

SACRAMENTO POLICE DEPARTMENT – 2320
Continued Professional Training (CPT) – 40 hours
Expanded Course Outline
2025

ESU/ PEER SUPPORT

1. Types of Stress
 - a. Cumulative Stress
 - b. Organizational Stress
 - c. Critical Incident Stress
2. Post-Traumatic Stress Disorder (PTSD)
 - a. Causes
 - b. Common Behavioral Indicators
 - c. Resources
 - d. Treatment options

MOTOR COLLISION INVESTIGATION UNIT (MCIU)

1. Collision Documentation / General Order updates
 - a. General Order Changes
 - b. Crossroads collision reporting
 - c. Community Service Officer (CSO) responsibilities
 - d. Report vs Investigations
 - e. Additional General Order Changes
 - f. Best Practices
 - i. Interviews
 - ii. Measurements
 - iii. License violations
 - iv. Injuries
 - g. Hit and Run investigations
 - i. Follow up
 - ii. Documentation
 - h. City involved collisions
 - i. Definitions
 - ii. Routing
 - iii. Best Practices
2. DUI Investigations
 - a. Legal updates/charging
 - b. DUI Collisions
 - i. PCF
 - c. Chemical testing
 - i. Admonishments
 - ii. Non-consensual procedures
 - iii. Case law update
 - iv. "The WRAP"
 - d. MCIU Call-out DUI collisions

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- e. Drug DUIs
 - i. Cannabis
 - ii. Methamphetamine (Stimulants)
 - iii. Opiates (Narcotic Analgesics)
- f. Citing vs 849B
- g. Watson Advisal
 - i. New form introduction
- h. Cost Recovery
- 3. Towing of Vehicles
 - a. Authorities review
 - b. Community caretaking
 - i. General tows (22651)
 - ii. License violations (14602.6)
 - iii. Reckless driving (23109.2)
 - c. Evidence Impounds

WRAP DEPLOYMENT CERTIFICATION

- 1. Hands-On use of the WRAP
 - a. Instruction and certification by ACT personnel following the conclusion of this class.

ARREST WARRANTS AND LEGAL FRAMEWORKS

- 1. Introduction and Icebreaker
 - a. Brief overview of the course goals and objectives.
 - b. Introduction to the types of warrants in California.
 - c. Activity:
 - i. Icebreaker: "Fact or Fiction" – Present a series of statements related to arrest warrants, case law, and Penal Codes. The class will vote "Fact" or "Fiction" for each statement.
 - ii. After each vote, reveal the correct answer and provide a brief explanation. Use this as an opportunity to debunk myths or highlight lesser-known aspects of the law.
- 2. Overview of California Arrest Warrants
 - a. Definition and purpose of arrest warrants.
 - b. Types of arrest warrants (standard, bench, Ramey).
 - c. The difference between a standard arrest warrant and a Ramey warrant.
 - d. Practical considerations: When to seek a Ramey warrant (e.g., exigency, lack of probable cause for filing).
 - e. Brief overview of Steagald warrant.
 - f. Discussion Topics:
 - i. Review the process of issuing a warrant and the involved parties (judges, magistrates, eWarrant Portal).

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3. Relevant Penal Codes and Statutory Requirements
 - a. Overview of key California Penal Codes related to arrest warrants, including:
 - i. Penal Code § 836 (arrest without warrant)
 - ii. Penal Code § 815 (Issuance of arrest warrants)
 - b. Statutory requirements for obtaining warrants: affidavit, probable cause, magistrate's approval.
4. Case Law Influencing Arrest Warrants
 - a. People v. Ramey (1976)
 - i. Overview:
 1. In this landmark case, the California Supreme Court ruled that law enforcement must obtain an arrest warrant to enter a suspect's home to make an arrest, except under exigent circumstances or when there is consent to enter.
 2. This decision emphasized the protection of an individual's Fourth Amendment rights against unreasonable searches and seizures, requiring a judicial determination of probable cause before entering a home.
 - ii. Significance:
 1. Established the requirement for an arrest warrant in non-exigent circumstances, setting a standard for protecting privacy within the home.
 2. Introduced the concept of a "Ramey warrant," which allows police to obtain a warrant for arrest before formal charges are filed when there is probable cause, but time-sensitive factors are at play.
 - b. Payton v. New York (1980)
 - i. Overview:
 1. The U.S. Supreme Court held that the Fourth Amendment prohibits the police from making a warrantless and non-consensual entry into a suspect's home to make a routine felony arrest.
 - ii. Significance:
 1. Reinforced the principle that an arrest warrant is necessary to enter a home, absent exigent circumstances or consent.
 2. The case provides a federal foundation that supports California's warrant requirements, influencing subsequent interpretations of the law regarding the sanctity of a person's residence.
 - c. Steagald v. United States (1981)
 - i. Overview:
 1. The Supreme Court ruled that a search warrant is required to search a third party's home for a suspect, even if there is an arrest warrant for that suspect.
 2. The decision arose when law enforcement entered a third party's home with only an arrest warrant for a fugitive and found incriminating evidence.
 - ii. Significance:
 1. Clarified that an arrest warrant does not give law enforcement the right to search the home of someone other than the person named in the warrant.

