major School-Related Domains and Constructs Assessed by CalSCHLS Surveys***

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

Notes: [†]Elementary student survey. [‡]Secondary student survey.

ACKNOWLEDGMENTS

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Survey Module Administration

Table 1

CSSS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Learning Supports	X
C. Special Education Supports	
D. Military-Connected Schools	
Z. Custom Questions	

Section A. Core Module

1. Survey Sample

Table A1.1

Core Module Sample

	All	ES	MS	HS	NT ^A
Number of respondents	40	–	–	40	–

Notes: ^ANT includes continuation, community day, and other alternative school types. K-12 schools and Alternative Schools of Choice were classified into elementary, middle, or high schools based on grade-specific enrollment.

Table A1.2

Number of Respondents by Instructional Model

	All	ES	MS	HS	NT ^A
In-school model only	6	–	–	6	–
Remote model only	4	–	–	4	–
Hybrid model only	37	–	–	37	–

2. Summary of Key Survey Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	All %	ES %	MS %	HS %	NT %	Table
School Supports for Students						
Caring adult relationships [†]	27	–	–	27	–	A6.1
High expectations-adults in school [†]	31	–	–	31	–	A6.1
Student meaningful participation [†]	27	–	–	27	–	A6.1
Promotion of parent involvement [†]	21	–	–	21	–	A6.1
Student learning environment [†]	28	–	–	28	–	A5.1
Facilities upkeep ^{†Φ}	36	–	–	36	–	A5.1
Support for social emotional learning [†]	11	–	–	11	–	A7.1
Provides adequate counseling and support services [†]	49	–	–	49	–	A9.2
Antibullying climate [†]	18	–	–	18	–	A7.1
School Supports for Staff						
Staff working environment [†]	14	–	–	14	–	A5.1
Staff collegiality [†]	14	–	–	14	–	A5.1
School Safety						
Is a safe place for staff ^{†Φ}	19	–	–	19	–	A5.1
Is a safe place for students ^{†Φ}	26	–	–	26	–	A5.1
Has sufficient resources to create a safe campus [†]	20	–	–	20	–	B2.1
Fairness, Rule Clarity, and Respect for Diversity						
Fairness and rule clarity [†]	17	–	–	17	–	A7.1
Respect for diversity [†]	24	–	–	24	–	A7.1
Student Behavior						
Student readiness to learn [†]	10	–	–	10	–	A7.1
Cutting classes or being truant moderate/severe problem	39	–	–	39	–	A7.12
Harassment/bullying moderate/severe problem	26	–	–	26	–	A8.3
Substance Use and Mental Health						
Alcohol and drug use moderate/severe problem	49	–	–	49	–	A8.9
Tobacco use moderate/severe problem	38	–	–	38	–	A8.10
Vaping/e-cigarette use moderate/severe problem	62	–	–	62	–	A8.11
Student depression moderate/severe problem	77	–	–	77	–	A8.2

Notes: Cells are empty if there are less than 5 respondents.

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

^Φ In-School and Hybrid Models only.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type
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Table A2.2**Key Indicators of COVID-Specific Measures**

	All %	ES %	MS %	HS %	NT %	Table
Perceived School Safety in Response to COVID-19						
COVID-related safety measures to keep students healthy [†]	22	–	–	22	–	A4.1
COVID-related safety measures to keep staff healthy [†]	24	–	–	24	–	A4.1
School Instructional Model Implementation						
Sufficient training on using distance learning tools ^{†δ}	16	–	–	16	–	A4.2
Providing effective instruction [†]	11	–	–	11	–	A4.2
Teachers provide effective instruction [†]	14	–	–	14	–	A4.2
Student Learning During COVID-19						
Students are coping well with remote learning ^{†δ}	3	–	–	3	–	A4.4
Students are less engaged in remote classes [†]	54	–	–	54	–	A4.4
Academic Motivation and Supports for Learning						
Students are motivated to complete schoolwork [†]	8	–	–	8	–	A4.5
School instructional model used to motivate students [†]	11	–	–	11	–	A4.5
Students receive needed academic support [†]	11	–	–	11	–	A4.5
Areas of Professional Development Needs						
Motivating students through remote learning ^δ	56	–	–	56	–	A4.6
Supporting students exposed to trauma	72	–	–	72	–	A4.6
COVID-related safety measures and protocols	31	–	–	31	–	A4.6

Notes: Cells are empty if there are less than 5 respondents.

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

^δRemote and Hybrid Models only.

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	All %	ES %	MS %	HS %	NT %
In-School Model	5	–	–	5	–
Remote Learning Model	3	–	–	3	–
Hybrid Model (in school on alternate days)	88	–	–	88	–
Hybrid Model (in school half days)	5	–	–	5	–

Question A.2, 3: Which of the following best describes your students' school schedule during the past 30 days?... Which of the following best describes students' school schedule during the past 30 days?

Notes: Cells are empty if there are less than 5 respondents.

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

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

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

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

Table A3.2

Average Days Working from Home, Past 30 Days

	All %	ES %	MS %	HS %	NT %
0 days	68	–	–	68	–
1 day	28	–	–	28	–
2 days	0	–	–	0	–
3 days	3	–	–	3	–
4 days	0	–	–	0	–
5 days	3	–	–	3	–

Question A.4: In the past 30 days, how many weekdays in an average week did you work from home for an entire school day?

Note: Cells are empty if there are less than 5 respondents.

Table A3.3***Role (Job) at School***

	All %	ES %	MS %	HS %	NT %
Teacher in grade 4 or below	0	–	–	0	–
Teacher in grade 5 or above	68	–	–	68	–
Special education teacher	13	–	–	13	–
Administrator	5	–	–	5	–
Prevention staff, nurse, or health aide	3	–	–	3	–
Counselor, psychologist	3	–	–	3	–
Police, resource officer, or safety personnel	0	–	–	0	–
Paraprofessional, teacher assistant, or instructional aide	5	–	–	5	–
Other certificated staff	5	–	–	5	–
Other classified staff	18	–	–	18	–
Other service provider	0	–	–	0	–

Question A.1: What is your role(s) at this school? (Mark All That Apply.)

Notes: Cells are empty if there are less than 5 respondents. Total percentages may exceed 100% for “mark all that apply” items.

Table A3.4***Special Population Service Providers***

	All %	ES %	MS %	HS %	NT %
Special education	63	–	–	63	–
English language learners	48	–	–	48	–
None of the above	30	–	–	30	–

Question A.5: Do you provide services to the following types of students? (Mark All That Apply.)

Notes: Cells are empty if there are less than 5 respondents.

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

Table A3.5***Length of Employment at School***

	All %	ES %	MS %	HS %	NT %
Less than one year	18	–	–	18	–
1 to 2 years	18	–	–	18	–
3 to 5 years	28	–	–	28	–
6 to 10 years	8	–	–	8	–
Over 10 years	30	–	–	30	–

Question A.6: How many years have you worked, in any position, at this school?

Note: Cells are empty if there are less than 5 respondents.

Table A3.6***Overall Length of Employment in Position***

	All %	ES %	MS %	HS %	NT %
Less than one year	8	–	–	8	–
1 to 2 years	8	–	–	8	–
3 to 5 years	24	–	–	24	–
6 to 10 years	18	–	–	18	–
Over 10 years	42	–	–	42	–

Question A.7: How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?

