SAN LEANDRO UNIFIED SCHOOL DISTRICT

COMPREHENSIVE SCHOOL SAFETY PLAN
SLHS - FTK
2021-2022

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RECORD OF CHANGES

Each update, change or revision to the Comprehensive School Safety Plan (CSSP) will be tracked. When updates, changes or revisions to the CSSP are made, the following information will be included in the Record of Changes:

- Change number
- Description of the change
- Date of the change
- Name of the person making the change

Change #	Description of Change	Date of Change	Posted By

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PROMULGATION AND APPROVAL

The preservation of life, property and the environment is an inherent responsibility of local, State and Federal government. The San Leandro Unified School District, in cooperation with the City of San Leandro and the County of Alameda, have prepared this Comprehensive School Safety Plan (CSSP) to ensure the most effective and economical allocation of resources for protection of students, staff and property in time of an emergency or disaster. While no plan can completely prevent death and destruction, good plans carried out by knowledgeable and well-trained personnel can and will minimize losses. This plan establishes the emergency organization, assigns tasks, specifies policies and general procedures and provides for the coordination of planning efforts of the various emergency staff and service elements using the Standardized Emergency Management System (SEMS).

The objective of this plan is to incorporate and coordinate all facilities and personnel of the District, City and County into an efficient organization capable of responding effectively to any emergency or disaster. This CSSP is an extension of the California State Emergency Plan. It will be reviewed and exercised periodically and revised as necessary to meet changing conditions.

The San Leandro Unified School District's School Board gives its full support to this plan and urges all officials, employees and citizens-individually and collectively-to do their share in support of the emergency efforts of the San Leandro Unified School District.

This document promulgates the San Leandro Unified School District's Comprehensive School Safety Plan (CSSP) and constitutes the adoption of the San Leandro Unified School District's Comprehensive School Safety Plan and the adoption of the Standardized Emergency Management System (SEMS) as delineated in: California Code of Regulations (CCR), Title 19, Division 2, Chapter 1. This Comprehensive School Safety Plan (CSSP) becomes effective upon approval by the San Leandro Unified School District's School Board.

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PREFACE

The San Leandro Unified School District's Comprehensive School Safety Plan (CSSP) incorporates and coordinates all District personnel and facilities into an effective and efficient organization that is capable of responding to and managing emergencies or disasters. It provides a platform for coordination and collaboration between the City of San Leandro, the County of Alameda and other local, State and Federal organizations during an emergency or disaster. This Comprehensive School Safety (CSSP) identifies the authority and responsibilities of the District as it relates to emergency management and is an extension of the California State Emergency Plan.

The Comprehensive School Safety Plan (CSSP) is designed for use as a District resource for prevention, preparedness, response, recovery and mitigation planning and training for personnel within the San Leandro Unified School District. The Comprehensive School Safety Plan (CSSP) shall meet the requirements for the Annual Safety Plan Process under Senate Bill 187, Assembly Bill 1747, Assembly Bill 2291, Education Code Sections 32280-89 and 35294, Statutes of 1998, the National Incident Management System and the Standardized Emergency Management System, as delineated in: California Code of Regulations (CCR), Title 19, Division 2, Chapter 1.

The Comprehensive School Safety Plan (CSSP) is designed to be a living document that on an annual basis, is reviewed and updated as necessary to meet the needs of the District, and to address any changes in program requirements or legislation governing emergency preparedness. The Comprehensive School Safety Plan (CSSP) review shall be completed and approved by the Superintendent and members of the School Board by March 1st of each year (California Education Code Sections 32280–89).

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1. INTRODUCTION

The San Leandro Unified School District (SLUSD) is a publicly funded School District located in the City of San Leandro and the County of Alameda. Geographically, the San Leandro Unified School District is situated on the eastern shore of the San Francisco Bay. Historically, Alameda County, as a whole, is an area faced with a high risk of being impacted by natural or human-caused disasters. There are three earthquake faults that intersect the County. These faults include: the Hayward Fault, the Calaveras Fault, and the Greenville Fault. The well-known San Andreas Fault is in close proximity and poses a significant threat. Alameda County also has within its boundaries the crossroads of major highways, air, sea, and rail transportation routes that overlay commercial areas of diverse businesses, industries, and clusters of residential areas with large populations. These areas lend itself to potential human-caused disasters that could impact the San Leandro Unified School District at any time.

The San Leandro Unified School District provides K-12 educational opportunities, as well as, Adult School programs. The District facilitates these opportunities at 14 campuses throughout the City of San Leandro. The District is managed by a Superintendent, that is supported by an Executive Cabinet and a District School Board. All are committed to the mission of preparing the San Leandro Unified School District to respond efficiently and effectively to emergencies; ensure the safety of students and staff, minimize loss of lives, destruction to property, and damage to the environment; and ensure that continuity of school services is maintained.

The San Leandro Unified School District's Comprehensive School Safety Plan (CSSP) provides an overview of the District's approach to emergency operations. It addresses the District's responsibilities in emergencies and provides a framework for coordination of response and recovery efforts with local, State and Federal organizations. The CSSP establishes an emergency organization, at the District level, to direct and control operations at all school sites and facilities during emergencies by assigning emergency operations responsibilities to its personnel. It works in conjunction with and supports each School Site's Emergency Operations Plan. The CSSP is scalable and has the flexibility to be used for all emergencies, small or large and will facilitate response and recovery activities in an efficient and effective way. The CSSP:

- Conforms to the State mandated Standardized Emergency Management System (SEMS) and effectively structures emergency response at all level in compliance with the Incident Command System (ICS)
- Establishes response policies and procedures, providing the District with clear guidance for planning purposes
- Describes and detail procedural steps necessary to protect lives and property
- Outlines coordination requirements
- Provides a basis for unified training and response exercises to ensure compliance

1.1 Intended Audience

The intended audience of this CSSP consists of San Leandro Unified School District personnel, elected/appointed City officials, Alameda County Emergency Operations Center officials, and representatives of private corporations and nongovernmental organizations (NGO's) that are responsible for assisting the San Leandro Unified School District with emergency management activities. This plan is also a reference for managers from other local governments in Alameda County, the State and Federal government, and other interested members of the public.

1.2 Distribution

The San Leandro Unified School District has the sole responsibility to prepare, coordinate, publish, and distribute the Comprehensive School Safety Plan and any revisions made to it to its intended audience. The CSSP will also be made available to external organizations at their request.

1.3 Promulgation and Approval

This CSSP will be reviewed by all personnel/organizations assigned a primary function in the San Leandro Unified School District's emergency management organization, as defined in this CSSP. Additionally, the District's School Board will review the CSSP. An approved CSSP gives both the authority and the responsibility to personnel/organizations to perform their tasks, formalizing their responsibilities with regard to preparing and maintaining their own procedures/guidelines that commit them to carrying out the training, exercises, and plan maintenance necessary to support the District's CSSP. Concurrence regarding details contained in the CSSP will be documented using the Concurrence Agreement, which is included in the Preface of this CSSP. A signature from the Superintendent, District School Board Members and designated heads of organizations having a primary function in the San Leandro Unified School District's emergency management organization, confirms that they have read, understand, and approve the CSSP and that they have no conflict with the contents contained therein at the time of publication.

Upon review and approval, the San Leandro Unified School District's Comprehensive School Safety Plan will officially be adopted and promulgated by the District's School Board. A letter of promulgation is located in the Preface of this plan, which validates the concepts, roles and responsibilities, and emergency management system for the District.

1.4 Authorities

The following authorities and references provide direction and guidance for conducting emergency operations by the San Leandro Unified School District.

District Authorities

The following plans, policies and statutes stand as authorities directing the San Leandro Unified School District's emergency management program:

- San Leandro Unified School District Board Policy 3516, Emergencies and Disaster Preparedness Plan
- San Leandro Unified School District School Site Comprehensive School Safety Plan
- San Leandro Unified School District Emergency Preparedness Resolutions

Local Authorities

The following local plans, policies and statues stand as authorities directing the San Leandro Unified School District's emergency management program:

- City of San Leandro Ordinances, Plans and Resolutions
- County of Alameda Ordinances, Plans and Resolutions
- County of Alameda School Emergency Plan
- County of Alameda Comprehensive School Safety Plan

State of California Authorities

The following State of California plans, policies and statutes stand as authorities directing the San Leandro Unified School District's emergency management program:

- California Emergency Services Act, Title 2, Division 1, Chapter 7of the Government Code
- State of California Emergency Plan (SEP), State of California, Cal EMA, 2009
- Disaster Service Workers Act, Section 3100, Title 1, Division 4, Chapter 4 of the California Government Code
- Standardized Emergency Management System (SEMS): California Code of Regulations (CCR), Title 19, Division 2, Chapter 1
- California Civil Code, Section 1799.102, Chapter 9
- California State Emergency Plan
- Disaster Assistance Act Regulations: CCR Title 19, Division 2, Chapter 6
- Orders and regulations that may be selectively promulgated by the Governor during a State of Emergency
- Orders and regulations that may be selectively promulgated by the Governor during a State of War Emergency
- California Disaster and Civil Defense Master Mutual Aid Agreement (MMAA)
- California Education Code Sections 32280-32289
- The Katz Act, Sections 35295-35297 and Section 40041 and 40042 of the California Education Code

Federal Authorities

The following Federal plans, policies and statutes stand as authorities directing the San Leandro Unified School District's emergency management program:

- Robert T. Stafford Emergency Disaster Relief and Emergency Assistance Act (42 United States Code (USC) 5121 et seq.)
- Federal Disaster Relief Regulations: 44 Code of Federal Regulations (CFR) Part 206
- Federal Civil Defense Act of 1950
- Individual Assistance (44 CFR 206.101 et seq.)
- Public Project Assistance (44 CFR 206.200 et seq.)
- Hazard Mitigation (44 CFR 206.430 et seq.)
- National Incident Management System (NIMS)
- Homeland Security Presidential Directive (HSPD) 5, Management of Domestic Incidents
- Presidential Policy Directive 8, National Preparedness
- Homeland Security Presidential Directive (HSPD) 21, Public Health and Medical Preparedness

1.5 Special Needs Populations

The San Leandro Unified School District is committed to ensuring that considerations are made for those with special needs at every stage of the emergency management process. Caring for special needs populations in a disaster is part of the responsibilities of each leader in the emergency management organization. To that end, the San Leandro Unified School District is committed to maintaining compliance with the Americans with Disabilities Act.

Special needs populations may have additional needs before, during and after an incident in specific areas including but not limited to: communication, nourishment, bathroom facilities, medical care, supervision and transportation. The District must also be cognizant of the needs of those from diverse cultures, those who have limited English proficiency, and those who are non-English speaking.

To provide the best possible service to our students and staff during an emergency or disaster, the San Leandro Unified School District will adhere to the following guiding principles:

- The District will make every reasonable effort to see that persons with a disability or special needs will be able to access services or facilities provided by the San Leandro Unified School District during an emergency or disaster
- The District will work to accommodate those with a disability or special needs to the best of their ability
- The District will not exclude or deny services to those with a disability or special needs

1.6 Relationship and Applicability to Other Plans/References

This Comprehensive School Safety Plan is the overarching plan for all emergency management activities for the San Leandro Unified School District. This plan is supported by the School Site Emergency Operations Plan that has been developed and is in place at all campuses/facilities throughout the District. Together, these plans work in unison to provide a comprehensive approach both at the management level and field level to effectively and efficiently manage an emergency or disaster.

Additionally, the City of San Leandro and the County of Alameda have developed Emergency Operations Plans to manage emergencies and disasters within their areas of responsibility. These plans, in order of progression should maintain consistency with standardized concepts and structures as defined by local, State and Federal requirements. The San Leandro Unified School District's Comprehensive School Safety Plan supports and is consistent with the emergency management construct established within the plans developed by the City of San Leandro and the County of Alameda.

Throughout the County of Alameda, agencies and departments having a nexus to emergency management and response have developed various emergency plans that may impact District emergency operations. Although they are not an integral part of the San Leandro Unified

School District's Comprehensive School Safety Plan, they serve to support the District's plan by providing specificity and field level guidance for targeted actions necessary during large scale emergency response activities. The following is a list of emergency plans and the responsible agency:

Emergency Plan Title	Responsible Agency
Alameda County Catastrophic Earthquake Donations Management Plan	Alameda County General Services Agency
Alameda County Sheriff's Office Coroner's Bureau Catastrophic Earthquake Mass Fatalities Operations Plan	Alameda County Sheriff's Office Coroner's Bureau
Alameda County Catastrophic Earthquake Transportation and Evacuation Plan	Alameda County Office of Emergency Services
Alameda County Operational Area Volunteer Coordination Plan	Alameda County Office of Emergency Services
Alameda County Operational Area Care and Sheltering Plan	Alameda County Social Services Agency
Alameda County Public Works Disaster Waste Management Plan	Alameda County Waste Management Authority
Alameda County Public Works Catastrophic Earthquake Debris Management Plan	Alameda County Waste Management Authority
Alameda County Human Evacuation Plan	Alameda County Sheriff's Office
Alameda County Emergency Hazardous Materials Plan	Alameda County Environmental Health Department
Alameda County School Emergency Plan	Alameda County Office of Education
Medical and Health Comprehensive School Safety Plan	Alameda County Health Care Services
Alameda Countywide Terrorism Response Plan	Alameda County Sheriff's Office
Alameda County Bioterrorism Response Plan	Alameda County Public Health Department
Alameda County Comprehensive School Safety Plan	Alameda County Sheriff's Office

2. PURPOSE, SCOPE, SITUATION OVERVIEW AND HAZARD ASSESSMENT

2.1 Purpose

The purpose of the CSSP is to establish the foundational policies and procedures that define how the San Leandro Unified School District will effectively prepare for, respond to, recover from, and mitigate against natural or human-caused disasters. It provides a description of the emergency management organization and how it is activated. It also addresses the following issues:

- Specifies roles and responsibilities of staff.
- Establishes lines of authority and identifies how all actions will be coordinated with local, State and Federal organizations
- Describes the system to be used to coordinate emergency response efforts.
- Specifies the coordination and communication procedures and systems that will be relied upon and implemented to direct activities between school sites/facilities and the District's Emergency Operations Center (EOC)
- Specifies the coordination and communication procedures and systems that will be relied upon and implemented to direct activities between the District's Emergency Operations Center (EOC) and the City of San Leandro's and the County of Alameda's Emergency Operation Centers (EOC's)
- Provides for the orderly conversion of pre-designated District sites to American Red Cross Shelters, when necessary
- Identifies supporting plans and procedures that have a nexus to the CSSP
- Provides for continuity of school operations

2.2 Priorities

The following overarching operational priorities govern resource allocation and response strategy for the San Leandro Unified School District during an emergency or disaster:

- Save Lives – The protection of the safety and welfare of students, staff visitors and volunteers within the San Leandro Unified School District is a top priority and takes precedence over all other considerations
- Protect Health and Safety – Actions will be taken to mitigate the emergency's impact on health and safety matters
- Protect Property – All feasible efforts will be taken to protect and preserve the facilities and grounds that encompass the San Leandro Unified School District during and after the emergency
- Preserve the Environment – All possible efforts will be made to preserve the environment and protect it from damage during the emergency

2.3 Scope

The San Leandro Unified School District's Comprehensive School Safety Plan addresses the entire spectrum of contingencies, ranging from minor incidents to large-scale disasters. All District personnel must be prepared to quickly and effectively respond to any emergency and to take all necessary actions. The CSSP is applicable to all elements of the District's emergency management organization and applies to all phases of emergency management.

2.4 Phases of Emergency Management

Emergency management activities are categorized into five phases as described in the graphic below. These phases or functional activities include: Prevention, Preparedness, Response, Recovery and Mitigation. These phases are often described as part of a continuous process that acknowledges that critical activities frequently cover more than one phase, and the boundaries between phases are seldom precise. Each phase relies on the other and it is these interrelationships and the understanding thereof that creates a successful approach to effective emergency management.



Prevention

The prevention phase includes activities, tasks, programs, and systems intended to avoid or intervene in order to stop an incident from occurring. Prevention can apply to both natural and human-caused incidents. The following countermeasures are included in the prevention phase:

- Safety Inspections
- Appropriate barrier installations
- High visibility activities
- Programs focusing on deterrent activities
- Programs expanding communication capabilities
- Implementing monitoring activities/operations
- Building resilient/redundant programs

Preparedness

The preparedness phase involves activities that are undertaken in advance of an emergency or disaster. These activities ensure operational capabilities and effective responses to an emergency or disaster. Within the preparedness phase, emergency and/or disaster plans are developed or revised to guide response efforts and to efficiently manage resources. Planning efforts are also undertaken and include activities such as: developing hazard analyses, training response personnel, and improving information and communications systems. Preparedness activities fall into two categories: Readiness and Capability.

Readiness

Readiness activities shape the framework and create the basis of knowledge necessary to complete critical tasks. Readiness activities include, but are not limited to:

- Creating hazard analyses
- Implementing hazard mitigation activities
- Developing/maintaining/revising emergency plans and procedures
- Conducting general and specialized training
- Conducting drills and exercises
- Entering into agreements with other organization for emergency support activities
- Communicating emergency preparedness information throughout the District
- Maintaining effective communication platforms for early warning, as well as, emergency operations management

Capability

Capability activities involve the identification and procurement of items, tools and technology necessary to complete a task or mission. Capability activities include, but are not limited to:

- Assessing the District and its available resources
- Comparing available resources to anticipated resource requirements
- Identifying local sources to fill the necessary gaps in resource needs
- Purchasing new equipment, tools and technology necessary to increase capability levels

Response

Response activities are typically divided into three phases. Each phase has distinct considerations, which do not necessarily move in a sequential fashion, but often occur at the same time. These phases are: increased readiness, initial response, and extended response.

Increased Readiness

Increased readiness is required when the District is in receipt of a warning or in anticipation that an emergency situation is imminent or likely to occur. When this occurs, the District will initiate actions to increase its overall readiness. Increased readiness activities include, but are not limited to:

- Briefing the Superintendent, School Board, key District personnel, City of San Leandro personnel, and possibly all District employees
- Reviewing the Comprehensive School Safety Plan and all relevant annexes, policies and procedures
- Increasing public information capabilities and begin messaging development
- Provide just-in-time training
- Inspect facilities and emergency response equipment to ensure it is in a state of operational readiness
- Test emergency warning and communication systems
- Develop a staffing plan
- Review resources necessary for special needs population
- Review evacuation plans
- If necessary, mobilize key personnel and pre-position resources and equipment
- If necessary, contact local, State and Federal agencies that may provide support

Initial Response

The District's initial response activities are primarily performed at the field level; at campuses or facilities. The emphasis during initial response is to save lives and minimize the effects of the emergency or disaster. Initial response activities include, but are not limited to:

- Making all necessary notifications
- Disseminating warnings, emergency public information notifications and instructions to staff, students, volunteers and parents
- Conducting evacuations and rescue operations
- Establishing Parent-Child Reunification sites
- Treating the injured
- Conducting initial damage assessments
- Assessing the need for mutual aid assistance
- Restricting movement at affected campuses/facilities
- Developing and implementing Incident Action Plans (IAP's)

Extended Response

The District's extended response activities are primarily conducted in the Emergency Operations Center (EOC). Extended emergency operations involve the coordination and management of resources and personnel to mitigate an emergency and facilitate a smooth transition to recovery operations. Extended response activities include, but are not limited to:

- Disseminating emergency information to staff, students, volunteers and parents
- Preparing detailed damage assessments
- Liaison with the City of San Leandro and the County of Alameda for assistance, if needed
- Documenting and preparing situational reports and status changes
- Documenting expenditures
- Restoring vital utility services
- Coordinating long term Parent-Child Reunification Centers
- Preparing for the implementation of American Red Cross Shelters
- Developing and implementing Incident Action Plans (IAP's) for extended operations
- Conducting advanced planning activities
- Procuring required resources to sustain operations
- Tracking resource allocation
- Coordinating decedent operations

Recovery

Recovery activities involve the restoration of services to the District and returning the affected area(s) back to normalcy. Recovery activities can be short term, intermediate, and long term. They can include: utility service restoration, debris removal, temporary or full restoration of campus/facility buildings, as well as mitigation measures designed to prevent future occurrences of a given threat. Recovery activities include, but are not limited to:

- Restoration of vital utility services
- Identification of accessible/usable facilities and what repairs are needed
- Identification and mitigation of safety issues
- Continuing communication efforts with staff, students, volunteers and parents
- Identification of resources needed to re-open educational services
- Temporary restoration of educational services
- Development of a plan for rebuilding campuses/facilities, if necessary
- Development of a plan for full restoration of educational services

Mitigation

Mitigation activities occur both before and after emergencies or disasters. Post-disaster mitigation is actually part of the recovery process. This includes eliminating or reducing the impact of hazards that exist within the San Leandro Unified School District. Mitigation activities include, but are not limited to:

- Initiating structural retrofitting measures

- Working with the City of San Leandro to amend local ordinances and building codes to incorporate newly adopted mitigation strategies
- Identify funding sources for mitigation efforts
- Assessing and altering land use planning
- Development of sustainable projects/programs that are survivable during emergencies and disasters

2.5 Hazard Assessment

A hazard analysis has indicated that the San Leandro Unified School District is at risk from numerous hazards associated with natural disasters and human-caused disasters. Those hazards, the probability of their occurrence, and their effect will be covered in this assessment.

Disaster/Threat	Probability of Occurrence			Effect			Disaster/Threat Rating
	Likely 10	Possible 5	Unlikely 1	High 10	Average 5	Low 1	(Probability x Effect)
Aircraft Incident		X		X			50
Civil Disturbance			X			X	1
Dam Failure			X	X			10
Drought	X					X	10
Earthquake	X			X			100
Energy Emergency			X			X	1
Epidemic		X		X			50
Flood/Storm		X				X	5
Hazardous Materials		X			X		25
Landslide			X			X	1
Liquefaction	X			X			100
High Winds		X				X	5
Tsunami/Seiche			X			X	1
Wildland/Urban Fire		X			X		25
Train Derailment		X				X	5
Terrorism			X	X			10

Aircraft Incident

An aircraft incident can cause a large loss of life, a large loss of property, and can have a drastic impact to the City and County as a whole. An airplane crash can lead to a large number of fatalities or injuries to persons both on the airplane and persons on the ground at the site of the accident.

Aircraft accidents can be caused by mechanical failure, manufacturing error, pilot error, air traffic controller error, natural hazards, and inappropriate cargo. Mechanical failures and manufacturing errors can cause an aircraft to function improperly and crash. Pilot and air traffic controller errors can lead to mid-air collisions and crashes into the ground or elevated structures. Natural hazards, such as wind shear, terrain-induced turbulence, and poor visibility, can lead to the loss of control of an aircraft or an incorrect judgement by the pilot.

Inappropriate cargo, such as a pressurized container can lead to sudden explosions and loss of control of an aircraft. Also, an aircraft accident can be caused by several of the aforementioned factors that cumulatively lead to loss of control of an aircraft and a crash.

The Oakland International Airport is located approximately 4 miles from the San Leandro Unified School District and is home to Southwest Airlines, as well as many others. It is a major hub for shipping giants such as UPS and Federal Express and has a dedicated section of the airport for small and private aircraft. Several campuses within the District are in direct line with flight paths both from commercial and private aircraft. Based on this analysis and review of past incidents, the probability of an aircraft incident affecting the San Leandro Unified School District is rated as possible with a high effect, should the incident occur at a campus.

Civil Disturbance

Civil disturbance or civil disorder, is described as any incident intended to disrupt community affairs and threaten public safety. Civil disturbance is a result of civil unrest, when individuals or groups within the general population feel they are being discriminated against or that their rights are not being upheld. Triggers can include racial tension, immigration control, unpopular political decisions, loss of essential services or supplies, and bad weather. Crowds attending sporting events after the defeat or victory of their team can also be motivated to cause civil disturbances. Civil disturbance spans a variety of actions including strikes, demonstrations, riots and rebellion. Civil disturbance can be divided into the following three categories:

- Peaceful, non-obstructive demonstrations (low severity)
- Non-violent, disruptive demonstrations (moderately severe)
- Violent, disruptive demonstrations (severe)

In general, a low-severity disturbance such as a strike will cause little concern and have little to no involvement from law enforcement. A moderately severe civil disturbance, such as a protest that disrupts nearby businesses and/or campuses/facilities and possibly causes some property damage will require law enforcement intervention to restore order. A severe civil disturbance such as rioting, arson, looting and assault will require aggressive law enforcement intervention. Severe civil disturbance may result in deaths, injuries, and property damage of varying degrees.

The San Leandro Unified School District takes great pride in promoting a positive school climate and ensuring that its non-discrimination policies are followed by all who attend or are employed by the District. It is responsive to teacher needs and respects collective bargaining agreements. It is possible, however, that situations occurring with the City of San Leandro may spill over to District property and impact one or several campuses/facilities. To prevent this from occurring, the District has policies and procedures in place to limit access to campuses/facilities. These policies and procedures are located in the School Site Comprehensive School Safety Plan. Based on this analysis and review of past incidents, the

probability of a civil disturbance affecting the San Leandro Unified School District is rated as unlikely with a low effect.

Dam Failure

A dam failure is the structural collapse of a dam that releases the water stored in the reservoir behind the dam. A dam failure is usually the result of the age of the structure, inadequate spillway capacity, or structural damage caused by an earthquake or flood. When a dam fails, a large quantity of water is suddenly released with a great potential to cause human casualties, economic loss, and environmental damage. This type of disaster is especially dangerous because it can occur suddenly, providing little warning and evacuation time for those located downstream. The flows resulting from dam failure generally are much larger than the capacity of downstream channels and therefore lead to extensive flooding. Flood damage occurs as a result of the momentum of the water and the debris that it carries.

There are two large dams that could significantly impact the San Leandro Unified School District if they were to fail. These dams are the Upper San Leandro Reservoir and Lake Chabot. Because of the age of these structures, water management organizations have spent a considerable amount of effort and resources to address a multitude of dam failure and inundation scenarios. Structural improvements to the dams and associated run-off systems have been completed and are on-going. Based on this analysis and review of past incidents, the probability of a dam failure affecting the San Leandro Unified School District is rated as unlikely with a high effect.

Drought

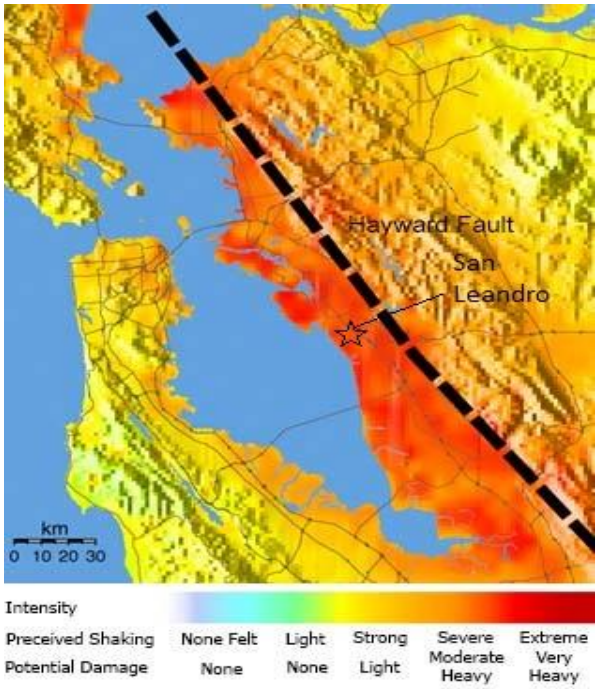
A drought is a prolonged period of dryness in which precipitation is less than expected or needed in a given geographic location or climate over an extended period of time. For much of human history, drought and its devastations have been seen as an unpredictable, unavoidable calamity. However, that viewpoint is giving way to the recognition that climatic fluctuations occur everywhere, and that periods of low precipitation are a normal, recurrent feature of climate.

Drought is a cyclical part of the climate in California, occurring both in the summer and winter, with an average recurrence interval of between four and ten years. Short-term, annual events are more frequent, whereas the less frequent long-term events have ranged from two to four years in length. Climate change is likely to increase the number and severity of future drought, however, the magnitude of this change is unknown. Periods of long-term drought and their impact on the San Leandro Unified School District are minimal and would mostly be relegated to environmental issues such as landscaping restrictions and programs involving water sports with reduced availability of water and the implementation of water restriction programs. Based on this analysis and review of past incidents, the probability of a drought affecting the San Leandro Unified School District is rated as likely with a low effect.

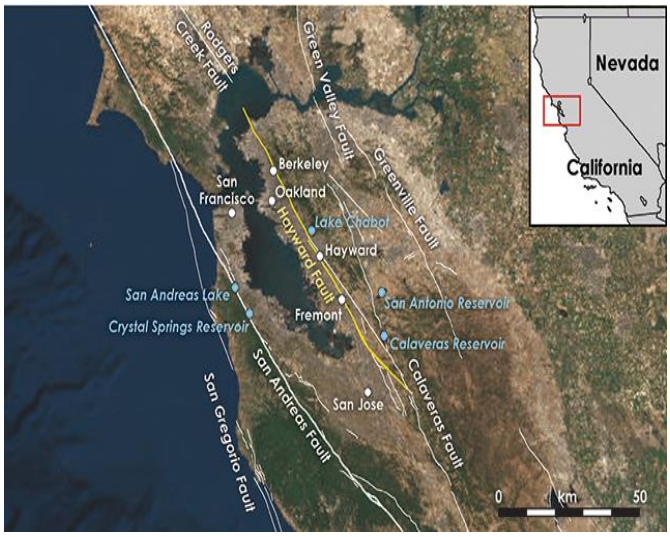
Earthquake

An earthquake is generally a result of displacement along a geologic fault resulting in the release of accumulated strain. The effects of large earthquakes can be felt far beyond the site of its occurrence. Earthquakes usually occur without warning and, after just a few seconds, can cause significant damage and extensive casualties. The most common effect of earthquakes is ground movement. Ground shaking or movement is caused by seismic waves traveling in the earth's interior or along the earth's surface. The severity of an earthquake can be expressed in terms of intensity. Intensity is based on the effects and damage and observed effects on people to the natural and built environment. It varies from place to place, depending on the location with respect to the earthquake fault rupture. The intensity generally increases with the amount of energy released, which is proportional to the size of the earthquake and decreases with distance from the causative fault.

The County of Alameda is exposed to seismic hazards from numerous known faults and potentially unmapped or undiscovered faults. There are two types of faults that reside in the County. These faults are called strike-slip faults and thrust or reverse faults. A strike-slip fault is where the rupture plane is oriented generally vertically and the ground on one side of the fault slips horizontally relative to the other side. A thrust or reverse fault is where the ground moves upward and over adjacent ground. The most active strike-slip fault in the County of Alameda is the Hayward Fault, which has three fault segments and runs directly thru the City of San Leandro. A large scale earthquake occurring on the Hayward Fault poses the greatest risk to the San Leandro Unified School District and will significantly impact District operations. The below map depicts perceived shaking and potential damage of a large scale earthquake on the Hayward Fault.



The most active fault in the Bay Area is the San Andreas Fault, which has ten fault segments. Additionally, there are numerous other faults within the County of Alameda that should a large scale earthquake occur on any of these faults, could have a significant impact on the San Leandro Unified School District. The below map depicts the numerous faults that have the potential to impact the San Leandro Unified School District.



Based on this analysis and review of past incidents, the probability of a large scale earthquake affecting the San Leandro Unified School District is rated as likely with a high effect.

Energy Emergency

Energy supply includes electrical power, natural gas and finished petroleum products used for transportation, manufacturing, residential and commercial purposes. It potentially encompasses the extraction, transmission, generation, distribution and storage of fuels. An energy supply can become disrupted in several ways:

Intentional Disruptions

These types of disruptions are planned and/or scheduled such as system maintenance required by the service provider. Unscheduled disruptions are generally done on the spot. Demand side disruptions are done as part of an agreement during periods of peak system loads. Load shedding disruptions are done when the system is under extreme stress due to heavy demand or the failure of energy facilities (rolling blackouts and power outages).

Unintentional Disruptions

Power outages that are unplanned include: accidents by the utility company, malfunction or equipment failure, reduced capability, vandalism or acts of terrorism, weather, excessive operation, or overload of the system. Additionally, natural disasters such as storms and earthquakes can have the secondary effect of an unintentional power outage.

The San Leandro Unified School District has developed policies and procedures to address energy emergencies at its campuses and facilities. These policies and procedures are located in the School Site Comprehensive School Safety Plan. The District also has developed and implemented a robust maintenance schedule to ensure that energy pathways at campuses and facilities are functioning properly.

Additionally, energy service providers throughout the County of Alameda and the State of California have placed a major emphasis on the ability to provide uninterrupted energy services to its customers. Large scale infrastructure improvements have been completed and others are planned for the future to ensure that energy supply and delivery is not only sustainable but survivable during emergency situations and disasters. Based on this analysis and review of past incidents, the probability of an energy emergency affecting the San Leandro Unified School District is rated as unlikely with a low effect.

Epidemic

Infectious diseases are caused by pathogenic organisms, which can be a virus, bacteria, fungi, or parasites. Disease can affect any living organism, including people, animals, and plants. Diseases spread directly (through infection) and indirectly (through secondary effects). Some diseases can directly affect both people and animals. The major concern with respect to disease in humans is the evolution of an epidemic or pandemic resulting from a disease that is virulent, with a high morbidity rate combined with a high mortality rate. Infectious diseases can also be released intentionally as an act of terrorism.

Pandemics are different from seasonal outbreaks of influenza that are caused by subtypes of influenza viruses that already circulate among people. Pandemic outbreaks are usually caused by entirely new subtypes to which the population has no immunity because the subtype has either never circulated among people, or has not circulated for a long period of time. Pandemics can reach worldwide proportions and have a significant impact on society. Seasonal influenza occurs routinely worldwide each year.

Tremendous efforts have been undertaken at the local, State and Federal levels to address the spread of infectious diseases. Organizations tasked with the monitoring and response to potential epidemics or pandemics have built a surge capacity to address these situations immediately and effectively.

The San Leandro Unified School District has partnered with several health care providers to ensure that processes are in place at the beginning and throughout the school year to identify, prevent and/or respond to infectious disease incidents. Through in-house nursing staff, clinics and healthcare programs, the District is able to offer preventative health care as a means of thwarting a potential infectious disease outbreak. Based on this analysis and review of past incidents, the probability of an epidemic affecting the San Leandro Unified School District is rated as possible with a high effect.

Flood/Storm

Flooding is the accumulation of water where usually none occurs or the overflow of excess water from a creek, stream, river, lake, reservoir, or coastal body of water onto adjacent floodplains. Floodplains are lowlands adjacent to bodies of water that are subject to recurring floods. Floods are natural events that are considered hazards only when people and property are affected.

Nationwide, floods result in more deaths than any other natural hazard. Physical damage from floods includes the following:

- Inundation of structures, causing water damage to structural elements and contents
- Impact damage to structures, roads, bridges, culverts, and other features from high-velocity flow and from debris carried by flood waters
- Release of sewage and hazardous or toxic materials as wastewater treatment plants are inundated, storage tanks are damaged, and pipelines severed

Floods also cause economic losses through closure or businesses, schools and government facilities. They disrupt communications, the provision of utilities, result in excessive expenditures for emergency response, and generally disrupt the normal function of a community.

There are at least four flood types that can occur: coastal flooding, riverine flooding, storm water runoff, and flash flooding.

Coastal Flooding

Coastal flooding is generally caused by wave run-up. Pacific Ocean storms in conjunction with high tides and strong winds can cause significant wave run-up. The size and intensity of storm-generated waves depends on the magnitude of the storm, its sustained wind speeds, and the duration of the storm. During storm conditions, the elevated water levels generated by the storm surge allow waves to penetrate much closer to the shoreline, exposing coastal structures to direct wave attack, wave run-up, and wave-induced scour and erosion.

Riverine Flooding

The most common type of flooding is riverine flooding. It is also known as overbank flooding and involves fresh water sources. Riverine floodplains range from narrow, confined channels in the steep valleys of mountainous and hilly regions to wide, flat areas in plains and coastal regions. The amount of water in the floodplain is a function of the size and topography of the contributing watershed, the regional and local climate, and the land use characteristics of the floodplain. In steep valleys, flooding is usually rapid and deep but of short duration. In flat areas, flooding is typically slow, relatively shallow, but can last for long periods of time.

Storm Water Runoff

Flooding due to storm water runoff or street flooding often occurs when storm drains cannot convey the amount of water that would need to flow through them. This hazard can be due to high rates of rainfall, inadequate drainage design, storm surges, and/or debris blocking the storm drain conveyances.

Flash Flooding

A flash flood (also a fresh water source), is the fastest moving type of flood and can fill a normally calm area with a rushing current in a relatively short period of time. Flash floods occur when water falls too quickly on saturated soil or dry soil that has poor absorption ability. This water cannot be absorbed into the soil and therefore flows elsewhere. The defining characteristic of a flash flood is the timeframe in which it develops which is generally in less than six hours. Flash flood waters also move at tremendous speeds and have the power to move boulders, tear out trees, and destroy buildings and transportation infrastructure.

The San Leandro Unified School District relies heavily on the City of San Leandro, as well as, water management organizations within the County of Alameda to ensure that appropriate measures are in place to prevent and/or minimize the impacts of flooding. Past and present infrastructure projects focusing on handling water runoff have been effective. While the potential of small scale flooding within the City of San Leandro is a possibility, it is not on a scale that would impact District operations. Based on this analysis and review of past incidents, the probability of a flood/storm affecting the San Leandro Unified School District is rated as possible with a low effect.

Hazardous Materials

Hazardous materials are substances that may have negative effects on health or the environment. Exposure to hazardous materials may cause injury, illness or death. Effects may be felt in seconds, minutes or hours (short-term effects), or they may not emerge until days, week, months or even years after exposure (long-term effects). Also, some substances are harmful after a single exposure of short duration, but others require long episodes of exposure or repeated exposure over time to cause harm.

The toxicity of a specific substance is one important factor in determining the risk it poses, but other factors can be just as important, if not more so. Factors affecting the severity of an accidental release include: toxicity, quantity, dispersal characteristics, location of the release in relation to population and the efficacy of response and recovery actions.

Hazardous materials are abundant. The focus is not on the hazards contained in everyday products, but rather on the hazards associated with potential releases of hazardous substances from transportation corridors (mobile incidents) and fixed facilities (fixed incidents) within the City of San Leandro and the County of Alameda.

Mobile Incidents

Mobile incidents include those that occur on a roadway, railway, waterway or in the air via aircraft. These releases can be caused by human error, equipment failure, intentional dumping, acts of terrorism or natural phenomena. Mobile incident-related releases are dangerous because they can occur anywhere and at any time. These incidents can be very difficult to mitigate because of the large area over which any given incident might occur.

Fixed Incidents

Fixed incidents include hazardous substance releases from stationary sources. These releases can be caused in the same manner as mobile incidents. Earthquakes pose a significant risk to stationary sources because they can damage or destroy facilities containing hazardous substances. The affected area, often times is not as large as a mobile incident unless the facility hazardous substance holding area is large in size.

The San Leandro Unified School District is located between two major traffic thoroughfares, two railway lines, is adjacent to the San Francisco Bay waterway and is in close proximity to the Oakland International Airport. Additionally, there are numerous manufacturing facilities not only in the City of San Leandro but also in the County of Alameda. The Lawrence-Livermore National Laboratory resides in the County of Alameda. Based on this analysis and review of past incidents, the probability of a hazardous materials incident affecting the San Leandro Unified School District is rated as possible with an average effect.

Landslide

Landslide is a term used to describe the dislodging and fall of a mass of soil or rocks along a sloped surface. The term is used for varying phenomena, including mudflows, mudslides, debris flows, rock slides, avalanches, etc. Landslides can include natural rock and soil formations, as well as, artificial fill. The susceptibility of hillside and mountainous areas to landslides depends on variations in geology, topography, vegetation, and weather. Landslides may also occur because of indiscriminate development of sloping ground or the creation of cut and fill slopes in areas of unstable or inadequately stable geologic conditions.

Additionally, landslides often occur together with other natural hazards, thereby exacerbating conditions, as described below:

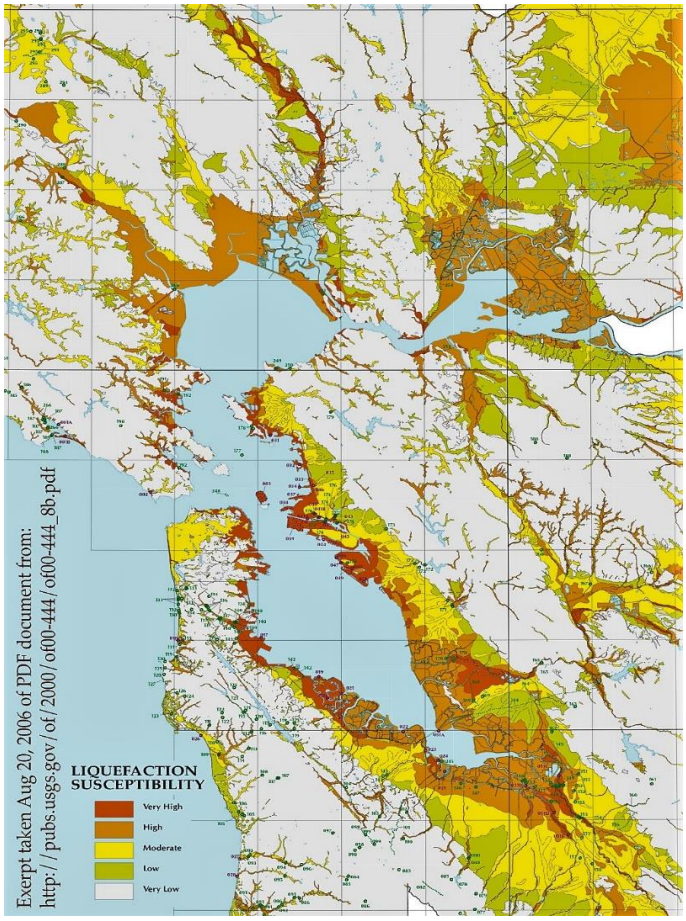
- Shaking due to earthquakes can trigger events ranging from rock falls to massive slides
- Intense or prolonged rainfall that causes flooding can also saturate slopes and cause landslides
- Wildfires can remove vegetation from hills and significantly increase landslides
- Landslides into reservoirs can impact dam structures and cause breaches that could trigger landslides

Mudslides are another type of soil failure, and are defined as flows or rivers of liquid mud down a hillside. They occur when water accumulates under the ground, usually following long and heavy rainfalls. If there is no vegetation to hold the soil in place, mud forms and flows down the slope.

The San Leandro Unified School District is located in an urban area. The topography of where its facilities reside is flat and not directly adjacent to hillsides or sloped areas that would cause an impact to the District should a landslide or mudslide occur. Based on this analysis and review of past incidents, the probability of a landslide incident affecting the San Leandro Unified School District is rated as unlikely with a low effect.

Liquefaction

Liquefaction occurs when the waves of an earthquake pass through a saturated granular soil layer, distorting its structure and causing some of its pore spaces to collapse. The collapse of the granular structure increases pore space water pressure. This decreases the soil's shear strength and causes ground ruptures, sand boils, ground subsidence, and lateral ground displacement. This can lead to pipe breakage, building foundation damage, as well as road and airport runway buckling.



The Liquefaction Susceptibility map above shows the liquefaction areas in the San Francisco Bay Area. As noted by the color gradient, the City of San Leandro, because of its close proximity to the San Francisco Bay shoreline has a moderate to very high susceptibility to liquefaction as a result of a major earthquake. The San Leandro Unified School District falls within this area and therefore would be significantly impacted by liquefaction. Based on this analysis and review of past incidents, the probability of liquefaction affecting the San Leandro Unified School District is rated as likely with a high effect.

High Winds

Winds are horizontal flows of air that blow from areas of high pressure to areas of low pressure. Wind strength depends on the difference between the high and low pressure systems and the difference between them. A steep pressure gradient results from a large pressure difference or short distance between these systems and causes high winds. High winds are defined as those that last longer than one hour at speeds greater than 39 miles per hour or for any length of time at speeds greater than 57 miles per hour. There have been instances, based on historical data, where tornados have developed within the County of Alameda but they did not have the sustained winds necessary to pose a threat.

The campuses/facilities that make up the San Leandro Unified School District are constructed in a manner to withstand high winds. The materials used, coupled with the stringent building codes that were required to be followed during the construction process minimizes the threat from exposure to high winds. It is possible that out-building such as storage sheds, green house/garden areas, etc., may be damaged during sustained high winds, however, these out-buildings are not part and parcel of the main structures and therefore would result in little to no impact to the District, if damaged. Based on this analysis and review of past incidents, the probability of high winds affecting the San Leandro Unified School District is rated as possible with a low effect.

Tsunami/Seiche

A tsunami is a series of waves generated in a body of water by a disturbance along the seafloor that vertically displaces the water. Subduction zone earthquakes at plate boundaries often cause tsunamis. However, tsunamis can be generated by submarine landslides, submarine volcanic eruptions, and the collapses of volcanic edifices. A single tsunami may involve a series of waves, known as a train, of varying heights. In open water, tsunamis exhibit long wave periods (up to several hours) and wavelengths that can extend up to several hundred miles.

The actual height of a tsunami wave in open water is generally only one to three feet and is often practically unnoticeable to people on ships in deep water. The energy of a tsunami passes through the entire water column to the seabed. Tsunami waves may travel across the ocean at speeds up to 700 miles per hour. As the wave approaches land, the sea shallows and the wave no longer travels as quickly, so the wave begins to pile-up as the wave front becomes steeper and taller and less distance occurs between crests. Therefore, the wave can increase to a height of ninety feet or more as it approaches the coastline and compresses.

Tsunamis not only affect beaches that are open to the ocean, but also bay mouths, tidal flats, and the shores of large coastal rivers. Tsunami waves can also diffract around land masses. Since tsunamis are not symmetrical, the waves may be much stronger in one direction than another, depending on the nature of the source and the surrounding geography.

A seiche can be considered very similar to a tsunami, with the difference being that the water waves are generated in a closed or restricted body of water such as a lake or within a harbor. The shaking of an earthquake (or other vibration) can result in large and destructive oscillations that produce waves exponentially higher than normal water levels. In harbors and closed or restricted bays, these waves can destroy harbor and shore facilities. Indirectly, tsunamis, by causing a rapid change in sea level or more commonly by the wave itself, can set up smaller internal oscillations in bays and harbors. These seiches are very similar to tsunamis, but the waves are usually smaller and of lower energy. The trigger mechanism for seiche waves is similar to tsunami wave generation.

The secondary effects of a seiche can often produce more damage than the seiche itself. Large seiches can spill over dams on manmade lakes or reservoirs, causing flooding in the areas downstream. This can also wash out earth-filled dams, causing complete collapse.

Tsunamis have not been a major problem in the City of San Leandro or the County of Alameda. Although there have been numerous tsunami advisories issued by the National Weather Service, these advisories are the lowest level alert and means that there could be wave activity and current surges but inundation is not expected. Based on this analysis and review of past incidents, the probability of a tsunami/seiche affecting the San Leandro Unified School District is rated as unlikely with a low effect.

Wildland/Urban Fire

A wildfire is an uncontrolled fire spreading through vegetative fuels. Wildfires can be caused by human activities (such as arson or campfires) or by natural events (such as lightning). Wildfires often occur in forests or other areas with ample vegetation. In areas where structures and other human development meets or intermingles with wildland or vegetative fuels, which are referred to as the Wildland Urban Interface (WUI), wildfires can cause significant property damage and present extreme threats to public health and safety.

The following three factors, topography, fuel and weather, contribute significantly to wildfire behavior and can be used to identify wildfire hazard areas.

Topography

As slope increases, the rate of wildfire spread increases. South-facing slopes are also subject to more solar radiation, making them drier and thereby intensifying wildfire behavior.

Fuel

The type and condition of vegetation plays a significant role in the occurrence and spread of wildfires. Certain types of plants are more susceptible to burning or burn with greater intensity; and non-native plants may be more susceptible to burning than native species. Dense or overgrown vegetation increases the amount of combustible material available to fuel the fire (referred to as the "fuel load"). The ratio of living to dead plant matter is also important. The risk of fire increases significantly during periods of prolonged drought, as the moisture content of both living and dead plant matter decreases; it also increases when a disease or infestation has caused widespread damage. The fuel's continuity, both horizontally and vertically, is also an important factor.

Weather

The most variable factor affecting the behavior of wildfires is weather. Temperature, humidity, wind and lightning can affect chances for ignition and spread of fire. Extreme weather such as high temperatures and low humidity can lead to extreme wildfire activity. By contrast, cooling and higher humidity often signal reduced wildfire occurrence and easier containment.

Urban fires occur primarily in cities or towns with the potential to rapidly spread to adjoining structures. These fires damage and destroy homes, schools, commercial buildings and vehicles. They can occur by natural events (earthquakes or lightning strikes), accidents (faulty wiring or gas connections) and man-made (arson and acts of terrorism). Contributing factors to the occurrence of urban fires include, but are not limited to the following:

- Non-compliance with building/fire codes during the construction process
- Non-compliance with building/fire codes during the remodeling process
- Failure to install appropriate fire detection systems, such as smoke detectors and fire alarms
- Failure to properly maintain the property inside as well as outside
- Civil unrest within a specific community or city
- Improper city zoning practices
- Lack of inspection processes

The geographic location of the San Leandro Unified School District minimizes the potential of being significantly impacted by the primary threat of a wildland fire. However, secondary affects such as smoke and hazardous air quality have impacted the District in the past due to wildland fires in neighboring cities and counties.

The San Leandro Unified School District is a participative entity in the overall safety and security matrix established within the City of San Leandro. The District is a leader in taking a proactive approach to addressing the aforementioned factors that contribute to urban fire situations. The District works in conjunction with local, State and Federal organizations to ensure that every campus/facility under its control complies with all fire and life safety requirements. Based on this analysis and review of past incidents, the probability of a

wildland/urban fire affecting the San Leandro Unified School District is rated as possible with an average effect.

Train Derailment

The majority of railroad accidents in the United States are the result of train derailments, a problem that is typically track-related. Because of the reduction of routes used by the nation's rail systems, there has been a substantial increase in traffic over the tracks that remain in use.

Train derailments affects not only those directly involved in the incident but can lead to transportation issues by causing congestion and disruption to transportation thoroughfares in the surrounding area. Train derailments can impact utility services and cause power failures. It can also be a cause for hazardous material spills affecting a large geographic area.

The San Leandro Unified School District is located between two major railway lines. These railway lines cut north to south through the City of San Leandro and cater to both passenger and cargo traffic. The District does not have any campuses/facilities adjacent to railway lines. Historical data shows that train derailments in the County of Alameda average between one to two per year. However, the magnitude of these incidents remained quite small and therefore led to minimal consequences. Based on this analysis and review of past incidents, the probability of a train derailment affecting the San Leandro Unified School District is rated as possible with a low effect.