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2. Reinforces the requirement for search warrants to protect the privacy of individuals who are not the subject of the arrest warrant.
 - d. Case Law Discussion Topics:
 - i. Balancing Privacy and Law Enforcement Needs:
 1. How do cases like *Ramey* and *Payton* strike a balance between protecting individuals' Fourth Amendment rights and allowing law enforcement to perform their duties effectively?
 2. What factors determine whether exigent circumstances justify warrantless entry?
 - ii. Implications of Judicial Precedent:
 1. How have these cases influenced modern warrant procedures?
 2. What are the potential consequences if law enforcement fails to obtain a warrant when required?
 - iii. Comparative Analysis:
 1. Compare federal rulings (e.g., *Payton*, *Steagald*) with California-specific cases (e.g., *Ramey*). How do state interpretations align or differ from federal guidelines?
 - iv. Activity: Case Law Analysis (30 minutes)
 1. Case Law Debate: Divide participants into groups, assigning each group a different case to analyze. Have them discuss the following:
 - a. The facts of the case and the court's ruling.
 - b. The impact of the ruling on warrant procedures.
 - c. Whether they agree or disagree with the decision, and why.
 2. Group Presentation: Each group presents their findings and engages in a class discussion on how these rulings continue to affect warrant requirements and enforcement.
- 5. Class Discussion: Analyzing the Jacob Black Arrest Warrant OIS**
- a. Background Information: On August 23, 2020, Jacob Blake was shot seven times in the back by Officer Rusten Sheskey in Kenosha, Wisconsin, as police attempted to arrest him on an outstanding warrant for a domestic violence case. Blake survived but was left paralyzed from the waist down. The incident, captured on video, sparked national protests, and renewed debates about policing and racial justice. The shooting occurred shortly after the killing of George Floyd, intensifying the public outcry.
 - b. Discussion Topics:
 - i. What legal considerations are involved when executing an arrest warrant? How should officers balance the need for arrest with the suspect's constitutional rights?
 - ii. In the Jacob Blake case, officers used escalating force during the arrest. Was this escalation justified based on the circumstances?
 - iii. Blake was moving away from officers and appeared to be reaching into his vehicle when he was shot. How do you interpret this in terms of imminent threat?
 1. Refer to *Tennessee v. Garner* (1985), which sets limitations on the use of deadly force to prevent a suspect's escape. Discuss whether this standard

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was met in the Blake case.

STRATEGIC COMMUNICATIONS

1. INTRODUCTION
 - a. Course Overview
 - i. What is Strategic Communication (Umbrella)
 - ii. Why do we have this class? PSP & POST
 - iii. Instructor Introductions
 - b. Course Universal Goals
 - i. Officer Safety
 - ii. Enhanced professionalism & community trust
 - iii. Decrease in complaints on officers
 - iv. Lessen personal stress
2. OFFICER SAFETY
 - a. Control the Environment
 - i. Tactical Pause
 - ii. Slow down
 - iii. Gather Information
 - iv. Develop a plan
 - v. Time + Distance = Options
 - b. Make Sound Decisions
 - i. What's important right now?
 - ii. Set priorities
 - iii. Think through your choices
 - iv. Make sound decisions
3. UNDERSTAND ESCALATION VERSUS DE-ESCALATION IS AFFECTED BY COMMUNICATION STRATEGIES
 - a. Definitions
 - i. Crisis Intervention & De-Escalation Per SPD Use of Force G.O. 580.02
 - b. Professionalism
 - i. Stay in control of your emotions and keep your ego in check
 - ii. The more the ego is involved, the more difficult the situation
 - iii. The less ego, the more influence
 - iv. Appropriate Language
 1. What you say
 2. How you say it
 3. How communications
 - v. How you treat others
 1. Golden Rule - Treat others how you want to be treated
 2. Platinum Rule - Treat others the way they want to be treated
4. COMMUNICATION ELEMENTS
 - a. Phases of Communication
 - i. Approach - Impact of physicality

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- ii. Greeting - Initiating the conversation
 - iii. Engagement - Strategies to promote communication
 - iv. Adaptation - Being flexible
 - v. Repair - Re-establishing rapport
 - vi. Incident closure - How we end a contact today could influence a future contact
- b. Message Delivery
 - i. Content
 - ii. Tone of voice
 - iii. Non-Verbal
- c. Active Listening
 - i. Active Listening Skills- MOREPIES
 - ii. Hostage Negotiation & FBI Influence Steps
 - iii. SPD CNT Examples
- d. Questioning techniques
 - i. Intentional closed questions
 - ii. Open ended questions
 - iii. Question Types
 - 1. Fact Finding
 - 2. Leading
 - 3. Opinion Seeking
- e. Persuasion
 - i. Rational appeal
 - ii. Personal appeal
 - iii. Ethical appeal
- 5. PEOPLE WITH DISABILITIES
 - a. Individuals with physical, mental health, developmental, or intellectual disabilities may have difficulty communicating, understanding, or complying with commands from peace officers.
 - i. Agency Policy
 - b. Recognize appropriate methods of communication with people experiencing:
 - i. Mental Illness
 - ii. Substance Use Disorders
 - iii. Intellectual Disabilities
 - iv. Physical Disabilities
 - v. Emotional Distress
 - c. Potential Strategies
 - i. Pace
 - ii. Tone of voice
 - iii. Reduce distractions
 - iv. Content
 - v. Non-Verbal
- 6. TEAM COMMUNICATION DURING A CRITICAL INCIDENT
 - a. Coordinated effort
 - i. Planned Response (when feasible)
 - ii. One voice
 - 1. Single point of contact with subject(s)

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- 2. Single point of contact with dispatch
- iii. Force options
- iv. Continuous Assessment
- b. Potential Resources
 - i. Mental Health Resources
 - ii. Community Resources
- c. Debrief
 - i. Effective
 - ii. Ineffective
- d. Barriers and Lessons learned in Team Critical Incidents

FIREARMS (PSP)