Note: Cells are empty if there are less than 5 respondents.

Table A3.7***Race/Ethnicity of Respondents***

	All %	ES %	MS %	HS %	NT %
American Indian or Alaska Native	0	–	–	0	–
Asian or Asian American	0	–	–	0	–
Black or African American	3	–	–	3	–
Filipino	0	–	–	0	–
Hispanic or Latinx	14	–	–	14	–
Native Hawaiian or Pacific Islander	0	–	–	0	–
White	71	–	–	71	–
Multi-ethnic	0	–	–	0	–
Something else	11	–	–	11	–

Question A.8: What is your race or ethnicity? (Mark All That Apply.)... American Indian or Alaska Native... Asian or Asian American... Black or African American... Filipino... Hispanic or Latinx... Native Hawaiian or Pacific Islander... White... Something else.

Note: Cells are empty if there are less than 5 respondents.

Table A3.8***Responsible for Health, Prevention, Discipline, Counseling, or Safety-Related Services***

	All %	ES %	MS %	HS %	NT %
Yes	33	–	–	33	–
No	67	–	–	67	–

Question A.115: Do you have responsibilities for services or instruction related to health, prevention, discipline, counseling, and/or safety?

Note: Cells are empty if there are less than 5 respondents.

4. COVID-Specific Measures

Table A4.1

Perceived School Safety in Response to COVID-19

	All %	ES %	MS %	HS %	NT %
<i>This school...</i>					
has implemented good COVID-related safety measures and protocols to keep students healthy.					
Strongly agree	22	–	–	22	–
Agree	43	–	–	43	–
Disagree	16	–	–	16	–
Strongly disagree	19	–	–	19	–
has kept staff well-informed about COVID-related safety measures and protocols.					
Strongly agree	24	–	–	24	–
Agree	41	–	–	41	–
Disagree	14	–	–	14	–
Strongly disagree	22	–	–	22	–
has implemented good COVID-related safety measures and protocols to keep staff healthy.					
Strongly agree	24	–	–	24	–
Agree	38	–	–	38	–
Disagree	22	–	–	22	–
Strongly disagree	16	–	–	16	–

Question A.30-31: This school... has kept staff well-informed about COVID-related safety measures and protocols... has implemented good COVID-related safety measures and protocols to keep staff healthy... has implemented good COVID-related safety measures and protocols to keep students healthy.

Note: Cells are empty if there are less than 5 respondents.

Table A4.2

School Instructional Model Implementation

	All %	ES %	MS %	HS %	NT %
I have had sufficient training and/or experience using distance learning tools to deliver effective remote teaching. (<i>Remote and Hybrid Only</i>)					
Strongly agree	16	–	–	16	–
Agree	58	–	–	58	–
Disagree	16	–	–	16	–
Strongly disagree	10	–	–	10	–
Teachers from this school are providing effective instruction with the school's instructional model.					
Strongly agree	11	–	–	11	–
Agree	57	–	–	57	–
Disagree	23	–	–	23	–
Strongly disagree	9	–	–	9	–
I can provide effective instruction with the school's instructional model.					
Strongly agree	14	–	–	14	–
Agree	60	–	–	60	–
Disagree	23	–	–	23	–
Strongly disagree	3	–	–	3	–

Question A.105-107: The next set of questions ask about your experiences with your school's current instructional model (100% In-School, Hybrid, or Remote)... I can provide effective instruction with the school's instructional model... I have had sufficient training and/or experience using distance learning tools (video calls, learning management system, etc.) to deliver effective remote teaching.... Teachers from this school are providing effective instruction with the school's instructional model.

Note: Cells are empty if there are less than 5 respondents.

Table A4.3***Staff Collaborate Regularly***

	All %	ES %	MS %	HS %	NT %
Strongly agree	14	–	–	14	–
Agree	31	–	–	31	–
Disagree	39	–	–	39	–
Strongly disagree	17	–	–	17	–

Question A.39: Adults who work at this school... are collaborating regularly.

Note: Cells are empty if there are less than 5 respondents.

Table A4.4
Student Learning During COVID-19

	All %	ES %	MS %	HS %	NT %
Students are learning as much or more now as they were prior to switching to...					
remote learning. (<i>Remote Only</i>)					
Strongly agree		—	—		—
Agree		—	—		—
Disagree		—	—		—
Strongly disagree		—	—		—
hybrid instruction. (<i>Hybrid Only</i>)					
Strongly agree	9	—	—	9	—
Agree	28	—	—	28	—
Disagree	38	—	—	38	—
Strongly disagree	25	—	—	25	—
in-school instruction. (<i>In-School Only</i>)					
Strongly agree		—	—		—
Agree		—	—		—
Disagree		—	—		—
Strongly disagree		—	—		—
Students are coping well with remote learning. (<i>Remote and Hybrid Only</i>)					
Strongly agree	3	—	—	3	—
Agree	22	—	—	22	—
Disagree	47	—	—	47	—
Strongly disagree	28	—	—	28	—
Students are less engaged in remote classes than in in-person classes.					
Strongly agree	54	—	—	54	—
Agree	37	—	—	37	—
Disagree	6	—	—	6	—
Strongly disagree	3	—	—	3	—

Question A.110-114: The next set of questions ask about your experiences with your school's current instructional model (100% In-School, Hybrid, or Remote)... Students are coping well with remote learning... Students are less engaged in remote classes than in in-person classes... Students are learning as much or more now as they were prior to switching to remote learning... Students are learning as much or more now as they were prior to switching to hybrid instruction... Students are learning as much or more now as they were prior to switching to in-school instruction.

Note: Cells are empty if there are less than 5 respondents.

Legend: All—All District; ES—Elementary; MS—Middle; HS—High; NT—Continuation/Community Day/Other Type

Table A4.5***Academic Motivation and Supports for Learning***

	All %	ES %	MS %	HS %	NT %
Students are motivated to complete their schoolwork.					
Strongly agree	8	–	–	8	–
Agree	36	–	–	36	–
Disagree	36	–	–	36	–
Strongly disagree	19	–	–	19	–
Teachers from this school are motivating students using the school's instructional model.					
Strongly agree	11	–	–	11	–
Agree	51	–	–	51	–
Disagree	31	–	–	31	–
Strongly disagree	6	–	–	6	–
Students who need the most academic support are receiving the support they need with the school's instructional model.					
Strongly agree	11	–	–	11	–
Agree	49	–	–	49	–
Disagree	23	–	–	23	–
Strongly disagree	17	–	–	17	–

Question A.66, 108, 109: Students are motivated to complete their schoolwork... The next set of questions ask about your experiences with your school's current instructional model (100% In-School, Hybrid, or Remote)... Teachers from this school are motivating students using the school's instructional model... Students who need the most academic support are receiving the support they need with the school's instructional model.

Note: Cells are empty if there are less than 5 respondents.

