



Foothill Ranch Middle School

# School Site Council Agenda/Minutes

*Agenda / Actas del Consejo Escolar*

## Date & Time (*Fecha & Hora*)

10/21/2025

3:00 PM

## Location (*Ubicación*)

Library Annex

## Zoom Link (*Enlace de Zoom*)

### 2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

<b>Non-staff: Parents/Community Member/Students</b> <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes</i>		<b>Present / Absent</b> <i>Presente/ Ausente</i>
Parent	Mecca Campbell	Yes (Si)
Parent	Amaud Maher	Yes (Si)
Parent	Angeles Soberanes	No
Parent	Ambalika Aiello	No
Student	D'Aubri Nicholson	Yes (Si)
<b>Alternates (<i>Alternativos</i>):</b>		
<b>*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)</b> <i>*Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).</i>		
<b>Staff: Principal or Designee/Teachers/Other Staff</b> <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal</i>		<b>Present / Absent</b> <i>Presente/ Ausente</i>
<b>Principal/Designee: <i>Directora(a)/ Designado(a)</i>:</b> George Porter		Yes (Si)
<b>Teacher: <i>Maestro(a)</i>:</b> Rachael Lenhart		Yes (Si)
<b>Teacher: <i>Maestro(a)</i>:</b> Linda Hall		Yes (Si)
<b>Teacher: <i>Maestro(a)</i>:</b> Autumn Black		No
<b>Other Staff: <i>Otro Personal</i>:</b> Renee Daw		Yes (Si)
<b>Alternates: <i>Alternativos</i>:</b>		
<b>*Teachers must be the majority</b> <i>*Los maestros deben ser mayoría</i>		

AGENDA		
ITEM <i>ARTÍCULO</i>	Facilitator <i>Facilitador(a)</i>	Minutes <i>Minutas</i>
<b>Call to Order / Sign in sheet</b> <i>Orden del Día/ Hoja de Firmas</i>  <b>Quorum</b> <i>Quórum (50% +1)</i>	<b>Chairperson</b> <i>Presidente</i>	This meeting is called to order at: <i>Se abre la sesión a las</i> 3:00 PM  Total Members in Attendance: 7 <i>Total de Miembros Presentes:</i>  Quorum:    Yes (Si) <i>Quórum:</i>
<b>Public Comment (2 minutes per speaker)</b> <i>Comentarios del Público (2 minutos cada participante)</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Comments</b> <i>(Resumen de Comentarios)</i> Public comment was provided for 2 minutes
<b>Review Agenda</b> <i>Repasar Agenda</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Comments</b> <i>(Resumen de Comentarios)</i> Mr. Porter spoke to the SSC regarding each agenda item.
<b>Review / approve minutes from last meeting</b> <i>Revisar/aprobar el acta de la última reunión</i>	<b>Chairperson</b> <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Minutes/Actas Person <i>Persona:</i> XXXXXXXX Second <i>Se secundó:</i> XXXXXXXXXXXX In favor <i>A favor :</i> 0 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: XXXXXXXX <i>Moción: Aprobada o Rechazada</i>

**Council Business** *Asuntos del Consejo*

New Members (Nuevos Miembros)	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> New members to the Council included:  Student: D'Aubri Nicholson  Parent: Angeles Soberanes  Parent: Ambalika Aiello
Member Training (Formación de Miembros)	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> The council members reviewed the approximately 20-25 minute SSC Traing Video provided by Travis Burke (TRUSD)
Elect Officers (Elegir a Funcionarios)	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> Chairperson: Mrs. Maher (Lopez) Vice Chairperson: Mrs. Hall Secretary: Mr. Porter Timnekeeper: Miss. Nicholson

## Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*

Bylaws (Reglamentos)	<b>Chairperson</b> <i>Presidente</i>	<p>I move to approve the <i>Propongo aprobar a la</i> Mrs. Maher</p> <p>Person <i>Persona:</i></p> <p>Second <i>Se secundó:</i></p> <p>In favor <i>A favor :</i></p> <p>Oppose <i>En contra:</i></p> <p>Abstain <i>En abstención:</i></p> <p>Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p> <p>Bylaws were given to members for review/updates for Nov SSC Meeting</p>
Site Safety Plan (Plan de Seguridad del Centro)	<b>Chairperson</b> <i>Presidente</i>	<p>I move to approve the <i>Propongo aprobar a la</i> Mrs. Maher</p> <p>Person <i>Persona:</i> George Porter</p> <p>Second <i>Se secundó:</i> Linda Hall</p> <p>In favor <i>A favor :</i> 5</p> <p>Oppose <i>En contra:</i></p> <p>Abstain <i>En abstención:</i> 1</p> <p>Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i></p> <p>Plan passed. Member questions will be addressed in Nov SSC meeting/Safety Team</p>
School Compact (Compacto Escolar)	<b>Chairperson</b> <i>Presidente</i>	<p>I move to approve the <i>Propongo aprobar a la</i> Mrs. Maher</p> <p>Person <i>Persona:</i></p> <p>Second <i>Se secundó:</i></p> <p>In favor <i>A favor :</i></p> <p>Oppose <i>En contra:</i></p> <p>Abstain <i>En abstención:</i></p> <p>Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p> <p>Compacts were provided for review/updates will be agendaized for approval in November</p>
N/A	<b>Chairperson</b> <i>Presidente</i>	<p>I move to approve the <i>Propongo aprobar a la</i> Mrs. Maher</p> <p>Person <i>Persona:</i></p> <p>Second <i>Se secundó:</i></p> <p>In favor <i>A favor :</i></p> <p>Oppose <i>En contra:</i></p> <p>Abstain <i>En abstención:</i></p> <p>Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>

**Document Review:** *Revisión y de Documentos*

N/A	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> XXXXXX
N/A	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> XXXXXXXX

**School Plan For Student Achievement (SPSA)** *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*

N/A	<b>Chairperson</b> <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Maher  Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
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**Other Business:** *Otros Asuntos:*

<b>ELAC Reporting</b> <i>Informes ELAC</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Reporting</b> ( <i>Resumen de Informes</i> ) XXXXXXXXXXXX
<b>Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters)</b> <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Presentation</b> ( <i>Resumen de Presentación</i> ) XXXXXXXXXX
<b>Additional Information/New Business/Discussion</b> <i>Información Adicional/Asuntos Nuevos/Conversación</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> XXXXXXXXXXXX
<b>Adjournment:</b> <i>Aplazamiento:</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Time:</b> <i>Hora:</i> 4:15 PM

**Next meeting date:**

11/18/2025


3:00 PM




*Fecha de próxima reunión:*




# Foothill Ranch Middle School

## CAST Science

2023/24 Standard Above	2024/25 Standard Above
12.55%	Preliminary 12%

<div>Life Science</div> <div>  </div>	Domain Achievement Level		Grade 8	<div> <div>SCIENCE VOCABULARY OVERV...</div> </div>
	Above Standard		4.47 %	
	Near Standard <div> <div></div> </div>		21.95 %	
	Below Standard <div> <div></div> </div>		73.58 %	The student <b>demonstrates minimal understanding of and ability to apply</b> the knowledge ( <b>vocabulary</b> ) and skills ( <b>processes</b> ) associated with the core ideas, concepts, and practices in the Life Sciences, which focus on structures and processes in living things, ecosystems, heredity, and biological evolution

<div>Physical Science</div> <div></div>	Domain Achievement Level	Grade 8	 SCIENCE VOCABULARY OVERVIEW
	Above Standard	5.69 %	
	Near Standard 	25.61 %	
	Below Standard	68.70 %	The student <b>demonstrates minimal understanding of and ability to apply</b> the knowledge ( <b>vocabulary</b> ) and skills ( <b>processes</b> ) associated with the core ideas, concepts, and practices in Physical Sciences, which focus on matter and its interactions, motion and stability, energy, and waves and their applications.

