
SENATE COMMITTEE ON EDUCATION

Senator Benjamin Allen, Chair

2017 - 2018 Regular

Bill No: AB 1029 **Hearing Date:** June 28, 2017
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Urgency: No **Fiscal:** Yes
Consultant: Brandon Darnell

Subject: Comprehensive school safety plans

SUMMARY

This bill requires changes to the composition of the comprehensive school safety plan and the membership of the safety committee, and requires the California Department of Education to share best practices for social-emotional learning programs and practices, and to provide technical assistance to local education agencies.

BACKGROUND

Existing law:

- 1) Expresses the intent of the Legislature that all California public schools operated by school districts develop a comprehensive school safety plan, in consultation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and others interested in the prevention of campus crime and violence. (Education Code § 32280)
- 2) Requires each school district and county office of education to be responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any grades 1 to 12. (EC § 32281)
- 3) Assigns responsibility for the development of a comprehensive school safety plan to the school site council and authorizes the council to delegate this responsibility to a school safety planning committee made up of the following members: principal or designee, one teacher, one parent with a child at the school, one classified employee, and other members, if desired. (EC § 32281)
- 4) Authorizes small school districts, with fewer than 2,501 units of average daily attendance, to develop a districtwide comprehensive school safety plan that is applicable to each schoolsite. (EC § 32281)
- 5) Encourages all school safety plans to include clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campuses, if the school district uses these people, and encourages those guidelines to include primary strategies to create and maintain a positive school climate, promote school safety, and increase pupil achievement, and prioritize mental health and intervention services, restorative and transformative justice

- programs, and positive behavior interventions and support, as well as to address the mental health care of pupils who have witnessed a violent act. (EC 32282.1)
- 6) Requires each school to report on the status of its school safety plan each July and to include key elements in the annual school accountability report card (SARC). (EC § 32286)
 - 7) Authorizes the Superintendent of Public Instruction (SPI) to notify the school district or the county office of education regarding a willful failure of a school to comply with the annual report of the school safety plan and to make an assessment of not more than two thousand dollars against that school district or county office of education; and authorizing this to be deducted from future apportionments. (EC § 32287).
 - 8) Requires each school to forward its comprehensive school safety plan to the school district or county office of education for approval, once it has been presented at a public meeting at the schoolsite by the schoolsite council or school safety planning committee. (EC 32288)
 - 9) Existing law requires local educational agencies (LEAs) to adopt and annually revise local control and accountability plans (LCAPs), establishing annual goals and identifying specific actions, in the following eight state priority areas, including school climate, as measured by:
 - a) Pupil suspension rates.
 - b) Pupil expulsion rates.
 - c) Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness. (EC § 52060 et seq.)

ANALYSIS

This bill requires changes to the composition of the comprehensive school safety plan and the membership of the safety committee, and requires the California Department of Education (CDE) to share best practices for social-emotional learning programs and practices and to provide technical assistance to LEAs. Specifically, this bill:

- 1) Requires a comprehensive school safety plan to be aligned with the school climate state priority and the school's local control and accountability plan.
- 2) Adds an expert in the social-emotional health of children and youth, which includes, but not limited to, restorative justice practitioners, community school coordinators, or mental health professionals. to membership of a school safety planning committee, which a schoolsite council may delegate the responsibility of completing the comprehensive school safety plan.
- 3) Requires CDE to post on its website, and update annually, a list of programs that are recognized as best practices for community school models, restorative justice

programs, and other programs that advance social-emotional learning, positive behavior supports, culturally responsive practices, and trauma-informed strategies; and requires California Department of Education (CDE) to provide technical assistance and professional development relating to these programs and practices to educators and administrators.