1. Orientation/Safety Guidelines

- a. Instruction, registration, and orientation
- b. Course objectives / overview, exercise, evaluation/testing
- c. Weapons, range and shooting safety rules
- d. General Safety Rules
 - i. Treat all firearms as if they were loaded
 - ii. Never point a gun at anything you aren't willing to destroy
 - iii. Keep your finger off the trigger until your sights are on the target
 - iv. Be sure of your target and what's beyond it
- e. Range Safety Rules
 - i. Once training starts, the range will be considered a hot range, which means pistols and magazines will be loaded with ammo
 - ii. Because it is a hot range, all pistols will remain in their holsters, with weapons retention devices in use, except when on the fire line under the supervision of the rangemasters and/or in a designated safe area
 - iii. Officers will be allowed to administratively load their pistol magazines when off the firing line, but they must keep their pistols holstered
- f. On-the-Firing-Line Safety Rules
 - i. Refer to general safety rules; keep all firearms pointed down range
 - ii. All malfunctions shall be handled by the officer. If they cannot fix the malfunction, the shooter shall raise their non-dominant hand for range master assistance
 - iii. Never draw a handgun from the holster unless instructed to do so
 - iv. Never leave your firing position unless cleared by the range master
 - v. Never go forward of the firing line unless instructed to do so
 - vi. Never bend forward to retrieve dropped articles on the firing line unless instructed to do so or cleared by the range master first
 - vii. If hot brass comes in contact with your skin, keep your weapon pointed down range, de-cock if applicable and holster. Once holstered you can take care of the brass. Notify range master of what you are doing
 - viii. All officers will wear eye protection, ear protection and bulletproof vests while

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- on the firing line and/or in the vicinity of the firing line
- ix. There will be no smoking, chewing tobacco, eating, or drinking on the firing line
- x. Wash hands and face before leaving the range
- g. Range Commands
 - i. Load and make ready
 - 1. Shooters will point their weapon in a safe direction and load or press check, as necessary
 - ii. Fire commands
 - 1. During the course of fire, the instructor will tell the class what the fire command will be
 - iii. Challenge Command
 - 1. Shooter gives at least one command to disarm the threat (i.e., “Police, don’t move!”), before a no threat of threat command is given
 - iv. No shoot
 - 1. Shooter conducts follow through and scanning on their own
 - 2. Holster reluctantly
 - 3. Wait for directions
 - v. Cease Fire
 - 1. All shooters immediately:
 - a. Stop shooting
 - b. Safely holster their weapon
 - c. Listen for further direction
- 2. Lethal Force Overview
 - a. Legal Issues Involving Use of Force/Lethal Force
 - i. Review of PC835a, as updated by AB392 & SB230
 - ii. Ensuring the use of force is justifiable under department policy, Federal and State law
 - iii. Determining if the use of force is necessary
 - iv. Administer after force care
 - b. Civil and department implications of force/lethal force
 - i. Civil lawsuit by suspect and/or family
 - ii. Internal Affairs
 - iii. Office of Public Safety Accountability (OPSA)
 - c. Report writing and preliminary investigation
 - i. Document your mindset at the time, suspects actions, how you felt, fear for your life or others of imminent death or serious bodily injury, what you knew prior to the incident, de-escalation, how many officers on scene and environmental facts
 - ii. Be articulate so that others will understand the degree of threat you felt
 - d. Moral / Ethical issues
 - i. Sanctity of life
 - ii. Duty to enforce laws
 - iii. Duty to serve the public
 - iv. Discretion
- 3. Use of Force/Lethal Force/Firearms Policy

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- a. Use of force options
 - i. Lethal force within the spectrum of force options
 - ii. Verbal, hands, less lethal and lethal force spectrum
 - iii. Command presence
 - iv. Control holds
 - v. O.C., Baton, CED, Pepper ball, bean bag, 40mm
 - vi. Firearms
 - vii. De-escalation
 - 1. Taking action or communicating verbally or nonverbally during a potential force encounter in an attempt to stabilize the situation and reduce the immediacy of the threat so that more time, options, and resources can be called upon to resolve the situation without the UOF or with a reduction of the force necessary. De-escalation tactics include, but are not limited to, warnings, verbal persuasion, and tactical repositioning.
- b. Department Policy
 - i. Deadly Force
 - 1. A peace officer is justified in using deadly force upon another person only as a last resort when reasonable alternatives have been exhausted or are not feasible and the officer reasonably believes, based on the totality of the circumstances, that such force is necessary for either of the following reasons:
 - 2. To defend against an imminent threat of death or serious bodily injury to the officer or to another person.
 - 3. To apprehend a fleeing person for any felony that threatened or resulted in death or serious bodily injury, if the officer reasonably believes that the person will cause death or serious bodily injury to another unless immediately apprehended. Where feasible, a peace officer shall, prior to the use of force, make reasonable efforts to identify themselves as a peace officer and to warn that deadly force may be used, unless the officer has objectively reasonable grounds to believe the person is aware of those facts.
 - 4. A peace officer shall not use deadly force against a person based on the danger that person poses to themselves, if an objectively reasonable officer would believe the person does not pose an imminent threat of death or serious bodily injury to the peace officer or to another person.
 - 5. A subject gaining control of one or more pieces of a peace officer's equipment, without the subject presenting an imminent threat of serious bodily injury or death, is not enough by itself to justify the use of deadly force.
 - ii. Discharging Firearm
 - 1. Pursuant to section 3b (above)
 - 2. At a firing range, pursuant to all safety rules and regulations; or
 - 3. In order to stop a potentially aggressive animal, such as a dog, if the animal reasonably appears to pose an imminent threat of serious bodily

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injury or death to a peace officer or to another person and alternative methods are not feasible or would likely be ineffective.