<div>Earth and Space Science</div> <div></div>	Domain Achievement Level	Grade 8	 SCIENCE VOCABULARY OVERVIEW
	Above Standard	1.22 %	
	Near Standard 	40.24 %	
	Below Standard	58.54 %	The student <b>demonstrates minimal understanding of and ability to apply</b> the knowledge ( <b>vocabulary</b> ) and skills ( <b>processes</b> ) associated with the core ideas, concepts, and practices in Earth and Space Sciences, which focus on Earth's place in the universe, Earth's systems, and Earth and human activity.


# Foothill Ranch Middle School

## CAASPP MATH


2023/24 Standard Above	2024/25 Standard Above
14.04%	Preliminary 18.46% +

### Percentage of Students at Each Performance Level

**CONCEPTS AND PROCEDURES:** How well did students apply mathematical concepts and procedures to solve problems




<div>CONCEPTS and PROCEDURES</div> <div>  </div>	Performance Level	Grade 7	Grade 8	All Grades
	Above Standard	3.07 %	8.84 %	6.08 %
	Near Standard	26.32 %	39.76 %	33.33 %
	Below Standard	70.61 %	51.41 %	<div>60.59 %/Total 93.92 (Near &amp; Below)</div> <div>                     The student does not yet demonstrate the ability to explain (vocabulary) and apply mathematical concepts or the ability to interpret and carry out mathematical procedures with ease and accuracy (note taking).                 </div>

**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills**

<b>PROBLEM SOLVING and MODELING and DATA ANALYSIS</b>  $\frac{a}{b} = c$	Performance Level	Grade 7	Grade 8	All Grades
	Above Standard	1.75 %	4.42 %	3.14 %
	Near Standard	36.84 %	52.21 %	44.86 %
	Below Standard 	61.40 %	43.37 %	51.99 %/ <b>Total 96.85 (Near &amp; Below)</b>  The student <b>does not yet</b> demonstrate the ability to solve a variety of mathematics problems by applying his or her knowledge <b>(vocabulary)</b> of problem-solving skills and strategies <b>(note taking)</b> . The student <b>does not yet</b> demonstrate the ability to analyze real-world problems <b>(SWUN MT)</b> , or build and use mathematical models to interpret and solve problems.

**COMMUNICATING REASONING: How well can students think**

logically and express their thoughts in order to solve a problem


COMMUNICATING REASONING 	Area Performance Level	Grade 7	Grade 8	All Grades
	Above Standard 	2.19 %	5.62 %	3.98 %
	Near Standard 	51.32 %	59.04 %	55.35 %
	Below Standard	46.49 %	35.34 %	40.67 %/Total 96.02 (Near & Below)  The student <b>does not yet</b> demonstrate the ability to put together <b>valid arguments (vocabulary)</b> to support his or her own mathematical thinking or to critique the reasoning of others.

# Foothill Ranch Middle School


## CAASPP ELA

2023/24 Standard Above	2024/25 Standard Above
25.05%	28.60%

### CAASPP 2024/25: Students ability to communicate effectively through writing

<div>Writing</div> 	Area Performance Level	Grade 7	Grade 8	All Grades
	Above Standard	9.00 %	10.88 %	10.00 %
	Near Standard	26.54 %	44.77 %	36.22 %
	Below Standard	64.45 %	44.35 %	53.78 %/Total 90% <p>The student does not yet demonstrate an ability to produce organized, developed, and supported writing (e.g. narrative, informational, explanatory, and opinion) for different purposes and audiences.</p>

**READING: How well do students understand stories and information that they read?**

	Area Performance Level	Grade 7	Grade 8	All Grades
	Above Standard	4.72 %	10.46 %	7.76 %
	Near Standard	56.13 %	50.63 %	53.22 %
	Below Standard	39.15 %	38.91 %	39.02 %/Total 92.04%
				The student <b>does not yet</b> demonstrate an ability to read closely and analytically to understand a range informational texts (e.g., biographies; articles; and other writing covering disciplines like science, social studies, and technical topics) and literary texts (e.g., stories, plays, poems, and science fiction) of <b>moderate</b> complexity.



FOOTHILL RANCH MIDDLE SCHOOL  
**SCHOOL SITE COUNCIL BYLAWS**

*Adopted by the FRMS SSC on:* \_\_\_\_\_

**ARTICLE I**  
**Duties of the School Site Council**

The School Site Council of Foothill Ranch Middle School, hereinafter referred to as the council, shall carry out the following duties:

- Obtain recommendations for, and review of, the proposed Single Plan for Student Achievement (SPSA) from all school advisory committees.
- Participate in regular training on SSC roles and responsibilities.
- Develop and approve the SPSA and related categorical expenditures in accordance with all state and Federal law and district regulations.
- Recommend the SPSA and categorical expenditures to the TRUSD Board of Education for approval.
- Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members.
- Make modifications to the SPSA whenever the need arises.
- Submit the modified SPSA for district approval whenever a material change (as defined in district governing board policy) is made in planned activities for related categorical expenditures.
- Regularly evaluate academic data to determine the progress made toward school goals to raise the academic achievement of all students.
- Carry out all other duties assigned to the council by the TRUSD Board of Education and by state law.

**ARTICLE II**  
**Members**

**Section A: Composition\***

The council shall be composed of at least 10 members, selected by their peers, as follows:

- ✓ Principal

- ✓ Classroom teachers
- ✓ “Other” school staff members (non classroom teaching staff)
- ✓ Parents or community members
- ✓ Students (secondary)

*\*Secondary schools must have a minimum of ten (10) members.*

The school principal is a required member of the council. The principal shall attend all SSC meetings. Council members chosen to represent parents may be employees of the school district so long as they are not employed at this school. Classroom teachers selected shall constitute a majority of the school members selected. The number of parent and/or community members selected shall equal the number of school members selected.

#### **Section B: Term of Office**

Council members shall be elected *for 2 year terms*. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number of elected members during even years. At the first regular meeting of the council, each member’s current term of office shall be recorded in the minutes of the meeting.

