Keema School for Independent Study

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

11/18/2026 3:00 PM

Location *(Ubicación)*

1281 North Ave. Sacramento, Ca 95838
Room 1 or Zoom

Zoom Link *(Enlace de Zoom)*

https://twinriversusd-org.zoom.us/my/mrpope

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

Non-staff: Parents/Community Member/Students *No Personal: Padres/Miembros de la Comunidad/Estudiantes*			**Present / Absent** *Presente/ Ausente*
Parent	Jessica Casorla	Year 2	
Parent	Kelly Wilson	Year 2	
Parent	Natalie Francisco	Year 1	
Student	Jonathan Hernandez	Year 1	
Parent	Lee Thao	Year 1	
Alternates *(Alternativos)*:	Jessica Lopez		

***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)**

***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).**

Staff: Principal or Designee/Teachers/Other Staff *Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal*			**Present / Absent** *Presente/ Ausente*
Principal/Designee: *Directora(a)/ Designado(a):*	Robert Pope		
Teacher: *Maestro(a):*	Michael Espino	Year 1	
Teacher: *Maestro(a):*	Chee Vang	Year 1	
Teacher: *Maestro(a):*	Steven Ames	Year 2	
Other Staff*:Otro Personal:*	Sandra Braff	Year 2	
Alternates: *Alternativos:*			
***Teachers must be the majority** **Los maestros deben ser mayoría*			

AGENDA

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

Council Business *Asuntos del Consejo*		
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		
Other Title 1 Review/Monitor/Evaluate/Update 1 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Document Review: *Revisión y de Documentos*		
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*		
SPSA Addendum Reviewing and voting on newly acquired Title 1 Funding 1 Attach Document	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Other Business: *Otros Asuntos:*		
ELAC Reporting *Informes ELAC* Met with District ELAC team for continued support and resources	**Chairperson** ***Presidente***	**Summary of Reporting (***Resumen de Informes)*
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) *Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)* Next DELAC meeting is December 10, 2026 5:00 pm	**Chairperson** ***Presidente***	**Summary of Presentation (***Resumen de Presentación)*
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación* Principal Notes: Review SPSA Progress/Goals Benchmark Data Review Pawsitive Awards Assembly	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
Adjournment: *Aplazamiento:*	**Chairperson** ***Presidente***	**Time**: *Hora:*

Next meeting date: 01/27/2027 3:00 PM
Fecha de próxima reunión:

Keema School for Independent Study

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

10/07/2026 3:00 PM

Location *(Ubicación)*

1281 North Ave. Sacramento, CA 95838 Room 1

Zoom Link *(Enlace de Zoom)*

https://twinriversusd-org.zoom.us/j/87628208796

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

Non-staff: Parents/Community Member/Students *No Personal: Padres/Miembros de la Comunidad/Estudiantes*			**Present / Absent** *Presente/ Ausente*
Parent	Jessica Casorla	Year 2	Absent
Parent	Kelly Wilson	Year 2	Absent
Parent	Natalie Francisco	Year 1	Present
Student	Jonathan Hernandez	Year 1	Present
Parent	Lee Thao	Year 1	Absent
Alternates *(Alternativos)*:	Jessica Lopez - parent		Absent

***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)**

***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).**

Staff: Principal or Designee/Teachers/Other Staff *Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal*			**Present / Absent** *Presente/ Ausente*
Principal/Designee: *Directora(a)/ Designado(a):*	Robert Pope		Present
Teacher: *Maestro(a):*	Michael Espino	Year 1	Present
Teacher: *Maestro(a):*	Chee Vang	Year 1	Present
Teacher: *Maestro(a):*	Steven Ames	Year 2	Present
Other Staff*:Otro Personal:*	Sandra Braff	Year 2	Present
Alternates: *Alternativos:*	Christi Gohl Year2		Present
***Teachers must be the majority** **Los maestros deben ser mayoría*			