4. In circumstances where there is sufficient advance notice that a potentially dangerous animal may be encountered, department members should develop reasonable contingency plans for dealing with the animal (e.g., fire extinguisher, Conducted Energy Device, oleoresin capsicum (OC) spray, animal control peace officer). Nothing in this policy shall prohibit any member from shooting a dangerous animal if circumstances reasonably dictate that a contingency plan has failed or becomes impractical.
5. Firearms shall not be discharged as a warning.
6. Peace officers shall consider their surroundings and potential risks to bystanders and other peace officers to the extent reasonable under the circumstances, before discharging a firearm
7. When a peace officers discharges or attempts to discharge a firearm while on or off duty, intentionally or accidentally, the employee shall immediately notify the on-duty watch commander. This does not include intentional discharges at a range or for recreational purposes (e.g., hunting, private target practice, or other similar activities).

iii. Pointing a Firearm

1. Nothing in this policy shall preclude a peace officer from drawing of a firearm when the officer reasonably believes it necessary for the safety of the officer or another.
2. Detentions involving the pointing of a firearm at a person shall be entered into the Racial Identify Profiling Act database (RIPA).
3. The pointing of a firearm at a person shall be documented in the appropriate report, RIPA and on the Computer Aided Dispatch (CAD) call using the abbreviation “FPAP” (Firearm Pointed at Person).

iv. Moving Vehicles

1. A peace officer shall make every reasonable effort to move out of the path of an approaching vehicle.
2. A peace officer shall make every reasonable effort to not intentionally place themselves in a position where a vehicle could be perceived as a threat to the officer.
3. Peace officers shall not discharge a firearm at or from a moving vehicle unless one of the following circumstances exists:
4. The peace officer reasonably believes that there is an imminent threat of death or serious bodily injury to a peace officer or another person, by means other than the moving vehicle.
5. The peace officer reasonably believes that the driver is using or is attempting to use the vehicle to cause imminent threat of death or serious bodily injury to the peace officer or another person.

v. PC 835a and AB392

1. A peace officer is justified in using deadly force upon another person only when the officer reasonably believes, based on the totality of the

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circumstances, that such force is necessary for either of the following reasons:

2. To defend against an imminent threat of death or serious bodily injury to the officer or to another person
3. To apprehend a fleeing person for any felony that threatened or resulted in death or serious bodily injury, if the officer reasonably believes that the person will cause death or serious bodily injury to another unless immediately apprehended. Where feasible, a peace officer shall, prior to the use of force, make reasonable efforts to identify themselves as a peace officer and to warn that deadly force may be used, unless the officer has objectively reasonable grounds to believe the person is aware of those facts.
4. AB392
5. Amended PC 196
6. Amended PC 835a
7. Supporting case law
8. Tennessee v. Garner
 - a. Fleeing felon
9. Graham v. Conner
 - a. Objective reasonableness
4. Post Law Enforcement Officers Killed / Assaulted (LEOKA) Studies
 - a. 2022 Vital Statistics for officers killed in the line of duty
 - i. There were 59 officers feloniously killed
 1. 6- Unprovoked attack
 2. 49- Firearm
 3. 3- Suspect used vehicle as a weapon
 4. 8- Personal weapons
 - ii. The first 9 months of 2022 had a 9.3% decrease in officers feloniously killed compared to the first 9 months of 2021.
 - iii. Firearms were the cause of 83% of officers killed
 - iv. The leading circumstances surrounding officers killed were related to ambushes, investigative/enforcement activity and unprovoked attacks
 - v. Ambush attacks doubled from 5 to 10
 - vi. Unprovoked attacks decreased 66%
5. Fundamentals of Shooting
 - a. Shooting Platform
 - i. Stance
 1. Athletic stance
 - ii. Grip
 1. 360 Degree coverage
 2. Dominant hand holds grip only tight enough to allow the handgun to cycle
 3. Non-dominant hand applies significantly more grip pressure (approx. 80-90 percent)
 - iii. Trigger Control

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1. Varies depending on target difficulty
 2. Attempt to keep trigger movement continuous
 - iv. Breathing Control
 1. Breathe with mouth open
 - v. Sight Alignment/Sight Picture
 1. Target focused
 - vi. Follow-through
 1. Continue looking through sight
 2. Assess target
6. Range Drills
 - a. Learning Activity: Distance Awareness Drill (7 yards / 2 rounds)
 - i. Sac PD FBI-Q target
 - ii. 1 fully loaded magazine
 - iii. Course of Fire
 1. Shooters at 7-yard line facing target down range
 2. Partner (runner) facing up range – backs touching
 3. Rangemasters with randomly point at a runner
 4. Runner will begin running straight up range
 5. Shooter will draw and fire 1 round when they feel their partner begin running
 6. Upon hearing the gunshot, the runner will stop running and return to the yard line where they heard the gunshot.
 7. Shooter will holster after firing.
 8. Perform until all shooter/runner pairs have gone.
 - iv. Teaching Points
 1. Discuss distances covered by runner and shot times
 2. 21-foot rule not valid
 3. Discuss adding another 7 yards to ran distances to make up for distance to targets
 4. 3 ways that bullets stop people
 - a. CNS
 - b. Blood loss
 - c. Psychological
 5. Discuss smaller target area compared to traditional total silhouette
 - v. Have runners/shooters switch roles
 - vi. Repeat drill from the low ready
 - b. Learning Activity: Sight Alignment Drill (7 yards / 4 rounds)
 - i. Sac PD FBI-Q target
 - ii. 1 fully loaded magazine
 - iii. Teaching Points
 1. At closer distances, sights do not have to have perfect alignment to achieve acceptable hits on moderate targets
 - iv. Course of Fire
 1. Rangemaster will run students through slow fire drill intentionally having the students upset their tradition sight alignment (front sight