Terrorism

There is no universally accepted definition of terrorism, however, the Code of Federal Regulations defines terrorism as: "the unlawful use of force and violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives." In general, terrorism is seen as violence against civilians to achieve a political or ideological objective through fear.

Terrorism can occur in various forms such as:

- Assassinations
- Kidnappings
- Hijackings
- Bomb threats and bombings
- Cyber-attacks (computer based)
- Use of chemical, biological, radiological, nuclear and explosive weapons.

Concern is also growing about emerging infectious diseases that have been weaponized and the possibility of a bioterrorism attack.

A bioterrorism attack is the deliberate release of viruses, bacteria, or other germs (agents) to cause illness or death in people, animals, or plants. These agents are typically found in nature, but it is possible that they can be modified to increase their ability to cause disease, make them resistant to current medicines, and/or to increase their ability to be spread into the

environment. Biological agents can be spread through the air, through water, or in food. Terrorists may use biological agents because they can be extremely difficult to detect and may not cause illness for several hours or days. Some bioterrorism agents, like the smallpox virus can be spread from person to person; other like anthrax cannot.

The Department of Homeland Security's National Planning Scenario identifies the possible terrorist strikes it views as most plausible. Places or areas deemed to be at risk include cities that have an economic and symbolic value, places with hazardous material facilities, and areas where large groups of people congregate, such as large scale office buildings or sports arenas.

The County of Alameda, its fourteen incorporated cities, assorted unincorporated areas and special districts have all made a concerted effort to ensure the safety and security of its citizenry from terrorist related attacks. The first responder organizations residing in the aforementioned areas receive the best possible training and equipment to readily respond to potential acts of terrorism. Their unified approach to terrorism, coupled with information sharing processes at the local, State and Federal levels have helped to create a steadfast approach to terrorism early warning and response activities.

The San Leandro Unified School District works collaboratively with local, State and Federal entities in protecting against acts of terrorism and shares their philosophy of a unified approach. To that end, the District has implemented numerous multi-layered security enhancements to ensure that students, staff, visitors and parents are safe and secure when at campuses/facilities throughout the District. Based on this analysis and review of past incidents, the probability of an act of terrorism affecting the San Leandro Unified School District is rated as unlikely with a high effect.

3. PROGRAM ADMINISTRATION

This section describes how the San Leandro Unified School District Emergency Management Program is administered. Specifically, this section describes foundational guidelines and additional elements to sustain the program, before, during and after a disaster.

3.1 NIMS and SEMS Compliance

The San Leandro Unified School District Emergency Management Program complies with Federal guidance and adheres to the policies established in the National Incident Management System (NIMS). Furthermore, the District complies with and practices the Standardized Emergency Management System (SEMS) pursuant to the requirements and guidelines established in Chapter 1 of Division 2 of Title 19 of the California Code of Regulations. Both NIMS and SEMS are described below in detail.

National Incident Management System (NIMS)

NIMS provides a comprehensive approach to emergency management for all hazards. NIMS integrates existing best practices into a consistent, nationwide approach to domestic emergency management applicable to all jurisdictional levels (public and private) and across functional disciplines. NIMS incorporates the Incident Command System (ICS), which is a standardized on-scene emergency management concept designed to provide an integrated organizational structure for single or multiple emergencies, and to enable emergency response across jurisdictional boundaries.

Standardized Emergency Management System (SEMS)

SEMS is used to manage single-agency, multi-agency and multi-jurisdictional responses to emergencies and disasters in the State of California. SEMS consists of five hierarchical levels which are as follows:

- Field Level
- Local Level
- Operational Area level
- Regional Level
- State Level

SEMS incorporates the principles of ICS to facilitate command and control of the emergency or disaster. The system is designed to minimize the problem common to many emergency response efforts which is the duplication of effort. SEMS provides a platform that gives each person in the Incident Command System a structured role in the organization and each organization its piece of the larger response. Under SEMS, response activities are managed at the lowest possible level.

Field Level

The Field Level is where emergency response personnel and resources, under the command of the Incident Commander, carry out decisions and activities in direct response to the emergency situation or disaster. To facilitate field level response, the San Leandro Unified School District has developed the School Site Emergency Operations Plan. This plan covers all aspects of field level response for campuses/facilities within the District.

Local Level

The Local Level is where overall management, coordination, and control of the emergency or disaster occurs. This function occurs within an Emergency Operations Center (EOC) and is synonymously referred to as a Departmental Operations Center (DOC). The San Leandro Unified School District functions as the local level entity during emergencies or disasters affecting their campuses/facilities and is responsible for overall emergency response and recovery activities within their jurisdiction. Each campus/facility reports directly to the District's Emergency Operations Center.

Depending on the magnitude of the emergency or disaster and the need for additional resources is required, the District will liaison with the City of San Leandro's (local government) Emergency Operation Center. Together, these two entities will form a unified command and through the use of SEMS, will ensure that a bi-directional flow of information is established and that effective management, coordination and control is maintained during and after the emergency or disaster.

Operational Area Level

An Operational Area Level is the intermediate level of the State's emergency management organization. It encompasses a County's boundaries and all political subdivisions within that County, including special districts. The Operational Area (OA) is managed by the Alameda County Sheriff's Office and their Emergency Operations Center is located in the City of Dublin. The Operational Area facilitates and/or coordinates information, resources, and decisions regarding priorities among local governments (cities) in the Operational Area. The Operational Area serves as the coordination and communication link between each city or special district and the Regional Level.

Regional Level

The Regional Level manages and coordinates information and resources among Operational Areas within the mutual aid region, and also between the Operational Area and the State Level. The Regional Level also coordinates overall State agency support for emergency response activities within the Region. California is divided into three California Emergency Management Agency (Cal EMA) Administrative Regions. These Regions are: Inland, Coastal, and Southern. The County of Alameda and its political subdivisions are part of the Coastal Region. The Regional Level operates out of the Regional Emergency Operations Center (REOC) located in the City of Oakland. The Regional Level also manages its

operational responsibilities from the Operational Area Emergency Operations Center in the City of Dublin.

State Level

The State Level prioritizes tasks and coordinates State resources in response to requests from the Regional Level. It coordinates mutual aid among the mutual aid regions and between the Regional Level and the State Level. The State Level also serves as the coordination and communication link between the State and the Federal emergency response system. The State Level requests assistance from other State governments through the Emergency Management Assistance Compact and similar interstate compacts/agreements. It coordinates with the Federal Emergency Management Agency (FEMA) when Federal assistance is requested. The State Level operates out of the State Operations Center (SOC) located in the City of Sacramento.

3.2 Incident Command System (ICS)

The San Leandro Unified School District responds to emergencies and/or disasters using the Incident Command System (ICS), which is a primary component of both NIMS and SEMS. This standardized emergency management concept allows responders to adopt an integrated organizational structure equal to the complexity and demands of any single incident or multiple incidents without being hindered by jurisdictional boundaries.

ICS is based on a flexible, scalable response construct. This construct provides a common framework within which people can work together effectively toward a common goal and common purpose. Because response personnel may be drawn from multiple agencies that do not routinely work together, the ICS is designed to establish standard response and operational procedures. This reduces the potential for miscommunication during incident response.

3.3 Emergency Proclamations

Emergency proclamations can be generated at various levels of government which include:

- Federal Level Emergency Proclamations issued by the President of the United States
- State Level Emergency Proclamations issued be the State Director of Cal EMA
- County Level Emergency Proclamations issued by the County Board of Supervisors and the Director of Emergency Services
- Local Level Emergency Proclamations issued by a Mayor/City Council

In addition to local governments having the ability to proclaim a local emergency, the County of Alameda's Health Officer has the power to proclaim a local health emergency, as awarded and defined in State law.

When proclaiming a local emergency, City and County level entities must ratify their proclamation within seven days, review it every fourteen days, and terminate it as soon as possible. The San Leandro Unified School District will work in concert with and support the efforts of the City of San Leandro in assessing the need for an emergency proclamation.

Purpose

The purpose of a local government emergency proclamation is as follows:

- Authorizes the undertaking of extraordinary police powers
- Provides limited immunity for emergency actions of public employees and governing bodies
- Authorizes the issuance of orders and regulations to protect life and property
- Activates pre-established local emergency provisions such as special purchasing and contracting
- Serves as a prerequisite for requesting a Governor's proclamation of a State of Emergency and/or a Presidential Proclamation of a State of Emergency
- Officially declares an emergency or disaster

Proclamation Deadlines

Local governments should be aware of the following deadlines when considering an emergency proclamation:

- An emergency proclamation must be issued within ten days of the occurrence of a disaster if assistance is requested through the California Disaster Assistance Act
- The emergency proclamation must be ratified by the City or County governing board within seven days of issuance, if issued by an official designated by ordinance
- Emergency proclamations must be reviewed at regularly scheduled City or County board meetings until terminated
- Emergency proclamations should be reviewed every fourteen days until terminated. No review should wait longer than twenty-one days from the previous review
- The emergency proclamation should be terminated when conditions warranting proclamation have ended

Notification

When issuing a local government emergency proclamation, the following notifications should be made:

- The city in which the proclamation was made should notify the Operational Area (County of Alameda) and provide a copy of the emergency proclamation as soon as possible
- The Operational Area should notify the Cal EMA Region and provide a copy of the emergency proclamation as soon as possible
- The Cal EMA Region will notify the Cal EMA State level and is the primary contact between the Cal EMA State level, the Operational Area, and the city in which the emergency proclamation was made for updates or on any requests for assistance
- The Cal EMA State level will respond in writing to the city in which the emergency proclamation was made concerning the status of any requests for assistance included with the local emergency proclamation or accompanying letter

3.4 Continuity of Operations

In order to continue District operations during or after a large scale emergency or disaster, which may require school dismissal or closure, the San Leandro Unified School District has determined specific essential functions that must continue under any and all circumstances. These essential functions include, but are not limited to the following:

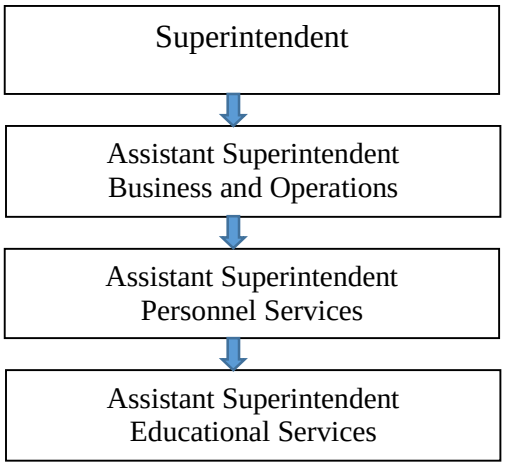
- Maintaining functional leadership
- Continuity of educational services including teaching and learning activities
- Continuity of educational support services including special education and related services, school-based medical services and food programs
- Ensuring physical safety aspects of available campuses/facilities
- Continuity of communications and technical support functions
- District business functions
- Providing emotional and psychological recovery efforts to students and staff

It is the goal of the San Leandro Unified School District to restore the aforementioned essential functions within 12 hours of activation of this Comprehensive School Safety Plan and to sustain restored essential functions for up to 30 days or until full operational status is achieved. During this time frame, the District will strive to protect essential buildings and facilities, equipment, records, students, teachers, staff, and assets; reduce or mitigate disruptions; and minimize damage to life and property.

The District is committed to coordinating with local community partners, such as emergency management representatives, first responders, and care and shelter organizations to maximize the use of existing infrastructure, facilities, and other resources.

Succession

Orders of succession define who will play an active leadership role when regular leadership is unavailable. In the event that the Superintendent is not available during an emergency or disaster, the following diagram depicts the alternates that will serve in an interim or acting capacity in order of succession:



In the event that an alternate assumes an interim or acting role as Superintendent, they shall have full authority and responsibility pursuant to Board policy to execute any and all duties commensurate with the position of Superintendent.

Vital Records Protection

Vital records are defined as those that are essential to continue District functions and to conduct emergency operations. In addition, vital records are necessary to:

- Protect the rights and interests of students and staff
- Conduct emergency response and recovery operations
- Re-establish normal District functions

Each department within the San Leandro Unified School District shall share the responsibility for ensuring that vital records storage and preservation is accomplished.

Designated Emergency Facilities

The San Leandro Unified School District has designated the following primary and alternate facilities as their Emergency Operations Center. These facilities are equipped with an emergency power generator, radios, computers, telephones, maps, technological enhancements, etc., that will facilitate bi-directional information exchange on a 24-hour basis between the District's Emergency Operations Center, City of San Leandro's Emergency Operations Center, as well as, the County of Alameda's Emergency Operations Center. All equipment under the control of the San Leandro Unified School District will be inspected on a monthly basis and maintained in a state of operational readiness.

Additionally, space for liaisons from the City of San Leandro and the San Leandro Unified School District have been established at each respective organization's Emergency Operations Centers to establish and maintain a unified command approach to managing emergencies and disasters. The locations of these facilities are as follows:

Primary Emergency Operations Center
Barbara Lee Center
2251 Bancroft Avenue
San Leandro, CA 94577

Alternate Emergency Operations Center
District Office Headquarters
835 East 14th Street
San Leandro, CA 94577

City of San Leandro Emergency Operations Center
San Leandro Senior Community Center
13909 East 14th Street
San Leandro, CA 94578

3.5 Training/Exercises/Drills

The philosophy of the San Leandro Unified School District is to incorporate training and exercise activities at all levels into its emergency management preparedness program. Having staff that are thoroughly trained and exercised is the cornerstone to the successful management of any emergency or disaster.

Training and exercise activities pertaining to the Comprehensive School Safety Plan (CSSP) shall be conducted at the direction of the Superintendent. Training and exercises will be conducted utilizing various formats such as:

- Training Bulletins
- Lecture/Discussion Activities
- Table Top Exercises
- Full Scale Exercises

Training and exercises will be on-going and conducted throughout the school year to ensure all staff are aware of their roles and responsibilities during an emergency or disaster. The same training and exercise format will be utilized to ensure field level personnel are well-versed on the operational aspects of the School Site Emergency Operations Plan that has been developed for all campuses/facilities within the District.

In addition to training and exercises, each school site is responsible for conducting routine earthquake and fire drills pursuant to Education Code 35297 (Earthquake Drills) and Education Code 17074.52 (Fire Drills). The Principal/Site Administrator shall document each school site exercise/drill conducted on the Exercise and Drill Report Form (Appendix J: Exercise and Drill Report Form) and file a copy with the Superintendent/Director of Emergency Planning.

3.6 After Action Review

After an exercise or actual incident, an After Action Review will be conducted and an After Action Report (AAR) will be developed. This report should be focused on identifying strengths, areas that need improvement and gaps in plans and systems used during the event. Once the After Action Report is completed, it will be used as the basis for engaging in the Corrective Action Planning Process where staff participating in the event will create an Improvement Plan that will then be used to make changes and/or address gaps in the Comprehensive School Safety Plan. This process is in accordance with the guidance found in the Homeland Security Exercise and Evaluation Program (HSEEP).

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4. CONCEPT OF OPERATIONS

This section explains in broad terms leadership intent with regard to an emergency response operation. The Concept of Operations describes how the emergency response organization accomplishes its mission. Ideally, it offers clear methodology to realize the goals and objectives to execute the plan. It includes roles and responsibilities, the organizational element of the overall emergency management program, a discussion of the EOC activation levels, and a description of control, direction, and intra and interagency coordination.

4.1 Command and Control Sections

When activating an Emergency Operations Center, it is important to ensure that key positions responsible for the overall management of the emergency or disaster have been identified and are incorporated into the emergency management structure. These positions have been established by the Standardized Emergency Management System and facilitate the use and processes established within the Incident Command System. These positions incorporate specific roles and responsibilities that are required to facilitate command and control of the emergency or disaster. These positions are as follows:

Management/Command Section (The "Leaders")

The Management/Command Section is responsible for overall policy, direction, and coordination of the emergency response effort in the Emergency Operations Center. Staff assigned to the Management/Command Section are responsible for interacting with personnel internally, as well as, externally to ensure the effective function of the Emergency Operations Center.

Operations Section (The "Doers")

The Operations Section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward reducing the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Planning/Intelligence Section (The "Thinkers")

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the not-too-distant future. This section also develops action plans for implementation by the Operations Section.

Logistics Section (The "Getters")

The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

Finance and Administration Section (The "Collectors")

The Finance and Administration Section is responsible for accounting and financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

4.2 Emergency Operations Center

The San Leandro Unified School District's Emergency Operations Center is a location from which centralized emergency management can be performed. The use of an Emergency Operations Center to manage and coordinate all facets of an emergency response is a standard practice in emergency management.

The Emergency Manager and key decision-making personnel operate from the Emergency Operations Center and establish policy, priorities, and provide overall management and coordination of resources committed to the emergency or disaster. It serves as the central point for information gathering, processing, and dissemination; coordination of all San Leandro Unified School District operations, and coordination between other organizations including the City of San Leandro's and the County of Alameda's Emergency Operations Centers.

The Emergency Operations Center is organized according to the Standardized Emergency Management System, as noted earlier in this plan. The Emergency Manager and the Section Chiefs serves as the Emergency Operations Center's Management Team.

4.3 Definition of an Incident, Emergency and Disaster

Incident

An incident is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a local emergency.

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually, a local emergency is not declared and the jurisdictional Emergency Operations Center is not activated. Incidents are usually of short duration, measured in hours or, at most a few days. Primary command decisions using the Incident Command System are made at the scene along with strategy, tactics, and resource management decisions.

Emergency

The term emergency is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of local emergency. The California Emergency Services Act, of which the Standardized Emergency Management System is a part, describes three states of emergency:

- State of War Emergency
- State of Emergency
- State of Local Emergency

Disaster

A disaster is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, such as, a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a local emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets and resources, departments and incident support functions. Initial recovery coordination is also the responsibility of Emergency Operations Centers.

4.4 Response Levels

This section lists the response levels to incidents, emergencies and disasters and their relationship to Emergency Operations Center activation. The area(s) affected and the extent of coordination or assistance needed to effectively manage the event will dictate the degree of participation expected from the San Leandro Unified School District. Response levels are closely tied to emergency proclamations issued by the head of a local government. The San Leandro Unified School District uses a four level response system which is as follows:

Response Level 0 – Operational Readiness

This level is maintained on a daily basis by all staff within the San Leandro Unified School District. It makes available to staff, resources and support necessary to manage and respond to daily incidents and emergencies occurring at campuses/facilities. Operational Readiness also establishes a mechanism for stand-by and alert procedures that are issued in advance of an anticipated or planned event. Activation of the Emergency Operations Center is not required.

Response Level I – Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident enumerated in the School Site Emergency Operation Plan occurs at a campus/facility and requires Principals/Site Administrators to implement the plan. Activation of the Emergency Operations Center may occur based on the size and scope of the event. The decision rests with the Superintendent.

Response Level II – Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a Local, County, Regional, even Statewide basis. The City of San Leandro and the County of Alameda will proclaim a local emergency. The State of California may also declare a State of Emergency. This response level occurs when multiple sites are impacted by related incidents and local police, fire and other first responder organizations are working in concert with the San Leandro Unified School District to respond. Activation of the Emergency Operations Center is required.

Response Level III – Major Disaster

A major disaster or catastrophic event where resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. Local governments and the County of Alameda will proclaim a local emergency. The State of California will also declare a State of Emergency. Based on the size and scope of the major disaster or catastrophic event, the State of California may request a Federal Emergency Declaration from the President of the United States. Activation of the Emergency Operations Center is required.

4.5 Emergency Operations Center Activation Levels

There are two levels of activation in an Emergency Operations Center. These activation levels are based on the magnitude of the event and the need for management and coordination resources above and beyond the field level response. Emergency Operations Center Activation Levels include: Partial Activation and Full Activation.

Partial Activation

During a partial activation, the Emergency Operations Center is activated but only some of the positions are filled. This may involve a smaller emergency than a limited number of responders can handle, it might involve the early stages of an expanding disaster, or it might involve the late stages of a response prior to deactivation of the Emergency Operations Center. Staff needs for

partial activations vary depending on the scope of the event and must be adaptable to changing conditions.

Departmental Operations Center (DOC)

Under the partial activation category is the Departmental Operations Center (DOC). A Departmental Operations Center is an operational and logistical entity that is designed to coordinate functional support for incident management. The role of a DOC typically involves two functions: continuing critical pre-disaster operations and providing functional support to field operations. DOC's can serve as extensions of the functional branches in the Operations and Logistics Sections of the Emergency Operations Center

Full Activation

During a full activation, the Emergency Operations Center is activated and all or most of the positions are filed. A full activation occurs when a severe emergency/disaster or catastrophic event occurs and the full scope of District resources are required to manage the event.

4.6 Organization Structure

The organizational structure for the Emergency Operations Center follows the Standardized Emergency Management System (SEMS) and includes the Incident Command System (ICS). As previously stated, the five sections of the Emergency Operations Center include:

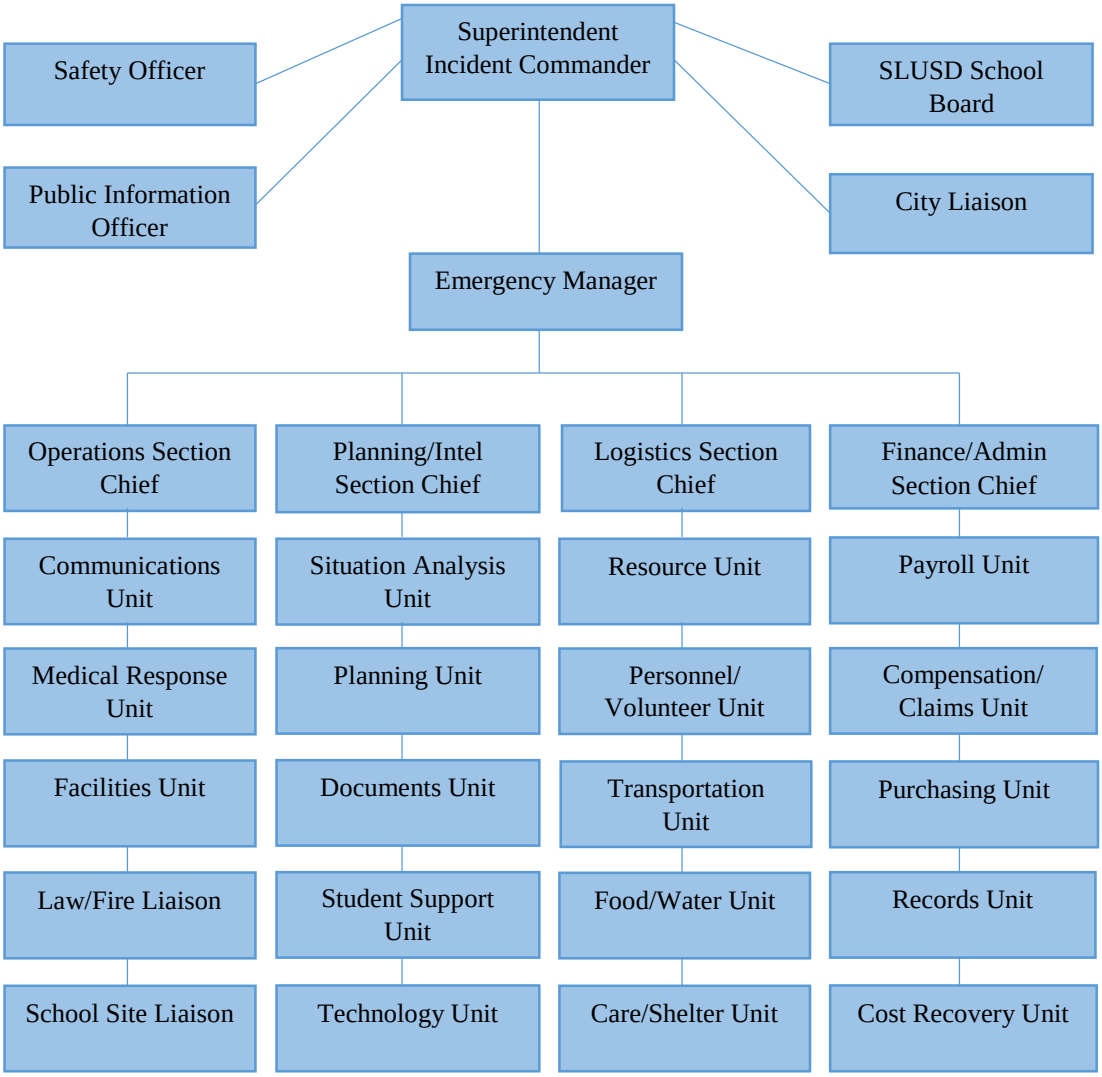
- Management/Command Section
- Operations Section
- Planning/Intelligence Section
- Logistics Section
- Finance/Administration Section

4.7 Emergency Operations Center Organizational Chart

The Emergency Operations Center Organizational Chart depicts the hierarchy of positions within the Emergency Operations Center. Each section of the organizational chart corresponds to a role with associated responsibilities. Not all the roles are necessary for each Emergency Operations Center activation. In fact, an Emergency Operations Center more frequently activates partially, as a Departmental Operations Center (DOC), since most incidents do not require all disciplines to respond. The below organizational chart has been established for the San Leandro Unified School District's Emergency Operations Center. Additionally, Emergency Operations Center Staffing Rosters are located in Appendix D.

San Leandro Unified School District Emergency Operations Center

Organizational Chart



4.8 Position Roles and Responsibilities

District Management Section Structure

An emergency requires constant management to maintain command and control of the emergency or disaster. The Emergency Operations Center shall have management represented at all times during partial and full activations. The following positions are included in the Management Section of the Emergency Operations Center: Superintendent, Safety Officer, School Board, Public Information Officer, City Liaison and the Emergency Manager.

Superintendent

This position is designated as the Incident Commander and is responsible for overall management of the District at all times. Duties and responsibilities include: delegating responsibility for uniform planning and execution of details of the disaster preparedness program for the District, establishing a chain of command for emergencies and facilitating communication between campuses/facilities and the Emergency Operations Center utilizing established communication mediums, directs Principals/Site Administrators to prepare and publish plans for their campuses/facilities on procedures for emergency or disaster situations, ensures that prescribed training and disaster plans are implemented, ensures that campuses/facilities maintain first aid equipment and other emergency supplies, plans for the safe storage of District records, directs staff to maintain updated emergency contact lists inclusive of telephone numbers and addresses at all campuses/facilities, informs the public, particularly the parents of enrolled students about the District's emergency management program and their responsibilities and participation in the plan.

Safety Officer

This position oversees all operations to make sure that emergency responders are working in a safe environment. Duties and responsibilities include: taking steps with the approval of the Superintendent to set policies and change procedures to ensure maximum safety of responders, directs the use of school facilities for community care and shelter if required, designs and implements in-service training of permanent and substitute employees in emergency techniques, and coordinates safety inspections of all buildings within the District.

School Board

This position works in conjunction with the Superintendent and offers support during emergencies and disasters. Duties and responsibilities include: assisting with the development of overall strategies, facilitating the development of Board policies, assisting with legal and legislative issues, providing resources to the emergency management structure, works with the Public Information Officer (PIO) and enables the usage of funds for disaster response and relief activities.

Public Information Officer (PIO)

This position is the direct representative of the Superintendent and the School Board. Duties and responsibilities include: being a conduit for information between the Board and the Superintendent, works collaboratively with all organizations to develop and disseminate public information, serves as the point of contact for assisting and cooperating with responder agencies, authorized to speak on behalf of the District, recipient of all media inquiries, works with all Principals and Site Administrators on the preparation and dissemination of site specific public information.

City Liaison

This position interfaces with the City of San Leandro's Emergency Operations Center. Duties and responsibilities include: represents the interests of the San Leandro Unified School District, provides information to the City of San Leandro to support their operational needs, ensures a bi-directional flow of information between the City's and the District's Emergency Operations Centers, coordinates efforts on site specific needs, and ensures effective resource allocation to the District.

Emergency Manager

This position is responsible for the coordination of emergency management efforts within the Emergency Operations Center. The Emergency Manager shall be at the Emergency Operations Center during an emergency or disaster. Duties and responsibilities include: emergency and disaster strategy implementation, effective implementation of the District's emergency preparedness program, ensuring functionality of the Emergency Operations Center is optimized, maintains and coordinates the operation of the District's communication systems, manages site and hazard surveys, constantly assess the situation and makes adjustments as necessary, maintains updated status on all available resources, monitors all activity, ensures documentation is being completed, obtains status reports from the Section Chiefs, coordinates all response activities through the Section Chiefs, keeps the Superintendent informed of the progress and strategies used during the response, and provides briefings to Emergency Operations Center staff on a regular basis. In the event that staffing in the Emergency Operations Center is limited, the Emergency Manager shall also perform the functions of the Safety Officer, Public Information Officer and City Liaison if necessary.

Emergency Operations Center Section Structure

The Standardized Emergency Management System has established an Emergency Operations Center Structure that works directly under the Management Section. The Emergency Operations Center Structure was developed to ensure that emergencies and disasters are efficiently and effectively managed by identifying specific sections or functions that must be performed during an emergency or disaster. These sections include: Operations, Planning/Intelligence, Logistics, and Finance/Administration.

Operations Section Chief

This position oversees all operational emergency response functions. Duties and responsibilities include: provide updates on operational activities to the Emergency Manager, liaison with other sections in the Emergency Operations Center Structure, provide direction/guidance to units within the Operations Section, evaluate and act on operational information, and facilitate the accomplishment of tasks assigned to the Operations Section by the Emergency Manager. The Operations Section Chief is responsible for the following units: Communications Unit, Medical Response Unit, Facilities Unit, Law/Fire Liaison, and School Site Liaison.

Communications Unit

This unit is responsible for establishing and maintaining overall communications throughout the emergency or disaster. Duties and responsibilities of the Communication Unit include: working with the Emergency Manager to identify communication mediums to be used, selecting radio channels for optimum use, troubleshooting areas experiencing limited communication capabilities, ensuring communication platforms are operational, monitoring status changes, and ensuring access to radio batteries is maintained.

Medical Response Unit

This unit is responsible for organizing first aid and victim response throughout the emergency or disaster. Duties and responsibilities of the Medical Response Unit include: liaison with campus/facility first aid and victim response personnel, ensuring first aid supplies for all campuses/facilities are available, work with Psychologists and Counselors to provide services to students and staff, ensure the Crisis Response Team is activated, and provide oversite for all medical/victim response activities.

Facilities Unit

This unit is responsible for the overall assessment and use of District facilities during and after an emergency or disaster. Duties and responsibilities include: Assisting search and rescue personnel at campuses/facilities, responding to requests for locating and disabling/enabling vital utility services, liaison with utility service providers, work in conjunction with City of San Leandro Building Inspectors to ascertain the safety of buildings, conduct facility assessments for possible building closures, provide assistance in the interpretation of building drawings and schematics, and identify facilities that can be used as care and shelter sites.

Law/Fire Liaison

This position is responsible for working with law/fire first responder organizations to ensure the needs of the District are met during an emergency or disaster. Duties and responsibilities of this position include: work with first responder organizations to facilitate response activities, provide necessary support, work as a liaison between first responders and the District, and assist first responder organizations as necessary.

School Site Liaison

This position is responsible for working in conjunction with the Incident Commander at each campus/facility during an emergency or disaster. Duties and responsibilities include: ensuring that the Incident Command Structure at campuses/facilities is operational, provide support to the Incident Commander, facilitate requests, ensure that School Site Emergency Operations Plans have been implemented, and acts as liaison between the Emergency Operations Center and the campus/facility.

Planning/Intelligence Section Chief

This position oversees all planning/intelligence functions. Duties and responsibilities include: maintaining overall situational awareness, review and approve all plans, provide updates on planning/intelligence activities to the Emergency Manager, liaison with other sections in the Emergency Operations Center Structure, provide direction/guidance to units within the Planning/Intelligence Section, evaluate and act on operational information, and facilitate the accomplishment of tasks assigned to the Planning/Intelligence Section by the Emergency Manager. The Planning/Intelligence Section Chief is responsible for the following units: Situational Analysis Unit, Planning Unit, Documents Unit, Student Support Unit, and Technology Unit.

Situational Analysis Unit

This unit is responsible for reviewing, assessing and developing a situational analysis of the emergency or disaster and the effectiveness of response efforts. Duties and responsibilities include: reviewing all incoming data, reports, and information, assessing the magnitude of the emergency or disaster, determining affected areas, ensuring that response efforts are working, determining the duration of the emergency or disaster, recommending duration of operational periods, liaison with other units within the Emergency Operations Center Structure, and provide analysis for decision making activities.

Planning Unit

This unit is responsible for developing all plans associated with the emergency or disaster. Duties and responsibilities include: work in conjunction with the Situational Analysis Unit, develop plans for specific operational periods, modify plans based on the changing dynamics of the emergency or disaster, support all facets of the Emergency Operations Center Structure, and develop the after action report.

Documents Unit

This unit is responsible for ensuring that all required documents/forms are used and completed. Duties and responsibilities include: ensuring that the Emergency Operations Center has access to all required documents and forms identified within the Standardized Emergency Management System, ensuring that personnel assigned to the Emergency Operations Center are using the correct documents and forms, work in conjunction with the Planning Unit to support the

development of plans, and responsible for maintaining all documents created as part of the Emergency Operations Center activation.

Student Support Unit

This unit is responsible for overseeing the delivery of services to students during an emergency or disaster. Duties and responsibilities include: supporting the efforts of the Medical Response Unit, work in conjunction with the Incident Commander at each campus/facility to address site specific student needs, work in conjunction with the Logistics Section to ensure student needs are met throughout the District, oversee the Parent-Child Reunification process, ensure that special needs students are provided appropriate services, work with care and shelter personnel to address the needs of students, and be responsible for the safety and security of students.

Technology Unit

This unit is responsible for ensuring that technological resources are operational during an emergency or disaster. Duties and responsibilities include: ensure that all technology (phones, computers, promethean boards, smart boards, internet, etc.) is functioning within the Emergency Operations Center, troubleshoot issues that arise during Emergency Operations Center activation, assist campuses and facilities with technology needs during and after an emergency or disaster, work with all personnel assigned to the Emergency Operations Center to optimize the use of technology.

Logistics Section Chief

This position oversees all logistics functions. Duties and responsibilities include: ensuring the provision of resources for the response effort is accomplished, responsible for the identification of necessary resources, efficient distribution of resources, tracking resources throughout the District, work in conjunction with the City and the County to request resources outside the capabilities of the District, work in conjunction with the Finance/Administration Section to identify, purchase and track logistic expenditures, provide updates on logistics activities to the Emergency Manager, liaison with other sections in the Emergency Operations Center Structure, provide direction/guidance to units within the Logistics Section, evaluate and act on operational information, and facilitate the accomplishment of tasks assigned to the Logistics Section by the Emergency Manager. The Logistics Section Chief is responsible for the following units: Resource Unit, Personnel/Volunteer Unit, Transportation Unit, Food/Water Unit, and Care/Shelter Unit.

Resource Unit

This unit is responsible for identifying and allocating resources based on operational need. Duties and responsibilities include: supporting campuses/facilities with logistics requests, identifies and tracks all resource requests, orders resources from varying entities, maintains situational status on all logistic activities, works with the Facilities Unit to identify facility use availability, and support all facets of the Emergency Operations Center.

Personnel/Volunteer Unit

This unit is responsible for the human resource element of managing an emergency or disaster. Duties and responsibilities include: tracking all District personnel and volunteers assigned to the emergency or disaster, tracks the availability of on and off duty personnel, coordinates staff recall needs, arranges recruitment and orientation for temporary personnel, ensuring for the well-being of personnel and volunteers, assignment of personnel and volunteers, registration of volunteers and technical experts/specialists, scheduling personnel and volunteers during protracted events to ensure staffing levels are maintained during each operational period, assumes responsibility for managing check-in activities at the Emergency Operations Center, and support all units within the Emergency Operations Center.

Transportation Unit

This unit is responsible for managing all transportation needs of the District during an emergency or disaster. Duties and responsibilities include: identifying available transportation resources, work with the Resource Unit in identifying transportation needs for students, staff and volunteers, track all assigned and unassigned vehicles within the District, ensure that all vehicles used in the transportation function are operating in a safe manner.

Food/Water Unit

This unit is responsible for the overall management of procuring and distributing food and water throughout the District during an emergency or disaster. Duties and responsibilities include: identification of food and water supplies, procurement of additional food and water when necessary, work in conjunction with the Resource Unit for the distribution of food and water to campuses/facilities, and ensuring that food and water is available to all Emergency Operations Center personnel.

Care/Shelter Unit

This unit is responsible for managing the care and shelter needs of the District during an emergency or disaster. Duties and responsibilities include: working with other unites within the Emergency Management Structure to identify and provide safe and secure care and shelter options for students and staff, liaison with the American Red Cross in the establishment of care and shelter sites at District facilities, maintaining accurate accounting of care and shelter facilities within the District, and ensuring that care and shelter needs for students with special needs are provided.

Finance/Administration Section Chief

This position oversees all finance and administration functions. Duties and responsibilities include: maintaining overall financial management of the emergency or disaster, ensuring that all payroll activities occur, process all workers compensation claims for injured District personnel, oversees all purchases required for the emergency or disaster, maintaining all records associated with the emergency or disaster, ensures that all documentation is maintained, retain all necessary records for cost recovery, oversees the disaster assistance application process,

provide updates on finance/administration activities to the Emergency Manager, liaison with other sections in the Emergency Operations Center Structure, provide direction/guidance to units within the Finance/Administration Section, evaluate and act on operational information, and facilitate the accomplishment of tasks assigned to the Finance/Administration Section by the Emergency Manager. The Finance/Administration Section Chief is responsible for the following units: Payroll Unit, Compensation/Claims Unit, Purchasing Unit, Records Unit, and Cost Recovery Unit.

Payroll Unit

This unit is responsible for maintaining payroll functions during an emergency or disaster. Duties and responsibilities include: accounting for all staff hours, ensuring that paychecks are produced and delivered, and that staff continue to receive appropriate compensation and benefits.

Compensation/Claims Unit

This unit is responsible for managing all claims associated with an emergency or disaster. Duties and responsibilities include: documenting all injures, completing all necessary reports, filing workers' compensation documents and assisting personnel throughout the process, processing all external and internal claims that are the result of the emergency or disaster, and maintaining accurate records.

Purchasing Unit

This unit is responsible for the purchase of all items required during the emergency or disaster. Duties and responsibilities include: work in conjunction with the Resource Unit to acquire necessary resources, developing and processing purchase orders, managing the use of all District credit cards, maintaining cash reserves, accurately track all purchases, maintain overall accounting principles and practices, maintain accurate records of all expenditures, and provide support to all units within the Emergency Operations Center Structure.

Records Unit

This unit is responsible for maintaining all records associated with the emergency or disaster. Duties and responsibilities include: work in conjunction with all units in the Emergency Operations Center Structure to obtain records associated with the event, maintain and store all records, process all records requests, generate reports as required, provide documents for the submission of all documents to local, State and Federal agencies, and maintain safe storage of all District records.

Cost Recovery Unit

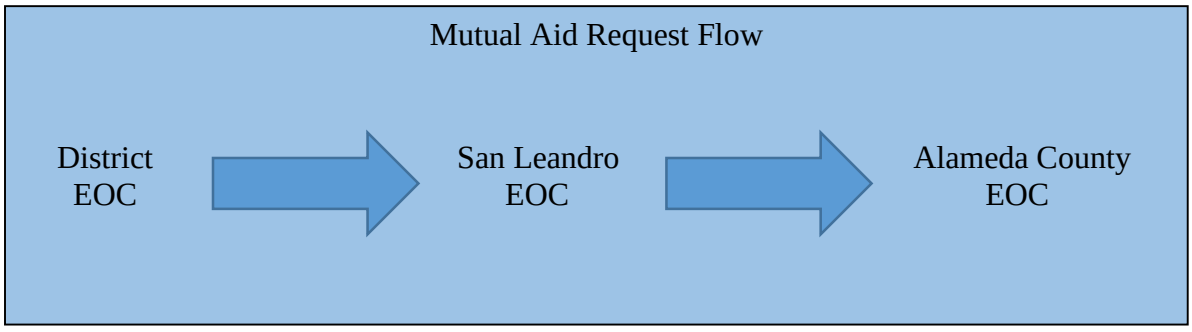
This unit is responsible for working with local, State and Federal organizations on all cost recovery activities. Duties and responsibilities include: working in conjunction with the Records Unit to obtain documentation necessary to recover costs associated with the emergency or disaster, manage all cost recovery submissions, liaison with local, State and Federal entities on

cost recovery opportunities, submit cost recovery applications within specified timelines, track all potential cost recovery activities, and track the status on all cost recovery submissions.

4.9 Mutual Aid System/Resource Requests

Emergency assistance for Alameda County is based on a Statewide Mutual Aid System designed to ensure that additional resources are provided to the State's political subdivisions whenever their own resources are overwhelmed or inadequate. The basis for this system is the California Disaster and Civil Defense Master Mutual Aid Agreement (MMAA), which is entered into by and between the State of California, its various departments and agencies and the various political subdivisions, municipalities and public agencies to assist each other by providing resources during an emergency or disaster. The County of Alameda is a signatory to this agreement. The agreement obligates each signatory entity to provide aid to each other during an emergency without expectation of reimbursement. Under specific conditions, Federal and State funding may be appropriated to reimburse public agencies who aid other jurisdictions. If other agreements, memorandums, and contracts are used to provide assistance for consideration, the terms of those documents may affect disaster assistance eligibility and local entities may be reimbursed only if funds are available.

During the response phase, the real-time tracking of incidents and response resources is critical. Resources may be in short supply, and multiple requests for services can occur. Resource requirements for supplies, equipment, vehicles, facilities, or personnel are initially filled from within the San Leandro Unified School District. Once internal resources have been exhausted (to include inventories on hand, procurement from vendors, and assistance from the private sector or other non-governmental sources) or when based on the emergency or disaster, a shortfall of resources is projected, a resource request based on a needed outcome will be submitted to the City of San Leandro's Emergency Operations Center. The City of San Leandro's Emergency Operations Center will attempt to fill the request. In the event that the City of San Leandro has exhausted their resources or cannot fill the specific request, the City of San Leandro will submit a resource request to the County of Alameda's Emergency Operations Center to fill the request. The diagram below shows the flow of the mutual aid process.



4.10 Direction, Control and Coordination

This section describes the framework for all direction, control and coordination activities. This section also identifies who has operational control of response assets. In addition, this section explains how multi-jurisdictional and multi-agency coordination systems support the efforts of organizations to coordinate efforts across jurisdictions while allowing each jurisdiction to retain its own authority.

Direction and Control

The Superintendent has the power and authority to direct and control District staff and District volunteers when engaging in emergency response activities on District property. The Superintendent may convey this power and authority to designees within the District's command structure to meet a specific objective or need. To facilitate direction and control actions, the San Leandro Unified School Board may promulgate orders and regulations to assist in this endeavor.

Coordinating with Field Level Incident Command Posts

All District field level responders at campuses/facilities will be organized under the Incident Command System (ICS) and will follow the School Site Emergency Operations Plan, which is an annex to the District's Comprehensive School Safety Plan (CSSP). Incident Commanders at campuses/facilities will coordinate all activities with the Emergency Operations Center (EOC).

Response entities from outside the District will comply with their organization's emergency response procedures. Liaison positions have been established within the District's Emergency Operations Center (EOC) to coordinate all emergency response efforts.

Coordinating with Local Government Emergency Operations Centers

When activated, the San Leandro Unified School District's Emergency Operations Center (EOC) will coordinate emergency response functions with the City of San Leandro's Emergency Operations Center and the County of Alameda's Emergency Operations Center. A bi-directional flow of information sharing and resource identification/acquisition will be established to ensure emergency response functions are maximized.

Coordinating with the State of California

The County of Alameda's Emergency Operations Center has the responsibility of coordinating resources from the State of California. All requests for State resources will go through the County of Alameda's Emergency Operations Center.

Coordinating with Non-Governmental/Private Sector Organizations

Non-governmental/private sector organizations that provide resources and services to the District in response to an emergency or disaster are encouraged to provide liaisons to the District's Emergency Operations Center (EOC). Space for liaisons has been designated to facilitate support functions.

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5. INFORMATION COLLECTION, ANALYSIS AND DISSEMINATION

Obtaining situational awareness is one of the most critical tasks following an emergency or disaster. Information collection consists of the processes, procedures and systems to communicate timely, accurate, and accessible information on the emergency or disasters cause, size and current situation to the District, staff, students, first responders, public and additional stakeholders (both directly affected and indirectly affected). Information must be coordinated and integrated across jurisdictions and across organizations; among local, State and Federal governments, and with the private sector and non-governmental organizations.

Additionally, education strategies and communication plans help to ensure that lifesaving measures, evacuation routes, threat and alert systems and other safety information are coordinated and communicated to the affected audiences in a timely, consistent manner. Like obtaining situational awareness, public information includes processes, procedures and organizational structures required to gather, verify, coordinate and disseminate information.

5.1 Information Collection

Information is collected after an emergency or disaster to gain situational awareness. Information is gained from field level responders through on scene activities, inspections of infrastructure (campuses/facilities), windshield surveys to acquire damage assessments and the potential for human casualties, and status calls and situation reports from other agencies at all levels of government.

5.2 Analysis

All information acquired by the San Leandro Unified School District should be analyzed, vetted and confirmed prior to disseminating it further and prior to providing direction to staff or making critical decisions based on the information. As part of the analysis, information should be dated, given a credibility rating and compared to other information collected for the same or similar subject matter.

5.3 Dissemination

Information pertaining directly to the San Leandro Unified School District, as a result of an emergency or disaster is controlled by the Superintendent, and disseminated through the use of a Public Information Officer (PIO).

Public Information Officer (PIO)

The Public Information Officer (PIO) works directly for the Superintendent. In respect to emergency management, the PIO supports the Superintendent, the Emergency Management Structure within the Emergency Operations Center (EOC), and all Incident Commanders at District campuses/facilities. The PIO advises leadership on all public information matters relating to the management of the emergency or disaster. The PIO handles inquiries from the

media, the public and elected officials. The PIO is responsible for emergency public information and warnings, rumor monitoring and response, media monitoring, and other functions required to gather, verify, coordinate and disseminate accurate, accessible and timely information related to the emergency or disaster.

Based on the magnitude of the emergency or disaster, the PIO, at the direction of the Superintendent may designate additional Public Information Officers (PIO's) to assist in the management of information as it relates to the emergency or disaster. Additionally, PIO's may be required to function within a Joint Information System (JIS) or a Joint Information Center (JIC).

Joint Information System (JIS)

The Joint Information System (JIS) is the broad mechanism that organizes, integrates and coordinates information to ensure timely, accurate, accessible and consistent messaging activities across multiple jurisdictions and/or disciplines with the private sector and non-governmental organizations.

Joint Information Center (JIC)

The Joint Information Center (JIC) is a central location that facilitates operation of the JIS. It is a location where personnel with public information responsibilities from multiple agencies, departments and other local governments perform critical emergency information functions, crisis communications and public affairs functions. JIC's may be established at various levels of government, at incident sites, or can be components of Federal, State, Regional or local multi-agency coordination (MAC) groups.

Message Development and Approval

Messages intended to be disseminated throughout the District or to the public or other external agencies on behalf of the District, may be developed by subject matter experts working in support of the District's response efforts. In any case, all messaging pertaining to the District must be reviewed and approved by the District's Public Information Officer (PIO) prior to its dissemination.

When working in the capacity of a Joint Information Center, messages are reviewed jointly by PIO's to correct inaccuracies and to maintain consistency in messaging. Approval of these messages, in most cases, will be granted to the head of the agency that is claiming responsibility for the release of the message.

Methods of Dissemination

The San Leandro Unified School District uses various mechanisms to disseminate information to the public. Among them are: social media, standard media, and radio broadcasts. Additional methods are used for those with access and functional needs.

6. COMMUNICATION

Ensuring effective emergency communications is a key part of any Comprehensive School Safety Plan. Effective communication strengthens overall preparedness actions and is the foundation of resiliency and management of critical incidents. Ensuring operable and interoperable communications and real-time information sharing among staff, students, first responders and the public during emergencies and disasters is paramount to everyone's safety and security.

6.1 Importance of Communication

During an emergency or disaster, communication becomes especially critical. Well-conceived and effectively delivered emergency messages can help ensure the following:

- Staff and student safety
- Protection of property
- Facilitate response efforts
- Elicit cooperation
- Help families reunite
- And instill public/parent confidence

The extent to which staff, students, first responders and the public respond to emergency messages is influenced by many factors, including individual characteristics and perceptions, whether the message comes from a credible source, how the message is delivered, and the message itself.

Emergency communications may include:

- Alerts and warning
- Directives about evacuations
- School closures/re-openings
- Parent-Child Reunification locations
- Care and shelter locations
- Self-protective actions
- And information about response status, family members, available assistance and other matters that impact response and recovery activities

6.2 Communication Platform Activation

The San Leandro Unified School District has established a robust communication platform, inclusive of numerous communication tools, for use during day to day operations, as well as, during emergency situations. Whenever communication tools are used, be sure emergency communications are:

- Clear and concise
- Contain specific and adequate information

- Are in sync with other information being disseminated
- And are accessible to staff, students, first responders and the public

Upon activation of the Emergency Operations Center (EOC), responding staff will ensure that communication is established between the District's Emergency Operations Center (EOC), Incident Commanders at each of its campuses/facilities, and if necessary, between the City of San Leandro's and the County of Alameda's Emergency Operations Centers. This will be accomplished through the utilization of a variety of communication platforms. These platforms include:

- Two-way radios
- Land line telephones
- Cellphones
- Web-Based Emergency Management System (Veoci)
- AERIES Loop
- ParentSquare
- Amateur (HAM) Radio System
  (Repeater: W6RGG, 147.240MHz, PL=107.2Hz, +Offset, Call Sign: KF6RZV)

Often times, due to the size and scope of the emergency or disaster, several communication platforms will be used to manage the event. It is not uncommon to have to switch between communication platforms as a result of an evolving emergency or disaster. Flexibility and redundancy are key factors in a successful emergency management communications program. It shall be the responsibility of the Emergency Manager to determine the best means of communication during an emergency or disaster.

6.3 Web-Based Emergency Management System (Veoci)

The San Leandro Unified School District has integrated an emergency management software program to provide operable and interoperable communications between its Emergency Operations Center (EOC), campuses/facilities and the City of San Leandro's and the County of Alameda's Emergency Operations Centers. This unifying software program called Veoci, creates an interoperable link between emergency management entities throughout the County, as well as field level units within the District. It provides for real-time information sharing, resource allocation and reporting functions by creating a virtual Emergency Operations Center (EOC) where District personnel can access vital information from anywhere during an emergency or disaster.

