



Westside Elementary

# School Site Council Agenda/Minutes

*Agenda / Actas del Consejo Escolar*

## Date & Time (Fecha & Hora)

10/07/2026

3:00 PM

## Location (Ubicación)

Zoom

## Zoom Link (Enlace de Zoom)

<https://twinriversusd-org.zoom.us/j/3667725047?pwd=RmRGRExIZIRLdFpsTzlyZHJvTGluQT09>

## 2026 - 2027, Elected SSC Members *Miembros Electos de SSC*

| Non-staff: Parents/Community Member/Students<br><i>No Personal: Padres/Miembros de la Comunidad/Estudiantes</i>                                                                                                                                                                                                                                                                    |                  |        | Present / Absent<br><i>Presente/ Ausente</i> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--------|----------------------------------------------|
| Parent                                                                                                                                                                                                                                                                                                                                                                             | Megan Sheley     | Year 2 |                                              |
| Parent                                                                                                                                                                                                                                                                                                                                                                             | Alan Rowlett     | Year 2 |                                              |
| Parent                                                                                                                                                                                                                                                                                                                                                                             | Sara Johnson     | Year 2 |                                              |
| Community Member                                                                                                                                                                                                                                                                                                                                                                   | Donna Hutchins   | Year 2 |                                              |
| Parent                                                                                                                                                                                                                                                                                                                                                                             | Stanley Johnson  | Year 2 |                                              |
| Alternates (Alternativos):                                                                                                                                                                                                                                                                                                                                                         |                  |        |                                              |
| <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><br><b>*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).</b> |                  |        |                                              |
| Staff: Principal or Designee/Teachers/Other Staff<br><i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal</i>                                                                                                                                                                                                                                                          |                  |        | Present / Absent<br><i>Presente/ Ausente</i> |
| Principal/Designee: <i>Directora(a)/ Designado(a):</i> Kristina Jordan                                                                                                                                                                                                                                                                                                             |                  |        |                                              |
| Teacher: <i>Maestro(a):</i>                                                                                                                                                                                                                                                                                                                                                        | Becky Bradford   | Year 2 |                                              |
| Teacher: <i>Maestro(a):</i>                                                                                                                                                                                                                                                                                                                                                        | Gailene Carreno  | Year 1 |                                              |
| Teacher: <i>Maestro(a):</i>                                                                                                                                                                                                                                                                                                                                                        | Joanna Sharlette | Year 1 |                                              |
| Other Staff: <i>Otro Personal:</i>                                                                                                                                                                                                                                                                                                                                                 | Kelley Hicks     | Year 2 |                                              |
| Alternates: <i>Alternativos:</i>                                                                                                                                                                                                                                                                                                                                                   |                  |        |                                              |
| <b>*Teachers must be the majority</b> <b>*Los maestros deben ser mayoría</b>                                                                                                                                                                                                                                                                                                       |                  |        |                                              |

| AGENDA                                                                                                                              |                                         |                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ITEM <i>ARTÍCULO</i>                                                                                                                | Facilitator<br><i>Facilitador(a)</i>    | Minutes<br><i>Minutas</i>                                                                                                                                                                                                                                               |
| <b>Call to Order / Sign in sheet</b> <i>Orden del Día/ Hoja de Firmas</i><br><br><b>Quorum</b> <i>Quórum (50% +1)</i>               | <b>Chairperson</b><br><i>Presidente</i> | This meeting is called to order at:<br><i>Se abre la sesión a las</i><br><br>Total Members in Attendance:<br><i>Total de Miembros Presentes:</i><br><br>Quorum:<br><i>Quórum:</i>                                                                                       |
| <b>Public Comment (2 minutes per speaker)</b><br><i>Comentarios del Público (2 minutos cada participante)</i>                       | <b>Chairperson</b><br><i>Presidente</i> | <b>Summary of Comments</b> <i>(Resumen de Comentarios)</i>                                                                                                                                                                                                              |
| <b>Review Agenda</b> <i>Repasar Agenda</i>                                                                                          | <b>Chairperson</b><br><i>Presidente</i> | <b>Summary of Comments</b> <i>(Resumen de Comentarios)</i>                                                                                                                                                                                                              |
| <b>Review / approve minutes from last meeting</b><br><i>Revisar/aprobar el acta de la última reunión</i><br><br>1🔗 Previous Minutes | <b>Chairperson</b><br><i>Presidente</i> | I move to approve the <i>Propongo aprobar a la</i><br><br>Person <i>Persona:</i><br>Second <i>Se secundó:</i><br>In favor <i>A favor :</i><br>Oppose <i>En contra:</i><br>Abstain <i>En abstención:</i><br>Motion: Pass or Fail:<br><i>Moción: Aprobada o Rechazada</i> |

**Council Business** *Asuntos del Consejo*

Member Training (Formación de Miembros)

**Chairperson**  
*Presidente***Summary of Action Taken**  
*Resumen de Medidas Adoptadas*

Elect Officers (Elegir a Funcionarios)

**Chairperson**  
*Presidente***Summary of Action Taken**  
*Resumen de Medidas Adoptadas*

New Members (Nuevos Miembros)

**Chairperson**  
*Presidente***Summary of Action Taken**  
*Resumen de Medidas Adoptadas*

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

|                                                                                                                                                                |                                                 |                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Bylaws (Reglamentos)</p> <p>1  Attachment</p>                              | <p><b>Chairperson</b><br/><i>Presidente</i></p> | <p>I move to approve the <i>Propongo aprobar a la</i></p> <p>Person <i>Persona:</i><br/> Second <i>Se secundó:</i><br/> In favor <i>A favor :</i><br/> Oppose <i>En contra:</i><br/> Abstain <i>En abstención:</i><br/> Motion: Pass or Fail:<br/> <i>Moción: Aprobada o Rechazada</i></p> |
| <p>School Compact (Compacto Escolar)</p> <p>1  Attachment</p>                | <p><b>Chairperson</b><br/><i>Presidente</i></p> | <p>I move to approve the <i>Propongo aprobar a la</i></p> <p>Person <i>Persona:</i><br/> Second <i>Se secundó:</i><br/> In favor <i>A favor :</i><br/> Oppose <i>En contra:</i><br/> Abstain <i>En abstención:</i><br/> Motion: Pass or Fail:<br/> <i>Moción: Aprobada o Rechazada</i></p> |
| <p>Parent Involvement (Participación de Padres)</p> <p>1  Attachment</p>    | <p><b>Chairperson</b><br/><i>Presidente</i></p> | <p>I move to approve the <i>Propongo aprobar a la</i></p> <p>Person <i>Persona:</i><br/> Second <i>Se secundó:</i><br/> In favor <i>A favor :</i><br/> Oppose <i>En contra:</i><br/> Abstain <i>En abstención:</i><br/> Motion: Pass or Fail:<br/> <i>Moción: Aprobada o Rechazada</i></p> |
| <p>Site Safety Plan (Plan de Seguridad del Centro)</p> <p>1  Attachment</p> | <p><b>Chairperson</b><br/><i>Presidente</i></p> | <p>I move to approve the <i>Propongo aprobar a la</i></p> <p>Person <i>Persona:</i><br/> Second <i>Se secundó:</i><br/> In favor <i>A favor :</i><br/> Oppose <i>En contra:</i><br/> Abstain <i>En abstención:</i><br/> Motion: Pass or Fail:<br/> <i>Moción: Aprobada o Rechazada</i></p> |

## Document Review: *Revisión y de Documentos*

|                                                                                                                                                                        |                                                 |                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------------------|
| <p>Other</p> <p>Terms of Office (Council Will Vote on Terms)</p> <p>1  Attachment</p> | <p><b>Chairperson</b><br/><i>Presidente</i></p> | <p><b>Summary of Action Taken</b><br/><i>Resumen de Medidas Adoptadas</i></p> |
| <p>Other</p> <p>CAASPP Data</p> <p>1  Attachment</p>                                | <p><b>Chairperson</b><br/><i>Presidente</i></p> | <p><b>Summary of Action Taken</b><br/><i>Resumen de Medidas Adoptadas</i></p> |

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

|                                                                                                                                                                                                                                                                                              |                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div data-bbox="144 1438 190 1461">N/A</div> <div data-bbox="123 1497 316 1522">SPSA Overview</div> <div data-bbox="146 1864 414 1892"> <div data-bbox="146 1864 168 1892">1</div> <div data-bbox="168 1864 198 1892"></div> <div data-bbox="198 1864 414 1892">Attach Document</div> </div> | <div data-bbox="774 1419 948 1484"> <b>Chairperson</b><br/> <i>Presidente</i> </div> | <div data-bbox="969 1419 1511 1449">I move to approve the <i>Propongo aprobar a la</i></div> <div data-bbox="969 1512 1157 1535">Person <i>Persona:</i></div> <div data-bbox="969 1549 1193 1572">Second <i>Se secundó:</i></div> <div data-bbox="969 1587 1164 1610">In favor <i>A favor :</i></div> <div data-bbox="969 1625 1179 1648">Oppose <i>En contra:</i></div> <div data-bbox="969 1663 1229 1686">Abstain <i>En abstención:</i></div> <div data-bbox="969 1701 1229 1724">Motion: Pass or Fail:</div> <div data-bbox="969 1738 1308 1761"><i>Moción: Aprobada o Rechazada</i></div> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| <b>Other Business:</b> <i>Otros Asuntos:</i>                                                                                                                                           |                                         |                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------------------------------------------------|
| <b>ELAC Reporting</b><br><i>Informes ELAC</i><br>Elections and Training in Progress                                                                                                    | <b>Chairperson</b><br><i>Presidente</i> | <b>Summary of Reporting</b> ( <i>Resumen de Informes</i> )            |
| <b>Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters)</b><br><i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i> | <b>Chairperson</b><br><i>Presidente</i> | <b>Summary of Presentation</b> ( <i>Resumen de Presentación</i> )     |
| <b>Additional Information/New Business/Discussion</b><br><i>Información Adicional/Asuntos Nuevos/Conversación</i>                                                                      | <b>Chairperson</b><br><i>Presidente</i> | <b>Summary of Action Taken</b><br><i>Resumen de Medidas Adoptadas</i> |
| <b>Adjournment:</b> <i>Aplazamiento:</i>                                                                                                                                               | <b>Chairperson</b><br><i>Presidente</i> | <b>Time:</b> <i>Hora:</i>                                             |

|                                                               |            |         |
|---------------------------------------------------------------|------------|---------|
| <b>Next meeting date:</b><br><i>Fecha de próxima reunión:</i> | 11/18/2026 | 3:00 PM |
|---------------------------------------------------------------|------------|---------|



Westside Elementary

# School Site Council Agenda/Minutes

*Agenda / Actas del Consejo Escolar*

## Date & Time (Fecha & Hora)

05/20/2026

3:30 PM

## Location (Ubicación)

Zoom

## Zoom Link (Enlace de Zoom)

<https://twinriversusd-org.zoom.us/j/3667725047?pwd=RmRGRExIZIRLdFpsTzlyZHJvTGJUQT09>

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

| Non-staff: Parents/Community Member/Students<br><i>No Personal: Padres/Miembros de la Comunidad/Estudiantes</i>                                                                                                                                                                                                                                                                    |                 | Present / Absent<br><i>Presente/ Ausente</i> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------------------------------|
| Parent                                                                                                                                                                                                                                                                                                                                                                             | Megan Sheley    | Present                                      |
| Parent                                                                                                                                                                                                                                                                                                                                                                             | Alan Rowlett    | Present                                      |
| Parent                                                                                                                                                                                                                                                                                                                                                                             | Sara Johnson    | Present                                      |
| Parent                                                                                                                                                                                                                                                                                                                                                                             | Stanley Johnson | Absent                                       |
| Community Member                                                                                                                                                                                                                                                                                                                                                                   | Donna Hutchins  | Present                                      |
| Alternates (Alternativos): None                                                                                                                                                                                                                                                                                                                                                    |                 |                                              |
| <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><br><b>*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).</b> |                 |                                              |
| Staff: Principal or Designee/Teachers/Other Staff<br><i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal</i>                                                                                                                                                                                                                                                          |                 | Present / Absent<br><i>Presente/ Ausente</i> |
| Principal/Designee: Directora(a)/ Designado(a): Kristina Jordan                                                                                                                                                                                                                                                                                                                    |                 | Present                                      |
| Teacher: Maestro(a): Sarah Delap                                                                                                                                                                                                                                                                                                                                                   |                 | Present                                      |
| Teacher: Maestro(a): Becky Bradford                                                                                                                                                                                                                                                                                                                                                |                 | Present                                      |
| Teacher: Maestro(a): Joanna Sharlette                                                                                                                                                                                                                                                                                                                                              |                 | Present                                      |
| Other Staff: Otro Personal: Kelley Hicks                                                                                                                                                                                                                                                                                                                                           |                 | Present                                      |
| Alternates: Alternativos: None                                                                                                                                                                                                                                                                                                                                                     |                 |                                              |
| <b>*Teachers must be the majority</b> *Los maestros deben ser mayoría                                                                                                                                                                                                                                                                                                              |                 |                                              |

# AGENDA

| ITEM <i>ARTÍCULO</i>                                                                                                                                                                                                                               | Facilitator<br><i>Facilitador(a)</i>    | Minutes<br><i>Minutas</i>                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Call to Order / Sign in sheet</b> <i>Orden del Día/ Hoja de Firmas</i><br><br><b>Quorum</b> <i>Quórum (50% +1)</i>                                                                                                                              | <b>Chairperson</b><br><i>Presidente</i> | This meeting is called to order at:<br><i>Se abre la sesión a las</i> 3:30 PM<br><br>Total Members in Attendance: 9<br><i>Total de Miembros Presentes:</i><br><br>Quorum: Yes (Si)<br><i>Quórum:</i>                                                                                                                            |
| <b>Public Comment (2 minutes per speaker)</b><br><i>Comentarios del Público (2 minutos cada participante)</i>                                                                                                                                      | <b>Chairperson</b><br><i>Presidente</i> | <b>Summary of Comments</b> <i>(Resumen de Comentarios)</i><br>None                                                                                                                                                                                                                                                              |
| <b>Review Agenda</b> <i>Repasar Agenda</i>                                                                                                                                                                                                         | <b>Chairperson</b><br><i>Presidente</i> | <b>Summary of Comments</b> <i>(Resumen de Comentarios)</i><br>Agenda reviewed with no comments or questions.                                                                                                                                                                                                                    |
| <b>Review / approve minutes from last meeting</b><br><i>Revisar/aprobar el acta de la última reunión</i><br><br>Attached<br><br><br><br><br>1  Previous Minutes | <b>Chairperson</b><br><i>Presidente</i> | I move to approve the <i>Propongo aprobar a la</i><br>Minutes/Actas<br>Person <i>Persona:</i> Joanna Sharlette<br>Second <i>Se secundó:</i> Becky Bradford<br>In favor <i>A favor :</i> 9<br>Oppose <i>En contra:</i> 0<br>Abstain <i>En abstención:</i> 0<br>Motion: Pass or Fail: Pass<br><i>Moción: Aprobada o Rechazada</i> |