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- should be in the center of the target)
 - a. Front sight high out of rear sight notch
 - b. Front sight low in rear sight notch
 - c. Left side of front sight touching left sight of rear sight notch
 - d. Right side of front sight touching right sight of rear sight notch
- 2. Discuss students hits on target and how perfect sight alignment is not needed at closer distances
- c. Learning Activity: Triples (Grip / Stance / Vision) (3,5,7, yards / 36 rounds)
 - i. Sac PD FBI-Q target
 - ii. 3 mags 12 rounds each
 - iii. Teaching Points
 - 1. Firm support hand grip
 - 2. Focus on specific aiming point
 - 3. Press the trigger as quickly as possible
 - iv. Common errors
 - 1. Pushing on the handgun with the dominant hand (low left impacts)
 - a. Focus on a small aiming reference
 - b. Loosen firing hand tension, increase non-dominant hand grip pressure
 - c. Gun return drill
 - 2. Second shot impacting high
 - a. Shooter is focused on the front sight/dot
 - b. After the first shot is fired, shooter is focusing on the front sight. Shooter is firing second shot somewhere on the target instead of the center.
 - c. Focus on a small aiming reference, awareness of sights in background
 - d. Increase non-dominant hand grip pressure
 - 3. Trigger Freeze
 - a. Loosen firing hand tension
 - v. Course of fire
 - 1. Starting with handgun point at target
 - 2. On the fire command, fire 3 rounds as quickly as possible
 - 3. Repeat for a magazine (12-17 rounds)
 - 4. Repeat drill at 5 and 7 yards
- d. Learning Activity: Draws (5,7 yards / 30 rounds)
 - i. Sac PD FBI-Q targets
 - ii. 3 mags 12-17 rounds each
 - iii. Teaching Points
 - 1. Defeat SLS at rear “triangle” vs serrations
 - 2. Draw quickly
 - 3. Build proper grip at speed
 - iv. Courses of Fire
 - 1. 5 yards
 - 2. On the fire command, draw and fire 3 rounds quickly

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3. Perform 2x (6 rounds) quickly
4. Perform 3x (9 rounds) with 3 second time limits
5. 7 yards
6. On the fire commence, draw and fire 3 rounds quickly
7. Perform 2x (6 rounds) quickly
8. Perform 3x (9 rounds) with 3 second time limits
- e. Learning Activity: Reloads (7 yards / 20 rounds)
 - i. Sac PD FBI-Q targets
 - ii. 2 rounds in the handgun, fully loaded mags in the pouches
 - iii. Teaching Points
 1. Magazine reload set up
 2. Slide release is faster than slide racking
 3. Rebuild grip after reloading
 - iv. Course of Fire
 1. From the low ready
 2. On the fire command, fire 2 rounds, E-load, fire 2 more rounds quickly
 3. Perform 2 times (8 rounds)
 4. Perform 3 times (12 rounds) with 5 second time limits
- f. Learning Activity: Distance Fire (15, 20 yards / 34 rounds)
 - i. Sac PD FBI-Q target
 - ii. 3 full magazines
 - iii. Teaching Points
 1. Draw quickly
 2. Small aiming point vs complete target
 3. More precise sight alignment
 4. Do not slowly reset
 5. Firm support handgun grip
 - iv. Course of Fire #1 15 yards
 1. On the fire command, draw and fire 3 rounds
 2. Perform 2 times (6 rounds)
 3. Perform 4 times (12 rounds) with 6 second time limits
 - v. Course of Fire #2 20 yards
 1. On the fire command, draw and fire 4 rounds standing and 4 rounds kneeling in 20 seconds
 - a. Demonstrate time with a stopwatch prior to course of fire
 2. Perform 2 times (16 rounds)
- g. Learning Activity: One handed fire (3 yards / 24 rounds)
 - i. Sac PD FBI-Q target
 - ii. 2 full magazines
 - iii. Teaching Points
 1. Draw quickly with proper grip
 2. Shooting hand foot forward
 3. Isolate trigger finger, don't squeeze all fingers
 4. Demonstrate hand switching techniques
 5. Emphasize quick hand switching

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6. Allow students to practice with empty weapons
- iv. Course of fire
 1. On the fire command, draw and fire 3 rounds dominant hand only, transition hands, and fire 3 rounds non-dominant hand only quickly
 2. Perform 1x (6 rounds)
 3. Perform 3 times (18 rounds) with 6 second time limits
- h. Learning Activity: Daytime Pistol / Backup Gun Qualifications
- i. Learning Activity: Malfunction Clearance with Shields (7 yards / 12 rounds)
 - i. Sac PD FBI-Target / No shoot target beside FBI target
 - ii. 2 mags with 6 rounds and 2 dummy rounds
 - iii. 4 Groups
- iv. Teaching Points
 1. Demonstrate tap, rack, and go with the ballistic shield.
 2. Tap magazine on holster or thigh
 3. Rack slide using rear sight/MRDS on shield
- v. Course of fire
 1. While holding a ballistic shield, the shooter will shoot through both magazines clearing malfunctions as encountered
 2. Shooters will conduct a one handed reload utilizing their holster
 3. Perform 1x (12 rounds)
- j. Learning Activity: Retreating Bill Drills (3-7 yards / 18 rounds)
 - i. Sac PD FBI-Q target / No shoot target beside FBI target
 - ii. 3 mags with 6 rounds each
 - iii. Cones at the 7-yard line – 4 firing stations / 1 student to 1 rangemaster
- iv. Teaching Points
 1. Draw while retreating
 2. Target focus / grip
- v. Course of fire
 1. On fire command, the shooters will draw and fire 6 rounds while retreating to the 7yard line.
 2. Perform 3x (18 rounds)
7. Handgun Cleaning and Maintenance
 - a. Instructor lead handgun disassembly discussion
 - b. Emphasis on ensuring handgun is unloaded
 - c. Use of loading tubes
 - d. Students will disassemble handguns, clean, and reassemble

