

LONG BEACH UNIFIED SCHOOL DISTRICT

Comprehensive School Safety Plan Guidelines for Schools

SAFE SCHOOL PLAN FRAMEWORK

5-Step Evaluation Process



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COMPREHENSIVE SCHOOL SAFETY PLAN – SAFE SCHOOL PLAN SAFE SCHOOL PLAN FRAMEWORK & 5-STEP EVALUATION PROCESS

Annual Evaluation and Planning Process - Overview

Comprehensive School Safety Plan

The Comprehensive School Safety Plan consists of **(2) components**: the **Safe School Plan (SSP) and Emergency Operations Plan (EOP)**. These two documents are designed to promote safe and secure school environments and prepare schools for possible emergencies. **This document focuses on the SSP annual evaluation framework.** Refer to the Comprehensive School Safety Plan – Emergency Operations Plan Framework (2025) for the EOP process.

Safe School Plan Framework (SSP Framework) – Annual Evaluation Process

The **SSP Framework** outlines the compliance structure for school leadership teams to examine school-based data and complete the annual SSP evaluation (Education Code §32280-89). The SSP Framework adheres to Education Code, Penal Code, state programs, legal authorities, and proven district strategies implemented to enrich the school environment at the school-wide level, in classrooms, and with individual students. School site councils and safety committees use the SSP Framework to complete the annual review process and maintain compliance with governing standards.

Finalize the Evaluation Process and Public Meeting

After completing the SSP evaluation, the leadership team will present the *authorized* portions of the SSP and EOP at a regularly scheduled public meeting to allow members of the public an opportunity to express an opinion [(Education Code §32286(a)].

[Refer to Public Access to Safety Plans – Page 4]

Comprehensive School Safety Plan Adoption

The school site council or safety planning committee will adopt the SSP and EOP at the school-level.

Submit the Comprehensive School Safety Plan: All four (4) documents shall be submitted via Google Forms. The form can be found in the shared [CSSP Google Drive](#)

Emergency Supply Inventory (1 document)	September 1, 2025
Incident Command Assignments (ICS) (1 document)	September 15, 2025
Emergency Maps (5 Maps)	October 1, 2025
School Safety Plan Framework (1 document)	October 15, 2025
Statement of Completion (1 document)	November 30, 2025

Annual Evaluation and Planning Process - Overview (continued)

File Maintenance of School's Comprehensive School Safety Plan

All pertinent documents are maintained in the school's administration office, and include:
(*Senate Bill 1667, Education Code §35294.8*)

- The public meeting announcement
- Agenda
- Sign-in sheet
- Meeting minutes
- A copy of the SSP
- A copy of the EOP

Public Access to Safety Plans

Portions of the Comprehensive School Safety Plan are **excluded from public access**, per LBUSD Board of Education Policy 0450 (2013) and Education Code §32281(f)(2), §32282(d):

- 1) **Do not disclose tactical responses to criminal incidents to the public;** and,
- 2) **Do not provide copies** of the complete Comprehensive School Safety Plan to the public.

District personnel will adhere to this policy.

Other non-sensitive portions of the SSP and EOP are available for public viewing pursuant to *Education Code §32282.2(d)*; however, **copies are not provided to the public.**

The public, generally, is interested in knowing schools have safe school plans and emergency plans to promote a safe school environment, maintain a state of emergency readiness, and provide care and shelter for students awaiting parent reunification.

Accountability Report Card

A status report of the Comprehensive School Safety Plan and a description of key plan elements are included in the School Accountability Report Card each year in July [*Education Code §32286(b)*].

Board of Education

Comprehensive School Safety Plans are adopted each year by the Board of Education.

SAFE SCHOOL PLAN -- PLANNING PROCESS FOR SAFE AND EFFECTIVE SCHOOLS

The **Comprehensive School Safety Plan** is established at each school and updated annually (*Education Code §32280-32289*). The school administrator participates with the school site council or safety planning committee to complete the process to evaluate, amend, present to the public, adopt, and submit the final Comprehensive School Safety Plan. As previously stated there are two components and this document focuses on the Safe School Plan (SSP), although the final actions include the EOP and are described as such herein.

The SSP Framework incorporates the 5-Step SSP Evaluation Process to examine the school environment in conjunction with state programs, legal authorities, and proven district strategies implemented to enrich the school environment at the school-wide level, in classrooms, and with individual students. The Framework categorizes district-wide safe school planning elements and resources as references (Step Three). School site councils and safety committees use the SSP Framework and 5-Step SSP Evaluation Process to complete the annual review and maintain compliance with governing standards, as follows.

5-STEP SSP EVALUATION PROCESS

STEP ONE - Update the School Site Council or Safety Planning Committee List of Members Include the principal/designee, teacher, classified employee, and others [*Education Code §32281(b)(2)*]. Solicit a broad representation of stakeholder groups (students, parents of children attending the school, members of community-based organizations and businesses, members of law enforcement and first responder agencies, translation services). Consult with the Emergency Preparedness Program Manager.