**Council Business** *Asuntos del Consejo*

N/A

**Chairperson**  
*Presidente***Summary of Action Taken**  
*Resumen de Medidas Adoptadas*  
N/A

N/A

**Chairperson**  
*Presidente***Summary of Action Taken**  
*Resumen de Medidas Adoptadas*  
N/A

N/A

**Chairperson**  
*Presidente***Summary of Action Taken**  
*Resumen de Medidas Adoptadas*  
N/A

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

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

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

|                                                                  |                                         |                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Other<br><br>SSC input on District Board Cell Phone Policy Draft | <b>Chairperson</b><br><i>Presidente</i> | <b>Summary of Action Taken</b><br><i>Resumen de Medidas Adoptadas</i><br><br>District cell phone policy reviewed by Principal Jordan. Stated that this in state law and the TR School Board is working on finalizing the policy. There were no comments or questions. |
| N/A                                                              | <b>Chairperson</b><br><i>Presidente</i> | <b>Summary of Action Taken</b><br><i>Resumen de Medidas Adoptadas</i><br><br>N/A                                                                                                                                                                                      |

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

|                    |                                         |                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Approve 26-27 SPSA | <b>Chairperson</b><br><i>Presidente</i> | I move to approve the <i>Propongo aprobar a la</i> SPSA<br><br>Person <i>Persona</i> : Joanna Sharlette<br>Second <i>Se secundó</i> : Becky Bradford<br>In favor <i>A favor</i> : 9<br>Oppose <i>En contra</i> : 0<br>Abstain <i>En abstención</i> : 0<br>Motion: Pass or Fail: <b>Pass</b><br><i>Moción: Aprobada o Rechazada</i><br><br>There were no comments or questions. |
|--------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| <b>Other Business:</b> <i>Otros Asuntos:</i>                                                                                                                                           |                                         |                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>ELAC Reporting</b><br><i>Informes ELAC</i>                                                                                                                                          | <b>Chairperson</b><br><i>Presidente</i> | <b>Summary of Reporting</b> ( <i>Resumen de Informes</i> )<br>None                                                                     |
| <b>Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters)</b><br><i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i> | <b>Chairperson</b><br><i>Presidente</i> | <b>Summary of Presentation</b> ( <i>Resumen de Presentación</i> )<br>PTA providing breakfast goodies for staff for staff appreciation! |
| <b>Additional Information/New Business/Discussion</b><br><i>Información Adicional/Asuntos Nuevos/Conversación</i>                                                                      | <b>Chairperson</b><br><i>Presidente</i> | <b>Summary of Action Taken</b><br><i>Resumen de Medidas Adoptadas</i><br>None?"9i                                                      |
| <b>Adjournment:</b> <i>Aplazamiento:</i>                                                                                                                                               | <b>Chairperson</b><br><i>Presidente</i> | <b>Time: Hora:</b> 3:49 PM                                                                                                             |

|                                                               |            |         |
|---------------------------------------------------------------|------------|---------|
| <b>Next meeting date:</b><br><i>Fecha de próxima reunión:</i> | 09/16/2026 | 3:30 PM |
|---------------------------------------------------------------|------------|---------|



Westside Elementary

# School Site Council Agenda/Minutes

*Agenda / Actas del Consejo Escolar*

## Date & Time (Fecha & Hora)

03/25/2026

3:30 PM

## Location (Ubicación)

Zoom

## Zoom Link (Enlace de Zoom)

<https://twinriversusd-org.zoom.us/j/3667725047?pwd=RmRGRExIZIRLdFpsTzlyZHJvTGJUQT09>

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

| Non-staff: Parents/Community Member/Students<br><i>No Personal: Padres/Miembros de la Comunidad/Estudiantes</i>                                                                                                                                                                                                                                                                    |                 | Present / Absent<br><i>Presente/ Ausente</i> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------------------------------|
| Parent                                                                                                                                                                                                                                                                                                                                                                             | Megan Sheley    | Absent                                       |
| Parent                                                                                                                                                                                                                                                                                                                                                                             | Alan Rowlett    | Absent                                       |
| Parent                                                                                                                                                                                                                                                                                                                                                                             | Sara Johnson    | Present                                      |
| Parent                                                                                                                                                                                                                                                                                                                                                                             | Stanley Johnson | Absent                                       |
| Community Member                                                                                                                                                                                                                                                                                                                                                                   | Donna Hutchins  | Present                                      |
| Alternates (Alternativos): None                                                                                                                                                                                                                                                                                                                                                    |                 |                                              |
| <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><br><b>*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).</b> |                 |                                              |
| Staff: Principal or Designee/Teachers/Other Staff<br><i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal</i>                                                                                                                                                                                                                                                          |                 | Present / Absent<br><i>Presente/ Ausente</i> |
| Principal/Designee: Directora(a)/ Designado(a): Kristina Jordan                                                                                                                                                                                                                                                                                                                    |                 | Present                                      |
| Teacher: Maestro(a): Sarah Delap                                                                                                                                                                                                                                                                                                                                                   |                 | Present                                      |
| Teacher: Maestro(a): Becky Bradford                                                                                                                                                                                                                                                                                                                                                |                 | Present                                      |
| Teacher: Maestro(a): Joanna Sharlette                                                                                                                                                                                                                                                                                                                                              |                 | Present                                      |
| Other Staff: Otro Personal: Kelley Hicks                                                                                                                                                                                                                                                                                                                                           |                 | Absent                                       |
| Alternates: Alternativos: None                                                                                                                                                                                                                                                                                                                                                     |                 |                                              |
| <b>*Teachers must be the majority</b> *Los maestros deben ser mayoría                                                                                                                                                                                                                                                                                                              |                 |                                              |

# AGENDA

| ITEM <i>ARTÍCULO</i>                                                                                                                                                                                                                               | Facilitator<br><i>Facilitador(a)</i>    | Minutes<br><i>Minutas</i>                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Call to Order / Sign in sheet</b> <i>Orden del Día/ Hoja de Firmas</i><br><br><b>Quorum</b> <i>Quórum (50% +1)</i>                                                                                                                              | <b>Chairperson</b><br><i>Presidente</i> | This meeting is called to order at:<br><i>Se abre la sesión a las</i> 3:30 PM<br><br>Total Members in Attendance: 6<br><i>Total de Miembros Presentes:</i><br><br>Quorum: Yes (Si)<br><i>Quórum:</i>                                                                                                                            |
| <b>Public Comment (2 minutes per speaker)</b><br><i>Comentarios del Público (2 minutos cada participante)</i>                                                                                                                                      | <b>Chairperson</b><br><i>Presidente</i> | <b>Summary of Comments</b> <i>(Resumen de Comentarios)</i><br>No public comment today.                                                                                                                                                                                                                                          |
| <b>Review Agenda</b> <i>Repasar Agenda</i>                                                                                                                                                                                                         | <b>Chairperson</b><br><i>Presidente</i> | <b>Summary of Comments</b> <i>(Resumen de Comentarios)</i><br>Review of agenda made with no questions.                                                                                                                                                                                                                          |
| <b>Review / approve minutes from last meeting</b><br><i>Revisar/aprobar el acta de la última reunión</i><br><br>Attached<br><br><br><br><br>1  Previous Minutes | <b>Chairperson</b><br><i>Presidente</i> | I move to approve the <i>Propongo aprobar a la</i><br>Minutes/Actas<br>Person <i>Persona:</i> Joanna Sharlette<br>Second <i>Se secundó:</i> Becky Bradford<br>In favor <i>A favor :</i> 6<br>Oppose <i>En contra:</i> 0<br>Abstain <i>En abstención:</i> 0<br>Motion: Pass or Fail: Pass<br><i>Moción: Aprobada o Rechazada</i> |

**Council Business** *Asuntos del Consejo*

N/A

**Chairperson**  
*Presidente***Summary of Action Taken**  
*Resumen de Medidas Adoptadas*  
N/A

N/A

**Chairperson**  
*Presidente***Summary of Action Taken**  
*Resumen de Medidas Adoptadas*  
N/A

N/A

**Chairperson**  
*Presidente***Summary of Action Taken**  
*Resumen de Medidas Adoptadas*  
N/A

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

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

## Document Review: *Revisión y de Documentos*

|                                                                                                                |                                                 |                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Needs Assessment (Evaluación de Necesidades)</p><br><br><br><br><br><br><br><br><br><br><p>1 Attachment</p> | <p><b>Chairperson</b><br/><i>Presidente</i></p> | <p><b>Summary of Action Taken</b><br/><i>Resumen de Medidas Adoptadas</i></p> <p>Review of Westside's needs done with no comments or questions.</p> |
| <p>N/A</p>                                                                                                     | <p><b>Chairperson</b><br/><i>Presidente</i></p> | <p><b>Summary of Action Taken</b><br/><i>Resumen de Medidas Adoptadas</i></p> <p>No public comment today.</p>                                       |

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

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

| <b>Other Business:</b> <i>Otros Asuntos:</i>                                                                                                                                           |                                         |                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ELAC Reporting</b><br><i>Informes ELAC</i>                                                                                                                                          | <b>Chairperson</b><br><i>Presidente</i> | <b>Summary of Reporting</b> ( <i>Resumen de Informes</i> )<br>Principal Jordan explained that there were no parents at the last ELAC meeting. |
| <b>Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters)</b><br><i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i> | <b>Chairperson</b><br><i>Presidente</i> | <b>Summary of Presentation</b> ( <i>Resumen de Presentación</i> )<br>None                                                                     |
| <b>Additional Information/New Business/Discussion</b><br><i>Información Adicional/Asuntos Nuevos/Conversación</i>                                                                      | <b>Chairperson</b><br><i>Presidente</i> | <b>Summary of Action Taken</b><br><i>Resumen de Medidas Adoptadas</i><br>None                                                                 |
| <b>Adjournment:</b> <i>Aplazamiento:</i>                                                                                                                                               | <b>Chairperson</b><br><i>Presidente</i> | <b>Time: Hora:</b> 3:42 PM                                                                                                                    |

|                                                               |            |         |
|---------------------------------------------------------------|------------|---------|
| <b>Next meeting date:</b><br><i>Fecha de próxima reunión:</i> | 05/20/2026 | 3:30 PM |
|---------------------------------------------------------------|------------|---------|

# **BOARD POLICY (BP 5131.8)**

## **Student Use of Cell Phones and Personal Electronic Devices (Grades TK–12)**

### **Policy Statement**

The Governing Board recognizes that personal electronic devices can support communication and safety, but may also disrupt learning, student engagement, mental health, and overall school climate when misused or excessively used during the school day.

In accordance with California law, the Board directs that student use of smartphones and personal electronic devices shall be limited during the school day in order to promote academic focus, student engagement, safety, and a distraction-free learning environment.

The Board establishes a “bell-to-bell” expectation that personal electronic devices remain off and away during the instructional day for students in grades TK–8, with more limited use permitted at the high school level as defined in administrative regulation.

For elementary students (TK–6), the Board strongly discourages bringing personal electronic devices to school. Personal electronic devices are brought to school at the student’s own risk.

The Superintendent or designee shall develop administrative regulations to ensure consistent implementation, including expectations for use, prohibited conduct, staff authority, consequences for misuse, and procedures for handling devices.

### **Applicability**

This policy applies while students are:

- On school grounds
- During school hours
- At school-sponsored activities
- Under the supervision and control of district staff

### **Authority of School Staff**

School staff may regulate student possession and use of personal electronic devices and may require a student to relinquish a device when used in violation of district policy or school rules.

### **Exceptions**

Students shall not be prohibited from using a device when:

- Required for an emergency
- Authorized by staff for instructional purposes
- Required for a documented medical condition
- Required by an Individualized Education Program (IEP) or Section 504 Plan

## **Liability**

Personal electronic devices are brought to school at the student's own risk. The district and school sites assume no responsibility for loss, theft, or damage except in cases of gross negligence.

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# **ADMINISTRATIVE REGULATION (AR 5131.8)**

## **Student Use of Cell Phones and Personal Electronic Devices (Grades TK–12)**

### **1. Definitions**

Personal electronic devices include, but are not limited to:

- Smartphones and cell phones
- Smartwatches with communication capability
- Earbuds and headphones
- Tablets or similar personal devices
- Recording devices (e.g., Meta glasses)

### **2. Standard: “Off and Away”**

“Off and away” means:

- Device is powered off, on silent, or in “Do Not Disturb” mode
- Device is not visible or accessible to the student
- Device is stored in a backpack or designated location as directed by staff

### **3. Applicability**

This regulation applies:

- On campus, including before school, passing periods, recess, and lunch
- During school-sponsored activities
- Under the supervision and control of district staff

## **4. Elementary and K–8 Expectations**

### **Grades TK–6 (Elementary)**

- Students may bring devices to school for safety purposes; however, the district strongly discourages bringing personal electronic devices to school.
- Devices must remain off and away for the entire school day (“bell-to-bell” or “gate-to-gate”), including:
  - Before school
  - Instructional time
  - Recess
  - Lunch
- No student use is permitted during the school day unless:
  - Explicitly authorized by staff for instructional purposes
  - Required by an IEP, Section 504 Plan, or documented medical need
- Earbuds, headphones, and smartwatches must also remain off and stored.

### **Grades 7–8 (Middle School)**

- Devices must remain off and away for the entire school day (“bell-to-bell” or “gate-to-gate”), including:
  - Passing periods
  - Lunch
- Use is permitted only:
  - With staff authorization for instructional purposes
  - With administrative approval when appropriate
- Earbuds, headphones, and smartwatches must remain off and stored unless authorized.

## **5. Secondary Expectations (Grades 9–12)**

- Devices must be off and away during instructional time.
- Use may be permitted:
  - Before school
  - Passing periods
  - During lunch
- Teachers may authorize use for instructional purposes when:
  - Clearly aligned to instructional objectives
  - Structured and time-bound
  - Actively monitored and supervised

## **6. Classroom Expectations**

- Students shall place devices in designated storage systems or keep them off and away as directed by staff.
- Devices may only be used when:
  - Authorized by the teacher
  - Used for instructional purposes

## **7. Permitted Use / Exceptions**

Students may use personal electronic devices only when:

- Explicitly authorized by school staff for instructional purposes
- Required for a documented IEP, Section 504 Plan, or medical need
- Approved by administration for an emergency or extenuating circumstance

The school office remains the primary point of contact for urgent communication between families and students.