ARREST AND CONTROL

1. REGISTRATION AND ORIENTATION
 - a. Introduction, Registration and Orientation
 - i. Instructor and Student Introductions
 - ii. Course Roster
 - iii. Facility Overview

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- b. Course Objectives/Overview, Exercises, Evaluation/Testing
 - i. Course Objectives
 - 1. Judgment and Decision Making
 - 2. Officer Safety
 - 3. Body Balance, Stance, and Movement
 - 4. Searching/Handcuffing Techniques
 - 5. Control Holds/Takedowns
 - 6. De-escalation/Verbal Commands
 - 7. Effectiveness Under Stress Conditions
 - ii. Safety Policy/Orientation
- 2. USE OF FORCE POLICIES AND LEGAL ISSUES
 - a. Case Law Update, report documentation and policy
 - i. Tennessee v Garner
 - ii. Graham v Connor
 - b. Overview of Penal and Government Code Updates
 - i. AB 392
 - ii. PC 835a
 - iii. PC 196
 - c. AB 490
 - i. GC 7286.5(a)
 - ii. GC 7286.5(b)
 - d. Local Policies
 - i. SB 230 guidelines
 - ii. Use of Force Policy Updates
 - e. Report Writing
 - i. Proper documentation of use of force incidents
 - ii. Articulation of events
 - iii. Documentation of injuries/aid rendered to subjects, officers, bystanders
- 3. SAFETY ORIENTATION AND WARM-UP
 - a. Review of Safety Policies and Injury Precautions
 - i. Review safety policy
 - ii. Emergency exits
 - iii. AED
 - iv. Avoiding injury
 - b. Warm-up
 - i. Stretching exercises
 - ii. Mental preparation
 - c. Physical conditioning
 - i. Three Biggest Disablers
 - 1. Heart Attacks
 - 2. Lower Back and Knee Injuries
 - 3. Peptic Ulcers
 - ii. How to Reduce Individual Risk to Above Disablers
 - 1. Nutrition
 - 2. Lifetime Fitness

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4. SUBJECT'S ACTIONS AND OFFICER'S RESPONSE
 - a. Subject's actions
 - i. Compliant
 - ii. Passive non-compliant
 - iii. Actively Resistant
 - iv. Assaultive
 - v. Life Threatening
 - b. Officer's Response to Resistance
 - i. Non deadly
 - ii. Intermediate force
 - iii. Deadly force
 - c. Students will participate in a scenario-based exercise to demonstrate
 - i. Safety
 - ii. Awareness
 - iii. Balance
 - iv. Control
 - v. Controlling Force
 - vi. Proper Techniques
 - vii. Verbal Commands/Instructions
5. OFFICER AWARENESS/TACTICAL CONSIDERATIONS
 - a. Initial Approach with Subject
 - i. Hands
 - ii. Cover
 - iii. Weapons/bulges
 - iv. Footing/balance, officer's ability to stay on his/her feet
 - b. Tactical Considerations
 - i. Associates, subjects, and officers (resources available)
 - ii. Escape routes, subjects – tactical retreat, officers
6. BODY BALANCE/STANCE AND MOVEMENT FROM POSITION OF INTERVIEW AND POSITION OF ADVANTAGE
 - a. Footwork Review
 - i. Forward shuffle
 - ii. Rear shuffle
 - iii. Normal pivot
 - iv. Shuffle right and left
 - v. Pivot right and left
 - vi. Progressive pivot
 - vii. Shuffle pivot
 - b. Body Balance and Movement
 - i. How to fall to the ground safely and assume a position of advantage
 - ii. Access to equipment on duty belt while in a position of advantage and on the ground
7. SEARCH/HANDCUFFING
 - a. Search
 - i. Visual Search (plain view)

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- ii. Pat Down
 - iii. Incident to Arrest/complete search
 - b. Handcuffing Techniques from
 - i. Standing
 - ii. Prone
 - 1. Minimize actions that could lead to positional asphyxia
 - 2. Alternative placement
 - 3. Positions of recovery
 - c. Assess for Potential Officer and Suspect Injuries
 - i. Render First Aid or request additional medical as needed
 - ii. Document
- 8. CONTROL HOLD/ TAKE DOWNS
 - a. Control Hold
 - i. Joint Manipulation
 - ii. Pain Compliance
 - b. Take Downs
 - i. Various Positions
 - 1. Handcuffed
 - 2. Non-cuffed
 - ii. Single Officer
 - iii. Multiple Officer
 - c. Assess for Potential Officer and Suspect Injuries
 - i. Render First Aid or request additional medical as needed
 - ii. Document
- 9. KNIFE DEFENSE
 - a. Distance Management
 - i. Creating space using proper running techniques
 - ii. Utilizing proper firearm handling while creating space
 - b. Ground fighting
 - i. Attacking the knife hand
 - ii. Drawing firearm while entangled with suspect
 - iii. Holstering firearm while entangled with suspect
- 10. DE-ESCALATION OF FORCE
 - a. Verbal Commands
 - i. Tone of voice
 - ii. Gain voluntary compliance
 - iii. Single communicator
 - b. Assessment
 - i. Ability
 - ii. Opportunity
 - iii. Intent
 - iv. Recognize when to escalate vs. de-escalate
 - 1. When verbal commands fail – time to act
 - 2. Use of force warning when feasible
 - c. Tactics