As part of its emergency management program, the San Leandro Unified School District will utilize this software program to:

- Call-up staff during EOC activations
- Centralize all emergency management activity
- Provide situational awareness of the emergency or disaster
- Provide real-time information sharing

- Assist with plan development
- Provide resource identification, allocation and tracking capabilities
- Access and use established Incident Command System (ICS) report forms
- Manage and store all documentation created as a result of the emergency or disaster

The Emergency Manager will be responsible for ensuring that the Veoci Emergency Management System is functioning at all times and is activated during emergencies or disasters.

6.4 Incident Command System (ICS) Report Forms

One of the primary methods of communication during an emergency or disaster is through the use of established Incident Command System (ICS) forms. These forms track all aspects of an emergency or disaster from check-in of personnel to demobilization of the event.

The National Incident Management System (NIMS) and the Incident Command System (ICS) collectively have developed and implemented the use of specific forms to assist emergency management personnel in the overall management of an emergency or disaster. These forms are intended for use as tools for the creation of Incident Action Plans (IAP), resource tracking purposes, and for support and documentation of all Incident Command System activities. Personnel using these forms should have a basic understanding of NIMS and ICS, through training and/or experience to ensure they can effectively use and understand the forms. ICS forms represent an all-hazards approach to managing an emergency or disaster.

ICS forms are designed to include the essential data elements for the ICS process they address. The use of standardized ICS forms is encouraged to promote consistency in the management and documentation of incidents in the spirit of NIMS, and to facilitate effective use of mutual aid.

The following list describes ICS forms used during the management of an emergency or disaster. ICS form use is scalable to address the needs of the activities performed within the Emergency Operations Center (EOC). Not all ICS forms are used for every event. The size and scope of the emergency or disaster, coupled with the level of activation of the Emergency Operations Center (EOC) will dictate what ICS forms will be used.

Incident Command System Forms List

ICS Form #	Form Title	Typically Prepared By
ICS 201	Incident Briefing	Initial Incident Commander
ICS 202*	Incident Objectives	Plan/Intel Section Chief
ICS 203*	Organization Assignment List	Resource Unit Leader
ICS 204*	Assignment List	Operations Section Chief
ICS 205*	Radio Communications Plan	Communications Unit Leader
ICS 205A*	Communications List	Communications Unit Leader
ICS 206*	Medical Plan	Medical Response Unit Leader
ICS 207	Incident Organization Chart	Resource Unit Leader
ICS 208*	Safety Message/Plan	Safety Officer
ICS 209	Incident Status Summary	Situation Analysis Unit Leader
ICS 210	Resource Status Change	Communications Unit Leader
ICS 211	Incident Check-In List	Resource Unit/Check-In
ICS 213	General Message (3 Parts)	Any Message Originator
ICS 214	Activity Log	All Sections and Units
ICS 215	Operational Planning Worksheet	Operations Section Chief
ICS 215A	Incident Action Plan Safety Analysis	Safety Officer
ICS 218	Support Vehicle/Equipment Inventory	Transportation Unit
ICS 219-1 to ICS 219-8, ICS 219-10 (Cards)	Resource Status card (T-Card) (may be printed on card stock)	Resource Unit
ICS 221	Demobilization Check-Out	Operations Section Chief

*Forms identified with an asterisk are typically used in the development of the Incident Action Plan (IAP)

7. RECOVERY OPERATIONS

Although no single definition fits all situations, successful recoveries from emergencies or disasters do share conditions in which an organization:

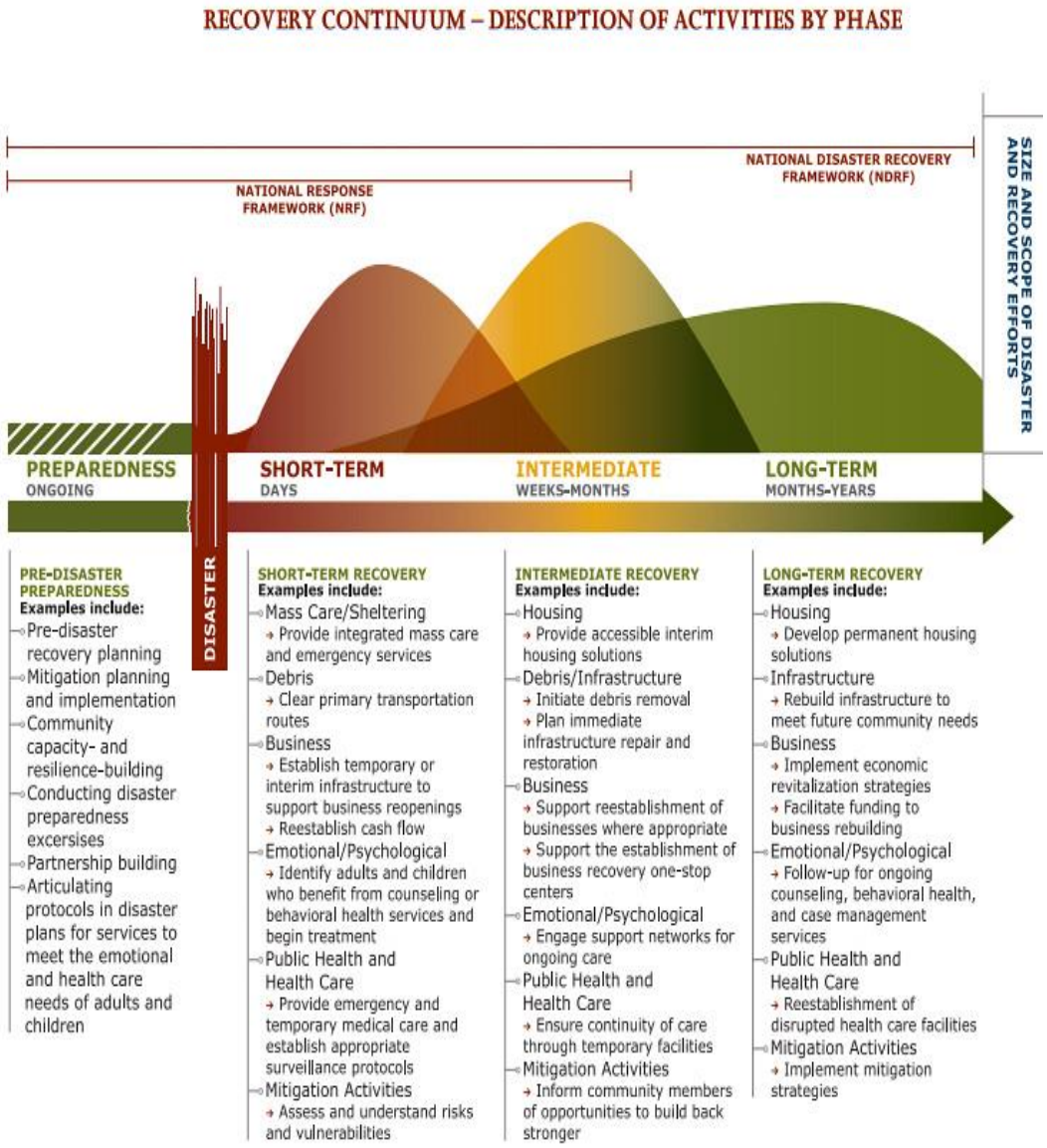
- Successfully overcomes the physical, emotional and environmental impacts of the event
- Re-establishes an educational and operational base that instills confidence in staff, students, parents and the community
- Rebuilds by integrating functional needs of staff and students and reducing its vulnerability to all hazards
- Demonstrates a capability to be prepared, responsive and resilient in dealing with the consequences of emergencies and disasters

In order to achieve these conditions, the San Leandro Unified School District has adopted the following recovery objectives:

- Restoration of basic services at facilities throughout the District or at temporary facilities, along with necessary supplies
- Facilitation of the resumption of employment for District personnel
- Facilitation of displaced students and staff
- Facilitation of physical and emotional needs of students and staff
- Identification of repairs of facilities that can be implemented immediately, as well as, long-term restoration needs of critical infrastructure
- Resumption of the delivery of a full range of services
- Development of a comprehensive plan for rebuilding that is consistent with local, State and Federal policies and priorities, including focused development, environmental sustainability and equitable use of resources
- Coordination of funding resources for recovery efforts, including State and Federal assistance programs
- Initiation of the process for long-term recovery

7.1 Phases of Recovery

The phases of recovery, or the "recovery continuum," as the Federal Emergency Management Agency (FEMA) refers to them, offer a process of interdependent and often concurrent activities that seek to progressively advance an organization toward a successful recovery. Decisions made and priorities set early in the recovery process by an organization can have a cascading effect on the nature and speed of the recovery process. The below chart indicates how response and recovery functions are related to organizations as a whole and does not address specific actions required by specific entities. The intent of this chart is to provide guidance to the San Leandro Unified School District as they engage in the various phases of the recovery process.



Short-Term Recovery

Recovery operations begin concurrently with or shortly after the commencement of response operation. Short-term recovery activities occur within 90 days of the incident, but may continue beyond that point. Short-term recovery includes actions required to:

- Stabilize the situation
- Restore essential services
- Begin the process of function restoration

Recovery operations are transitioned from the Emergency Operations Center (EOC) to District departments based on their functional responsibilities. These departments coordinate recovery functions as part of their daily duties and responsibilities. Recovery activities typically include:

- Damage assessment
- Debris removal
- Restoration of utilities
- Restoration of services

Intermediate (Mid Term) Recovery

Intermediate or mid-term recovery involves returning District facilities, critical infrastructure and services provided to a functional, if not, pre-disaster state. Such activities are often characterized by temporary actions that provide a bridge to permanent measures.

Long-Term Recovery

Long-term recovery includes those activities necessary to restore an organization to its pre-disaster state, given the inevitable changes that result from a major disaster. Long-term recovery requires significant planning to maximize opportunities and mitigate risks after a major incident. Long-term recovery can continue for years and may include the following:

- Planning and reconstructing District facilities and infrastructure
- Working with city officials to implement waivers, zoning changes and other land use legislation to promote recovery
- Identifying alternative facilities to provide educational services and programs
- Integrating mitigation strategies into rebuilding efforts
- Recovering disaster-related costs for infrastructure restoration through Federal grant programs

7.2 Roles and Responsibilities of Recovery Organizations

Responsibility for supporting recovery efforts after a disaster is shared among several agencies from varying levels of government. The key to successful recovery is the effective coordination and prioritization of activities and funding.

Cal EMA Recovery Branch

The Cal EMA Recovery Branch is responsible for managing disaster recovery and providing assistance to local governments and districts impacted by disasters. The Recovery Branch ensures that State and Federal support are provided in an efficient and timely manner throughout the recovery process. The Recovery Branch acts as the grantee for federally funded disaster assistance programs, as grantor for the California Disaster Assistance Act program, and coordinates recovery activities. The Recovery Branch provides technical support to reduce the costs and streamline the process of future recovery efforts. Additionally, the Recovery Branch ensures that proposed recovery projects are reviewed for environmental concerns and that historical preservation activities are considered.

In support of these responsibilities, the Recovery Branch performs extensive liaison activities with local, State and Federal agencies; legislators; various volunteer and non-profit organizations; and the general public. The Recovery Branch emphasizes recovery preparedness through the coordination or recovery planning efforts, the development of recovery training programs and the involvement in emergency management exercises and drills.

Emergency Support Function #14

Emergency Support Function #14, Long-Term Recover (ESF #14), is coordinated by the Department of Homeland Security and FEMA. ESF #14 has the following responsibilities:

- Develops coordination mechanisms and requirements for post-incident assessments, plans and activities that can be scaled to incidents of varying types and magnitudes
- Conducts impact evaluation of prior ESF #14 efforts and other studies as needed to improve future operations
- Coordinates development of national long-term recovery strategies and plans in coordination with other relevant Federal departments and agencies that have independent authorities and responsibilities for addressing key issues regarding catastrophic incidents. These may include accessible housing, large displacements of individuals including those with special needs, contaminated debris management, decontamination and environmental restoration, and restoration of public facilities and infrastructure
- Develops plans, procedures and guidance delineating appropriate agency participation and available resources, taking into account the differing technical needs and statutory responsibilities

Operational Area (County of Alameda) Recovery Task Force

To facilitate the integration of recovery efforts within the County of Alameda and promote the effective use of available resources, the County of Alameda may establish an Operational Area Recovery Task Force. The Operational Area Recovery Task Force should consist of members of the community, private sector organizations, non-governmental organizations,

local governments, special districts and State and Federal agencies with roles in supporting recovery within the County of Alameda.

7.3 State and Federal Integration

Both State and Federal governments provide disaster assistance. Emergency proclamation thresholds and resource requests typically determine the amount of assistance required. When the State and Federal government offer assistance, they typically do so through the following assistance programs:

Local Assistance Center (LAC)

A Local Assistance Center (LAC) is a centralized location where individuals and families can access available disaster assistance programs and services following a disaster. Local, State and Federal agencies, as well as, non-profit and voluntary organizations, may provide staff at the centers. The Federal government may open separate assistance centers through which only the services of Federal programs are offered.

In cooperation with Cal EMA Recovery, the County of Alameda will assess the need for LAC's and establishes them. Cal EMA Recovery ensures that an appropriate number of LAC's are established, based on assessed needs, and coordinates the participation of State and Federal agencies at the centers. Not all areas affected by an incident require LAC's. Cal EMA Recovery may provide financial support to the County of Alameda for the operation of LAC's through the California Disaster Assistance Act.

Direct Federal Assistance

At the request of the State, FEMA coordinates direct Federal assistance to State and local governments through designated Emergency Support Functions (ESF's). FEMA coordinates the activities of ESF #14 with Cal EMA through the Joint Field Office. Through ESF #14, Federal agencies help affected communities identify recovery needs and potential sources of recovery funding and provide technical assistance in the form of recovery planning support, as appropriate. ESF #14 leverages and increases the effectiveness of Federal recovery assistance through coordination and collaboration among Federal agencies and local communities. Working with local governments, Cal EMA identifies communities for which this mechanism is necessary.

Recovery Programs

Under the Stafford Act, FEMA also coordinates Federal recovery programs, which may include:

- Assistance for individuals and families through the Individual and Household Program, including provision of temporary housing
- Assistance to State and local governments and certain private non-profit organizations for extraordinary costs related to response, removal of debris and damage to buildings and infrastructure through the Public Assistance Program

- Assistance to State and local governments through the Hazard Mitigation Grant Program for measures to reduce damage from future disaster
- Other Federal agencies may implement non-Stafford Act recovery programs, or programs authorized under disaster-specific legislation

Delivery of Federal Assistance Programs

FEMA coordinates Stafford Act programs, such as the Public Assistance Program, with Cal EMA through the Joint Field Office. Coordination of other programs, such as the Emergency Relief Program, may occur outside of the Joint Field Office. Federal funding for these programs, such as the Public Assistance Program, may pass through the State; or it may be delivered directly to recipients. Programs delivered directly to recipients generally are not implemented through the Standardized Emergency Management System (SEMS).

8. PLAN DEVELOPMENT AND MAINTENANCE

The Comprehensive School Safety Plan (CSSP) is developed under the authority of the Superintendent and the School Board. It is a living document, subject to revision based on agency organizational changes, new laws or guidance and experience obtained from exercises or responding to actual events. This section describes the plan development and maintenance process for keeping the CSSP current, relevant and in compliance with NIMS, SEMS, ICS and other applicable instructions.

8.1 Development and Maintenance Responsibilities

The Office of the Superintendent is responsible for the development and maintenance of the Comprehensive School Safety Plan (CSSP). The Superintendent will designate appropriate staff and provide them with the commensurate authority and responsibility to develop and maintain the CSSP, as well as, all functional annexes included therein. Staff assigned to this function will report directly to the Superintendent.

8.2 Development Process

The initial development and the development of new material will be managed by staff designated by the Superintendent. Staff will work collaboratively with personnel from the San Leandro Unified School District, City of San Leandro, County of Alameda, first responder organizations, State and Federal organizations, and other organizations having a nexus with supporting the District's Comprehensive School Safety Plan (CSSP). All applicable laws, regulations, requirements and best practices will be reviewed and implemented as necessary to ensure the CSSP is a comprehensive and functional document. The draft CSSP will be made available for review and comment, prior to its finalization.

8.3 Revision and Maintenance Process

A review of the Comprehensive School Safety Plan (CSSP) will be conducted annually to ensure plan elements are valid, current and remain in compliance with the Standardized Emergency Management System (SEMS): California Code of Regulations (CCR), Title 19, Division 2, Chapter 1, as well as, other elements of local, State and Federal emergency management programs. The same review process identified in the development process will be utilized. Revisions based on the review process or as a result of deficiencies noted during exercises or actual events will be incorporated into the CSSP. All revisions to the CSSP will be documented in the Record of Changes Section within the CSSP.

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APPENDIX A: GLOSSARY

List of Acronyms

Acronym	Meaning
AAR	After Action Report
AERIES	Web-Based Student Information System
Cal EMA	California Emergency Management Agency
CCR	California Code of Regulations
CFR	Code of Federal Regulations
DOC	Departmental Operations Center
EOC	Emergency Operations Center
CSSP	Comprehensive School Safety Plan
ESF	Emergency Support Function
FEMA	Federal Emergency Management Agency
HAM	Amateur Radio System
HSEEP	Homeland Security Exercise and Evaluation Program
HSPD	Homeland Security Presidential Directive
IAP	Incident Action Plan
ICS	Incident Command System
JIC	Joint Information Center
JIS	Joint Information System
LAC	Local Assistance Center
MAC	Multi-Agency Coordination
MMAA	Master Mutual Aid Agreement
NGO	Non-Governmental Organization
NIMS	National Incident Management System
OA	Operational Area
PIO	Public Information Officer
REOC	Regional Emergency Operations Center
SEMS	Standardized Emergency Management System
SEP	State Emergency Plan
SLUSD	San Leandro Unified School District
SOC	State Operations Center
USC	United State Code
VEOCI	Web-Based Emergency Management System

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APPENDIX B: EMERGENCY CONTACT LIST

Agency / Organization	Phone Number
Emergency Response Agencies	
Ambulance	**911**
Alameda County Fire Department	**911**
San Leandro Police Department	**911**
Hospitals	
San Leandro Hospital	510-357-6500
Kaiser Hospital-San Leandro	510-454-1000
Eden Medical Center-Castro Valley	510-537-1234
City and County Departments	
Alameda County Department of Public Health	510-267-8000
Alameda County Poison Control	1-800-222-1222
Alameda County Sheriff's Office (EOC)	925-551-6647
San Leandro Animal Control	510-577-3206
San Leandro Police Department (non-emergency)	510-577-2740
Pacific Gas and Electric Company	1-800-743-5000
East Bay Municipal Utility District	866-403-2683
Alameda County Fire Department (non-emergency)	925-833-3473
FEMA Region 9 Response Division	510-627-7251
SLUSD Departments	
SLUSD Superintendent of Schools	510-895-4199
SLUSD Business & Operations	510-667-3504
SLUSD Educational Services	510-667-3538
SLUSD Human Resources	510-667-3523
SLUSD Technology	510-667-6207
SLUSD Safety and Emergency Services (EOC)	510-667-6203
SLUSD Family and Student Support Services	510-667-6226
SLUSD Special Education Services	510-667-6206
SLUSD Prevention and Intervention Services	510-667-3552
SLUSD Health Services	510-618-4470
SLUSD Wellness Center (Barbara Lee Center)	510-667-3552
SLUSD Food Services	510-667-3508
SLUSD Grounds & Maintenance Department	510-618-4440
Transportation (Durham, Special Services only)	510-887-6009

Agency / Organization	Phone Number
SLUSD Schools	
San Leandro High School	510-618-4600
Fred T. Korematsu High School	510-618-2322
Lincoln Alternative High School	510-618-4460
Bancroft Middle School	510-618-4380
John Muir Middle School	510-618-4400
Garfield Elementary School	510-618-4300
Jefferson Elementary School	510-618-4310
Madison Elementary School	510-895-7944
McKinley Elementary School	510-618-4320
Monroe Elementary School	510-618-4340
Roosevelt Elementary School	510-618-4350
Washington Elementary School	510-618-4360
Wilson Elementary Schools	510-618-4370
San Leandro Adult School	510-618-4420

APPENDIX C: FACILITY INVENTORY

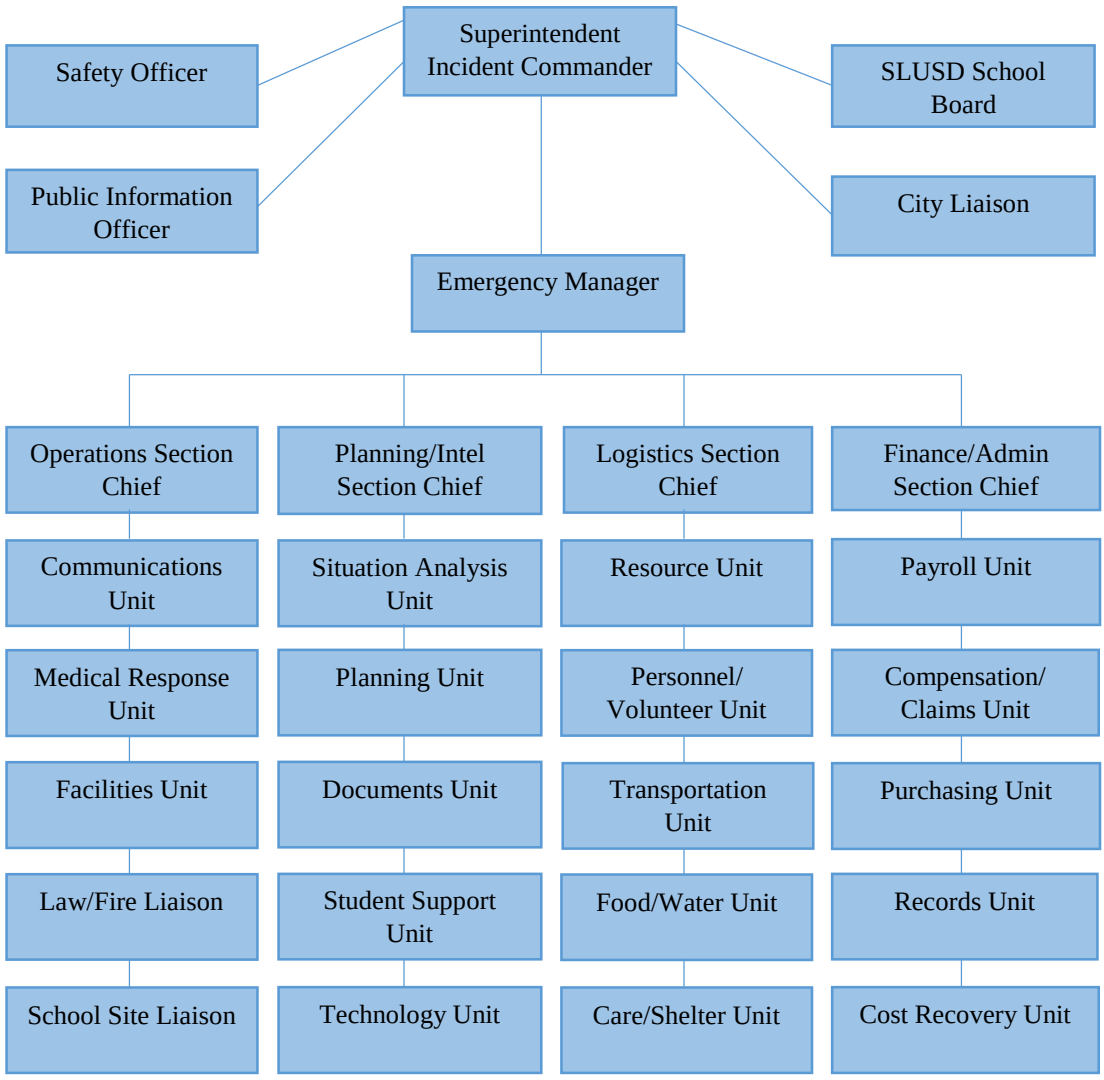
Site	Size (Acres)	Grades	Year Built	Square Footage
San Leandro High School 2200 Bancroft Ave 94577	27.2	9-12	1948	252,975
Fred T. Korematsu High School 13701 Bancroft Ave 94578	2.45	9-12	2007	67,830
Lincoln Alternative High School 2600 Teagarden St. 94577	0.5	9-12	1993	7,085
Bancroft Middle School 1150 Bancroft Ave 94577	8.1	6-8	1952	100,768
John Muir Middle School 1444 Williams St. 94577	24.0	6-8	1950	117,987
Garfield Elementary School 13050 Aurora Dr. 94577	6.5	K-5	1950	45,304
Jefferson Elementary School 14311 Lark St. 94578	8.1	K-5	1950	49,021
Madison Elementary School 14735 Juniper St. 94579	10.0	K-5	1950	36,931
McKinley Elementary School 2150 East 14th St. 94577	8.9	K-5	1910	32,397
Monroe Elementary School 3750 Monterey Blvd. 94578	9.1	K-5	1950	49,736
Roosevelt Elementary School 951 Dowling Blvd. 94577	6.5	K-5	1940	54,249
Washington Elementary School 250 Dutton Ave 94577	2.9	K-5	1914	33,348
Wilson Elementary School 1300 Williams St. 94577	10.0	K-5	1946	68,333
San Leandro Adult School 1448 Williams St. 94577	2.9	Varies	2006	17,436
Student Services/Special Education 2255 Bancroft Ave 94577	1.1	N/A	1950	2,820
Barbara Lee Center (EOC) 2251 Bancroft Ave 94577	1.1	N/A	2015	13,873
SLUSD Administration 835 East 14th St. Suite 200 94577	N/A	N/A	N/A	3,000
Maintenance Yard 1145 Aladdin Ave 94577	1.98	N/A	1980	20,000
Warehouse 1193 Aladdin Ave 94577	1.98	N/A	1980	11,200
Facilities 14735 Juniper St 94579	N/A	N/A	1957	8,121
Burrell Field 2451 Teagarden St 94577	13.85	N/A	2013	5,638

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APPENDIX D: EMERGENCY OPERATIONS CENTER ROSTER

San Leandro Unified School District Emergency Operations Center

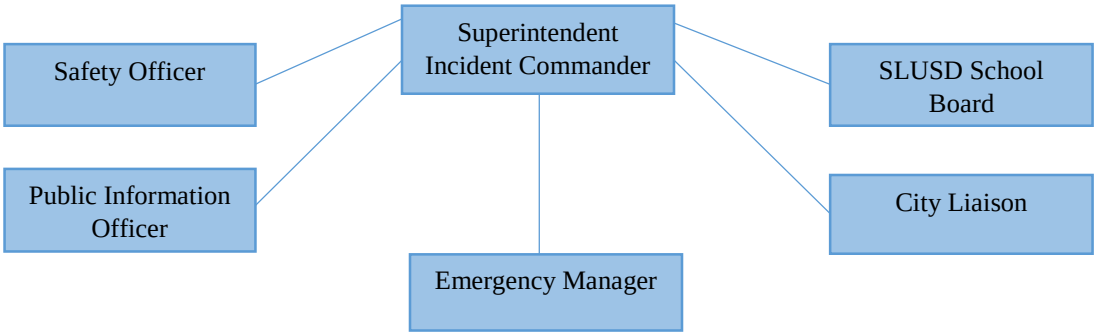
Organizational Chart



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San Leandro Unified School District Emergency Operations Center

Management Section Roster



Incident Commander

Name	Title	Primary/Alternate	Office #	Cell#
Mike McLaughlin	Superintendent	Primary		
		Alternate		

SLUSD School Board

Name	Title	Primary/Alternate	Office #	Cell#
Evelyn Gonzalez	Member-Area 3, Member	Primary		
Christian Rodriguez	Member-Area 2, President	Primary		
James Aguilar	Member-Area 6, Vice President	Primary		
Monique Tate	Member-Area 1	Primary		
Leo Sheridan	Member-Area 4	Primary		
Diana Prola	Member-Area 5	Primary		
Peter Oshinski	Member-at Large, Clerk	Primary		

City Liaison

Name	Title	Primary/Alternate	Office #	Cell#

Safety Officer

Name	Title	Primary/Alternate	Office #	Cell#

Public Information Officer

Name	Title	Primary/Alternate	Office #	Cell#
Keziah Moss	Director	Primary		

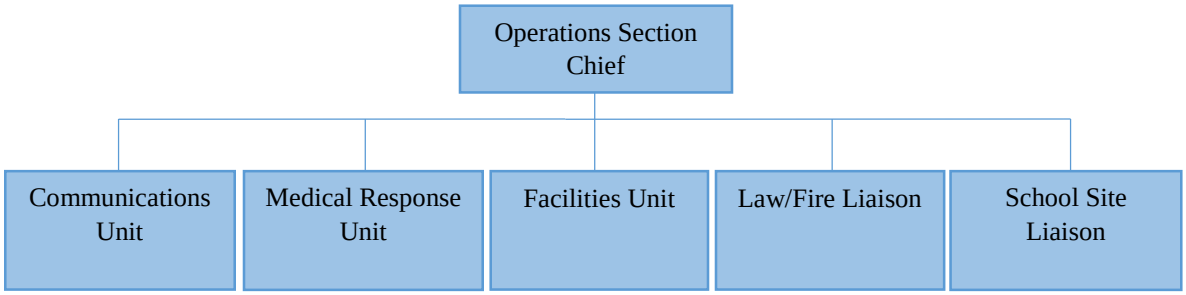
Emergency Manager

Name	Title	Primary/Alternate	Office #	Cell#

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San Leandro Unified School District Emergency Operations Center

Operations Section Roster



Operations Section Chief

Name	Title	Primary/Alternate	Office #	Cell#

Communications Unit

Name	Title	Primary/Alternate	Office #	Cell#

Medical Response Unit

Name	Title	Primary/Alternate	Office #	Cell#

Facilities Unit

Name	Title	Primary/Alternate	Office #	Cell#

Law/Fire Liaison

Name	Title	Primary/Alternate	Office #	Cell#

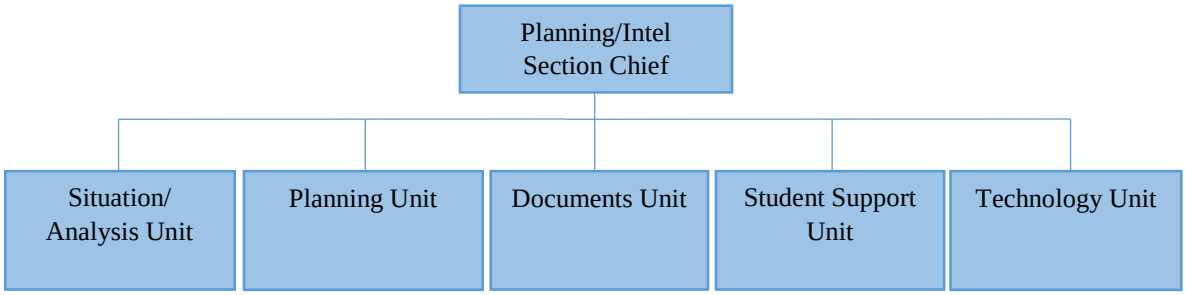
School Site Liaison

Name	Title	Primary/Alternate	Office #	Cell#

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San Leandro Unified School District Emergency Operations Center

Planning/Intel Section Roster



Planning/Intel Section Chief

Name	Title	Primary/Alternate	Office #	Cell#

Situation Analysis Unit

Name	Title	Primary/Alternate	Office #	Cell#

Planning Unit

Name	Title	Primary/Alternate	Office #	Cell#

Documents Unit

Name	Title	Primary/Alternate	Office #	Cell#

Student Support Unit

Name	Title	Primary/Alternate	Office #	Cell#

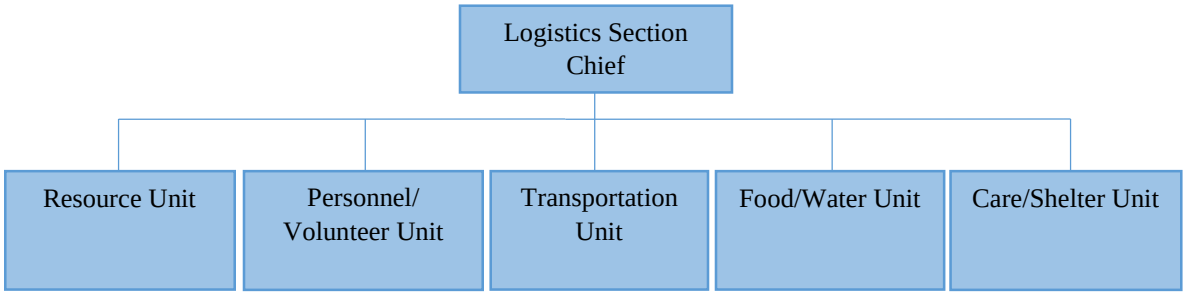
Technology Unit

Name	Title	Primary/Alternate	Office #	Cell#

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San Leandro Unified School District Emergency Operations Center

Logistics Section Roster



Logistics Section Chief

Name	Title	Primary/Alternate	Office #	Cell#

Resource Unit

Name	Title	Primary/Alternate	Office #	Cell#

Personnel/Volunteer Unit

Name	Title	Primary/Alternate	Office #	Cell#

Transportation Unit

Name	Title	Primary/Alternate	Office #	Cell#

Food/Water Unit

Name	Title	Primary/Alternate	Office #	Cell#

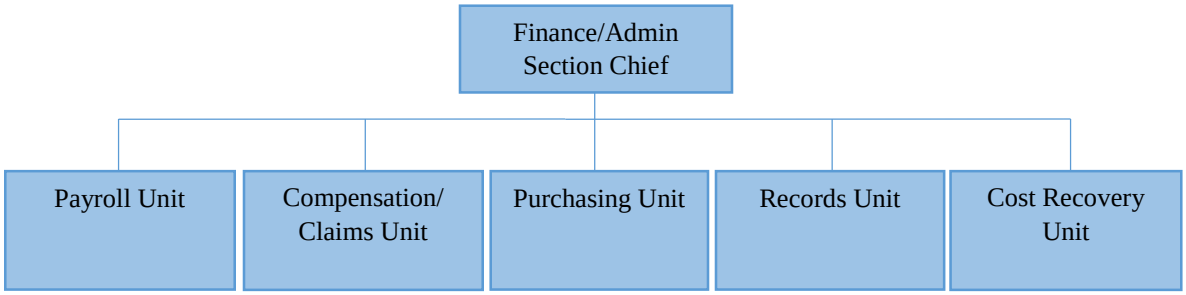
Care/Shelter Unit

Name	Title	Primary/Alternate	Office #	Cell#

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San Leandro Unified School District Emergency Operations Center

Finance/Admin Section Roster



Finance/Admin Section Chief

Name	Title	Primary/Alternate	Office #	Cell#

Payroll Unit

Name	Title	Primary/Alternate	Office #	Cell#

Compensation/Claims Unit

Name	Title	Primary/Alternate	Office #	Cell#

Purchasing Unit

Name	Title	Primary/Alternate	Office #	Cell#

Records Unit

Name	Title	Primary/Alternate	Office #	Cell#

Cost Recovery Unit

Name	Title	Primary/Alternate	Office #	Cell#

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APPENDIX E: EMERGENCY RESPONSE PROCEDURES

The San Leandro Unified School District's goal is to provide each of its school sites with a comprehensive plan that provides guidance to staff as they engage in emergency response actions. Emergencies come in many forms, can occur anywhere at any time and run the gamut from natural to man-made causes. Knowing how to react and respond in a time of crisis can go a long way to keeping staff and students safe and secure. When emergencies do happen, schools need to know how to respond appropriately and recover as quickly and effectively as possible.

As part of the School Site Emergency Operations Plan, the following emergency response procedures have been developed to assist staff in handling emergency situations. Regardless of cause, size, location, or complexity all emergency response actions within the District will be governed by the National Incident Management System, Standardized Emergency Management System and staff will use the Incident Command System when responding to emergency situations.

Every effort has been made to address the requirements for the special needs population, where appropriate. It is the responsibility of the school administrator, individual teachers, and other classroom aides to ensure that hearing, sight, mobility impaired students, as well as other special needs students, are accounted for and receive appropriate instructions.

The District supports numerous ancillary educational programs at its campuses/facilities to include: Head Start, Davis Street, ASES, Girls Inc., Champions, various Adult School programs, Summer School and activities at the Arts and Education Center (AEC) and the Barbara Lee Center (BLC). Often times, these programs are occurring when Principals/Site Administrators or the District's command structure are not on-site or available.

The emergency response procedures described in this section outlines steps to take in a variety of emergency situations. These procedures are divided into three (3) specific functions: Principal/Site Administrator Responsibilities, Campus/Facility Staff Responsibilities and Overall Command Responsibilities. When Principals/Site Administrators are not on-site, it is the expectation that ancillary educational program leads and/or designated staff who are at campuses/facilities during emergencies will assume the role of the Principal/Site Administrator as delineated in the emergency procedures. Communication methods used to alert/contact students, staff and others will have to be adjusted in these circumstances. Refer to Section 6, Communication.

Program leads and/or designated staff will direct staff actions during the emergency situation to ensure emergency response procedures are followed. All staff working in ancillary educational programs throughout the District should become familiar with their responsibilities and what to do during an emergency. For situations requiring immediate police/fire response or in the event that there is any danger to students, staff, and others, 911 will be immediately called and the corresponding emergency procedures will be followed. For all other situations, staff will use non-emergency phone numbers and follow the corresponding emergency procedures. Refer to (Appendix B: Emergency Contact List). At the conclusion of the emergency or in the event that additional District resources are required, the program lead or designated staff person will contact the Principal/Site Administrator of the respective campus/facility.

It is important to note that school administrators, as well as designated staff, must provide leadership in all phases of emergency preparedness and response as they are responsible for the health and safety of students, staff, and others during an emergency. Although the following procedures refer to specific actions, school administrators, as well as designated staff, must exercise discretion and common sense in implementing these procedures, and may at times have to modify them based on internal/external factors, as necessary, to ensure the health and safety of all personnel during an emergency.

Bomb Threats

Bomb threats may be received by staff in various forms. The most common are:

- Telephone
- Letter
- Email/Text

The following procedures will be implemented when staff encounter a credible bomb threat:

- Remain calm
- If the bomb threat is received by telephone:
    - Do not hang up on the caller
    - Attempt to gain as much information as possible using the "Bomb Threat Report Form" (Appendix F: Bomb Threat Report Form)
    - Retain the "Bomb Threat Report Form" for investigative purposes by law enforcement personnel
- If the bomb threat is received by letter:
    - If the bomb threat is received through the mail system or in writing, the written document should be handled as minimally as possible
    - Once the written document has been read place it in a plastic sleeve or similar container to preserve the condition of the letter and prevent any forensic contamination
    - Retain the letter for investigative purposes by law enforcement personnel
- If the bomb threat is received by email or text:
    - Do not delete the email/text
    - The message shall be copied/saved if possible
    - Retain the email/text for investigative purposes by law enforcement personnel
- Immediately notify the Principal/Site Administrator and alert them to call 9-1-1. The following information will be provided to the 9-1-1 Operator:

- Name of caller
- Name of school or facility
- Call back phone number
- Nature of incident (Bomb Threat)
- Method of receiving the threat

- The Principal/Site Administrator will:

  - Follow the directions of the 9-1-1 Operator
  - Announce over the Public Announcement (PA) System that a bomb threat has been received and that all students and staff are required to evacuate pursuant to the Emergency Evacuation Plan posted in every classroom.
  - Sound the fire alarm
  - Initiate evacuation procedures
  - Notify the District's Emergency Notification Team (ENT) via text message

- Campus/Facility Staff will:

  - Supervise the evacuation process according to the Emergency Evacuation Plan posted in every classroom/office
  - Close doors upon evacuating
  - Take emergency supplies
  - Take roll books and take roll at evacuation site
  - Report missing students/staff to the Principal/Site Administrator

- The Principal/Site Administrator will activate the Incident Command System
- All Emergency Response Teams (ERTs) should report to the Principal/Site Administrators Office or pre-designated location
- The Custodian or identified ERT member will open necessary gates for emergency vehicles
- Staff and students will remain in their designated evacuation locations unless directed to move by the San Leandro Police Department or the Principal/Site Administrator
- Buildings will be re-occupied when ordered to do so by the San Leandro Police Department (SLPD)

Earthquake

The following procedures will be implemented when an earthquake occurs and you are inside a building:

Inside a Building

- Remain calm
- **DROP** to the ground. For those students and staff who are physically unable to drop to the ground, they should remain seated and cover their heads with their arms and hands. Refer to (Appendix G: Earthquake Safety for Special Needs Populations), for more information

- **COVER** under or near desks, tables, or chairs in a kneeling or sitting position
- **HOLD** onto table or chair legs. Protect eyes from flying glass and debris by using your arm to cover your eyes
- Remain in the DROP position until ground movement ends. Be prepared to DROP, COVER, and HOLD during aftershocks
- At the conclusion of the earthquake, staff should check their rooms/areas for injured persons and assess the general safety of the room/area

The following procedures will be implemented when an earthquake occurs and you are outside:

Outside

- Remain calm
- Move away from overhead hazards such as power lines, trees, and buildings. **DROP** to the ground and **COVER** the back of the neck with your hands
- Do not enter buildings until it is safe to do so
- At the conclusion of the earthquake, staff should check for injured persons and assess the general safety of their area

The following procedures will be universally implemented when an earthquake occurs:

- After the earthquake, the Principal/Site Administrator will address students and staff over the PA System advising that an earthquake has just occurred and that everyone should remain calm
- The Principal/Site Administrator will activate the Incident Command System
- All Emergency Response Teams (ERTs) should report to the Principal/Site Administrators Office or pre-designated location
- All injured persons will receive appropriate medical treatment
- All identified hazards will be reported to the school Damage Survey Team

Fire

The following procedures will be implemented when a fire occurs in a campus/facility building or near a campus/facility building:

Fire at a Campus/Facility Building

- Remain calm
- The Principal/Site Administrator will call 9-1-1. The following information will be provided to the 9-1-1 Operator:

    - Name of caller
    - Name of school or facility
    - Call back phone number
    - Location of the fire

- The Principal/Site Administrator will:

    - Follow directions of the 9-1-1 Operator
    - Announce over the PA System that there is a fire and the need to evacuate
    - Sound the fire alarm
    - Initiate evacuation procedures
    - Notify the District's Emergency Notification Team (ENT) via text message

- Campus/Facility Staff will:

    - Supervise the evacuation process according to the Emergency Evacuation Plan posted in every classroom/office
    - Close doors upon evacuating
    - Take emergency supplies
    - Take roll books and take roll at evacuation site
    - Report missing students/staff to the Principal/Site Administrator

- The Principal/Site Administrator will activate the Incident Command System
- All Emergency Response Teams (ERTs) should report to the Principal/Site Administrators Office or pre-designated location
- The Custodian or identified ERT member will open necessary gates for emergency vehicles
- Staff and students will remain in their designated evacuation locations unless directed to move by Alameda County Fire Personnel or the Principal/Site Administrator
- Buildings will be re-occupied when ordered to do so by the Alameda County Fire Department (ACFD)

The following procedures will be implemented when a fire occurs near a campus/facility building:

Fire Near a Campus/Facility Building

- Remain calm
- The Principal/Site Administrator will call 9-1-1. The following information will be provided to the 9-1-1 Operator:

    - Name of caller
    - Name of school or facility
    - Call back phone number
    - Location of the fire
    - Nature of the fire (grass, vehicle, structure, etc.)

- The Principal/Site Administrator will:

    - Follow directions of the 9-1-1 Operator
    - Response options include: No action necessary, Shelter-In-Place, Lockdown, or

Evacuation
- Upon choosing an option, announce the desired action to be taken over the PA System
- If an evacuation is necessary, sound the fire alarm and initiate evacuation procedures
- Notify the District's Emergency Notification Team (ENT) via text message

- Campus/Facility Staff will:
  In the event a Shelter-In-Place is required:

  - Implement actions as described in the Shelter-In-Place procedure contained in this Emergency Operations Plan
  - Staff will close all windows
  - Staff will close HVAC ventilation systems
  - Staff and students will remain in a Shelter-In-Place status until released by the Principal/Site Administrator

  In the event a Lockdown is required:

  - Implement actions as described in the Lockdown procedure contained in this Emergency Operations Plan
  - Staff and students will remain in a Lockdown status until released by the Principal/Site Administrator

  In the event an Evacuation is required:

  - Supervise the evacuation process according to the Emergency Evacuation Plan posted in every classroom/office
  - Close doors upon evacuating
  - Take emergency supplies
  - Take roll books and take roll at evacuation site
  - Report missing students/staff to the Principal/Site Administrator
  - Staff and students will remain in their designated evacuation locations until directed to move by Alameda County Fire Personnel or released by the Principal/Site Administrator

- The Principal/Site Administrator will activate the Incident Command System
- All Emergency Response Teams (ERTs) should report to the Principal/Site Administrators Office or pre-designated location
- The Custodian or identified ERT member will open necessary gates for emergency vehicles if required
- Staff and students will remain in their designated locations unless directed to move by Alameda County Fire Personnel or the Principal/Site Administrator
- If evacuation was necessary, buildings will be re-occupied when ordered to do so by the Alameda County Fire Department (ACFD)

Gas Leak

The following procedures will be implemented when an odor of natural gas is detected:

- Remain calm
- The person detecting the odor of natural gas will:

    - Notify the Principal/Site Administrator immediately
    - Determine where the odor of gas is emanating from (a particular room or area, inside or outside the building)

If the odor is emanating from outside the building:

- The Principal/Site Administrator will:

    - Announce over the PA System that there is an odor of gas outside the building
    - Direct staff to close all windows
    - Direct staff to close HVAC ventilation systems
    - Restrict outside access in the area of the odor
    - Stand-by for further direction from the Alameda County Fire Department (ACFD)
    - Notify the District's Emergency Notification Team (ENT) via text message
    - Notify Pacific Gas & Electric (PG&E) at 1-800-743-5000
    - Notify Grounds & Maintenance (G&M) at 510-667-3530

If the odor is emanating from inside the building:

- The Principal/Site Administrator will call 9-1-1. The following information will be provided to the 9-1-1 Operator:

    - Name of caller
    - Name of school or facility
    - Call back phone number
    - Description of the odor
    - Location of the odor

- The Principal/Site Administrator will:

    - Follow directions of the 9-1-1 Operator
    - Announce over the PA System that there is an odor of gas inside the building and the need to evacuate
    - Sound the fire alarm
    - Initiate evacuation procedures
    - Notify the District's Emergency Notification Team (ENT) via text message

- Campus/Facility Staff will:

    - Supervise the evacuation process according to the Emergency Evacuation Plan posted in every classroom/office
    - Close doors upon evacuating
    - Take emergency supplies
    - Take roll books and take roll at evacuation site
    - Report missing students/staff to the Principal/Site Administrator

- The Principal/Site Administrator will activate the Incident Command System
- All Emergency Response Teams (ERTs) should report to the Principal/Site Administrators Office or pre-designated location
- The Custodian or identified ERT member will open necessary gates for emergency vehicles if required
- Staff and students will remain in their designated locations unless directed to move by Alameda County Fire Personnel or the Principal/Site Administrator
- If evacuation was necessary, buildings will be re-occupied when ordered to do so by the Alameda County Fire Department (ACFD)

Animal Disturbance

The following procedures will be implemented when the presence of an animal threatens the safety of students and staff:

- Remain calm
- The person observing the animal will:

    - Notify the Principal/Site Administrator immediately
    - Provide a description of the animal
    - Provide the location of the animal
    - Do not attempt to make contact with the animal

- The Principal/Site Administrator will call 9-1-1. The following information will be provided to the 9-1-1 Operator:

    - Name of caller
    - Name of school or facility
    - Call back phone number
    - Description of the animal
    - Location of the animal

- The Principal/Site Administrator will:

- Follow the directions of the 9-1-1- Operator
- Announce over the PA System that there is an animal inside/outside the building and that a Lockdown is required
- Initiate Lockdown procedures
- Notify the District's Emergency Notification Team (ENT) via text message

- Campus/Facility Staff will:

  - Implement actions as described in the Lockdown procedure contained in this Emergency Operations Plan
  - Staff and students will remain in a Lockdown status until released by the Principal/Site Administrator

- The Principal/Site Administrator will activate the Incident Command System
- All Emergency Response Teams (ERTs) should report to the Principal/Site Administrators Office or pre-designated location
- Staff and students will remain in their designated locations unless directed to move by the San Leandro Police Department or the Principal/Site Administrator

Aircraft Crash

The following procedures will be implemented when an aircraft crash occurs at a campus/facility building or near a campus/facility building:

Aircraft Crash at a Campus/Facility Building

- Remain calm
- The Principal/Site Administrator will call 9-1-1. The following information will be provided to the 9-1-1 Operator:

  - Name of caller
  - Name of school or facility
  - Call back phone number
  - Description of the aircraft
  - Location of the crash

- The Principal/Site Administrator will:

  - Follow the directions of the 9-1-1 Operator
  - Announce over the PA System that there is an aircraft crash and the need to evacuate
  - Sound the fire alarm
  - Initiate evacuation procedures
  - Notify the District's Emergency Notification Team (ENT) via text message

- Campus/Facility Staff will:

    - Supervise the evacuation process according to the Emergency Evacuation Plan posted in every classroom/office
    - Close doors upon evacuating
    - Take emergency supplies
    - Take roll books and take roll at evacuation site
    - Report missing students/staff to the Principal/Site Administrator

- The Principal/Site Administrator will activate the Incident Command System
- All Emergency Response Teams (ERTs) should report to the Principal/Site Administrators Office or pre-designated location
- The Custodian or identified ERT member will open necessary gates for emergency vehicles
- Staff and students will remain in their designated evacuation locations unless directed to move by Alameda County Fire Personnel or the Principal/Site Administrator
- Buildings will be re-occupied when ordered to do so by the Alameda County Fire Department (ACFD)

The following procedures will be implemented when an aircraft crash occurs near a campus/facility building:

Aircraft Crash Near a Campus/Facility Building

- Remain calm
- The Principal/Site Administrator will call 9-1-1. The following information will be provided to the 9-1-1 Operator:

    - Name of caller
    - Name of school or facility
    - Call back phone number
    - Description of the aircraft
    - Location of the crash

- The Principal/Site Administrator will:

    - Follow the directions of the 9-1-1 Operator
    - Response options include: No action necessary, Shelter-In-Place, Lockdown, or Evacuation
    - Upon choosing an option, announce the desired action to be taken over the PA System
    - If an evacuation is necessary, sound the fire alarm and initiate evacuation procedures
    - Notify the District's Emergency Notification Team (ENT) via text message

- Campus/Facility Staff will:
  In the event a Shelter-In-Place is required:

- Implement actions as described in the Shelter-In-Place procedure contained in this Emergency Operations Plan
- Staff will close all windows
- Staff will close HVAC ventilation systems
- Staff and students will remain in a Shelter-In-Place status until released by the Principal/Site Administrator

In the event a Lockdown is required:

- Implement actions as described in the Lockdown procedure contained in this Emergency Operations Plan
- Staff and students will remain in a Lockdown status until released by the Principal/Site Administrator

In the event an Evacuation is required:

- Supervise the evacuation process according to the Emergency Evacuation Plan posted in every classroom/office
- Close doors upon evacuating
- Take emergency supplies
- Take roll books and take roll at evacuation site
- Report missing students/staff to the Principal/Site Administrator
- Staff and students will remain in their designated evacuation locations until directed to move by Alameda County Fire Personnel or released by the Principal/Site Administrator

- The Principal/Site Administrator will activate the Incident Command System
- All Emergency Response Teams (ERTs) should report to the Principal/Site Administrators Office or pre-designated location
- The Custodian or identified ERT member will open necessary gates for emergency vehicles if required
- Staff and students will remain in their designated locations unless directed to move by Alameda County Fire Personnel or the Principal/Site Administrator
- If evacuation was necessary, buildings will be re-occupied when ordered to do so by the Alameda County Fire Department (ACFD)

Flooding

The following procedures will be implemented when flooding occurs at a campus/facility building or near a campus/facility building:

Flooding at or near a Campus/Facility Building

- Remain calm
- The Principal/Site Administrator will call 9-1-1. The following information will be provided to the 9-1-1 Operator:

    - Name of caller
    - Name of school or facility
    - Call back phone number
    - Where the flooding is occurring

- The Principal/Site Administrator will:

    - Follow the directions of the 9-1-1 Operator
    - Response options include: No action necessary, Shelter-In-Place, Lockdown, or Evacuation
    - Upon choosing an option, announce the desired action to be taken over the PA System
    - If an evacuation is necessary, sound the fire alarm and initiate evacuation procedures
    - Notify the District's Emergency Notification Team (ENT) via text message
    - Notify Grounds & Maintenance (G&M) at 510-667-3530

- Campus/Facility Staff will:

    In the event a Shelter-In-Place is required:

    - Implement actions as described in the Shelter-In-Place procedure contained in this Emergency Operations Plan
    - Staff and students will remain in a Shelter-In-Place status until released by the Principal/Site Administrator

    In the event a Lockdown is required:

    - Implement actions as described in the Lockdown procedure contained in this Emergency Operations Plan
    - Staff and students will remain in a Lockdown status until released by the Principal/Site Administrator

    In the event an Evacuation is required:

    - Supervise the evacuation process according to the Emergency Evacuation Plan posted in every classroom/office
    - Close doors upon evacuating
    - Take emergency supplies
    - Take roll books and take roll at evacuation site

- Report missing students/staff to the Principal/Site Administrator
- Staff and students will remain in their designated evacuation locations until directed to move by Alameda County Fire Personnel or released by the Principal/Site Administrator.