AGENDA

ITEM *ARTÍCULO*	**Facilitator** *Facilitador(a)*	**Minutes** *Minutas*
Call to Order / Sign in sheet *Orden del Día/ Hoja de Firmas* **Quorum** *Quórum* **(50% +1)**	**Chairperson** ***Presidente***	This meeting is called to order at: *Se abre la sesión a las* 3:04 PM Total Members in Attendance: 7 *Total de Miembros Presentes:* Quorum: Yes (Si) *Quórum:*
Public Comment (2 minutes per speaker) *Comentarios del Público (2 minutos cada participante)*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* No comments
Review Agenda *Repasar Agenda*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* next meeting
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión*	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Minutes/Actas Person *Persona:* NA Second *Se secundó*: NA In favor *A favor* : 0 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: NA *Moción: Aprobada o Rechazada*

Council Business *Asuntos del Consejo*		
New Members (Nuevos Miembros)	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Welcome new members: Parent - Natalie Francisco Parent - Lee Thao Parent - Jessica Lopez Student - Jonathan Hernandez Comm. Member - Karen Debigare Teacher - Michael Espino Teacher - Chee Vang
Elect Officers (Elegir a Funcionarios)	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Chairperson - Steven Ames Vice-Chair - Sandra Braff
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* NA

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		
Site Safety Plan (Plan de Seguridad del Centro) 1 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* School Site Safety Plan Person *Persona:* Christi Gohl Second *Se secundó*: Steven Ames In favor *A favor* : 7 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*
Bylaws (Reglamentos) 1 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* School Bylaws Person *Persona:* Steven Ames Second *Se secundó*: Michael Espino In favor *A favor* : 7 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*
School Compact (Compacto Escolar 1 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* School Compact Person *Persona:* Sandra Braff Second *Se secundó*: Steven Ames In favor *A favor* : 7 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*
Other Reviewing terms of office	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Terms of office Person *Persona:* Sandra Braff Second *Se secundó*: Chee Vang In favor *A favor* : 7 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: pass *Moción: Aprobada o Rechazada*

Document Review: *Revisión y de Documentos*		
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* NA
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* NA
School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*		
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* na Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Other Business: *Otros Asuntos:*		
ELAC Reporting *Informes ELAC* ELAC Meeting is October 21, 2026 at 3:00 pm	**Chairperson** ***Presidente***	**Summary of Reporting (***Resumen de Informes)* Next ELAC meeting is Wednesday, October 21, 2026 EL Lab 5 days a week for an hour each day for all ELPAC Level 1 and 2 students
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) *Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)* DELAC Meeting is October 8, 2026 5:00-6:30 pm Twin Rivers District Office 5115 Dudley Blvd, McClellan Park, CA 95652	**Chairperson** ***Presidente***	**Summary of Presentation (***Resumen de Presentación)* DELAC meeting is October 8, 2026 5:00-6:30 pm in person at district office or on Zoom
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación* Principal Notes	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Pawsitive Awards Ceremony in the planning stages for December or January Week of Welcome for Back to School was a great success. Thank you to Ms. Rowe and Ms. Porter ASL 310, an American River College course is an amazing opportunity that 23 students are participating in
Adjournment: *Aplazamiento:*	**Chairperson** ***Presidente***	**Time**: *Hora:* 3:23 PM

Next meeting date: *Fecha de próxima reunión:*	11/18/2026	3:00 PM

Twin Rivers Unified School District
Comprehensive School Safety Plan

California Education Code Sections 32280-32289.6 and 49390-49395

2026-2027

School:	Keema School for Independent Study
CDS Code:	34 76505 3430634
School Address:	1281 North Ave., Sacramento, CA 95838-3661
School Phone:	916-566-3410
Principal Name:	Robert Pope
Principal Email:	robert.pope@trusd.net
Date adopted by School Site Council / Safety Planning Committee:	
Date presented at public meeting:	
Date submitted to District:	
Date approved by Board of Trustees:	

1 Attach Evacuation Map

Signatures

Role	Printed name	Signature	Date
Principal / Designee			
School Site Council Chairperson or Safety Planning Committee Chair			
Executive Director / District Designee			