## **8. Prohibited Conduct**

Students shall not:

- Use devices in violation of “off and away” expectations
- Record, photograph, or audio capture individuals without consent
- Use wearable recording devices without authorization
- Use devices for academic dishonesty
- Engage in bullying, harassment, or inappropriate communication
- Use devices in restrooms, locker rooms, or private areas
- Access inappropriate content
- Disrupt the learning environment

## **9. Staff Authority and Response to Misuse**

Staff may:

- Direct devices to be put away
- Redirect students to comply with expectations
- Require devices to be relinquished
- Confiscate devices for the remainder of the class period or school day
- Refer repeated misuse to administration

Schools may implement progressive responses to repeated misuse, including:

1. Device held by staff until end of class or end of day

2. Device transferred to the office until dismissal
3. Parent/guardian notification and required retrieval
4. Parent/student/device-use agreements
5. Documentation in Aeries or other district systems

All responses shall be:

- Consistent with district discipline policies
- Developmentally appropriate
- Focused on correcting behavior and maintaining a safe learning environment

## **10. Handling, Storage, and Care of Devices**

When a device is taken from a student:

- Staff shall exercise reasonable care in handling the device
- The device may be held by staff or transferred to a secure and locked location
- Access shall be limited to authorized personnel
- Site administrators may establish procedures for:
  - Storage
  - Documentation
  - Logging devices in and out
  - Return of devices

Placing a confiscated device on top of or inside an unlocked desk or cabinet is not considered a properly secured location.

The district is not responsible for loss, theft, or damage except in cases of gross negligence.

## **11. Search of Devices**

Personal electronic devices shall not be searched except in accordance with law and district policy.

## **12. Privacy and Safety**

Students shall not use devices to violate the privacy, safety, or rights of others.

Students shall not:

- Record or photograph others without permission
- Use devices in restrooms, locker rooms, or other private areas
- Use devices in a manner that disrupts school operations or compromises safety

## **13. Emergency Procedures**

- Students must follow all staff directions during emergencies.
- Personal devices may not be used unless directed by staff.
- Students may contact families through the office or with staff permission.
- Families should contact the school office for urgent communication.

## **14. Access and Equity**

Schools shall ensure:

- Students have access to necessary instructional technology
- Alternatives are provided when personal devices are not available

## **15. Site Implementation**

Schools may implement site-specific systems aligned with this regulation, including:

- Gate-to-gate restrictions
- Classroom phone storage systems
- Designated phone-free zones
- Office-based procedures
- Structured collection procedures
- Device-use agreements

## **16. Communication and Review**

- This policy and regulation shall be communicated annually to students and families.
- The policy shall be included in student and parent handbooks.
- Schools may reinforce expectations throughout the school year.
- The district shall review and update this policy and regulation at least every five years in accordance with state law.

Westside Elementary  
**SCHOOL SITE COUNCIL BYLAWS**

**ARTICLE I**

**Duties of the School Site Council:**

- The School Site Council of Westside Elementary, 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/Designee

Classroom teachers

“Other” school staff members (non-classroom teaching staff)

Parents or community members

Students (secondary)

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

The school principal/designee is a required member of the council. The principal/designee 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.

**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. (i.e. Year 1 or Year 2 member etc.)

### **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.**

### **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. Membership shall automatically terminate for any member who is absent from all regular meetings for a period of two (2) consecutive meetings.

### **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/designee is a standing member of the council.
- Classroom teacher elections will be held in September:
  - The certificated membership will be elected into rotational positions of *two years*.
  - Nominations and elections are conducted by the classroom teachers.
  - If the form is digital, a member of that voting party will be a collaborator on the digital form and will assist in the verification of nominations and election results.
  - A ballot will be used that includes a write in option.
- "Other" staff elections will be held in 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 the form is digital, a member of that voting party will be a collaborator on the digital form and will assist in the verification of nominations and election results.
  - A ballot will be used that includes a write in option.
- Parent/Community Member representative elections will be conducted in *September*.
  - Nominations and elections will be conducted by the *school office staff*.
  - Nominations will be accepted through the first *week of September*.
  - If the form is digital, a member of that voting party will be a collaborator on the digital form and will assist in the verification of nominations and election results.

- o A ballot will be used that includes a write in option.
- All election ballots and result records will be maintained at the school site for 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 councils deems desirable.

*The chairperson shall:*

- Collaborate with the principal in developing agendas and reviewing minutes prior to posting.
- Preside at meetings of the council.
- Sign all letters, reports, and other communications of 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.
- Keep a register of the names, email addresses, and telephone numbers of each member of the council.
- Perform other such duties as are assigned by the chairperson or the council.
- The secretary will send minutes for compliance.

#### **Section B: Election and Term 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 officer; i.e. Do you remove after someone has missed three consecutive meetings with no reason given?)* Membership shall automatically terminate for any member who is absent from all regular meetings for a period of two (2) consecutive meetings.

#### **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. Members may attend via technology.

## **ARTICLE VI**

### **Meetings of the Council**

#### **Section A: Meetings**

The council shall meet according to the schedule to fulfill SSC requirements. (At least 4 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 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/agenda of all meetings shall be posted at least 72 hours in advance of the meeting at an appropriate place accessible to the public.
2. Changes in the established date, time, or location shall be given special notice.
3. All agendas shall be publicized in the following venues:
  - a. Posted in visible public areas such as the window of the office, marquee or website.
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, 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. Members may attend via technology. A 15-minute window of wait time will be allotted to establish a quorum.

## **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 adaptation 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 these members present. Written notice of the proposed amendment must be submitted to council members at least *72 hours prior* to the meeting at which the amendment is to be considered for adoption.

Westside Elementary School  
2026-2027  
Home-School Compact Agreement

Westside Elementary Families:

In order to provide the best education for your children, it is essential that we work closely with you. You are a very important part of our team. We are partners in making sure students achieve success in school and in life. We encourage you to take an active role in your children's education. Teachers, families, and students share responsibilities. Please review this again at home. Please sign this agreement and return it to your child's teacher. Thank you.

**STUDENT PLEDGE:**

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I will make every effort to:

- Come to class every day, on time, well nourished, and ready to learn.
- Complete all my work.
- Follow school and classroom rules.
- Be respectful toward my teachers, school staff, other students, and myself.
- Do my best at all times and persevere.

Student Signature\_\_\_\_\_ Date\_\_\_\_\_

**FAMILY PLEDGE:**

Parents and family members are a child's first and most important teachers. To encourage our child's learning and success in school, we will make every effort to:

- Ensure that our child comes to class every day, on time, well nourished, and ready to learn.
- Assist our child with daily homework and read to, or with, our child every day.
- Maintain ongoing communication with our child's teacher.
- Attend Back-to-School celebration, Parent Conferences, Open House, and other school events.
- Be respectful towards teachers, school staff, other families, and myself.

Parent/guardian Signature\_\_\_\_\_ Date\_\_\_\_\_

**STAFF PLEDGE:**

The school plays a very important role in developing learning skills for life. To enhance your child's education and success in school, I will make every effort to:

- Provide each student with the best educational program possible.
- Provide a safe, friendly environment in which all students can learn.
- Communicate your child's progress in a timely manner.
- Provide an environment in which all students are treated fairly and respectfully.
- Maintain a professional and positive attitude.
- Be respectful towards parents, school staff, students and myself.

Teacher signature\_\_\_\_\_ Date \_\_\_\_\_



## **TITLE I PARENT INVOLVEMENT POLICY**

### **Westside Elementary**

Westside Elementary has developed a written Title I parental involvement policy with input from Title I parents, parent members of the School Site Council and English Learner Advisory Committee groups who have reviewed and discussed the policy. This policy is distributed and explained at our Annual Back to School Night. The policy describes the means for carrying out the following Title 1 parental involvement requirements.

#### **INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM:**

To involve parents in the Title I program at Westside, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and About the right of parents to be involved in the Title I program.

Back to School Meeting – August 2026. Written communication through flyers sent home by teachers along with several automated phone calls that will be made encouraging participation. The Principal will present a Power Point on school achievement data, Title 1 program, attendance and ways for parents to become involved in school.

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

Title I parents, parent members of the School Site Council and English Learner Advisory Committee groups set their meeting dates and times and distributes at Back to School Night. Westside staff who are to facilitate the meeting, attend the first meetings of the year to consult with the members to see which times/dates are best for the parents/community. Changes to the schedule will then be made. It is with every intention that Westside remain flexible so that we are able to meet the needs of both working and non-working parents/families.

- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.
- Yearly meetings of ELAC and SSC are scheduled within the first month of school and calendared so members know when to expect the meeting. Flyers and automated phone calls go out monthly to remind parents of meetings. Parent input is always be solicited during these meetings as noted regarding the programs offered at Westside. Parents and community members have an opportunity at these meetings to provide suggestions for improvement as well.
- Westside Elementary provides parents of Title I students with timely information about Title I programs. Westside will be working diligently to update our website with curriculum information, after school information, intervention information and other programs that assist tin the development of all learning. In



addition, we will utilize our automated messaging system, flyers our marque and our app to advertise upcoming program changes or additions.

- Westside provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

Westside provides this information at Back to School Night. During Fall parent conferences, teachers and support staff share the strategies embedded in the curriculum that ensure students are reaching mastery of the Common Core State Standards.

Westside parents experience an open-door policy. They may pre-arrange meetings or phone calls with site administration or staff. Parents may submit comments in writing regarding the school site plan and attend regular SSC and ELAC meetings. If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

#### **BUILDING CAPACITY FOR INVOLVEMENT:**

Westside Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

- The school provides Title I parents with assistance in understanding the State's academic content standards assessments, and how to monitor and improve the achievement of their children.

A presentation at Westside Elementary Back to School Meeting about the Common Core State Standards as well as pamphlets being distributed and teachers doing a more in-depth discussion at their fall conferences.

- Westside Elementary provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

Westside Elementary provides materials and are willing to meet with parents to help parents work with their children to improve their children's achievement. Some training is held at SSC and ELAC meetings. District committees provide parent trainings for increasing parental involvement, and gaining input and support from parents in planning programs for student achievement.

- With the assistance of Title I parents, Westside Elementary educates staff members about the value of parent contributions and in how to work with parents as equal partners. Our ELAC and SSC is trained by the principal or designee on effective advocacy strategies and roles for parent s and communities.
- Westside Elementary coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities. Westside Elementary district Child Welfare and Attendance Liaison, School Elementary Office Clerk, School Health Assistant and principal or designee, meet regularly to discuss the needs of our families and best outreach for our school community.



- Westside Elementary distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

Westside Elementary is working very hard to keep our website up to date so information is easily accessible. In addition, where applicable, we translate letters in our dominant languages, English and Spanish. In addition, when needed we have a phone translation service as well as google translate to enable staff to have conversations translated for us directly here on campus and make automated messages for our EL Parents.

- Westside Elementary provides support for parental involvement activities requested by Title I parents.

### **ACCESSIBILITY**

Westside Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

Twin Rivers School District has changed the format of our school report cards and progress reports to meet the needs of our families. The goal is to provide documentation in a friendly format that is easily understood. The Principal and Vice Principal will review report cards to ensure that comments are clear, concise and parent friendly.

Westside Elementary Special Education staff creates goals in conjunction with parent and the IEP team to insure buy in from all participants.



## Twin Rivers Unified School District Comprehensive School Safety Plan

California Education Code Sections 32280-32289.6 and 49390-49395  
**2026-2027**

|                                                                         |                                                |
|-------------------------------------------------------------------------|------------------------------------------------|
| <b>School:</b>                                                          | Westside Elementary                            |
| <b>CDS Code:</b>                                                        | 34 76505 6033633                               |
| <b>School Address:</b>                                                  | 6537 West Second St., Rio Linda, CA 95673-3231 |
| <b>School Phone:</b>                                                    | 916-566-1990                                   |
| <b>Principal Name:</b>                                                  | Kristina Jordan                                |
| <b>Principal Email:</b>                                                 | kristina.jordan@trusd.net                      |
| <b>Date adopted by School Site Council / Safety Planning Committee:</b> | 09/11/2026                                     |
| <b>Date presented at public meeting:</b>                                |                                                |
| <b>Date submitted to District:</b>                                      |                                                |
| <b>Date approved by Board of Trustees:</b>                              |                                                |

1 Attach Evacuation Map

### Signatures

| Role                                                                     | Printed name    | Signature              | Date       |
|--------------------------------------------------------------------------|-----------------|------------------------|------------|
| Principal / Designee                                                     | Kristina Jordan | <i>Kristina Jordan</i> | 09/24/2026 |
| School Site Council<br>Chairperson or Safety<br>Planning Committee Chair | Becky Bradford  | <i>Becky Bradford</i>  | 09/11/2026 |
| Executive Director /<br>District Designee                                |                 |                        |            |

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# **Part I: Purpose, Vision, Legal Authority, and Confidentiality**

## **A. Purpose and vision**

Twin Rivers Unified School District maintains this Comprehensive School Safety Plan template to support safe, secure, inclusive, and well-prepared school environments for students, staff, families, visitors, and community partners. Each school uses the template to document site-specific data, consultation, prevention strategies, preparedness procedures, and annual implementation activities.

The plan supports a systematic planning process aimed at prevention, response, recovery, education, and continuous improvement for potential incidents involving medical emergencies, sudden cardiac arrest, crime, violence, bullying, harassment, discrimination, natural hazards, and other school safety risks.

## **B. Legal authority and required components**

- California Education Code Sections 32280-32289.6, including annual review/adoption, staff training, committee development, safety assessment, safety strategies, disaster procedures, tactical response procedures, high-intensity drill prohibitions, sudden cardiac arrest response, immigration enforcement notification, opioid overdose protocol, instructional continuity, and public inspection of non-sensitive safety-related materials.
- California Education Code Sections 49390-49395, including firearm safe-storage notification, definitions for threats or perceived threats, mandatory threat reporting to law enforcement, support for law enforcement investigation and assessment, and related liability protections.
- Applicable state and federal requirements relating to disability access, nondiscrimination, child abuse or neglect reporting, student privacy, employee safety, and emergency management.

## **C. Relationship to District Emergency Operations Plan and other plans**

This CSSP is part of a larger District safety system that includes the District Master Emergency Operations Plan (EOP), site emergency procedures, Catapult EMS, student information systems, the District Workplace Violence Prevention Plan (WVPP), facilities use procedures, student discipline policies, and related Board Policies and Administrative Regulations.

- This public template states the required process and non-sensitive safety elements.
- Detailed tactical response procedures, maps, keys, gate information, surveillance details, reunification routes, and student-specific accommodations are maintained in a confidential site safety annex or secure District system and shared only with authorized personnel and first responders as appropriate.
- Individual student health, disability, behavior, threat assessment, and discipline records must be handled under applicable privacy laws and District procedures.

## **D. Annual staff training commitment**

All school staff must receive annual training or review on the completed CSSP, including site procedures, emergency roles, reporting duties, student supervision expectations, threat reporting, mandated reporting, high-intensity drill prohibitions, and where to access non-sensitive and confidential procedures appropriate to their duties.