#### **Section C: Voting Rights**

Each member of the council is entitled to one vote and may cast that vote on any matter submitted to a vote of the council. **Absentee (proxy) and any electronic ballots shall not be permitted. Voting may occur virtually as long as members are in attendance via a virtual meeting format and the council can verify member’s identity.**

#### **Section D: Termination of Membership**

The council may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the council chairperson.

#### **Section E: Transfer of Membership**

Membership on the council may not be assigned or transferred.

#### **Section F: Vacancy**

Any vacancy on the council occurring during the term of duly elected member shall be filled by:

- An alternate designated during the annual election
- Nominated by current SSC and approved by majority of SSC membership.

The term will be for the remaining time left in the vacated seat.

### **ARTICLE III Elections of Council Members**

- The school principal is a standing member of the council.
- Classroom teacher elections will be held in *August/September*:

- The certificated membership will be elected into rotational positions of *two years*.
- Nominations and elections are conducted by the certificated staff.
- If there are fewer or equal nominees than there are positions vacant, the nominees will automatically be accepted as representatives.
- “Other” staff elections will be held in *August/September*. The “other” position is filled by a non-classroom teacher. He/she may be a classified or certificated staff member.
  - The “other” staff membership will be elected into rotational positions of *two years*.
  - Nominations and elections will be conducted by the non classroom teaching classified and certificated staff.
    - If there are fewer or equal nominees than there are positions vacant, the nominees will automatically be accepted as representatives.
- Parent/Community Member representative elections will be conducted in *August/September*.
  - Nominations and elections will be conducted by the *school office staff*.
  - *Announcement of the nominations will be included in the May, June, and September issues of the school newsletter, website. The announcement will also be posted on the school marquee.*
  - Nominations will be accepted through the first *week of August/September*.
  - If there are fewer or equal nominees than there are positions vacant, the nominees will automatically be accepted as representatives.

**All election ballots and result records will be maintained at the school site for a period of three (3) years.**

## **ARTICLE IV Officers**

### **Section A: Officers**

The officers of the council shall be a chairperson, vice-chairperson, secretary, and other officers the council deems desirable.

*The chairperson shall:*

- Collaborate with the principal in developing agendas and reviewing minutes prior to posting.
- Preside over all meetings of the council.
- Sign all letters, reports, and other communications of the council.
- Have other such duties as are prescribed by the council.

*The vice-chairperson shall:*

- Assist the chairperson in assigned duties.
- Substitute for the chairperson in his/her absence.

*The secretary shall:*

- Keep minutes and sign-ins of all regular and special meetings of the council.
- Transmit true and correct copies of the minutes of such meetings to members of the council.
- Provide all notices in accordance with these bylaws.
- Keep a register of the names, addresses, and telephone numbers of each member of the council, the chairpersons of school advisory committees, and others with whom the council has regular dealings, as furnished by those persons.
- Perform other such duties as are assigned by the chairperson or the council.

#### **Section B: Election and Terms of Office**

The officers shall be elected annually, at the first or second meeting of the council, and shall serve for one year, or until each successor has been elected.

#### **Section C: Reasons for Removal of Officers**

Any officer may be removed from office by a two-thirds vote of all the members. *(Your SSC should determine grounds for removing officers, i.e. Do you remove after someone has missed three consecutive meetings with no reason given?)*

#### **Section D: Vacancy**

A vacancy in any office shall be filled at the earliest opportunity by a special election of the council for the remaining portion of the term of office or by placement of a properly elected alternate during the Fall election.

### **ARTICLE V Committees**

#### **Section A: Sub-committees**

The council may establish and abolish sub-committees of their own membership to perform duties as prescribed by the council. *At least one member representing teachers and one member representing parents shall make up the sub-committee.* No sub-committee may exercise the authority of the council.

#### **Section B: Terms of Office**

The council shall determine the terms of office for members of a committee.

#### **Section C: Rules**

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the council, or policies of the district governing board.

**Section D: Quorum**

A majority (51% or greater) of the members of the committee shall constitute a quorum. The act of a majority of the members present shall be the act of the committee, provided a quorum is present.

**ARTICLE VI  
Meetings of the Council****Section A: Meetings**

The council shall meet regularly on the 3<sup>rd</sup> Thursday *of each month (at least 5 times per school year)*. Special meetings of the council may be called by the chairperson or by a majority vote of the council.

**Section B: Place of Meetings**

The council shall hold its regular meetings at a facility provided by the school, unless such facility that is accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the council.

**Section C: Notice of Meetings**

1. Written public notice of all meetings shall be given at least 72 hours in advance of the meeting.
2. Changes in the established date, time, or location shall be given special notice.
3. All meetings shall be publicized in the following venues:  
Posted on the school website and in the window of the main office that is viewable from outside the gates.
4. All required notices shall be delivered to council and committee members no less than 72 hours, and no more than three days in advance of the meeting, *personally, or by mail or via e-mail*.

**Section D: Quorum**

The act of the majority of the members present shall be the act of the council, provided a quorum is in attendance, and no decision may otherwise be attributed to the council. A majority of the members of the council (51% or greater) shall constitute a quorum. No actions may be taken unless a quorum has been established.

**Section E: Conduct of Meetings**

Meetings of the council shall be conducted in accordance with the rules of order established by California Education Code Section 35147 © and with *Robert's Rules of Order* or adoption thereof approved by the council.

**Section F: Meetings Open to the Public**

All meetings of the council, and of committees established by the council, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

## **ARTICLE VII**

### **Amendments**

An amendment of these Bylaws may be made at any regular meeting of the council by a vote of two-thirds (2/3) of the members present. Written notice of the proposed amendment must be submitted to council members at least *10 days* prior to the meeting at which the amendment is to be considered for adoption.





# **Twin Rivers Unified School District Comprehensive School Safety Plan**

## **SB 187 Compliance Document (Education Code Section 32280-32289.5 and 49390-49395)**

**2025-2026**

**School:** Foothill Ranch Middle

**CDS Code:** 34 76505 6059232

**School Address:** 5001 Diablo Dr. Sacramento, CA 95842

**School Phone:** 916-566-3440

**Principal's Name:** George Porter

**Principal's Email:** george.porter@trusd.net

**Date of Adoption by Board of Trustees:** \_\_\_\_\_

2 Attach evac map & aerial view

**Signatures:**

George Porter	Principal	
	SSC Chairperson	
	Executive Director	

## Table of Contents

### **Part I: Comprehensive School Safety Plan Purpose and Vision (pages 3-4)**

✓ Per California Education Code § 32280 & § 32281(b)

### **Part II: School Safety Committee and Plan Review, Evaluation, Amendment Procedures (pages 4-5)**

✓ Per California Education Code § 32281(b), § 32282(c)-(d), § 32286, § 3228

### **Part III: Site Demographics and Assessment of School Safety (pages 5-6)**

✓ Per California Education Code § 32282(a)(1)