Table A4.6**Ways to Support Teachers During COVID-19**

	All %	ES %	MS %	HS %	NT %
Teachers need more professional development, training, mentorship, or other support in...					
motivating students through remote learning					
<i>(Remote and Hybrid Only)</i>					
Yes	56	–	–	56	–
No	44	–	–	44	–
supporting students exposed to trauma or stressful life events					
Yes	72	–	–	72	–
No	28	–	–	28	–
COVID-related safety measures and protocols to keep staff and students healthy					
Yes	31	–	–	31	–
No	69	–	–	69	–

Question A.99, 101, 102: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas?... supporting students exposed to trauma or stressful life events (e.g., trauma-informed practices)... COVID-related safety measures and protocols to keep staff and students healthy... motivating students through remote learning.

Note: Cells are empty if there are less than 5 respondents.

5. School Supports for Students and Staff

Table A5.1

Summary of Indicators for Positive Learning and Working Environment

	Percent Responding “Strongly Agree”					Table
	All %	ES %	MS %	HS %	NT %	
School Supports for Students						
Student learning environment	28	–	–	28	–	A5.2
Is a supportive and inviting place for students to learn	38	–	–	38	–	A5.2
Emphasizes teaching lessons in ways relevant to students	19	–	–	19	–	A5.2
Facilities upkeep ^Φ	36	–	–	36	–	A5.8
School Supports for Staff						
Staff working environment	14	–	–	14	–	A5.4
Is a supportive and inviting place for staff to work	19	–	–	19	–	A5.4
Promotes trust and collegiality among staff	11	–	–	11	–	A5.4
Promotes participation in school decision making	11	–	–	11	–	A5.4
Uses objective data for school improvement decisions	19	–	–	19	–	A5.6
Staff collegiality	14	–	–	14	–	A5.5
Have close professional relationships with one another	11	–	–	11	–	A5.5
Feel a responsibility to improve the school	17	–	–	17	–	A5.5
School Safety						
Is a safe place for staff ^Φ	19	–	–	19	–	A5.4
Is a safe place for students ^Φ	26	–	–	26	–	A5.2

Notes: Cells are empty if there are less than 5 respondents.

^Φ*In-School and Hybrid Models only.*

Student Learning Environment

Table A5.2

Student Learning Environment Questions

	All %	ES %	MS %	HS %	NT %
Student learning environment					
<i>Average reporting “Strongly agree”</i>	28	–	–	28	–
<i>This school... is a supportive and inviting place for students to learn.</i>					
Strongly agree	38	–	–	38	–
Agree	59	–	–	59	–
Disagree	3	–	–	3	–
Strongly disagree	0	–	–	0	–
<i>promotes academic success for all students.</i>					
Strongly agree	32	–	–	32	–
Agree	41	–	–	41	–
Disagree	19	–	–	19	–
Strongly disagree	8	–	–	8	–
<i>emphasizes helping students academically when they need it.</i>					
Strongly agree	38	–	–	38	–
Agree	49	–	–	49	–
Disagree	14	–	–	14	–
Strongly disagree	0	–	–	0	–
<i>emphasizes teaching lessons in ways relevant to students.</i>					
Strongly agree	19	–	–	19	–
Agree	62	–	–	62	–
Disagree	19	–	–	19	–
Strongly disagree	0	–	–	0	–

Question A.9-11, 13: This school... is a supportive and inviting place for students to learn... promotes academic success for all students... emphasizes helping students academically when they need it... emphasizes teaching lessons in ways relevant to students.

Note: Cells are empty if there are less than 5 respondents.

Table A5.2
Student Learning Environment Questions – Continued

	All %	ES %	MS %	HS %	NT %
This school motivates students to learn.					
Strongly agree	14	–	–	14	–
Agree	57	–	–	57	–
Disagree	24	–	–	24	–
Strongly disagree	5	–	–	5	–
This school is a safe place for students.^ø (<i>In-School and Hybrid Only</i>)					
Strongly agree	26	–	–	26	–
Agree	71	–	–	71	–
Disagree	3	–	–	3	–
Strongly disagree	0	–	–	0	–

Question A.26, 44: This school is a safe place for students... This school motivates students to learn.

Notes: Cells are empty if there are less than 5 respondents.

^øItem not included in the scale.

Table A5.3
Disruptive Student Behavior is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	9	–	–	9	–
Mild problem	66	–	–	66	–
Moderate problem	23	–	–	23	–
Severe problem	3	–	–	3	–

Question A.88: For students enrolled in this school, how much of a problem is disruptive student behavior?

Note: Cells are empty if there are less than 5 respondents.

Staff Working Environment

Table A5.4

Staff Working Environment Questions

	All %	ES %	MS %	HS %	NT %
Staff working environment					
<i>Average reporting “Strongly agree”</i>	14	–	–	14	–
<i>This school... is a supportive and inviting place for staff to work.</i>					
Strongly agree	19	–	–	19	–
Agree	35	–	–	35	–
Disagree	24	–	–	24	–
Strongly disagree	22	–	–	22	–
<i>promotes trust and collegiality among staff.</i>					
Strongly agree	11	–	–	11	–
Agree	30	–	–	30	–
Disagree	38	–	–	38	–
Strongly disagree	22	–	–	22	–
<i>promotes personnel participation in decision-making that affects school practices and policies.</i>					
Strongly agree	11	–	–	11	–
Agree	33	–	–	33	–
Disagree	19	–	–	19	–
Strongly disagree	36	–	–	36	–
<i>is a safe place for staff. (In-School and Hybrid Only)</i>					
Strongly agree	19	–	–	19	–
Agree	58	–	–	58	–
Disagree	17	–	–	17	–
Strongly disagree	6	–	–	6	–

Question A.14, 15, 27, 43: This school... is a supportive and inviting place for staff to work... promotes trust and collegiality among staff... is a safe place for staff... promotes personnel participation in decision-making that affects school practices and policies.

Notes: Cells are empty if there are less than 5 respondents.

°Item not included in the scale.

Table A5.5
Staff Collegiality Scale Questions

	All %	ES %	MS %	HS %	NT %
Staff collegiality					
<i>Average reporting “Strongly agree”</i>	14	–	–	14	–
Adults who work at this school... have close professional relationships with one another.					
Strongly agree	11	–	–	11	–
Agree	41	–	–	41	–
Disagree	38	–	–	38	–
Strongly disagree	11	–	–	11	–
support and treat each other with respect.					
Strongly agree	16	–	–	16	–
Agree	54	–	–	54	–
Disagree	19	–	–	19	–
Strongly disagree	11	–	–	11	–
feel a responsibility to improve this school.					
Strongly agree	17	–	–	17	–
Agree	53	–	–	53	–
Disagree	22	–	–	22	–
Strongly disagree	8	–	–	8	–

Question A.40-42: Adults who work at this school... have close professional relationships with one another... support and treat each other with respect... feel a responsibility to improve this school.

Note: Cells are empty if there are less than 5 respondents.

Table A5.6***School Uses Objective Data in Decision Making***

	All %	ES %	MS %	HS %	NT %
Strongly agree	19	–	–	19	–
Agree	57	–	–	57	–
Disagree	11	–	–	11	–
Strongly disagree	14	–	–	14	–

Question A.47: This school uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions.

Note: Cells are empty if there are less than 5 respondents.

Table A5.7***Lack of Respect of Staff by Students is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	23	–	–	23	–
Mild problem	57	–	–	57	–
Moderate problem	17	–	–	17	–
Severe problem	3	–	–	3	–

Question A.91: For students enrolled in this school, how much of a problem is lack of respect of staff by students?