## Part II: School Safety Committee, Consultation, Review, Adoption, and Training

### A. Required school safety planning committee or School Site Council involvement

The School Site Council (SSC) writes and develops the CSSP or delegates the work to a School Safety Planning Committee. When delegated, the committee must include at least the principal or designee, one teacher who represents the recognized certificated employee organization, one parent whose child attends the school, one classified employee who represents the recognized classified employee organization, and other members as desired.

| Required role                                                                   | Name               |
|---------------------------------------------------------------------------------|--------------------|
| Principal or designee                                                           | Kristina Jordan    |
| Teacher representative                                                          | Becky Bradford     |
| Parent/guardian representative                                                  | Megan Sheley       |
| Classified employee representative                                              | Donna Beck Lambert |
| Student representative, <i>if applicable</i>                                    |                    |
| Mental health/counseling representative, <i>if available</i>                    |                    |
| Nurse/health assistant/medical response representative, <i>if available</i>     | Rosemary Sutton    |
| Campus safety specialist or school security representative, <i>if available</i> |                    |
| Other school or community member                                                |                    |

### B. Required consultation and sharing with first responder partners

The SSC or School Safety Planning Committee must consult with a representative from law enforcement, a fire department, and other first responder entities in the writing and development of the CSSP. The completed CSSP and any updates must be shared with those agencies. Consultation may occur through meetings, site walk-throughs, written review, tabletop discussions, email review, or District-level coordination documented below.

| Agency / partner            | Representative name         | Plan/update shared?                                                 |
|-----------------------------|-----------------------------|---------------------------------------------------------------------|
| Twin Rivers Police Services | Twin Rivers Police Services | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| District Risk Management    |                             | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

### C. Annual review, public meeting, adoption, and District approval

- The CSSP must be reviewed, updated, and adopted by March 1 each year.
- Before adopting the plan, the SSC or safety planning committee must hold a public meeting at the schoolsite and allow members of the public to express opinions about the plan.
- Written notice of the public meeting must be provided to required stakeholder groups when available, including school employee organization representative, parent organizations, teacher organizations, student body government, and all persons who requested notice.

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

Complete this section using the most recent available data at the time the school safety committee reviews the plan. The committee should review both quantitative and qualitative information, identify safety priorities, and document how the information was shared with the SSC or planning committee.

|                                                                                      |                                                                                     |
|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <b>Enrollment / number of students:</b>                                              | 391                                                                                 |
| <b>Number of staff:</b>                                                              | 62                                                                                  |
| <b>Number of pupils with disabilities requiring emergency procedure adaptations:</b> | 0                                                                                   |
| <b>Number of staff requiring emergency procedure adaptations:</b>                    | 0                                                                                   |
| <b>Site square acreage / square footage:</b>                                         | 3,071                                                                               |
| <b>Number of classrooms:</b>                                                         | 26                                                                                  |
| <b>Number of other rooms / offices / shared spaces:</b>                              | 5                                                                                   |
| <b>Number of parking lots / driveways:</b>                                           | 1                                                                                   |
| <b>Campus Safety Specialist on-site? If yes, schedule:</b>                           | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Schedule: N/A   |
| <b>Health Assistant / Nurse on-site? If yes, schedule:</b>                           | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Schedule: M, Th |

### A. Data reviewed

| <b>2025 California School Dashboard</b>   | <b>% of Students</b> |
|-------------------------------------------|----------------------|
| Suspensions                               | 4.3                  |
| Chronic absence rates                     | 24.6                 |
| <b>2024-25 School Climate Report Card</b> | <b>% of Students</b> |
| School Connectedness                      | 75                   |
| Academic Motivation                       | 77                   |
| Meaningful Participation                  | 49                   |
| Facilities Upkeep                         | 61                   |
| Parent Involvement in Schooling           | 80                   |
| Social and Emotional Learning Supports    | 71                   |
| Antibullying Climate                      | 67                   |
| Feel Safe at School                       | 79                   |
| Cyberbullying                             | 29                   |
| Rule Clarity                              | 73                   |

### B. Narrative safety assessment

At this school, 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 annually assesses the safety of students, staff, families, visitors, and community partners as part of the CSSP review process. We review discipline, attendance, safety, climate, survey, and incident data, and we use the results to strengthen prevention, intervention, emergency preparedness, supervision, and response practices.

Our school maintains relationships with Twin Rivers Police, local law enforcement, fire, emergency medical, and other first responder partners. Staff follow District and state requirements for mandated reporting, threat reporting, disaster procedures, student supervision, visitor management, discrimination/harassment reporting, bullying prevention, and emergency response.

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

This school uses the Incident Command System (ICS), consistent with SEMS and NIMS principles, to organize emergency response. The principal or designee normally serves as Incident Commander until relieved or integrated into Unified Command with first responders.

| ICS position / function                               | Primary name    | Alternate name    | Work phone   | Cell phone   |
|-------------------------------------------------------|-----------------|-------------------|--------------|--------------|
| Incident Commander (Principal)                        | Kristina Jordan | Thomas Cope       | 916-566-1990 | 916-752-4422 |
| Operations Section Leader                             | Sara Rowlett    | Kelley Hicks      | 916-566-1990 | 916-402-2449 |
| Accountability Unit Leader                            | Kristina Jordan | Kristina Planting | 916-566-1990 | 916-390-2962 |
| Medical Unit Leader                                   | Rosemary Sutton | Mariela Sandoval  | 916-566-1990 | 916-826-2337 |
| Search and Rescue Unit Leader                         | Mario Ramirez   | Michelle Dice     | 916-566-1990 | 916-947-1728 |
| Planning and Intelligence Section Leader              | Kristina Jordan | Thomas Cope       | 916-566-1990 | 916-612-4716 |
| Situation Status Unit Leader                          | Kristina Jordan | Sara Rowlett      | 916-566-1990 | 916-402-2449 |
| Logistics Section Leader                              | TRPD            | Kristina Jordan   | 916-566-2770 | 916-612-4716 |
| Supply Unit Leader                                    | Kelley Hicks    | Sara Rowlett      | 916-566-1990 | 916-432-7413 |
| Reunification / Student Release Lead                  | Kristina Jordan | Sara Rowlett      | 916-566-1990 | 916-612-4716 |
| Access and Functional Needs / Disability Support Lead | Rosemary Sutton | Mariela Sandoval  | 916-566-1990 | 916-826-2337 |

### A. Response decision flow

| Decision step                                                 | Example actions                                                                                                              |
|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Allow immediate pre-planned response protocols to take place. | Evacuation, lockdown, secure school, shelter, drop/cover/hold, medical response, or call for help as trained.                |
| Establish an Incident Command Post.                           | Gather command team, determine capabilities, begin documentation, and conduct a rapid situation assessment.                  |
| Develop an Incident Action Plan.                              | Determine priorities, objectives, response strategies, tactics, staffing, and resource needs.                                |
| Initiate, document, and adjust the plan.                      | Deploy response teams, account for students/staff, document incoming information, and reevaluate each operational period.    |
| Enter Unified Command when first responders arrive.           | Brief law, fire, EMS, and other responders. Adjust response plans to align with first responder priorities and capabilities. |

### B. General ICS role descriptions

- Incident Commander (Principal or Designee): Activates the site Incident Command System, establishes the Command Post, sets incident objectives and priorities, orders protective actions, delegates roles, coordinates with District leadership and first responders, approves site-level messages through District channels, and authorizes demobilization.
- Operations Section Leader: Manages tactical response operations to meet the Incident Commander objectives, supervises response units, and coordinates accountability, medical response, search and rescue support, evacuation, shelter, reunification, and student release activities.
- Accountability Unit Leader: Accounts for students, staff, volunteers, and visitors; reconciles attendance and sign-in records; tracks missing, injured, evacuated, or relocated persons; and reports status to Operations and Planning.
- Medical Unit Leader: Oversees first aid and medical response until EMS assumes care, coordinates health assistants or trained responders, directs AED, first aid, naloxone, medication, and health-related resource needs, and maintains medical response documentation.

- Search and Rescue Unit Leader: Coordinates trained and authorized light search and rescue only when safe to do so, uses the buddy system, reports hazards and victim locations, and stops operations when conditions are unsafe or first responders assume the function.
- Planning and Intelligence Section Leader: Collects, evaluates, and documents incident information; develops and updates the Incident Action Plan; maintains status boards, maps, timelines, and records; anticipates staffing/resource needs; and supports demobilization.
- Situation Status Unit Leader: Gathers verified updates from response teams, maintains a situation status board and incident timeline, tracks locations of students, staff, resources, hazards, and response actions, and shares verified information with Command.
- Logistics Section Leader: Obtains and distributes staff support, supplies, facilities, communications equipment, transportation, food/water, sanitation, technology, and other resources requested by Command or Operations.
- Supply Unit Leader: Manages emergency supplies, radios, batteries, runners, copies, forms, first aid supplies, sanitation supplies, and checkout/return of equipment and materials.
- Reunification / Student Release Lead: Coordinates family reunification, student release documentation, authorized-pickup verification, family staging, accessible supports, and secure handling of student records.
- Access and Functional Needs / Disability Support Lead: Coordinates supports for students, staff, and visitors with disabilities, health conditions, language access needs, or other access and functional needs while keeping individual information confidential.

## Part V: Firearm Safety Notification Procedures

In compliance with EC Section 49392 and the annual notification requirements under EC Section 48980, 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. The notification is included in the District Student and Family Handbook and/or annual parent/guardian notification packet.

- The school confirms the annual notification has been distributed through the District communication process.
- The school may provide additional firearm safe-storage reminders when appropriate, using District-approved language.
- Staff who receive information indicating a threat or perceived threat must follow the threat reporting procedures in Part VI.

## Part VI: Threat Reporting, Dangerous or Unlawful Activity, and WVPP Coordination

### A. Purpose

These procedures provide a clear, coordinated process for reporting, assessing, documenting, and responding to threats, perceived threats, dangerous activity, violent activity, unlawful activity, and workplace violence concerns occurring on school grounds, during school-sponsored events, or on school transportation.

### B. Definitions and scope

- Threat or perceived threat: A writing or action by a pupil that creates reasonable suspicion that the pupil is preparing to commit a homicidal act related to school or a school activity. This may include depictions or references to firearms, ammunition, shootings, targets, physical harm, destruction, or death in social media, journals, class notes, or other media associated with the pupil. It may also include a warning by a parent, pupil, or other individual.
- Dangerous, violent, or unlawful activity: Conduct or threatened conduct that could cause injury, violate law, or endanger the school community, including weapons, assault, credible threats, drug activity, serious bullying or harassment, vandalism, or other unlawful acts.
- School official for SB 906 purposes: A certificated or classified employee, board member, or other official whose duties bring them in regular contact with pupils in grades 6-12 as part of a middle school or high school. TRUSD directs all staff to report immediately when in doubt.

### C. Immediate reporting protocol

- 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 law enforcement, including Twin Rivers Police or the appropriate school resource officer, as applicable.

- Submit the appropriate Catapult EMS alert or incident documentation according to District procedures so key response personnel and District safety officials are notified promptly.
- Include and preserve all available evidence, such as screenshots, notes, direct statements, witness names, time/date information, and relevant context.
- If multiple employees know of the same incident, a single report may satisfy the reporting obligation when all agree that it has been made. Any staff member who knows the designated reporter failed to report must make the report immediately.
- Reports of other dangerous, violent, or unlawful activity must be made to site administration and documented through Catapult EMS or the applicable District reporting system.

## **D. Administrative response and threat assessment**

- Secure immediate safety by initiating appropriate emergency protocols, contacting law enforcement, isolating involved persons when appropriate, and protecting potential victims or witnesses.
- Initiate the District-adopted behavioral threat assessment process or multidisciplinary threat assessment process, as applicable.
- Support law enforcement in the investigation and threat assessment under EC Section 49394, including providing available evidence and coordinating access consistent with law and District procedures.
- Law enforcement investigation and threat assessment include a review of the California Department of Justice firearm registry and a schoolsite search only if justified by reasonable suspicion that the search would produce evidence related to the threat or perceived threat.
- Document actions in Catapult EMS, Aeries, and/or other approved District systems, maintaining confidentiality and student privacy.

## **E. Parent/student involvement, supports, and follow-up**

- Notify parents/guardians of involved students consistent with District policy, student privacy, safety, and legal requirements.
- Provide or offer counseling referrals, safety planning, SST/IEP/504 review, re-entry planning, and other supports when appropriate.
- Conduct a follow-up review to evaluate the response, confirm supports and consequences, identify changes to supervision or safety procedures, and record lessons learned.

## **F. SB 553 Workplace Violence Prevention Plan coordination**

The TRUSD Workplace Violence Prevention Plan (WVPP) is incorporated by reference as the District employee safety plan for preventing and responding to workplace violence. The WVPP is available to employees, authorized employee representatives, and Cal/OSHA representatives, and is maintained at each District location near the Injury and Illness Prevention Program (IIPP). Because the WVPP is an employee safety plan and may include operational details, the public CSSP references the WVPP rather than attaching the full plan.

- Workplace violence includes a threat or act of violence occurring in a place of employment, including threats or use of physical force, incidents involving firearms or other dangerous weapons, and Type 1 through Type 4 workplace violence. The CSSP threat and dangerous activity procedures must be coordinated with the WVPP when students, parents/guardians, visitors, employees, former employees, or persons with a relationship to an employee are involved.
- Employees report threats or acts of workplace violence through WeTip Anonymous Reporting when available. If online reporting is not possible, employees report to Twin Rivers Unified School District Police Dispatch at (916) 566-2777. If there is immediate danger, staff call 9-1-1 first and then notify District Police Dispatch.
- For actual or potential workplace violence emergencies, the site or District may use Catapult EMS to initiate a Caution Alert or Action Alert, including the presence, location, nature of the emergency, and any evacuation or sheltering instructions.
- The District Safety Committee supports employee involvement through quarterly meetings, workplace violence issue review, incident type review, hazard identification, and corrective action. Site and District teams use the Monthly Property Checklist and site-based safety review processes to identify and evaluate hazards.
- WVPP post-incident response includes scene review when safe, interviews, review of security footage if applicable, law enforcement report review, cause analysis, corrective action, and use of the violent incident log. Violent incident logs must not include personal identifying information.
- All employees, including managers and supervisors, receive WVPP training when the plan is first established, annually, and when a new or previously unrecognized workplace violence hazard is identified or the plan changes. Training includes reporting without fear of reprisal, job-specific hazards, corrective measures, how to seek assistance, and access to required records.

- CSSP, SB 906, and WVPP responsible parties coordinate to support a unified response to criminal incidents, threats, dangerous or unlawful activity, and workplace violence concerns. Student discipline, threat assessment, employee safety, law enforcement coordination, and confidentiality requirements must all be considered during the response.