- The Principal/Site Administrator will activate the Incident Command System
- All Emergency Response Teams (ERTs) should report to the Principal/Site Administrators Office or pre-designated location
- The Custodian or identified ERT member will open necessary gates for emergency vehicles if required
- Staff and students will remain in their designated locations unless directed to move by Alameda County Fire Personnel or the Principal/Site Administrator
- If evacuation was necessary, buildings will be re-occupied when ordered to do so by the Alameda County Fire Department (ACFD)

Biological or Chemical Release

The following procedures will be implemented when a Biological or Chemical Release occurs at a campus/facility building or near a campus/facility building:

Biological or Chemical Release at a Campus/Facility Building

- Remain calm
- The Principal/Site Administrator will call 9-1-1. The following information will be provided to the 9-1-1 Operator:

    - Name of caller
    - Name of school or facility
    - Call back phone number
    - Location of the release
    - If known, what the biological or chemical agent is
    - If unknown, what are the symptoms of the exposed (breathing difficulty, burning eyes, burning skin, etc.)

- The Principal/Site Administrator will:

    - Follow directions of the 9-1-1 Operator
    - Announce over the PA System that there has been a biological or chemical release and the need to evacuate
    - Sound the fire alarm
    - Initiate evacuation procedures
    - Notify the District's Emergency Notification Team (ENT) via text message

- Campus/Facility Staff will:

- Supervise the evacuation process according to the Emergency Evacuation Plan posted in every classroom/office
- Close doors upon evacuating
- Take emergency supplies
- Take roll books and take roll at evacuation site
- Report missing students/staff to the Principal/Site Administrator

- The Principal/Site Administrator will activate the Incident Command System
- All Emergency Response Teams (ERTs) should report to the Principal/Site Administrators Office or pre-designated location
- The Custodian or identified ERT member will open necessary gates for emergency vehicles
- Staff and students will remain in their designated evacuation locations unless directed to move by Alameda County Fire Personnel or the Principal/Site Administrator
- Buildings will be re-occupied when ordered to do so by the Alameda County Fire Department (ACFD)

The following procedures will be implemented when a biological or chemical release occurs near a campus/facility building:

Biological or Chemical Release near a Campus/Facility Building

- Remain calm
- The Principal/Site Administrator will call 9-1-1. The following information will be provided to the 9-1-1 Operator:

    - Name of caller
    - Name of school or facility
    - Call back phone number
    - Location of the release
    - If known, what the biological or chemical agent is
    - If unknown, what are the symptoms of the exposed (breathing difficulty, burning eyes, burning skin, etc.)

- The Principal/Site Administrator will:

    - Follow directions of the 9-1-1 Operator
    - Response options include: Shelter-In-Place, Lockdown, or Evacuation
    - Upon choosing an option, announce the desired action to be taken over the PA System
    - If an evacuation is necessary, sound the fire alarm and initiate evacuation procedures
    - Notify the District's Emergency Notification Team (ENT) via text message

- Campus/Facility Staff will:

  In the event a Shelter-In-Place is required:

  - Implement actions as described in the Shelter-In-Place procedure contained in this Emergency Operations Plan
  - Staff will close all windows
  - Staff will close HVAC ventilation systems
  - Staff and students will remain in a Shelter-In-Place status until released by the Principal/Site Administrator

  In the event a Lockdown is required:

  - Implement actions as described in the Lockdown procedure contained in this Emergency Operations Plan
  - Staff and students will remain in a Lockdown status until released by the Principal/Site Administrator

  In the event an Evacuation is required:

  - Supervise the evacuation process according to the Emergency Evacuation Plan posted in every classroom/office
  - Close doors upon evacuating
  - Take emergency supplies
  - Take roll books and take roll at evacuation site
  - Report missing students/staff to the Principal/Site Administrator
  - Staff and students will remain in their designated evacuation locations until directed to move by Alameda County Fire Personnel or released by the Principal/Site Administrator

- The Principal/Site Administrator will activate the Incident Command System
- All Emergency Response Teams (ERTs) should report to the Principal/Site Administrators Office or pre-designated location
- The Custodian or identified ERT member will open necessary gates for emergency vehicles if required
- Staff and students will remain in their designated locations unless directed to move by Alameda County Fire Personnel or the Principal/Site Administrator
- If evacuation was necessary, buildings will be re-occupied when ordered to do so by the Alameda County Fire Department (ACFD)

Explosion

The following procedures will be implemented when an explosion occurs at a campus/facility building or near a campus/facility building:

Explosion at a Campus/Facility Building

- Remain calm
- The Principal/Site Administrator will call 9-1-1. The following information will be provided to the 9-1-1 Operator:

    - Name of caller
    - Name of school or facility
    - Call back phone number
    - Location of the explosion

- The Principal/Site Administrator will:

    - Follow directions of the 9-1-1 Operator
    - Announce over the PA System that there has been an explosion and the need to evacuate
    - Sound the fire alarm
    - Initiate evacuation procedures
    - Notify the District's Emergency Notification Team (ENT) via text message

- Campus/Facility Staff will:

    - Supervise the evacuation process according to the Emergency Evacuation Plan posted in every classroom/office
    - Close doors upon evacuating
    - Take emergency supplies
    - Take roll books and take roll at evacuation site
    - Report missing students/staff to the Principal/Site Administrator

- The Principal/Site Administrator will activate the Incident Command System
- All Emergency Response Teams (ERTs) should report to the Principal/Site Administrators Office or pre-designated location
- The Custodian or identified ERT member will open necessary gates for emergency vehicles
- Staff and students will remain in their designated evacuation locations unless directed to move by Alameda County Fire Personnel or the Principal/Site Administrator
- Buildings will be re-occupied when ordered to do so by the Alameda County Fire Department (ACFD)

The following procedures will be implemented when a biological or chemical release occurs near a campus/facility building or on campus facility grounds:

Explosion near a Campus/Facility Building

- Remain calm

- The Principal/Site Administrator will call 9-1-1. The following information will be provided to the 9-1-1 Operator:

    - Name of caller
    - Name of school or facility
    - Call back phone number
    - Location of the explosion

- The Principal/Site Administrator will:

    - Follow directions of the 9-1-1 Operator
    - Response options include: Shelter-In-Place, Lockdown, or Evacuation
    - Upon choosing an option, announce the desired action to be taken over the PA System
    - If an evacuation is necessary, sound the fire alarm and initiate evacuation procedures
    - Notify the District's Emergency Notification Team (ENT) via text message

- Campus/Facility Staff will:

    In the event a Shelter-In-Place is required:

    - Implement actions as described in the Shelter-In-Place procedure contained in this Emergency Operations Plan
    - Staff will close all windows
    - Staff will close HVAC ventilation systems
    - Staff and students will remain in a Shelter-In-Place status until released by the Principal/Site Administrator

    In the event a Lockdown is required:

    - Implement actions as described in the Lockdown procedure contained in this Emergency Operations Plan
    - Staff and students will remain in a Lockdown status until released by the Principal/Site Administrator

    In the event an Evacuation is required:

    - Supervise the evacuation process according to the Emergency Evacuation Plan posted in every classroom/office
    - Close doors upon evacuating
    - Take emergency supplies
    - Take roll books and take roll at evacuation site
    - Report missing students/staff to the Principal/Site Administrator
    - Staff and students will remain in their designated evacuation locations until directed to move by Alameda County Fire Personnel or released by the Principal/Site

Administrator

- The Principal/Site Administrator will activate the Incident Command System
- All Emergency Response Teams (ERTs) should report to the Principal/Site Administrators Office or pre-designated location
- The Custodian or identified ERT member will open necessary gates for emergency vehicles if required
- Staff and students will remain in their designated locations unless directed to move by Alameda County Fire Personnel or the Principal/Site Administrator
- If evacuation was necessary, buildings will be re-occupied when ordered to do so by the Alameda County Fire Department (ACFD)

Power Outage/Rolling Blackouts

It is the District's intent that schools/offices will remain open during a power outage or rolling blackouts. In the event of a power outage or rolling blackouts, the following procedures will be implemented:

How to Prepare for an Outage

- Ensure portable lighting (i.e., light stanchions, flashlights and batteries, etc.) is available at your school site
- Keep hallways and pathways clear at all times
- Ensure school staff have established alternative teaching methods and plans to be used during power outages
- Ensure office staff have established alternative work methods to be used during power outages
- Conduct a survey of your campus/office for classrooms and offices with no windows and identify relocation options

During an Outage

- Remain calm
- The Principal/Site Administrator will:

    - Announce over the PA System that there is a power outage/rolling blackout and staff should implement their alternative teaching/work plans
    - Ensure adequate emergency lighting is available
    - Implement the "How To Prepare For An Outage" steps explained above
    - Notify the District's Emergency Notification Team (ENT) via text message
    - Notify Grounds & Maintenance (G&M) at 510-667-3530
    - Ensure the cafeteria is able to provide a cold meal to students, if necessary

- Campus/Facility Staff will:

- Implement alternative teaching/work methods
- Ensure students use a buddy system when going to the restroom
- Turn off computers, monitors, printers, copiers, major appliances, and lights when not in use or needed
- Reassure staff and students
- Do not use candles or gas lanterns

The following procedures will be universally implemented when a power outage/rolling blackout occurs:

- The Principal/Site Administrator will activate the Incident Command System
- All Emergency Response Teams (ERTs) should report to the Principal/Site Administrators Office or pre-designated location
- If the power outage/rolling blackout lasts for more than 30 minutes, Emergency Response Team (ERT) members should conduct a walk thru of the campus/facility every 30 minutes to check on the status of students and staff
- Staff and students will remain in this capacity unless otherwise directed by the Principal/Site Administrator

Assaults/Major Injury/Death

The following procedures will be implemented when an Assault/Major Injury/Death occurs at a campus/facility or during a school sanctioned event:

- Remain calm
- The staff member discovering or being notified of the incident will:

    - Assess the condition of the victim and provide immediate support
    - In cases involving an assault, escort the victim to the Principal/Site Administrators office
    - In cases involving a major injury or death, do not attempt to move the victim
    - Notify the Principal/Site Administrator immediately
    - Complete all documentation and notifications pursuant to Mandatory Reporter requirements

- The Principal/Site Administrator will call 9-1-1. The following information will be provided to the 9-1-1 Operator:

    - Name of caller
    - Name of school or facility
    - Call back phone number
    - Describe the incident (Assault, Major Injury, Death)
    - Who is involved (student or staff)

- Location of the incident

- The Principal/Site Administrator will:

  - Follow directions of the 9-1-1 Operator
  - Activate the Crisis Response Team
  - Depending on the severity of the incident, a Lockdown may be necessary
  - If a Lockdown is implemented, announce the desired action to be taken over the PA System and follow the Lockdown Procedure
  - Notify the District's Emergency Notification Team (ENT) via text message
  - Implement the Lockdown Notification Procedure

- Campus/Facility Staff will:

  - If necessary, implement actions as described in the Lockdown Procedure contained in this Emergency Operations Plan
  - Provide first aid to the victim if necessary
  - Available staff will assist the Principal/Site Administrator with crowd control and scene management until the arrival of the San Leandro Police Department and the Alameda County Fire Department
  - If necessary, staff and students will remain in a Lockdown status until released by the Principal/Site Administrator

The following procedures will be universally implemented when an Assault/Major Injury/Death occurs at a campus/facility or during a school sanctioned event:

- The Principal/Site Administrator will activate the Incident Command System
- All Emergency Response Teams (ERTs) should report to the Principal/Site Administrators Office or pre-designated location
- The Custodian or identified ERT member will open necessary gates for emergency vehicles if required
- The Principal/Site Administrator will work with responding law enforcement/fire personnel, as well as Departmental Operations Center (DOC) personnel to manage the event. This will include, but not be limited to the following:

  - Additional resources from District Offices
  - Additional Crisis Response Team support
  - Assistance from the Office of Community and Employee Engagement
  - Assistance from the Office of Environmental Health & Safety
  - Sending communication messages to parents via the Public Outreach & Communications Department
  - Assistance from District personnel to meet with parents

- The Principal/Site Administrator will work in conjunction with Crisis Response Team members during and after the event to ensure all services contained within the attached

Crisis Response Handbook are provided

The following procedures will be implemented when an Assault/Major Injury/Death occurs off campus/facility and not during school hours:

When a school is notified that a death, major injury or assault (sexual or otherwise) has occurred to a student or staff member, the school MUST protect the identity and right to privacy of the victim and the alleged perpetrator in cases of assault. It is imperative that the victim's confidentiality is maintained. The only information that the victim has to disclose is allegations of the attack or assault.

- Remain calm
- The staff member discovering or being notified of the incident will:

    - Obtain as much information as possible regarding the incident
    - Be supportive
    - Notify the Principal/Site Administrator immediately
    - Complete all documentation and notifications pursuant to Mandatory Reporter requirements

- The Principal/Site Administrator will:

    - Activate the Crisis Response Team
    - Notify the District's Emergency Notification Team (ENT) via text message
    - Work with District personnel to ensure all necessary services are provided
    - Request additional resources from District Offices, as necessary
    - Request additional Crisis Response Team support, as necessary
    - Request assistance from the Office of Community and Employee Engagement
    - Work in conjunction with Crisis Response Team members during and after the event to ensure all services contained within the attached Crisis Response Handbook are provided

Terminally Ill Student/Staff

The following procedures will be implemented when the District or school is made aware of a terminally ill student or staff member:

- When school personnel become aware of a terminally ill student or staff member it is important to ensure that every effort is made to maintain the individual's self-image
- All efforts to assure the student or staff member that parents, teachers and peers have faith in his or her future should be made
- Knowing about the following basic needs of a dying person will assist school personnel in dealing with a terminally ill student or staff member:

- Need to know that he or she is dying
- Need for meaningful communications
- Need to live to the end with dignity
- Need to be listened to without anger and with acceptance
- Need for hope
- Need to know that he or she is a valuable person
- Need not to be forgotten
- Need to maintain self-esteem

- Some of the strategies that may help school personnel in dealing with a terminally ill student or staff member include:

  - Read about the disease, and facilitate classroom discussion that can foster social acceptance
  - Contact health personnel, parents and professionals who have worked with the student or staff member in the past to find out the best ways to meet physical and health needs
  - Modify the instructional program as needed in light of fatigue, excessive absences, and effects of medications
  - Reduce instructional goals so that some can be completed and a feeling of success can be achieved
  - Do not make the student or staff member feel he or she is an object of pity
  - Be firm about holding the student or staff member to whatever academic and behavioral standards he or she is truly able to meet
  - Do not isolate the student or staff member from activities. There is a need to participate in purposeful activity with peers

- The staff member discovering or being notified of the situation will:

  - Obtain as much information as possible regarding the incident
  - Be supportive
  - Notify the Principal/Site Administrator immediately

- The Principal/Site Administrator will:

  - Activate the Crisis Response Team
  - Notify the District's Emergency Notification Team (ENT) via text message
  - Work with District personnel to ensure all necessary services are provided
  - Request additional resources from District Offices, as necessary
  - Request additional Crisis Response Team support, as necessary
  - Request assistance from the Office of Community and Employee Engagement
  - Work in conjunction with Crisis Response Team members during and after the event to ensure all services contained within the attached Crisis Response Handbook are provided

Student/Staff Suicide/Attempt Suicide

The following procedures will be implemented when a student/staff commits or attempts to commit suicide at a campus/facility or during a school sanctioned event:

- Remain calm
- The staff member discovering or being notified of the incident will:

    - Assess the condition of the victim and provide immediate support
    - In cases involving a suicide, do not attempt to move the victim
    - In cases involving an attempt suicide, provide assistance to the victim if safe to do so
    - Notify the Principal/Site Administrator immediately

- The Principal/Site Administrator will call 9-1-1. The following information will be provided to the 9-1-1 Operator:

    - Name of caller
    - Name of school or facility
    - Call back phone number
    - Describe the incident (suicide/attempt suicide)
    - Describe the method used
    - Who is involved (student or staff)
    - Location of the incident

- The Principal/Site Administrator will:

    - Follow directions of the 9-1-1 Operator
    - Activate the Crisis Response Team
    - Depending on the severity of the incident, a Lockdown may be necessary
    - If a Lockdown is implemented, announce the desired action to be taken over the PA System and follow the Lockdown Procedure
    - Notify the District's Emergency Notification Team (ENT) via text message
    - Implement the Lockdown Notification Procedure

- Campus/Facility Staff will:

    - If necessary, implement actions as described in the Lockdown Procedure contained in this Emergency Operations Plan
    - Provide first aid to the victim if necessary and if safe to do so
    - Available staff will assist the Principal/Site Administrator with crowd control and scene management until the arrival of the San Leandro Police Department and the Alameda County Fire Department
    - If necessary, staff and students will remain in a Lockdown status until released by the Principal/Site Administrator

The following procedures will be universally implemented when a student/staff commits or attempts to commit suicide at a campus/facility or during a school sanctioned event:

- The Principal/Site Administrator will activate the Incident Command System
- All Emergency Response Teams (ERTs) should report to the Principal/Site Administrators Office or pre-designated location
- The Custodian or identified ERT member will open necessary gates for emergency vehicles if required
- The Principal/Site Administrator will work with responding law enforcement/fire personnel, as well as Departmental Operations Center (DOC) personnel to manage the event. This will include, but not be limited to the following:

    - Additional resources from District Offices
    - Additional Crisis Response Team support
    - Assistance from the Office of Community and Employee Engagement
    - Assistance from the Office of Environmental Health & Safety
    - Sending communication messages to parents via the Public Outreach & Communications Department
    - Assistance from District personnel to meet with parents

- The Principal/Site Administrator will work in conjunction with Crisis Response Team members during and after the event to ensure all services contained within the attached Crisis Response Handbook are provided

The following procedures will be implemented when a student/staff commits or attempts to commit suicide off campus/facility and not during school hours:

- Remain calm
- The staff member discovering or being notified of the incident will:

    - Obtain as much information as possible regarding the incident
    - Be supportive
    - Notify the Principal/Site Administrator immediately
    - Complete all documentation and notifications pursuant to Mandatory Reporter requirements

- The Principal/Site Administrator will:

    - Activate the Crisis Response Team
    - Notify the District's Emergency Notification Team (ENT) via text message
    - Work with District personnel to ensure all necessary services are provided
    - Request additional resources from District Offices, as necessary
    - Request additional Crisis Response Team support, as necessary
    - Request assistance from the Office of Community and Employee Engagement
    - Work in conjunction with Crisis Response Team members during and after the event

to ensure all services contained within the attached Crisis Response Handbook are provided

Psychological Trauma Events

The following procedures will be implemented when a psychological trauma event occurs at a campus/facility/school sanctioned event or off campus/facility and not during school hours:

- Managing a crisis at a school involves specific actions prior to, during and after the incident that often times has a psychological impact on students and staff
- Incidents such as an act of violence, the death of a student or staff member, an earthquake or other natural disaster usually produce one or more of the following conditions:

    - Temporary disruption of regular school functions and routines
    - Significant interference with the ability of students and staff to focus on learning
    - Physical and/or psychological injury to students and staff
    - Concentrated attention from the community and news media

- As a result of such incidents, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been ensured, attention must turn to meeting the emotional and psychological needs of students and staff.
- The Principal/Site Administrator will:

    - Activate the Crisis Response Team
    - Notify the District's Emergency Notification Team (ENT) via text message
    - Work with District personnel to ensure all necessary services are provided
    - Request additional resources from District Offices, as necessary
    - Request additional Crisis Response Team support, as necessary
    - Request assistance from the Office of Community and Employee Engagement
    - Work in conjunction with Crisis Response Team members after the incident to ensure all services contained within the attached Crisis Response Handbook are provided

Medical Emergencies

A medical emergency is defined as an acute injury or illness that poses an immediate risk to a person's life or long term health. Medical emergencies may include, but are not limited to the following:

Obstructed Airway	Large Area Burns	Asthmatic Reactions
Difficulty Breathing	Eye Injures	Poison Ingestion/Inhalation
Circulation Restrictions	Fractures	Shock
Loss of Consciousness/Fainting	Head Injury	Snake/Spider Bites
Severe Bleeding	Hemorrhaging	Amputations

Chest Pains	Hives	Sunstroke/Heat Exhaustion
Allergic Reactions	Impaled Objects	Back or Neck Injuries
Diabetic Reactions	Penetrating Wounds	Trauma Injuries
Seizures		

In the event of a medical emergency, the following procedures will be implemented:

- Campus/Facility Staff will:

    - Respond to the location where the injured person is
    - Calmly and carefully assess the situation to ensure the area is safe to enter to provide assistance
    - Immediately notify 9-1-1 for assistance
    - Immediately notify the Principal or Site Administrator
    - If the person is conscious, ask the person how they were injured and where the injury is located if not readily visible
    - If the person is unconscious, try to ascertain if there are any witnesses that can provide information about the injury
    - When providing First Aid, which is the immediate and temporary care given to an injured or ill person, staff should follow directions given to them by the School Nurse and/or the flip chart entitled, Guidelines for School First Aid Procedures, established by the California School Nurses Organization (CSNO)
    - Staff should only take those actions which they are qualified to do
    - When handling any type of medical situation, staff shall practice Universal Precautions as described in the San Lean Leandro Unified School District's Blood Borne Pathogen Plan

- The Principal/Site Administrator will:

    - Ensure that 9-1-1 has been notified
    - Assign staff to meet Fire/EMS and escort them to the injured person's location
    - Notify the District's Emergency Notification Team (ENT) via text message

Upon arrival of Fire/EMS:

- Provide as much detail to Fire/EMS personnel about the condition of the injured person and what actions were taken by school staff to provide First Aid
- Provide information to Fire/EMS personnel on any pre-existing condition the school has on file pertaining to the injured person
- If the person is transported off campus via ambulance, the Principal or Site Administrator shall designate an appropriate staff member to ride along with the person to provide comfort and reassurance and to meet with responding parents/guardians/family members at the hospital
- The Principal or Site Administrator shall ensure that the injured person's parents/guardians/family members are immediately notified of the person's injury and

where they are being transported to

At the conclusion of the medical emergency:

- The Principal/Site Administrator will direct staff to document the incident in writing and forward the report thru the chain of command to the Office of the Superintendent
- The Principal or Site Administrator shall conduct a debrief with all involved persons to determine if the injury was an accident or were there contributing factors that need to be addressed
- The Principal/Site Administrator will advise the District Nurse within 24 hours when the medical emergency involves a student
- The Principal or Site Administrator will arrange for counseling services for students and staff if deemed necessary

The following procedures will be universally implemented when a medical emergency occurs:

- The Principal/Site Administrator will activate the Incident Command System
- All Emergency Response Teams (ERTs) should report to the Principal/Site Administrators Office or pre-designated location
- The Custodian or identified ERT member will open necessary gates for emergency vehicles if required
- Staff and students involved in the medical emergency response will remain in this capacity until released by the Principal/Site Administrator

Intruder/Solicitor/Hostage Situation on Campus

An intruder/solicitor is defined as an individual who loiters, refuses to leave or creates disturbances on District property. The following procedures will be implemented when an intruder/solicitor is in a campus/facility building, inside of a classroom/office, or on campus/facility grounds:

Intruder/Solicitor in a Campus/Facility Building

- Remain calm
- The person encountering the intruder/solicitor will:

    - Assess the situation and if it appears safe to approach the intruder/solicitor, greet the individual in a polite and non-threatening manner
    - Identify yourself as a school official
    - Ask the intruder/solicitor for identification
    - Ask them what his/her purpose is for being on campus
    - Advise the intruder/solicitor of trespass laws
    - Ask the intruder/solicitor to quietly leave the campus or invite him/her to accompany you to the office
    - If the intruder/solicitor refuses to respond to your requests, inform him/her of your

intention to summon law enforcement officers
- If the intruder/solicitor gives no indication of voluntarily leaving the premises, notify the Principal/Site Administrator immediately

- The Principal/Site Administrator will call 9-1-1. The following information will be provided to the 9-1-1 Operator:

  - Name of caller
  - Name of school or facility
  - Call back phone number
  - Advise that there is an intruder/solicitor on campus
  - Provide a description of the intruder/solicitor
  - Provide last know location of the intruder/solicitor

- The Principal/Site Administrator will:

  - Follow the directions of the 9-1-1- Operator
  - Announce over the PA System that there is an intruder/solicitor inside the building and that a Level 2 Lockdown is required
  - Initiate Level 2 Lockdown procedures
  - Notify the District's Emergency Notification Team (ENT) via text message

- Campus/Facility Staff will:

  - Implement actions as described in the Level 2 Lockdown procedure contained in this Emergency Operations Plan
  - Staff and students will remain in a Level 2 Lockdown status until released by the Principal/Site Administrator

- The Principal/Site Administrator will activate the Incident Command System
- All Emergency Response Teams (ERTs) should report to the Principal/Site Administrators Office or pre-designated location
- Staff and students will remain in their designated locations unless directed to move by the San Leandro Police Department or the Principal/Site Administrator

The following procedures will be implemented when an intruder/solicitor is inside a classroom/office:

Intruder inside a Classroom/Office

- Remain calm
- The person encountering the intruder/solicitor will take a leadership role and perform the following actions:

  - Calm, reassure, and quiet others (students/staff)
  - Staff should attempt to actively diffuse the situation

- Attempt to quietly move students away from the intruder/solicitor
- If deemed safe to do so, staff should approach the intruder/solicitor in a calm, non-confrontational manner and ask him/her to leave the campus
- If the intruder/solicitor leaves the classroom, staff should immediately lock the door, and if necessary, block the door using whatever is available (desks, file cabinets, books, or other furniture)
- If the intruder/solicitor willingly leaves or refuses to leave, staff will immediately notify the Principal/Site Administrator

- The Principal/Site Administrator will call 9-1-1. The following information will be provided to the 9-1-1 Operator:

  - Name of caller
  - Name of school or facility
  - Call back phone number
  - Advise that there is an intruder/solicitor inside a classroom/office
  - Provide a description of the intruder/solicitor
  - Provide the location of the intruder/solicitor

- The Principal/Site Administrator will:

  - Follow the directions of the 9-1-1- Operator
  - Announce over the PA System that there is an intruder/solicitor inside a classroom/office and that a Level 2 Lockdown is required
  - Initiate Level 2 Lockdown procedures
  - Notify the District's Emergency Notification Team (ENT) via text message
  - Respond to the affected classroom/office and lend assistance to staff until law enforcement personnel respond

- Campus/Facility Staff will:

  - Implement actions as described in the Level 2 Lockdown procedure contained in this Emergency Operations Plan
  - Staff and students will remain in a Level 2 Lockdown status until released by the Principal/Site Administrator

- The Principal/Site Administrator will activate the Incident Command System
- All Emergency Response Teams (ERTs) should report to the Principal/Site Administrators Office or pre-designated location
- Staff and students will remain in their designated locations unless directed to move by the San Leandro Police Department or the Principal/Site Administrator

The following procedures will be implemented when an intruder is on campus/facility grounds:

Intruder on Campus/Facility Grounds

- Remain calm
- The person encountering the intruder/solicitor will:

    - Assess the situation and if it appears safe to approach the intruder/solicitor, greet the individual in a polite and non-threatening manner
    - Identify yourself as a school official
    - Ask the intruder/solicitor for identification
    - Ask them what his/her purpose is for being on campus
    - Advise the intruder/solicitor of trespass laws
    - Ask the intruder/solicitor to quietly leave the campus or invite him/her to accompany you to the office
    - If the intruder/solicitor refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers
    - If the intruder/solicitor gives no indication of voluntarily leaving the premises, notify the Principal/Site Administrator immediately

- The Principal/Site Administrator will call 9-1-1. The following information will be provided to the 9-1-1 Operator:

    - Name of caller
    - Name of school or facility
    - Call back phone number
    - Advise that there is an intruder/solicitor on campus/facility grounds
    - Provide a description of the intruder/solicitor
    - Provide last know location of the intruder/solicitor

- The Principal/Site Administrator will:

    - Follow the directions of the 9-1-1- Operator
    - Announce over the PA System that there is an intruder/solicitor on campus/facility grounds and that a Level 1Lockdown is required
    - If at recess/lunchtime, advise staff/students to return to their classroom/office
    - Initiate Level 1Lockdown procedures
    - Notify the District's Emergency Notification Team (ENT) via text message

- Campus/Facility Staff will:

    - Implement actions as described in the Level 1Lockdown procedure contained in this Emergency Operations Plan
    - Staff and students will remain in a Level 1Lockdown status until released by the Principal/Site Administrator

- The Principal/Site Administrator will activate the Incident Command System

- All Emergency Response Teams (ERTs) should report to the Principal/Site Administrators Office or pre-designated location
- Staff and students will remain in their designated locations unless directed to move by the San Leandro Police Department or the Principal/Site Administrator

The following procedures will be implemented when students/staff are taken hostage at a campus/facility:

Hostage Situation at a Campus/Facility

- Remain calm
- The person(s) taken hostage will:

    - Follow the instructions of the hostage taker
    - Try not to panic. Calm students if they are present
    - Treat the hostage taker as normally as possible
    - Be respectful to the hostage taker
    - Ask permission to speak and do not argue or make suggestions

- The Principal/Site Administrator will call 9-1-1. The following information will be provided to the 9-1-1 Operator:

    - Name of caller
    - Name of school or facility
    - Call back phone number
    - Advise that there is a hostage situation at the campus/facility
    - Provide information as to who was taken hostage, approximate number of hostages and their location
    - Provide a description of the intruder
    - Provide last know location of the intruder

- The Principal/Site Administrator will:

    - Follow the directions of the 9-1-1- Operator
    - Announce over the PA System that there is an intruder at the campus/facility and that a Level 2 Lockdown is required
    - If at recess/lunchtime, advise staff/students to return to their classroom/office
    - Initiate Level 2 Lockdown procedures
    - Notify the District's Emergency Notification Team (ENT) via text message

- Campus/Facility Staff will:

    - If the hostage taker is unaware of your presence, do not intervene in the hostage situation
    - Implement actions as described in the Level 2 Lockdown procedure contained in this

Emergency Operations Plan
- Staff and students will remain in a Level 2 Lockdown status until released by the Principal/Site Administrator

- The Principal/Site Administrator will activate the Incident Command System
- All Emergency Response Teams (ERTs) should report to the Principal/Site Administrators Office or pre-designated location
- Staff and students will remain in their designated locations unless directed to move by the San Leandro Police Department or the Principal/Site Administrator

Lockdown

A campus/facility Lockdown is issued when there is a significant threat to students and staff. A Lockdown requires the cooperation of all involved. There are two (2) levels of lockdowns:

- Level 1 Lockdown: A Level 1 Lockdown is implemented when a threat to students and staff occurs outside of the campus/facility/grounds. The goal of a Level 1 Lockdown is to prevent the threat from entering the campus/facility/grounds.
- Level 2 Lockdown: A Level 2 Lockdown is implemented when a threat to students and staff occurs inside of the campus/facility/grounds. The goal of a Level 2 Lockdown should be to keep everyone safe until the threat is completely removed.

The following procedures will be implemented during a Level 1 Lockdown:

Level 1 Lockdown

- Remain calm
- The Principal/Site Administrator will:

    - Follow directions received by the San Leandro Police Department (SLPD) regarding the nature of the external threat
    - Announce over the PA System that there is an external threat to the campus/facility/grounds and that a Level 1 Lockdown is required
    - Initiate Level 1 Lockdown procedures
    - Notify the District's Emergency Notification Team (ENT) via text message
    - Implement the Lockdown Notification Procedure

- Campus/Facility Staff will:

    - Immediately cancel all outside activities and movement
    - All students/staff will return to the campus/facility
    - All exterior doors and gates will be locked
    - All ground level windows will be closed and locked
    - Curtains and blinds on ground level windows will be closed

- Classes will continue as scheduled within the confines of the campus/facility
- All interior movement will be monitored
- Staff and students will remain in a Level 1 Lockdown status until released by the Principal/Site Administrator

The following procedures will be implemented during a Level 2 Lockdown:

Level 2 Lockdown

- Remain calm
- The Principal/Site Administrator upon identifying an on campus/facility/grounds threat will call 9-1-1. The following information will be provided to the 9-1-1 Operator:

    - Name of caller
    - Name of school or facility
    - Call back phone number
    - Advise that there is a threat on campus/facility/grounds
    - Describe the threat
    - Provide last know location of the threat

- The Principal/Site Administrator will:

    - Follow the directions of the 9-1-1- Operator
    - If the threat is identified by the San Leandro Police Department, follow directions received by the San Leandro Police Department (SLPD) regarding the nature of the threat
    - Announce over the PA System that there is an internal threat to the campus/facility/grounds and that a Level 2 Lockdown is required
    - Initiate Level 2 Lockdown procedures
    - Notify the District's Emergency Notification Team (ENT) via text message
    - Implement the Lockdown Notification Procedure

- Campus/Facility Staff will:

    - Immediately cancel all outside activities and movement
    - All students/staff will return to the campus/facility
    - Clear all students, staff and visitors from hallways immediately and have them report to the nearest classroom/office
    - Assist students, staff, and visitors with special needs
    - All interior and exterior doors and gates will be locked
    - All windows will be closed, locked and covered
    - Curtains and blinds on all windows will be closed
    - Shut off all lights
    - Stay away from all doors and windows
    - Use appropriate communication methods (i.e., phones, radios, etc.) to contact the

Principal/Site Administrator
- Take roll and identify all students, staff and visitors in the classroom/office
- Report missing students, staff and visitors to the Principal/Site Administrator
- Ensure classroom/office emergency supplies are readily accessible
- Place a red card under the door or in the window if someone in the room requires medical attention
- Conduct anxiety-reducing activities as per the District Crisis Response Manual
- Do not leave the classroom/office for any reason
- Do not open the classroom/office door for any reason
- If a fire alarm has been activated, do not evacuate unless fire or smoke is visible and then only at the direction of the Principal/Site Administrator
- Be quiet
- Be prepared for an evacuation at any time
- Staff and students will remain in a Level 2 Lockdown status until released by the Principal/Site Administrator

The following procedures will be universally implemented when a Level 1 Lockdown or Level 2 Lockdown occurs:

- The Principal/Site Administrator will activate the Incident Command System
- All Emergency Response Teams (ERTs) should use appropriate communication methods (i.e., phones, radios, etc.) to contact the Principal/Site Administrator for assignment
- The Custodian or identified ERT member will open necessary gates for emergency vehicles if required
- Staff, students and visitors involved in a Level 1 Lockdown or Level 2 Lockdown will remain in this capacity until released by the Principal/Site Administrator

Shelter-In-Place

A campus/facility Shelter-In-Place is issued to keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. A Shelter-In-Place is implemented when:

- Contaminants in the outside air pose a significant threat to students and staff
- There is a need to isolate students and staff from the outdoor environment
- The need to shutdown HVAC systems to prevent contaminants from entering the classroom/office/building is required

The following procedures will be implemented during a Shelter-In-Place:

- Remain calm
- The Principal/Site Administrator will call 9-1-1 (if the event is self-generated). The following information will be provided to the 9-1-1 Operator:

- Name of caller
- Name of school or facility
- Call back phone number
- There is a contaminant in the air
- Symptoms of those exposed (breathing difficulty, burning eyes, burning skin, etc.)

- The Principal/Site Administrator will (if the event is self-generated or generated by an outside entity):

  - Follow directions of the 9-1-1 Operator or SLPD/ACFD
  - Announce over the PA System that a Shelter-In-Place is being implemented
  - Initiate Shelter-In-Place procedures
  - Notify the District's Emergency Notification Team (ENT) via text message
  - Implement the Shelter-In-Place Notification Procedure

- Campus/Facility Staff will:

Shelter

- Immediately cancel all outside activities and movement
- All students/staff will return to the campus/facility
- Students/staff will return to their classroom if possible. If not, students/staff will be sent to the nearest classroom/office
- Visitors will be sent to the nearest classroom/office

Shut

- All exterior doors will be closed
- All windows will be closed
- HVAC ventilation systems will be turned off
- Ensure emergency supplies are readily available

Listen

- Staff will take roll and report missing students/staff to the Principal/Site Administrator
- Classes will continue as scheduled within the confines of the campus/facility
- All interior movement will be monitored
- Staff and students will remain in a Shelter-In-Place status until released by the Principal/Site Administrator

The following procedures will be universally implemented when a Shelter-In-Place occurs:

- The Principal/Site Administrator will activate the Incident Command System
- All Emergency Response Teams (ERTs) should use appropriate communication methods (i.e., phones, radios, etc.) to contact the Principal/Site Administrator for assignment

- The Custodian or identified ERT member will open necessary gates for emergency vehicles if required
- Staff, students and visitors involved in a Shelter-In-Place will remain in this capacity until released by the Principal/Site Administrator

LOCKDOWN/SHELTER IN PLACE: NOTIFICATION PROCEDURES

- The Principal/Site Administrator will obtain authorization from the Superintendent to activate the Emergency Communications message created by the Public Outreach & Communications Department. This message will be sent to all parents via Auto Dialer or in written form indicating the following:

    - The exact nature of the emergency
    - If the campus is on Lockdown or Shelter-In-Place status
    - Area impacted
    - Who and what is affected
    - How long the area will be impacted (determined from consultation with SLPD)
    - Projected time for resolution
    - Safe staging location for parents
    - When will the Lockdown or Shelter-In-Place be modified to allow movement on campus

- The Principal/Site Administrator will communicate with the District's Emergency Notification Team (ENT) via text message and request support for:

    - Additional resources from District Offices
    - Additional Crisis Response Team support
    - Assistance from the Office of Community and Employee Engagement
    - Assistance from the Office of Environmental Health & Safety
    - Transportation to move students, if necessary
    - Sending additional communication messages to parents via the Public Outreach & Communications Department
    - Assistance from District personnel to meet with parents at safe staging area to relay information
    - Implementing the Reunification Process, if necessary (Appendix I: Parent-Child Reunification Plan)

- The Principal/Site Administrator will initiate the Activation of an All Clear Notice when advised by the SLPD that the site is safe and normal operations can resume
- In the event that a Lockdown or Shelter-In-Place is lifted prior to auto dialer authorization, the Principal/Site Administrator may direct an auto dialer as a courtesy to parents, after the incident

Weapons on School Grounds/Events

Weapons (guns) pose a serious risk to students and staff and are therefore prohibited on school grounds and/or school events by law and District policy. The following procedures will be implemented when a weapon is discovered at a campus/facility/school event or in the possession of a student/visitor at a campus/facility/school event:

Weapon at a Campus/Facility/School Event

- Remain calm
- The person discovering the weapon will:

    - Assess the situation prior to approaching the weapon to ensure it is safe to do so
    - Prevent students from entering the area where the weapon is located
    - Notify the Principal/Site Administrator immediately
    - Notify Campus Supervisors/SRO if available, to secure the weapon
    - If Campus Supervisors/SRO are not available, stand by the weapon until law enforcement personnel arrive

- If Campus Supervisors/SRO are not available, the Principal/Site Administrator will call 9-1-1. The following information will be provided to the 9-1-1 Operator:

    - Name of caller
    - Name of school or facility
    - Call back phone number
    - Advise that a weapon has been discovered at the campus/facility/school event
    - Provide a description of the weapon
    - Provide the location of the weapon

- The Principal/Site Administrator will:

    - Follow the directions of the 9-1-1- Operator
    - If the weapon is at a campus/facility and cannot be secured, announce over the PA System that a Level 1 Lockdown is required
    - Initiate Level 1 Lockdown procedures
    - If the weapon is at a school event and cannot be secured, move all students out of the immediate area and maintain a safe perimeter around the weapon
    - Notify the District's Emergency Notification Team (ENT) via text message

- Campus/Facility Staff will:

    - Implement actions as described in the Level 1 Lockdown procedure contained in this Emergency Operations Plan
    - Staff and students will remain in a Level 1 Lockdown status until released by the

Principal/Site Administrator
- If the weapon is discovered at a school event, ensure the perimeter is maintained until law enforcement personnel respond

- The Principal/Site Administrator will activate the Incident Command System
- All Emergency Response Teams (ERTs) should report to the Principal/Site Administrators Office or pre-designated location
- Staff and students will remain in their designated locations unless directed to move by the San Leandro Police Department or the Principal/Site Administrator

The following procedures will be implemented when a weapon is discovered in the possession of a student/visitor at a campus/facility/school event:

Weapon in the Possession of a Student/Visitor

- Remain calm
- The person discovering the weapon will:

    - Locate the student/visitor involved
    - Isolate the student/visitor from uninvolved persons
    - Notify the Principal/Site Administrator immediately
    - Notify Campus Supervisors/SRO if available
    - Escort the student/visitor to the Principal/Site Administrator's Office or other secure location (if at a school event)
    - If a student is in possession of a weapon, conduct a search of the student's person and belongings as directed by the Principal/Site Administrator
    - Take safe possession of the weapon until it can be safely secured or delivered to appropriate law enforcement personnel (SRO)
    - If a visitor is in possession of a weapon, await law enforcements arrival and they will conduct the search
    - If a student/visitor threatens you with a weapon, do not try to disarm him/her. Back away and await law enforcement's arrival

- If a student/visitor threatens anyone with a weapon, the Principal/Site Administrator will call 9-1-1. The following information will be provided to the 9-1-1 Operator:

    - Name of caller
    - Name of school or facility
    - Call back phone number
    - Advise that there is a student/visitor that is in possession of a weapon and is threatening other students/staff
    - Provide a description of the student/visitor
    - Provide the location of the student/visitor

- The Principal/Site Administrator will:

- Follow the directions of the 9-1-1- Operator
- If the student/visitor is at a campus/facility and is not contained within a secure office or area, announce over the PA System that a Level 2 Lockdown is required
- Initiate Level 2 Lockdown procedures
- If the student/visitor is at a school event, move all students out of the immediate area
- Notify the District's Emergency Notification Team (ENT) via text message

- Campus/Facility Staff will:

  - Implement actions as described in the Level 2 Lockdown procedure contained in this Emergency Operations Plan
  - Staff and students will remain in a Level 2 Lockdown status until released by the Principal/Site Administrator
  - If the student/visitor is at a school event, staff will ensure that all students are out of the immediate area and are at a safe location

- The Principal/Site Administrator will activate the Incident Command System
- All Emergency Response Teams (ERTs) should report to the Principal/Site Administrators Office or pre-designated location
- Staff and students will remain in their designated locations unless directed to move by the San Leandro Police Department or the Principal/Site Administrator

Active Shooter Event

An Active Shooter Event at a campus/facility is characterized as an individual actively engaging in killing or attempting to kill students and staff in a confined and populated area. There are three commonalities in Active Shooter Events:

- Victims are selected at random
- An Active Shooter Event is unpredictable and evolves quickly
- Knowing what to do can save lives

The following procedures will be implemented during an Active Shooter Event:

- Remain calm
- The Principal/Site Administrator upon identifying an Active Shooter Event will activate the APX 4500 Emergency Command Radio to summon immediate response from law enforcement personnel. If the Emergency Command Radio is not accessible, call 9-1-1. The following information will be provided to the 9-1-1 Operator:

  - Name of caller
  - Name of school or facility
  - Call back phone number

- Advise that there is an Active Shooter at the campus/facility
- Last known location of the Active Shooter

- If possible, the following additional information would be helpful to responding law enforcement personnel:

  - Number of shooters
  - Physical description of the shooters
  - Number and type of weapons the shooter(s) have
  - Number of potential victims

- The Principal/Site Administrator will notify the District's Emergency Notification Team (ENT) via text message
- When an Active Shooter Event occurs within in your vicinity, you must be prepared both mentally and physically to deal with the situation. You have three options:

Option 1: Run (Evacuate)

Under this option and if possible, staff and students are to immediately evacuate the area. The following procedures will be implemented when Option 1 Run (Evacuate) occurs:

- Remain calm
- Campus/Facility Staff assigned to Middle Schools and High Schools will:

  - Direct students under their control to exit the classroom/facility immediately according to the Emergency Evacuation Plan posted in every classroom/facility
  - Move together as a group
  - Always move away from the sound of gunfire
  - Staff should take their role book with them to accurately account for students when they arrive at a safe location
  - Advise students/staff to leave all of their belongings behind
  - Evacuate regardless of whether others agree to follow
  - Assist others to escape, if possible
  - Do not attempt to move the wounded
  - Prevent others from entering the area where the active shooter may be
  - Call 9-1-1 when you have reached the evacuation site and advise that you are safe

- Campus/Facility Staff assigned to Elementary Schools/Special Education sites will:

  - Direct students under their control to exit the classroom/facility immediately according to the Emergency Evacuation Plan posted in every classroom/facility
  - Utilize a tether to assist in the immediate evacuation process
  - Move together as a group
  - Always move away from the sound of gunfire
  - Staff should take their role book with them to accurately account for students when

they arrive at a safe location
- Advise students/staff to leave all of their belongings behind
- Evacuate regardless of whether others agree to follow
- Assist others to escape, if possible
- Do not attempt to move the wounded
- Prevent others from entering the area where the active shooter may be
- Call 9-1-1 when you have reached the evacuation site and advise that you are safe

Option 2: Hide (Level 2 Lockdown)

Under this option and if possible, staff and students are to immediately move into a Level 2 Lockdown. The following procedures will be implemented when Option 2 Hide (Level 2 Lockdown) occurs:

- Remain calm
- Campus/Facility Staff at all grade levels will:

  - Clear all students, staff and visitors from hallways immediately and have them report to the nearest classroom/office
  - Assist students, staff, and visitors with special needs
  - All interior doors will be locked
  - Block doors if necessary
  - All windows will be closed, locked and covered
  - Curtains and blinds on all windows will be closed
  - Shut off all lights
  - Stay away from all doors and windows
  - Use appropriate communication methods (i.e., phones, radios, etc.) to contact the Principal/Site Administrator
  - Take roll and identify all students, staff and visitors in the classroom/office
  - Report missing students, staff and visitors to the Principal/Site Administrator
  - Ensure classroom/office emergency supplies are readily accessible
  - Place a red card under the door or in the window if someone in the room requires medical attention
  - Silence all cell phones and be as quiet as possible
  - Do not leave the classroom/office for any reason
  - Do not open the classroom/office door for any reason
  - If a fire alarm has been activated, do not evacuate unless fire or smoke is visible and then only at the direction of the Principal/Site Administrator
  - Be prepared for an evacuation at any time
  - Staff and students will remain in a Level 2 Lockdown status until released by law enforcement personnel or the Principal/Site Administrator

Option 3: Fight (Last Resort)

Under this option and as a last resort, when your life is in imminent danger, staff and students are to

fight. The following procedures will be implemented when Option 3 Fight (Last Resort) occurs:

- Campus/Facility Staff will:

    - Attempt by any means to incapacitate the shooter
    - Use any physical force possible
    - Act with as much physical aggression as possible
    - Use improvised weapons against the shooter
    - Throw items at the shooter
    - Commit to your actions as your life depends on it
    - Maintain the will to survive
    - Upon incapacitating the shooter, students and staff are to prevent the shooter from accessing weapons and hold the shooter down until law enforcement personnel arrives

What to Expect When Law Enforcement Arrives

- The first officers to arrive on scene have one responsibility and that is to seek out the Active Shooter and neutralize the threat
- The first officers to arrive will not stop to assist injured person
- Rescue teams will follow the initial officers and will be responsible for treating and removing those that are injured
- If you implemented Option 1 Run (Evacuate) and you have reached a safe location, you will be held in that area by law enforcement personnel until the situation is under control, and all witnesses have been questioned. Do not leave the area until law enforcement personnel have released you
- If you implemented Option 2 Hide (Level 2 Lockdown) or Option 3 Fight (Last Resort), you will be held in that area by law enforcement personnel until the situation is under control and all witnesses have been questioned. Do not leave the area until law enforcement personnel have released you
- When law enforcement arrives, students and staff will:

    - Remain calm and follow all instructions
    - Drop items in your hands (bags, backpacks, jackets, etc.)
    - Raise your hands and spread your fingers
    - Keep your hands visible at all times
    - Avoid quick movements toward law enforcement personnel
    - Avoid pointing, screaming and yelling
    - Do not ask questions when being escorted by law enforcement personnel

The following procedures will be universally implemented when the Active Shooter Event no longer poses a threat:

- The Principal/Site Administrator will activate the Incident Command System as soon as reasonably possible

- All available Emergency Response Teams (ERTs) should use appropriate communication methods (i.e., phones, radios, etc.) to contact the Principal/Site Administrator for assignment
- The Custodian or identified ERT member, when safe to do so, will open necessary gates for emergency vehicles if required
- The Principal/Site Administrator will conduct roll call to determine the location of staff, students, visitors, and identify those that are missing
- The Principal/Site Administrator will work with responding law enforcement personnel, as well as Departmental Operations Center (DOC) personnel to manage the event. This will include, but not be limited to the following:

    - Additional resources from District Offices
    - Additional Crisis Response Team support
    - Assistance from the Office of Community and Employee Engagement
    - Assistance from the Office of Environmental Health & Safety
    - Transportation to move students, if necessary
    - Sending communication messages to parents via the Public Outreach & Communications Department
    - Assistance from District personnel to meet with parents at safe staging area to relay information
    - Implementing the Reunification Process, if necessary (Appendix I: Parent-Child Reunification Plan)

- Staff, students and visitors involved in the Active Shooter Event will remain at their location until released by law enforcement personnel and the Principal/Site Administrator

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APPENDIX F: BOMB THREAT REPORT FORM

School:	**Time Call Received:**	**Received By:**
Date:	**Time Caller Hung Up:**	**Title:**
	Caller ID Info (*69):	

Questions to Ask:	**Exact Wording of Threat:**							
1. When will the bomb explode?	**Caller's Voice:** (circle all that apply)				**Caller's Language:** (circle all that apply)		**Background Sounds:** (circle all that apply)	
2. Where is the bomb right now?	Calm	Nasal	Deep Breathing	Cracking Voice	Well Spoken	Educated	Street Noises	Crockery
3. What does it look like?	Angry	Stutter	Disguised	Accent	Foul	Message Taped?	Voices	PA System
4. What kind of bomb is it?	Excited	Lisp	Serious	Used Slang	Message Read?	Young (child)	Music	House Noises
5. What will cause it to explode?	Slow	Raspy	Incoherent	Joking	Young (adult)	Middle Aged	Motor	Office
6. Did you place the bomb?	Rapid	Deep	Slurred	Distinct	Old		Factory	Machinery
7. Why?	Soft	Ragged	Clearing Throat	Normal	**Caller Demographics** (Circle One)		Animal Noises	Clear
8. How did the bomb get in the school?	Loud	Laughter	Crying	Frightened	Male	Female / Unknown	Static	Local
9. Where are you calling from?	If voice is familiar, who did it sound like?				Approximate Age:		Long Distance	Cell Phone
10. What is your name, address, phone?	**Other Observations:**							

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APPENDIX G: EARTHQUAKE SAFETY FOR SPECIAL NEEDS POPULATIONS

Ensuring the safety of our Special Needs Population during an earthquake is paramount to the San Leandro Unified School District. Staff that have special needs shall notify their Principal/Site Administrator of their limitations so that appropriate accommodations can be made. Staff responsible for special needs students will provide assistance to those under their care and control to ensure their safety during an earthquake. Once students are safe, staff will follow established earthquake guidelines to ensure their own safety. The following procedures have been developed to protect students and staff with special needs when an earthquake occurs.