Note: Cells are empty if there are less than 5 respondents.

Facilities Upkeep

Table A5.8***Clean and Well-Maintained Facilities and Property (In-School and Hybrid Only)***

	All %	ES %	MS %	HS %	NT %
Strongly agree	36	–	–	36	–
Agree	42	–	–	42	–
Disagree	19	–	–	19	–
Strongly disagree	3	–	–	3	–

Question A.29: This school has clean and well-maintained facilities and property.

Note: Cells are empty if there are less than 5 respondents.

6. Student Developmental Supports and Opportunities

Table A6.1

Summary of Indicators for Student Developmental Supports and Opportunities at School

	Percent Responding “Strongly Agree”					Table
	All %	ES %	MS %	HS %	NT %	
Caring Adult Relationships	27	–	–	27	–	A6.2
Adults really care about every student	30	–	–	30	–	A6.2
Adults acknowledge and pay attention to students	31	–	–	31	–	A6.2
Adults listen to what students have to say	22	–	–	22	–	A6.2
High Expectations-Adults in School	31	–	–	31	–	A6.3
Adults want every student to do their best	32	–	–	32	–	A6.3
Adults believe every student can be a success	30	–	–	30	–	A6.3
Student Meaningful Participation	27	–	–	27	–	A6.4
Opportunities to decide things	14	–	–	14	–	A6.4
Equal opportunity for classroom participation	27	–	–	27	–	A6.4
Equal opportunity to participate in extracurricular activities	44	–	–	44	–	A6.4
Opportunities to “make a difference”	22	–	–	22	–	A6.4
Promotion of Parent Involvement	21	–	–	21	–	A6.5
School is welcoming to and facilitates parent involvement	22	–	–	22	–	A6.5
Encourages parents to be active partners in schooling	24	–	–	24	–	A6.5
School communicates about student learning expectation	16	–	–	16	–	A6.5
Parents feel welcome to participate at this school	19	–	–	19	–	A6.5

Note: Cells are empty if there are less than 5 respondents.

Caring Relationships

Table A6.2

Caring Relationships Scale Questions

	All %	ES %	MS %	HS %	NT %
Caring relationships					
<i>Average reporting “Strongly agree”</i>	27	–	–	27	–
<i>Adults who work at this school... really care about every student.</i>					
Strongly agree	30	–	–	30	–
Agree	62	–	–	62	–
Disagree	8	–	–	8	–
Strongly disagree	0	–	–	0	–
<i>acknowledge and pay attention to students.</i>					
Strongly agree	31	–	–	31	–
Agree	67	–	–	67	–
Disagree	3	–	–	3	–
Strongly disagree	0	–	–	0	–
<i>listen to what students have to say.</i>					
Strongly agree	22	–	–	22	–
Agree	68	–	–	68	–
Disagree	8	–	–	8	–
Strongly disagree	3	–	–	3	–

Question A.33, 34, 36: Adults who work at this school... really care about every student... acknowledge and pay attention to students... listen to what students have to say.

Note: Cells are empty if there are less than 5 respondents.

High Expectations

Table A6.3

High Expectations Scale Questions

	All %	ES %	MS %	HS %	NT %
High expectations-adults in school					
<i>Average reporting “Strongly agree”</i>	31	–	–	31	–
<i>Adults who work at this school... want every student to do their best.</i>					
Strongly agree	32	–	–	32	–
Agree	65	–	–	65	–
Disagree	3	–	–	3	–
Strongly disagree	0	–	–	0	–
<i>believe that every student can be a success.</i>					
Strongly agree	30	–	–	30	–
Agree	62	–	–	62	–
Disagree	8	–	–	8	–
Strongly disagree	0	–	–	0	–

Question A.35, 37: Adults who work at this school... want every student to do their best... believe that every student can be a success.

Note: Cells are empty if there are less than 5 respondents.

Student Meaningful Participation

Table A6.4

Student Meaningful Participation Scale Questions

	All %	ES %	MS %	HS %	NT %
Student meaningful participation					
<i>Average reporting “Strongly agree”</i>	27	–	–	27	–
<i>This school...</i>					
encourages opportunities for students to decide things like class activities or rules.					
Strongly agree	14	–	–	14	–
Agree	59	–	–	59	–
Disagree	22	–	–	22	–
Strongly disagree	5	–	–	5	–
gives all students equal opportunity to participate in classroom discussions or activities.					
Strongly agree	27	–	–	27	–
Agree	68	–	–	68	–
Disagree	5	–	–	5	–
Strongly disagree	0	–	–	0	–
gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.					
Strongly agree	44	–	–	44	–
Agree	53	–	–	53	–
Disagree	0	–	–	0	–
Strongly disagree	3	–	–	3	–
gives students opportunities to “make a difference” by helping other people, the school, or the community.					
Strongly agree	22	–	–	22	–
Agree	41	–	–	41	–
Disagree	35	–	–	35	–
Strongly disagree	3	–	–	3	–

Question A.16-19: This school... encourages opportunities for students to decide things like class activities or rules... gives all students equal opportunity to participate in classroom discussions or activities... gives all students equal opportunity to participate in numerous extracurricular and enrichment activities... gives students opportunities to “make a difference” by helping other people, the school, or the community (e.g., service learning).

Note: Cells are empty if there are less than 5 respondents.

Promotion of Parent Involvement

Table A6.5

Promotion of Parent Involvement Scale Questions

	All %	ES %	MS %	HS %	NT %
Promotion of parent involvement					
<i>Average reporting “Strongly agree”</i>	21	–	–	21	–
This school is welcoming to and facilitates parent involvement.					
Strongly agree	22	–	–	22	–
Agree	68	–	–	68	–
Disagree	11	–	–	11	–
Strongly disagree	0	–	–	0	–
This school encourages parents to be active partners in educating their child.					
Strongly agree	24	–	–	24	–
Agree	59	–	–	59	–
Disagree	16	–	–	16	–
Strongly disagree	0	–	–	0	–
Teachers at this school communicate with parents about what their children are expected to learn in class.					
Strongly agree	16	–	–	16	–
Agree	68	–	–	68	–
Disagree	11	–	–	11	–
Strongly disagree	5	–	–	5	–
Parents feel welcome to participate at this school.					
Strongly agree	19	–	–	19	–
Agree	67	–	–	67	–
Disagree	14	–	–	14	–
Strongly disagree	0	–	–	0	–

Question A.28, 46, 80, 81: This school is welcoming to and facilitates parent involvement... This school encourages parents to be active partners in educating their child... Teachers at this school communicate with parents about what their children are expected to learn in class... Parents feel welcome to participate at this school.

Note: Cells are empty if there are less than 5 respondents.

Table A6.5***Promotion of Parent Involvement Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
School staff take parents' concerns seriously.					
Strongly agree	24	–	–	24	–
Agree	70	–	–	70	–
Disagree	3	–	–	3	–
Strongly disagree	3	–	–	3	–

Question A.82: School staff take parents' concerns seriously.

Note: Cells are empty if there are less than 5 respondents.