### **Part IV: Key Safety Personnel – Incident Command System (pages 7-15)**

✓ Per California Education Code § 32282.1

### **Part V: Firearm Safety Notification Procedures (page 16)**

✓ Per California Education Code § 49392

### **Part VI: Threat Reporting Procedures (pages 16-17)**

✓ Per California Education Code Ed Code §§ 49390, 49393, 49394

### **Part VII: Emergency Response Protocols from District Master EOP (page 18)**

✓ Per California Education Code § 32282(a)(2)(B)(i), (I)-(K)

### **Part VIII: Strategies and Procedures for School Safety**

✓ Per California Education Code § 32282(a)(2)(A)-(N)

## **Part I: Senate Bill 187: Comprehensive School Safety Plan Purpose and Vision**

The California Education Code (sections 32280-32289.5 and 49390-49395) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process that includes strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999, and this legislation was perpetuated under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 187 and AB 1747 and shall contain the following elements:

- Assessment of the current status of school crime committed on school campuses and at school-related functions
- Bullying prevention policies
- Key safety personnel
- Firearm safety notification procedures
- Threat reporting procedures
- Identification of the appropriate strategies and procedures to maintain a high level of school safety and the school's procedures for complying with existing laws related to school safety, which shall include the following:
  - A) Child abuse reporting procedures
  - B) Disaster and emergency procedures, including adaptations for pupils with disabilities
  - C) Earthquake emergency procedures
  - D) Use of facilities during emergencies
  - E) Suspension and expulsion policies
  - F) Notification of dangerous pupils
  - G) Discrimination, harassment, hate crime reporting
  - H) Dress code policies
  - I) Safe ingress and egress
  - J) School discipline procedures
  - K) Tactical response to criminal incidents
  - L) Prohibition of high-intensity drills
  - M) Reporting dangerous or unlawful activity
  - N) Sudden cardiac arrest response
  - O) Opioid overdose protocol
  - P) Instructional continuity plan
  - Q) Bullying prevention policy

The Comprehensive School Safety Plan requires that the School Site Council or school safety committee consult with a fire department and other first responder entities. Updates to the Plan must be shared with the law enforcement agency, the fire department, and the other first responder entities. The School Safety Plan will be reviewed and updated annually. An updated file of all safety-related plans and materials shall be readily available for public inspection.

### **Comprehensive School Safety Plan Vision**

The Twin Rivers Unified School District has developed this Comprehensive School Safety Plan (CSSP) to ensure a safe learning environment and site-based emergency preparedness for all students and staff. The CSSP is intended to ensure compliance with State and Federal school safety program regulations. This Plan is part of a comprehensive plan that includes a District Master Emergency Operations Plan prepared in compliance with State disaster planning requirements, City and County Emergency Management Plans, the Standardized Emergency Management System

(SEMS), and the National Incident Management System (NIMS). NIMS is a nationwide standardized approach to incident management and response. Developed by the U.S. Department of Homeland Security and released in March 2004, it establishes a uniform set of processes and procedures that emergency responders at all levels of government will use to conduct response operations.

Standardized Emergency Management System Plan provides staff, parent volunteers, and students with site-specific emergency instructions during an emergency crisis or disaster. Staff designated to carry out specific emergency responsibilities are expected to understand the policies, procedures, and system. Training and exercises are ongoing components of the Plan.

This Plan incorporates the Incident Command System (ICS). The District has established a plan for maintaining a liaison with any multi-agency EOC and the County Emergency Operations Center to help facilitate effective coordination of aid requests, resources, and the general flow of information among all agencies and jurisdictions within the region.

All emergency actions will be taken according to the following priorities:

1. Protection of life
2. Incident stabilization
3. Protection of property
4. Restoration of services

## Part II: School Safety Committee and Plan Review, Evaluation, and Amendment Procedures

List names and place an X in the column representing each person's role.

<b>School Safety Planning Committee Members</b> (School Site Council Members or School Safety Committee, comprised of the members listed) Ed. Code 32281	<b>Principal or designee</b>	<b>Teacher Rep. of Cert. Employees</b>	<b>Parent</b>	<b>Classified Employee</b>	<b>Other School Staff</b>	<b>Law Enforcement</b>
<b>Name</b>						
Twin Rivers Police						X
George Porter	X					
Sean Miller		x				
Troygah Ahmach				x		
David Lopez					x	
Marcelina Zamora					x	

**Date reviewed/amended:** \_\_\_\_\_

**Date communicated to the public:** \_\_\_\_\_

Comprehensive School Safety Plans are reviewed and updated at least once a year by the School Site Council or a school safety planning committee. The Plan must be presented at a public meeting prior to adoption. The School Site Council or school safety committee shall notify, in writing, the following persons and entities, if available, of the public meeting.

- A) A representative of the local school employee organization
- B) A representative of each parent organization at the school site, including the parent-teacher association and parent-teacher clubs
- C) A representative of each teacher organization at the school site
- D) A representative of the student body government

During the annual review, local data is reviewed, such as the current status of school crime committed on school campuses, California Healthy Kids Survey results, suspension and expulsion data, chronic absenteeism rate, and discipline data, including bullying and harassment incidences. Established goals related to school safety are reviewed and revised annually. Appropriate action steps are outlined, resources and lead person(s) are identified, and an evaluation date is established.

### Part III: Site Demographics and Assessment of School Safety

Number of Students	519
Number of Staff	73
Number of Disabled Students	5
Number of Disabled Staff	0
Site Square Acreage / Square Footage	5,868
Number of Classrooms	33
Number of Other Rooms	5
Number of Parking Lots	1
Campus Safety Specialist (CSS) On-Site (Y/N)	Y
Health Assistant On-Site (Y/N)	Y

2024 California School Dashboard	% of Students
Suspensions	10.7
Chronic absence rates	29.8
2024-25 School Climate Report Card (Elementary)	% of Students
School Connectedness	58
Academic Motivation	73

Meaningful Participation	33
Facilities Upkeep	36
Parent Involvement in Schooling	63
Social and Emotional Learning Supports	48
Antibullying Climate	40
Feel Safe at School	52
Cyberbullying	22
Rule Clarity	51

At Foothill Ranch Middle, we develop and maintain strategies and programs that provide and maintain a high level of school safety and comply with existing laws related to school safety.

Our school assesses the safety of students, staff, and families annually as part of our process to approve our Comprehensive School Safety Plan. We review and update our Single Plan for Student Achievement for the academic and social/emotional success of our students. We review Suspension/Expulsion data, Attendance rates/SARB data, Office Referrals, and the results from the California Healthy Kids Survey. We maintain a relationship with our local law enforcement agencies, including Twin Rivers Police, and know the procedures to report property damage or other criminal activity. In addition, all our staff comply with District and State requirements for Mandated Reporter Training and follow protocols for Child Abuse Reporting.

Creating a safe school requires putting in place many preventive measures for a student’s mental and emotional well-being. Our school works to reduce the risk of violence by teaching students appropriate strategies for dealing with emotions, expressing anger in appropriate ways, and resolving conflicts. Our school uses a comprehensive approach to school violence prevention. Student needs are identified using measures such as teacher and staff observations, parent and community information, patterns of behavior, and counseling requirements and experiences.

