

4. 2017 State Auditor report

report can be seen at <https://www.auditor.ca.gov/pdfs/reports/2016-136.pdf>

5. 2022-2023 audit guide

2022-2023 Guide for Annual Audits [2022-23-Audit-Guide-8-1-22.pdf \(ca.gov\)](#)

EC 41020 (f) (1) The audits shall be made by a certified public accountant or a public accountant, licensed by the California Board of Accountancy, and selected by the local educational agency, as applicable, from a directory of certified public accountants and public accountants deemed by the Controller as qualified to conduct audits of local educational agencies, which shall be published by the Controller not later than December 31 of each year.

6. Legislative intent guide

See order for, email to: cabrera_elizabeth@lacoed.edu

7. Why do we need/CSSP defined

Comprehensive plans BP 0400

Comprehensive safety plan BP 0450

9. Step 1 Team Requirements

- Student representative of each grade level should attend as age appropriate; student voice is a critical component of success as they have knowledge about the safety and climate of the campus and are better able to get their peers to be actively engaged
- Community liaison for person(s) with limited English proficiency
- Specialist for person(s) with visual or hearing impairment
- County and local mental health professionals
- Community and business members
- Juvenile justice system representatives
- Faith-based organizations
- Social services, child protection services, foster care; homelessness advocate
- Person(s) with disabilities and special needs
- Health services, substance-abuse services
- Multilingual media outlets
- Vocational services, career education
- Parks and recreation department, athletic organizations
- Before and after-school programs
- Community organizations
- Vocational services, career education personnel
- Parks and recreation department, athletic organizations
- Senior citizen groups
- Colleges and universities representative
- Military installations
- School psychologist, school counselor, athletic coaches, school based mental health, school nurse, campus supervisor, information technology (IT) staff, and facilities staff

10. Step 2 Create a Vision of a School as a Safe Place to Learn

According to the U.S. Department of Education and the U.S. Department of Justice Office of Justice Programs, between 2001 and 2017, the percentage of students ages 12 to 18 who reported being afraid of an attack or harm at school decreased from 6 percent to 4 percent and the percentage who reported being afraid of an attack or harm away from school decreased from 5 percent to 3 percent.

In 2017, about 6 percent of students ages 12 to 18 reported avoiding school activities or classes during the previous school year because they thought someone might attack or harm them. In 2015, 5 percent of students reported avoiding activities or classes, staying home from school. (Students who reported more than one type of avoidance of

school activities or classes were counted only once in the total for avoiding activities or classes. Students who reported avoiding multiple places in school were counted only once in the total for students avoiding one or more places.)

12. Step 3 Review Policies, Procedures and Practices

- Child Abuse reporting
- Disaster procedures
- Suspension & Expulsion Policies
- Notify teachers of dangerous pupils (suspended)
- Discrimination, Harassment, EC200+ (FAPE)
- Dress code-maybe N/A
- Safe ingress/egress
- Safe & orderly environment
- Discipline rules
- Tactical response
- Bullying prevention*
- Roles mental health & law enforcement*
- Toxic substance ¼ mile*
- Sex abuse and sex trafficking prevention*
- Opioid Overdose grades 7-12

*Recommended

13. Information Sources-School Crime

- California Healthy Kids Survey
- California Dashboard data
- Average Daily Attendance, School Attendance Review Board data
- Suspension and expulsion data
- Local Control Accountability Plan (LCAP)
- Standardized test scores
- Police reports of crime the impact the school, juvenile crime data, property damage reports
- Program quality or compliance review
- Individualized student, staff, parent, stakeholder surveys
- School Improvement Plan
- Western Association of Schools and Colleges' (WASC), review
- Other data from the school wide information system such as office referrals and counselor contacts, PBIS SWISS
- Public health data, such as pandemic outbreak
- Community forums, focus groups, surveys, and questionnaires
- National Household Education Survey, National Center for Education Statistics (NCES)
- Schools and Staffing Survey (NCES)
- Principal/School Disciplinarian Survey on School Violence (NCES)
- Crime Prevention Through Environmental Design (CPTED), School Assessment, see ii below for description
- California Assessment of Student Performance and Progress (CAASPP), system

15. SB-323 Disaster Plans Americans with Disability Act (ADA) compliance. [Link to law here](#)

17. Trainings ICS 100 NIMS 700

- [NIMS training info](#)
- [Planning & Preparedness Standardized Emergency Management System \(ca.gov\)](#)