7. Learning Conditions

Table A7.1

Summary of Indicators of School Learning Conditions

	Percent Responding “Strongly Agree”					Table
	All %	ES %	MS %	HS %	NT %	
Learning Supports						
Support for social emotional learning	11	–	–	11	–	A7.2
Student readiness to learn	10	–	–	10	–	A7.3
Instructional equity	13	–	–	13	–	A7.6
Antibullying climate	18	–	–	18	–	A7.11
Fairness, Rule Clarity, and Respect for Diversity						
Fairness and rule clarity	17	–	–	17	–	A7.4
Respect for diversity	24	–	–	24	–	A7.5
Positive Peer Relations						
Student peer relationships	17	–	–	17	–	A7.10

Note: Cells are empty if there are less than 5 respondents.

Supports for Learning and Student Academic Engagement

Table A7.2

Support for Social Emotional Learning Scale Questions

	All %	ES %	MS %	HS %	NT %
Support for social emotional learning					
<i>Average reporting “Strongly agree”</i>	11	–	–	11	–
This school encourages students to feel responsible for how they act.					
Strongly agree	8	–	–	8	–
Agree	57	–	–	57	–
Disagree	27	–	–	27	–
Strongly disagree	8	–	–	8	–
This school encourages students to understand how others think and feel.					
Strongly agree	8	–	–	8	–
Agree	58	–	–	58	–
Disagree	33	–	–	33	–
Strongly disagree	0	–	–	0	–
Students are taught that they can control their own behavior.					
Strongly agree	11	–	–	11	–
Agree	62	–	–	62	–
Disagree	24	–	–	24	–
Strongly disagree	3	–	–	3	–
This school helps students resolve conflicts with one another.					
Strongly agree	17	–	–	17	–
Agree	64	–	–	64	–
Disagree	19	–	–	19	–
Strongly disagree	0	–	–	0	–

Question A.65, 68-70: This school encourages students to feel responsible for how they act... This school encourages students to understand how others think and feel... Students are taught that they can control their own behavior... This school helps students resolve conflicts with one another.

Note: Cells are empty if there are less than 5 respondents.

Table A7.2***Support for Social Emotional Learning Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
This school encourages students to care about how others feel.					
Strongly agree	11	–	–	11	–
Agree	72	–	–	72	–
Disagree	17	–	–	17	–
Strongly disagree	0	–	–	0	–

Question A.71: This school encourages students to care about how others feel.

Note: Cells are empty if there are less than 5 respondents.

Table A7.3***Student Readiness to Learn Scale Questions***

	All %	ES %	MS %	HS %	NT %
Student readiness to learn					
<i>Average reporting “Strongly agree”</i>	10	–	–	10	–
Students are healthy and physically fit.					
Strongly agree	11	–	–	11	–
Agree	57	–	–	57	–
Disagree	32	–	–	32	–
Strongly disagree	0	–	–	0	–
Students start/arrive at school alert and rested.					
Strongly agree	5	–	–	5	–
Agree	38	–	–	38	–
Disagree	57	–	–	57	–
Strongly disagree	0	–	–	0	–
Students are motivated to learn.					
Strongly agree	8	–	–	8	–
Agree	41	–	–	41	–
Disagree	41	–	–	41	–
Strongly disagree	11	–	–	11	–
Students in this school are well-behaved.					
Strongly agree	17	–	–	17	–
Agree	78	–	–	78	–
Disagree	6	–	–	6	–
Strongly disagree	0	–	–	0	–

Question A.56-59, 73: Students are healthy and physically fit... Students arrive at school alert and rested. [In-school and Hybrid only]... Students start school alert and rested. [Remote only].... Students are motivated to learn... Students in this school are well-behaved.

Note: Cells are empty if there are less than 5 respondents.

Fairness, Rule Clarity, and Respect for Diversity

Table A7.4

Fairness and Rule Clarity Scale Questions

	All %	ES %	MS %	HS %	NT %
Fairness and rule clarity					
<i>Average reporting “Strongly agree”</i>	17	–	–	17	–
This school handles discipline problems fairly.					
Strongly agree	19	–	–	19	–
Agree	42	–	–	42	–
Disagree	25	–	–	25	–
Strongly disagree	14	–	–	14	–
The school rules are fair.					
Strongly agree	14	–	–	14	–
Agree	72	–	–	72	–
Disagree	6	–	–	6	–
Strongly disagree	8	–	–	8	–
This school clearly informs students what will happen if they break school rules.					
Strongly agree	14	–	–	14	–
Agree	59	–	–	59	–
Disagree	16	–	–	16	–
Strongly disagree	11	–	–	11	–
Students know what the rules are.					
Strongly agree	19	–	–	19	–
Agree	49	–	–	49	–
Disagree	27	–	–	27	–
Strongly disagree	5	–	–	5	–

Question A.25, 72, 78, 79: This school handles discipline problems fairly... The school rules are fair... This school clearly informs students what will happen if they break school rules... Students know what the rules are.

Note: Cells are empty if there are less than 5 respondents.

Table A7.5
Respect for Diversity Scale Questions

	All %	ES %	MS %	HS %	NT %
Respect for diversity					
<i>Average reporting “Strongly agree”</i>	24	–	–	24	–
Students from this school respect each other’s differences.					
Strongly agree	16	–	–	16	–
Agree	65	–	–	65	–
Disagree	14	–	–	14	–
Strongly disagree	5	–	–	5	–
Adults from this school respect differences in students.					
Strongly agree	32	–	–	32	–
Agree	57	–	–	57	–
Disagree	5	–	–	5	–
Strongly disagree	5	–	–	5	–
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.					
Strongly agree	24	–	–	24	–
Agree	59	–	–	59	–
Disagree	8	–	–	8	–
Strongly disagree	8	–	–	8	–

Question A.53-55: Students from this school respect each other’s differences (e.g., gender, race, culture, sexual orientation)... Adults from this school respect differences in students (e.g., gender, race, culture, sexual orientation)... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.

Note: Cells are empty if there are less than 5 respondents.

Instructional Equity

Table A7.6

Instructional Equity Scale Questions

	All %	ES %	MS %	HS %	NT %
Instructional equity					
<i>Average reporting “Strongly agree”</i>	13	–	–	13	–
<i>This school...</i>					
emphasizes using instructional materials that reflect the culture or ethnicity of its students.					
Strongly agree	17	–	–	17	–
Agree	44	–	–	44	–
Disagree	28	–	–	28	–
Strongly disagree	11	–	–	11	–
has staff examine their own cultural biases through professional development or other processes.					
Strongly agree	6	–	–	6	–
Agree	26	–	–	26	–
Disagree	40	–	–	40	–
Strongly disagree	29	–	–	29	–
considers closing the racial/ethnic achievement gap a high priority.					
Strongly agree	9	–	–	9	–
Agree	46	–	–	46	–
Disagree	23	–	–	23	–
Strongly disagree	23	–	–	23	–
has high expectations for all students, regardless of their race, ethnicity, or nationality.					
Strongly agree	19	–	–	19	–
Agree	43	–	–	43	–
Disagree	22	–	–	22	–
Strongly disagree	16	–	–	16	–

Question A.20-23: This school... emphasizes using instructional materials that reflect the culture or ethnicity of its students... has staff examine their own cultural biases through professional development or other processes... considers closing the racial/ethnic achievement gap a high priority.... has high expectations for all students, regardless of their race, ethnicity, or nationality.

Note: Cells are empty if there are less than 5 respondents.