Inside a Building

Students and Staff without mobility limitations:

- Remain calm
- **DROP** to the ground
- **COVER** under or near desks, tables, or chairs in a kneeling or sitting position
- **HOLD** onto table or chair legs. Protect eyes from flying glass and debris by using your arm to cover your eyes
- Remain in the DROP position until ground movement ends. Be prepared to DROP, COVER, and HOLD during aftershocks
- At the conclusion of the earthquake, staff should check their rooms/areas for injured persons and assess the general safety of the room/area

Students and Staff with mobility limitations:

- Remain calm
- **SIT** immediately to avoid being knocked down and potentially injured. If students or staff are physically unable to drop to the ground, they should remain seated in the area they are at, if safe to do so, or move next to an interior wall that is free of overhead hazards
- **COVER** head, neck and eyes. Students and staff, to the best of their ability, should try to protect their head, neck and eyes. Students and staff should bend over at the waist as much as possible to protect their eyes and other vital organs and use their arms and hands to cover the back of their head and neck area. If necessary, books or pillows can be used to protect the head and neck area
- **HOLD** onto your neck and head area with both arms and hands
- Remain in the SIT position until ground movement ends. Be prepared to SIT, COVER, and HOLD during aftershocks
- At the conclusion of the earthquake, staff should check their rooms/areas for injured persons and assess the general safety of the room/area

Students and Staff using wheelchairs

- Remain calm
- **LOCK** the wheels of the wheelchair in the area they are at, if safe to do so, or move next to an interior wall that is free of overhead hazards and lock the wheels
- **COVER** head, neck and eyes. Students and staff, to the best of their ability, should try to protect their head, neck and eyes. Students and staff should bend over at the waist as much as possible to protect their eyes and other vital organs and use their arms and hands to cover the back of their head and neck area. If necessary, books or pillows can be used to protect the head and neck area
- **HOLD** onto your neck and head area with both arms and hands
- Remain in the LOCK position until ground movement ends. Be prepared to LOCK, COVER, and HOLD during aftershocks
- At the conclusion of the earthquake, staff should check their rooms/areas for injured persons and assess the general safety of the room/area

The following procedures will be implemented when an earthquake occurs and you are outside:

Outside

- Remain calm
- Move away from overhead hazards such as power lines, trees, and buildings. Utilize one of the three methods stated above: DROP, COVER, HOLD; SIT, COVER, HOLD; or LOCK, COVER, HOLD.
- Remain in this position until ground movement ends. Be prepared to re-enter this position during aftershocks
- Do not enter buildings until it is safe to do so
- At the conclusion of the earthquake, staff should check for injured persons and assess the general safety of their area

The following procedures will be universally implemented when an earthquake occurs:

- After the earthquake, the Principal/Site Administrator will address students and staff over the PA System advising that an earthquake has just occurred and that everyone should remain calm
- The Principal/Site Administrator will activate the Incident Command System
- All Emergency Response Teams (ERTs) should report to the Principal/Site Administrators Office or pre-designated location
- All injured persons will receive appropriate medical treatment
- All identified hazards will be reported to the school Damage Survey Team

APPENDIX H: EMERGENCY EVACUATION PROCEDURES

Overview

Evacuation is a risk management strategy that can be used to reduce loss of life or lessen the effects of an emergency at a campus/facility, prior to the onset of the emergency, during the emergency, or directly after an emergency. It involves the movement of students and staff threatened by a hazard to a safer location and, typically, their eventual safe and timely return.

Evacuation management is a complex and demanding activity that may be carried out under hazardous and time critical conditions. Careful planning, and working with staff well before a disaster situation arises, can help to alleviate some of the factors that may otherwise jeopardize the success of an evacuation. Effective evacuation management relies on detailed planning and exercising.

For an evacuation to be as effective as possible, it must be appropriately planned and implemented. Remember, that a successful evacuation is a shared responsibility. Everyone must work together toward the common goal and common purpose of ensuring everyone's safety.

Principals/Site Administrators are responsible for identifying and planning safe ingress and egress routes at their campus/facility as well as appropriate evacuation routes for all students, staff and visitors. These plans must also include assisting students, staff, and visitors with disabilities. Under the Americans with Disabilities Act (ADA) of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and or/cognitively/emotionally impaired, must be assisted during an evacuation.

When planning for an evacuation, Principals/Site Administrators must ensure their plan addresses the following:

- The population of people with disabilities/special needs at their campus/facility
- Appropriate signage and equipment (e.g., EVAC Chairs) needed for individuals with disabilities/special needs
- Training for campus/facility staff to assist individuals with disabilities/special needs
- Coordination with first responders

Evacuation Procedures

The following procedures will be implemented when the decision has been made that it is unsafe to remain in the building and an on-campus/facility or off-campus/facility evacuation is required:

- Remain calm
- The Principal/Site Administrator will:

    - Determine the need to evacuate based on the emergency situation

- Announce over the PA System that an on-campus/facility or off-campus/facility evacuation is required
- Sound the fire alarm
- Initiate evacuation procedures and oversee the evacuation process
- Notify the District's Emergency Notification Team (ENT) via text message

- Campus/Facility Staff will:

  - Assemble students, staff and visitors and use the pre-designated evacuation routes to report to the assigned on-campus/facility or off-campus/facility evacuation location
  - Provide and/or arrange assistance for students, staff and visitors with special needs
  - Students, staff and visitors in wheelchairs will be assigned Campus/Facility Staff on a 1:1 ratio to assist them in the evacuation process
  - Students, staff and visitors with other special needs will be provided escorts as necessary to ensure their safe evacuation
  - Move as a group and ensure that everyone stays together
  - Close doors upon evacuating
  - Take roll books and take roll at the evacuation site to ensure all students/staff/visitors are accounted for
  - Report missing students, staff or visitors to the Principal/Site Administrator immediately
  - Immediately report any students, staff or visitors who are left behind due to serious injury to the Principal/Site Administrator
  - Identify any students, staff or visitors who need medical attention and provide appropriate care
  - Remain with students, staff and visitors and help to calm them
  - If it is determined buildings are safe to re-enter, lead students, staff and visitors back to their classrooms/offices, quickly and calmly. Roll should be taken once all students, staff and visitors are back in the room.

- The Principal/Site Administrator will activate the Incident Command System
- All Emergency Response Teams (ERTs) should report to the Principal/Site Administrators Office or pre-designated location
- The Custodian or identified ERT member will open necessary gates for emergency vehicles
- Staff, students and visitors will remain in their designated evacuation locations unless directed to move by the San Leandro Police Department, Alameda County Fire Personnel or the Principal/Site Administrator
- Buildings will be re-occupied when ordered to do so by the Alameda County Fire Department (ACFD) or the San Leandro Police Department
- Students should be debriefed to calm fears about the evacuation as per the Crisis Response Handbook

Evacuation Locations

When an emergency occurs, the need to evacuate students, staff and visitors to an on or off

campus/facility location may be necessary. In order to facilitate the evacuation process, Principals/Site Administrators must pre-identify evacuation locations to safely relocate students, staff and visitors.

On-Campus/Facility Evacuation Locations

When selecting on-campus/facility evacuation locations, the Principal/Site Administrator should review the layout of their campus/facility and determine where the safest outdoor location(s) are to accommodate all students, staff and visitors. Because of the unpredictability of emergency situations, a primary and secondary location should be identified. It is important to ensure that the location(s) selected have adequate space for the entire campus/facility population and that the location(s) poses no danger to students, staff and visitors as a result of the emergency (i.e. falling trees, power lines, fire, etc.).

The following areas have been identified as on-campus/facility evacuation locations:

Primary Location	
Secondary Location	

Off-Campus/Facility Evacuation Locations (Sister Sites)

The need to have off-campus/facility evacuation locations or sister sites is paramount to any evacuation plan. Off-Campus/Facility evacuation locations serve as a safe haven for students, staff and visitors when on-campus/facility locations are rendered unusable or unsafe due to the emergency situation. The District has pre-identified alternate evacuation locations or sister sites to act as off-campus/facility evacuation locations for each campus/facility. These sister sites have the capability of housing the entire campus/facility population. In most instances, each campus/facility has a pre-identified secondary off-campus/facility location as well.

The following areas have been identified as off-campus/facility evacuation locations:

Primary Off-Campus/Facility Evacuation Location

Location	
Address	
Point of Contact	
Phone Number	

Secondary Off-Campus/Facility Evacuation Location

Location	
Address	
Point of Contact	
Phone Number	

Evacuation Routes

If an emergency occurs and an evacuation is needed, each campus/facility should have pre-designated routes to all evacuation locations (on-campus/facility and off-campus/facility). Principals/Site Administrators are responsible for ensuring that ingress and egress routes, as well as evacuation routes are placed into a map format and are posted throughout the campus/facility. These maps are to act as a guide for students, staff and visitors when the need to evacuate is necessary. Each classroom is required to post its primary and secondary on-campus/facility evacuation routes from the classroom/office. Each campus/facility should also provide a relocation map to its primary and secondary off-campus/facility evacuation routes or sister sites.

APPENDIX I: PARENT-CHILD REUNIFICATION PLAN

The San Leandro Unified School District (SLUSD) has developed a Parent-Child Reunification Plan inclusive of short and long-term parent-child reunification procedures. This plan is to ensure a coordinated approach to reuniting children with their parents/guardians/caregivers after an emergency situation is in place. Short-term procedures outline the appropriate steps to be taken at individual school sites. When the emergency situation or the size and scope of reunification exceed the capabilities of school site operations, SLUSD will implement long-term procedures to consolidate resources and increase efficiency. Long-term procedures will be managed at the Departmental Operations Center (DOC) level.

School Site Reunification: Short Term

Student Emergency/Medical Information Card

All students are required to have a Student Emergency/Medical Information Card on file at their school site. Student Emergency/Medical Information Cards must be updated every school year, and the school should be notified of any changes of information on the Student Emergency/Medical Information Cards. Student Emergency/Medical Information Cards will be distributed to students on the first day of school and must be returned promptly. Student Emergency/Medical Information Cards require the following information:

- Parent/Guardian/Caregiver current address and phone number
- The student's doctor/health care provider and insurance information
- Any medication(s) or chronic illness(s) related to the student

It shall be the responsibility of the Principal/Site Administrator to ensure that every student at their campus has a Student Emergency/Medical Information Card on file.

Parent-Child Reunification

In the event that an emergency situation occurs on or near a school site and implementation of the Parent-Child Reunification Plan is required, parents/guardians/caregivers will be directed by on-site staff regarding where to report and how to be reunited with their child. The Principal/Site Administrator shall work in conjunction with the SLUSD Departmental Operations Center (DOC) throughout the parent-child reunification process.

The following procedures provide a general guideline for parent-child reunification throughout SLUSD. Each school site is responsible for adhering to the following principals when implementing short-term reunification procedures:

- Establish a safe and secure check-in area for parents
- Establish a separate area designated for the reunification of parents and children
- Establish a safe and secure exit for parents and children

Preparation

At the start of every school year, the Principal/Site Administrator shall direct their staff to prepare an emergency bin or container that can be accessible during an emergency situation and is capable of being transported to the parent-child reunification site. The bin or container shall contain the following items:

- Copies of Student Emergency/Medical Information Cards
- Name tags for all students and staff
- Lists of all student and staff names,
- Pre-printed signs with letters A–Z,
- Sharpie markers, pens, and tape.
- Appropriate signage designating check-in, reunification area and exit

All emergency bins or containers should be inspected on a quarterly basis and updated as necessary to address changes in student population, staff assignments and changes in student medical information.

Reunification Process

- Upon identifying a safe area to establish the parent-child reunification process, (if possible, within the main gates of the campus if it is safe to do so), the Principal/Site Administrator will do the following:
- Staff will be assigned to the front of the school site and will be responsible for informing parents/guardians/caregivers about the reunification process and directing them to the appropriate lines. Parents/Guardians/Caregivers arriving to the school site must wait in the appropriate line and be able to identify their child by name for pick-up.
- Staff will set up two tables (more if needed) at the parent-child reunification site. One table will be designated for students with last names beginning A–M. The second table will be designated for students with last names beginning N–Z.
- Each table must be clearly and adequately marked with the appropriate letters. Each table will have two binders containing the student names lists and Student Emergency/Medical Information Cards.
- Staff members working at the tables will highlight student's names in the appropriate binder and verify the parent/guardian/caregiver name. Only contacts listed on the Student Emergency/Medical Information Card may pick up a child. Parents/Guardians/Caregivers must have a valid ID and/or be recognized as parents/guardians/caregivers of the student by a staff member. Highlighting the student's name will indicate a parent/guardian/caregiver has arrived to pick up the student.
- At the Student Assembly Area, staff will post signs with the letters A–Z. Signs will be pre-made and stored in the school site emergency bin or container. Students will line up behind the letter that represents the first letter of their last name.
- All students must wear name tags indicating their last name, first name. (If possible, name tags with names already printed on them will be kept in the emergency bin or container and

distributed to staff responsible at each line, A–Z).

- Once parents/guardians have arrived, a runner will notify the child and escort them to the reunification area.
- After parents/guardians/caregivers are reunited with their child, staff will escort and/or direct the parent/guardian/caregiver and child to the exit area (the exit area should not be the same as the entrance).
- Two-to-four (more if needed) staff members should be placed at the exit area with copies of the Student Emergency/Medical Information Cards. All parents/guardians/caregivers will be cross-referenced on the Student Emergency/Medical Information Card prior to exiting.
- Upon exiting the school site, students will remove their name tags and give them to school staff. Staff will use a sharpie marker to write one of the following codes on the student's name tag:

  M – if the mother picked up the student
  F – if the father picked up the student
  G – if the guardian picked up the student
  GM – if the grandmother picked up the student
  GF – if the grandfather picked up the student
  O + NAME – if someone other than the above picked up the student

- Staff will attach the student's name tag to the Student Emergency/Medical Information Card and place them in the Master Reunification File. This file will be retained and reviewed during the debrief process to ensure that proper procedures were followed during the reunification process.

Additional Information Regarding Students Age 18 and Older

- Students who are 18 years of age or older may legally leave the premises, but will be encouraged to stay until contact with a parent/guardian/caregiver can be made. Students leaving without an adult must check out at the exit gate and school staff must mark an "18" on their name tag.
- Additionally, for accountability/tracking purposes, 18-year-olds must communicate their intended destination (e.g., home, grandparent's house, neighbor's house, etc.) and this information will be recorded on the student's name tag. Staff will attach the student's name tag to the Student Emergency/Medical Information Card and place them in the Master Reunification File.

District-Wide Reunification: Long Term

The San Leandro Unified School District's (SLUSD) Departmental Operations Center (DOC) will be responsible for implementing and managing the District-Wide Reunification Process. All information regarding the District-Wide Reunification Process will be disseminated to the Principal/Site Administrator at each campus/facility. The District-Wide Reunification Process is designed to allow SLUSD to continue the parent-child reunification process during extended hours and to consolidate resources and reunification sites. SLUSD will endeavor to work in conjunction with the City of San Leandro during District-Wide Reunification efforts and utilize, if available, City of San Leandro Emergency Response Districts (ERDs) when determining locations for District reunification sites.

Reunification Process

- When the emergency situation exceeds the capabilities of campuses/facilities or the duration of the situation is determined to last beyond the normal work day, the Departmental Operations Center (DOC) Incident Commander will implement the District-Wide Reunification Process
- The SLUSD DOC will contact each campus/facility to obtain situational awareness information regarding the number of students remaining at each school/facility and the staff available to work at District reunification sites
- Working in conjunction with the City of San Leandro, the SLUSD DOC will determine appropriate District reunification sites based on established Emergency Response Districts (ERD's). District reunification sites will be selected based on location, structural integrity and size
- The SLUSD DOC will identify and coordinate transportation needs for each campus/facility, as well as the staffing needs for each reunification site
- Campuses/Facilities will continue the parent-child reunification process until transportation arrives to transfer students to District reunification sites. Once students are safely transported to District reunification sites, staff may be released from the campus/facility, and the campus/facility will be closed. It shall be the responsibility of every Principal/Site Administrator to ensure that all students and visitors are gone before closing the campus/facility
- The Principal/Site Administrator will be responsible for ensuring campus/facility staff post appropriate signs that clearly indicate the location that students have been relocated to
- Once District reunification sites have been established, these sites will be managed using the same format described in the Short-Term Reunification Process
- The SLUSD DOC will monitor District reunification sites throughout the emergency situation and consolidate reunification sites based on number of student remaining
- When deemed appropriate, the DOC Incident Commander will authorize the deactivation of the reunification sites and any remaining students will be transferred to the custody of the Human Service Agency, Child Protection Services.

SLUSD District Wide Long Term Reunification Site Log

This form shall be used to track student relocation during the implementation of the District-Wide Long Term Reunification Process.

Site Name	Address	Neighborhood	ERD

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APPENDIX J: EXERCISE AND DRILL REPORT FORM

Type of Exercise or Drill	Date Held	Time		Comments	Recorded By
		Start	End		

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APPENDIX K: SAN LEANDRO UNIFIED SCHOOL DISTRICT CRISIS RESPONSE HANDBOOK

SLUSD Crisis Response Handbook

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Overview and Introduction

This handbook covers crisis that can impact the Mental and Behavioral Health of the SLUSD community. This guide is specific to incidents such as: violent incidents involving student or staff, suicide of a student or staff, death of student or staff, or terminal illness of a student or staff.

You will find resources to help guide your site's Crisis Response Team. *It is important to identify members of the Crisis Response Team at the start of each school year.* In addition, the resources in this handbook are to be reviewed with all site staff at the start of each school year. This handbook is to be used in conjunction with SLUSD's Emergency Operations Plan.

Additional References and Resources for Mental Health Crisis:

- Comprehensive Suicide Prevention Toolkit for Schools
- Fact Sheets on Suicide: Adolescents and Young Adults
- Youth Suicide Prevention School-Based Guide
- Suicide Prevention Resources and Recommendations Letter
- Find informative videos on suicide prevention and other topics through Keenen - click on "extra trainings" below the mandated videos you complete at the beginning of each year.
- East bay clinics and hotlines list
- San Leandro mental health services

National Child Traumatic Stress Network – *Child Trauma Toolkit for Educators*

- https://www.nctsn.org/resources/child-trauma-toolkit-educators

Crisis Response Box – *Partnering for Safe Schools*

- https://www.cde.ca.gov/ls/ss/cp/documents/crisisrespbox.pdf

Preventing Suicide – *A Toolkit for High Schools* – SAMHSA

- https://store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669

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Before the Crisis:
Checklist for Advance Preparation

Well thought-out preparation is the key to a successful crisis response. Preparation centers on the following elements:

- □ **Formation of a Crisis Response Team, with assigned roles for each member**
- □ **Adaptation of written materials (letters to families and internal communications) to your school.**
- □ **Adapting the general crisis response protocol to the particular needs of and realities of your school**
- □ **Gathering of materials and information you'll want to have at your fingertips in case of a crisis**
- □ **Training of Crisis Response Team members and staff**

Beginning of School Year:

- ❖ Recruit and Assign Crisis Response Team (CRT) Members
- ❖ Assign School Crisis Lead
- ❖ Coordinate and inform relevant programs on site, including health centers, after school programs, etc.
- ❖ Adapt general Crisis Response Plan to fit needs of your school:
  - o Gather phone numbers and create a phone tree or phone trees to contact staff and/or families.
  - o Develop plan for making central memorial/communication space for updates on victim's status/funeral arrangements etc.
  - o Upload sample letters and announcements onto the google drive and make changes relevant to your school. This will make it easier to add details and revise last-minute in case of a crisis. Draft sample letters available for parents and decide if letters will be handed out, mailed out, or both.
  - o Communicate with District and identify potential channels of communication to parents (PTA listservs, parent liaison, parent phone tree, community institutions or local religious or neighborhood organizations).
  - o Develop a plan for emergency coverage of duties for CRT members.

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CRISIS RESPONSE TEAM MEMBERS AND ROLES

Principal/Administrator

- Call team members to plan response
- Summarize the crisis situation
- Facilitate development of a crisis response plan
- Respond to requests from media for information either directly or through the districts communications officer (rumor control)
- Act as a liaison with district officers
- Conduct debriefing or evaluation of crisis response
- Act as liaison with police, fire, and other outside sources

Behavioral Health Provider/s

- Act as a referral source for students and staff
- Serve as intake counselor for traumatized students
- Consult with staff
- Screen students in need of support
- Assist teachers with classroom circles
- Provide individual and group counseling to impacted students and staff

Staff Liaison/School Safety Team (Crisis) Lead

- Keep staff informed of progress of crisis response plan and events
- Coordinate classroom activities dealing with traumatic events
- Coordinate with Behavioral Health Providers to identify anxiety reducing activities to be used in classrooms during lockdown/shelter-in-place events
- Coordinate referral system for traumatized students
- Coordinate staff debriefing meeting

District Prevention/Intervention Dept. Behavioral Health Consultant/Community Liaison

- Network with community agencies that are involved in the crisis response
- Coordinate provision of services by community agencies in the crisis response
- Keep records of all community agency involvement at the site
- Update other team members, as necessary

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School Crisis Response Team Roster

SITE: _____ SCHOOL YEAR:_____

STAFF	STAFF NAME	Crisis Team Role	PHONE #
Principal			
Other Administrator			
Staff Liaison			
Prevention Intervention Dept or District Behavioral Health Consultant			
Behavioral Health Provider			
School Psychologist			
Academic Counselor			
School Safety Officer			
Other:			
Other:			
Other:			
Other:			

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CRISIS COORDINATION OVERVIEW

EMERGENCY RESPONSE

1. Principal calls 911 (if appropriate)
2. Principal secures campus (if appropriate)

CRISIS COMMUNICATION & NOTIFICATION PROTOCOLS

1. Principal contacts Director of Intervention & Prevention Services and Office of Superintendent
2. Superintendent's Office contacts Cabinet
3. Director of Intervention and Prevention contacts Office of Superintendent to notify Risk Management and district legal department
4. Principal notifies staff as soon as possible that an incident has occurred (email or letter in mailboxes) and manages community, staff, student and press communications.
5. Principal sends summary of Incident and/or parent letter distributed to the Superintendent to distribute to Board of Education

ACTIVATION OF DISTRICT LEVEL SAFETY (CRISIS) TEAM

1. Principal contacts Director of Prevention and Intervention that will contact Alameda County Behavioral Health Consultants and Counselors
2. Behavioral Health Consultants and Counselors contacts Principal
    a. Behavioral Health Consultants deploys staff to site to assist in coordination of services (as needed)
    b. Behavioral Health Consultants deploys Community Based Organizations (mental health providers) and/or school psychologists
3. If Health Emergency (i.e., infectious disease) Director of Intervention & Prevention Services contacts California Department of Public Health, school nurses, Alameda Public Health Dept., and school-based health centers

COORDINATION & PROVISION OF CRISIS COUNSELING (PSYCHOLOGICAL FIRST AID)

1. Director of Intervention & Prevention Services and District Behavioral Health Consultants supports Principal and School Crisis Team with Behavioral Health Providers and School Psychologists to deliver psychological first aid to students
2. School Crisis Response Team assists teachers to provide accurate information about the event to students and administers individual and group-based psychological first aid
3. Principal schedules and plans an all-staff meeting (as appropriate and relevant)
4. Director of Intervention & Prevention Services, District Behavioral Health Consultants and Principal coordinate a debriefing for school staff to process their own reactions and promote self-care
5. Director of Intervention & Prevention Services works with School Crisis Response Team to assess and provide for ongoing needs of students and staff
6. District Behavioral Health Consultant and Director of Intervention & Prevention Services provides ongoing coordination of Behavioral Health providers and crisis debriefing following the initial (as needed)

7. Principal in collaboration with students and staff, may:
    a. participate in creating a shrine/remembrance to student on campus, support making a scrapbook or other memento for student's family, arrange a candlelight vigil (all discussed and decided upon by team and district to ensure appropriateness)

POST-CRISIS DEBRIEFING & FOLLOW-UP ACTIVITIES

1. Director of Intervention & Prevention Services, District Behavioral Health Consultant, Principal and Site Administration convenes site staff to debrief, evaluate response effectiveness, document ongoing site needs, and coordinate follow-up activities
2. Principal establishes ongoing supports and resources and plan for future crisis prevention

SLUSD School Site Crisis Response Team Tasks

	Principal learns of a traumatic event impacting his/her students
	Principal follows crisis communication & notification protocols
	Principal and/or Crisis Response Team Lead assemble Crisis Team to triage the impact of the event and develop a planned response
	Principal arranges meeting with all-staff to discuss the impact of the event, and provide information about available supports
	Principal and/or Crisis Response Team Lead assists and calls District Prevention and Intervention Dept. regarding coordination and calls-in additional human resources, as needed
	Principal and/or Crisis Response Team Lead welcomes and orients support providers arriving on campus
	Principal and/or Crisis Response Team Lead and Behavioral Health Providers assists team to identify students in closest proximity to the traumatic event (either physically or relationally, and students who may be otherwise triggered)
	Teacher/Staff Liaison links Behavioral Health Providers with classroom teachers to assist in facilitating classroom circles
	Principal and/or Crisis Response Team Lead and Behavioral Health Providers assist teachers to identify students who need support and link those students with a provider
	Behavioral Health Providers meet with students individually and/or in groups using the circle format
	Crisis Response Team members work together to set up a memorial area where students and staff can pay their respects on campus (if appropriate)
	Principal and/or Crisis Response Team Lead or designee makes a home visit to the family of the deceased to give condolences and inform them of available supports
	Principal and Crisis Team Lead continue to triage on a daily basis, responding to the needs of the school community until the overarching need is for closure
	Principal and Crisis Team Leads close the response with a de-briefing of teachers and providers in which lessons learned are shared and documented and self-care is emphasized

CHECKLISTS

Administrator	School Crisis Response Team Lead Checklist	District Prevention & Intervention	Behavioral Health Provider
□ Secures school campus, as necessary □ Calls police or ambulance, as necessary □ Contacts School Crisis Response Lead □ Contacts law enforcement to verify information □ Contacts victim's family to offer support and obtain and verify information which can be shared with the school community □ Works with crisis response team to reassure students and staff □ Works with district designee to respond to media inquiries, and prepare written communications to be sent home to families if appropriate □ Takes leadership role in facilitating staff meetings and parent/community meetings	□ Work directly with the site Administrator to plan and coordinate the crisis response □ Assist site Administrator in verifying information and identifying what information to share with staff, students, and community □ Call school crisis team together □ Develop and facilitate implementation of the crisis response plan □ Decide, with help from the crisis team, what resources are needed and make arrangements to get them to your site (mental health providers, etc.) □ Plan for a debriefing for staff (before or after school hours, as needed) □ Develop with crisis team, the plan for follow-up services and supports, as needed □ Conduct an evaluation of the crisis response when the crisis is over	□ Contact community agencies to obtain needed resources and services □ Develop list of community agency personnel who will be on site, serve as primary contact □ Educate agency personnel on sign-in procedures, documentation requirements, student tracking and accountability procedures, student referral process, safe room location and procedures, and other pertinent information □ Keep records of all community agency involvement in the crisis response □ Introduce community agency personnel to school crisis team members and invite to crisis response team and staff meetings	□ Assist crisis response team member in triaging which students are most impacted by the trauma □ Serve as an intake counselor for traumatized students □ Staff safe rooms for students and staff □ Provide counseling to individual students and staff, as needed □ Provide referrals for counseling and other community resources for students, parents, and staff □ Conduct group interventions with students and staff, as needed □ Designate and prepare rooms for crisis counseling; for both staff and students as needed □ In conjunction with behavioral health team triage the needs of impacted students and staff; plan intervention

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Crisis Response Team Meeting Sign-in

Date: _____

Incident: _____

STAFF	STAFF NAME	Crisis Team Role	PHONE #
Principal			
Other Administrator			
Staff Liaison			
District Behavioral Health Consultant			
Behavioral Health Provider			
School Psychologist			
Academic Counselor			
School Safety Officer			
Other:			
Other:			
Other:			
Other:			

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Gathering Information from Immediate Family

Principal/Administrator and/or district designee contacts family of deceased or injured student to determine their wishes, how they want information released, information about services, etc. and documents information on form. The following is a template that can be used to gather information:

Be clear about what is public versus private information.

Deceased or Injured Student/Staff Name	
Nature of Incident (where, when, how)	
Family member spoke with	
Parent/Guardians' Names	
Sibling Names and school/grades	
Other significant family/friends at area schools? (Name, school/grade and relationship)	
Other information family wishes to share	
(If staff) Spouse's name	
Hospital Contact Information	
Funeral Home Contact Information	
Funeral/Memorial service information	
Does family want this info to be released?	YES NO
Other information family wishes to keep private	

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Tips for Dealing with the Media

In the event of a crisis, you are sure to receive numerous requests for information from parents and the news media. Handle the emergency first; then notify your immediate supervisor. Refer all questions from the news media to the superintendent's office. When providing information, keep these points in mind:

GATHER ALL THE FACTS before making any decisions about what to say and to whom. Don't answer any questions before you know the answer; state that you "don't know but will find out."

SPEAK WITH ONE VOICE. Consistency of information released is critical; keep the Director of Communications and Superintendent's office informed of any statements you make. Inform your staff members of what is being said and the district's position concerning the situation.

BE ACCESSIBLE TO THE NEWS MEDIA ONLY THROUGH THE SUPERINTENDENT'S OFFICE. Refer reporter's questions to the Director of Communications as quickly as possible. A crisis is news, and the media will stay on top of it. Filling information gaps has positive effect on your credibility. Inaccessibility creates an information vacuum that will certainly be filled-if not with facts, then with rumors. Perception can cause more damage than reality in a crisis. Our job is to present the undisputed facts.

RECORD THE EVENTS. Keep a record of what happened at what time. This will help in preparing written communications to parents. The Superintendent's office will help in drafting written communications.

MAINTAIN A RELIABLE PRESENCE. Provide evidence to reinforce statements.

AVOID SAYING "NO COMMENT." You leave both yourself and the situation open for speculation. If you cannot respond to a question, state that you "don't know the answer but will try to find out," or that you "will comment when more information is available,' or refer the question to the Superintendent's office.

DO NOT VOLUNTEER ANY UNNECESSARY INFORMATION. This could get you into trouble. In an interview, just answer the questions and wait for the next question. Do not feel obligated to fill in "empty silence" with unnecessary comments, no matter how obligated a reporter makes you feel. Answer only the question asked. Notify the Superintendent's office about any interview conducted.

DO NOT DEBATE THE SUBJECT WITH ANYONE. Your priority should be to respond effectively to the situation.

DO NOT PLACE BLAME WHEN COMMUNICATING INFORMATION. Take responsibility as appropriate. Attempting to shift blame to others will result in a loss of credibility. Conversely, do not assume responsibility for what is not yours. If you are not sure, do not comment.

DO NOT DISTORT THE TRUTH. Being caught in a lie is worse than admitting the truth – no matter how unfavorable.

REMEMBER THAT THE SCHOOL'S FIRST RESPONSIBILITY IS TO THE STUDENTS AND THEIR FAMILIES, ESPECIALLY TO THOSE DIRECTLY INVOLVED. Our primary responsibility is to take care of the victim and the family first. Respond to questions from students, staff, parents, and the community in a timely manner. Contact the family to discuss how the family wishes to handle release information.

PROTECT THE STUDENT'S IDENTITY WHEN NECESSARY. Remember that students are minors, and identification of students involved in a crisis is not necessarily public information. If a student has been arrested, refer questions about the student's identity to law enforcement officials. If a student has been hospitalized, use your judgment. If a student has been raped, do not disclose the student's identity. For assistance, consult with the Superintendent's office.

IF THE INCIDENT AT SCHOOL INVOLVES A VIOLATION OF THE LAW, the police are in charge. Law enforcement officials are in charge of crime scenes and crime sites. Statements involving evidence or potential testimony should be cleared through the police. Photographers should not be allowed on a crime scene without prior police agreement.

WHEN REPORTERS ARE ALLOWED ON THE SCENE, tell school employees not to make a statement to the media unless they have been authorized to do so. This applies to questions from reporters after working hours, as well.

REPORTERS SHALL NOT BE ALLOWED TO INTERVIEW PUPILS on school property about a serious incident, particularly when the pupils are very young. However, neither should you attempt to interfere with news media attempts to interview students once they have left the control and responsibility of the school. You may advise students that they do not have to speak to the media.

PREPARE A WRITTEN COMMUNICATION for students to take home to their parents at the end of the day. The superintendent's office will help you write a letter. Dispel rumors. Tell parents exactly what happened. Reassure them that their children were safe during the day and will be safe when they return to school tomorrow. Provide information about any services and supports to be provided.

PREPARE FOR "DAY TWO" OF THE CRISIS. Hold a staff meeting the first thing in the morning to share factual information and give directions. Also listen and respond accordingly.

KEEP THIS RULE OF THUMB IN MIND. Put students' interest first. Put school system interest second. Put public interest before personal interest.

REMEMBER TIME IS ON YOUR SIDE. The media will become less interested as time goes on. If you respond with genuine concern you can turn the crisis into an opportunity to enhance the image of your school by providing factual information in an appropriate manner at the

appropriate time.

USE GOOD JUDGMENT. Although you can plan for the unexpected, something is sure to happen for which you had not planned. Consult your immediate supervisor in times of uncertainty.

Informing School Staff

School staff can be informed of a crisis event in the following ways, depending on the specific situation:

Public Address (P.A.) Announcements
P.A. use is discouraged unless absolutely necessary. Many administrators prefer not to make a P.A. announcement when there has been a crisis event that affects the school. In part, it depends on the situation (such as how much there is a need for immediate communication), and in part it depends on the ability of the administrator to use the P.A. in an effective manner.

School Staff Meeting/Briefing
Before school, the Principal and Point Person can meet with Crisis Response Team, selected teachers, or if the school wishes, with the entire staff to give information about the death and to identify at-risk students (siblings, closest friends, teammates, students who have had recent losses or who have had difficulty in the past coping with crises). During the meeting, some or all teachers are paired for the day with a member of the Crisis Response Team and/or mental health provider who will discuss the incident in each of their classes. The principal and point person can also prepare a sample script for teachers and crisis counseling facilitators with certain points that they should emphasize when talking with students.

Letter to School Staff Members
The principal and/or point person can write a letter to staff members explaining the incident. Such communications should be made as quickly as feasible and should be done in a clear and open manner (providing all known information). Teachers and staff can in turn be directed to inform students using the same information.

Follow-up Support for Staff Members
The Crisis Response Team and administration will consider the impact on staff and set-up support for staff (i.e. process/support group). All staff impacted by crisis should be checked in with and offered support. Some staff members may not wish to discuss, meanwhile some would rather speak one-on-one rather than in a group. Provide varying support depending on staff needs.

Announcements to the Student Body

The principal must take the following concerns into consideration before informing the student body about a crisis:

- When the announcement will be made
- What the content of the announcement will be
- What method will be employed to make the announcement
- What reactions may arise as a result of the announcement

The following points can serve as guidelines for making an announcement to the students:

1. **DO NOT DELAY**
   Delaying even half an hour can cause issues particularly in this generation with cell phones, texts, etc. To delay can give rise to rumors that can add another dimension to the existing crisis. Delays can also prompt anger on the part of the students, a feeling that, "no one really cares." Even if all the information regarding the crisis is not available or it is near the end of the school day, it still is best to inform the students of all available information before they leave for home.

2. In crisis involving a death, a straightforward sympathetic announcement of a loss with a simple statement of condolence is best. Use discretion regarding any details of the death, especially in situations of suicide or violent death. Avoid casting the victim as either "hero" or "heel."

3. **DO NOT USE SCHOOL ASSEMBLIES OR PUBLIC ADDRESS SYSTEMS FOR ANNOUNCEMENTS**
   These methods are too impersonal and difficult to control. Use of a classroom setting with a staff member reading an informational sheet is the most effective way to inform students. The announcement should be made simultaneously to decrease the possibility of rumors.

4. In secondary schools, an announcement should be made at the start of a class period to allow time for debriefing of all students.

If the crisis response team or staff does not want to read a prepared letter in class, but want to acknowledge the death at the beginning of the day, the principal and/or point person can prepare a sample script for staff, with certain points that the staff should emphasize when talking with students. In elementary schools, the principal may want to prepare two sets of announcements: one for younger grades (K-2 or 3) one for older grades (3 or 4-5) that are geared to what each age students can understand and tolerate.

Share facts of the death: Who, What, Where, When, How

Informing Parents & Guardians

Parents/guardians can be informed of a crisis event in the following ways, depending on the specific situation. Consult Superintendent's office.

Letter to Parents/Caregivers
The principal and/or point person can write a letter to parents/guardians explaining the incident.

A letter is both an opportunity to keep parents/guardians informed of what has happened and how the school is responding, as well as to help parents/guardians understand what their children are experiencing and how to support them. This letter can also be used as an opportunity to invite parents/guardians to a community meeting. Certain letters may need to be adapted to reflect the needs and practices of different cultural groups when speaking of death. Please consult the cultural experts relevant to your school's population for additional guidance.

Parent/Community Meeting

A school or community wide meeting provides a venue to keep parents and community members informed of the incident and the school's response. It is also a venue to provide parents and community members with information to help support their children, as well as themselves, in dealing with the incident. Typically, you would want to give parents/guardians enough time to receive a letter notifying them of the incident and scheduled meeting by mail, as well as hand-delivered by their children.

COUNSELING/SUPPORT

What is Psychological First Aid?
Psychological First Aid is an evidence-based approach for assisting children, adolescents, adults, and families in the immediate aftermath of a trauma or disaster. Psychological First Aid is designed to reduce the initial distress caused by traumatic events, and to foster short- and long-term adaptive functioning.

Principles and techniques of Psychological First Aid are appropriate for use in schools because they meet four basic standards. PFA is:
1. Effective in mitigating the harmful effects of exposure to trauma
2. Applicable and practical in school and community settings
3. Appropriate to developmental level across the lifespan
4. Culturally informed and adaptable.

Who Delivers Psychological First Aid?
Psychological First Aid is designed for delivery by trained specialists who provide acute assistance to affected children and adults as part of an organized crisis response effort. These specialists may be imbedded in a variety of response units, including first responder teams, incident command systems, primary and emergency health care providers, school crisis response teams, faith-based organizations, and disaster relief organizations.

In San Leandro Unified School District, these responders may include:
- School-Based Behavioral Health Therapists & Counselors
- School Psychologists
- School Nurses
- Teachers and school staff who have received training in crisis response
- Community-Based Crisis Response Teams

How is Psychological First Aid delivered?
Following a crisis event, your principal along with the District First Responders will meet to assess how your school community has been impacted and plan a response. A school site team will be formed to coordinate the response and a plan will be created to attend to the needs of the school community. Support in the form of Psychological First Aid will be provided in a variety of contexts which may include classrooms, library or other area set aside for small group meetings, and private offices for one-on-one counseling with individual students and staff. Psychological First Aid will be provided by trained responders who will provide support in collaboration with teachers, administrators and school support staff, as appropriate. PFA will be provided for one or more days depending on the severity of the traumatic event and the needs of the school site. Following the response, the crisis response team will debrief to minimize the impact of secondary trauma and document the effectiveness of the response.

Crisis Counseling Referral Form

Referring Staff:	Date:	
Student's Name:	Grade:	Room:

Area of Concern

_____ Student is emotionally affected by the trauma.

_____ Student was physically close to the trauma.

_____ Student was well-acquainted to the individuals involved.

_____ Student's past traumas seem re-ignited by current situation.

_____ Teacher is requesting a psychologist-led class-wide discussion or counseling.

_____ Other (please describe):

_____ This is a self-referral.

Staff: Please hand this referral to the Principal or Crisis Response Team lead or counseling office. This referral is specific to the traumatic event. If this referral includes any additional concerns, please attach a COST Referral form.

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Individual Counseling Guide

Student:			Counselor:
Gender:	Grade:	Teacher/Class:	Primary language of student:

"We are concerned about how things are going for you today. Our talk today will help us sort out how you have been impacted by _____ and what we can do to help. If you want me to keep what we talk about private, I will do so—except for those things that I need to discuss with others in order to help you. Ok? I am going to ask you some questions that will help me to understand what happened for you. Ok?"

- ❑ Where were you when the event occurred? (Directly at the site? Nearby? Out of the area?)
- ❑ What did you see or hear about what happened?
- ❑ How are you feeling now?
- ❑ How well do you know those who were involved? (How often did you see each other?)
- ❑ Has anything like this happened to you or any of your family before?
- ❑ How do you think this will affect you in the days to come? (How will your life be different now?)
- ❑ What bothers you the most about what happened?
- ❑ Do you think someone should be punished for what happened? If so, who and how?
- ❑ On a scale of 1-10, how angry, sad, worried, and scared are you feeling about what happened?
- ❑ What questions do you have about what happened?
- ❑ Who can you usually talk to when you need help with a problem? When will you see them next?
- ❑ What are you going to do when you leave school today? If you are uncertain, let's talk about what you should do.

Narrative (assessment/outcome/follow-up plan)

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CRISIS SITUATIONS

Assault/Major Injury/Death

When a school is notified that a death, major injury or assault (sexual or otherwise) has occurred to a student or staff member, the school MUST protect the identity and right to privacy of the victim and the alleged perpetrator in cases of assault. It is imperative that the victim's confidentiality is maintained. The only information that the victim has to disclose is allegations of the attack or assault. The individual to whom the assault is reported to must complete an incident report, contact the police, and Child Protective Services (if necessary). **A death, major injury and assault will be managed by the District Crisis Response Team if:** • The assault occurs in the school, on school grounds, during school activities, or on the way to or from school or other time deemed relevant to school • A victim's family member requested the school to intervene • Rumors have become widespread throughout the school and are damaging • Students are witness to the event	**Checklist** □ Assess the condition of the victim and provide immediate support. (Have a medical or mental health provider talk to the victim) □ Call the police or 911 to report the incident □ Call parents/guardian of the victim to inform them of incident □ Contact the Principal and develop a plan of action □ Document your actions for incident reporting □ Prior to releasing the victim, connect the victim with follow-up support from a counselor or community-based agency □ Debrief with school and crisis response staff □ Develop a plan on how victim will re-enter the school, establish a check-in/checkout person. □ Provide counseling and make-up work for student □ Coach students and staff who are aware of or witness to the event on how to maintain confidentiality

Terminally Ill Student

School personnel are increasingly faced with dealing with terminally ill students. Schooling is critical in that it helps to maintain a student's self-image. Besides, it assures the student that parents and teachers have faith in his or her future.	Some of the strategies that may help teachers and other school personnel in dealing with a terminally ill student: ➢ Read about the disease, and facilitate classroom discussion that can foster social acceptance.

Knowing about the following basic needs of a dying person will assist school personnel in coping: • Need to know that he or she is dying • Need for meaningful communications • Need to live to the end with dignity • Need to be listened to without anger and with acceptance • Need for hope • Need to know that he or she is a valuable person • Need not to be forgotten • Need to maintain self-esteem	➢ Contact health personnel, parents and professionals who have worked with the student in the past to find out the best ways to meet physical and health needs. ➢ Modify the instructional program as needed in light of fatigue, excessive absences, and effects of medications. ➢ Reduce instructional goals so that some can be completed and a feeling of success can be achieved. ➢ Do not make the student feel he or she is an object of pity. ➢ Be firm about holding the student to whatever academic and behavioral standards he or she is truly able to meet. ➢ Do not isolate the student from activities. There is a need to participate in purposeful activity with peers.

Suicide

Checklist

- □ Convene the Crisis Response Team and review the situation and roles
- □ Notify the Superintendent's Office
- □ Verify the information regarding the suicide
- □ Prepare formal statement for faculty and staff
- □ Convene emergency staff meeting and present formal statement informing the faculty and staff of the incident.
- □ Prepare formal statement or announcement for students.
- □ Establish a debriefing plan for all students and staff impacted by the crisis.
- □ Identify students, staff, and other community members that are most impacted.
- □ Plan and distribute letter of the crisis situation to families.
- □ Assess need for additional community resources of students and staff that were most impacted by the crisis.
- □ Assign trained staff and/or community professionals to specific duties to help respond to student and staff needs.
- □ Update staff on a regular basis.
- □ Complete and submit Incident Report to Superintendent's Office.
- □ Debrief with staff and Crisis Response Team

California Education Code (EC) Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency (LEA) that serves pupils in grades seven to twelve, inclusive, adopt a policy on pupil suicide prevention,

intervention, and postvention. The policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

For more information on AB 2246 Pupil Suicide Prevention Policies, go to the California Legislative Information Web page at https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB2246.

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PROTOCOL FOR SUICIDE ASSESSMENT

1. If student discloses suicidal ideation with intent, and/or there is clearly observed high-risk behavior, keep the student close and supervised. Do not leave the student alone. ***** If there is IMMINENT DANGER call 9-1-1 and notify the SRO.***
2. Immediately inform principal that there are concerns and that an assessment will be conducted. Principal will complete Crisis Screening Tool if needed. Principal will notify Director of Prevention and Intervention.
3. Notify your site Behavioral Health Provider, School Psychologist or School-Based Therapist.
4. **Behavioral Health Provider, School Psychologist or School-Based Therapist will follow protocol as outlined on the**

Crisis Screening & Assessment Tool (link)
and Suicide Assessment Checklist:

   a. Conduct Assessment utilizing the **Student Interview form**
   b. Call San Leandro Police Department if risk is identified and a 5150 assessment is required.
   c. Complete **Student Safety Plan** with student.
   d. Complete **Parent/Guardian Support Plan** with identified team and guardians.
   e. Complete **School Suicide Prevention Plan** with identified team, and plan for student re-entry regardless of outcome. *Even if a student was not hospitalized, they will require extra support post incident*.

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Suicide Assessment CHECK-LIST

1. **Notify the Student's Parent(s) or Guardian(s) (Parents and guardians should be a part of the assessment of risk and plan for aftercare decision, if clinically appropriate.)**
   - ❑ Parents/guardians have been notified of the situation and that you will be talking to and assessing their child.
   - ❑ Parents/guardians have been asked to come to the school to discuss the child's needs.
   - ❑ Parents/guardians have NOT been notified because:

     _____

2. **Seek Information to Clarify Concerns -** As needed, clarify current concerns by actively seeking information from:
   - ❑ Interviews with school staff, teachers or students
   - ❑ Other agencies: therapists, human services, etc
   - ❑ Social work, health, psychologist, and Counselor records
   - ❑ Parents **(Parents and guardians should be a part of the assessment of risk and plan for aftercare decision, if clinically indicated.)**

3. **Find a school staff to sit with student and maintain safety while you do the following steps.**
   - ❑ Share findings from the assessment with supervisor, then parent(s) or guardian(s) and get their input.
   - ❑ In consultation with your clinical supervisor, make a decision about the level of risk.
     - ❑ **Low Level of Risk:** The student appears to be at a low risk for harming himself/herself. The student is in distress but has positive supports. The student's concerns and needs may be readily addressed. The student does not appear serious about harming himself/herself, nor have they thought seriously about a means to do so.
     - ❑ **Medium Level of Risk:** Information suggests medium risk potential. The student is in distress. There is suicidal thinking but the student does not seem intent on harming herself/himself. The problem situation can be resolved and the student appears able to use some coping skills. The student's suicidal thinking is concerning but they are not expressing a clear intent to harm herself/himself. The student is open and responsive to support, or already has sufficient support.
     - ❑ **High Level of Risk:** Information suggests high risk potential. The student is in significant distress. There is clear suicidal thinking and warning signs are present. The student's coping skills and social supports are limited or compromised. There may be a situation that is difficult to resolve. The student appears to be in **imminent danger** of inflicting self-harm or committing suicide. There is a **need for immediate intervention** and possible hospitalization.

4. **If HIGH RISK, call 911 and SLPD and notify the Site Administrator/Principal**
   - ❑ Call for further assessment and potential immediate intervention (i.e. 5150)
   - ❑ Report the situation to the school principal as they need to be informed that emergency personnel will be arriving.

5. **Provide Intervention and Support**
   - ❑ Take action to provide for the student's safety and address current concerns. *Refer to 'SI Intervention Suggestions'*
   - ❑ In all cases you must provide referrals for supportive services to parents. List supportive services suggested: _____

6. **Develop a Suicide Prevention Plan for the Student at School**
   - ❑ Develop this Suicide Prevention Plan in partnership with the student and parent(s) or guardian(s).

