

LAUSD Child Abuse and Neglect Reporting Policies and Procedures Practice Exam (Sample)

Study Guide



Everything you need from our exam experts!

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 - 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. What information is included when documenting the telephone call in a suspected abuse report?**
 - A. The date and time of the call, contact person's name, title, ID/badge number, and agency response.**
 - B. Only the date of the call.**
 - C. The agency response.**
 - D. Only the contact person's name.**

- 2. What should be avoided in the written report?**
 - A. Observations about the environment only.**
 - B. Statements of personal judgment or opinions concerning the child or the alleged perpetrator.**
 - C. Verifiable facts about injuries.**
 - D. Dates and times of events.**

- 3. What rights does the alleged victim have during an interview by a child protective agency?**
 - A. The victim has the option of being interviewed in private or selecting an adult staff member to sit in.**
 - B. The victim must be interviewed by a male officer.**
 - C. The victim has no choice about setting.**
 - D. The victim must be interviewed in front of classmates.**

- 4. Attachment A in the policy bulletin serves what purpose?**
 - A. It lists medical facilities near campus.**
 - B. It lists staff contact information.**
 - C. Attachment A lists local law enforcement departments serving LAUSD schools for reporting suspected child abuse.**
 - D. It lists the school cafeteria menus.**

- 5. What must an administrator do after a child protective agency completes its investigation?**
 - A. Publicly announce the findings to the community.**
 - B. Address and conduct a prompt investigation into whether sexual harassment occurred.**
 - C. Close the matter without further action.**
 - D. Refer the matter to law enforcement exclusively.**

- 6. If an employee is hired after September 30, when must they complete CAAT?**
- A. Within 7 days of employment**
 - B. Within 30 days of employment and annually by September 30 thereafter**
 - C. Within 60 days**
 - D. Within 90 days**
- 7. Which entity bears the responsibility for making the initial report when abuse is suspected?**
- A. The principal**
 - B. A school nurse**
 - C. A social worker**
 - D. Mandated reporters**
- 8. What must be documented in the Safe School Plan regarding CAAT?**
- A. The budget for training.**
 - B. The attendance roster.**
 - C. The activities related to the CAAT.**
 - D. The technical support contacts.**
- 9. What does the Site Plan primarily outline?**
- A. Procedures for reporting and addressing suspected child abuse and neglect.**
 - B. Research on child development.**
 - C. School lunch program guidelines.**
 - D. Bus route scheduling.**
- 10. What constitutes sexual abuse?**
- A. Sexual assault or sexual exploitation.**
 - B. Non-sexual scoldings.**
 - C. Neglect.**
 - D. Bullying.**

Answers

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1. A
2. D
3. A
4. C
5. B
6. B
7. D
8. C
9. A
10. A

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Explanations

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1. What information is included when documenting the telephone call in a suspected abuse report?

- A. The date and time of the call, contact person's name, title, ID/badge number, and agency response.**
- B. Only the date of the call.**
- C. The agency response.**
- D. Only the contact person's name.**

Documenting a telephone call in a suspected abuse report should capture who was involved, when it happened, and what happened next. The date and time establish exactly when the call took place, which is important for timelines and follow-up actions. Recording the contact person's name and their title identifies who you spoke with and their role in handling the report, helping to determine authority and responsibility. Including the ID or badge number provides verification that you spoke with an authorized staff member, reducing the risk of miscommunication or impersonation. The agency's response notes what actions were taken or recommended, such as referrals or further investigation, creating a clear, auditable trail of the next steps. Together, these details form a complete record that supports accountability and ensures that the report can be followed up effectively. Recording only the date, only the name, or only the agency response leaves critical gaps that could hinder verification, contact, and proper handling of the case.

2. What should be avoided in the written report?

- A. Observations about the environment only.**
- B. Statements of personal judgment or opinions concerning the child or the alleged perpetrator.**
- C. Verifiable facts about injuries.**
- D. Dates and times of events.**

Keep the report objective and fact-based. In written documentation about suspected abuse, describe only what you can observe or what someone has directly stated, using neutral language about the child or the alleged perpetrator. Personal judgments, opinions about motives, or conclusions about guilt should not appear in the report because they can bias the reader and harm the investigation. Instead, focus on observable details and verifiable facts—what you saw, what the child reported, exact injuries with measurements if possible, and a clear timeline with dates and times. Including neutral descriptions of the environment can provide helpful context, but it should be stated plainly. This approach preserves credibility and ensures the report is useful to investigators.

3. What rights does the alleged victim have during an interview by a child protective agency?

- A. The victim has the option of being interviewed in private or selecting an adult staff member to sit in.**
- B. The victim must be interviewed by a male officer.**
- C. The victim has no choice about setting.**
- D. The victim must be interviewed in front of classmates.**

The key idea is that an alleged victim has privacy and support rights during a child protective services interview. The preferred approach is to conduct the interview in private, and the child can choose an adult staff member to sit in if they want someone they trust present. This setup helps the child feel safe, reduces pressure or influence, and supports clear, honest communication. Interviews should not be dictated by gender or done in public settings like in front of classmates. There is no rule requiring the interview to be with a male officer, and forcing a classroom setting would violate confidentiality and the child's sense of safety. The process is about privacy and the option to have a trusted adult present, not about restricting choice or exposing the child to unnecessary witnesses.