Number of required courses increases with level of position responsibility	PERSONNEL Includes Federal/State/Local/Private Sector and non-Governmental Personnel	REQUIRED TRAINING Courses listed below in BOLD ITALICS currently required for NIMS Compliance
ICS 100/IS 700 SEMS (Responders) Best Practice for all Staff, including Teachers and Classified Staff	ENTRY LEVEL RESPONDERS & DISASTER WORKERS Emergency Medical Service, firefighting, law enforcement, hospital, public health, public works/utility, skilled support and other emergency management response, support & volunteer personnel at all levels	FEMA IS 700a: NIMS, An Introduction ICS-100: Introduction to ICS or equivalent Introduction to SEMS
ICS 200 SEMS EOC (Supervisors) Best Practice for all Administrators	FIRST LINE SUPERVISORS Single resource leaders, field supervisors, and other emergency management/response personnel that require a higher level of NIMS training	FEMA IS 700a: NIMS, An Introduction ICS-100: Introduction to ICS or equivalent ICS-200: Basic ICS or equivalent SEMS EOC/ Introduction to SEMS
ICS 300/IS 800 SEMS EOC (Managers) Best Practice for District and school level emergency management	MIDDLE MANAGEMENT Strike team leaders, task force leaders, unit leaders, division/group supervisors, branch directors, and multi-agency coordination center / emergency operations center staff	FEMA IS 700a: NIMS, An Introduction FEMA IS 800 b: National Response Framework (NRF) ICS 100: Introduction to ICS or equivalent ICS 200: Basic ICS or Equivalent ICS 300: Intermediate ICS or equivalent SEMS EOC/Introduction to SEMS
ICS 400 (Command) Six Months after ICS 300 Completion Best Practice for a District level emergency management person	COMMAND AND GENERAL STAFF Department heads with Multi-agency coordination system responsibilities, area commanders, emergency managers, multi-agency coordination center/emergency operations center managers	<ul style="list-style-type: none"> • FEMA IS 700a: NIMS, An Introduction • FEMA IS 800b: National Response Framework (NRF) • ICS 100: Introduction to ICS or equivalent • ICS 200: Basic ICS or Equivalent • ICS 300: Intermediate ICS or equivalent • ICS 400: Advanced ICS or equivalent SEMS EOC/ Introduction to SEMS

18. Training

California Governor's Office of Emergency Services California Specialized Training Institute website: https://csti-ca.csod.com/catalog/CustomPage.aspx?id=20000553&tab_page_id=20000553&tab_id=20000590

The National Incident Management System, NIMS has a list of required courses for specific level of positions <https://www.caloes.ca.gov/PlanningPreparednessSite/Documents/02%20NIMS%20Cal%20OES%20Compliant%20Trainin%20Reference%20Chart%206-12.pdf>

19. Procedure – Use by Public Agency

- (FEMA)Disaster and Emergency Resources: <https://www.ready.gov/be-informed>
- CA Office of Emergency Services - emergency supply list for schools: <https://www.rems.ed.gov/docs/SchoolEmergencySuppliesList.pdf>

20. Required Drills

32001 the fire alarm signal to be sounded not less than once every calendar month and shall conduct a fire drill at least once every calendar month at the elementary level and at least four times every school year at the intermediate levels.

A fire drill shall be held at the secondary level not less than twice every school year.

35297 (b) A drop procedure. As used in this article, “drop procedure” means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

32001 Every public, private, or parochial school building having an occupant capacity of 50 or more pupils or students or more than one classroom shall be provided with a dependable and operative fire alarm system. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school shall cause the fire alarm signal to be sounded upon the discovery of fire, unless the school is equipped with an automatic fire detection, and alarm system, which may include, but for the purposes of this section is not required to include, a sprinkler system, as described in Section 17074.52. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school, other than a two-year community college, shall cause the fire alarm signal to be sounded not less than once every calendar month and shall conduct a fire drill at least once every calendar month at the elementary level and at least four times every school year at the intermediate levels. A fire drill shall be held at the secondary level not less than twice every school year.

21. Notifying Teachers of Dangerous Pupils

49079 (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

22. Safe Ingress & Egress

CA Dept. of General Services, Division of State Architect, Guide and Checklist for Emergency Preparedness and Classroom Security, December 2018,

file:///C:/Users/tomst/Desktop/Safe%20School%20Planning%20Resource%20book/Emergency-Prep-Classroom-Safety%20Division%20of%20State%20Architect.pdf

23. Tactical Response to Criminal Incidents

Added in 2018

GC 6254 (aa), does not require the disclosure of a document that assesses vulnerability to terrorist attack or other criminal acts intended to disrupt the school’s operations

- “Tactical Responses” [EC 32281] “tactical responses to criminal incidents” means steps taken to safeguard pupils and staff, to secure the affected school premises, and to apprehend the criminal perpetrator or perpetrators.”
- The district or County Office of Education, working in consultation with local law enforcement, may elect not to have SSC’s develop tactical response plans. These plans can be developed by administrators, in consultation with local law enforcement and representatives from all bargaining units if they decide to participate.
- Tactical response plans do not need to be shared with the public.

24. SB-671 Responding to threats of violence. [Link to law here](#)

25. Bullying Prevention

- CDE Online Bullying Prevention Training Program <https://www.cde.ca.gov/lr/ss/se/bullyres.asp>

Examples of successful lawsuits include:

- Walsh v. Tehachapi Unified School District in 2014, \$750,000 settlement
- Shimizu v. Folsom Cordova Unified Sch. District in 2014, \$1,000,000 settlement

- Doe v. Roe School District in 2012, \$1,350,000 settlement

According to California Assembly Bill 34 (2019), approximately 28 percent of pupils in grades 6 through 12, have experienced bullying and 70 percent have witnessed bullying. While nearly 14 percent of pupils have experienced cyberbullying, 55 percent of LGBTQ pupils have reported being cyberbullied.

26. Roles Mental Health & Law Enforcement

20 percent of students in kindergarten through twelfth grade suffer from a mental health issue that affects their relationships at school, home, and in the community. Many of these students do not seek assistance; they suffer silently, become alienated, and may contemplate suicide.

27. SB-10 Responding to student opioid overdose, grades 7-10. [Link to law here](#)

36. Template

- CDE Compliance Tool for CSSP is not required, it is a form that details required and recommended components and documents date task are completed: <https://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp>
- Campus Safety Group has user friendly compliance tools available that are based on CDE recommendations: <https://www.campussafetygroup.com/>