CALIFORNIA DATA FOR *LEARNING LESSONS*

The *Learning Lessons* survey included 162 California principals. These principals lead schools that closely resemble the student demographics and regional characteristics of all California high schools. Below, we include California-specific data for each of the charts that appears in the *Learning Lessons* report.

We first present a table showing the regional location of high schools represented in the *Learning Lessons* sample. Following that initial table, we present data for each of the twenty-seven figures in the *Learning Lessons* report. Figures 1-3 show the demographics and community characteristics of the California sample in relation to all California schools. The remainder of the figures highlight our findings for California public high schools.

Regional Location of Schools in California *Learning Lessons* Sample

The fifty-eight California County Superintendents work in eleven service regions spanning from the northern to the southern borders of the state. A map of the regions is available here: https://ccsesa.org/regions/. The table below shows that the geographic distribution of schools represented in the *Learning Lessons* study closely resembles the geographic distribution of all California high school students.

Region	All CA Public Schools	162 CA Principals in *Learning Lessons*
1	2%	1%
2	2%	2%
3	7%	5%
4	11%	9%
5	6%	7%
6	5%	2%
7	7%	3%
8	7%	9%
9	17%	15%
10	7%	4%
11	23%	32%

Figure 1 (CA): Low-Income Status of Families in High Schools

All California Public High Schools
Low Poverty Schools:	20.6%
Mixed Income Schools:	25.9%
High Poverty Schools:	53.6%

162 CA Principals in *Learning Lessons* Survey
Low Poverty Schools:	16.0%
Mixed Income Schools:	25.5%
High Poverty Schools:	58.4%

Figure 2 (CA): Community Location of High Schools

All California Public High Schools
City:	42.5%
Suburb:	45.1%
Town:	5.9%
Rural:	6.5%

162 CA Principals in *Learning Lessons* Survey
City:	42.6%
Suburb:	35.2%
Town:	9.3%
Rural:	13.0%

Figure 3 (CA):   Racial Demographics of High Schools

All California Public High Schools
Predominantly White Schools	0.5%
Racially Mixed Schools	25.9%
Predominantly Students of Color Schools:	53.6%

162 CA Principals in *Learning Lessons* Survey
Predominantly White Schools	0%
Racially Mixed Schools	34.0%
Predominantly Students of Color Schools:	66.0%

Figure 4 (CA): Services Schools Provided During COVID-19

Meals	90.2%
Financial support for students and families	34.0%
Legal support for students and families	11.1%
Support for students experiencing housing insecurity and homelessness	54.9%
Support for students who experienced death in their families	45.1%
Support to access and navigate health services	63.0%
Mental health counseling	84.6%

Figure 5 (CA): % of Students Provided Meals During COVID-19

0-24%	12.1%
25%-49%	29.2%
50%-74%	20.4%
75%-100%	8.0%
I don't know	21.1%

Figure 6 (CA): Schools Serving Meals to More than Half of their Students, by School Poverty

Low Poverty Schools	4.2%
Mixed Income Schools	27.2%
High Poverty Schools	36.3%

Figure 7 (CA): When did Key School Staff have Necessary Technology to Support Remote Instruction?

Teachers

All ready on first day	29.6%
Less than a week	36.4%
1-2 weeks	24.1%
3 or more weeks	4.9%
Some still lack necessary technology	3.1%

Counselors, Psychologists, or Social Workers

All ready on first day	51.3%
Less than a week	26.6%
1-2 weeks	15.8%
3 or more weeks	5.1%
Some still lack necessary technology	0.6%
My school does not have such staff.	0.6%

Clerical and Administrative Staff

All ready on first day	25.3%
Less than a week	28.5%
1-2 weeks	25.3%
3 or more weeks	10.1%
Some still lack necessary technology	7.6%
My school does not have such staff.	2.5%

Figure 8 (CA): % Schools in which *ALL* Staff had Necessary Technology at Transition, by School Poverty and Community Location

ALL Schools	13.9%
Low Poverty Schools	16.0%
Mixed Income Schools	7.7%
High Poverty Schools	16.1%
Rural Schools	4.8%

Figure 9 (CA): % Students who had Devices and Connectivity at Transition

0-24%	7.6%
24%-49%	10.8%
50%-74%	27.2%
75%-94%	25.3%
95%-100%	25.3%
Do not know	3.8%

Figure 10 (CA): Schools in which almost all (95-100%) Students had Necessary Technology at Transition, by School Poverty and Community Location

Low Poverty Schools	36.0%
Mixed Income Schools	38.5 %
High Poverty Schools	17.2%
Rural Schools	19.0%