4. Attachment A in the policy bulletin serves what purpose?

- A. It lists medical facilities near campus.**
- B. It lists staff contact information.**
- C. Attachment A lists local law enforcement departments serving LAUSD schools for reporting suspected child abuse.**
- D. It lists the school cafeteria menus.**

Attachment A serves as the quick-reference roster of the local law enforcement departments that serve LAUSD schools and are the appropriate recipients for reporting suspected child abuse. Having this list in one place ensures that any staff member, regardless of campus, can immediately identify the right agency to contact, understand jurisdiction boundaries, and follow the district's mandated reporting procedure. This helps meet legal obligations to report promptly and ensures uniform practice across schools. The other options would not fulfill this need: medical facilities near campus are not where reports are filed, staff contact information is for internal communications rather than reporting to authorities, and cafeteria menus have no relation to reporting abuse.

5. What must an administrator do after a child protective agency completes its investigation?

- A. Publicly announce the findings to the community.**
- B. Address and conduct a prompt investigation into whether sexual harassment occurred.**
- C. Close the matter without further action.**
- D. Refer the matter to law enforcement exclusively.**

After a child protective services investigation wraps up, the administrator must take action within the school community. The essential step is to address the CPS findings and promptly initiate an internal investigation to determine whether sexual harassment occurred. This keeps student safety at the forefront, ensures the district's policies on harassment are enforced, and upholds due process and confidentiality for everyone involved. An internal investigation allows the district to assess the specifics of the situation, protect affected students, determine responsibility, and implement appropriate corrective or disciplinary actions if harassment is found. Involvement of law enforcement may happen if criminal conduct is suspected, but it is not the sole or exclusive path and does not replace the school's own duty to investigate and respond. Public announcements to the community aren't required and can raise privacy concerns. This approach reflects the district's expectation of timely, thorough handling of harassment cases in concert with CPS findings.

6. If an employee is hired after September 30, when must they complete CAAT?

- A. Within 7 days of employment**
- B. Within 30 days of employment and annually by September 30 thereafter**
- C. Within 60 days**
- D. Within 90 days**

The main idea is ensuring new hires get trained promptly and stay current with annual refreshers. CAAT must be completed within 30 days of starting so incoming staff are immediately equipped to recognize and report suspected child abuse or neglect. Then it must be completed annually by September 30 each year to maintain up-to-date knowledge. This pairing—a 30-day initial window plus a yearly by-September-30 deadline—keeps training timely for new employees and establishes a consistent annual cycle for everyone. Shorter windows (like 7 days) can be impractical during onboarding, while longer windows (60 or 90 days) would push the annual refresh beyond the required deadline, creating gaps in compliance.

7. Which entity bears the responsibility for making the initial report when abuse is suspected?

- A. The principal**
- B. A school nurse**
- C. A social worker**
- D. Mandated reporters**

The responsibility falls to those designated by law as mandated reporters. These are professionals who work with children—such as teachers, administrators, school nurses, counselors, and social workers—who are required to report suspected abuse or neglect to the appropriate child protective services or law enforcement agency. The aim is to ensure swift action to protect the child, so the report is typically made promptly, often by telephone, followed by any required written documentation within a set timeframe. Reports made in good faith are protected from liability. While specific roles like a principal, a school nurse, or a social worker are examples of mandated reporters, the obligation is defined for mandated reporters as a group, not just one individual role.

8. What must be documented in the Safe School Plan regarding CAAT?

- A. The budget for training.**
- B. The attendance roster.**
- C. The activities related to the CAAT.**
- D. The technical support contacts.**

The important idea here is that the Safe School Plan should lay out what CAAT will actually do. Documenting the activities related to CAAT provides a clear roadmap of actions the school will undertake to address and prevent child abuse concerns, define who is responsible, and show when these activities will occur. This keeps everyone on the same page about how CAAT will function within the school, how it coordinates with other supports, and how its effectiveness will be monitored. Training budgets, attendance rosters, and technical support contacts are not the focus of documenting CAAT activities in the Safe School Plan. Budgets belong in resource planning, rosters involve personnel records, and technical contacts are operational details outside the activities CAAT will perform. The key is capturing the concrete CAAT-related actions—the events, trainings, collaborations, reporting steps, and timelines—that show how the plan will implement CAAT responsibilities.

9. What does the Site Plan primarily outline?

- A. Procedures for reporting and addressing suspected child abuse and neglect.**
- B. Research on child development.**
- C. School lunch program guidelines.**
- D. Bus route scheduling.**

A Site Plan primarily outlines procedures for reporting and addressing suspected child abuse and neglect, including who to contact, what steps to take, how to document concerns, and the timelines to follow. This focus helps ensure staff act quickly to protect students, meet mandatory reporting obligations, and coordinate with site administration and child welfare agencies while maintaining confidentiality and student safety. The other topics—research on child development, school lunch program guidelines, and bus route scheduling—do not pertain to safeguarding responsibilities and the immediate actions required when abuse or neglect is suspected.

10. What constitutes sexual abuse?

- A. Sexual assault or sexual exploitation.**
- B. Non-sexual scoldings.**
- C. Neglect.**
- D. Bullying.**

Sexual abuse means any sexual contact with a minor or exploitation of a minor for sexual purposes. This includes sexual assault and sexual exploitation. Those elements define sexual abuse, which is why this option is correct. The other choices describe mistreatment that does not involve sexual activity or exploitation—non-sexual scoldings, neglect, and bullying—so they do not meet the definition of sexual abuse in the reporting policy. If staff have reason to believe a child is being sexually harmed, it's a mandatory report under these procedures.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://lausdchildabuserreportingpolicies.examzify.com>

We wish you the very best on your exam journey. You've got this!

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