## Part VII: Emergency Response Protocols, Disaster Procedures, Refuge Shelter, Medical Response, and Reunification

### A. District Master EOP and common response actions

Emergency response protocols are an excerpt from, and must be consistent with, the District Master Emergency Operations Plan. Site staff should know how to access current common response actions and incident-specific response actions in the District-approved system.

- Common response actions may include evacuation, lockdown, secure school, shelter-in-place, drop/cover/hold, medical response, accounting for students and staff, communications, reunification, and release procedures.
- Incident-specific procedures may address fire, earthquake, bomb threat, hazardous materials, flood, power failure, intruder/active assailant, weapons/assault/hostage, explosion, gas/fumes, severe weather, transportation incident, or other hazards.
- Tactical response details must remain in a confidential annex or secure District system and should not be placed in the public copy of the CSSP.

| District EOP reference / link             | Location or access method  |
|-------------------------------------------|----------------------------|
| District Master EOP                       | Risk Management Department |
| Catapult EMS access and role verification | Risk Management Department |

### B. Disaster procedures and adaptations for pupils with disabilities

Disaster procedures must include adaptations for pupils with disabilities and must be reviewed annually. Concerns regarding an individual pupil ability to access disaster safety procedures may be brought to the principal by a school employee, parent, guardian, educational rights holder, or pupil. If the principal determines the concern has merit, the principal will direct appropriate modifications to the CSSP or related confidential procedures, while protecting student privacy.

| Area reviewed                                                 | Site-specific adaptation or confidential reference | Responsible person | Date reviewed |
|---------------------------------------------------------------|----------------------------------------------------|--------------------|---------------|
| Evacuation assistance and accessible routes                   | Kristina Jordan                                    | Kristina Jordan    | 09/10/2026    |
| Lockdown / secure school adaptations                          | Kristina Jordan                                    | Kristina Jordan    | 09/10/2026    |
| Shelter, refuge, and reunification adaptations                | Kristina Jordan                                    | Kristina Jordan    | 09/10/2026    |
| Medical equipment, medication, and health plan considerations | Rosemary Sutton                                    | Mariela Sandoval   | 09/10/2026    |
| Communication access, translation, or sensory needs           | Kristina Jordan                                    | Kristina Jordan    | 09/10/2026    |
| Transportation or off-site evacuation needs                   | Kristina Jordan                                    | Kristina Jordan    | 09/10/2026    |

### C. Earthquake emergency procedure system

- The school maintains a building disaster plan ready for implementation at any time for the safety and care of students and staff.
- Drop procedure practice is held at least once each school quarter in elementary schools and at least once each semester in secondary schools.
- Protective measures before, during, and after an earthquake are communicated to staff and students through training, drills, and emergency procedures.
- Students and both certificated and classified staff are trained and aware of earthquake emergency procedures.

| Drill / training                                      | Required frequency                                          |
|-------------------------------------------------------|-------------------------------------------------------------|
| Drop, cover, and hold earthquake drill                | Quarterly elementary / each semester secondary              |
| Evacuation/accountability drill                       | Per District/site schedule                                  |
| Fire drill                                            | Per law and District/site schedule                          |
| Lockdown / secure school / multioption response drill | Per District/site schedule and trauma-informed requirements |

### D. Public agency use of school facilities for mass care and welfare shelters

The District maintains procedures to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting public health and welfare. Site

administrators coordinate with District Facilities, Risk Management, and emergency management partners before, during, and after such use whenever practicable.

| Potential shelter facility / area | Public agency contact | District contact        |
|-----------------------------------|-----------------------|-------------------------|
| Foothill Ranch Middle School      | American Red Cross    | Chief Business Official |
| Norwood Jr. High School           | American Red Cross    | Chief Business Official |
| Rio Tierra Jr. High School        | American Red Cross    | Chief Business Official |
| Rio Linda High School             | American Red Cross    | Chief Business Official |
| Grant Union High School           | American Red Cross    | Chief Business Official |
| Highlands High School             | American Red Cross    | Chief Business Official |
| Foothill High School              | American Red Cross    | Chief Business Official |

## E. Refuge shelter procedure

Beginning with the 2026-2027 fiscal year, the CSSP must include a procedure to identify appropriate refuge shelter for all pupils and staff to be used in the event of an evacuation order by local authorities and to notify the operational area having jurisdiction within the school boundaries.

| Refuge shelter planning item                       | Site response                                                                      |
|----------------------------------------------------|------------------------------------------------------------------------------------|
| Operational area having jurisdiction               | Sacramento County Operational Area                                                 |
| School fire hazard severity zone status verified   | [x] Not in high/very high zone [ ] High/very high zone<br>[ ] Pending verification |
| Identified refuge shelter for all pupils and staff | Name/location:                                                                     |

## F. Off-site evacuation and reunification locations

| Location type                       | Facility name/address                               | Contact person/phone |
|-------------------------------------|-----------------------------------------------------|----------------------|
| First off-site evacuation location  | Westside Park/ 6601 W. 2nd St., Rio Linda, CA 95673 | Kristina Jordan      |
| Second off-site evacuation location | Rio Linda Public Library/ 6724 6th St., 95673       | Kristina Jordan      |

## G. Sudden cardiac arrest or similar life-threatening medical emergency response

When an individual experiences sudden collapse, unresponsiveness, abnormal breathing, seizure-like activity, or other signs of sudden cardiac arrest or similar life-threatening medical emergency on school grounds, staff will initiate the following response within the limits of training and availability.

- Call 9-1-1 immediately and provide the school address, exact incident location, and EMS entry instructions.
- Request help from nearby staff and notify the office, administrator, nurse/health assistant, and medical response team.
- Begin CPR immediately if trained and appropriate, using continuous chest compressions until AED or EMS arrives.
- Retrieve and apply the AED if available, turn it on, follow prompts, and deliver shocks if indicated by the device.
- Assign staff to clear the scene, control the crowd, bring emergency supplies, and direct EMS to the patient.
- Document the incident via the appropriate District accident reporting mechanism.

| AED / emergency supply location                | Exact location |
|------------------------------------------------|----------------|
| AED 1                                          | Nurse's Office |
| AED 2, if applicable                           | N/A            |
| First aid / bleeding control kit               | Health Office  |
| Emergency medication or health office supplies | Health Office  |

## H. Opioid overdose protocol for schools serving grades 7-12

If this school serves pupils in any of grades 7-12, the school must maintain a protocol for a pupil who is suffering or is reasonably believed to be suffering from an opioid overdose. The school will follow District procedures, BP/AR 5141.21 or current equivalent, and applicable medication administration, emergency medical response, and documentation requirements.

- Recognize possible overdose signs, including unresponsiveness, slow or absent breathing, blue or gray lips/skin, pinpoint pupils, choking/gurgling sounds, or inability to wake.

- Call 9-1-1 and notify site administration and health office staff immediately.
- Administer naloxone if available and if the responder is trained/authorized under District procedures, then continue monitoring and rescue breathing/CPR as trained until EMS arrives.
- Notify parents/guardians and complete incident documentation consistent with District procedures and student privacy laws.

| Opioid protocol item                              | Site-specific information                                                                  |
|---------------------------------------------------|--------------------------------------------------------------------------------------------|
| School serves grades 7-12?                        | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                        |
| Naloxone available?                               | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Location: Nurse Office |
| Staff trained/authorized under District procedure | Names/roles or training record location:<br>Yes                                            |

## Part VIII: Strategies and Procedures for School Safety

This section identifies the school strategies, District policies, and site procedures that provide and maintain a high level of school safety and support compliance with existing laws related to school safety.

| Requirement / topic                                                 | District reference to verify annually                                                                                                                                                                                                                         | Site-specific completion                                                                                                                                           |
|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A. Child abuse or neglect reporting and child protection            | BP 5141.4 Child Abuse Prevention and Reporting, last revised 02/24/2026; AR 5141.4 Child Abuse Prevention and Reporting, last revised/reviewed 02/06/2026; DOJ form BCIA 8572; CPS reporting contact; annual mandated reporter and abuse prevention training. |                                                                                                                                                                    |
| B. Disaster procedures, emergency plans, and disability adaptations | District Master EOP; CA Emergency Management for Schools guide; site emergency procedures; confidential annex.                                                                                                                                                | Complete drills, disability access review, refuge shelter, and off-site locations.                                                                                 |
| C. Suspension and expulsion policies                                | BP/AR 5144.1 Suspension and Expulsion/Due Process; Parent Rights and Responsibilities; Student Conduct Code.                                                                                                                                                  |                                                                                                                                                                    |
| D. Notification of dangerous pupils                                 | BP/AR 4158 Employee Security; EC 49079; EC 48201 transfer notification process; confidential student records protocols.                                                                                                                                       | Identify responsible administrator and documentation method.                                                                                                       |
| E. Discrimination, harassment, and hate crime reporting             | BP/AR 5145.3 Nondiscrimination/Harassment; BP/AR 5145.7 Sexual Harassment; UCP/complaint procedures.                                                                                                                                                          | Post required notices and identify complaint contacts.                                                                                                             |
| F. Dress code and gang-related apparel                              | BP/AR 5132 Dress and Grooming; site Parent/Student Handbook.                                                                                                                                                                                                  | Attach or summarize site dress code if used.                                                                                                                       |
| G. Safe ingress and egress                                          | BP/AR 1250 Visitors/Outsiders; site arrival/dismissal, traffic, parking lot, safe routes, bicycle, pedestrian, and visitor procedures.                                                                                                                        | Attach site maps/procedures in public or confidential annex as appropriate.                                                                                        |
| H. Safe and orderly environment                                     | LCAP/SPSA goals; site discipline plan; positive climate, PBIS/restorative practices, recognition programs, and supervision plan.                                                                                                                              |                                                                                                                                                                    |
| I. Discipline rules and procedures                                  | BP/AR 5144 Discipline; Student Conduct Code; EC 35291 and 35291.5.                                                                                                                                                                                            |                                                                                                                                                                    |
| J. Tactical response to criminal incidents                          | District Master EOP, confidential tactical annex, law enforcement consultation, and bargaining unit consultation when applicable.                                                                                                                             | Do not place tactical details in public plan.                                                                                                                      |
| K. Prohibition of high-intensity drills                             | EC 32282(a)(2)(K); District drill practices; CDE best practices for armed assailant drills.                                                                                                                                                                   |                                                                                                                                                                    |
| L. Dangerous, violent, or unlawful activity reporting               | District threat assessment procedures; Catapult EMS; SB 906; TRUSD WVPP revised 02/20/2026; WeTip Anonymous Reporting; Twin Rivers Police Dispatch/law enforcement reporting.                                                                                 | Train staff, verify Catapult EMS access.                                                                                                                           |
| M. Sudden cardiac arrest / life-threatening medical emergency       | AB 2887; CPR/AED procedures; AED location and maintenance records.                                                                                                                                                                                            | Complete AED table and training records.                                                                                                                           |
| N. Immigration enforcement notification and response                | Regulation 1445 Response to Immigration Enforcement, adopted/reviewed 02/06/2026; SB 98; BP/AR 0450 Comprehensive Safety Plan; BP/AR 5125/5125.1; BP 1250 Visitors/Outsiders.                                                                                 | Complete site and District contacts, staff notification process, parent/guardian notification process, documentation method, and family-care continuity reference. |
| O. Opioid overdose protocol, grades 7-12                            | BP/AR 5141.21 Administering Medication and Monitoring Health Conditions; naloxone protocol if applicable.                                                                                                                                                     | Complete availability/training table.                                                                                                                              |
| P. Bullying and cyberbullying prevention                            | BP/AR 5131.2 Bullying; CDE online bullying prevention resources; site programs.                                                                                                                                                                               | Describe prevention, reporting, and response programs.                                                                                                             |

## A. Child abuse or neglect reporting and child protection procedures

BP 5141.4 Child Abuse Prevention and Reporting, last revised February 24, 2026, and AR 5141.4 Child Abuse Prevention and Reporting, last revised February 6, 2026, are incorporated by reference. These procedures satisfy the CSSP requirement for child abuse reporting procedures and the SB 848-aligned requirement to include procedures specifically designed to address supervision and protection of children from child abuse, neglect, or sex offenses.

- Child abuse or neglect includes physical injury or death inflicted by other than accidental means, sexual abuse including sexual assault or sexual exploitation, neglect, willful harming or endangering of a child, and unlawful corporal punishment or injury. Staff use the District policy and regulation definitions when determining whether reporting duties may apply.
- Mandated reporters include, but are not limited to, teachers, instructional aides, classified employees, certificated pupil personnel employees, administrative officers or supervisors of child attendance, athletic coaches and administrators, district police or security officers, nurses and health care providers, and child abuse prevention program personnel. The duty to report is individual and cannot be delegated. No supervisor or administrator may impede or inhibit a mandated report.
- Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter must make an initial telephone report to an appropriate agency. TRUSD identifies Child Protective Services, 3701 Branch Center Road, Sacramento, CA 95827, (916) 875-0189. Within 36 hours, the mandated reporter must send, fax, or electronically transmit a written follow-up report using the California DOJ form BCIA 8572. An internal report to a supervisor, principal, school counselor, co-worker, or other person is not a substitute for the mandated report.
- Employees are encouraged, but not required, to notify the principal after making the initial telephone report. The principal must provide assistance needed to carry out reporting procedures and may assist with forms if requested, but the mandated reporter remains responsible for the legally required report.
- Within the first six weeks of each school year, or within the first six weeks of employment for employees hired during the school year, the District provides mandated reporter training using the California Department of Social Services online module. The District also provides annual training on prevention of abuse, including sexual abuse, of children on District property, by District staff, or in District-sponsored programs, and retains proof of completion.
- Child abuse prevention may include age-appropriate and culturally sensitive curriculum that explains students rights to live free of abuse, teaches skills to identify unsafe situations and obtain help, informs students of support resources, and may include sexual abuse and sexual assault awareness and prevention. Student ID cards for grades 7-12 include the National Domestic Violence Hotline number, and the District may display reporting posters and incorporate community resources.
- SB 848 site supervision and protection procedures include annual review of supervision maps and schedules; visitor, volunteer, contractor, and service provider screening and sign-in controls; observable and interruptible settings for one-on-one student interactions when practicable; supervision of restrooms, locker rooms, playgrounds, cafeterias, athletics, field trips, before/after school programs, and transitions; and prompt correction of supervision gaps.
- When a social services or other government agency interview is conducted on campus for suspected child abuse or neglect, the student must be given the choice of being interviewed in private or in the presence of an adult school employee or volunteer aide selected by the student. A selected support person may decline, must not participate in the interview, must not discuss the facts or circumstances with the child, and is subject to confidentiality requirements.
- When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian and instead shall provide the peace officer with the parent/guardian address and telephone number.
- Upon request, parents/guardians must be provided procedures for reporting suspected child abuse occurring on District property to appropriate agencies. Procedures must be provided in the parent/guardian primary language, with an interpreter when communicating orally if needed. An employee who receives a complaint about suspected child abuse or neglect on District property must notify the parent/guardian of reporting procedures and must also make a mandated report when legally required.