Our school has a system of rules and procedures to ensure a safe and orderly environment that is conducive to learning. These rules outline our students' behavioral expectations throughout the school day and all around campus.

Our school has a program to ensure pupils and certificated and classified staff are aware of and trained in plans, procedures, and routines for disasters and emergencies. We rehearse these regularly. We include adaptations for pupils with disabilities. (See Part VII for specific emergency response protocols). Our District regularly consults with law enforcement agencies, Twin Rivers Police, and local fire departments to ensure proper planning and procedures are in place and utilized.

Our District has procedures to allow public agencies, including the Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency.

Our school follows all our District’s Board Policies related to safety (see Part VIII: Strategies and Procedures for School Safety).

## Part IV: Key Safety Personnel – Incident Command System

Foothill Ranch Middle

### Incident Command System Year: 2025-2026

Name	Work Phone	Cell Phone
<b>COMMAND STAFF</b>		
<b>Incident Commander (Principal)</b>		
Primary: George Porter	916-566-3440	916-914-4409
Alternate:		
<b>GENERAL STAFF</b>		
<b>OPERATIONS SECTION</b>		
Section Leader: Marcelina Zamora	916-566-3440	209-541-4348
Alternate:		
<b>Accountability Unit</b>		
Unit Leader: David Lopez	916-566-3440	209-202-8690
Team 1:		
Team 2:		
<b>Medical Unit</b>		
Unit Leader: Nazha Jahami	916-566-3440	916-566-3440
Triage Team:		
Treatment Team:		
<b>Search &amp; Rescue Unit</b>		
Unit Leader: Sean Miller	916-566-3440	916-566-3440
Team 1:		
Team 2: Robert Bowers	916-566-3440	916-566-3440
<b>PLANNING &amp; INTEL SECTION</b>		
Section Leader: Troygah Ahmach	916-566-3440	916-566-3440
Alternate:		
<b>Situation Unit</b>		
Unit Leader: George Porter	916-566-3440	916-566-3440
Alternate:		

**LOGISTICS SECTION**

Section Leader: Marcelina Zamora

916-566-3440

916-566-3440

Alternate:

**Supply Unit**

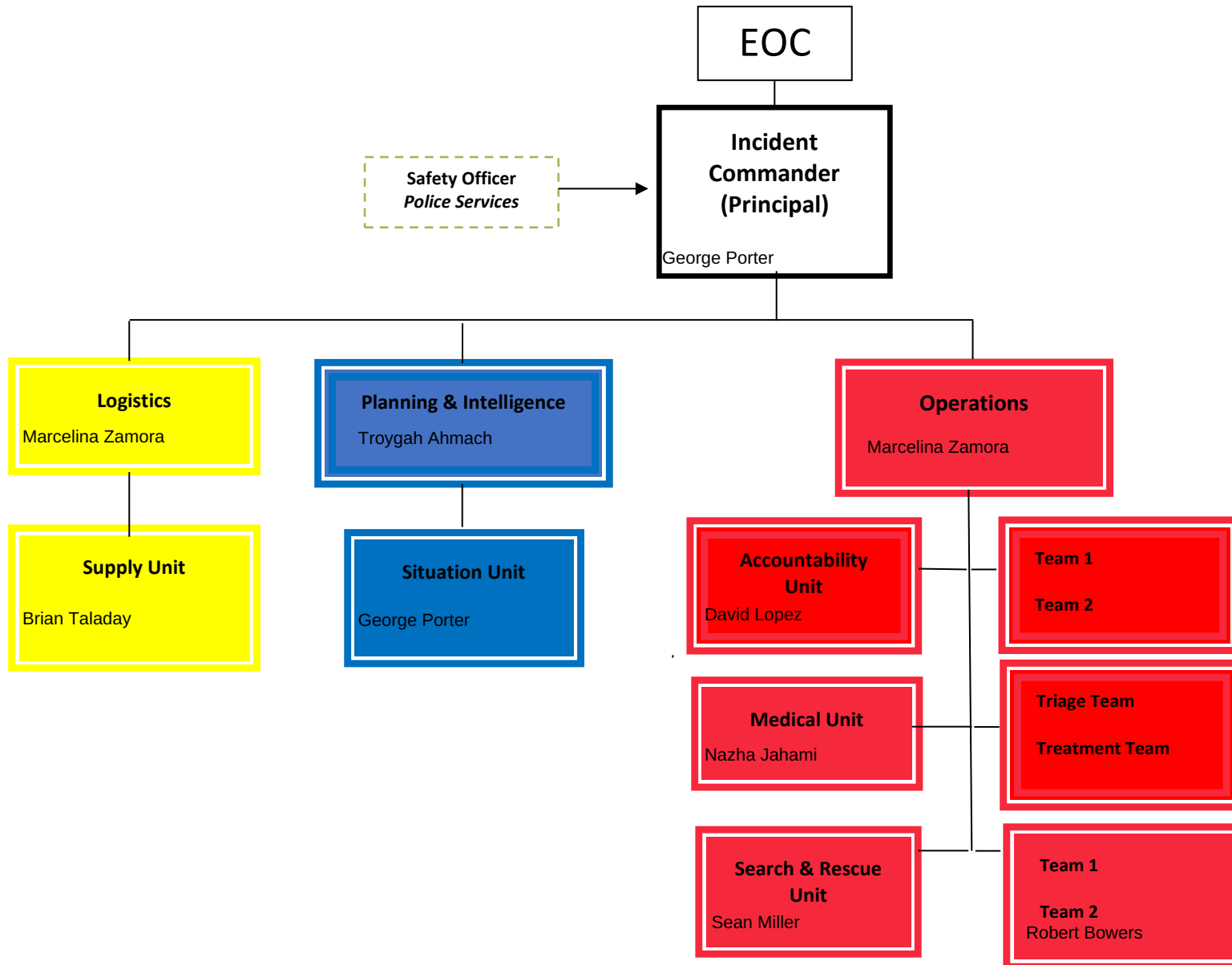
Unit Leader: Brian Taladay

916-566-3440

916-566-3440

Alternate:

**Incident Command System**  
**Year: 2025-2026**



## RESPONSE DECISION FLOW AND RESPONSE STEPS

DECISION STEPS	EXAMPLE
ALLOW PRE-PLANNED / AUTOMATIC RESPONSE PROTOCOLS TO TAKE PLACE.	EVACUATION, LOCKDOWN, CALL FOR HELP
ESTABLISH AN INCIDENT COMMAND POST	GATHER TEAMS / DETERMINE CAPABILITIES AND CONDUCT A HASTY SITUATION ASSESSMENT.
DEVELOP AN INCIDENT ACTION PLAN	DETERMINE PRIORITIES AND OBJECTIVES AND OUTLINE RESPONSE STRATEGIES AND TACTICS.
INITIATE PLAN	DEPLOY RESPONSE TEAMS, DOCUMENT INCOMING INFORMATION. ADJUST PLAN AS NECESSARY. RE-EVALUATE AT THE BEGINNING OF EACH OPERATIONAL CYCLE.
ENTER INTO UNIFIED COMMAND	BRIEF EACH FIRST RESPONDER ELEMENT (FIRE, PARAMEDICS, POLICE) AS THEY ARRIVE AT THE INCIDENT COMMAND POST. ADJUST RESPONSE PLANS BASED ON FIRST RESPONDER CAPABILITIES AND RE-EVALUATION OF ELEMENT SPECIFIC (FIRE, POLICE, SCHOOLS) PRIORITIES AND OBJECTIVES.