Figure 11 (CA): Schools in which Less than Half of Students had Necessary Technology at Transition, by School Poverty

Low Poverty Schools	0.0%
Mixed Income Schools	5.1%
High Poverty Schools	29.0%
Rural	28.6%

Figure 12 (CA): Providing Tablets, Laptops, Hotspots, by % Students Served

0%	4.4%
1%-10%	20.3%
11%-25%	19.6%
26%-50%	19.6%
51%-74%	8.9%
75%-100%	27.2%

Figure 13 (CA): Providing Tablets, Laptops, Hotspots to at least 50% of Students, by School Poverty

Low Poverty Schools	8.0%
Mixed Income Schools	28.2%
High Poverty Schools	46.2%

Figure 14 (CA): Weekly Hours Spent by Principals Supporting Distribution of Technology

0-1 hour	23.6%
2-3 hours	36.9%
4-8 hours	18.5%
9-13 hours	13.4%
14-19 hours	3.2%
20 or more hours	4.5%

Figure 15 (CA): Principals Spending more than 1 Hour a Week Distributing Technology, By School Poverty

Low Poverty Schools	56.0%
Mixed Income Schools	79.2%
High Poverty Schools	85.9%

Figure 16 (CA): % Students with Devices and Connectivity *after* Technology Distribution

0-75%	10.7%
75%-94%%	22.8%
95%-99%	46.3%
100%	19.5%
I don't know	0.7%

Figure 17 (CA): Schools in which *ALL* students had Devices and Connectivity after Technology Distribution, by School Poverty and Community Location

Low Poverty Schools	25.0%
Mixed Income Schools	25.0%
High Poverty Schools	15.9%
Rural Schools	10.5%

Figure 18 (CA): Proportion of Time Spent on Different Methods for Delivering Remote Instruction

	Paper Packets	Online Assignments	Recorded Video Lesson	TV or Web	Synchronous
All	2.0%	35.6%	7.1%	3.2%	10.3%
Most	4.6%	52.6%	20.0%	14.8%	27.6%
Some	52.0%	11.5%	66.5%	64.5%	57.1%
None	41.4%	0.0%	7.1%	17.4%	5.1%

Figure 19 (CA): Support for English Learners

Provided print or online material to the students in their first language	45.7%
Encouraged students to develop English language skills through online resources	59.9%
Created new online opportunities for students to communicate informally in English	34.6%
My school does not enroll English Learners	1.9%
I don't know	8.6%

Figure 20 (CA): Support for Special Education Students

Making accommodations and modifications for assignments provided online?	95.4%
Making accommodations and modifications for recorded or live teaching provided online?	72.4%
Working with students in small groups or one on one (when such engagement is part of the students' IEPs)?	84.3%
Working with students toward their IEP goals?	93.5%
Tracking student progress toward IEP goals?	82.9%

Figure 21 (CA): How do Related Services (such as Occupational Therapy and Counseling) Compare to Before Remote Instruction?

The same services as before, but now at the students' homes	1.3%
The same services as before, but now online	29.6%
Less services than before, primarily because the appropriate services require in-person contact and interaction	58.6%
Less services than before primarily because students lack sufficient technology or connectivity for special needs students	2.6%
I don't know	7.9%

Figure 22 (CA): % Students *Not* Keeping up with Assigned Academic Work During Remote Instruction

0-10%	4.5%
11%-25%	23.9%
26%-50%	35.5%
51%-75%	23.2%
76%-100%	11.0%
I don't know	1.9%

Figure 23 (CA): More than 25% of Students *Not* Keeping up with Academic Work, by School Poverty

Low Poverty Schools	52.0%
Mixed Income Schools	52.7%
High Poverty Schools	81.4%

Figure 24 (CA): % of Students with whom School has Difficulty Maintaining Regular Contact

0%	2.0%
1%-4%	14.5%
5%-9%	25.0%
10%-24%	36.8%
25%-49%	15.1%
50%-100%	6.6%

Figure 25 (CA): School has Difficulty Maintaining Regular Contact with *at least* 10% of Students, by School Poverty

Low Poverty Schools	48.0%
Mixed Income Schools	37.8%
High Poverty Schools	70.8%

Figure 26 (CA): % of Students School has been *Unable* to Contact

0%	14.1%
1%-4%	47.7%
5%-9%	22.0%
10%-24%	11.4%
25%-49%	3.4%
50%-100%	1.3%

Figure 27 (CA): School has been Unable to Contact *at least* 10% of Students, by School Poverty

Low Poverty Schools	0.0%
Mixed Income Schools	5.4%
High Poverty Schools	25.3%