Table A7.6***Instructional Equity Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
<i>This school...</i>					
fosters an appreciation of student diversity and respect for each other.					
Strongly agree	14	–	–	14	–
Agree	56	–	–	56	–
Disagree	22	–	–	22	–
Strongly disagree	8	–	–	8	–

Question A.24: This school... fosters an appreciation of student diversity and respect for each other.

Note: Cells are empty if there are less than 5 respondents.

Table A7.7***Staff Treat All Students Fairly***

	All %	ES %	MS %	HS %	NT %
Strongly agree	14	–	–	14	–
Agree	59	–	–	59	–
Disagree	19	–	–	19	–
Strongly disagree	8	–	–	8	–

Question A.38: Adults who work at this school treat all students fairly.

Note: Cells are empty if there are less than 5 respondents.

Cultural Sensitivity

Table A7.8***Support Provided for Teaching Culturally and Linguistically Diverse Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	11	–	–	11	–
Agree	38	–	–	38	–
Disagree	35	–	–	35	–
Strongly disagree	16	–	–	16	–

Question A.45: This school provides the supports needed for teaching culturally and linguistically diverse students.

Note: Cells are empty if there are less than 5 respondents.

Table A7.9***Racial/Ethnic Conflict Among Students is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	26	–	–	26	–
Mild problem	49	–	–	49	–
Moderate problem	17	–	–	17	–
Severe problem	9	–	–	9	–

Question A.89: For students enrolled in this school, how much of a problem is racial/ethnic conflict among students?

Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type
Wheatland Union High

Student Peer Relationships

Table A7.10

Student Peer Relationships Questions

	All %	ES %	MS %	HS %	NT %
Student peer relationships					
<i>Average reporting “Strongly agree”</i>	17	–	–	17	–
Students care about one another.					
Strongly agree	30	–	–	30	–
Agree	68	–	–	68	–
Disagree	3	–	–	3	–
Strongly disagree	0	–	–	0	–
Students treat each other with respect.					
Strongly agree	11	–	–	11	–
Agree	83	–	–	83	–
Disagree	6	–	–	6	–
Strongly disagree	0	–	–	0	–
Student get along well with one another.					
Strongly agree	11	–	–	11	–
Agree	89	–	–	89	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
Students enjoy spending time together during school activities.^o (<i>In-School and Hybrid Only</i>)					
Strongly agree	33	–	–	33	–
Agree	67	–	–	67	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–

Question A.60, 62-64: Students enjoy spending time together during school activities... Students care about one another... Students treat each other with respect... Student get along well with one another.

Notes: Cells are empty if there are less than 5 respondents.

^oItem not included in the scale.

Table A7.10

Student Peer Relationships Questions – Continued

	All %	ES %	MS %	HS %	NT %
Students enjoy interacting with each other during class activities.^ø (<i>Remote Only</i>)					
Strongly agree		–	–		–
Agree		–	–		–
Disagree		–	–		–
Strongly disagree		–	–		–

Question A.61: Students enjoy interacting with each other during class activities.

Notes: Cells are empty if there are less than 5 respondents.

^øItem not included in the scale.

Antibullying Climate

Table A7.11

Antibullying Climate Scale Questions

	All %	ES %	MS %	HS %	NT %
Antibullying climate					
<i>Average reporting “Strongly agree”</i>	18	–	–	18	–
Teachers make it clear to students that bullying is not tolerated.					
Strongly agree	26	–	–	26	–
Agree	63	–	–	63	–
Disagree	9	–	–	9	–
Strongly disagree	3	–	–	3	–
If a student was bullied, he or she would tell one of the teachers or staff at school.					
Strongly agree	17	–	–	17	–
Agree	43	–	–	43	–
Disagree	34	–	–	34	–
Strongly disagree	6	–	–	6	–
Students tell teachers when other students are being bullied.					
Strongly agree	6	–	–	6	–
Agree	50	–	–	50	–
Disagree	41	–	–	41	–
Strongly disagree	3	–	–	3	–
If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.					
Strongly agree	30	–	–	30	–
Agree	65	–	–	65	–
Disagree	3	–	–	3	–
Strongly disagree	3	–	–	3	–

Question A.48-51: Teachers make it clear to students that bullying is not tolerated... If a student was bullied, he or she would tell one of the teachers or staff at school... Students tell teachers when other students are being bullied... If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.

Note: Cells are empty if there are less than 5 respondents.

Table A7.11
Antibullying Climate Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
Students try to stop bullying when they see it happening.					
Strongly agree	9	–	–	9	–
Agree	54	–	–	54	–
Disagree	31	–	–	31	–
Strongly disagree	6	–	–	6	–

Question A.52: Students try to stop bullying when they see it happening.

Note: Cells are empty if there are less than 5 respondents.

Truancy

Table A7.12
Cutting Class or Truancy is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	14	–	–	14	–
Mild problem	47	–	–	47	–
Moderate problem	25	–	–	25	–
Severe problem	14	–	–	14	–

Question A.92: For students enrolled in this school, how much of a problem is cutting classes or being truant?

Note: Cells are empty if there are less than 5 respondents.

8. Student Health Risks and Prevention

Mental Health

Table A8.1

Student Feeling Hopeful About the Future

	All %	ES %	MS %	HS %	NT %
Strongly agree	8	–	–	8	–
Agree	50	–	–	50	–
Disagree	36	–	–	36	–
Strongly disagree	6	–	–	6	–

Question A.67: Students feel hopeful about the future.

Note: Cells are empty if there are less than 5 respondents.

Table A8.2

Student Depression or Other Mental Health Issues are a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	3	–	–	3	–
Mild problem	20	–	–	20	–
Moderate problem	34	–	–	34	–
Severe problem	43	–	–	43	–

Question A.90: For students enrolled in this school, how much of a problem is student depression or other mental health problems?

Note: Cells are empty if there are less than 5 respondents.

Bullying and Fighting

Table A8.3

Harassment or Bullying Among Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	15	–	–	15	–
Mild problem	59	–	–	59	–
Moderate problem	24	–	–	24	–
Severe problem	3	–	–	3	–

Question A.86: For students enrolled in this school, how much of a problem is harassment or bullying among students?

Note: Cells are empty if there are less than 5 respondents.

Table A8.4

Physical Fighting Between Students is a Problem (In-School and Hybrid Only)

	All %	ES %	MS %	HS %	NT %
Insignificant problem	32	–	–	32	–
Mild problem	65	–	–	65	–
Moderate problem	3	–	–	3	–
Severe problem	0	–	–	0	–

Question A.87: For students enrolled in this school, how much of a problem is physical fighting between students?

Note: Cells are empty if there are less than 5 respondents.

Delinquency

Table A8.5

Vandalism (Including Graffiti) is a Problem (In-School and Hybrid Only)

	All %	ES %	MS %	HS %	NT %
Insignificant problem	63	–	–	63	–
Mild problem	31	–	–	31	–
Moderate problem	6	–	–	6	–
Severe problem	0	–	–	0	–

Question A.95: For students enrolled in this school, how much of a problem is vandalism (including graffiti)?

Note: Cells are empty if there are less than 5 respondents.

Table A8.6

Theft is a Problem (In-School and Hybrid Only)

	All %	ES %	MS %	HS %	NT %
Insignificant problem	31	–	–	31	–
Mild problem	51	–	–	51	–
Moderate problem	17	–	–	17	–
Severe problem	0	–	–	0	–

Question A.96: For students enrolled in this school, how much of a problem is theft?