- 4) Adds community schools to the list of things that a comprehensive school safety plan is encouraged to prioritize in its guidelines on the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campuses, if a school district uses these people.
- 5) Defines community school as a public school that participates in a community-based effort to coordinate and integrate educational, developmental, family, health, and other comprehensive services through community-based organizations and public and private partnerships with one or more community partners for the delivery of community services that may be provided at the schoolsite to the pupils, families, and community members.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, "School safety plans should address both prevention of and reactions to criminal activity and violence on school campuses. By adding a restorative justice practitioner, community schools coordinator and/or mental health professional to the school safety planning committee, this increases the diversity of perspectives on the committee and helps to ensure that school safety plans not only address the outcomes of violence but also address strategies for preventing such behavior.

By requiring the CDE to post on their website models of best practices in restorative justice, community schools and other model programs that advance social-emotional learning, positive behavior supports, culturally responsive practices and trauma-informed strategies, this provides educators and administrators with resources for selecting model practices that have been shown to reduce violence and criminal activities on campuses. In addition, by requiring the CDE to provide technical assistance and professional development in these practices, it assists educators and administrators with tools for the effective implementation of strategies that reduce school violence, truancy, dropout rates and chronic absenteeism."

- 2) ***Comprehensive school safety plans.*** Existing law expresses the intent of the Legislature that all California public schools operated by school districts develop a comprehensive school safety plan, in consultation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and others interested in the prevention of campus crime and violence. State law requires each school district and county office of education to be responsible for the overall development of all comprehensive school safety plans for K-12 schools and authorizes small school districts, with fewer than 2,501 units of average daily attendance, to develop a districtwide comprehensive school safety plan that is applicable to each schoolsite. School officials are also authorized to

consult with law enforcement in the development of those portions of the plan that include tactical responses to criminal incidents that may result in death or serious bodily injury at the schoolsite and to elect not to disclose these portions of the plan. School districts must report on the status of its school safety plan each July and to include key elements in the annual school accountability report card (SARC).

Each school must forward its comprehensive school safety plan to the school district or county office of education for approval, once it has been presented at a public meeting at the schoolsite by the schoolsite council or school safety planning committee. The Superintendent of Public Instruction (SPI) is authorized to notify the school district or the county office of education regarding a willful failure of a school to comply with the annual report of the school safety plan and to make an assessment of up to \$2,000 against that school district or county office of education; and this amount may be deducted from future apportionments.

- 3) **Local control and accountability plans (LCAPs).** LCAPs are an integral part of the local control funding formula (LCFF) that was enacted for the 2013-14 school year. The LCFF establishes base, supplemental, and concentration grants in place of the myriad of previously existing K–12 funding streams, and an LCAP is a three-year plan that describes a local educational agencies (LEAs) goals for all pupils and specific subgroups of pupils, and the specific actions it intends to take to achieve those goals, for each of eight state priorities plus any local priorities established by the LEA. The school climate state priority is measured by pupil suspension rates, pupil expulsion rates, and other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness. Aligning a school safety plan to the LCAP, including the school climate state priority, provides synthesis across these important documents as they relate to encouraging the prevention of the need for, and positive outcomes from, student discipline.
- 4) **Community schools.** According to the Coalition for Community Schools, “a community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families, and healthier communities. Community schools offer a personalized curriculum that emphasizes real-world learning and community problem-solving. Schools become centers of the community and are open to everyone – all day, every day, evenings and weekends.

Using public schools as hubs, community schools bring together many partners to offer a range of supports and opportunities to children, youth, families and communities. Partners work to achieve these results: Children are ready to enter school; students attend school consistently; students are actively involved in learning and their community; families are increasingly involved with their children's education; schools are engaged with families and communities; students succeed academically; students are healthy - physically, socially, and

emotionally; students live and learn in a safe, supportive, and stable environment and communities are desirable places to live.”