## D. Notification of dangerous pupils

This school follows District procedures to notify teachers of dangerous pupils consistent with EC Section 49079 and related student transfer notification requirements. Notification must be timely, need-to-know, and confidential. Information may be based on suspension/expulsion records or law enforcement information received in the ordinary course of business. Teachers and staff receiving information must not redisclose it except as authorized by law and District procedure.

| Notification step                                                                                  | Site responsible person |
|----------------------------------------------------------------------------------------------------|-------------------------|
| Review qualifying records before placement or as soon as practicable after information is received | Principal/designee      |
| Notify teachers and other staff with a legitimate educational                                      | Principal/designee      |

| Notification step                                                    | Site responsible person              |
|----------------------------------------------------------------------|--------------------------------------|
| interest                                                             |                                      |
| Maintain confidentiality and store documentation securely            | Principal/designee                   |
| Coordinate with receiving school when a pupil transfers, as required | Principal/designee / District office |

## E. Discrimination, harassment, and hate crime reporting

Per Board Policy/Administrative Regulation 5145.7 and 5145.3, this school prohibits discrimination, harassment, intimidation, bullying, and hate-motivated behavior and follows District complaint and investigation procedures. Required notices, complaint contacts, and reporting pathways must be posted and communicated to students, staff, and families.

| Notice or procedure                                       | Posted / communicated location |
|-----------------------------------------------------------|--------------------------------|
| Nondiscrimination / harassment policy                     | Staff Room                     |
| Sexual harassment policy                                  | Staff Room                     |
| Bullying and cyberbullying reporting procedure            | Staff Room                     |
| Hate crime or hate-motivated behavior reporting procedure | Staff Room                     |
| UCP / complaint contacts                                  | Staff Room                     |

## F. Safe ingress and egress

This school maintains procedures for safe arrival, dismissal, campus entry, visitor check-in, parking lot circulation, pedestrian and bicycle safety, bus/loading zones, and emergency access. Detailed maps, traffic patterns, and gate information may be maintained in the confidential annex if disclosure would compromise safety.

| Safe ingress/egress element       | Site procedure or reference           | Responsible person    |
|-----------------------------------|---------------------------------------|-----------------------|
| Arrival supervision               | Supervision in parking lot/crosswalk  | Principal or designee |
| Dismissal supervision             | Supervision in parking lot/crosswalk  | Principal or designee |
| Visitor sign-in and campus access | Hall Pass Visitor Management System   | Office Staff          |
| Parking lot / vehicle circulation | Procedure Map provided to families    | Principal or designee |
| Bus/loading zone procedures       | Clear markings/signage in parking lot | Principal or designee |

## J. Tactical response to criminal incidents and armed assailant preparedness

The District and school maintain procedures for conducting tactical responses to criminal incidents, including incidents involving individuals with guns on school campuses and at school-related functions. These procedures are developed based on the specific needs and context of the school and community in consultation with law enforcement. Tactical response details that could compromise safety must remain confidential and are not included in the public CSSP copy.

- The public CSSP states the existence of tactical response procedures and consultation processes.
- The confidential annex includes detailed procedures, maps, secure communications, reunification details, access controls, and other sensitive information.
- Training and drills must be age-appropriate, trauma-informed, and consistent with the high-intensity drill prohibitions below.

## K. Prohibition of high-intensity drills and trauma-informed drill design

If the CSSP includes drills to prepare for active shooters or other armed assailants, the school shall not conduct a high-intensity drill. The school shall not use real weapons, gunfire blanks, or explosions during a drill. Drills must be trauma-informed and designed using age-appropriate and developmentally appropriate content and terminology.

- Prohibited simulations include theatrical blood or wound materials, individuals acting as assailants, individuals acting as victims, or simulations that instruct pupils to actively resist an assailant by throwing objects, attacking, or swarming the assailant.
- Parents/guardians, teachers, administrators, and school personnel subject to the drill must receive advance notice of the drill and expected length.
- Parents/guardians must be provided the ability to opt their child out.
- Students and educators must receive an announcement immediately before the drill starts and immediately after it concludes.
- Parents/guardians must receive notice after the drill concludes.
- Contact information for community-based and school-based mental health or violence prevention resources must be provided to those negatively impacted, where available.

## N. Immigration enforcement response and notification procedures

Administrative Regulation 1445 Response to Immigration Enforcement, adopted and last reviewed February 6, 2026, is incorporated by reference. The CSSP includes this public summary so site staff know the response sequence, while legal review, student records, and confidential documentation remain under District procedures.

- Requests for information or documents: District staff deny requests from immigration enforcement for information about a student, student family or household, or District employee to the extent practicable unless an exception applies, such as directory information handled under BP/AR 5125.1, a state or federal legal requirement, a valid judicial subpoena, judicial warrant, court order, or written consent where permitted. Staff make a copy of the request and notify the Superintendent or designee. Parent/guardian, eligible student, or employee notice is provided unless prohibited by valid legal authority or child abuse, neglect, or dependency investigation exceptions.
- Requests for access to a student, transportation, a nonpublic area of District property, or a nonpublic area of a District-sponsored activity: Staff advise the officer or employee that District staff must first receive direction from the Superintendent, principal, or designee; request and document identification, badge number if applicable, supervisor phone number, and authorizing documentation; copy and retain documentation; consult District legal counsel or the Superintendent/designee; and follow that direction.
- Access to a student is denied unless the officer or employee provides a valid judicial warrant or court order, or parent/guardian consent is received, or the student consent is received if the student is at least 18 years old, unless a valid judicial warrant or court order authorizes access without consent. Parent/guardian notice is immediate unless legally prohibited or an exception applies.
- Access to a school bus, other District-provided transportation, nonpublic District property or facility, or nonpublic District-sponsored activity area is denied unless a valid judicial warrant or court order is provided, permission is legally required or required to administer a state or federally supported educational program, or a sworn law enforcement officer declares exigent circumstances and demands immediate access. If access is granted to nonpublic areas, the officer or employee registers under BP 1250 Visitors/Outsiders unless the sworn officer states exigent circumstances.
- The Superintendent or designee emails the Bureau of Children Justice at [BCJ@doj.ca.gov](mailto:BCJ@doj.ca.gov) regarding any attempt by a law enforcement officer to access a student or school site for immigration enforcement purposes.
- Immigration enforcement activity actually or imminently present on District property: Staff notify staff working at the property and, if the property is a school, parents/guardians of students at the school in accordance with BP/AR 0450. Staff also report the presence to District police and other appropriate administrators.
- Staff must not obstruct, interfere with, or impede any immigration enforcement officer or employee. If entry occurs without consent, staff document actions only to the extent documentation does not impede the officer or employee and must obey directions from such officers or employees.
- After officers or employees leave, each District staff member who observed or interacted with them promptly provides District legal counsel or the designated District official copies of collected documents, identities of staff who communicated with them, description of requests and activities, type of authorizing documentation, District staff response, and written notes of other actions or interactions.
- Detention or deportation of a student parent/guardian: The District encourages families to update emergency contacts and informs parents/guardians that emergency card information is used for specific emergency situations. If a parent/guardian is detained or deported, the student is released to emergency contacts or a person presenting a caregiver authorization affidavit. Child Protective Services is contacted only if District personnel cannot arrange timely care through emergency contacts or a caregiver authorization affidavit. The District may refer students or families to appropriate assistance resources.

| Step                                               | Site/District action                                                                                                                                                                                                        | Responsible person                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| Receive request for information/documents          | Deny to the extent practicable unless directory information, legal requirement, valid judicial subpoena/warrant/court order, or written consent exception applies. Make copy of request and notify Superintendent/designee. | Principal/designee; records custodian; Superintendent/designee       |
| Notify affected person when required               | Provide parent/guardian, eligible student, or employee notice and description of request/documentation unless prohibited by valid judicial authority or child abuse/neglect/dependency exceptions.                          | Superintendent/designee; principal/designee; HR for employee records |
| Receive request for access                         | Before responding, advise officer that District direction is required; request and document ID, badge number, supervisor phone, and authorizing documentation; copy and retain documents.                                   | Principal/designee; site office lead                                 |
| Consult and follow direction                       | Contact District legal counsel or Superintendent/designee and follow direction before granting access when practicable.                                                                                                     | Principal/designee; District Legal/Risk                              |
| Deny or allow student access                       | Deny access to a student unless valid judicial warrant/court order or required consent applies. Notify parent/guardian immediately unless legally prohibited or an exception applies.                                       | Principal/designee; Superintendent/designee                          |
| Deny or allow nonpublic-area/transportation access | Deny access unless valid judicial warrant/court order, legal/program administration requirement, or sworn officer exigent                                                                                                   | Principal/designee; site office lead                                 |

| Step                                                | Site/District action                                                                                                                                                                      | Responsible person                                                   |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
|                                                     | circumstances applies. Require visitor registration unless exigent-circumstances exception applies.                                                                                       |                                                                      |
| Notify DOJ Bureau of Children Justice               | Email BCJ@doj.ca.gov for any attempt by law enforcement to access a student or school site for immigration enforcement purposes.                                                          | Superintendent/designee                                              |
| Activity actually or imminently present on property | Notify staff working at the property and parents/guardians if the property is a school; report presence to District police and appropriate administrators.                                | Principal/designee; District Communications; District Police         |
| Do not obstruct; document safely                    | Do not obstruct or impede officers or employees. If entry occurs without consent, document only when it does not impede and obey officer/employee directions.                             | All staff under direction of administrator                           |
| Post-activity documentation                         | After officers leave, staff who observed/interacted provide legal counsel or designated official copies, identities, descriptions, documentation type, staff response, and written notes. | Observing/interacting staff; principal/designee; District Legal/Risk |
| Family-care continuity                              | If parent/guardian is detained/deported, release student to emergency contacts or caregiver authorization affidavit holder; contact CPS only if timely care cannot be arranged.           | Principal/designee; Superintendent/designee                          |
| Immigration enforcement notification contact        | Name/title                                                                                                                                                                                | Phone/email                                                          |
| Site primary contact                                | Principal or designee                                                                                                                                                                     |                                                                      |
| Site alternate contact                              | Manager Facilities Construction & Planning                                                                                                                                                | Facilities.Services@trusd.net                                        |
| Superintendent/designee                             | Superintendent                                                                                                                                                                            | (916) 566-1600 ext. 31208                                            |
| District Risk contact                               | Risk Management Department                                                                                                                                                                | Risk.Management@trusd.net                                            |
| District Communications contact                     | Communications Department                                                                                                                                                                 | Communications@trusd.net                                             |
| Twin Rivers Police Dispatch                         | Dispatch                                                                                                                                                                                  | (916) 566-2777                                                       |
| District records/HR contact for records requests    | Human Resources Department                                                                                                                                                                | HRCompliance@trusd.net                                               |

## Part IX: Instructional Continuity Plan



## Instructional Continuity Plan (2026)

|                                                         |                                               |                                                               |
|---------------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------|
| <b>LEA Name:</b><br>Twin Rivers Unified School District | <b>Superintendent:</b><br>Dr. Steven Martinez | <b>LEA Address:</b><br>5115 Dudley Blvd<br>McLellan, CA 95652 |
|---------------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------|

**Senate Bill 153, Chapter 38, Statutes of 2024 (hereinafter SB 153) adds a provision to California *Education Code (EC)* Section 32282 requiring local educational agencies (LEAs) to adopt a plan to ensure all students can access instruction during a natural disaster or emergency. The Instructional Continuity Plan (ICP) must be included in an LEA's [Comprehensive School Safety Plan \(CSSP\)](#) by July 1, 2025**

**Leadership and Planning:** The district ICP Leadership and Planning team is responsible for developing and implementing the ICP, the duties that each will be responsible for executing and the decision making process established in the LEA to ensure minimal disruptions to the plan implementation.

Marci Bernard: Associate Superintendent of School Leadership  
Ryan DiGiulio Chief Business Official  
Wesley Marshall: Associate Superintendent of Human Resources  
Megan Simmons: Executive Director, Secondary Schools, Counseling and CTE  
Cynthia Andrews: Executive Director, K8 & Charter, MTSS & English Learner Services  
Marlisa Rodriguez: Executive Director, Elementary School & Early Childhood Education  
Travis Burke: Executive Director, Special Projects & Equity

Johanna Rubia: Executive Director, SELPA  
KJ Rhoads: Executive Director, Curriculum, Instruction & Professional Development  
Chris Arnold: Manager of Assessment and Accountability  
Jeremy Briggs: Manager, IT User Services  
Rudy Puente: Director of Student Services  
Zenobia Gerald: Director of Communications

This Instructional Continuity Plan (ICP) ensures that students receive uninterrupted instruction and services during emergency situations affecting school operations. This plan provides Twin Rivers Unified School District (TRUSD) a structured decision-making framework to determine instructional methods, schooling locations, independent study compliance, communication protocols, resource allocation, and transportation strategies to ensure students continue to receive education and access to supports and services when they need it most. This plan serves as a guide with considerations for District Leadership and is not to be interpreted as finite due to the unique complexities faced during emergencies.

### **Objectives**

1. Support the physical safety, mental health and wellbeing of staff, students, and their families.
2. Account for all staff and students and determine their needs through timely communication.
3. Ensure staff, students, and their families have ongoing access to information, resources, services, and supports to meet their needs.
4. Provide education as soon as practicable to students with the following prioritization as feasible:
  - a. Full day, in-person instruction
  - b. Hybrid instruction (part time in-person instruction and remote learning)
  - c. Remote learning with live virtual instruction (synchronous)
  - d. Remote learning independently (asynchronous)
5. Reopen schools as soon as it is safe to do so

**Decision Making Process Matrix:** This table was developed to quickly identify the mode of operation based on the nature of the emergency. This will serve as a guide to the Leadership and Planning team to take actions in a timely and responsive manner.