Note: Cells are empty if there are less than 5 respondents.

Table A8.7

Gang-Related Activity is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	92	–	–	92	–
Mild problem	8	–	–	8	–
Moderate problem	0	–	–	0	–
Severe problem	0	–	–	0	–

Question A.93: For students enrolled in this school, how much of a problem is gang-related activity?

Note: Cells are empty if there are less than 5 respondents.

Table A8.8***Weapons Possession is a Problem (In-School and Hybrid Only)***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	91	–	–	91	–
Mild problem	9	–	–	9	–
Moderate problem	0	–	–	0	–
Severe problem	0	–	–	0	–

Question A.94: For students enrolled in this school, how much of a problem is weapons possession?

Note: Cells are empty if there are less than 5 respondents.

Substance Use

Table A8.9***Student Alcohol and Drug Use is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	9	–	–	9	–
Mild problem	43	–	–	43	–
Moderate problem	34	–	–	34	–
Severe problem	14	–	–	14	–

Question A.83: For students enrolled in this school, how much of a problem is student alcohol and drug use?

Note: Cells are empty if there are less than 5 respondents.

Table A8.10***Student Tobacco Use is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	15	–	–	15	–
Mild problem	47	–	–	47	–
Moderate problem	29	–	–	29	–
Severe problem	9	–	–	9	–

Question A.84: For students enrolled in this school, how much of a problem is tobacco use?

Note: Cells are empty if there are less than 5 respondents.

Table A8.11***Student Vaping is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	0	–	–	0	–
Mild problem	38	–	–	38	–
Moderate problem	38	–	–	38	–
Severe problem	24	–	–	24	–

Question A.85: For students enrolled in this school, how much of a problem is student vaping or e-cigarette use?

Note: Cells are empty if there are less than 5 respondents.

Substance Use Prevention Policies

Table A8.12***School Bans Tobacco Use and Vaping (In-School and Hybrid Only)***

	All %	ES %	MS %	HS %	NT %
No	0	–	–	0	–
Yes	94	–	–	94	–
Don't know	6	–	–	6	–

Question A.104: Does your school have a policy that bans tobacco use and vaping on school property and at school sponsored events?

Note: Cells are empty if there are less than 5 respondents.

Table A8.13***School Enforces Policies Banning Tobacco Use and Vaping***

	All %	ES %	MS %	HS %	NT %
Strongly agree	10	–	–	10	–
Agree	80	–	–	80	–
Disagree	0	–	–	0	–
Strongly disagree	10	–	–	10	–

Question A.119: This school consistently enforces policies banning tobacco use/vaping on school property.

Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type
Wheatland Union High

9. Discipline and Counseling

Table A9.1

Disciplinary Harshness Scale Questions

	All %	ES %	MS %	HS %	NT %
Disciplinary harshness					
<i>Average reporting “Strongly agree” or “Agree”</i>	14	–	–	14	–
The rules at this school are too strict.					
Strongly agree	5	–	–	5	–
Agree	5	–	–	5	–
Disagree	68	–	–	68	–
Strongly disagree	22	–	–	22	–
It is easy for students to get kicked out of class or get suspended.					
Strongly agree	3	–	–	3	–
Agree	6	–	–	6	–
Disagree	69	–	–	69	–
Strongly disagree	22	–	–	22	–
Students get in trouble for breaking small rules.					
Strongly agree	6	–	–	6	–
Agree	14	–	–	14	–
Disagree	69	–	–	69	–
Strongly disagree	11	–	–	11	–
Teachers are very strict here.					
Strongly agree	8	–	–	8	–
Agree	8	–	–	8	–
Disagree	73	–	–	73	–
Strongly disagree	11	–	–	11	–

Question A.74-77: The rules at this school are too strict... It is easy for students to get kicked out of class (in person or remote) or get suspended... Students get in trouble for breaking small rules... Teachers are very strict here.

Note: Cells are empty if there are less than 5 respondents.

Table A9.2***Provides Adequate Counseling and Support for Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	49	–	–	49	–
Agree	46	–	–	46	–
Disagree	3	–	–	3	–
Strongly disagree	3	–	–	3	–

Question A.12: This school provides adequate counseling and support services for students.

Note: Cells are empty if there are less than 5 respondents.

10. Professional Development Needs

Table A10.1

Areas of Professional Development Needs

	All %	ES %	MS %	HS %	NT %
<i>Instruction and School Environment</i>					
Positive behavioral support and classroom management					
Yes	31	–	–	31	–
No	69	–	–	69	–
Creating a positive school climate (<i>In-School and Hybrid Only</i>)					
Yes	63	–	–	63	–
No	37	–	–	37	–
<i>Addressing Needs of Diverse Populations</i>					
Working with diverse racial, ethnic, or cultural groups					
Yes	56	–	–	56	–
No	44	–	–	44	–
<i>Providing Support Services</i>					
Meeting the social, emotional, and developmental needs of youth					
Yes	69	–	–	69	–
No	31	–	–	31	–

Question A.97, 98, 100, 103: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas?... Positive behavioral support and classroom management... Working with diverse racial, ethnic, or cultural groups... meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion)... Creating a positive school climate.

Note: Cells are empty if there are less than 5 respondents.

Section B. Learning Supports Module

1. Module Sample

Table B1.1

Learning Supports Module Sample

	All	ES	MS	HS	NT ^A
Number of respondents	11	–	–	11	–

Notes: ^ANT includes continuation, community day, and other alternative school types. K-12 schools and Alternative Schools of Choice were classified into elementary, middle, or high schools based on grade-specific enrollment.

2. Summary of Indicators

Table B2.1

Summary of Indicators of School Learning Supports

	All %	ES %	MS %	HS %	NT %	Table
Discipline, Safety, and Behavior Management						
Punishes first-time violations of alcohol/drug policies [‡]	10	–	–	10	–	B3.1
Enforces zero tolerance policies [‡]	10	–	–	10	–	B3.1
Has sufficient resources to create a safe campus [‡]	20	–	–	20	–	B3.2
Seeks to maintain a secure campus ^{‡Φ}	22	–	–	22	–	B3.2
Provides harassment or bullying prevention [†]	30	–	–	30	–	B3.3
Provides conflict resolution or behavior management instruction [†]	20	–	–	20	–	B3.3
Substance Use and Risk Behavior						
Considers substance abuse prevention an important goal [‡]	40	–	–	40	–	B4.1
Collaborates well with community organizations to address substance use or other problems [‡]	30	–	–	30	–	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems [‡]	40	–	–	40	–	B4.1
Provides alcohol or drug use prevention instruction [†]	20	–	–	20	–	B4.1
Provides tobacco use/vaping prevention instruction [†]	20	–	–	20	–	B4.1
Has sufficient resources to address substance use prevention needs [‡]	20	–	–	20	–	B4.1
Physical Health and Special Needs						
Provides adequate health services for students [‡]	10	–	–	10	–	B5.1
Provides opportunities for physical education and activity [†]	73	–	–	73	–	B5.1
Youth Development and Social-Emotional Supports						
Fosters youth development, resilience, or asset promotion [†]	45	–	–	45	–	B6.1
Emphasizes helping students with social, emotional, and behavioral problems [‡]	50	–	–	50	–	B6.1
Restorative practices [‡]	10	–	–	10	–	B6.1
Trauma-informed practices [‡]	10	–	–	10	–	B6.1

Notes: Cells are empty if there are less than 5 respondents.