## PRIORITIES – OBJECTIVES – STRATEGIES – TACTICS MATRIX

Guidance Element	Description	Example
<b>Priorities</b>	Defines the intent of the Incident Commander, in general terms, with regard to the most important things that must be accomplished. They are generally expressed in terms of core capacities and capabilities.	<p><b>What are the most important things to focus on immediately?</b></p> <p>Gain accountability of all students and staff within 10 minutes of the onset of the incident.</p>
<b>Objectives</b>	<p>Define what must be accomplished to achieve the priorities based on the knowledge of the current situation and the resources available.</p> <p>Objectives can be thought of as the “big picture” response mechanisms that allow the Incident Commander to address the defined priorities.</p>	<p><b>How do I address the identified priorities?</b></p> <ol style="list-style-type: none"> <li>1) Conduct classroom-by-classroom accountability surveys at the Evacuation Assembly Area.</li> <li>2) Conduct Search and Rescue Operations</li> </ol>
<b>Strategies</b>	Plan of action to achieve one or more objectives. Strategies describe what actions and resources are required to achieve specific objectives. These should be re-evaluated at the beginning of each operational period.	<p><b>What are the specific resources I need to deploy in order to accomplish the stated objectives?</b></p> <ol style="list-style-type: none"> <li>1) Deploy Accountability Team to the Evacuation Assembly Area.</li> <li>2) Deploy Search and Rescue Teams to selected areas.</li> </ol>
<b>Tactics and Tasks</b>	Defines how specific actions will be performed to achieve the planning objective. Tactics specify who, what, when, and where when describing the deployment and direction of resources for implementing strategies to achieve incident objectives. These may be adjusted as necessary.	<p><b>What are the specific task directives?</b></p> <ol style="list-style-type: none"> <li>1) Accountability Teams 1 will survey each classroom assembly, acquire a class roster from the teacher and determine the number of missing students by name.</li> <li>2) Team 2 will account for and identify by name all students and staff reporting to the casualty collection point.</li> <li>3) Search and rescue Team 1 will clear and mark buildings 1 through 3, and Team 2 will clear and mark buildings 4 through 6. No entry into buildings 7 and 8 – fire location.</li> </ol>

## INCIDENT COMMAND SYSTEM POSITION DESCRIPTIONS

### COMMAND STAFF

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The Command Staff are incident management personnel that the Incident Commander or Unified Command assigns to directly support the command function. Command Staff positions are established by the Incident Commander or Unified Command as needed to support the management of an incident. Command staff report directly to the Incident Commander or Unified Command and are assigned assistants as necessary to perform their duties.

The ICS Command Staff includes:

**Incident Commander (IC)** (at the site Incident Command Post): The Incident Commander (at the site) has overall incident management responsibility and is responsible for all incident management decisions. When an incident occurs within a single jurisdiction, and there is no overlapping responsibility, the appropriate authority designates a single Incident Commander. When incident management crosses jurisdictional and/or functional agency boundaries, the various jurisdictions and organizations may still agree to designate a single Incident Commander, or they may enter into a Unified Command (See below).

When there is a single Incident Commander, that individual is solely responsible for the following:

- ☐ Establishing the incident objectives and priorities that guide incident action planning and operations
- ☐ Approving all response plans and strategies based on expert advice
- ☐ Approving all external messages
- ☐ Determining the operational cycle
- ☐ Assessing the situation
- ☐ Establishing an Incident Command Post (ICP)
- ☐ Establishing or modifying an appropriate organization
- ☐ Ensuring planning meetings are scheduled as required
- ☐ Coordinating activity for all Command and General Staff
- ☐ Coordinating with key people and District officials
- ☐ Approving requests for additional resources or for the release of resources
- ☐ Keeping District administration informed of incident status
- ☐ Approving the use of trainees, volunteers, and auxiliary personnel
- ☐ Order the demobilization of the incident when appropriate.

## **UNIFIED COMMAND**

When multiple disciplines are involved in response efforts, they may enter into a Unified Command (UC). Unified Command is used to improve the unity of effort in multijurisdictional or multiagency incident management.

Unified Command enables different jurisdictions and organizations to jointly manage and direct incident activities through a common set of incident objectives, strategies, and a single incident action plan.

Each partner in the Unified Command maintains authority, responsibility, and accountability for its own personnel and other resources.

## **GENERAL STAFF SECTION**

### **OPERATIONS**

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The Operations Section plans, performs, and supports tactical activities to achieve the incident objectives established by the Incident Commander (IC).

#### **OPERATIONS SECTION CHIEF:**

- ☐ Manage tactical operations at the site / Incident Command Post level.
- ☐ Interact with the next lower level of Section (Branch, Division/Group) to develop the operations portion of the Incident Action Plan
- ☐ Request resources needed to implement the Operation's tactics as a part of the Incident Action Plan development
- ☐ Assist in the development of the operations portion of the Incident Action Plan
- ☐ Supervise the execution of the Incident Action Plan for Operations
- ☐ Ensure safe tactical operations
- ☐ Request additional resources to support tactical operations
- ☐ Approve release of resources from assigned status (not release from the incident)
- ☐ Maintain close communication with the Incident Commander
- ☐ Direct and oversee the activation, operations, and demobilization of the Operations Section and maintain a Unit Log.

The Operations Section Chief determines the need to activate or deactivate units within the section. If a unit is not activated, responsibility for that unit's duties will remain with the Section Chief.

#### **ACCOUNTABILITY UNIT LEADER**

- ☐ Gain accountability of all students, staff, visitors, and contractors at the Incident site
- ☐ Report accountability status to the Incident Command Post
- ☐ Organize and supervise the movement of personnel to transportation for movement during off-site evacuations
- ☐ Track movement of personnel to off-site reunification and conduct on-site parent release operations.

### **MEDICAL UNIT LEADER**

- ☐ At the scene of the incident, establish and manage the triage site and Casualty Collection Point
- ☐ Oversee the triage and medical treatment of all casualties
- ☐ Report casualty status and fatalities to the Incident Command Post
- ☐ Track movement of casualties and recommend mitigation strategies to the Incident Commander
- ☐ Liaise with medical first responder upon arrival and provide casualty status
- ☐ Request additional personnel and supplies as needed
- ☐ Liaise with the Coroner's Office on scene

### **SEARCH AND RESCUE UNIT LEADER**

- ☐ Oversee all incident site search and rescue teams and operations at the direction of the Incident Commander.
- ☐ Develop and implement search and rescue plans
- ☐ Track search and rescue team activities
- ☐ Document team actions
- ☐ Ensure teams have appropriate equipment
- ☐ Make equipment and personnel requests to the Incident Commander, as necessary
- ☐ Report all information to the Incident Commander
- ☐ Assist fire department operations at their request
- ☐ Brief arriving fire department personnel as directed
- ☐ Assist medical teams with immediate intervention treatment as needed

## **PLANNING & INTELLIGENCE**

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The Planning Section collects, evaluates, processes, and disseminates information for use at the incident.