7. **Document this incident**
   - ❑ Ensure that you have documented this incident in conjunction with your agencies expectations.
   - ❑ If you're aware that the student is seeing another school-based therapist for services, please alert them of this incident.

Possible Interventions for Low to Medium Risk	**Possible Interventions for High Risk Situations**
❑ Assess for current access to resources (i.e. regular medical provider, type of insurance, etc.) ❑ Discuss local support resources and provide crisis support numbers. ❑ Plan next-steps and complete safety contract with student. ❑ Suggest meeting with teachers and/or other supportive individuals at school who can provide support with contract. ❑ Identify peers/friends who are supportive, and assist student with reaching out for support if desired. ❑ Discuss with parent the option to take their child for immediate intervention with another health care provider.	❑ Parent can come to school and take their child for immediate intervention with off-site health care provider. Provide resources (i.e. Willow Rock) if needed. ❑ Contact a School Resource Officer for further support. ❑ Call 9-1-1 and request further assessment.

Student Interview/Assessment

Warning signs

- ❑ Suicide Notes
- ❑ Making final arrangements
- ❑ Giving away possessions
- ❑ Reading or writing about death
- ❑ Sad or depressed affect, hopelessness
- ❑ Sexual identity issues or sexual abuse
- ❑ Social withdrawal or isolation
- ❑ Family Problems
- ❑ Legal problems
- ❑ Poor coping skills
- ❑ Limited support system
- ❑ Increased risk taking
- ❑ Drug and alcohol use
- ❑ Humiliation or rejection
- ❑ Loss of an important person or relationships
- ❑ Family history of suicide
- ❑ Friend has attempted suicide
- ❑ Previous suicide attempts, cutting
- ❑ Plan to commit suicide
- ❑ Sense of desperation
- ❑ Access to a means to harm self

Questions for Beginning the Interview

"Someone has noticed _____ about you (e.g., an essay, a drawing, a statement). It concerned me and so I wanted to ask you about it. What were you meaning to say? What did you want to happen?"

Info from 3rd party:
What happened?
What did the student say or do?
What warning signs led to this referral?

Is the student taking any medications? Diagnosis?

Is the student receiving counseling services (with whom)?

Is the student receiving Special Education Services?

Questions for Assessing Current Feeling and Thinking

How are things going for you right now?
Have you been feeling down or discouraged?
What problems are getting you down right now?
Has someone hurt you, or has someone hurt your feelings in some way?
Do you feel like things can get better?

Questions for Assessing Suicidal Thinking and Behavior

Have you been thinking about hurting yourself or taking your own life?
What happened to make you think about hurting or killing yourself?
Do you know someone who's committed suicide?
Has someone you care about died?
Have you tried to hurt or kill yourself before?
Have you thought about how to make yourself die?
How are you planning to hurt yourself? (Ask about access to a means to inflict self-harm that matches how the student responds—medications, firearms, etc.)

Questions for Assessing Coping

What would it take to make things better?
What would have to happen for things to work out?
What have you tried to do to make things better?

Questions for Assessing Supports

Can you talk to family and friends about how you're feeling?
Who have you told about how you are feeling? Are they helping you?
Would you be willing to talk to someone about how you're feeling (e.g., a therapist)?

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Student Safety Plan

I have expressed thoughts about hurting myself. School staff members are concerned and want to support me. I understand that I have a part in keeping myself safe, and I am making this agreement to stay safe. I, _____, agree that I will not try to hurt myself. If I think about hurting myself, I will help myself in the following ways:

➢ **Get help from an adult immediately:**

At school, I will talk to:
1. _____, or
2. _____, or
3. _____

Outside school, I will talk to:
1. _____, or
2. _____, or
3. _____

Call 911 or a Crisis Hotline that is open 24 hours per day:

- ✓ Alameda Crisis Hotline 1-800-309-2131
- ✓ National Crisis Line, 1-800-784-2433 (1-800-SUICIDE)

➢ **Not take any alcohol or drugs**

➢ **I can also do this:** _____

_____ _____

Student Signature **Provider Signature**

_____

Date

Student Name: _____ **Date of Birth:** _____

School: _____ **Grade:** _____

Parent/Guardian Names:

_____

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Parent/Guardian Notice and Support Plan

I have been informed that my child has been expressing suicidal thoughts. School staff members are concerned and want to support my child. I understand that I have a part in keeping my child safe. I have been advised to take the following steps:

- ❑ Provide supervision for my child at all times and safeties proof my home.
- ❑ I will not allow my child to be left alone at this time or allow them access to weapons, drugs or medications.
- ❑ I have been advised that I should immediately take my child to a hospital to be evaluated.
- ❑ Help the school staff create a Suicide Prevention Plan for my child to be used at school. Date of Meeting: _____
- ❑ Contact professionals that can assist me and my child on a private basis
  - ➢ Resources include:
    - ➢ _____
    - ➢ _____
- ❑ Share with the school the names of other professionals helping my child.
- ❑ Sign a release of information form that school staff and other professional may share information to benefit my child.
- ❑ In case of emergency, I should:
  - ➢ Call 9-1-1
  - ➢ Call the Crisis Hotline at 1-800-309-2131
  - ➢ Take my child to a hospital emergency room.

_____	_____
Parent/Guardian – Printed Name	Date
_____	_____
Student Name	School
_____	_____
Parent/Guardian Signature	Staff

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School Suicide Prevention Plan

Date of Meeting:	In Attendance:

Please check-off the following if/when completed:

- ❑ **Student Safety Contract** – reviewed/explained to student and signed by student (attach).
- ❑ Referrals and resources must be provided to parents/guardians.
- ❑ Release of Information forms signed by parents/guardians to attain hospital documents and after-care instructions.
- ❑ Administration, support staff, and teachers alerted on a need-to-know basis.
- ❑ Adults that the student can talk to for support:
  _____
- ❑ Follow-up by: (i.e. School Psych, Social Worker, Nurse, Counselor, etc._____
- ❑ Frequency of check-in's/session's _____ (daily, weekly?)
- ❑ Contact information of follow-up staff:
  _____
- ❑ Provide increased supervision during these times/class period:
  _____
  _____
- ❑ Modified daily schedule or coursework:
  _____
  _____
- ❑ Behavior Plan (attach copy of applicable)
- ❑ Identify precipitating/aggravating circumstances, and intervene to alleviate tension. Describe:
_____
_____
- ❑ Drug and/or alcohol intervention. Provide provider name and contact:
  _____
- ❑ Referral to COST to identify appropriate supports.
- ❑ If Special Education or 504 student, review goals and placement options.
- ❑ If Special Education student, consider change in placement.
- ❑ PARENT/GUARDIAN will provide the following intervention and supervision:_____
_____

Please sign and date below.

_____	_____
Mtg Facilitator/Administrator of Plan	**Site Administrator**
_____	_____
Behavioral Health Provider	**Parent/Guardian**
_____	
Student (if present)	

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POST-CRISIS DEBRIEFING

Immediately following a thorough response to the crisis and ensuring site and community is stabilized, it is necessary to debrief the crisis response. This will aid in ensuring proper supports are in place, and strengthening the crisis response team and protocols.

The Crisis Response Team convenes to assess the following:

- Behavioral Health supports were put in place and were adequate in addressing need.
- Crisis team members were clear in their roles and felt prepared to address incident.
- Staff members felt supported and informed.
- Students felt supported and informed.
- Families and the larger community were properly informed and provided resources.
- All steps were documented and have been filed accordingly.
- Follow-up activities are coordinated, and team is aware of next-steps.
- Staff feels prepared in how to identify students who may be in need of additional support and know how to make referrals.

As you debrief, identify and document areas of need and action plan to follow-up. A summary of the debriefing and plan of action should be shared at an all staff meeting.

Over the coming days and weeks, the School Crisis Response Lead (or other identified CRT member) continues to check in with teachers and other school staff about students to monitor affected students and to identify those who need additional help and/or referral. School Crisis Response Lead also checks in with students, refers to on-site clinicians or community services, contacts parents if appropriate. School Crisis Response Lead continues to follow-up and monitor well-being of students.

- Signs that continuing follow-up is needed for a student might include:
  - Extreme irritability and feelings of hopelessness
  - Deterioration in grades and/or attendance
  - Inability to acknowledge the loss
  - Little or no emotion regarding the loss
  - Excessive crying or extreme, prolonged grief reactions
  - Use of drugs or alcohol
  - Withdrawal from friends and/or normal activities
  - Change in health or energy level
  - Eating and/or sleeping difficulties or sudden weight-loss

RESOURCES FOR EDUCATORS and STAFF

Traumatic incidents trigger various emotions and affect individuals in many ways. Resources shall be available and offered to staff. Sometimes these effects are not visible, or they appear some length of time after the traumatic incident. It's crucial that the caregiving adults are aware how to provide support to their students, and also how to care for themselves.

What can be done at school to help a traumatized child?
Child Trauma Toolkit for Educators | October 2008 | The National Child Traumatic Stress Network www.NCTSN.org

- Maintain usual routines. A return to "normalcy" will communicate the message that the child is safe and life will go on.
- Give children choices. Often traumatic events involve loss of control and/or chaos, so you can help children feel safe by providing them with some choices or control when appropriate.
- Increase the level of support and encouragement given to the traumatized child. Designate an adult who can provide additional support if needed.
- Set clear, firm limits for inappropriate behavior and develop logical—rather than punitive—consequences.
- Recognize that behavioral problems may be transient and related to trauma. Remember that even the most disruptive behaviors can be driven by trauma-related anxiety.
- Provide a safe place for the child to talk about what happened. Set aside a designated time and place for sharing to help the child know it is okay to talk about what happened.
- Give simple and realistic answers to the child's questions about traumatic events. Clarify distortions and misconceptions. If it isn't an appropriate time, be sure to give the child a time and place to talk and ask questions.
- Be sensitive to the cues in the environment that may cause a reaction in the traumatized child. For example, victims of natural storm-related disasters might react very badly to threatening weather or storm warnings. Children may increase problem behaviors near an anniversary of a traumatic event.
- Anticipate difficult times and provide additional support. Many kinds of situations may be reminders. If you are able to identify reminders, you can help by preparing the child for the situation. For instance, for the child who doesn't like being alone, provide a partner to accompany him or her to the restroom.
- Warn children if you will be doing something out of the ordinary, such as turning off the lights or making a sudden loud noise.
- Be aware of other children's reactions to the traumatized child and to the information they share. Protect the traumatized child from peers' curiosity and protect classmates from the details of a child's trauma.
- Understand that children cope by reenacting trauma through play or through their interactions with others. Resist their efforts to draw you into a negative repetition of the trauma. For instance, some children will provoke teachers in order to replay abusive situations at home.
- Although not all children have religious beliefs, be attentive if the child experiences severe feelings of anger, guilt, shame, or punishment attributed to a higher power. Do not engage in theological discussion. Rather, refer the child to appropriate support.
- While a traumatized child might not meet eligibility criteria for special education, consider making accommodations and modifications to academic work for a short time, even including these in a 504 plan. You might:

- Shorten assignments
- Allow additional time to complete assignments
- Give permission to leave class to go to a designated adult (such as a counselor or school nurse) if feelings become overwhelming
- Provide additional support for organizing and remembering assignments

SELF-CARE FOR EDUCATORS
Child Trauma Toolkit for Educators | October 2008 | The National Child Traumatic Stress Network www.NCTSN.org

"There is a cost to caring." - Charles Figley

Trauma takes a toll on children, families, schools, and communities. Trauma can also take a toll on school professionals. Any educator who works directly with traumatized children and adolescents is vulnerable to the effects of trauma—referred to as compassion fatigue or secondary traumatic stress—being physically, mentally, or emotionally worn out, or feeling overwhelmed by students' traumas. The best way to deal with compassion fatigue is early recognition.

TIPS FOR EDUCATORS:

1. Be aware of the signs. Educators with compassion fatigue may exhibit some of the following signs:
    a. Increased irritability or impatience with students
    b. Difficulty planning classroom activities and lessons
    c. Decreased concentration
    d. Denying that traumatic events impact students or feeling numb or detached
    e. Intense feelings and intrusive thoughts, that don't lessen over time, about a student's trauma
    f. Dreams about students' traumas
2. Don't go it alone. Anyone who knows about stories of trauma needs to guard against isolation. While respecting the confidentiality of your students, get support by working in teams, talking to others in your school, and asking for support from administrators or colleagues.
3. Recognize compassion fatigue as an occupational hazard. When an educator approaches students with an open heart and a listening ear, compassion fatigue can develop. All too often educator's judge themselves as weak or incompetent for having strong reactions to a student's trauma. Compassion fatigue is not a sign of weakness or incompetence; rather, it is the cost of caring.
4. Seek help with your own traumas. Any adult helping children with trauma, who also has his or her own unresolved traumatic experiences, is more at risk for compassion fatigue.
5. If you see signs in yourself, talk to a professional. If you are experiencing signs of compassion fatigue for more than two to three weeks, seek counseling with a professional who is knowledgeable about trauma.
6. Attend to self-care. Guard against your work becoming the only activity that defines who you are. Keep perspective by spending time with children and adolescents who are not experiencing traumatic stress. Take care of yourself by eating well and exercising, engaging in fun activities, taking a break during the workday, finding time to self-reflect, allowing yourself to cry, and finding things to laugh about.

San Leandro Community-Based Organizations
Behavioral Health Support Services

Crisis Support Services of Alameda County **24-hour crisis line and resource line for individual and group support** **1-800-309-2131**
Circle of Care/East Bay Agency for Children (Oakland) **Offers support groups and individual counseling for children, teens and families** **510-531-7551**
Davis Street (Primary Care and Behavioral Health Clinic) **3081 Teagarden, San Leandro** **510-347-4620**
Family Services Counseling and Community Resource Center **2208 San Leandro Blvd, San Leandro** **Phone: 510-483-6715 Email: info@fscc.org**
Davis Street Family Services **3081 Teagarden Street, San Leandro** **Phone 510-347-4620**
Girls Inc of Alameda County **Academic Engagement - Healthy Living - Leadership Development** **433 Estudillo Ave Suite 105, San Leandro** **510-357-5515**
Pathways Counseling Center **510 16th St., Suite 100, Oakland CA 94612** **Phone: 510-357-5515**
Project Eden **Substance Abuse Prevention for Community Youth** **1866 B Street, Suite 101, Hayward** **510-247-8200**

APPENDIX L: SAN LEANDRO UNIFIED SCHOOL DISTRICT BOARD POLICIES

It is a well-known fact that a positive school climate is the most important factor in increasing safety, security, social-emotional growth, and academic achievement. Positive school climates enhance safety within our schools and communities by increasing the level of communication between students, families, and school personnel. Making a positive school climate a priority has the potential to reduce violence, bullying, as well as other actions that can quickly evolve into an emergency situation.

Pursuant to Education Code Sections 32280-32289, all Comprehensive School Safety Plans will be inclusive of policies that maintain a high level of school safety and address procedures for complying with existing laws related to school safety.

The following San Leandro Unified School District Board Policies have been included in the Comprehensive School Safety Plan to provide staff with direction as they carry out their duties and responsibilities. These Board Policies act as a reference tool and cover not only expectations on individual behavior but also guidelines on handling specific situations. A complete listing of all Board Policies and Administrative Policies are located on the San Leandro Unified School District website at https://www.sanleandro.k12.ca.us/. All policies can be found under the heading Board of Education and tab Board Policies.

Non-Discrimination in District Programs and Activities (BP 0410)

The Board of Trustees is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

District programs and activities shall also be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

Annually, the Superintendent or designee shall review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, handbook, application form, or other materials distributed to these groups and, as applicable, to the public. As appropriate, such notification shall be posted in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations and shall be posted on the district's web site and, when available, district-supported social media.

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language.

Access for Individuals with Disabilities

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

The Superintendent or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school web sites, note takers, written materials, taped text, and Braille or large print materials. Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

The individual identified in AR 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws is hereby designated as the district's ADA coordinator. He/she shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

Non-Discrimination/Harassment (BP 5145.3)

The Board of Trustees desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. He/she shall report his/her findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

Child Abuse Prevention and Reporting (BP 5141.4)

Child Abuse Prevention

The Board of Trustees recognizes the district's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques.

The Superintendent or designee shall seek to incorporate community resources into the district's child abuse prevention programs. To the extent feasible, the Superintendent or designee shall use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated

reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters.

In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided.

Sexual Harassment (BP 5145.7)

The Board of Trustees is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

2. A clear message that students do not have to endure sexual harassment under any circumstance

3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained

4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students

6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made

7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

Hate Motivated Behavior (BP 5145.9)

The Board of Trustees affirms the right of all students, staff, and parents/legal guardians to be free from hate crimes, or any hate-inspired activity which degrades an individual including, but not limited to, race or ethnicity, color, religion, age, culture, heritage, ancestry, national origin,

nationality, gender, gender identity, gender expression, perceived sex, sexual orientation, genetic information, mental or physical disability.

Such acts may cause injury to victims and will not be tolerated in an educational setting. The Board encourages the Superintendent and staff to develop programs which enhance self-esteem, raise awareness and sensitivity, and foster respect and understanding for all individuals and their unique qualities.

The Board recognizes that such hate-inspired threats, physical assaults or damage to property jeopardize the safety and well-being of students and staff. The Board authorizes the staff to discipline students involved in such acts including suspension or recommendation for expulsion as permitted in Board Policy 5144.1. Nothing in this policy shall be interpreted to prevent students from expressing their views.

Gender identity is defined as a person's identity, expression, or physical characteristics regardless of whether those characteristics are traditionally associated with one's assigned biological sex at birth. Gender identity refers to the gender the individual experiences.

Gender expression refers to the ways in which people externally communicate their gender identity to others through behavior, clothing, hairstyle, voice and other forms of presentation.

Genetic information includes information about an individual's genetic tests and the genetic tests of an individual's family members, as well as information about the manifestation of a disease or disorder in an individual's family members (i.e. family medical history).

Bullying (BP 5131.2)

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee shall file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

Positive School Climate (BP 5137)

The Board of Trustees desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

All staff are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

Staff shall consistently enforce Board policies and regulations which establish rules for appropriate student conduct, including prohibitions against bullying, cyberbullying, harassment of students, hazing, other violence or threats of violence against students and staff, and drug, alcohol, and tobacco use.

The district's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. Teachers are encouraged to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

The Superintendent or designee may develop other strategies to enhance students' feelings of connectedness with the schools, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the schools.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school.

The schools shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction, and mediation skills.

Staff shall receive professional development designed to improve classroom management, conflict resolution techniques, and communications with students and parents/guardians including persons of diverse backgrounds.

Visitors (AR 1250)

The Superintendent or designee shall post at every entrance to each school and school grounds a notice setting forth visitor registration requirements, hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements.

To ensure minimum interruption of the instructional program, the Superintendent or designee shall establish procedures which facilitate visits during regular school days. For classroom visitations, all visitors must make arrangements with the classroom teacher 24 hours in advance of the desired visitation or by prior arrangement with the classroom teacher. If a conference is desired, an appointment should be set with the teacher during non-instructional time.

Registration Procedure

All visitors must report to the school office upon entering a school site and receive authorization to visit elsewhere in the school site. This authorization is required even if the visitor has been invited to a classroom, because the office must be able to account for everyone on campus in an emergency.

1. All visitors must check in at the school office.

2. All visitors must sign in and sign out at the school office.

3. All visitors must wear a school provided name tag while on school grounds.

All visitors shall, upon request, furnish the principal or designee with any of the following information:

1. His/her name, address and occupation.

2. His/her age, if less than 21.

3. His/her purpose for entering school grounds.

4. Proof of identity.

5. Other information consistent with the provisions of law.

Denial of Registration

The following provisions of law shall apply to visitors

1. The principal or designee may refuse to register any visitor if he/she reasonably concludes that the visitor's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance. The principal or designee or school security officer may revoke a visitor's registration if he/she has a reasonable basis for concluding that the visitor's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students or staff.

2. The principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the principal or designee shall inform the visitor that if he/she reenters the school within seven days he/she will be guilty of a misdemeanor subject to a fine and/or imprisonment.

Appeal Procedure

Any person who is denied registration or whose registration is revoked may appeal to the Superintendent or principal by submitting, within five days after the person's departure from school, a written request for a hearing. This request must state why he/she believes the denial or revocation was improper and must provide an address to which the hearing notice may be sent. Upon receipt of the request for a hearing, the Superintendent or principal shall promptly mail a notice of the hearing to the person requesting it. A hearing before the Superintendent or principal shall be held within seven days after receipt of the request.

Dress and Grooming (BP 5132)

The Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists.

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

Safe School Environment (BP 5142)

The Board of Trustees recognizes the importance of providing a safe school environment that is conducive to learning and promotes student safety and well-being. Appropriate measures shall be implemented to minimize the risk of harm to students, including, but not limited to, protocols for maintaining safe conditions on school grounds, promoting safe use of school facilities and equipment, and guiding student participation in educational programs and school-sponsored activities.

School staff shall be responsible for the proper supervision of students at all times when students are subject to district rules, including, but not limited to, during school hours, school-sponsored activities, before and after-school programs, morning drop-off and afternoon pick-up, and while students are using district transportation.

The Superintendent or designee shall ensure that students receive appropriate instruction on topics related to safety and emergency procedures, as well as injury and disease prevention.

Crossing Guards/Student Safety Patrol

To assist students in safely crossing streets adjacent to or near school sites, the Board may employ crossing guards and/or establish a student safety patrol at any district school. The Superintendent or designee shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed.

Student Identification Cards and Safety Information

Student identification cards of students in grades 7-12 shall have printed on them safety information, including the following: (Education Code 215.5, 217)

1. The National Suicide Prevention Lifeline telephone number and, at the district's discretion, the Crisis Text Line and/or a local suicide prevention hotline telephone number

2. The National Domestic Violence Hotline

Employee Security (BP 4258)

The Board of Trustees desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or his/her parent/guardian to recover damages to the employee or his/her property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of his/her duties.

The Superintendent or designee shall ensure that employees receive training in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

The Superintendent or designee also shall inform teachers, in accordance with law, of crimes and offenses committed by students who may pose a danger in the classroom.

The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

Use of Pepper Spray

Employees shall not carry or possess pepper spray on school property or at school activities, except when authorized by the Superintendent or designee for self-defense purposes. When allowed, an employee may only possess pepper spray in accordance with administrative regulations and Penal Code 22810. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

Reporting of Injurious Objects

The Board requires employees to take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the potential danger involved and shall do one of the following:

1. Confiscate the object and deliver it to the principal immediately

2. Immediately notify the principal, who shall take appropriate action

3. Immediately call 911 and the principal

When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

School Discipline (BP 5144)

The Board of Trustees is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare

students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal.

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan.

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Suspension and Expulsion Due Process (AR 5144.1)

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Board of Trustees for students of the same grade level

2. Referral to a certificated employee designated by the principal to advise students

3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900 (a) and (t))

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900 (b))

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900 (c))

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900 (d))

5. Committed or attempted to commit robbery or extortion (Education Code 48900 (e))

6. Caused or attempted to cause damage to school property or private property (Education Code 48900 (f))

7. Stole or attempted to steal school property or private property (Education Code 48900 (g))

8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900 (h))

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900 (i))

10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900 (j))

11. Knowingly received stolen school property or private property (Education Code 48900 (l))

12. Possessed an imitation firearm (Education Code 48900 (m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900 (m))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900 (n))

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900 (o))

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900 (p))

16. Engaged in, or attempted to engage in, hazing (Education Code 48900 (q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900 (q))

17. Engaged in an act of bullying (Education Code 48900 (r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900 (r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other

wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900 (r))

a. A message, text, sound, video, or image

b. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900 (r))

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900 (t))

19. Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

Additional Grounds for Suspension and Expulsion: Grades 4-12

Any student in grades 4-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900 (k))

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

Suspension from Class by a Teacher

A teacher may suspend a student, including a grade K-3 student, from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been suspended. (Education Code 48910)

As soon as possible after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code 48915 (c))

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain the documentation in the student's record. (Education Code 48900.5)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, he/she may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against him/her, and shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference and the conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

c. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law.

2. The student shall have access to appropriate counseling services.

3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.

4. The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification may be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense

2. Possession of any knife or other dangerous object of no reasonable use to the student

3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician

4. Robbery or extortion

5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918 (a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918 (a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918 (a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918 (a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918 (a))

Stipulated Expulsion

After a determination that a student has committed an expellable offense, the Superintendent, principal, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or his/her parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of his/her right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student and his/her parent/guardian shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing

2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies

3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918 (b))

1. The date and place of the hearing

2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based

3. A copy of district disciplinary rules which relate to the alleged violation

4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code 48915 (a) or (c).

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a non-attorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Non-attorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing

7. The opportunity to confront and question all witnesses who testify at the hearing

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918 (c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918 (c))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918 (g))

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918 (i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918 (i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918 (i))

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above. (Education Code 48918 (h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918 (f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

a. Any complaining witness shall be given five days' notice before being called to testify.

b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.

c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.

d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.

e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

(1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

(2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

(3) The person conducting the hearing may:

(a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

(b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours

(c) Permit one of the support persons to accompany the complaining witness to the witness stand

6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918 (a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918 (a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by his/her parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918 (e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918 (f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918 (j))

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission

2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)

2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)

3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)

4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)

5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior

2. The seriousness of the misconduct

3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)

2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)

3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)

4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)

5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which

the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1 (b). (Education Code 48918 (j))

7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915 (c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900 (c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Placement During Expulsion

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems

2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these locations

3. Not housed at the school site attended by the student at the time of suspension

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.

2. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.

3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.

4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)

5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.

6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying re-admittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918 (k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

APPENDIX M: CALIFORNIA HEALTHY KIDS SURVEY

CALIFORNIA
CalSCHLS
SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY



San Leandro High
Secondary
2020-2021
Main Report

California Department of EDUCATION

WestEd
WestEd.org

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	
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	X

Core Module Results

1. Survey Sample

Table A1.1
Student Sample for Core Module

	Grade 9	Grade 10	Grade 11	Grade 12
Student Sample Size				
Target sample	694	698	678	–
Final number	307	311	294	–
Response Rate	44%	45%	43%	–

Table A1.2
Number of Respondents by Instructional Model

	Grade 9	Grade 10	Grade 11	Grade 12
In-school learning only	5	11	6	–
Remote learning only	296	295	285	–
Hybrid learning	6	5	3	–

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Substance Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
School Engagement and Supports					
School connectedness[†Φ]		31		–	A6.7
Academic motivation[†]	61	55	54	–	A6.7
Monthly Absences (3 or more)[Φ]		25		–	A6.2
Maintaining focus on schoolwork[†]	20	19	14	–	A6.13
Caring adult relationships[‡]	52	51	53	–	A6.7
High expectations-adults in school[‡]	68	64	66	–	A6.7
Meaningful participation[‡Φ]		30		–	A6.7
Facilities upkeep[†Φ]		33		–	A6.16
Promotion of parent involvement in school[†]	48	37	39	–	A6.7
School Safety					
School perceived as very safe or safe[Φ]		50		–	A8.1
Experienced any harassment or bullying[§Φ]		42		–	A8.2
Had mean rumors or lies spread about you[§Φ]		18		–	A8.3
Been afraid of being beaten up[§Φ]		8		–	A8.3
Been in a physical fight[§Φ]		17		–	A8.4
Seen a weapon on campus[§Φ]		17		–	A8.6
Substance Use					
Current alcohol or drug use[¶]	6	11	11	–	A9.5
Current marijuana use[¶]	2	8	7	–	A9.5
Current binge drinking[¶]	1	3	2	–	A9.5
Very drunk or "high" 7 or more times, ever	2	8	9	–	A9.7
Been drunk or "high" on drugs at school, ever	2	7	6	–	A9.9
Current cigarette smoking[¶]	0	0	0	–	A10.3
Current vaping[¶]	1	3	5	–	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.

[Φ]In-School and Hybrid Models only.

Table A2.2

Key Indicators of Student Well-Being, Remote Learning, and Social and Emotional Health

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Routines					
Eating of breakfast[|]	66	56	58	–	A11.1
Bedtime (before 11 pm)	39	30	23	–	A4.1
Sleep deprivation (less than 8 hours)	32	37	42	–	A4.1
Physical exercise (meets standards)[‖]	66	56	52	–	A4.4
Learning from Home					
Average days worked on schoolwork ($\geq$ 5)[¶δ]	89	87	91	–	A5.1
Synchronous instruction (4 days or more)[‖δ]	93	93	95	–	A5.1
Interest in schoolwork done from home[δ]	29	22	20	–	A5.3
Meaningful opportunities[‡δ]	46	42	46	–	A5.2
Adult and Peer Relationships					
Adult supports[‡]	70	61	69	–	A7.7
Peer supports[‡]	71	68	71	–	A7.6
Virtual peer interactions (4 days or more)[‖]	67	67	70	–	A4.3
Cyberbullying[§]	23	23	14	–	A8.3
Social and Emotional Health					
Social emotional distress[‡]	35	38	35	–	A7.10
Experienced chronic sadness/hopelessness[§]	49	50	45	–	A7.1
Considered suicide[§]	20	19	15	–	A7.2
Self-Efficacy[‡]	66	66	66	–	A7.3
Self-Awareness[‡]	56	57	60	–	A7.4
Problem Solving[‡]	46	41	45	–	A7.5
Optimism[‡]	46	43	40	–	A7.8
Gratitude[‡]	60	61	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.

[|]*Today.*

[¶]*Past 30 days.*

[δ]*Remote and Hybrid Models only.*

[‖]*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 10 %	Grade 11 %	Grade 12 %
In-School Model	2	4	2	–
Remote Learning Model	96	95	97	–
Hybrid Model (in school on alternate days)	0	1	0	–
Hybrid Model (in school half days)	2	1	1	–

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 10 %	Grade 11 %	Grade 12 %
Male	41	49	48	–
Female	55	48	48	–
Nonbinary	3	2	2	–
Something else	2	1	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 10 %	Grade 11 %	Grade 12 %
Straight (not gay)	73	72	75	–
Lesbian or Gay	2	3	2	–
Bisexual	11	13	8	–
Something else	2	3	4	–
Not sure	8	5	4	–
Decline to respond	4	5	6	–

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 10 %	Grade 11 %	Grade 12 %
No, I am not transgender	94	93	94	–
Yes, I am transgender	2	1	1	–
I am not sure if I am transgender	2	2	1	–
Decline to respond	2	5	4	–

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 10 %	Grade 11 %	Grade 12 %
American Indian or Alaska Native	1	1	0	–
Asian or Asian American	17	21	30	–
Black or African American	14	14	12	–
Hispanic or Latinx	47	45	42	–
Native Hawaiian or Pacific Islander	1	2	1	–
White	8	8	6	–
Mixed (two or more) ethnics	9	8	7	–
Something else	4	2	3	–

Question HS/MS A.6: What is your race or ethnicity? (Mark All That Apply.)... American Indian or Alaska Native... Asian or Asian American... Black or African American... Hispanic or Latinx... Native Hawaiian or Pacific Islander.. White... Something else.
Note: Cells are empty if there are less than 10 respondents.

Table A3.6

Living Situation

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A home with one or more parent or guardian	94	92	93	–
Other relative's home	1	3	2	–
A home with more than one family	4	2	4	–
Friend's home	0	0	0	–
Foster home, group care, or waiting placement	0	0	0	–
Hotel or motel	0	0	0	–
Shelter, car, campground, or other transitional or temporary housing	0	0	0	–
Other living arrangement	1	3	1	–

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 10 %	Grade 11 %	Grade 12 %
Did not finish high school	15	15	16	–
Graduated from high school	20	26	23	–
Attended college but did not complete four-year degree	14	18	14	–
Graduated from college	27	29	33	–
Don't know	24	12	14	–

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 10 %	Grade 11 %	Grade 12 %
No	29	35	38	–
Yes	49	51	50	–
Don't know	22	14	12	–

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 10 %	Grade 11 %	Grade 12 %
English	54	59	56	–
Spanish	31	25	20	–
Mandarin	0	2	1	–
Cantonese	4	7	11	–
Taiwanese	0	0	0	–
Tagalog	3	2	4	–
Vietnamese	2	2	5	–
Korean	0	0	0	–
Arabic	2	1	1	–
Other	3	2	3	–

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

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

Table A3.10

English Language Proficiency – All Students

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
How well do you...				
understand English?				
Very well	88	88	87	–
Well	11	11	12	–
Not well	1	1	0	–
Not at all	0	0	0	–
speak English?				
Very well	80	83	81	–
Well	18	15	18	–
Not well	2	2	1	–
Not at all	0	0	0	–
read English?				
Very well	78	77	79	–
Well	19	22	19	–
Not well	3	1	2	–
Not at all	0	0	0	–
write English?				
Very well	72	74	76	–
Well	24	24	22	–
Not well	4	2	2	–
Not at all	0	0	0	–
English Language Proficiency Status				
Proficient	75	75	78	–
Not proficient	25	25	22	–

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 $\leq$ 3.5.

Table A3.11

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
How well do you...				
understand English?				
Very well	81	82	81	–
Well	18	14	19	–
Not well	1	3	1	–
Not at all	0	0	0	–
speak English?				
Very well	69	73	67	–
Well	28	22	31	–
Not well	3	5	2	–
Not at all	1	0	0	–
read English?				
Very well	63	65	65	–
Well	31	32	31	–
Not well	5	3	4	–
Not at all	0	0	0	–
write English?				
Very well	57	63	64	–
Well	35	33	32	–
Not well	7	5	4	–
Not at all	0	0	0	–
English Language Proficiency Status				
Proficient	60	65	65	–
Not proficient	40	35	35	–

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 $\leq$ 3.5.

Table A3.12

Number of Days Attending Afterschool Program (In-School and Hybrid Only)

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I do not attend my school's afterschool program		93		–
1 day		7		–
2 days		0		–
3 days		0		–
4 days		0		–
5 days		0		–

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 10 %	Grade 11 %	Grade 12 %
No	97	97	97	–
Yes	1	2	1	–
Don't know	3	1	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 10 %	Grade 11 %	Grade 12 %
What time did you go to bed last night?				
Before 7:00 pm	0	0	1	–
7:00-7:59 pm	0	0	0	–
8:00-8:59 pm	2	2	0	–
9:00-9:59 pm	12	10	6	–
10:00-10:59 pm	24	18	16	–
11:00-11:59 pm	22	23	24	–
12:00-12:59 am	15	16	23	–
After 1:00 am	25	32	30	–
What time did you wake up this morning?				
Before 5:00 am	0	1	2	–
5:00-5:59 am	2	1	2	–
6:00-6:59 am	10	12	11	–
7:00-7:59 am	44	42	38	–
8:00-8:59 am	39	40	44	–
9:00-9:59 am	3	2	2	–
10:00-10:59 am	0	1	0	–
11:00-11:59 am	0	0	0	–
12 pm or later	0	1	0	–
Sleep duration				
Less than 6 hours	3	4	3	–
6-7 hours	28	33	39	–
8-9 hours	49	47	48	–
10-11 hours	18	16	9	–
12 hours or more	2	0	0	–
Sleep deprivation (less than 8 hours)	32	37	42	–

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 10 %	Grade 11 %	Grade 12 %
Are you attending school in person today?				
No				–
Yes				–
In the past 30 days, how many days in an average week did you go to school in person?				
0 days				–
1 day				–
2 days				–
3 days				–
4 days				–
5 days				–

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

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

Table A4.3

Peer Interactions (Virtual), Past 7 Days

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 days	12	10	7	–
1 day	7	8	7	–
2 days	6	6	7	–
3 days	8	9	10	–
4 days	7	8	6	–
5 days	10	6	8	–
6 days	6	6	6	–
7 days	45	47	50	–

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 10 %	Grade 11 %	Grade 12 %
Exercise or do a physical activity for at least 20 minutes that made you sweat and breathe hard				
0 days	20	29	29	–
1 day	11	10	10	–
2 days	11	12	13	–
3 days	15	11	10	–
4 days	12	7	9	–
5 days	16	9	12	–
6 days	5	8	6	–
7 days	10	14	12	–
Participate in a physical activity for at least 30 minutes that did not make you sweat and breathe hard				
0 days	19	23	28	–
1 day	12	12	13	–
2 days	15	13	14	–
3 days	12	13	8	–
4 days	9	10	7	–
5 days	10	7	8	–
6 days	6	6	7	–
7 days	16	17	14	–
Meets aerobic physical fitness standards	66	56	52	–

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 10 %	Grade 11 %	Grade 12 %
Time started schoolwork from home today[#]				
Before 7:00 am	1	2	1	–
7:00-7:59 am	13	7	5	–
8:00-8:59 am	36	45	47	–
9:00-9:59 am	8	3	6	–
10:00-10:59 am	3	5	1	–
11:00-11:59 am	5	5	3	–
12 pm or later	34	32	37	–
Time spent on learning and completing schoolwork from home on the average weekday				
Less than 1 hour	7	6	8	–
Between 1 and 2 hours	22	26	17	–
Between 2 and 3 hours	17	22	22	–
Between 3 and 4 hours	20	12	16	–
Between 4 and 5 hours	16	15	14	–
More than 5 hours	17	20	22	–
Number of days in the past week participating in an online class from home where your teacher talked to students				
0 days	2	2	1	–
1 day	1	0	0	–
2 days	1	2	3	–
3 days	3	2	1	–
4 days	3	5	2	–
5 days	91	89	93	–

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 10 %	Grade 11 %	Grade 12 %
Number of weekdays participating in school from home for the entire school day				
0 days	2	2	1	–
1 day	1	1	1	–
2 days	1	2	1	–
3 days	4	2	2	–
4 days	4	7	4	–
5 days	89	87	91	–

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 10 %	Grade 11 %	Grade 12 %
Not at all true	23	27	22	–
A little true	31	31	33	–
Pretty much true	28	26	31	–
Very much true	18	16	14	–

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 10 %	Grade 11 %	Grade 12 %
Strongly disagree	14	19	20	–
Disagree	20	22	25	–
Neither disagree nor agree	37	37	35	–
Agree	20	16	15	–
Strongly agree	9	6	5	–

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 10 %	Grade 11 %	Grade 12 %
Mostly A's	27	23	24	–
A's and B's	33	28	37	–
Mostly B's	5	6	9	–
B's and C's	19	21	14	–
Mostly C's	6	5	4	–
C's and D's	5	10	7	–
Mostly D's	1	3	3	–
Mostly F's	5	5	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 10 %	Grade 11 %	Grade 12 %
I did not miss any days of school in the past 30 days		56		–
1 day		6		–
2 days		13		–
3 or more days		25		–

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 10 %	Grade 11 %	Grade 12 %
I did not miss an entire day of remote learning classes	75	75	75	–
1 day	14	11	12	–
2 days	7	9	7	–
3 or more days	3	5	7	–

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 10 %	Grade 11 %	Grade 12 %
I did not miss any classes/scheduled in-person classes		47		–
1-2 classes		27		–
3-4 classes		13		–
5 or more classes		13		–

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 10 %	Grade 11 %	Grade 12 %
I did not miss any remote learning classes	62	55	53	–
1-2 classes	29	32	30	–
3-4 classes	6	9	11	–
5 or more classes	4	4	6	–

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 10 %	Grade 11 %	Grade 12 %
Does not apply; I didn't miss any school		55		–
Illness (feeling physically sick), including problems with breathing or your teeth		9		–
Were being bullied or mistreated at school ***(In-School and Hybrid Only)***		9		–
Felt very sad, hopeless, anxious, stressed, or angry		18		–
Didn't get enough sleep		27		–
Didn't feel safe at school or going to and from school ***(In-School and Hybrid Only)***		0		–
Had to take care of or help a family member or friend		9		–
Wanted to spend time with friends		0		–
Used alcohol or drugs		0		–
Were behind in schoolwork or weren't prepared for a test or class assignment		9		–
Were bored or uninterested in school		9		–
Had no transportation to school ***(In-School and Hybrid Only)***		0		–
Other reason		27		–

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 10 %	Grade 11 %	Grade 12 %	Table
Total school supports		40		–	
Caring adults in school‡	52	51	53	–	A6.8
High expectations-adults in school‡	68	64	66	–	A6.9
Meaningful participation at school‡Φ		30		–	A6.10
School connectedness†Φ		31		–	A6.11
Academic motivation†	61	55	54	–	A6.12
Promotion of parent involvement in school†	48	37	39	–	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."

ΦIn-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 10 %	Grade 11 %	Grade 12 %
Caring adults in school				
Average reporting "Pretty much true" or "Very much true"	52	51	53	–
There is a teacher or some other adult from my school...				
who really cares about me.				
Not at all true	15	13	13	–
A little true	36	39	35	–
Pretty much true	32	28	30	–
Very much true	17	21	22	–
who notices when I'm not there.				
Not at all true	22	20	25	–
A little true	35	33	33	–
Pretty much true	28	26	27	–
Very much true	14	20	15	–
who listens to me when I have something to say.				
Not at all true	11	11	9	–
A little true	24	31	28	–
Pretty much true	37	33	39	–
Very much true	27	25	25	–

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 10 %	Grade 11 %	Grade 12 %
High expectations-adults in school				
Average reporting "Pretty much true" or "Very much true"	68	64	66	–
There is a teacher or some other adult from my school...				
who tells me when I do a good job.				
Not at all true	10	11	9	–
A little true	25	28	26	–
Pretty much true	41	35	41	–
Very much true	25	27	24	–
who always wants me to do my best.				
Not at all true	7	7	7	–
A little true	20	23	23	–
Pretty much true	35	38	41	–
Very much true	37	32	30	–
who believes that I will be a success.				
Not at all true	9	11	11	–
A little true	27	29	28	–
Pretty much true	35	33	37	–
Very much true	30	26	24	–

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 10 %	Grade 11 %	Grade 12 %
Meaningful participation at school				
Average reporting "Pretty much true" or "Very much true"		30		–
At school,...				
I do interesting activities.				
Not at all true		33		–
A little true		33		–
Pretty much true		17		–
Very much true		17		–
I help decide things like class activities or rules.				
Not at all true		33		–
A little true		33		–
Pretty much true		25		–
Very much true		8		–
I do things that make a difference.				
Not at all true		42		–
A little true		33		–
Pretty much true		17		–
Very much true		8		–
I have a say in how things work.				
Not at all true		25		–
A little true		42		–
Pretty much true		25		–
Very much true		8		–
I help decide school activities or rules.				
Not at all true		42		–
A little true		33		–
Pretty much true		17		–
Very much true		8		–

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 10 %	Grade 11 %	Grade 12 %
School connectedness				
Average reporting "Agree" or "Strongly agree"		31		–
I feel close to people at this school.				
Strongly disagree		14		–
Disagree		36		–
Neither disagree nor agree		21		–
Agree		14		–
Strongly agree		14		–
I am happy to be at this school.				
Strongly disagree		7		–
Disagree		0		–
Neither disagree nor agree		53		–
Agree		20		–
Strongly agree		20		–
I feel like I am part of this school.				
Strongly disagree		7		–
Disagree		13		–
Neither disagree nor agree		60		–
Agree		13		–
Strongly agree		7		–
The teachers at this school treat students fairly.				
Strongly disagree		7		–
Disagree		7		–
Neither disagree nor agree		53		–
Agree		20		–
Strongly agree		13		–
I feel safe in my school.				
Strongly disagree		20		–
Disagree		7		–
Neither disagree nor agree		40		–
Agree		13		–
Strongly agree		20		–

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

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

Table A6.12

Academic Motivation Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Academic motivation				
Average reporting "Agree" or "Strongly agree"	61	55	54	–
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	2	2	2	–
Disagree	4	5	6	–
Neither disagree nor agree	17	22	21	–
Agree	45	48	46	–
Strongly agree	31	22	26	–
I try hard on my schoolwork because I am interested in it.				
Strongly disagree	12	13	9	–
Disagree	23	28	25	–
Neither disagree nor agree	33	34	42	–
Agree	23	18	21	–
Strongly agree	10	7	3	–
I work hard to try to understand new things when doing my schoolwork.				
Strongly disagree	6	3	3	–
Disagree	5	9	8	–
Neither disagree nor agree	27	33	34	–
Agree	40	43	43	–
Strongly agree	21	12	12	–
I am always trying to do better in my schoolwork.				
Strongly disagree	3	3	2	–
Disagree	4	6	6	–
Neither disagree nor agree	20	23	28	–
Agree	43	47	39	–
Strongly agree	30	22	24	–

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 10 %	Grade 11 %	Grade 12 %
It is hard for me to stay focused when doing my schoolwork.				
Strongly disagree	5	4	4	–
Disagree	15	14	10	–
Neither disagree nor agree	23	19	20	–
Agree	26	30	38	–
Strongly agree	31	33	29	–

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 10 %	Grade 11 %	Grade 12 %
Promotion of parent involvement in school				
Average reporting "Agree" or "Strongly agree"	48	37	39	–
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	4	4	5	–
Disagree	12	19	9	–
Neither disagree nor agree	31	39	47	–
Agree	42	30	32	–
Strongly agree	11	7	7	–
Parents feel welcome to participate at this school.				
Strongly disagree	3	2	3	–
Disagree	8	12	9	–
Neither disagree nor agree	46	52	52	–
Agree	35	28	28	–
Strongly agree	8	6	8	–
School staff take parent concerns seriously.				
Strongly disagree	3	7	3	–
Disagree	10	11	11	–
Neither disagree nor agree	39	43	45	–
Agree	38	30	33	–
Strongly agree	11	8	9	–

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 10 %	Grade 11 %	Grade 12 %
A teacher or some other adult from my school checks on how I am doing				
Not at all true	23	22	20	–
A little true	26	33	28	–
Pretty much true	30	25	31	–
Very much true	21	20	20	–

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 10 %	Grade 11 %	Grade 12 %
My school is usually clean and tidy.				
Strongly disagree		7		–
Disagree		20		–
Neither disagree nor agree		40		–
Agree		20		–
Strongly agree		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 10 %	Grade 11 %	Grade 12 %
No	51	50	55	–
Yes	49	50	45	–

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 10 %	Grade 11 %	Grade 12 %
No	80	81	85	–
Yes	20	19	15	–

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 10 %	Grade 11 %	Grade 12 %
Self-efficacy				
Average reporting "Pretty much true" or "Very much true"	66	66	66	–
I can work out my problems.				
Not at all true	5	7	6	–
A little true	35	32	32	–
Pretty much true	35	38	42	–
Very much true	25	23	20	–
I can do most things if I try.				
Not at all true	3	7	4	–
A little true	23	19	20	–
Pretty much true	42	42	50	–
Very much true	32	33	26	–
There are many things that I do well.				
Not at all true	7	10	10	–
A little true	29	28	31	–
Pretty much true	39	37	38	–
Very much true	26	26	20	–

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 10 %	Grade 11 %	Grade 12 %
Self-awareness				
Average reporting "Pretty much true" or "Very much true"	56	57	60	–
There is a purpose to my life.				
Not at all true	12	13	10	–
A little true	25	25	26	–
Pretty much true	26	29	31	–
Very much true	37	33	33	–
I understand my moods and feelings.				
Not at all true	17	18	12	–
A little true	33	27	30	–
Pretty much true	26	30	37	–
Very much true	24	24	21	–
I understand why I do what I do.				
Not at all true	13	16	11	–
A little true	33	28	31	–
Pretty much true	32	32	34	–
Very much true	22	24	23	–

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 10 %	Grade 11 %	Grade 12 %
Problem solving				
Average reporting "Pretty much true" or "Very much true"	46	41	45	–
When I need help I find someone to talk with.				
Not at all true	28	37	24	–
A little true	31	26	28	–
Pretty much true	22	21	32	–
Very much true	20	17	16	–
I try to work out my problems by talking or writing about them.				
Not at all true	30	39	33	–
A little true	32	28	34	–
Pretty much true	21	16	19	–
Very much true	18	17	14	–
I trust my ability to solve difficult problems.				
Not at all true	11	17	12	–
A little true	31	30	35	–
Pretty much true	34	30	33	–
Very much true	23	23	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 10 %	Grade 11 %	Grade 12 %
Peer supports				
Average reporting "Pretty much true" or "Very much true"	71	68	71	–
I have a friend my age who really cares about me.				
Not at all true	9	9	5	–
A little true	14	15	14	–
Pretty much true	28	25	27	–
Very much true	49	52	54	–
I have a friend my age who talks with me about my problems.				
Not at all true	15	19	12	–
A little true	19	19	22	–
Pretty much true	20	20	21	–
Very much true	46	42	45	–
I have a friend my age who helps me when I'm having a hard time.				
Not at all true	13	16	12	–
A little true	18	19	21	–
Pretty much true	23	19	21	–
Very much true	46	46	46	–

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 10 %	Grade 11 %	Grade 12 %
Adult supports				
Average reporting "Pretty much true" or "Very much true"	70	61	69	–
How true do you feel these statements are about your family?				
There is an adult who really cares about me.				
Not at all true	2	6	2	–
A little true	11	12	12	–
Pretty much true	25	19	28	–
Very much true	61	64	58	–
There is an adult who talks with me about my problems.				
Not at all true	20	23	15	–
A little true	21	30	25	–
Pretty much true	25	19	25	–
Very much true	33	29	35	–
There is an adult who helps me when I am having a hard time.				
Not at all true	16	20	13	–
A little true	19	26	24	–
Pretty much true	26	20	24	–
Very much true	38	35	38	–

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 10 %	Grade 11 %	Grade 12 %
Optimism				
Average reporting "Pretty much true" or "Very much true"	46	43	40	–
Each day I look forward to having a lot of fun.				
Not at all true	26	33	26	–
A little true	31	28	37	–
Pretty much true	22	22	22	–
Very much true	22	18	15	–
I usually expect to have a good day.				
Not at all true	23	29	23	–
A little true	31	27	37	–
Pretty much true	25	27	25	–
Very much true	21	18	15	–
Overall, I expect more good things to happen to me than bad things.				
Not at all true	23	26	22	–
A little true	28	29	34	–
Pretty much true	26	20	25	–
Very much true	23	24	18	–

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 10 %	Grade 11 %	Grade 12 %
Gratitude				
Average reporting "Pretty much true" or "Very much true"	60	61	58	–
On most days I feel grateful.				
Not at all true	12	16	12	–
A little true	27	22	28	–
Pretty much true	28	29	31	–
Very much true	33	33	29	–
On most days I feel thankful.				
Not at all true	11	14	11	–
A little true	27	24	30	–
Pretty much true	29	27	32	–
Very much true	33	35	27	–
On most days I feel appreciative.				
Not at all true	13	18	13	–
A little true	30	24	32	–
Pretty much true	30	27	30	–
Very much true	27	31	26	–