**Twin Rivers Decision Making Process Matrix:**

| <b>Emergency Type</b>                                 | <b>Primary Instructional Method</b> | <b>Alternative Schooling Locations</b>                                             | <b>Independent Study Compliance</b>        | <b>Communication Methods</b>                                                                                          | <b>Resource Allocation</b>                                                                          | <b>Transportation Plan</b>                                                             |
|-------------------------------------------------------|-------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| <b>Natural Disaster (Earthquake, Wildfire, Flood)</b> | Remote Learning / Hybrid            | Partner Schools, Neighboring School Districts, Community Centers or other location | Ensure ADA compliance with IS Contracts    | Emergency Alerts, Automated Phone Calls/Texts, Website Updates, Social Media, Hotline, Parentsquare, Phone Trees      | Deploy Remote Learning Materials (iPads, Hotspots, Textbooks, Paper/Pencils, etc.), Emergency Meals | Coordinate with Transportation & Local Transit for Adjusted Bus Routes                 |
| <b>Public Health Emergency (Pandemic, Epidemic)</b>   | Remote Learning/ Hybrid             | Outdoor Locations, Hybrid, Full Remote Learning                                    | Parent Agreements, Daily Virtual Check-ins | Emergency Alerts, Automated Phone Calls/Texts, Website Updates, Social Media, Hotline, Parentsquare, Virtual Meetings | Deploy Remote Learning Materials (iPads, Hotspots, Textbooks, Paper/Pencils, etc.), Emergency Meals | Coordinate with Transportation & Local Transit for Adjusted Bus Schedule (if feasible) |
| <b>Power Outage</b>                                   | Paper-Based Instruction / Hybrid    | Open Schools in Unaffected Zones/ Partner                                          | Modify Assignments, Paper-Based Work       | Automated Phone Calls/Texts, District Website                                                                         | Print Materials, Generator Access, Meal                                                             | Coordinate with Transportation & Local Transit for Limited Routes to Open Sites        |

|                                                                      |                                                    |                                               |                                                                        |                                                                                       |                                                                                                                                                                                     |                                                                                       |
|----------------------------------------------------------------------|----------------------------------------------------|-----------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|                                                                      |                                                    | Schools                                       |                                                                        | Updates,<br>Phone<br>Trees                                                            | distribution                                                                                                                                                                        | and Adjusted<br>Bus Routes                                                            |
| <b>Facility<br/>Damage<br/>(Fire,<br/>Structural<br/>Issues)</b>     | Hybrid /<br>Relocation-B<br>ased                   | Partner<br>Schools,<br>Portable<br>Classrooms | Individualiz<br>ed IS<br>Agreement<br>s, Daily<br>Virtual<br>Check-ins | Automated<br>Calls/Texts,<br>Email/Paren<br>tsquare<br>Updates,<br>Website<br>Updates | Temporary<br>Facilities,<br>Shared<br>Resources<br>, Meal<br>Distribution                                                                                                           | Coordinate<br>withTransportati<br>on & Local<br>Transit for<br>Adjusted Bus<br>Routes |
| <b>Security<br/>Threat<br/>(Active<br/>Threat, Civil<br/>Unrest)</b> | Shelter-in-Pl<br>ace or Full<br>Remote<br>Learning | EOC-assign<br>ed Safety<br>Centers            | IS Plans<br>with Daily<br>Virtual<br>Check-ins                         | Text Alerts,<br>Two-Way<br>Radio,<br>Community<br>Briefings                           | Online &<br>Local<br>Learning<br>Resources<br>, Deploy<br>Remote<br>Learning<br>Materials<br>(iPads,<br>Hotspots,<br>Textbooks,<br>Paper/Pen<br>cils, etc.),<br>Emergenc<br>y Meals | Lockdown<br>Transport<br>Coordination per<br>EOC                                      |

## Communication

### Emergency Communications Plan Summary

Our district's communications plan ensures the timely and effective dissemination of vital information to staff and families during emergencies. This strategy builds on established emergency operations procedures and protocols, refined through our experiences with past events like COVID-19, campus-wide incidents, inclement weather, power outages, and environmental disasters. The District's Emergency Operations Center staff, a key part of the Master Emergency Operations Plan, are regularly trained on these protocols and participate in drills to ensure readiness and identify areas for improvement.

### Tiered Notification Approach

Our crisis notification strategy follows a concentric circles approach (<https://bit.ly/3G7p1aJ>), starting with internal audiences to facilitate a rapid and organized response. The notification order is:

- **Superintendent / School Board**
- **Leadership** (Site Administrators, Managers)
- **All Staff**
- **Families**
- **Media**

### Primary Communication Channels

To maximize reach and relevance, specific channels are utilized for each audience:

- **School Board:** District email / text from Superintendent
- **Leadership:** District email
- **All Staff:** District email
- **Families:** Emails and text messages through **Aeries Communication / ParentSquare** (translates into several languages), TRUSD/school websites, website pop-ups, Emergency Notification webpage, News & Announcements, scrolling alerts, social media, and regular updates such as the Superintendent's Friday Update which began during COVID and continues today. **For direct two-way communication, families can call the district's main number (916) 566-1600 or email [info@trusd.net](mailto:info@trusd.net)**

- **Media:** Initial email notification, followed by emergency updates, focusing on verified information to counter misinformation

### **Tools and Prepared Messaging**

We streamline our messaging through our internal TRUSD Emergency Notification Messages (ENM) system and Catapult Emergency Management System (EMS). These platforms are essential, housing continuously updated, pre-prepared messages for various scenarios—from active threats to natural disasters. This ensures we have immediate access to scripts for initial alerts, ongoing updates, letters to families, and formal media statements for widespread community awareness. Site administrators can also readily access Catapult EMS for pre-approved, ready-to-use scripts when needed.

### **Future Enhancements**

The district is continuously evaluating opportunities to strengthen its emergency communication capabilities, including the potential to expand and enhance two-way communication channels for direct inquiries during critical incidents.

### **Links:**

**District and School Websites; News & Announcements:** [trusd.net](https://trusd.net)

- **District Emergency Notifications webpage:** <https://emergency.trusd.net/>
- **Aeries/ParentSquare Portal:** <https://aeries.trusd.net/parent/LoginParent.aspx>
- **Facebook:** <https://www.facebook.com/twinriversusd>
- **General Information Inquiries from the Public:** [info@trusd.net](mailto:info@trusd.net)

[communications@trusd.net](mailto:communications@trusd.net)

## Curriculum, Instruction and Assessment:

### ***Content Priorities:***

Twin Rivers students will receive materials aligned with coursework priorities based on the scope and sequence of curriculum and instruction. Should the need arise for this plan, the Executive Director of Learning Design and Professional Development will convene a team (LDPD) of teachers, instructional coaches, administrators, student services etc., to meet continuously in order to develop plans for distance learning.

A focus of our team will be to ensure that access for our homeless and foster youth is met. Establishing student learning centers will be a priority as is appropriate.

In general for all students in our district, online platforms like iReady, Summit K12, SWUN, Edgenuity, and online companions for adopted materials will continue to be available and refined.

### ***Overview Statement:***

In response to any unforeseen significant loss and disruption caused by natural disaster affecting our community, Twin Rivers Unified School District (TRUSD) has developed this Learning Continuity Plan.

At the heart of this plan is the goal of returning to in-person instruction as swiftly as possible once TRUSD is able to meet the necessary conditions for reopening. This Learning Continuity Plan is designed to facilitate the majority of our students returning to in-person instruction ASAP while also providing access to an emergency home learning plan for those unable to come to campus due to loss of housing, health conditions, or other adverse circumstances.

Please note that pending Governing Board approval, if weather or infrastructure conditions change and the criteria for reopening are not met, a similar plan will be implemented with adjusted timelines.

This plan aims to ensure the continuity of education and support for all students during times of crisis, while prioritizing the health and safety of our students and staff.

### **Links & Guiding Documents:**

**Within 10 days of the disaster the district will ensure from it's Instructional department that teachers have the EdTech resources to reach their students virtually and continue with online instruction.**

Our Learning Design and Professional Development (LDPD) team will continue to update our Curriculum and Instruction website providing guidance on state standards, instructional minutes and best practices/models throughout the "crisis".

Where virtual learning is possible, we will focus on:

- Standards based daily instruction
- Whole group and small group instruction
- Personalized contact and daily interactions with teachers and or school staff
- Intervention support
- Mental health supports
- Pe and movement activities as appropriate
- VAPA activities
- Google classroom and Zoom (or other virtual platforms) to enable communication from home, school, district.

**Elementary Education for At Home Learning with the Internet accessible:**

(Input II website)

**Secondary Education for At Home Learning with the internet accessible:**

**Students in grades 7-12 will be able to access their student backpack in Classlink and continue using their online curriculum.**

**ELA= Collections and My Perspectives**

**Math= CPM**

**Science= Amplify and SAVVAS**

**Hlstory= TCI**

**District supported curriculum that may be used include but are not limited to:**

**iXL**

**iReady**

**Edgenuity**

**NewsELA**

**EL Learners: Summit K12**

***Additional instructional support for ALL grade levels:***

[Paper online Tutoring](#)

[Ca Educators Together: Sample Lessons, Curriculum](#)

***Assessment and Feedback:***

At the K-8 grade levels, iReady, District ELA and Math Benchmark will be utilized to examine growth. At the 7th-12th grade level, ELD curriculum assessments will be utilized to examine growth. SBAC ELA and Math assessments along with ELPAC Summative Assessment overall and domain-specific results will be utilized to examine language growth for English learners across K-12 grade levels.

For short-term assessments, iReady progress, Grades, SummitK12 Progress (English

Learners) and teacher reporting will be used to measure growth and progress.

Overview Statement:

Assessment information will be available for parents via Google Classroom and Aeries ParentSquare.

## Technology and Infrastructure:

### **Resource Access, Available Tools, 1:1 Chromebooks, Teacher Laptops, Hotspots**

Staff, including teachers, already have assigned laptops or Chromebooks to perform daily tasks. Students with digital curriculum (Tk and up) already have Chromebooks assigned, which they take home nightly. Students who do not have sufficient Internet to access curriculum at home already have hotspots assigned to them.

Replacement or spare Chromebooks and laptops are already available at all school sites, as well as at our Technology warehouse area. In the event of a district-wide return to remote education, the spare Chromebooks at school sites will be collected and managed centrally via our Technology Service Centers.

Staff, including teachers, who are unable to work from any district location will be provided Zoom Education (Pro equivalent) licenses. This will be activated within five days of any such incident. The primary account for this is already in place, and will only require additional staff licenses to be added; Zoom has confirmed in writing that these additional licenses can be activated within our needed timeframe.

Curriculum access via the Twin Rivers Apps Portal, including all online curriculum, will continue uninterrupted.

Guides for curriculum access are already provided for students and staff via our Ed Tech portal, Technology Services website, and Family and Community Engagement website.

Hotspots and cellular phones needed for staff usage will be obtained and provided on an as-needed basis.

Printers will be supported and maintained by User Support for the creation and distribution, by

school staff, of any necessary printed curriculum packets.

[TRUSD Apps Portal](#)   [Ed Tech Website](#)   [Technology Services Website](#)

[TRUSD Chromebook Guides](#)   [TRUSD Google Classroom Guides](#)

### **Access and Equity, Internet Access due to disaster conditions**

Students and staff will continue using their currently assigned devices. Any students' or staff devices that were left in classrooms or offices will be retrieved by Technology Services and provided to them via our Technology Service Centers (see Technical Support).

Any students or staff who do not have a sufficient device will be provided and assigned one from our Technology Service Centers.

All devices will be assigned via our existing checkout system (currently Destiny), which will ensure equitable distribution and complete access for all students.

### **Technical Support**

Our Technology Help Desk already provides remote technical support to staff, students, and families where needed year-round.

We currently operate a year-round Technology Service Center at Highlands HS, and a second service center in the Grant HS area during summer; these locations provide in-person support whenever needed for students, parents, and staff. In the event of a shutdown or forced return to remote education, both of these service centers will resume and continue operation, and a third service center may be opened in the Rio Linda area.

Any necessary repairs, checkouts, returns, or exchanges of student and staff devices will be conducted via our service centers.

Remote technical support for curriculum access is already provided for all students and families who need it from our Help Desk; this will continue uninterrupted.

#### **Staff Help Desk:**

(916) 566-3444   [Help.Desk@trusd.net](mailto:Help.Desk@trusd.net)   Mon.-Fri. 6:30 a.m. to 5:00 p.m.

#### **Student / Family Help Desk:**

(916) 566-7802   [TechSupport@trusd.net](mailto:TechSupport@trusd.net)   Mon.-Fri. 6:30 a.m. to 5:00 p.m.

**Student Support Services:** Identify how students will receive mental and physical health support. Provide a plan for continuous learning for students with disabilities and English Learners.

**Social-Emotional Support**

Teachers will work through the classroom culture kickoff guide lessons, inclusive of 4 weeks of lessons to establish classroom culture.

Teachers will add community circles as a virtual component to daily check-in practice and use the lessons in the Community Circles Google Classroom to teach strategies. These are updated weekly, and go back 2020; they can be initiated at any point.

Counselors will be available to engage students in virtual student groups and will also provide virtual lessons in each class monthly.

**Links to Resources:**

[Teacher Learning Slides](#)

[CCKOG](#)

Student Slides

[Community Circles Google Classroom](#)

[Mental Health & Wellness](#)

[Mental Health Resources](#)

Care Solace is a 24/7 web-based tool that makes it easier for students, families and

staff to connect with mental healthcare resources and providers in their communities. Care Solace can offer information with therapy, online therapy, hospitalization, family counseling, and other services in minutes.

#### Special Education Services

Special Education services will follow the instructional models of the district in emergency situations. In order to remain responsive to IEP needs, TWIN RIVERS UNIFIED EMERGENCY CIRCUMSTANCES PROGRAM below will be used to determine how to best support students with IEPs.

#### [Emergency IEP Plan](#)

<http://bit.ly/4et77fl>

Additional professional development will take place in order to prepare teachers and staff with tools to support students during the emergency. These will be scheduled as needed and follow the professional development plan outlined in the ICP.

#### **TRUSD ELSD Catastrophic Plan**

In the event of extended school closures or other large-scale disruptions to in-person instruction, the English Learner Services Department (ELSD) has developed a comprehensive response plan to ensure instructional continuity and equitable access for English Learner (EL) students and their families. This plan reflects our unwavering commitment not only to maintaining academic progress, but to addressing the unique linguistic and cultural needs of our multilingual communities. Through innovation, collaboration, and strategic use of technology, the department has implemented models that extend learning opportunities beyond the classroom while fostering sustained academic engagement.

#### **Strategic Collaboration Among Teachers and District Offices:**

Teachers and staff at the central office staff will collaborate to develop curriculum that can be used online to support English learners. Areas that will be focused on:

- Differentiated ELD Lesson Development:  
EL district office staff designed English Language Development (ELD) instructional materials tailored to accommodate teachers with varying levels of technological proficiency. The high-quality online curriculum would be tailored to the linguistic and academic needs of English learners. These lessons can be shared through our Instructional Team.

- Collaborative Planning with Content-Area Teachers:  
The EL office will facilitate structured planning sessions that bring together EL specialists and content-area teachers. These collaborations focus on designing lessons that embed English language development within grade-level content, ensuring that language objectives align with academic standards.
- District-Supported Interdisciplinary Collaboration:  
Central office staff organized collaborative sessions in which general education and ESL/ELD teachers co-developed integrated lessons that aligned grade-level content with language acquisition objectives.
- Centralized Instructional Resource Repositories:  
EL TOSA teams developed districtwide repositories of sample lessons, instructional activities, and support materials to promote consistent, high-quality English language development instruction. These can be reached through our district webpage.
- Virtual Co-Teaching Protocols:  
English Learner teachers will establish co-teaching models using videoconferencing platforms, enabling general education and ESL educators to jointly deliver instruction with embedded supports for English learners.