- 5) ***Fiscal Impact.*** According to the Assembly Education Committee:
- a) “\$120,000 one-time General Fund in administrative cost to California Department of Education (CDE) and on-going \$73,000. Additional CDE workload includes, technical assistance, professional development, research, and posting and maintaining new website material.”
 - b) “Potential reimbursable costs in the hundreds of thousands. The Commission on State Mandates has established that workload associated with school safety plans is a reimbursable state-mandated activity. Reimbursable workload includes specifying particular parties or entities that must be included or notified, aligning the plans to new state policies and the activities of writing the report. To file a claim, districts must meet a minimum threshold of \$1,000. Between 2001 and 2009, only 10 districts submitted a claim resulting in \$23,170 in reimbursable cost. However, in 2010, reimbursable claims exceeded \$3.2 million.”
- 6) ***Previous legislation.*** AB 1014 (Thurmond, Chapter 397, Statutes of 2016) and SB 527 (Liu, Chapter 533, Statutes of 2016) of the 2015-16 Session established a grant program to implement the Proposition 47 (2016) requirement to direct 25 percent of the funds to K-12 schools to reduce truancy and support students who are at risk of dropping out of school or are victims of crime. School districts, County Office of Education (COEs) and charter schools are eligible to apply for three years of grant funding for planning, implementation, and evaluation of activities in support of evidence-based, nonpunitive programs and practices to keep students in school, consistent with the local educational agencies (LEAs) goals established in the local control and accountability plan (LCAP).

AB 1271 (Bonta, Chapter 794, Statutes of 2014) Encouraged the guidelines in a school safety plan for the roles and responsibilities of mental health professionals, community intervention professional, school counselors, school resource officers, and police officers on school campuses to include protocols to address the mental health care of pupils who have witnessed a violent act at any time, including, but not limited to, any of the following: while on school grounds; while going to or coming from school; during a lunch period whether on or off campus; and, during, or while going to or coming from, a school-sponsored activity.

AB 549 (Jones-Sawyer, Chapter 422, Statutes of 2013) encouraged the school safety plan, as it is reviewed and updated, to include guidelines on the roles and responsibilities of mental health and community intervention professionals, school counselors, school resource officers and police officers on the school campus. The guidelines may include strategies to create positive school climates and culture and prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support.

AB 680 (Block, Chapter 438, Statutes of 2011) authorized a school district or county office of education to develop portions of the comprehensive school safety plans, that include tactical responses to criminal incidents, outside of the existing process involving the schoolsite council, and allows districts to choose not to disclose those portions of the plan that includes tactical responses to criminal incidents.

AB 58 (Rodriguez) of the 2015-16 Session, would have made changes to school safety plans, including requiring a charter petition to include a school safety plan; specifying that “tactical responses to criminal incidents” include procedures related to individuals with guns on school campuses; and requiring principals and superintendent of school districts to keep copies, and make available, the most recent comprehensive school safety plan. AB 58 was held in Senate Appropriations.

AB 2519 (Calderon) of the 2015-16 Session would have expanded required components of the comprehensive school safety plan to include any other strategies aimed at the prevention of, response to, and education about, potential incidents involving crime, violence, or medical emergency on the school campus; expanded the scope of the safety plan to apply to activities before and after school; and added a coach, if one exists at a school, to the list of required members of a school safety planning committee. AB 2519 was held in Senate Appropriations.

AB 2698 (Weber) of the 2015-16 Session would have required high-need schools to complete a school climate assessment and to incorporate strategies to address issues raised through the local control and accountability plan (LCAP) process. AB 2698 was held in Assembly Appropriations.

AB 2489 (McCarty) of the 2015-16 Session would have required the California Department of Education to evaluate school districts' implementation of restorative justice practices, and either develop standard models or recommendations for effective implementation. Ab 2489 was held in Assembly Appropriations.

SUPPORT

American Civil Liberties Union of California
California Association of Joint Powers Authorities
California Association of School Social Workers
California Catholic Conference, Inc.
California Federation of Teachers
California Labor Federation
Coalition for Restorative Schools
Courage Campaign
Fight Crime: Invest in Kids
Partnership for Children and Youth
Public Counsel

OPPOSITION

None received

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