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 10 %	Grade 11 %	Grade 12 %
Social emotional distress				
Average reporting "Pretty much true" or "Very much true"	35	38	35	–
I had a hard time breathing because I was anxious.				
Not at all true	53	50	57	–
A little true	27	25	22	–
Pretty much true	10	9	15	–
Very much true	10	15	7	–
I worried that I would embarrass myself in front of others.				
Not at all true	30	35	37	–
A little true	27	20	23	–
Pretty much true	21	25	20	–
Very much true	23	20	20	–
I was tense and uptight.				
Not at all true	46	39	43	–
A little true	24	26	21	–
Pretty much true	15	17	22	–
Very much true	15	17	14	–
I had a hard time relaxing.				
Not at all true	39	31	34	–
A little true	24	25	23	–
Pretty much true	19	20	24	–
Very much true	18	23	19	–

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 10 %	Grade 11 %	Grade 12 %
I felt sad and down.				
Not at all true	32	28	32	–
A little true	25	25	24	–
Pretty much true	17	16	19	–
Very much true	26	31	25	–
I was easily irritated.				
Not at all true	22	25	25	–
A little true	29	23	25	–
Pretty much true	20	19	25	–
Very much true	29	33	25	–
It was hard for me to cope and I thought I would panic.				
Not at all true	56	50	56	–
A little true	15	20	20	–
Pretty much true	12	11	14	–
Very much true	17	19	10	–
It was hard for me to get excited about anything.				
Not at all true	46	43	49	–
A little true	25	22	23	–
Pretty much true	12	15	16	–
Very much true	17	20	12	–

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 10 %	Grade 11 %	Grade 12 %
I was easily annoyed and sensitive.				
Not at all true	32	34	35	–
A little true	24	23	26	–
Pretty much true	19	17	20	–
Very much true	25	26	18	–
I was scared for no good reason.				
Not at all true	59	58	59	–
A little true	18	17	18	–
Pretty much true	6	9	12	–
Very much true	17	17	10	–

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 10 %	Grade 11 %	Grade 12 %
Very safe		25		–
Safe		25		–
Neither safe nor unsafe		25		–
Unsafe		17		–
Very unsafe		8		–

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 10 %	Grade 11 %	Grade 12 %
Race, ethnicity, or national origin				
0 times		83		–
1 time		0		–
2 or more times		17		–
Religion				
0 times		92		–
1 time		0		–
2 or more times		8		–
Gender				
0 times		83		–
1 time		0		–
2 or more times		17		–
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times		83		–
1 time		0		–
2 or more times		17		–
A physical or mental disability				
0 times		83		–
1 time		8		–
2 or more times		8		–
Any of the above five reasons		25		–

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 10 %	Grade 11 %	Grade 12 %
You are an immigrant or someone thought you were				
0 times		83		–
1 time		0		–
2 or more times		17		–
Any other reason				
0 times		83		–
1 time		0		–
2 or more times		17		–
Any harassment		42		–

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 10 %	Grade 11 %	Grade 12 %
School violence victimization				
Average reporting "1 or more times"		21		–
During the past 12 months, how many times on school property have you...				
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?				
0 times		83		–
1 time		0		–
2 to 3 times		8		–
4 or more times		8		–
been afraid of being beaten up?				
0 times		92		–
1 time		0		–
2 to 3 times		0		–
4 or more times		8		–
had mean rumors or lies spread about you?				
0 times		82		–
1 time		0		–
2 to 3 times		9		–
4 or more times		9		–
had sexual jokes, comments, or gestures made to you?				
0 times		67		–
1 time		8		–
2 to 3 times		0		–
4 or more times		25		–

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 10 %	Grade 11 %	Grade 12 %
During the past 12 months, how many times on school property have you...				
been made fun of because of your looks or the way you talk? ***(In-School and Hybrid Only)***				
0 times		67		–
1 time		0		–
2 to 3 times		17		–
4 or more times		17		–
had your property stolen or deliberately damaged? ***(In-School and Hybrid Only)***				
0 times		83		–
1 time		8		–
2 to 3 times		0		–
4 or more times		8		–
been made fun of, insulted, or called names? ***(In-School and Hybrid Only)***				
0 times		75		–
1 time		0		–
2 to 3 times		17		–
4 or more times		8		–
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)	77	77	86	–
1 time	13	8	4	–
2 to 3 times	5	8	5	–
4 or more times	6	7	4	–

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 10 %	Grade 11 %	Grade 12 %
School violence perpetration				
Average reporting "1 or more times"		12		–
During the past 12 months, how many times on school property have you...				
been in a physical fight?				
0 times		83		–
1 time		8		–
2 to 3 times		0		–
4 or more times		8		–
been offered, sold, or given an illegal drug?				
0 times		83		–
1 time		0		–
2 to 3 times		0		–
4 or more times		17		–
damaged school property on purpose?				
0 times		92		–
1 time		0		–
2 to 3 times		0		–
4 or more times		8		–
carried a gun?				
0 times		91		–
1 time		0		–
2 to 3 times		0		–
4 or more times		9		–
carried any other weapon (such as a knife or club)?				
0 times		92		–
1 time		0		–
2 to 3 times		0		–
4 or more times		8		–

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 10 %	Grade 11 %	Grade 12 %
During the past 12 months, how many times on school property have you...				
been threatened with harm or injury?				
0 times		83		–
1 time		0		–
2 to 3 times		8		–
4 or more times		8		–
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times		92		–
1 time		0		–
2 to 3 times		0		–
4 or more times		8		–

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 10 %	Grade 11 %	Grade 12 %
During the past 12 months, how many times on school property have you...				
seen someone carrying a gun, knife, or other weapon?				
0 times		83		–
1 time		0		–
2 to 3 times		0		–
4 or more times		17		–

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 10 %	Grade 11 %	Grade 12 %	Table
Lifetime illicit AOD use to get "high"[^]	20	27	30	–	A9.2
Lifetime alcohol or drug use	21	29	31	–	A9.2
Lifetime marijuana use	8	16	20	–	A9.2
Lifetime very drunk or high (7 or more times)	2	8	9	–	A9.7
Lifetime drinking and driving involvement	4	3	5	–	A9.11
Current alcohol or drug use[¶]	6	11	11	–	A9.5
Current marijuana use[¶]	2	8	7	–	A9.5
Current heavy drug use[¶]	2	5	4	–	A9.5
Current heavy alcohol use (binge drinking)[¶]	1	3	2	–	A9.5
Current alcohol or drug use on school property[¶ψ]				–	A9.8
Harmfulness of occasional marijuana use[BΦ]		50		–	A9.12
Difficulty of obtaining marijuana[CΦ]		33		–	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 10 %	Grade 11 %	Grade 12 %
Alcohol	13	20	24	–
Marijuana	8	16	20	–
Inhalants	3	3	3	–
Cocaine, methamphetamine, or any amphetamines	0	0	1	–
Heroin	0	0	1	–
Ecstasy, LSD, or other psychedelics	1	2	2	–
Prescription pain medication (opioids)	2	3	2	–
Tranquilizers or sedatives	1	1	1	–
Diet pills or other prescription stimulant	3	3	3	–
Cold/cough medicines or other over-the-counter medicines to get "high"	6	4	5	–
Any other drug, pill, or medicine to get "high"	3	3	2	–
Any of the above AOD use	21	29	31	–
Any illicit AOD use to get "high"[^]	20	27	30	–

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 10 %	Grade 11 %	Grade 12 %
Alcohol (one full drink)				
0 times	88	80	76	–
1 time	4	5	5	–
2 to 3 times	4	4	6	–
4 or more times	5	11	13	–
Marijuana (smoke, vape, eat, or drink)				
0 times	92	84	80	–
1 time	4	1	3	–
2 to 3 times	1	3	5	–
4 or more times	3	12	13	–
Inhalants				
0 times	97	97	97	–
1 time	1	1	1	–
2 to 3 times	1	0	1	–
4 or more times	1	2	1	–
Cocaine, methamphetamine, or any amphetamines				
0 times	100	100	99	–
1 time	0	0	0	–
2 to 3 times	0	0	1	–
4 or more times	0	0	0	–
Heroin				
0 times	100	100	99	–
1 time	0	0	0	–
2 to 3 times	0	0	0	–
4 or more times	0	0	0	–
Ecstasy, LSD, or other psychedelics				
0 times	99	98	98	–
1 time	0	1	0	–
2 to 3 times	1	1	2	–
4 or more times	0	0	0	–

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 10 %	Grade 11 %	Grade 12 %
Prescription pain medication				
0 times	98	97	98	–
1 time	1	0	0	–
2 to 3 times	1	1	1	–
4 or more times	1	1	1	–
Tranquilizers or sedatives				
0 times	99	99	99	–
1 time	0	0	0	–
2 to 3 times	1	0	1	–
4 or more times	0	0	0	–
Diet pills				
0 times	98	98	98	–
1 time	1	0	0	–
2 to 3 times	0	1	2	–
4 or more times	1	1	0	–
Ritalin or Adderall or other prescription stimulant				
0 times	98	98	98	–
1 time	1	0	0	–
2 to 3 times	0	1	2	–
4 or more times	1	1	1	–
Cold/cough medicines or other over-the-counter medicines to get "high"				
0 times	94	96	95	–
1 time	0	2	2	–
2 to 3 times	0	0	2	–
4 or more times	5	3	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 10 %	Grade 11 %	Grade 12 %
Any other drug, pill, or medicine to get "high" or for reasons other than medical				
0 times	97	97	98	–
1 time	1	0	1	–
2 to 3 times	1	1	1	–
4 or more times	1	1	0	–

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 10 %	Grade 11 %	Grade 12 %
During your life, how many times have you used marijuana in any of the following ways...				
Smoke it?				
0 times	93	87	83	–
1 time	2	3	2	–
2 to 3 times	1	2	3	–
4 or more times	4	9	12	–
In a vaping device?				
0 times	92	88	83	–
1 time	3	3	3	–
2 to 3 times	2	2	3	–
4 or more times	2	8	11	–
Eat or drink it in products made with marijuana?				
0 times	94	88	85	–
1 time	3	3	6	–
2 to 3 times	2	2	4	–
4 or more times	1	7	5	–

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 10 %	Grade 11 %	Grade 12 %
Alcohol (one or more drinks of alcohol)	4	5	7	–
Binge drinking (5 or more drinks in a row)	1	3	2	–
Marijuana (smoke, vape, eat, or drink)	2	8	7	–
Inhalants	1	0	0	–
Prescription drugs to get "high" or for reasons other than prescribed	0	0	0	–
Other drug, pill, or medicine to get "high" or for reasons other than medical	1	0	0	–
Any drug use	4	8	8	–
Heavy drug use	2	5	4	–
Any AOD Use	6	11	11	–
Two or more substances at the same time	1	2	1	–

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 10 %	Grade 11 %	Grade 12 %
Alcohol (one or more drinks)				
0 days	96	95	93	–
1 or 2 days	3	4	5	–
3 to 9 days	0	1	1	–
10 to 19 days	0	0	0	–
20 to 30 days	0	0	0	–
Binge drinking (5 or more drinks in a row)				
0 days	99	97	98	–
1 or 2 days	1	3	1	–
3 to 9 days	0	0	1	–
10 to 19 days	0	0	0	–
20 to 30 days	0	0	0	–
Marijuana (smoke, vape, eat, or drink)				
0 days	98	92	93	–
1 or 2 days	1	4	4	–
3 to 9 days	1	2	3	–
10 to 19 days	0	1	0	–
20 to 30 days	0	2	0	–

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 10 %	Grade 11 %	Grade 12 %
Very drunk or sick after drinking alcohol				
0 times	96	92	89	–
1 to 2 times	3	5	7	–
3 to 6 times	1	1	3	–
7 or more times	0	1	1	–
"High" (loaded, stoned, or wasted) from using drugs				
0 times	94	86	83	–
1 to 2 times	3	4	5	–
3 to 6 times	2	2	4	–
7 or more times	2	8	8	–
Very drunk or "high" 7 or more times	2	8	9	–

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 10 %	Grade 11 %	Grade 12 %
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 10 %	Grade 11 %	Grade 12 %
0 times	98	93	94	–
1 to 2 times	1	3	3	–
3 to 6 times	1	1	2	–
7 or more times	0	2	1	–

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 10 %	Grade 11 %	Grade 12 %
Alcohol				
Does not apply, don't use		100		–
0 times		0		–
1 time		0		–
2 to 3 times		0		–
4 or more times		0		–
Marijuana				
Does not apply, don't use		100		–
0 times		0		–
1 time		0		–
2 to 3 times		0		–
4 or more times		0		–

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 10 %	Grade 11 %	Grade 12 %
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	96	97	95	–
1 time	2	1	2	–
2 times	1	0	2	–
3 to 6 times	2	1	0	–
7 or more times	0	0	1	–

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 10 %	Grade 11 %	Grade 12 %
Alcohol - drink occasionally				
Great		50		–
Moderate		8		–
Slight		8		–
None		33		–
Alcohol - 5 or more drinks once or twice a week				
Great		58		–
Moderate		0		–
Slight		8		–
None		33		–
Marijuana - use occasionally				
Great		50		–
Moderate		0		–
Slight		8		–
None		42		–
Marijuana - use daily				
Great		50		–
Moderate		0		–
Slight		17		–
None		33		–

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 10 %	Grade 11 %	Grade 12 %
Alcohol				
Very difficult		33		–
Fairly difficult		0		–
Fairly easy		0		–
Very easy		33		–
Don't know		33		–
Marijuana				
Very difficult		33		–
Fairly difficult		0		–
Fairly easy		0		–
Very easy		33		–
Don't know		33		–

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 10 %	Grade 11 %	Grade 12 %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	1	3	4	–	A10.2
Current cigarette smoking[¶]	0	0	0	–	A10.3
Current cigarette smoking at school[¶ψ]				–	A10.4
Ever tried smokeless tobacco	0	1	1	–	A10.2
Current smokeless tobacco use[¶]	0	0	0	–	A10.3
Current smokeless tobacco use at school[¶ψ]				–	A10.4
Ever used vape products	9	13	13	–	A10.2
Current use of vape products[¶]	1	3	5	–	A10.3
Current vaping at school[¶ψ]				–	A10.4
Cessation Attempts					
Tried to quit or stop using cigarettes[Φ]		0		–	A10.6
Tried to quit or stop using vapes[Φ]		0		–	A10.6
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking[BΦ]		58		–	A10.7
Harmfulness of smoking 1 or more packs/day[BΦ]		58		–	A10.7
Harmfulness of vaping occasionally[BΦ]		45		–	A10.8
Harmfulness of vaping several times a day[BΦ]		55		–	A10.8
Difficulty of obtaining cigarettes[CΦ]		33		–	A10.9
Difficulty of obtaining vape products[CΦ]		33		–	A10.9
Anti-Tobacco Policy					
School bans tobacco use and vaping[Φ]		55		–	A10.10

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

[¶]*Past 30 days.*

[ψ]*In-School Models only.*

[Φ]*In-School and Hybrid Models only.*

[B]*Great harm.*

[C]*Very difficult.*

Table A10.2
Lifetime Tobacco Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A whole cigarette				
0 times	99	97	96	–
1 time	1	1	1	–
2 to 3 times	0	0	2	–
4 or more times	0	1	2	–
Smokeless tobacco				
0 times	100	99	99	–
1 time	0	0	0	–
2 to 3 times	0	1	0	–
4 or more times	0	0	0	–
Vape products				
0 times	91	87	87	–
1 time	5	4	2	–
2 to 3 times	3	4	4	–
4 or more times	1	5	8	–

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 10 %	Grade 11 %	Grade 12 %
Cigarettes				
Any	0	0	0	–
Daily (20 or more days)	0	0	0	–
Smokeless tobacco				
Any	0	0	0	–
Daily (20 or more days)	0	0	0	–
Vape products				
Any	1	3	5	–
Daily (20 or more days)	0	0	0	–

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 10 %	Grade 11 %	Grade 12 %
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 10 %	Grade 11 %	Grade 12 %
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 10 %	Grade 11 %	Grade 12 %
Cigarettes				
Does not apply, don't use		100		–
0 times		0		–
1 time		0		–
2 to 3 times		0		–
4 or more times		0		–
Vapes				
Does not apply, don't use		100		–
0 times		0		–
1 time		0		–
2 to 3 times		0		–
4 or more times		0		–

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 10 %	Grade 11 %	Grade 12 %
Smoke cigarettes occasionally				
Great		58		–
Moderate		8		–
Slight		0		–
None		33		–
Smoke 1 or more packs of cigarettes each day				
Great		58		–
Moderate		0		–
Slight		8		–
None		33		–

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 10 %	Grade 11 %	Grade 12 %
Use vape products occasionally				
Great		45		–
Moderate		0		–
Slight		18		–
None		36		–
Use vape products several times a day				
Great		55		–
Moderate		0		–
Slight		9		–
None		36		–

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 10 %	Grade 11 %	Grade 12 %
Cigarettes				
Very difficult		33		–
Fairly difficult		8		–
Fairly easy		0		–
Very easy		25		–
Don't know		33		–
Vape products				
Very difficult		33		–
Fairly difficult		0		–
Fairly easy		0		–
Very easy		33		–
Don't know		33		–

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 10 %	Grade 11 %	Grade 12 %
No		18		–
Yes		55		–
Don't know		27		–

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 10 %	Grade 11 %	Grade 12 %
No	34	44	42	–
Yes	66	56	58	–

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 10 %	Grade 11 %	Grade 12 %
No		100		–
Yes		0		–

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 10 %	Grade 11 %	Grade 12 %
School Connectedness† ***(In-School and Hybrid Only)***				
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				–
Academic Motivation†				
American Indian or Alaska Native				–
Asian or Asian American	63	56	58	–
Black or African American	66	46	44	–
Hispanic or Latinx	62	57	53	–
Native Hawaiian or Pacific Islander				–
White	52	50	52	–
Mixed (two or more) ethnics	47	52	54	–
Something else	69			–
Monthly Absences (3 or more) ***(In-School and Hybrid Only)***				
American Indian or Alaska Native				–
Asian or Asian American				–
Black or African American				–
Hispanic or Latinx				–
Native Hawaiian or Pacific Islander				–
White				–
Mixed (two or more) ethnics				–
Something else				–

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

†*Average percent of respondents reporting "Agree" or "Strongly agree."*

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Maintaining focus on schoolwork[†]				
American Indian or Alaska Native				–
Asian or Asian American	23	22	16	–
Black or African American	22	11	20	–
Hispanic or Latinx	19	18	16	–
Native Hawaiian or Pacific Islander				–
White	15	17	7	–
Mixed (two or more) ethnics	19	10	0	–
Something else	25			–
Caring adults in school[‡]				
American Indian or Alaska Native				–
Asian or Asian American	60	52	52	–
Black or African American	56	51	58	–
Hispanic or Latinx	47	49	47	–
Native Hawaiian or Pacific Islander				–
White	47	58	69	–
Mixed (two or more) ethnics	62	53	56	–
Something else	61			–
High expectations-adults in school[‡]				
American Indian or Alaska Native				–
Asian or Asian American	75	67	66	–
Black or African American	68	72	74	–
Hispanic or Latinx	62	58	59	–
Native Hawaiian or Pacific Islander				–
White	70	67	76	–
Mixed (two or more) ethnics	76	65	76	–
Something else	69			–

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 10 %	Grade 11 %	Grade 12 %
Meaningful participation at school‡ ***(In-School and Hybrid Only)***				
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				–
Facilities upkeep† ***(In-School and Hybrid Only)***				
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				–
Promotion of parent involvement in School†				
American Indian or Alaska Native				–
Asian or Asian American	59	30	36	–
Black or African American	60	32	37	–
Hispanic or Latinx	42	42	41	–
Native Hawaiian or Pacific Islander				–
White	47	30	42	–
Mixed (two or more) ethnics	46	33	47	–
Something else	39			–

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 10 %	Grade 11 %	Grade 12 %
School perceived as very safe or safe				
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				–
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				–
Native Hawaiian or Pacific Islander				–
White				–
Mixed (two or more) ethnics				–
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				–
Native Hawaiian or Pacific Islander				–
White				–
Mixed (two or more) ethnics				–
Something else				–

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

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

[§]Past 12 months.

Table A12.2

School Safety by Race/Ethnicity – Continued (In-School and Hybrid Only)

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Had mean rumors or lies spread about you[§]				
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				–
Been afraid of being beaten up[§]				
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				–
Been in a physical fight[§]				
American Indian or Alaska Native				–
Asian or Asian American				–
Black or African American				–
Hispanic or Latinx				–
Native Hawaiian or Pacific Islander				–
White				–
Mixed (two or more) ethnics				–
Something else				–

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

[§]Past 12 months.

Table A12.2

School Safety by Race/Ethnicity – Continued (In-School and Hybrid Only)

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Seen a weapon on campus[§]				
American Indian or Alaska Native				–
Asian or Asian American				–
Black or African American				–
Hispanic or Latinx				–
Native Hawaiian or Pacific Islander				–
White				–
Mixed (two or more) ethnics				–
Something else				–

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

[§]*Past 12 months.*

Table A12.3

Substance Use by Race/Ethnicity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol or drug use¶				
American Indian or Alaska Native				–
Asian or Asian American	0	7	1	–
Black or African American	6	11	20	–
Hispanic or Latinx	8	11	13	–
Native Hawaiian or Pacific Islander				–
White	5	30	14	–
Mixed (two or more) ethnics	8	5	11	–
Something else	9			–
Current marijuana use¶				
American Indian or Alaska Native				–
Asian or Asian American	0	4	0	–
Black or African American	3	11	20	–
Hispanic or Latinx	1	6	8	–
Native Hawaiian or Pacific Islander				–
White	5	30	7	–
Mixed (two or more) ethnics	8	5	11	–
Something else	9			–
Current binge drinking¶				
American Indian or Alaska Native				–
Asian or Asian American	0	2	0	–
Black or African American	0	0	0	–
Hispanic or Latinx	1	5	2	–
Native Hawaiian or Pacific Islander				–
White	0	4	0	–
Mixed (two or more) ethnics	4	0	0	–
Something else	9			–

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 10 %	Grade 11 %	Grade 12 %
Very drunk or "high" 7 or more times, ever				
American Indian or Alaska Native				–
Asian or Asian American	0	6	0	–
Black or African American	3	6	10	–
Hispanic or Latinx	2	8	11	–
Native Hawaiian or Pacific Islander				–
White	0	30	14	–
Mixed (two or more) ethnics	4	5	21	–
Something else	0			–
Been drunk or "high" on drugs at school, ever				
American Indian or Alaska Native				–
Asian or Asian American	0	4	1	–
Black or African American	0	11	3	–
Hispanic or Latinx	2	7	10	–
Native Hawaiian or Pacific Islander				–
White	0	9	0	–
Mixed (two or more) ethnics	12	0	16	–
Something else	0			–
Current alcohol use[¶]				
American Indian or Alaska Native				–
Asian or Asian American	0	4	0	–
Black or African American	0	3	3	–
Hispanic or Latinx	6	8	9	–
Native Hawaiian or Pacific Islander				–
White	0	4	14	–
Mixed (two or more) ethnics	8	0	11	–
Something else	9			–

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 10 %	Grade 11 %	Grade 12 %
Current alcohol use at school[¶] ***(In-School Only)***				
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	0	2	0	–
Black or African American	0	0	0	–
Hispanic or Latinx	0	0	1	–
Native Hawaiian or Pacific Islander				–
White	0	0	0	–
Mixed (two or more) ethnics	0	0	0	–
Something else	0			–
Current vaping[¶]				
American Indian or Alaska Native				–
Asian or Asian American	0	0	1	–
Black or African American	3	3	10	–
Hispanic or Latinx	1	3	4	–
Native Hawaiian or Pacific Islander				–
White	0	0	0	–
Mixed (two or more) ethnics	0	5	11	–
Something else	9			–

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

[¶]Past 30 days.

Table A12.4

Routines by Race/Ethnicity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Eating of breakfast[1]				
American Indian or Alaska Native				–
Asian or Asian American	65	52	51	–
Black or African American	52	43	67	–
Hispanic or Latinx	72	58	61	–
Native Hawaiian or Pacific Islander				–
White	65	70	63	–
Mixed (two or more) ethnics	50	57	53	–
Something else	75			–
Bedtime (before 11 pm)				
American Indian or Alaska Native				–
Asian or Asian American	40	21	19	–
Black or African American	33	18	30	–
Hispanic or Latinx	41	36	26	–
Native Hawaiian or Pacific Islander				–
White	48	39	19	–
Mixed (two or more) ethnics	32	26	16	–
Something else	42			–
Sleep deprivation (less than 8 hours)				
American Indian or Alaska Native				–
Asian or Asian American	33	44	48	–
Black or African American	38	44	36	–
Hispanic or Latinx	29	32	40	–
Native Hawaiian or Pacific Islander				–
White	22	35	44	–
Mixed (two or more) ethnics	50	39	42	–
Something else	8			–

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

[1] *Today.*

Table A12.4

Routines by Race/Ethnicity – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Physical exercise (meets standards)[‖]				
American Indian or Alaska Native				–
Asian or Asian American	72	56	45	–
Black or African American	53	49	47	–
Hispanic or Latinx	64	60	53	–
Native Hawaiian or Pacific Islander				–
White	60	52	73	–
Mixed (two or more) ethnics	69	33	68	–
Something else	91			–

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 10 %	Grade 11 %	Grade 12 %
Average days worked on schoolwork (5 or more)[¶]				
American Indian or Alaska Native				–
Asian or Asian American	91	93	93	–
Black or African American	92	83	100	–
Hispanic or Latinx	86	83	85	–
Native Hawaiian or Pacific Islander				–
White	91	87	94	–
Mixed (two or more) ethnics	89	91	94	–
Something else	92			–
Synchronous instruction (4 days or more)[‖]				
American Indian or Alaska Native				–
Asian or Asian American	93	93	99	–
Black or African American	95	94	97	–
Hispanic or Latinx	92	91	94	–
Native Hawaiian or Pacific Islander				–
White	95	96	94	–
Mixed (two or more) ethnics	96	100	94	–
Something else	90			–
Interest in schoolwork done from home				
American Indian or Alaska Native				–
Asian or Asian American	30	28	19	–
Black or African American	27	15	10	–
Hispanic or Latinx	30	24	24	–
Native Hawaiian or Pacific Islander				–
White	35	22	20	–
Mixed (two or more) ethnics	20	15	17	–
Something else	8			–

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 10 %	Grade 11 %	Grade 12 %
Meaningful opportunities‡				
American Indian or Alaska Native				–
Asian or Asian American	60	44	47	–
Black or African American	49	43	52	–
Hispanic or Latinx	41	40	43	–
Native Hawaiian or Pacific Islander				–
White	35	57	40	–
Mixed (two or more) ethnics	44	35	47	–
Something else	42			–

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 10 %	Grade 11 %	Grade 12 %
Adult supports[‡]				
American Indian or Alaska Native				–
Asian or Asian American	64	68	62	–
Black or African American	82	62	78	–
Hispanic or Latinx	67	59	70	–
Native Hawaiian or Pacific Islander				–
White	82	62	86	–
Mixed (two or more) ethnics	73	54	72	–
Something else	53			–
Peer supports[‡]				
American Indian or Alaska Native				–
Asian or Asian American	64	63	74	–
Black or African American	69	61	73	–
Hispanic or Latinx	72	72	69	–
Native Hawaiian or Pacific Islander				–
White	77	74	81	–
Mixed (two or more) ethnics	74	63	67	–
Something else	67			–
Virtual peer interactions (4 days or more)[‖]				
American Indian or Alaska Native				–
Asian or Asian American	77	75	81	–
Black or African American	61	68	53	–
Hispanic or Latinx	60	62	66	–
Native Hawaiian or Pacific Islander				–
White	75	70	67	–
Mixed (two or more) ethnics	77	62	74	–
Something else	64			–

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 10 %	Grade 11 %	Grade 12 %
Cyberbullying[§]				
American Indian or Alaska Native				–
Asian or Asian American	18	20	14	–
Black or African American	21	33	10	–
Hispanic or Latinx	23	20	16	–
Native Hawaiian or Pacific Islander				–
White	30	24	0	–
Mixed (two or more) ethnics	38	20	21	–
Something else	9			–

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 10 %	Grade 11 %	Grade 12 %
Social emotional distress[‡]				
American Indian or Alaska Native				–
Asian or Asian American	27	37	34	–
Black or African American	31	39	29	–
Hispanic or Latinx	39	38	37	–
Native Hawaiian or Pacific Islander				–
White	37	36	24	–
Mixed (two or more) ethnics	38	48	37	–
Something else	23			–
Experienced chronic sadness/hopelessness[§]				
American Indian or Alaska Native				–
Asian or Asian American	36	44	36	–
Black or African American	44	50	34	–
Hispanic or Latinx	56	55	52	–
Native Hawaiian or Pacific Islander				–
White	60	35	43	–
Mixed (two or more) ethnics	50	57	63	–
Something else	36			–
Considered suicide[§]				
American Indian or Alaska Native				–
Asian or Asian American	18	24	15	–
Black or African American	21	20	14	–
Hispanic or Latinx	19	17	14	–
Native Hawaiian or Pacific Islander				–
White	30	17	7	–
Mixed (two or more) ethnics	23	19	28	–
Something else	9			–

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 10 %	Grade 11 %	Grade 12 %
Self-Efficacy‡				
American Indian or Alaska Native				–
Asian or Asian American	69	55	62	–
Black or African American	76	73	72	–
Hispanic or Latinx	63	66	64	–
Native Hawaiian or Pacific Islander				–
White	63	61	81	–
Mixed (two or more) ethnics	62	75	65	–
Something else	58			–
Self-Awareness‡				
American Indian or Alaska Native				–
Asian or Asian American	55	48	57	–
Black or African American	67	59	65	–
Hispanic or Latinx	52	62	58	–
Native Hawaiian or Pacific Islander				–
White	58	48	79	–
Mixed (two or more) ethnics	53	54	57	–
Something else	58			–
Problem Solving‡				
American Indian or Alaska Native				–
Asian or Asian American	49	36	44	–
Black or African American	42	44	44	–
Hispanic or Latinx	43	40	43	–
Native Hawaiian or Pacific Islander				–
White	55	46	67	–
Mixed (two or more) ethnics	44	33	33	–
Something else	42			–

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 10 %	Grade 11 %	Grade 12 %
Optimism‡				
American Indian or Alaska Native				–
Asian or Asian American	52	45	40	–
Black or African American	48	47	36	–
Hispanic or Latinx	43	45	42	–
Native Hawaiian or Pacific Islander				–
White	44	32	33	–
Mixed (two or more) ethnics	45	26	31	–
Something else	36			–
Gratitude‡				
American Indian or Alaska Native				–
Asian or Asian American	57	50	58	–
Black or African American	77	68	67	–
Hispanic or Latinx	56	65	56	–
Native Hawaiian or Pacific Islander				–
White	50	56	69	–
Mixed (two or more) ethnics	58	46	43	–
Something else	73			–

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 10 %	Grade 11 %	Grade 12 %
School Connectedness† ***(In-School and Hybrid Only)***				
Male		31		–
Female				–
Nonbinary				–
Something else				–
Academic Motivation†				
Male	58	52	50	–
Female	65	58	57	–
Nonbinary				–
Something else				–
Monthly Absences (3 or more) ***(In-School and Hybrid Only)***				
Male		18		–
Female				–
Nonbinary				–
Something else				–
Maintaining focus on schoolwork†				
Male	29	23	19	–
Female	14	15	10	–
Nonbinary				–
Something else				–
Caring adults in school‡				
Male	57	49	53	–
Female	50	54	53	–
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 10 %	Grade 11 %	Grade 12 %
High expectations-adults in school‡				
Male	70	61	64	–
Female	67	68	68	–
Nonbinary				–
Something else				–
Meaningful participation at school‡ ***(In-School and Hybrid Only)***				
Male				–
Female				–
Nonbinary				–
Something else				–
Facilities upkeep† ***(In-School and Hybrid Only)***				
Male		36		–
Female				–
Nonbinary				–
Something else				–
Promotion of parent involvement in School†				
Male	50	37	43	–
Female	48	37	37	–
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 10 %	Grade 11 %	Grade 12 %
School perceived as very safe or safe				
Male				–
Female				–
Nonbinary				–
Something else				–
Experienced harassment due to five reasons at school[λ§]				
Male				–
Female				–
Nonbinary				–
Something else				–
Experienced any harassment or bullying at school[§]				
Male				–
Female				–
Nonbinary				–
Something else				–
Had mean rumors or lies spread about you[§]				
Male				–
Female				–
Nonbinary				–
Something else				–
Been afraid of being beaten up[§]				
Male				–
Female				–
Nonbinary				–
Something else				–

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

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

[§]Past 12 months.

Table A13.2

School Safety by Gender – Continued (In-School and Hybrid Only)

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Been in a physical fight[§]				
Male				–
Female				–
Nonbinary				–
Something else				–
Seen a weapon on campus[§]				
Male				–
Female				–
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 10 %	Grade 11 %	Grade 12 %
Current alcohol or drug use¶				
Male	5	9	11	–
Female	7	13	10	–
Nonbinary				–
Something else				–
Current marijuana use¶				
Male	1	7	7	–
Female	3	9	7	–
Nonbinary				–
Something else				–
Current binge drinking¶				
Male	1	1	2	–
Female	1	5	2	–
Nonbinary				–
Something else				–
Very drunk or "high" 7 or more times, ever				
Male	2	6	9	–
Female	1	10	7	–
Nonbinary				–
Something else				–
Been drunk or "high" on drugs at school, ever				
Male	2	2	4	–
Female	3	11	6	–
Nonbinary				–
Something else				–
Current alcohol use¶				
Male	2	2	7	–
Female	5	8	6	–
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 10 %	Grade 11 %	Grade 12 %
Current alcohol use at school[¶] ***(In-School Only)***				
Male				–
Female				–
Nonbinary				–
Something else				–
Current cigarette smoking[¶]				
Male	0	0	1	–
Female	0	1	0	–
Nonbinary				–
Something else				–
Current vaping[¶]				
Male	0	1	6	–
Female	1	4	4	–
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 10 %	Grade 11 %	Grade 12 %
Eating of breakfast[|]				
Male	69	57	60	–
Female	66	54	56	–
Nonbinary				–
Something else				–
Bedtime (before 11 pm)				
Male	43	34	23	–
Female	36	26	21	–
Nonbinary				–
Something else				–
Sleep deprivation (less than 8 hours)				
Male	30	37	43	–
Female	32	36	42	–
Nonbinary				–
Something else				–
Physical exercise (meets standards)[‖]				
Male	74	66	58	–
Female	61	46	45	–
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 10 %	Grade 11 %	Grade 12 %
Average days worked on schoolwork (5 or more)[¶]				
Male	89	88	91	–
Female	89	86	93	–
Nonbinary				–
Something else				–
Synchronous instruction (4 days or more)[‖]				
Male	93	92	96	–
Female	95	94	94	–
Nonbinary				–
Something else				–
Interest in schoolwork done from home				
Male	32	23	22	–
Female	27	22	19	–
Nonbinary				–
Something else				–
Meaningful opportunities[‡]				
Male	53	39	48	–
Female	42	45	43	–
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 10 %	Grade 11 %	Grade 12 %
Adult supports[‡]				
Male	76	65	70	–
Female	67	60	69	–
Nonbinary				–
Something else				–
Peer supports[‡]				
Male	65	62	63	–
Female	75	75	79	–
Nonbinary				–
Something else				–
Virtual peer interactions (4 days or more)[‖]				
Male	68	69	67	–
Female	67	65	72	–
Nonbinary				–
Something else				–
Cyberbullying[§]				
Male	24	20	11	–
Female	21	27	15	–
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 10 %	Grade 11 %	Grade 12 %
Social emotional distress[‡]				
Male	24	25	22	–
Female	40	50	45	–
Nonbinary				–
Something else				–
Experienced chronic sadness/hopelessness[§]				
Male	33	38	37	–
Female	58	60	52	–
Nonbinary				–
Something else				–
Considered suicide[§]				
Male	14	14	13	–
Female	22	23	14	–
Nonbinary				–
Something else				–
Self-Efficacy[‡]				
Male	71	70	68	–
Female	65	63	65	–
Nonbinary				–
Something else				–
Self-Awareness[‡]				
Male	63	61	65	–
Female	53	55	56	–
Nonbinary				–
Something else				–
Problem Solving[‡]				
Male	49	44	47	–
Female	45	38	43	–
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 10 %	Grade 11 %	Grade 12 %
Optimism‡				
Male	54	44	43	–
Female	42	42	37	–
Nonbinary				–
Something else				–
Gratitude‡				
Male	62	60	58	–
Female	61	63	59	–
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."

Z. San Leandro Unified Custom Questions

1. Module Sample

Table Z1.1
Student Sample for Custom Questions

	Grade 9	Grade 10	Grade 11	Grade 12
Student Sample Size				
Target sample	694	698	678	–
Final number	258	271	244	–
Response Rate	37%	39%	36%	–

2. Custom Questions

Table Z2.1

This school has helped me understand the steps I need to take in order to apply for college. - How strongly do you agree or disagree with the following statements?

	Grade				
	9th %	10th %	11th %	12th %	Total %
Strongly disagree	8	15	16	10	13
Disagree	14	18	13	10	14
Neither disagree nor agree	30	25	32	27	29
Agree	37	32	31	37	34
Strongly Agree	10	10	8	17	11

Question HS/MS Z.1.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.2

This school has helped me figure out which careers match my interests and abilities. - How strongly do you agree or disagree with the following statements?

	Grade				
	9th %	10th %	11th %	12th %	Total %
Strongly disagree	12	16	17	15	15
Disagree	12	21	21	21	19
Neither disagree nor agree	37	31	34	28	33
Agree	30	27	22	26	26
Strongly Agree	9	5	7	10	7

Question HS/MS Z.2.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.3

This school helps me understand the steps I need to take in order to have the career that I want. - How strongly do you agree or disagree with the following statements?

	Grade				
	9th %	10th %	11th %	12th %	Total %
Strongly disagree	12	16	17	15	15
Disagree	12	15	17	16	15
Neither disagree nor agree	31	29	36	27	31
Agree	35	32	23	29	30
Strongly Agree	11	7	7	13	9

Question HS/MS Z.3.

Note: Columns are not displayed 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 youth[15] 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

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[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

[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.

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[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.

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[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

APPENDIX N: CALIFORNIA SCHOOL STAFF SURVEY

CALIFORNIA
CalSCHLS
SURVEY SYSTEM

CALIFORNIA SCHOOL STAFF SURVEY



San Leandro High

2020-2021

Main Report

California Department of EDUCATION

WestEd
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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
Number of respondents	97

Table A1.2
Number of Respondents by Instructional Model

	All
In-school model only	4
Remote model only	94
Hybrid model only	4

2. Summary of Key Survey Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	All %	Table
School Supports for Students		
Caring adult relationships†	34	A6.1
High expectations-adults in school†	39	A6.1
Student meaningful participation†	29	A6.1
Promotion of parent involvement†	23	A6.1
Student learning environment†	34	A5.1
Facilities upkeep†Φ		A5.1
Support for social emotional learning†	22	A7.1
Provides adequate counseling and support services†	23	A9.2
Antibullying climate†	24	A7.1
School Supports for Staff		
Staff working environment†	34	A5.1
Staff collegiality†	29	A5.1
School Safety		
Is a safe place for staff†Φ		A5.1
Is a safe place for students†Φ		A5.1
Has sufficient resources to create a safe campus†	33	B2.1
Fairness, Rule Clarity, and Respect for Diversity		
Fairness and rule clarity†	22	A7.1
Respect for diversity†	33	A7.1
Student Behavior		
Student readiness to learn†	5	A7.1
Cutting classes or being truant moderate/severe problem	71	A7.12
Harassment/bullying moderate/severe problem	44	A8.3
Substance Use and Mental Health		
Alcohol and drug use moderate/severe problem	54	A8.9
Tobacco use moderate/severe problem	35	A8.10
Vaping/e-cigarette use moderate/severe problem	52	A8.11
Student depression moderate/severe problem	78	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.*

Table A2.2

Key Indicators of COVID-Specific Measures

	All %	Table
Perceived School Safety in Response to COVID-19		
COVID-related safety measures to keep students healthy†	36	A4.1
COVID-related safety measures to keep staff healthy†	32	A4.1
School Instructional Model Implementation		
Sufficient training on using distance learning tools†δ	16	A4.2
Providing effective instruction†	12	A4.2
Teachers provide effective instruction†	20	A4.2
Student Learning During COVID-19		
Students are coping well with remote learning†δ	5	A4.4
Students are less engaged in remote classes†	38	A4.4
Academic Motivation and Supports for Learning		
Students are motivated to complete schoolwork†	6	A4.5
School instructional model used to motivate students†	14	A4.5
Students receive needed academic support†	7	A4.5
Areas of Professional Developement Needs		
Motivating students through remote learningδ	74	A4.6
Supporting students exposed to trauma	76	A4.6
COVID-related safety measures and protocols	67	A4.6

Notes: Cells are empty if there are less than 5 respondents.

†*Average percent of respondents reporting "Strongly agree."*

δ*Remote and Hybrid Models only.*

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	All %
In-School Model	0
Remote Learning Model	100
Hybrid Model (in school on alternate days)	0
Hybrid Model (in school half days)	0

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 %
0 days	9
1 day	3
2 days	6
3 days	4
4 days	4
5 days	73

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 %
Teacher in grade 4 or below	0
Teacher in grade 5 or above	79
Special education teacher	18
Administrator	3
Prevention staff, nurse, or health aide	0
Counselor, psychologist	3
Police, resource officer, or safety personnel	0
Paraprofessional, teacher assistant, or instructional aide	0
Other certificated staff	2
Other classified staff	0
Other service provider	1

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 %
Special education	72
English language learners	67
None of the above	21

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 %
Less than one year	12
1 to 2 years	8
3 to 5 years	25
6 to 10 years	12
Over 10 years	44

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 %
Less than one year	3
1 to 2 years	3
3 to 5 years	15
6 to 10 years	18
Over 10 years	60

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 %
American Indian or Alaska Native	0
Asian or Asian American	14
Black or African American	8
Filipino	3
Hispanic or Latinx	13
Native Hawaiian or Pacific Islander	1
White	50
Multi-ethnic	3
Something else	7

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 %
Yes	29
No	71

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 %
This school...	
has implemented good COVID-related safety measures and protocols to keep students healthy.	
Strongly agree	36
Agree	59
Disagree	4
Strongly disagree	1
has kept staff well-informed about COVID-related safety measures and protocols.	
Strongly agree	31
Agree	62
Disagree	7
Strongly disagree	1
has implemented good COVID-related safety measures and protocols to keep staff healthy.	
Strongly agree	32
Agree	60
Disagree	7
Strongly disagree	1

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 %
I have had sufficient training and/or experience using distance learning tools to deliver effective remote teaching. *(Remote and Hybrid Only)*	
Strongly agree	16
Agree	65
Disagree	17
Strongly disagree	2
Teachers from this school are providing effective instruction with the school's instructional model.	
Strongly agree	12
Agree	73
Disagree	15
Strongly disagree	0
I can provide effective instruction with the school's instructional model.	
Strongly agree	20
Agree	69
Disagree	9
Strongly disagree	2

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 %
Strongly agree	27
Agree	58
Disagree	11
Strongly disagree	4

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 %
Students are learning as much or more now as they were prior to switching to...	
remote learning. ***(Remote Only)***	
Strongly agree	6
Agree	13
Disagree	53
Strongly disagree	28
hybrid instruction. ***(Hybrid Only)***	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
in-school instruction. ***(In-School Only)***	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Students are coping well with remote learning. ***(Remote and Hybrid Only)***	
Strongly agree	5
Agree	32
Disagree	46
Strongly disagree	17
Students are less engaged in remote classes than in in-person classes.	
Strongly agree	38
Agree	43
Disagree	20
Strongly disagree	0

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.

Table A4.5

Academic Motivation and Supports for Learning

	All %
Students are motivated to complete their schoolwork.	
Strongly agree	6
Agree	63
Disagree	29
Strongly disagree	2
Teachers from this school are motivating students using the school's instructional model.	
Strongly agree	14
Agree	65
Disagree	21
Strongly disagree	0
Students who need the most academic support are receiving the support they need with the school's instructional model.	
Strongly agree	7
Agree	33
Disagree	55
Strongly disagree	6

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 %
Teachers need more professional development, training, mentorship, or other support in...	
motivating students through remote learning *(Remote and Hybrid Only)*	
Yes	74
No	26
supporting students exposed to trauma or stressful life events	
Yes	76
No	24
COVID-related safety measures and protocols to keep staff and students healthy	
Yes	67
No	33

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"	
	All %	Table
School Supports for Students		
Student learning environment	34	A5.2
Is a supportive and inviting place for students to learn	38	A5.2
Emphasizes teaching lessons in ways relevant to students	34	A5.2
Facilities upkeep[Φ]		A5.8
School Supports for Staff		
Staff working environment	34	A5.4
Is a supportive and inviting place for staff to work	41	A5.4
Promotes trust and collegiality among staff	38	A5.4
Promotes participation in school decision making	22	A5.4
Uses objective data for school improvement decisions	20	A5.6
Staff collegiality	29	A5.5
Have close professional relationships with one another	22	A5.5
Feel a responsibility to improve the school	31	A5.5
School Safety		
Is a safe place for staff[Φ]		A5.4
Is a safe place for students[Φ]		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 %
Student learning environment	
Average reporting "Strongly agree"	34
This school...	
is a supportive and inviting place for students to learn.	
Strongly agree	38
Agree	61
Disagree	1
Strongly disagree	0
promotes academic success for all students.	
Strongly agree	33
Agree	56
Disagree	10
Strongly disagree	1
emphasizes helping students academically when they need it.	
Strongly agree	40
Agree	54
Disagree	6
Strongly disagree	0
emphasizes teaching lessons in ways relevant to students.	
Strongly agree	34
Agree	51
Disagree	13
Strongly disagree	1

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 %
This school motivates students to learn.	
Strongly agree	23
Agree	67
Disagree	9
Strongly disagree	1
This school is a safe place for students.[Ø] ***(In-School and Hybrid Only)***	
Strongly agree	
Agree	
Disagree	
Strongly disagree	

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.
[Ø]Item not included in the scale.

Table A5.3
Disruptive Student Behavior is a Problem

	All %
Insignificant problem	7
Mild problem	46
Moderate problem	40
Severe problem	7

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 %
Staff working environment	
Average reporting "Strongly agree"	34
This school...	
is a supportive and inviting place for staff to work.	
Strongly agree	41
Agree	51
Disagree	6
Strongly disagree	2
promotes trust and collegiality among staff.	
Strongly agree	38
Agree	53
Disagree	8
Strongly disagree	1
promotes personnel participation in decision-making that affects school practices and policies.	
Strongly agree	22
Agree	64
Disagree	11
Strongly disagree	2
is a safe place for staff. ***(In-School and Hybrid Only)***	
Strongly agree	
Agree	
Disagree	
Strongly disagree	

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.

Ø Item not included in the scale.

Table A5.5
Staff Collegiality Scale Questions

	All %
Staff collegiality	
Average reporting "Strongly agree"	29
Adults who work at this school...	
have close professional relationships with one another.	
Strongly agree	22
Agree	56
Disagree	20
Strongly disagree	2
support and treat each other with respect.	
Strongly agree	36
Agree	58
Disagree	6
Strongly disagree	1
feel a responsibility to improve this school.	
Strongly agree	31
Agree	56
Disagree	14
Strongly disagree	0

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 %
Strongly agree	20
Agree	63
Disagree	11
Strongly disagree	6

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 %
Insignificant problem	15
Mild problem	56
Moderate problem	26
Severe problem	4

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 %
Strongly agree	
Agree	
Disagree	
Strongly disagree	

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"	
	All %	Table
Caring Adult Relationships	34	A6.2
Adults really care about every student	38	A6.2
Adults acknowledge and pay attention to students	36	A6.2
Adults listen to what students have to say	29	A6.2
High Expectations-Adults in School	39	A6.3
Adults want every student to do their best	44	A6.3
Adults believe every student can be a success	33	A6.3
Student Meaningful Participation	29	A6.4
Opportunities to decide things	22	A6.4
Equal opportunity for classroom participation	32	A6.4
Equal opportunity to participate in extracurricular activities	33	A6.4
Opportunities to "make a difference"	29	A6.4
Promotion of Parent Involvement	23	A6.5
School is welcoming to and facilitates parent involvement	31	A6.5
Encourages parents to be active partners in schooling	24	A6.5
School communicates about student learning expectation	18	A6.5
Parents feel welcome to participate at this school	16	A6.5

Note: Cells are empty if there are less than 5 respondents.