[†]Percent responding “A lot.”

[‡]Percent responding “Strongly agree.”

^ΦIn-School and Hybrid Models only.

3. Discipline, Safety, and Behavior Management

Table B3.1

Discipline Practice at School

	All %	ES %	MS %	HS %	NT %
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension					
Strongly agree	10	–	–	10	–
Agree	60	–	–	60	–
Disagree	0	–	–	0	–
Strongly disagree	30	–	–	30	–
Enforces zero tolerance policies					
Strongly agree	10	–	–	10	–
Agree	50	–	–	50	–
Disagree	10	–	–	10	–
Strongly disagree	30	–	–	30	–

Question A.120, 121: This school... punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension... enforces zero tolerance policies.

Note: Cells are empty if there are less than 5 respondents.

Table B3.2***Supports for Safety at School***

	All %	ES %	MS %	HS %	NT %
Has sufficient resources to create a safe campus					
Strongly agree	20	–	–	20	–
Agree	70	–	–	70	–
Disagree	10	–	–	10	–
Strongly disagree	0	–	–	0	–
Seeks to maintain a secure campus (<i>In-School and Hybrid Only</i>)					
Strongly agree	22	–	–	22	–
Agree	11	–	–	11	–
Disagree	33	–	–	33	–
Strongly disagree	33	–	–	33	–

Question A.117, 122: This school... has sufficient resources to create a safe campus... seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.

Note: Cells are empty if there are less than 5 respondents.

Table B3.3***Behavior Management at School***

	All %	ES %	MS %	HS %	NT %
Provides harassment or bullying prevention					
A lot	30	–	–	30	–
Some	30	–	–	30	–
Not much	30	–	–	30	–
Not at all	10	–	–	10	–
Provides conflict resolution or behavior management instruction					
A lot	20	–	–	20	–
Some	40	–	–	40	–
Not much	30	–	–	30	–
Not at all	10	–	–	10	–

Question A.133, 134: To what extent does this school provide students... conflict resolution or behavior management instruction?... harassment or bullying prevention?

Note: Cells are empty if there are less than 5 respondents.

4. Substance Use and Risk Behavior

Table B4.1

Substance Use Prevention

	All %	ES %	MS %	HS %	NT %
Considers substance abuse prevention an important goal					
Strongly agree	40	–	–	40	–
Agree	30	–	–	30	–
Disagree	20	–	–	20	–
Strongly disagree	10	–	–	10	–
Collaborates well with community organizations to address substance use or other problems					
Strongly agree	30	–	–	30	–
Agree	40	–	–	40	–
Disagree	30	–	–	30	–
Strongly disagree	0	–	–	0	–
Provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems					
Strongly agree	40	–	–	40	–
Agree	30	–	–	30	–
Disagree	20	–	–	20	–
Strongly disagree	10	–	–	10	–

Question A.116, 123, 124: This school... collaborates well with community organizations to help address substance use or other problems among youth... provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., a Student Assistance Program)... considers substance abuse prevention an important goal.

Note: Cells are empty if there are less than 5 respondents.

Table B4.1***Substance Use Prevention - Continued***

	All %	ES %	MS %	HS %	NT %
Provides alcohol or drug use prevention instruction					
A lot	20	–	–	20	–
Some	50	–	–	50	–
Not much	30	–	–	30	–
Not at all	0	–	–	0	–
Provides tobacco use/vaping prevention instruction					
A lot	20	–	–	20	–
Some	50	–	–	50	–
Not much	30	–	–	30	–
Not at all	0	–	–	0	–
Has sufficient resources to address substance use prevention needs					
Strongly agree	20	–	–	20	–
Agree	60	–	–	60	–
Disagree	20	–	–	20	–
Strongly disagree	0	–	–	0	–

Question A.118, 131, 132: This school... has sufficient resources to address substance use prevention needs... To what extent does this school provide students... alcohol or drug use prevention instruction?... tobacco use/vaping prevention instruction?

Note: Cells are empty if there are less than 5 respondents.

5. Physical Health and Special Needs

Table B5.1

Physical Health and Special Needs

	All %	ES %	MS %	HS %	NT %
Provides adequate health services for students					
Strongly agree	10	–	–	10	–
Agree	90	–	–	90	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
Provides opportunities for physical education and activity					
A lot	73	–	–	73	–
Some	27	–	–	27	–
Not much	0	–	–	0	–
Not at all	0	–	–	0	–

Question A.125, 130: This school... provides adequate health services for students... To what extent does this school provide students... opportunities for physical education and activity?

Note: Cells are empty if there are less than 5 respondents.

6. Youth Development and Social-Emotional Supports

Table B6.1

Youth Development and Social-Emotional Supports at School

	All %	ES %	MS %	HS %	NT %
Provide supports that foster youth development, resilience, social-emotional learning, or asset promotion					
A lot	45	—	—	45	—
Some	18	—	—	18	—
Not much	36	—	—	36	—
Not at all	0	—	—	0	—
Emphasizes helping students with social, emotional, and behavioral problems					
Strongly agree	50	—	—	50	—
Agree	50	—	—	50	—
Disagree	0	—	—	0	—
Strongly disagree	0	—	—	0	—
Uses restorative practices to help resolve conflicts					
Strongly agree	10	—	—	10	—
Agree	60	—	—	60	—
Disagree	20	—	—	20	—
Strongly disagree	10	—	—	10	—

Question A.126, 127, 129: This school... emphasizes helping students with their social, emotional, and behavioral problems... uses restorative practices to help resolve conflicts... To what extent does this school provide students... supports that foster youth development, resilience, social-emotional learning, or asset promotion?

Note: Cells are empty if there are less than 5 respondents.

Table B6.1***Youth Development and Social-Emotional Health at School – Continued***

	All %	ES %	MS %	HS %	NT %
Implements trauma-informed practices					
Strongly agree	10	–	–	10	–
Agree	60	–	–	60	–
Disagree	20	–	–	20	–
Strongly disagree	10	–	–	10	–
Provides instructional help to build social-emotional competencies					
A lot	20	–	–	20	–
Some	30	–	–	30	–
Not much	20	–	–	20	–
Not at all	30	–	–	30	–

Question A.128, 135: This school... implements trauma-informed practices... To what extent does this school provide students... instructional help to build social-emotional competencies?

Note: Cells are empty if there are less than 5 respondents.

Section C. Special Education Supports Module

Not Administered

Section D. Military Connected Schools Module

Not Administered

Appendix

2020-21 CSSS Staff Survey Data Status

Eligible High Schools	Data Received
Wheatland Union High	X

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

2020-21 CSSS Staff Survey Data Status

Eligible Non-Traditional Schools ^A	Data Received
Edward P. Duplex	
Wheatland Community Day High	

Notes: Eligible schools listed are based on CBEDS 2020-21 public school and 2019-20 enrollment data files. Directly funded charter schools have been excluded from the list. ^ANon-traditional schools include continuation, community day, and other alternative school types.