### **PLANNING & INTELLIGENCE SECTION CHIEF:**

- ☐ Collect and process situation information
- ☐ Supervise the preparation of the Incident Action Plan
- ☐ Establish information requirements and reporting schedules for the Situation Unit
- ☐ Establish special information collection activities as necessary, e.g., weather, environmental, toxics, etc.
- ☐ Report any significant changes in incident status
- ☐ Compile and display incident status information
- ☐ Provide input to the Incident Commander and Operations Section Chief in preparing the Incident Action Plan
- ☐ Oversee preparation of Incident demobilization plan
- ☐ Maintain close communication with the Incident Commander
- ☐ Direct and oversee the activation, operations, and demobilization of the Planning & Intelligence Section,

- ☐ Maintain a Unit Log

The Planning & Intelligence Section Chief determines the need to activate or deactivate units within the section. If a unit is not activated, responsibility for that unit's duties will remain with the Section Chief.

#### **SITUATION UNIT LEADER**

- ☐ Maintain the Incident Command Post status board
- ☐ Responsible for documenting, managing, and displaying all incoming and outgoing incident information
- ☐ Document assignments and supply needs
- ☐ Notify the Incident Commander of pertinent information and status changes
- ☐ Establish information requirement
- ☐ Fill EOC information requests
- ☐ Maintains a master record of the incident

### **LOGISTICS**

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All incident material support and staffing needs are provided by the Logistics Section.

#### **LOGISTICS SECTION CHIEF:**

- ☐ Manage all incident logistics
- ☐ Provide logistical input to the Incident Commander in preparing the Incident Action Plan
- ☐ Brief other Section and Unit Leaders as needed
- ☐ Conduct logistical forecasting
- ☐ Identify anticipated and known incident service and support requirements
- ☐ Request additional resources as needed
- ☐ Review and provide input to all plans and planning subsections, as required
- ☐ Supervise requests for additional resources
- ☐ Direct and oversee the activation, operations, and demobilization of the Logistics Section
- ☐ Maintain a Unit Log.

The Logistics Section Chief determines the need to activate or deactivate units within the section. If a unit is not activated, responsibility for that unit's duties will remain with the Section Chief.

#### **SUPPLY UNIT LEADER**

- ☐ Responsible for the immediate identification and local acquisition of equipment or supplies for the Incident Command Post and teams.

## Part V: Firearm Safety Notification Procedures (California Education Code 49392)

In compliance with California Education Code Section 48986, the District provides annual written notification to parents and guardians of pupils in kindergarten through grade 12 regarding California laws relating to the safe storage of firearms. This notification is included in the District's Student and Family Handbook and serves to increase awareness and promote school and community safety.

## Part VI: Threat Reporting Procedures (California Education Code 49393)

### 1. Purpose

These procedures are established to ensure the safety of all students, staff, and visitors by providing a clear, coordinated process for reporting, assessing, and responding to threats or incidents of violence, unlawful activity, or potential harm occurring:

- On school grounds
- During school-sponsored events
- On school transportation

These procedures fulfill the requirements of **Education Code sections 49390–49395**, as established by **Senate Bill 906**, effective January 1, 2023, and incorporate the use of **Catapult EMS** to support timely communication and incident management.

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### 2. Definitions

- **Threat or perceived threat:** Any writing or action by a pupil that creates a reasonable suspicion the pupil is preparing to commit a homicidal act related to the school or a school activity. This includes depictions of firearms, ammunition, shootings, or related violent imagery in association with physical harm or death (e.g., on social media, journals, or class notes).
- **Dangerous or unlawful activity:** Any act or threat that could cause injury or violate local, state, or federal laws (e.g., possession of weapons, physical assault, drug activity, threats of harm).
- **LEA employee:** All certificated and classified staff, contractors, and governing board members who interact with students.

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### 3. Immediate Response and Reporting Protocol

#### A. Staff Observations and Mandatory Reporting

- Any staff member who observes or becomes aware of a threat or perceived threat of a **homicidal act related to school or a school activity** must immediately:
  - **Report to site administration and**
  - **Notify local law enforcement, Twin Rivers Police** (or school resource officer)

- **Submit an Action Alert (Code Red) through Catapult EMS**, which will simultaneously notify key response personnel, including administration and district-level safety officials
- Include all **available evidence** related to the threat (e.g., screenshots, notes, eyewitness statements).
- If multiple employees are aware of the same incident, a report by one satisfies the obligation for all; however, employees are encouraged to document/report individually when in doubt.

#### B. Reporting Other Dangerous or Unlawful Activities

- Staff should report all observed or suspected incidents involving violence, weapons, or unlawful acts to site administration **and through Catapult EMS**.
- Site administrators will use Catapult EMS to:
  - Track incident response in real-time
  - Coordinate with district and law enforcement partners
  - Document steps taken throughout the incident

### 4. Administrative Investigation and Threat Assessment

- Upon receiving a report, school administration will:
  1. **Secure the immediate safety** of all individuals involved (e.g., initiate lockdown, call security, isolate the student).
  2. **Initiate a threat assessment** using District-adopted tools (e.g., Behavioral Threat Assessment model).
  3. **Collaborate with law enforcement**, per Ed. Code § 49394, to:
    - Conduct a timely investigation
    - Review the California DOJ firearm registry
    - Conduct a search of the school site if warranted by reasonable suspicion
- **All communication with internal response teams and documentation of investigative steps will be managed via Catapult EMS**, supporting transparency and centralized recordkeeping.

### 5. Parent and Student Involvement

- Parents/guardians of involved students will be notified in a manner consistent with district policy and legal requirements.
- In cases involving threats of violence, mental health supports may be offered, including:
  - Counseling referrals
  - SST or IEP team review, if applicable
  - Safety re-entry planning

### 6. Documentation and Follow-Up

- All incidents and responses will be documented in both Aeries and Catapult EMS for tracking and legal compliance.
- School administrators will convene a follow-up meeting to:
  - Review the adequacy of the response
  - Ensure all supports and consequences were implemented appropriately
  - Adjust safety protocols if needed

## Part VII: Emergency Response Protocols

These Emergency Response Protocols are an excerpt from the larger Master Emergency Operating Plan (EOP) that is developed under the U.S. Department of Education's Emergency Response and Crisis Management Discretionary Program.

These Emergency Response Protocols are consistent with both the Standardized Emergency Management System (SEMS) developed by the State of California and the National Incident Management System (NIMS) developed by the U.S. Department of Homeland Security. The EOP presents specific standardized procedures to be used in preparing for and responding to school emergencies.