STEP ONE – School Site Council or Safety Planning Committee - Members	
Name	Position / Role
Lori Grady	Principal
Kentrese McCree	Co-chair and parent
Laurel Elliott	Other staff
Claudia Vega Ramirez	teacher
Tamia Jones	teacher
Lenard Rebullar	teacher
Tangy Fields	parent
Dominique Woodall	parent
Alex Herrera	parent
Bianca Palmer Fioretta	parent
Establish ongoing School Site Council/Safety Planning Committee planning sessions and communication updates. Log the meeting dates and key agenda items.	
Meeting Dates: September 23, 2025	Updates: 1st meeting: Voted for the vice chair, approved

October 7, 2025	bylaws, and home school compact, Title I aug.
October 14, 2025	2nd meeting: Voted in officers (chair and secretary), approved parent involvement guidelines, reviewed CSSP at this public meeting
November 4, 2025	Monitored SPSA
December 9, 2025	SPSA approval
January 13, 2026	Begin budget discussion and approve CIE
February 10, 2026	Budget discussion and decisions, attendance
March 10, 2026	Continue attendance discussion and decisions
April 14, 2026	Spring Title I decisions
	TBD

STEP TWO - Assess the current status of school discipline and crime at school and school-related functions to identify and address school safety issues and student behavior problems.

This may be accomplished by reviewing available data from the school and district offices regarding current programs, distinctive needs, policies, and procedures [Education Code §32282(a)(1)]. Examples: office referrals, attendance rates, school attendance review board data, suspension and expulsion data, Youth Risk Behavior Study, California Healthy Kids Survey, school improvement planning, juvenile crime data, property damage data, and other relevant information.

STEP TWO – Assessment of Current School Data

Findings (analysis and priorities) - ELA

Board Goal 1 - The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment

Actual - 59%
Goal 24 25 - 69%

Board Goal 2 - The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment

Actual - 38%
Goal 24 25 - 27%

SBAC ELA

Site 2024-2025 Literacy Levels

All 68% (114 stu)
Black/African 67% (26 stu)
English Learner 25% (3 stu)

- ELA increase of 4% over 23/24
- AA increase of 15% over 23/24
- EL decrease of 7% from 23/24

Site 2024 2025 levels: FRSA: Foundational Reading Skills Assessment

All 78% Overall Proficient (excludes TK)
Black/African American 72% Overall Proficient
English Learners 7% Overall Proficient

School Improvement Goal - ELA

Board Goal 1 - 73%
Board Goal 2 - 42%

- By June 2026, at least 80% of students at Holmes will achieve one year of academic growth and development in ELA as indicated by FRSA, District Assessments, state assessments, and iReady Diagnostic.
- By June 2026, at least 80% of students at Holmes below grade level will demonstrate greater than one year of growth in ELA as indicated on FRSA, District Assessment, state assessments, and iReady Diagnostic.
- FRSA - 85-90%
- iReady - At least one year's growth in ELA
- SBAC - At least 5-point growth in ELA

Findings- Math

SBAC Math Site 2023-2024 Levels Math

All 54% (90 stu)
Black/African-American 46% (18 stu)
English Learner 8% (1 stu)

Math overall was the same as 23/24
AA percentage increased by 10%
EL decreased 10% from 23/24

Attendance was 92% almost 5% short of our goal.

School Improvement Goal - Math

- By June 2026, at least 80% of students at Holmes will achieve one year of academic growth and development in Math as indicated by District Assessments, state assessments, and iReady Diagnostic.
- By June 2026, at least 80% of students at Holmes below grade level will demonstrate greater than one year of growth in Math as indicated on District Assessment, state assessments, and iReady Diagnostic.
- iReady - At least one year's growth in math
- SBAC - At least 5-point growth in math

Findings - EL

- September 2025 ELL Data
- 3% - Well Developed
- 47% - Moderately Developed
- 31% - Somewhat Developed
- 19% - Beginning
- 72% increased proficiency level
- 22% maintained proficiency level
- 6% decreased proficiency level

School Improvement Goal - EL

Holmes's ELL students will grow in the areas of listening, speaking, reading, and writing, and increase English language proficiency levels by at least 1 level overall by June 2026.

Findings - Culture/Climate

Attendance was 92% almost 5% short of our goal.

Our Pulse survey increased by 1 for agency, 2 for belonging, and 4 for identity

School Improvement Goal - Culture/Climate

Attendance goal - 97%

Pulse Survey goal is to increase by at least 1 point in all three areas.

STEP THREE - District strategies and school programs assist to provide and maintain a high level of school safety, including threat assessment and student support teams.