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- i. Distance plus cover equal's time
 - ii. Resources
 - iii. Contiguous Plan

11. STUDENT RECOVERY

- a. Cool Down
 - i. Stretching
 - ii. Hydration
- b. Injuries
 - i. Treat
 - ii. Document

12. TESTING/REMEDICATION

HUMAN TRAFFICKING

- 1. Legal Application
 - a. 266H PC - Pimping
 - i. Elements
 - ii. Sentencing Structure
 - b. 266I PC – Pandering
 - i. Elements
 - ii. Sentencing Structure
 - c. 236.1(a) – Labor Trafficking
 - i. Elements
 - ii. Sentencing Structure
 - d. 236.1(b) PC - Sex Trafficking (adult)
 - i. Elements
 - ii. Sentencing Structure
 - e. 236.1(c)(1)/(c)(2) PC – Sex Trafficking (minor)
 - i. Elements
 - ii. Sentencing Structure
 - f. 236.1(a) PC – Labor Trafficking
 - i. Elements
 - ii. Sentencing Structure
- 2. Sex Trafficking Locations
 - a. Track/Stroll/Blade
 - i. Videos showing activity on the prostitution stroll
 - b. Hotels & Massage Parlors
 - i. Discuss how dates operate in these locations
 - c. Internet Advertisements
 - i. Provide an example of an internet escort ad
 - ii. Discuss how escort ads work
- 3. Sex Buyers
 - a. Discuss the sex buyer roll in the HT model
 - i. The law of supply and demand
- 4. Dynamics and Manifestations of Human Trafficking

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- a. Victimology
 - i. Discuss the various risk factors which make victims susceptible to becoming victims of HT.
 - 1. Show “Very Young Girls” documentary video
 - ii. Discuss victim motivations for engaging in prostitution
 - 1. Show video of victim interview
 - iii. Discuss labor trafficking victimization
- b. Suspect Dynamics
 - i. Discuss the exploiter Mindset
 - ii. Manipulation tactics
 - iii. Discuss how force/coercion are used against victims
 - 1. Show Kenneth Hawkins video
 - 2. Show Ladybug video
 - iv. Discuss the exploiter rules of “The Game”
 - 1. Show Kenwonzi Daniels video
- 5. Therapeutically Appropriate Investigative Techniques
 - a. Patrol Response
 - i. Trauma informed approach
 - b. Discuss evidence that should be collected during an HT investigation
 - c. Manage expectations officers should have when dealing with victims of HT during an investigation
 - d. Discuss juvenile considerations which arise during an HT investigation
- 6. Identifying and Communicating with Victims
 - a. Victim centered approach
 - i. Body camera examples of interviews
- 7. Documentation Satisfying the Law Enforcement Agency Endorsement Required by Federal Law
 - a. Provide copy of Form I-914, Supplement B
- 8. Collaboration with Federal Law Enforcement Partners
 - a. FBI
 - b. HSI
 - c. US Attorney’s Office
- 9. Availability of Civil and Immigration Remedies and Community Resources
 - a. T/U Visas
 - b. NGO partners providing immigration services
- 10. Provide Protection of the Victim
 - a. Working with advocacy organizations for safe housing
 - b. Protective restraining orders

ARSON / FIRE INVESTIGATIONS

- 1. Fire Arson Investigation Unit
 - a. Unit coverage
 - b. Sworn CA Peace Officers (830.37 PC)
- 2. Responsibilities of the Unit

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- a. Does not respond to every fire incident in the City
 - i. Only about 10%, over 6000 annually
 - b. Incidents where a suspect is detained or there is evidence of arson
 - c. Multi-Alarm fires
 - d. Fire related injuries or death
 - e. Fires at sensitive locations
 - f. Incendiary devices
 - g. Law Enforcement requests
- 3. Review the Arson Investigations General Order
 - a. Purpose
 - b. Investigative Responsibilities
 - c. Officer Responsibilities
 - d. Supervisor Responsibilities
 - 4. Contacting the On-Duty Investigator
 - a. Fill multiple roles on a fire scene
 - 5. Fire Related Penal Codes
 - a. 451 PC (Arson)
 - b. 452 PC (Reckless)
 - c. 13001 HS
 - d. 13002 HS
 - e. 13.10.140 SCC
 - 6. Questions, Comments, Contacts

FORCE INVESTIGATIONS TEAM

- 1. Introduction
 - a. Brief overview of the course goals and objectives.
- 2. Introduction of FIT Members.
 - a. Current staffing
 - b. On-call rotation
 - c. Roles and responsibilities
- 3. FIT Training
 - a. Force Science Institute
 - b. UOF Investigations training
 - c. Academy and Post Academy instruction
 - d. Policy/Training updates
- 4. FIT Callout Procedures/Duties
 - a. Overview of Level 1 UOF which result in FIT callout
 - b. SBI Vs. OIS/ICD call out responsibilities and duties
 - c. Post callout duties

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- d. FIT call-out statistics
- 5. Use of Force Review Board
 - a. What is it?
 - b. Division Presentation Vs. FIT Presentation
 - c. Use of Force trends