It is important to treat this plan as an evolving and living document that will be reviewed in detail annually and updated as required, especially after every incident that requires its use.

The main objectives of these Emergency Response Protocols are to establish policies, procedures, and an organizational structure for response to emergencies for:

- Protecting the life and safety of students and staff
- Protecting Twin Rivers Unified School District property and the environment
- Providing rapid resumption of normal school activities in a timely manner

These emergency protocols are organized into two sections:

1. **Part V.1: Common Response Actions:** Addresses immediate common response actions that may be applied to multiple incident types.
2. **Part V.2: Incident-Specific Response Actions:** Provides pre-incident prevention/mitigation, emergency response, and recovery guidelines for specific incident types.

Each Section of the Incident-Specific Response Actions is divided into 3 subsections:

- A. Pre –Incident Prevention / Mitigation: Those actions, such as plans, training, equipment acquisitions etc., that will prepare schools to deal with emergencies.
- B. Emergency Response Guidelines: Those actions to be taken at the onset, during and at the immediate conclusion of an incident.
- C. Recovery: Those actions that promote continuity of operations and a return to normal operations and post-incident analysis.

**The District's Emergency Response Protocols from the Master Emergency Operation Plan (EOP) are accessible online at this [link](#).**

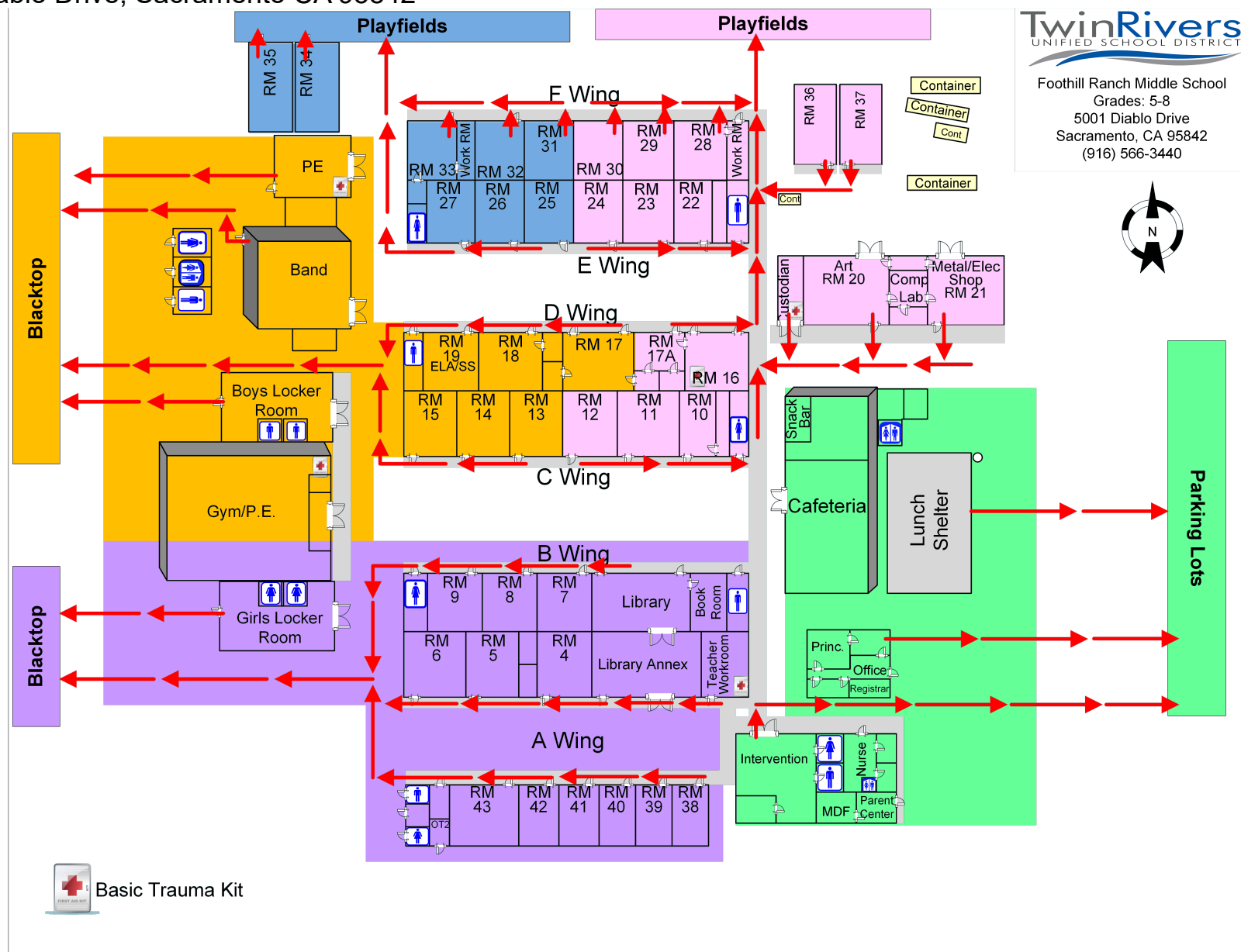
## Off-Site Evacuation Locations

1 <sup>st</sup> OFF-SITE EVACUATION LOCATION			
<b>Name of Evacuation Facility:</b>	Parking Lot		
<b>Contact Person:</b>	George Porter	<b>Phone:</b>	916-914-4409
<b>Address:</b>	5001 Diablo Drive Sacramento, Ca 95842		
<b>Special Conditions of Facility Owner:</b>	TRUSD		
2 <sup>ND</sup> OFF-SITE EVACUATION LOCATION			
<b>Name of Evacuation Facility:</b>	Grass Field		
<b>Contact Person:</b>	Marcelina Zamora	<b>Phone:</b>	209-541-4348
<b>Address:</b>	5001 Diablo Drive Sacramento, Ca 95842		
<b>Special Conditions of Facility Owner:</b>	TRUSD		






# Foothill Ranch 5001 Diablo Drive, Sacramento CA 95842



# **School Site Council Calendar 2025/26**

**3:00 PM - 4:00**

**August 21, 2025: Annual Title 1 Meeting**

 **Foothill Ranch Middle School Annual Title I Meeting**

**September 24, 2025 TRUSD SSC Zoom Training:**

<https://twinriversusd-org.zoom.us/j/85303288423?from=addon>

**October 21, 2025**

[https://app.informedk12.com/docs/99?form\\_request\\_id=77669098&token=Fwd5NFVez7Mv3by4xLUM2wLW](https://app.informedk12.com/docs/99?form_request_id=77669098&token=Fwd5NFVez7Mv3by4xLUM2wLW)

**Agenda Items**

**Elect officers, Adopt bylaws,  
Compact and Involvement,  
Comprehensive Safe Schools Plan  
SPSA goals and actions and  
CAASPP data**

**November 18, 2025**

**December (No Meeting)**

**January 20, 2026**

**February (No Meeting)**

**March 17, 2026**

**April (No Meeting)**

**May 19, 2026**