### **Language Assistance: Interpretation and Translation**

The closure of schools prompted districts to reimagine and restructure their systems of support and communication for students and families who speak languages other than English. The English Language Services Department plays a vital role in this effort by providing comprehensive translation and interpretation services to support multilingual families and school staff. These services are readily accessible through the district's official website, ensuring that language is not a barrier to engagement, information, or educational access.

### **Instructional Technology:**

With the integration of videoconferencing platforms English Learner (EL) teachers can seamlessly participate in delivering core content ELD instruction, facilitate targeted small-group sessions, and deliver individualized designated lessons designed to preview or reinforce academic content with an emphasis on academic language development. Using remote learning environments such as Google Meets and Zoom. ELs can engage in sustained academic discourse and participate in extended writing tasks, and experiences that traditionally were available in in-person classroom settings.

Remote Programs:

[Summit K12 Home Page](#)

[Summit K12 Remote Login](#)

[Summit K12 CA Literacy Page](#)

[Iready Remote Login](#)

Iready Reading

Iready Math

[Willow Way Tutoring](#)  
[Interpreting and Translating Services](#)

### Service Provision

TRUSD will provide services during an emergency in accordance with the Emergency Circumstances Program as detailed service agreements. This includes but is not limited to:

- Services such as mentoring and tutoring provided by community based organizations and other outside partners.
- Before and after school care to the extent possible
- Supplemental activities in the arts, sports, STEAM, and other student engagement activities.
- Family and Community Engagement
- Contracted health and support staff

## Professional Development:

### Training Programs

TRUSD teachers are trained in District-adopted technology and platforms. TRUSD has a 1 to 1 Chromebook supply for students that is maintained by the qualified IT Department staff with student safety protocols installed. Students and families are familiar with adopted technology as it is integrated into the curriculum and instruction methodologies during non-emergency schooling.

Plan (For additional training or staff who have not had training)

Links: (To current edtech resources, list of platforms, etc.)

### Collaborative Planning

Goal:

Foster a culture of collaboration among staff to share best practices,

**Structure:** Grade-level or subject-area teams meet biweekly

**Activities:**

- Share successful lesson

Tools:

Google Classroom

Edtech Website:

<https://sites.google.com/trusd.net/trusd-edtech/>

|                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                       |
|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| resources, and strategies for remote learning.                                                      | <p>plans, activities, or tools used in remote instruction.</p> <ul style="list-style-type: none"> <li>Analyze student engagement data to identify trends and solutions.</li> <li>Co-develop interdisciplinary units or projects tailored for remote learning.</li> </ul> <p><b>Facilitation:</b> Led by instructional coaches or teacher leaders, with agendas focused on specific remote learning challenges.</p> <p><b>Outcome:</b> Staff create a shared repository of resources and strategies, accessible via the LMS.</p> | <a href="#">home</a>                                  |
| <p>Technical Support</p> <p>Help Desk</p> <p>How will teachers and staff access EdTEch Support?</p> | <ul style="list-style-type: none"> <li>On-Demand Tutorials and FAQs on <a href="#">Edtech.trusd.net</a></li> <li>Small Group Coaching <ul style="list-style-type: none"> <li>By appointment or drop-in virtual sessions with instructional technology coaches</li> </ul> </li> <li>Online self-paced Courses facilitated by an online platform</li> <li>Online training sessions presented by instructional technology coaches</li> </ul>                                                                                       | <p>Links:</p> <p><a href="#">Edtech.trusd.net</a></p> |

## Implementation and Monitoring:

### Timeline for Implementation:

TRUSD strives to provide students in-person, full-day instruction as soon as practicable. In no more than 10 instructional days following the emergency, TRUSD will enact instruction for

students for in-person learning or remote learning in accordance with the emergency situation. School sites will have defined metrics to return to site-based learning including, but not limited to:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Staff to cover those affected by the disaster
- Kitchens up and running for meals

**Evaluation Metrics:**

- Family contact logs
- Attendance-students accessing instruction
- Technology Check-outs
- Assignment completion
- Progress in online programs/remote learning programs
- Login records
- Kelvin Responses
- Academic progress (from assessment and grade reporting)

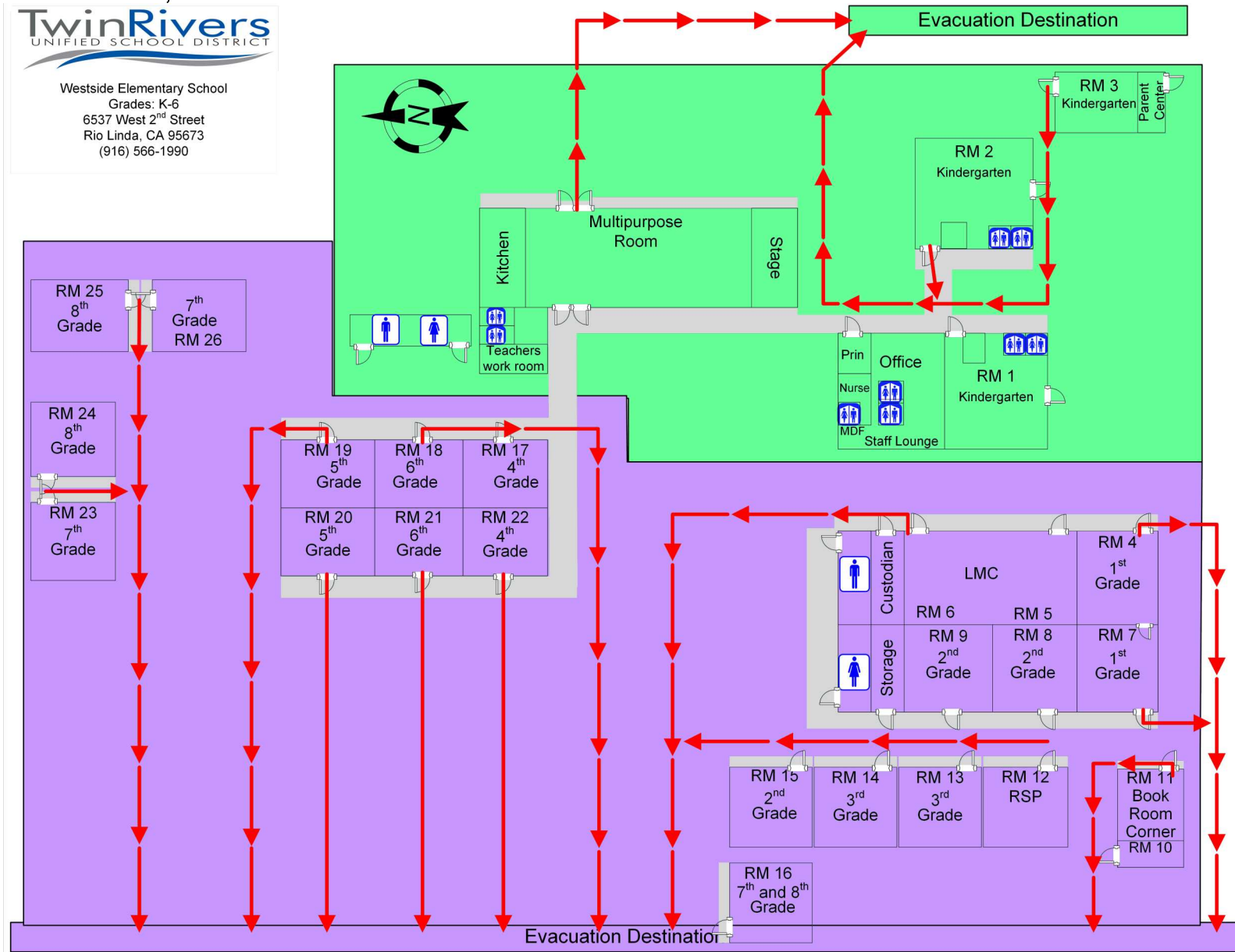
**Continuous Improvement**

This Instructional Continuity Plan will be reviewed and updated annually by the school site council/safety planning committee and approved by TRUSD in conjunction with the Comprehensive School Site Safety Plan. Updates may reflect, but are not limited to, new state requirements, TRUSD curriculum and resources, community needs, and technological advancements.

**Westside**  
6537 West 2nd Street, Rio Linda CA 95673

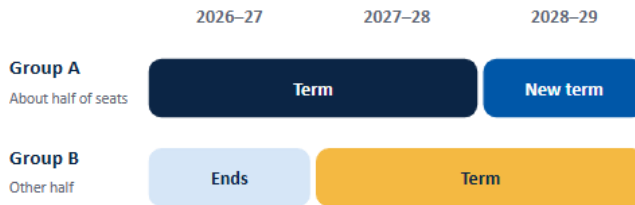


Westside Elementary School  
Grades: K-6  
6537 West 2<sup>nd</sup> Street  
Rio Linda, CA 95673  
(916) 566-1990



## Terms of Office

### STAGGERED TERMS (EXAMPLE: TWO-YEAR TERMS)



*Staggering keeps experienced members on the council every year.*

**Examples of a role change:** a parent is hired at the school, a teacher transfers, a staff member leaves, or a student graduates or moves.



#### Term length is set in our bylaws

Confirm your site's adopted term and start/end dates.



#### Officers are elected by the council

Chair, vice-chair, secretary, and others, per bylaws.



#### The seat belongs to the category

If a member's role changes, their seat becomes vacant.

# 2026-2027 Goals

# Focus Area 1: Unparalleled Student Achievement

- 2026- 2027 Goal 1 CAASPP/ELA

By spring 2027, the % of **Westside** students who "Meet" or "Exceed" the standards on the CAASPP will increase by **10%** as compared to 2026 in **ELA** (from est. **39% to 49%**) **SBAC: -1.62%**

By June of 2027, the % of **WPCS/Westside** students who "Meet" or "Exceed" the standards on the CAASPP will increase by **10%** as compared to 2026, in **ELA** (from est. **45% to 55%**) **SBAC: +.47%**

**iReady:** By June of 2027, 56% of **Westside** students will be at grade level or above on the final diagnostic test. (Currently 46%)

By June of 2027 Trimester 3 **Westside ELA** benchmark scores will average a **63%** passing rate school wide. Current data shows a **53%** passing rate.

By June of 2027 Trimester 3 **WPCS/Westside ELA** benchmark scores will average a **66%** passing rate school wide. Current data shows a **56%** passing rate.

**iReady:** By June of 2027, 48% of **WPCS** students will be at grade level or above on the final diagnostic test. (Currently 38%.)

# Focus Area 1: Unparalleled Student Achievement

- 2026- 2027 Goal 1 CAASPP/Math

By spring 2027, the % of **Westside** students who "Meet" or "Exceed" the standards on the CAASPP will increase by **10%** as compared to 2026 in Math (from est. **36% to 46%.**) **SBAC +2.31%**

By June of 2027, the % of **WPCS/Westside** students who "Meet" or "Exceed" the standards on the CAASPP will increase by **10%** as compared to 2026 in Math (from **33% to 43%.**) **SBAC -1.3%**

By June of 2027, Trimester 3 **Westside** Math benchmark scores will average a **76%** passing rate school wide. Current data shows a **66%** passing rate

## Focus Area 2: Engagement & Outreach

- 2026-2027 Goal 2
- By June 2027, Westside's suspension rate will drop from 6.65% to 2%.
- By June 2027, WPCS/Westside's suspension rate will drop from 8.3% to 2%.
- Westside Attendance Rate: 89% Westside Chronic: 50%
- Westside Attendance Rate: 91% WPCS Westside CHRONIC: 40%
- Attendance Rates and Chronic Absence rates went up during the 26-27 school year. Tracking SARTS/Individual Student absence rates will become tracked weekly. Meeting with team twice a month.

## Focus Area 3: Organizational Efficiency & Effectiveness

- iReady- Continue weekly goals, focus on data, focus on what is next to do for small group WIN/Intervention.
- WIN/Charter Intervention- Create and monitor what is best for kids during that time.
- Math: Pilot teachers unite! Start to think about a math WIN intervention.....
- Both sites: Continue Grade Level Data Chats w/Kris
- Refine grade-level articulation meetings

# Supports Needed

What supports will we have for each of these goals?

- Continue to reach out to MTSS Janaki
- Math pilot teacher expertise
- Student Support Teacher (Megan Norris)
- Continue consult MTSS intervention support where needed with Kristen Lopez !
- Data Dives/PLC
- Tier 1 Intervention Support in classroom

# Accountability

What is Kris's plan for accountability towards progress on my goals?

- Making goals known to staff to start the year. It's so important for staff to understand what the mission for the year will be. Trimester checks and data monitoring is a must for checking progress.
- Bi-Monthly meetings with attendance clerks/attendance incentives in place
- Structured PLC meetings/both **Westside** and **WPCS**
- Work with staff to develop positive recognition for iReady
- Continue monitoring WIN through data, pre and post formatives
- Work with MTSS on district initiatives
- Focused walkthrough feedback to support teacher growth
- Leverage ILT team to develop academic focus
- Utilize PBIS team to continue positive behavior support, interventions and planning.

**Westside Elementary SPSA 26-27****As of 5/20/26**

Goal #1: Increase Academic Achievement &amp; Decrease Disproportionalities

Goal #4: Families will be engaged with school and students through family involvement strategies in the areas of communication, progress monitoring, learning partnerships, family events, volunteerism and school decision making.

| <b>What</b>                                                                                                                                                                                                     | <b>How much?</b>                                                                                    | <b>What's left?</b>                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1 We will be providing a .5 student support teacher to provide targeted interventions for reading instruction. Extra funds are allotted to substitute coverage, extra hours, materials and supplies           | Title 1 Basic: \$61,904 + \$23,821 = <b>\$85,725</b><br>(salaries + benefits)                       | Title 1: \$0                                                                                                                                               |
| 4.1 Families will be provided with regular communication to promote learning. Specific planned expenditures include the printing of communications, creating parent folders, newsletters, and sending mailings. | Title 1 Parent Family Engagement (PFE): \$2,000                                                     | Title 1 PFE.: \$345                                                                                                                                        |
| 4.2 Light refreshments for Principal Coffee Table/Family Nights and Parent Involvement                                                                                                                          | Title 1 Parent Family Engagement (PFE): \$345                                                       | Title 1 PFE: \$0                                                                                                                                           |
| Total                                                                                                                                                                                                           | Title I basic: <b>\$85,725</b><br><br>Title I Parent Involvement: <b>\$2,345</b><br>\$2,000 + \$345 | Title I basic:<br>\$85,725 +<br>\$3,940 (Supplemental) = <b>\$89,665</b><br><br>Title I Parent Involvement:<br>\$2,345<br><br><b>GRAND TOTAL: \$88,070</b> |