Examine the subject areas and strategies that address school procedures and compliance with laws, behavioral intervention strategies and supports, including but not limited to the following, and list focus areas for the current school year:

- Suspected child abuse reporting (Assembly Bill 1432, Education Code §44691; Penal Code §11166)
- Suspension and expulsion policies (Education Code §32282(C), §48900-48926)
- Procedures for notifying teachers about dangerous pupils [Education Code §32282(D)]
- Discrimination and harassment policy including hate crime reporting, bullying (Education Code §32282(E), Penal Code §200, §422)
- School-wide dress codes prohibiting gang-related apparel [Education Code §32282(F)]
- Procedures for safe ingress and egress of pupils, parents, and employees to and from school [Education Code §32282(G)]
- Rules and procedures on school discipline [Education Code §32282(I), §35291,

§35291.5]

- Threat assessment (Education Code §48900.7), crisis response, crisis intervention
- Procedures adopted under the Safe and Drug-Free Schools and Communities Act, U.S. Department of Education
- Local Control and Accountability Plan (LCAP)

STEP THREE – District Strategies and School Programs: Sources, Findings, and Funding	
Focus Areas/Sources: ● Social-emotional Learning ● Student Identity and Sense of Belonging ● Access to Family Resources ● Mental Health Resources ● Activities to enhance and support learning ● Building Community ● Physical Environment ● Communication ● Career and College Readiness ● Cultural Competency ● Community Partnerships ● Care Center	Findings: ● Students need to feel a connection to the school staff and one another - student groups. Students need to have respectful peer-to-peer interactions. Students need co-regulation. ● Students need encouragement to participate in learning. Students need opportunities for leadership, resilience, and problem-solving skills. ● Counseling and social support groups, WRAP availability before (6:30 AM) and after school (until 6:00 PM). WRAP is being expanded so we don't have to have a waiting list. ● Rental assistance, housing assistance, uniforms, and books ● Students need access to mental health services, grief counseling ● Creative outlets, music classes, cooking, enrichment, ambassador leadership, chess, tutoring, sports program, stemology, City Hearts, resident artist, dance ● Parent and community partnerships, business communities, sense of belonging (students), safe and brave learning spaces ● PTO helps create a positive and safe environment. ● Plants around the campus, signage that is representative of our school community. Classroom environment that is welcoming and conducive to culturally relevant learning. Murals. ● School Messenger, flyers, Social Media, Class Dojo, Newsletters ● Additional culturally relevant resources are needed ● The Care Center was added to our school this year, and it helps students connect and helps with social and emotional health.
Funding: If available, identify new sources of funding to improve school climate and	

classroom management, provide student mental health services, and respond to crises.
Funding provided by SSC approval and PTO as needed. Resources provided by outside agencies as needed.

How was the information shared with the School Site Council/Safety Planning Committee?
The school site council was presented with school data and goals on October 7, 2025, and they had the opportunity to reflect on what the data meant and to consider what school programs would help students make growth and progress toward these goals.
The Safety Planning Committee saw the safety framework on October 7, 2025.

STEP THREE – District Strategies and School Programs: Sources, Findings, and Funding (Continued)

LBUSD Guidelines for Parents and Students

Provided annually to notify parents and guardians of certain rights and responsibilities contained in sections of the Education Code, laws, and district policies.

Safe School Programs and Strategies

Include prevention and intervention programs to create a safe and drug-free learning environment, and address: school safety and violence prevention issues; bullying prevention; gang risk intervention; human trafficking; internet safety; conflict management; classroom management; hate violence-motivated behavior; harassment.

Collaborative Relationships

Unite students, parents, school staff, culturally and ethnically diverse community-based organizations, mental health practitioners and agencies, and school safety officers and law enforcement in activities that contribute to preventing violence and improving school safety.

Student Support Services, Counseling, and Guidance Services

Include: psychological first aid; immediate coping counseling; social services; school-based mental health in collaboration with community mental health agencies; home and hospital instruction; attendance improvement; dropout prevention; placement services, referrals, and diversion programs; alternative education; educational placements for foster youth; parent training and meetings; teacher consultation; administrative support.

Professional Development

Content for school personnel includes: data-driven and site-specific training on the implementation of the Comprehensive School Safety Plan; current laws and strategies affecting school safety; crisis response planning; the recognition of student mental health issues and determinants of first response; evaluation and continuous improvement; enforcement of school discipline policies.

Campus Security

Includes: maintaining order and discipline; restricting access to campuses and monitoring visitor activities; locating missing students; investigating violations of district and school board policies; detaining students violating the law or school board policies while on school property and during

school-sponsored events; utilizing school safety officers, district security officers, school intervention specialists, campus staff assistants, and mental health professionals; and technology-based systems to monitor, control access points, and to sound security alerts and safety messages.

STEP FOUR – Suspected Child Abuse and Mandated Reporter Training	
For suspected child abuse and Mandated Reporter training refer to Human Resource Services, Implementation Guidelines.	Assembly Bill 1432 (2015) requires local educational agencies to train all employees each year within the first (6) weeks of school and provide documentation of completion.
STEP FIVE– Submit the Statement of Completion & Comprehensive School Safety Plan	
Statement of Completion (form): Submit the completed Statement of Completion to the principal (as evaluated, amended, presented at a public meeting, adopted at the school level, and finalized by the School Site Council or Safety Planning Committee. Submit by the Due Date: Statement of Completion and Comprehensive School Safety Plan (SSP and EOP) by the due date (November 30th 2025). The SSP documents can be submitted via the Comprehensive School Safety Plan Form found here: School Safety Google Drive.	Site-specific steps to accomplish this mandate: The site verified that teachers reviewed the required notifications at the beginning of the year. The site documented that staff completed the Canvas training online.
Date(s) of staff training(s)	