Caring Relationships

Table A6.2
Caring Relationships Scale Questions

	All %
Caring relationships	
Average reporting "Strongly agree"	34
Adults who work at this school...	
really care about every student.	
Strongly agree	38
Agree	53
Disagree	9
Strongly disagree	0
acknowledge and pay attention to students.	
Strongly agree	36
Agree	56
Disagree	8
Strongly disagree	0
listen to what students have to say.	
Strongly agree	29
Agree	57
Disagree	13
Strongly disagree	0

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 %
High expectations-adults in school	
Average reporting "Strongly agree"	39
Adults who work at this school...	
want every student to do their best.	
Strongly agree	44
Agree	51
Disagree	4
Strongly disagree	0
believe that every student can be a success.	
Strongly agree	33
Agree	58
Disagree	9
Strongly disagree	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 %
Student meaningful participation	
Average reporting "Strongly agree"	29
This school...	
encourages opportunities for students to decide things like class activities or rules.	
Strongly agree	22
Agree	60
Disagree	18
Strongly disagree	0
gives all students equal opportunity to participate in classroom discussions or activities.	
Strongly agree	32
Agree	59
Disagree	9
Strongly disagree	0
gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.	
Strongly agree	33
Agree	58
Disagree	9
Strongly disagree	0
gives students opportunities to "make a difference" by helping other people, the school, or the community.	
Strongly agree	29
Agree	55
Disagree	16
Strongly disagree	0

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 %
Promotion of parent involvement	
Average reporting "Strongly agree"	23
This school is welcoming to and facilitates parent involvement.	
Strongly agree	31
Agree	64
Disagree	3
Strongly disagree	1
This school encourages parents to be active partners in educating their child.	
Strongly agree	24
Agree	58
Disagree	17
Strongly disagree	1
Teachers at this school communicate with parents about what their children are expected to learn in class.	
Strongly agree	18
Agree	67
Disagree	15
Strongly disagree	0
Parents feel welcome to participate at this school.	
Strongly agree	16
Agree	72
Disagree	11
Strongly disagree	1

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 %
School staff take parents' concerns seriously.	
Strongly agree	24
Agree	72
Disagree	3
Strongly disagree	1

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"	
	All %	Table
Learning Supports		
Support for social emotional learning	22	A7.2
Student readiness to learn	5	A7.3
Instructional equity	33	A7.6
Antibullying climate	24	A7.11
Fairness, Rule Clarity, and Respect for Diversity		
Fairness and rule clarity	22	A7.4
Respect for diversity	33	A7.5
Positive Peer Relations		
Student peer relationships	11	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 %
Support for social emotional learning	
Average reporting "Strongly agree"	22
This school encourages students to feel responsible for how they act.	
Strongly agree	30
Agree	63
Disagree	5
Strongly disagree	2
This school encourages students to understand how others think and feel.	
Strongly agree	21
Agree	69
Disagree	10
Strongly disagree	0
Students are taught that they can control their own behavior.	
Strongly agree	20
Agree	67
Disagree	9
Strongly disagree	3
This school helps students resolve conflicts with one another.	
Strongly agree	16
Agree	75
Disagree	7
Strongly disagree	1

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 %
This school encourages students to care about how others feel.	
Strongly agree	22
Agree	67
Disagree	11
Strongly disagree	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 %
Student readiness to learn	
Average reporting "Strongly agree"	5
Students are healthy and physically fit.	
Strongly agree	6
Agree	59
Disagree	32
Strongly disagree	2
Students start/arrive at school alert and rested.	
Strongly agree	2
Agree	38
Disagree	45
Strongly disagree	15
Students are motivated to learn.	
Strongly agree	5
Agree	60
Disagree	32
Strongly disagree	4
Students in this school are well-behaved.	
Strongly agree	8
Agree	78
Disagree	12
Strongly disagree	2

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 %
Fairness and rule clarity	
Average reporting "Strongly agree"	22
This school handles discipline problems fairly.	
Strongly agree	27
Agree	61
Disagree	9
Strongly disagree	3
The school rules are fair.	
Strongly agree	23
Agree	64
Disagree	10
Strongly disagree	2
This school clearly informs students what will happen if they break school rules.	
Strongly agree	16
Agree	64
Disagree	19
Strongly disagree	1
Students know what the rules are.	
Strongly agree	19
Agree	62
Disagree	20
Strongly disagree	0

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 %
Respect for diversity	
Average reporting "Strongly agree"	33
Students from this school respect each other's differences.	
Strongly agree	26
Agree	62
Disagree	11
Strongly disagree	1
Adults from this school respect differences in students.	
Strongly agree	36
Agree	61
Disagree	3
Strongly disagree	0
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	38
Agree	58
Disagree	5
Strongly disagree	0

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 %
Instructional equity	
Average reporting "Strongly agree"	33
This school...	
emphasizes using instructional materials that reflect the culture or ethnicity of its students.	
Strongly agree	25
Agree	66
Disagree	9
Strongly disagree	0
has staff examine their own cultural biases through professional development or other processes.	
Strongly agree	28
Agree	53
Disagree	16
Strongly disagree	3
considers closing the racial/ethnic achievement gap a high priority.	
Strongly agree	39
Agree	53
Disagree	7
Strongly disagree	1
has high expectations for all students, regardless of their race, ethnicity, or nationality.	
Strongly agree	29
Agree	59
Disagree	9
Strongly disagree	3

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 %
This school...	
fosters an appreciation of student diversity and respect for each other.	
Strongly agree	44
Agree	48
Disagree	7
Strongly disagree	1

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 %
Strongly agree	29
Agree	55
Disagree	15
Strongly disagree	1

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 %
Strongly agree	26
Agree	57
Disagree	15
Strongly disagree	2

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 %
Insignificant problem	15
Mild problem	68
Moderate problem	16
Severe problem	1

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.

Student Peer Relationships

Table A7.10

Student Peer Relationships Questions

	All %
Student peer relationships	
Average reporting "Strongly agree"	11
Students care about one another.	
Strongly agree	16
Agree	78
Disagree	5
Strongly disagree	1
Students treat each other with respect.	
Strongly agree	11
Agree	80
Disagree	6
Strongly disagree	2
Student get along well with one another.	
Strongly agree	8
Agree	85
Disagree	7
Strongly disagree	0
Students enjoy spending time together during school activities.[Ø] ***(In-School and Hybrid Only)***	
Strongly agree	
Agree	
Disagree	
Strongly disagree	

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.

[Ø]*Item not included in the scale.*

Table A7.10

Student Peer Relationships Questions – Continued

	All %
Students enjoy interacting with each other during class activities.[Ø] ***(Remote Only)***	
Strongly agree	16
Agree	65
Disagree	18
Strongly disagree	1

Question A.61: Students enjoy interacting with each other during class activities.

Notes: Cells are empty if there are less than 5 respondents.

[Ø]Item not included in the scale.

Antibullying Climate

Table A7.11
Antibullying Climate Scale Questions

	All %
Antibullying climate	
Average reporting "Strongly agree"	24
Teachers make it clear to students that bullying is not tolerated.	
Strongly agree	34
Agree	58
Disagree	7
Strongly disagree	1
If a student was bullied, he or she would tell one of the teachers or staff at school.	
Strongly agree	18
Agree	53
Disagree	26
Strongly disagree	2
Students tell teachers when other students are being bullied.	
Strongly agree	13
Agree	55
Disagree	29
Strongly disagree	4
If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.	
Strongly agree	36
Agree	60
Disagree	4
Strongly disagree	0

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 %
Students try to stop bullying when they see it happening.	
Strongly agree	16
Agree	48
Disagree	30
Strongly disagree	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 %
Insignificant problem	1
Mild problem	28
Moderate problem	49
Severe problem	22

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 %
Strongly agree	7
Agree	59
Disagree	31
Strongly disagree	2

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 %
Insignificant problem	1
Mild problem	20
Moderate problem	49
Severe problem	29

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 %
Insignificant problem	5
Mild problem	51
Moderate problem	40
Severe problem	4

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 %
Insignificant problem	
Mild problem	
Moderate problem	
Severe problem	

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 %
Insignificant problem	
Mild problem	
Moderate problem	
Severe problem	

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 %
Insignificant problem	
Mild problem	
Moderate problem	
Severe problem	

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 %
Insignificant problem	42
Mild problem	49
Moderate problem	8
Severe problem	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 %
Insignificant problem	
Mild problem	
Moderate problem	
Severe problem	

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 %
Insignificant problem	8
Mild problem	38
Moderate problem	51
Severe problem	3

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 %
Insignificant problem	17
Mild problem	48
Moderate problem	31
Severe problem	4

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 %
Insignificant problem	10
Mild problem	38
Moderate problem	39
Severe problem	13

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 %
No	
Yes	
Don't know	

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 %
Strongly agree	19
Agree	76
Disagree	5
Strongly disagree	0

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.

9. Discipline and Counseling

Table A9.1
Disciplinary Harshness Scale Questions

	All %
Disciplinary harshness	
Average reporting "Strongly agree" or "Agree"	18
The rules at this school are too strict.	
Strongly agree	3
Agree	8
Disagree	71
Strongly disagree	17
It is easy for students to get kicked out of class or get suspended.	
Strongly agree	4
Agree	16
Disagree	72
Strongly disagree	8
Students get in trouble for breaking small rules.	
Strongly agree	2
Agree	20
Disagree	65
Strongly disagree	12
Teachers are very strict here.	
Strongly agree	3
Agree	15
Disagree	67
Strongly disagree	14

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 %
Strongly agree	23
Agree	60
Disagree	12
Strongly disagree	4

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 %
Instruction and School Environment	
Positive behavioral support and classroom management	
Yes	35
No	65
Creating a positive school climate ***(In-School and Hybrid Only)***	
Yes	
No	
Addressing Needs of Diverse Populations	
Working with diverse racial, ethnic, or cultural groups	
Yes	52
No	48
Providing Support Services	
Meeting the social, emotional, and developmental needs of youth	
Yes	65
No	35

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
Number of respondents	22

2. Summary of Indicators

Table B2.1

Summary of Indicators of School Learning Supports

	All %	Table
Discipline, Safety, and Behavior Management		
Punishes first-time violations of alcohol/drug policies‡	17	B3.1
Enforces zero tolerance policies‡	25	B3.1
Has sufficient resources to create a safe campus‡	33	B3.2
Seeks to maintain a secure campus‡Φ		B3.2
Provides harassment or bullying prevention†	23	B3.3
Provides conflict resolution or behavior management instruction†	23	B3.3
Substance Use and Risk Behavior		
Considers substance abuse prevention an important goal‡	29	B4.1
Collaborates well with community organizations to address substance use or other problems‡	24	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems‡	29	B4.1
Provides alcohol or drug use prevention instruction†	18	B4.1
Provides tobacco use/vaping prevention instruction†	14	B4.1
Has sufficient resources to address substance use prevention needs‡	24	B4.1
Physical Health and Special Needs		
Provides adequate health services for students‡	24	B5.1
Provides opportunities for physical education and activity†	55	B5.1
Youth Development and Social-Emotional Supports		
Fosters youth development, resilience, or asset promotion†	29	B6.1
Emphasizes helping students with social, emotional, and behavioral problems‡	33	B6.1
Restorative practices‡	29	B6.1
Trauma-informed practices‡	19	B6.1

Notes: Cells are empty if there are less than 5 respondents.

†*Percent responding "A lot."*

‡*Percent responding "Strongly agree."*

Φ*In-School and Hybrid Models only.*

3. Discipline, Safety, and Behavior Management

Table B3.1

Discipline Practice at School

	All %
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension	
Strongly agree	17
Agree	83
Disagree	0
Strongly disagree	0
Enforces zero tolerance policies	
Strongly agree	25
Agree	45
Disagree	15
Strongly disagree	15

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 %
Has sufficient resources to create a safe campus	
Strongly agree	33
Agree	57
Disagree	5
Strongly disagree	5
Seeks to maintain a secure campus ***(In-School and Hybrid Only)***	
Strongly agree	
Agree	
Disagree	
Strongly disagree	

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 %
Provides harassment or bullying prevention	
A lot	23
Some	68
Not much	9
Not at all	0
Provides conflict resolution or behavior management instruction	
A lot	23
Some	64
Not much	14
Not at all	0

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 %
Considers substance abuse prevention an important goal	
Strongly agree	29
Agree	67
Disagree	5
Strongly disagree	0
Collaborates well with community organizations to address substance use or other problems	
Strongly agree	24
Agree	67
Disagree	5
Strongly disagree	5
Provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems	
Strongly agree	29
Agree	57
Disagree	14
Strongly disagree	0

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 %
Provides alcohol or drug use prevention instruction	
A lot	18
Some	64
Not much	18
Not at all	0
Provides tobacco use/vaping prevention instruction	
A lot	14
Some	71
Not much	14
Not at all	0
Has sufficient resources to address substance use prevention needs	
Strongly agree	24
Agree	48
Disagree	24
Strongly disagree	5

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 %
Provides adequate health services for students	
Strongly agree	24
Agree	71
Disagree	0
Strongly disagree	5
Provides opportunities for physical education and activity	
A lot	55
Some	41
Not much	5
Not at all	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 %
Provide supports that foster youth development, resilience, social-emotional learning, or asset promotion	
A lot	29
Some	62
Not much	5
Not at all	5
Emphasizes helping students with social, emotional, and behavioral problems	
Strongly agree	33
Agree	57
Disagree	5
Strongly disagree	5
Uses restorative practices to help resolve conflicts	
Strongly agree	29
Agree	62
Disagree	10
Strongly disagree	0

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 %
Implements trauma-informed practices	
Strongly agree	19
Agree	67
Disagree	10
Strongly disagree	5
Provides instructional help to build social-emotional competencies	
A lot	18
Some	68
Not much	9
Not at all	5

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 O: CALIFORNIA SCHOOL PARENT SURVEY

CALIFORNIA
CalSCHLS
SURVEY SYSTEM

CALIFORNIA SCHOOL PARENT SURVEY



San Leandro High

2020-2021

Main Report

California Department of EDUCATION

WestEd
WestEd.org

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 and Safety 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, presented in tables organized by topic, for each question from the 2020-21 *California School Parent Survey* (CSPS). The CSPS is specifically designed to provide data to help foster better parental involvement, one of the required priorities of Local Control and Accountability Plans (LCAP), and to bring parent voice into the school improvement process. (Henceforth, the word parent is used to refer to any adult in a household with parental or guardianship responsibilities.)

The survey aims to raise awareness of how well the school is doing in its parent involvement efforts and what are the needs and concerns of parents that the school should address. It is a means to confidentially obtain parent perceptions about learning and teaching conditions, school climate, and parent-school involvement and relationships, including whether the school environment is academically challenging, caring and welcoming, participatory, safe, and fair. In response to the pandemic, the 2020-21 CSPS asks about experiences, perceptions, and concerns about students not being able to attend school in person and the district's remote learning program. More information about the survey is available on the CalSCHLS website (calschls.org).

The CSPS, along with its two companion surveys—the *California Healthy Kids Survey* (CHKS) and the *California School Staff Survey* (CSSS) for staff—is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Survey (CalSCHLS) System*. CalSCHLS is the largest, most comprehensive effort in the nation to assess students, staff, and parents at the local level on a regular basis. The surveys provide key data on school climate and safety, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being (see calschls.org) to guide school improvement efforts.

THE IMPORTANCE OF PARENT INVOLVEMENT

Parent involvement in the school and their own child's education is one of the important characteristics of a positive school climate and quality education. 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—all variables assessed by the CSPS.

Involving family members is absolutely essential to creating a safe, caring, challenging, participatory, and supportive school climate. Positive relationships or ties among students, parents, teachers, administrators, and the fostering of parental support for education, are key components of school improvement efforts and are a common characteristic of effective schools. Parent involvement at school and in education has positive effects on youth behavior, academic achievement and learning, school attendance, and graduation. Many studies show that parent and other family involvement in children's learning is a critical element of student success.

SURVEY CONTENT OVERVIEW

In 2020-21 the CSPS was expanded to assess topics of particular concern due to the pandemic and the associated reduction in face-to-face learning in school buildings. Three sets of surveys are available to gather data among parents with students in different instructional models, In-School Learning, Remote Learning, and Hybrid Learning. Each survey directs parents to questions relevant to the instructional model used in their child's school based on skip logic. For example, questions asking about experiences in the school building are only available for parents who respond that their child participates in the In-School and Hybrid Learning models.

The CSPS serves three primary purposes. First, it addresses most of the key issues in regard to parent involvement in both the school and their own child's education. Second, it provides feedback on how parents view school climate, including their perspective on the degree to which positive conditions and supports exist at school. It asks parents and guardians to rate their own experience as school partners through questions like: *This school keeps me well-informed, promptly responds [to me], encourages me to be an active partner*, etc. Third, the CSPS assesses students' readiness to continue to learn from home. The survey content covers several key areas:

- Characteristics of parent respondents and their children;
- Student supports and school conditions (learning environment, school discipline, cultural sensitivity, opportunities for meaningful student participation);
- How welcoming the school is to parents;
- The scope and nature of parent involvement in school activities and decision-making;
- The scope and nature of school communications to parents;
- Parent involvement in their children's education; and
- Student risk behaviors (how much of a problem at the school);
- Experiences, perceptions, and concerns about students not being able to attend school in person; and
- Feedback on district's remote learning program.

The questions are aligned with the staff and student surveys so information obtained across these three stakeholder groups can be compared, as illustrated in Exhibit 1.

SURVEY ADMINISTRATION AND SAMPLING

Surveys are administered using detailed instructions provided by CalSCHLS Regional Centers. A local survey coordinator plans, schedules, and monitors the CSPS. In 2020-21, the survey was only administered online.

Parent participation is completely voluntary, anonymous, and confidential. The survey's target sample (those asked to take the survey) are generally all parents and guardians of students in all the schools, regardless of grade. Minimally, the survey's target sample should include the parents who have children in the grades in which students completed the CHKS. Table A1.1 gives the final number of parents who completed the survey. Because of the difficulty of accurately identifying the number of parents at any given school that could have completed the survey, a participant response rate is not calculated, as it is with the student survey.

THE REPORT

The tables in this report, organized by topic, provide the percentage of parents responding to each question's response option for the whole district and by school levels in which the survey was administered (elementary, middle, high, and nontraditional). In the tables, percentages are rounded to the nearest full percent. Depending on the number of respondents, individual school reports can also be provided.

UNDERSTANDING THE DATA

The findings reflect the *perceptions* of parents. Some parents may have reasons to make their school look good; others, to paint an overly negative picture. The perceptions of the parents may be very different from those of students or staff or from an independent observer of the school. This is one reason why it is important to compare CSPS results to those in the CHKS and CSSS. Nevertheless, parent perceptions reflect a *reality* that is important and can influence both staff and student performance.

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results. Many factors besides real changes in behavior, attitudes, or experiences among parents may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or number of the respondents who completed the survey (see below), changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., parental feedback may be more informed in transition grades later than earlier in the school year).

IMPROVING SURVEY PARTICIPATION

Among the most important factors affecting the quality of survey results is the level of parent participation. The higher the number of parents that completed the survey out of the total number contacted, the more likely the results are valid and represent the parents that had the opportunity to complete the survey. Even if the response rate is low, the results provide an indication of the school-related feelings and experiences of those parents who did respond.

The most important strategy for improving parent participation over time may be to ensure that the results of the survey are communicated to parents and that parents are involved in the process of reviewing the data and determining how to improve the school (see Next Steps below).

RESOURCES

The CHKS and CalSCHLS websites contain guidebooks and other tools for using and understanding survey results, including factsheets that show how data variables are related and offer suggestions for how data can be analyzed at the local level.

- 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, *What Works Briefs* that provide guidance on strategies to implement, and access to the *California Safe and Supportive Schools Newsletter*, which provides announcements of resources, tools, webinars and workshops, and research. Sign up on ca-safe-supportive-schools.wested.org/subscribe/.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process. The following next steps will help in fostering effective use of the results to support school and program improvement efforts.

Request School Reports

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual parent survey reports for each school.

Request Disaggregated Report or Analyses

The staff of the CalSCHLS Regional Center can produce reports that look at how results vary by the demographics of parents and/or their children, by the level of parent involvement in schools, by whether parents had positive experiences compared to those with negative, or by other characteristics.

Compare Results with Student and Staff Surveys

Although the survey results should be useful to any school community when used alone, a more powerful view of the school can be obtained by comparing these findings with those from the California Healthy Kids Survey of students and the California School Staff Survey. As part of the data review process, it is important to determine how consistent are student, staff, and parent perceptions and experiences.

Exhibit 1 below summarizes the variables assessed across the surveys. The CalSCHLS Item Crosswalk showing similar survey questions across the three surveys (student, staff, and parent) is posted on the CalSCHLS website (calschls.org/resources/#resources_and_tools). To enhance both survey administration efficiency and data comparability, schools are encouraged to administer the surveys at the same time.

Engage Parents in an Action Planning Process

It is very important to engage parents, along with staff and students, in reviewing and exploring the meaning of the results, obtaining their input into how the school might better meet the identified needs, and developing a detailed action plan. This communicates to parents that you value their input into how to improve the school and gives them an opportunity for meaningful participation. This, in itself, helps enhance parent involvement. It also promotes higher rates of survey participation, as parents see how data are used for positive purposes.

To assist in this process, on request, CalSCHLS staff can conduct three workshops:

- A structured group *Student Listening Circle* in which parents (along with staff) can hear from students their perspectives on the meaning of survey results and how to improve the school and better meet the needs of students;
- A *Family Forum*, a semi-structured process that engages family members and school/district stakeholders in a dialogue and action planning for improving the school environment and fostering positive student-adult relationships. The Family Forum provides the opportunity for: (a) family members' voices to be heard on what can be done; (b) family members to be engaged and involved in school improvement efforts; and (c) family members to participate in a genuine parent-school-district partnership activity; and

- A *Data Workshop* designed to identify local needs based on the survey results and engage stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies.

Add Questions to Your Next Survey

As part of your data-review process, determine what additional information is needed from parents to guide school improvement efforts and consider adding questions to your next CSPS. The survey was 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

CSPS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Military-Connected Schools	
Z. Custom Questions	

Section A. Core Module

1. Survey Sample

Table A1.1
Core Module Sample

	All
Number of respondents	190

Table A1.2
Number of Respondents by Instructional Model

	All
In-school model only	3
Remote model only	183
Hybrid model only	0

2. Summary of Key Survey Indicators

Table A2.1

Key Indicators of Parental Involvement, School Climate, and Student Behavior

	All %	Table
Parental Involvement		
Promotion of parental involvement†	22	A6.1
Parental involvement in school§	21	A6.3
School encourages me to be an active partner†	27	A6.1
School actively seeks the input of parents†	24	A6.1
Parents feel welcome to participate at this school†	17	A6.1
School Supports for Students		
Student learning environment†	23	A7.1
School promotes academic success for all students†	32	A7.1
School is a safe place for my child†Φ		A7.1
School motivates students to learn†	19	A7.1
School has adults who really care about students†	22	A7.1
School provides opportunities for meaningful student participation†Φ		A7.1
Communication with parents about school#	25	A6.2
Fairness, Rule Clarity, and Respect for Diversity		
School enforces school rules equally†Φ		A7.1
School treats all students with respect†	29	A7.1
School promotes respect of cultural beliefs/practices†	31	A7.1
Substance Use, School Disorder, and Bullying		
Substance use problems¶ψ		A8.1
Student alcohol and drug use‡ψ		A8.1
Student tobacco use‡ψ		A8.1
Student vaping or e-cigarette use‡ψ		A8.1
School disorder¶ψ		A8.2
Harassment or bullying of students‡ψ		A8.2
Facilities		
School has clean and well-maintained facilities/properties†Φ		A9.1

Notes: Cells are empty if there are less than 5 respondents.

†*Average percent of respondents reporting "Strongly agree."*

§*Average percent of respondents reporting "Yes."*

Φ*In-School and Hybrid Models only.*

#*Average percent of respondents reporting "Strongly agree" or "Very well."*

¶*Average percent of respondents reporting "Small problem," "Somewhat a problem," or "Large problem."*

ψ*In-School Models only.*

‡*Percent of respondents reporting "Large problem."*

Table A2.2

Key Indicators of Pandemic-Specific Measures

	All %	Table
School Instructional Model Implementation		
Pandemic-related teacher instruction$^{\Gamma}$	63	A5.1
Satisfied with how learning is structured†	18	A4.4
Learning from Home		
Average days worked on schoolwork ($\geq$ 5)$^{\delta\|\|}$	96	A4.1
Synchronous instruction (4 days or more)$^{\delta\|\|}$	87	A4.1
Barriers to remote learning (3 or more)$^{\delta}$	4	A4.2
Remote learning is requiring too much of parents$^{\dagger\delta}$	7	A4.3
Remote learning is requiring too much of students$^{\dagger\delta}$	12	A4.3
Peer Relationships		
Virtual peer interactions (a few times a week or more)	82	A4.5
Opportunities for student connection$^{\dagger\delta}$	14	A4.5
Student Academic Motivation and Supports for Learning		
Students are motivated to complete schoolwork†	21	A5.4
Pandemic-related school-parent communication$^{\Gamma}$	70	A5.2
Areas of Parent Concerns		
Child's safety at school for in-person learning$^{\lambda}$	73	A5.6
Child not being able to interact with other students$^{\lambda}$	64	A5.6
Child falling behind academically$^{\lambda}$	50	A5.6
Child feeling bored or understimulated$^{\lambda\delta}$	57	A5.6
Child getting enough physical exercise$^{\lambda}$	54	A5.6

Notes: Cells are empty if there are less than 5 respondents.

$^{\Gamma}$*Average percent of respondents reporting "Agree" or "Strongly agree."*

†*Average percent of respondents reporting "Strongly agree."*

$^{\delta}$*Remote and Hybrid Models only.*

$^{\|}$*Last week.*

$^{\lambda}$*Percent of respondents reporting "Somewhat concerned," "Quite concerned," or "Extremely concerned."*

3. Parent and Student Demographic Characteristics

Table A3.1

School Schedule, Past 30 Days

	All %
In-School Model	2
Remote Learning Model	98
Hybrid Model (in school on alternate days)	0
Hybrid Model (in school half days)	1

Question A.1: Which of the following best describes your child's school schedule during the past 30 days?

Notes: Cells are empty if there are less than 5 respondents.

In-School Model - Respondents selecting "My child went to school in person at his/her school building for the entire day, Monday through Friday."

Remote Learning Model - Respondents selecting "My child 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 "My child went to school in person at her/his 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 "My child went to school in person at his/her 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

Role at Home

	All %
Parent of the child at this school	97
Foster parent of the child at this school	1
Grandparent, other relative, and/or legal guardian of the child at this school	3
Not applicable, not sure, or decline to answer	0

Question A.2: I am a...

Note: Cells are empty if there are less than 5 respondents.

Table A3.3

Race/Ethnicity of Respondents

	All %
American Indian or Alaska Native	0
Asian or Asian American	13
Black or African American (Not Hispanic or Latinx)	9
Filipino	8
Hispanic or Latinx	27
Native Hawaiian or Pacific Islander	1
White (Not Hispanic/Latinx)	23
Two or more races/ethnicities	14
Not applicable, not sure, or decline to answer	4

Question A.4: What is your race or ethnicity?

Note: Cells are empty if there are less than 5 respondents.

Table A3.4

Free or Reduced Price Meals Eligibility

	All %
No	55
Yes	39
Not applicable, not sure, or decline to answer	6

Question A.5, 6: Does your child receive a free or reduced-price breakfast or lunch at this school? [In-school and Hybrid only]... Did your child receive a free or reduced-price breakfast or lunch at school last year? [Remote only]

Note: Cells are empty if there are less than 5 respondents.

Table A3.5

Grade Level

	All %
Pre-/Transitional Kindergarten	1
Kindergarten	0
1st grade	0
2nd grade	0
3rd grade	0
4th grade	0
5th grade	0
6th grade	0
7th grade	0
8th grade	1
9th grade	25
10th grade	28
11th grade	23
12th grade	22
Other	1
Ungraded	0

Question A.7: In what grade is your child?

Note: Cells are empty if there are less than 5 respondents.

Table A3.6

Special Program Participation

	All %
Special Education Program or has had an Individual Education Plan (IEP)	14
English Language Development (for children learning English)	7
Gifted and Talented Education (GATE) or takes Honors/Advanced Placement classes	20
Not applicable, not sure, or decline to answer	62

Question A.3: Is your child in any of these programs? (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 A3.7

Afterschool Program Participation (In-School and Hybrid Only)

	All %
No	
Yes - 1 day a week	
Yes - 2 days a week	
Yes - 3 days a week	
Yes - 4 days a week	
Yes - 5 days a week	

Question A.8: Does one or more of your children participate in this school's afterschool program? (Respond for your child that most frequently participates in the afterschool program.)
Note: Cells are empty if there are less than 5 respondents.

4. Routines and Learning from Home

Table A4.1

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

	All %
Number of days my child attended school in-person‖	
0 days	75
1 day	1
2 days	1
3 days	0
4 days	1
5 days	23
Not sure	0
Number of weekdays my child participated in school from home‖	
0 days	1
1 day	0
2 days	1
3 days	0
4 days	1
5 days	96
Not sure	1
Time my child spent on learning and completing schoolwork on the average weekday	
Less than 1 hour	3
Between 1 and 2 hours	22
Between 2 and 3 hours	18
Between 3 and 4 hours	20
Between 4 and 5 hours	20
More than 5 hours	17

Question A.69, 70, 72: Last week, how many days did your child attend school in-person?... Last week, how many weekdays did your child participate in school from home?... On days that your child participates in school from home, how much of the day does he/she spend learning and completing schoolwork on the average day?

Notes: Cells are empty if there are less than 5 respondents.

‖*Last week.*

Table A4.1

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

	All %
My child participated in at least one class using video conferencing that allows the teacher to talk to students	
0 days	1
1 day	1
2 days	1
3 days	1
4 days	0
5 days	87
Not sure	9
The school/district does not use video conferencing for instruction	1

Question A.71: On days that your child participates in school from home, how often does he/she participate in at least one class using video conferencing that allows the teacher to talk to students?

Note: Cells are empty if there are less than 5 respondents.

Table A4.2

Barriers to Remote Learning (Remote and Hybrid Only)

	All %
Not applicable to me or my child	97
We don't have a computer or tablet or have enough devices at home	1
We don't have internet access at home	0
Our internet access is sometimes too slow or doesn't always work	27
Sometimes we don't know how to use the remote/distance learning software	5
Materials are often not provided in our first/native language	2
My child doesn't always have a quiet, undisturbed space to do schoolwork	13
My child is too young to participate in remote learning on his/her own without adult supervision	2
My child has responsibilities at home that prevent him/her from participating	1
My child has a disability or needs accommodations	12
Three or more barriers	4

Question A.59-68: Below are things that can make remote learning difficult. Please select any that make remote learning more difficult for you and/or your child. (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 A4.3

Perceptions of Remote Learning (Remote and Hybrid Only)

	All %
The school remote learning program is...	
requiring too much of parents.	
Strongly agree	7
Agree	17
Disagree	55
Strongly disagree	10
Don't know/NA	12
requiring too much of students.	
Strongly agree	12
Agree	16
Disagree	54
Strongly disagree	9
Don't know/NA	9
requiring too little of students.	
Strongly agree	8
Agree	21
Disagree	40
Strongly disagree	17
Don't know/NA	14
Our school/district has done a good job keeping me informed about remote learning	
Strongly agree	22
Agree	65
Disagree	7
Strongly disagree	4
Don't know/NA	3

Question A.73-75, 86: As you answer these questions, please think about you and your child's experience right now. How strongly do you agree or disagree with the following statements?... The school remote learning program is requiring too much of parents... The school remote learning program is requiring too much of students... The school remote learning program is requiring too little of students... Our school/district has done a good job keeping me informed about remote learning.

Note: Cells are empty if there are less than 5 respondents.

Table A4.4

Satisfaction with School Instructional Models

	All %
I am satisfied with the way learning is structured at my child's school right now	
Strongly agree	18
Agree	42
Disagree	23
Strongly disagree	10
Don't know/NA	8
Rating of school remote learning program *(Remote and Hybrid Only)*	
0 - Extremely unsuccessful	4
1	1
2	4
3	6
4	4
5	20
6	10
7	17
8	13
9	8
10 - Extremely successful	14
I think my child should spend more time learning in-person at school right now. *(Remote and Hybrid Only)*	
Strongly agree	16
Agree	23
Disagree	18
Strongly disagree	28
Don't know/NA	14

Question A.88, 89, 106: As you answer these questions, please think about you and your child's experience right now. How strongly do you agree or disagree with the following statements?... I am satisfied with the way learning is structured at my child's school right now (in-school, hybrid, remote learning)... I think my child should spend more time learning in-person at school right now... On a scale of 0 to 10, with 0 being extremely unsuccessful and 10 being extremely successful, how successful has remote or distance learning been for you and your child during the 2020-21 school year?

Note: Cells are empty if there are less than 5 respondents.

Table A4.5

Peer Interactions (Virtual)

	All %
How often does your child talk with friends using a phone, tablet, laptop, or computer?	
Daily	60
A few times a week	22
About once a week	7
Less than once a week	2
Not at all	7
Not sure/NA	2
My child has opportunities to connect and interact with classmates during remote learning. ***(Remote and Hybrid Only)***	
Strongly agree	14
Agree	52
Disagree	11
Strongly disagree	1
Don't know/NA	21

Question A.58, 81: How often does your child talk with friends using a phone, tablet, laptop, or computer?... As you answer these questions, please think about you and your child's experience right now. How strongly do you agree or disagree with the following statements?... My child has opportunities to connect and interact with classmates during remote learning.

Note: Cells are empty if there are less than 5 respondents.

5. Pandemic-Specific Measures

Table A5.1

Pandemic-Related Teacher Instruction Scale Questions

	All %
Pandemic-related teacher instruction	
Average reporting "Agree" or "Strongly agree"	63
My child's teachers have checked in with her/him personally at least once a month.	
Strongly agree	10
Agree	34
Disagree	13
Strongly disagree	10
Don't know/NA	32
My child's teachers are responsive to my child's social and emotional needs.	
Strongly agree	13
Agree	34
Disagree	15
Strongly disagree	6
Don't know/NA	31
My child is receiving adequate instruction from teachers to support assigned work.	
Strongly agree	14
Agree	56
Disagree	13
Strongly disagree	5
Don't know/NA	13

Question A.76, 77, 79: As you answer these questions, please think about you and your child's experience right now. How strongly do you agree or disagree with the following statements?... My child's teachers have checked in with her/him personally at least once a month... My child's teachers are responsive to my child's social and emotional needs... My child is receiving adequate instruction from teachers to support assigned work.

Note: Cells are empty if there are less than 5 respondents.

Table A5.1

Pandemic-Related Teacher Instruction Scale Questions – Continued

	All %
My child is receiving regular feedback on the schoolwork she/he submits.	
Strongly agree	13
Agree	50
Disagree	13
Strongly disagree	3
Don't know/NA	20
My child knows what schoolwork is expected to be completed each day.	
Strongly agree	26
Agree	64
Disagree	3
Strongly disagree	1
Don't know/NA	7

Question A.80, 82: As you answer these questions, please think about you and your child's experience right now. How strongly do you agree or disagree with the following statements?... My child is receiving regular feedback on the schoolwork she/he submits... My child knows what schoolwork is expected to be completed each day.
Note: Cells are empty if there are less than 5 respondents.

Table A5.2

Pandemic-Related School-Parent Communication Scale Questions

	All %
Pandemic-related school-parent communication	
Average reporting "Agree" or "Strongly agree"	70
Our school provides parents with advice and resources to support my child's social and emotional needs.	
Strongly agree	18
Agree	49
Disagree	8
Strongly disagree	2
Don't know/NA	22
My child's school provides parents with advice and resources to support my child's learning.	
Strongly agree	22
Agree	52
Disagree	11
Strongly disagree	2
Don't know/NA	13

Question A.85, 87: As you answer these questions, please think about you and your child's experience right now. How strongly do you agree or disagree with the following statements?... Our school provides parents with advice and resources to support my child's social and emotional needs... My child's school provides parents with advice and resources to support my child's learning.

Note: Cells are empty if there are less than 5 respondents.

Table A5.3

Access to Support Staff

	All %
Support staff are available to my child if he/she needs them.	
Strongly agree	19
Agree	46
Disagree	8
Strongly disagree	3
Don't know/NA	24

Question A.78: As you answer these questions, please think about you and your child's experience right now. How strongly do you agree or disagree with the following statements?... Support staff like counselors, psychologists, and wellness staff are available to my child if he/she needs them.

Note: Cells are empty if there are less than 5 respondents.

Table A5.4

Student is Motivated to Complete Schoolwork

	All %
Strongly agree	21
Agree	41
Disagree	25
Strongly disagree	10
Don't know/NA	3

Question A.83: As you answer these questions, please think about you and your child's experience right now. How strongly do you agree or disagree with the following statements?... My child is motivated to complete the schoolwork she/he is assigned.

Note: Cells are empty if there are less than 5 respondents.

Table A5.5

Student Feeling Hopeful About the Future

	All %
Strongly agree	18
Agree	46
Disagree	21
Strongly disagree	6
Don't know/NA	10

Question A.84: As you answer these questions, please think about you and your child's experience right now. How strongly do you agree or disagree with the following statements?... My child feels hopeful about the future.
Note: Cells are empty if there are less than 5 respondents.

Table A5.6

Pandemic-Related Concerns

	All %
How concerned are you about...	
your child's safety while he/she is at home?	
Not at all concerned	75
Slightly concerned	15
Somewhat concerned	5
Quite concerned	2
Extremely concerned	3
your child's safety when he/she is at school or returns to school for in-person learning?	
Not at all concerned	8
Slightly concerned	19
Somewhat concerned	14
Quite concerned	18
Extremely concerned	41
your child falling behind academically?	
Not at all concerned	32
Slightly concerned	18
Somewhat concerned	19
Quite concerned	12
Extremely concerned	19
providing financially for your child?	
Not at all concerned	50
Slightly concerned	25
Somewhat concerned	11
Quite concerned	6
Extremely concerned	8

Question A.90-93: Below are some concerns parents may have raised about their children as a result of the novel coronavirus (COVID-19). For each one, please indicate how concerning it is to you personally. How concerned are you about... your child's safety while he/she is at home?... your child's safety when he/she is at school or returns to school for in-person learning?... your child falling behind academically?... providing financially for your child?

Note: Cells are empty if there are less than 5 respondents.

Table A5.6

Pandemic-Related Concerns – Continued

	All %
How concerned are you about...	
running out of food because of a lack of money or other resources?	
Not at all concerned	70
Slightly concerned	14
Somewhat concerned	6
Quite concerned	6
Extremely concerned	4
your child's mental well-being?	
Not at all concerned	18
Slightly concerned	31
Somewhat concerned	28
Quite concerned	11
Extremely concerned	13
your child not being able to interact with teachers?	
Not at all concerned	19
Slightly concerned	26
Somewhat concerned	29
Quite concerned	17
Extremely concerned	9
your child not being able to interact with other students?	
Not at all concerned	16
Slightly concerned	19
Somewhat concerned	34
Quite concerned	17
Extremely concerned	14

Question A.94-97: Below are some concerns parents may have raised about their children as a result of the novel coronavirus (COVID-19). For each one, please indicate how concerning it is to you personally. How concerned are you about... running out of food because of a lack of money or other resources?... your child's mental well-being?... your child not being able to interact with teachers?... your child not being able to interact with other students?

Note: Cells are empty if there are less than 5 respondents.

Table A5.6

Pandemic-Related Concerns – Continued

	All %
How concerned are you about...	
childcare or supervision for your child while you are at work or working from home?	
Not at all concerned	78
Slightly concerned	7
Somewhat concerned	6
Quite concerned	6
Extremely concerned	3
your child having a regular schedule for schoolwork, play, and sleep? ***(Remote and Hybrid Only)***	
Not at all concerned	37
Slightly concerned	20
Somewhat concerned	20
Quite concerned	16
Extremely concerned	7
your child feeling bored or understimulated? ***(Remote and Hybrid Only)***	
Not at all concerned	24
Slightly concerned	19
Somewhat concerned	21
Quite concerned	22
Extremely concerned	14
your child getting enough physical exercise?	
Not at all concerned	24
Slightly concerned	22
Somewhat concerned	17
Quite concerned	19
Extremely concerned	18

Question A.98-101: Below are some concerns parents may have raised about their children as a result of the novel coronavirus (COVID-19). For each one, please indicate how concerning it is to you personally. How concerned are you about... childcare or supervision for your child while you are at work or working from home?... your child having a regular schedule for schoolwork, play, and sleep?... your child feeling bored or understimulated?... your child getting enough physical exercise?

Note: Cells are empty if there are less than 5 respondents.

Table A5.6

Pandemic-Related Concerns – Continued

	All %
How concerned are you about...	
your child getting enough sleep?	
Not at all concerned	42
Slightly concerned	25
Somewhat concerned	16
Quite concerned	9
Extremely concerned	8
your child feeling secure during this period of uncertainty?	
Not at all concerned	32
Slightly concerned	29
Somewhat concerned	18
Quite concerned	11
Extremely concerned	9
your child being on track to graduate from high school?	
Not at all concerned	49
Slightly concerned	21
Somewhat concerned	9
Quite concerned	9
Extremely concerned	12
your child staying on track to go to college?	
Not at all concerned	36
Slightly concerned	23
Somewhat concerned	16
Quite concerned	11
Extremely concerned	13

Question A.102-105: Below are some concerns parents may have raised about their children as a result of the novel coronavirus (COVID-19). For each one, please indicate how concerning it is to you personally. How concerned are you about... your child getting enough sleep?... your child feeling secure during this period of uncertainty?... your child being on track to graduate from high school?... your child staying on track to go to college?

Note: Cells are empty if there are less than 5 respondents.

6. Parental Involvement

Table A6.1

Promotion of Parental Involvement Scale Questions

	All %
Promotion of parental involvement	
Average reporting "Strongly agree"	22
School promptly responds to my phone calls, messages, or e-mails.	
Strongly agree	21
Agree	56
Disagree	12
Strongly disagree	2
Don't know/NA	10
School encourages me to be an active partner with the school in educating my child.	
Strongly agree	27
Agree	57
Disagree	6
Strongly disagree	1
Don't know/NA	9
School actively seeks the input of parents before making important decisions.	
Strongly agree	24
Agree	52
Disagree	10
Strongly disagree	2
Don't know/NA	11

Question A.20-22: This school... promptly responds to my phone calls, messages, or e-mails... encourages me to be an active partner with the school in educating my child... actively seeks the input of parents before making important decisions.

Note: Cells are empty if there are less than 5 respondents.

Table A6.1

Promotion of Parental Involvement Scale Questions – Continued

	All %
Parents feel welcome to participate at this school.	
Strongly agree	17
Agree	58
Disagree	10
Strongly disagree	2
Don't know/NA	13
School staff treat parents with respect.	
Strongly agree	20
Agree	67
Disagree	5
Strongly disagree	1
Don't know/NA	7
School staff take parent concerns seriously.	
Strongly agree	20
Agree	55
Disagree	12
Strongly disagree	1
Don't know/NA	12

Question A.32-34: How strongly do you agree or disagree with the following statements about this school?... Parents feel welcome to participate at this school... School staff treat parents with respect... School staff take parent concerns seriously.

Note: Cells are empty if there are less than 5 respondents.

Table A6.2

Communication with Parents about School Questions

	All %
Communication with parents about school	
Average reporting "Strongly agree" or "Very well"	25
Teachers communicate with parents about what students are expected to learn in class.	
Strongly agree	15
Agree	59
Disagree	19
Strongly disagree	3
Don't know/NA	5
Letting you know how your child is doing in school between report cards.	
Very well	37
Just okay	35
Not very well	18
Does not do it at all	7
Don't know/NA	3
Providing information about why your child is placed in particular groups or classes.	
Very well	22
Just okay	26
Not very well	18
Does not do it at all	11
Don't know/NA	22

Question A.31, 53, 55: How strongly do you agree or disagree with the following statements about this school?... Teachers communicate with parents about what students are expected to learn in class... How well has this child's school been doing the following things during the school year?... Letting you know how your child is doing in school between report cards... Providing information about why your child is placed in particular groups or classes.

Note: Cells are empty if there are less than 5 respondents.

Table A6.2

Communication with Parents about School Questions – Continued

	All %
Providing information on your expected role at your child's school.	
Very well	28
Just okay	39
Not very well	12
Does not do it at all	7
Don't know/NA	14
Providing information about how to help your child with homework.[Ø]	
Very well	
Just okay	
Not very well	
Does not do it at all	
Don't know/NA	
Providing information on how to help your child plan for college or vocational school.[Ø]	
Very well	40
Just okay	38
Not very well	8
Does not do it at all	5
Don't know/NA	10
School keeps me well-informed about school activities.[Ø] ***(In-School and Hybrid Only)***	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Don't know/NA	

Question A.12, 54, 56, 57: This school keeps me well-informed about school activities.... How well has this child's school been doing the following things during the school year?... Providing information about how to help your child with homework. [ELEMENTARY/MIDDLE ONLY]... Providing information on your expected role at your child's school... Providing information on how to help your child plan for college or vocational school. [MIDDLE/HIGH SCHOOL ONLY]

Notes: Cells are empty if there are less than 5 respondents.

[Ø]Item not included in the scale.

Table A6.3

Parental Involvement in School Questions

	All %
Parental involvement in school	
Average reporting "Yes"	21
Participated in a meeting of the parent-teacher organization or association	
No	64
Yes	36
Participated in fundraising for the school	
No	82
Yes	18
Served on a school committee	
No	92
Yes	8
Attended a school or class event[Ø] ***(In-School Only)***	
No	
Yes	
Attended a general school meeting[Ø] ***(In-School Only)***	
No	
Yes	
Served as a volunteer in this child's classroom or elsewhere in the school.[Ø] ***(In-School Only)***	
No	
Yes	

Question A.45-48, 50, 51: Since the beginning of this school year, has any adult in your child's household done any of the following things at your child's school?... Attended a school or class event, such as a play, dance, sports event, or science fair... Served as a volunteer in this child's classroom or elsewhere in the school. [ELEMENTARY/MIDDLE ONLY] ... Attended a general school meeting, for example, an open house, or a back-to-school night... Participated in a meeting of the parent-teacher organization or association... Participated in fundraising for the school... Served on a school committee.

Notes: Cells are empty if there are less than 5 respondents.

[Ø]Item not included in the scale.

Table A6.3

Parental Involvement in School Questions – Continued

	All %
Participated in a regularly scheduled parent-teacher conference with the child's teacher.[Ø]	
No	
Yes	
Met with a guidance counselor in person or remotely.[Ø]	
No	72
Yes	28

Question A.49, 52: Since the beginning of this school year, has any adult in your child's household done any of the following things at your child's school?... Participated in a regularly scheduled parent-teacher conference with the child's teacher. [ELEMENTARY/MIDDLE ONLY]... Met with a guidance counselor in person or remotely.

Notes: Cells are empty if there are less than 5 respondents.

[Ø]Item not included in the scale.

7. Student Learning Environment

Table A7.1

Student Learning Environment Questions

	All %
Student learning environment	
Average reporting "Strongly agree"	23
This school...	
promotes academic success for all students.	
Strongly agree	32
Agree	53
Disagree	6
Strongly disagree	1
Don't know/NA	8
treats all students with respect.	
Strongly agree	29
Agree	60
Disagree	2
Strongly disagree	0
Don't know/NA	9
provides quality counseling or other ways to help students with social or emotional needs.	
Strongly agree	21
Agree	51
Disagree	9
Strongly disagree	2
Don't know/NA	17
communicates the importance of respecting different cultural beliefs and practices.	
Strongly agree	31
Agree	57
Disagree	1
Strongly disagree	0
Don't know/NA	11

Question A.9, 10, 13, 15: This school... promotes academic success for all students... treats all students with respect... provides quality counseling or other ways to help students with social or emotional needs... communicates the importance of respecting different cultural beliefs and practices.

Note: Cells are empty if there are less than 5 respondents.

Table A7.1
Student Learning Environment Questions – Continued

	All %
This school...	
provides instructional materials that reflect my child's culture, ethnicity, and identity.	
Strongly agree	23
Agree	45
Disagree	10
Strongly disagree	2
Don't know/NA	20
has quality programs for my child's talents, gifts, or special needs.	
Strongly agree	18
Agree	51
Disagree	5
Strongly disagree	1
Don't know/NA	26
provides high quality instruction to my child.	
Strongly agree	18
Agree	57
Disagree	10
Strongly disagree	2
Don't know/NA	12
motivates students to learn.	
Strongly agree	19
Agree	64
Disagree	5
Strongly disagree	2
Don't know/NA	10

Question A.16, 18, 24, 25: This school... provides instructional materials that reflect my child's culture, ethnicity, and identity... has quality programs for my child's talents, gifts, or special needs... provides high quality instruction to my child... motivates students to learn.
Note: Cells are empty if there are less than 5 respondents.

Table A7.1
Student Learning Environment Questions – Continued

	All %
This school...	
has teachers who go out of their way to help students.	
Strongly agree	20
Agree	60
Disagree	12
Strongly disagree	1
Don't know/NA	7
has adults who really care about students.	
Strongly agree	22
Agree	63
Disagree	4
Strongly disagree	0
Don't know/NA	11
has high expectations for all students.	
Strongly agree	20
Agree	53
Disagree	11
Strongly disagree	1
Don't know/NA	14
encourages students to care about how others feel.	
Strongly agree	22
Agree	56
Disagree	3
Strongly disagree	1
Don't know/NA	19

Question A.26-29: This school... has teachers who go out of their way to help students... has adults who really care about students... has high expectations for all students... encourages students to care about how others feel.
Note: Cells are empty if there are less than 5 respondents.

Table A7.1

Student Learning Environment Questions – Continued

	All %
This school...	
gives all students opportunities to "make a difference" by helping other people, the school, or the community.[Ø] ***(In-School and Hybrid Only)***	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Don't know/NA	
is a supportive and inviting place for students to learn.[Ø] ***(In-School and Hybrid Only)***	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Don't know/NA	
enforces school rules equally for my child and all students.[Ø] ***(In-School and Hybrid Only)***	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Don't know/NA	
is a safe place for my child.[Ø] ***(In-School and Hybrid Only)***	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Don't know/NA	

Question A.11, 14, 17, 19: This school... gives all students opportunities to "make a difference" by helping other people, the school, or the community... is a supportive and inviting place for students to learn... enforces school rules equally for my child and all students... is a safe place for my child.

Notes: Cells are empty if there are less than 5 respondents.

[Ø]Item not included in the scale.

8. Student Risk Behavior and Prevention

Table A8.1

Substance Use Problems Scale Questions (In-School Only)

	All %
Substance use problems	
Average reporting any problems	
Based on your experience, how much of a problem at this school is...	
student tobacco use?	
Not a problem	
Small problem	
Somewhat a problem	
Large problem	
Don't know/NA	
student vaping or e-cigarette use?	
Not a problem	
Small problem	
Somewhat a problem	
Large problem	
Don't know/NA	
student alcohol and drug use?	
Not a problem	
Small problem	
Somewhat a problem	
Large problem	
Don't know/NA	

Question A.35-37: Based on your experience, how much of a problem at this school is... student tobacco use (cigarette smoking and/or smokeless tobacco such as dip, chew, or snuff)?... student vaping or e-cigarette use?... student alcohol and drug use?

Note: Cells are empty if there are less than 5 respondents.

Table A8.2

School Disorder Scale Questions (In-School Only)

	All %
School disorder	
Average reporting any problems	
Based on your experience, how much of a problem at this school is...	
harassment or bullying?	
Not a problem	
Small problem	
Somewhat a problem	
Large problem	
Don't know/NA	
physical fights?	
Not a problem	
Small problem	
Somewhat a problem	
Large problem	
Don't know/NA	
racial/ethnic conflict among students?	
Not a problem	
Small problem	
Somewhat a problem	
Large problem	
Don't know/NA	
students not respecting staff?	
Not a problem	
Small problem	
Somewhat a problem	
Large problem	
Don't know/NA	

Question A.38-41: Based on your experience, how much of a problem at this school is... harassment or bullying of students?... physical fighting between students?... racial/ethnic conflict among students?... students not respecting staff?

Note: Cells are empty if there are less than 5 respondents.

Table A8.2

School Disorder Scale Questions – Continued (In-School Only)

	All %
Based on your experience, how much of a problem at this school is...	
gang-related activity?	
Not a problem	
Small problem	
Somewhat a problem	
Large problem	
Don't know/NA	
weapons possession?	
Not a problem	
Small problem	
Somewhat a problem	
Large problem	
Don't know/NA	
vandalism?	
Not a problem	
Small problem	
Somewhat a problem	
Large problem	
Don't know/NA	

Question A.42-44: Based on your experience, how much of a problem at this school is... gang-related activity?... weapons possession?... vandalism (including graffiti)?

Note: Cells are empty if there are less than 5 respondents.

Table A8.3

School Bans Tobacco Use and Vaping (In-School and Hybrid Only)

	All %
No	
Yes	
Don't know	

Question A.30: Does this school ban tobacco use and vaping on school property and at school sponsored events?

Note: Cells are empty if there are less than 5 respondents.

9. Facilities

Table A9.1

School Has Clean and Well-Maintained Facilities and Properties (In-School and Hybrid Only)

	All %
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Don't know/NA	

Question A.23: This school... has clean and well-maintained facilities and properties.
Note: Cells are empty if there are less than 5 respondents.