ART OF THE DEBRIEF

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1. Introduction
 - a. Course Overview
 - b. History of debriefing within the department
 - c. Benefits of a timely debrief
 - d. Appropriate times and places
 - e. Different versions of debriefing
 - f. Basic framework of debriefing process
 - g. General do's and don'ts and best practices
2. Learning Objective
 - a. To provide Sacramento Police Officers with a basic understanding of the different forms debriefing can take.
3. Debrief
 - a. Time Frame- Immediately following the conclusion of the incident
 - b. Who attends or participates
 - c. Can be initiated or facilitated by anyone with firsthand knowledge
 - d. Environment
 - e. Anticipated or desired outcome
4. After Action Report (AAR)
 - a. Time frame- Can be days/months/years later
 - b. Attended by anyone interested regardless of involvement
 - c. Environment
 - d. Can be presented by anyone authorized, involved or not
 - e. Purpose
5. Update
 - a. Typically given while the incident is still occurring
 - b. Usually given to a supervisor
 - c. Presented by a person with the best/most/valid information
 - d. Can be in person but can be phone/text.
 - e. Purpose
6. Definitions
 - a. Debrief
 - b. After Action Report (AAR)
 - c. Update
7. Best Practices
 - a. Time frame considerations
 - i. Sooner the better
 - ii. Reasons to wait?
 - b. Quality Factors
 - i. Emotions in check
 - ii. Conducive environment available
 - c. Participants
 - i. Only parties involved
 - ii. History with the address, suspect, victim etc.
 - iii. History between responding officers
 - iv. Seniority considerations

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8. Current Trends
 - a. Are we currently doing debriefs?
 - b. If not, why?
 - i. Too many calls pending
 - ii. Weak leader/ sergeant
 - c. Debriefing calls that go well vs. not so well
 - d. Roll Call debriefs or debriefs from the prior night or shift?
 - i. Valuable or no?
 - ii. Still occurring or not?
9. Past Calls of Interest
 - a. What calls has the department had that a debrief or AAR would be of value
 - i. K Street Mass Shooting
 - ii. SSD Church Shooting
 - iii. Tara's murder
 - b. Should these be debriefed or AAR?
 - i. Who gets to attend
 - ii. What forum
 - iii. How much gets covered
 - iv. What do we gain from the AAR/Debrief
 1. What could we lose
10. Potential Pit Falls
 - a. What kind of debrief do we want to facilitate
 - i. What's the end goal?
 1. Assign blame?
 2. Identify training deficiencies
 3. Speak on utilization of tactics or tools
 - ii. Things to avoid
 1. Assigning blame
 2. Deflecting responsibility
 3. Talking over each other
11. Setting your debrief up for success
 - a. Doesn't have to be formal or overly structured
 - b. Be mindful of your audience
 - i. Was everyone present actually involved
 - ii. Are there any time restrictions
 - iii. What's the end goal?
12. Basic Framework
 - a. How did we get here
 - i. How did the call start
 - b. What did we know
 - i. When did we know it
 - c. What was our first hiccup
 - i. What/ When did we know there was a problem
 - d. What were our options at the time
 - i. Tools/Tactics

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- e. What was NOT an option or unavailable
 - f. Did your tool/ tactic have the desired effect?
 - i. Why or why not
 - g. Knowing the eventual outcome, would you have changed anything
 - i. What would you change and why
13. Knowing participation is key...look for the following:
- a. The finger pointer
 - b. The phone checker
 - c. The deflector
 - d. The know it all
 - e. The person just hoping it will all be over soon
 - i. These may morph into one another

ACTIVE SHOOTER / CRISIS ENTRY

1. Introduction
 - a. Brief overview of the course goals and objectives.
2. Introduction to Active Shooter incidents
 - a. Definition.
 - b. Current incidents and lessons learned.
 - c. Officer(s) responsibilities and priorities.
 - d. Movement formations
3. Rescue Team
 - a. Definition and purpose of rescue teams.
 - b. Rescue carry techniques.
 - c. Casualty collection point.
 - d. Rescue strike team with EMS personnel.
4. Breaching
 - a. Overview of breaching.
 - b. Breaching tools.
 - i. Application of breaching tools.
 - c. Breaching incidents with case study.
5. Ballistic Shields
 - a. Why and when ballistic shields are utilized.
 - b. Carry positions.
 - c. Movements at doorways and entry points.
6. Emergency Entry
 - a. Definition of emergency entry
 - b. Legal explanation.
 - c. Reactive authority.
 - d. Emergency rescue tactics.
 - e. Special considerations.
 - f. Similarities between emergency entry and active shooter incidents.

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ACTIVE SHOOTER, CRISIS ENTRY, BREACHING & ROOM CLEARING SCENARIOS

1. Introduction
 - a. Overview of Active Shooter goals and objectives.
 - i. Responding officer(s) priorities, responsibilities, and movement.
 - ii. Rescue teams, carry positions, EVAC Zones, and casualty collection points.
 - iii. Walk through with group.
 - iv. Active Shooter scenarios with force on force.
 - b. Overview of Room Clearing Tactics / Shield Usage.
 - i. 3-person bump / Clearing tactic
 - ii. Room clearing with shield
 - iii. Room clearing scenarios with force on force.
 - c. Overview of Breaching / Emergency Entry.
 - i. Breaching Techniques
 - ii. Tools
 - iii. Key reminders
 - iv. Hands on breaching repetitions.
 - v. Emergency Entry Tactics
 - vi. Emergency Entry scenario with breaching
2. Lunch
3. Force on Force Individual and Group Training Exercises
4. Clean-up and Equipment Return