Table of Contents

Part	Section title
Part I	Purpose, Vision, Legal Authority, and Confidentiality
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Part IV	Key Safety Personnel and Incident Command System Descriptions
Part V	Firearm Safety Notification Procedures
Part VI	Threat Reporting, Dangerous or Unlawful Activity, and WVPP Coordination
Part VII	Emergency Response Protocols, Disaster Procedures, Refuge Shelter, Medical Response, and Reunification
Part VIII	Strategies and Procedures for School Safety
Part IX	Instructional Continuity Plan

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	Robert Pope
Teacher representative	Steve Ames
Parent/guardian representative	Jennifer Ramirez
Classified employee representative	Sandra Braff
Student representative, *if applicable*	N/A
Mental health/counseling representative, *if available*	Christy Caceres
Nurse/health assistant/medical response representative, *if available*	Brenda Hernandez
Campus safety specialist or school security representative, *if available*	N/A
Other school or community member	N/A

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	[x] Yes [ ] No
District Risk Management		[x] Yes [ ] 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.

Enrollment / number of students:	309
Number of staff:	58
Number of pupils with disabilities requiring emergency procedure adaptations:	0
Number of staff requiring emergency procedure adaptations:	3
Site square acreage / square footage:	65,653
Number of classrooms:	15
Number of other rooms / offices / shared spaces:	9
Number of parking lots / driveways:	2
Campus Safety Specialist on-site? If yes, schedule:	[ ] Yes [x] No Schedule: N/A
Health Assistant / Nurse on-site? If yes, schedule:	[x] Yes [ ] No Schedule: Part Time

A. Data reviewed

2025 California School Dashboard	**% of Students**
Suspensions	0
Chronic absence rates	41.40
2024-25 School Climate Report Card	**% of Students**
School Connectedness	n/a
Academic Motivation	90
Meaningful Participation	63
Facilities Upkeep	n/a
Parent Involvement in Schooling	90
Social and Emotional Learning Supports	75
Antibullying Climate	67
Feel Safe at School	n/a
Cyberbullying	20
Rule Clarity	80

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)	Robert Pope		916-566-3410	916-583-3027
Operations Section Leader	Xay Phongmany		916-566-3410	916-212-9663
Accountability Unit Leader	Josh Hall		916-566-3410	858-395-4538
Medical Unit Leader	Heidi Rowe		916-566-3410	951-264-9788
Search and Rescue Unit Leader	Josh Hall		916-566-3410	858-395-4538
Planning and Intelligence Section Leader	Bethany Cunningham		916-566-3410	916-337-4514
Situation Status Unit Leader	Xay Phongmany		916-566-3410	916-212-9663
Logistics Section Leader	Bethany Cunningham		916-566-3410	916-337-4514
Supply Unit Leader	Roseann Sazo		916-566-3410	916-220-2318
Reunification / Student Release Lead	Xay Phongmany		916-566-3410	916-212-9663
Access and Functional Needs / Disability Support Lead	Josh Hall		916-566-3410	858-395-4538

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	Assist as and where needed	Hall, Porter, Pope	09/24/2026
Lockdown / secure school adaptations	Assist as and where needed	Hall, Porter, Pope	09/24/2026
Shelter, refuge, and reunification adaptations	Assist as and where needed	Hall, Porter, Pope	09/24/2026
Medical equipment, medication, and health plan considerations	Assist as and where needed	Hall, Porter, Pope	09/24/2026
Communication access, translation, or sensory needs	Assist as and where needed	Hall, Porter, Pope	09/24/2026
Transportation or off-site evacuation needs	Assist as and where needed	Hall, Porter, Pope	09/24/2026

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 [ ] 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	Keema Basketball Blacktop	Roseann Sazo 916-220-2318
Second off-site evacuation location	Grant High School	Darris Hinson 916-566-3450

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	n/a
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?	[x] Yes [ ] No
Naloxone available?	[x] Yes [ ] No Location: Main Office
Staff trained/authorized under District procedure	Names/roles or training record location: Xay Phongmany, Josh Hall, Bethany Cunningham - School Site Safety Team

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	principal/main office supervision when needed	Principal or designee
Dismissal supervision	principal/main office supervision when needed	Principal or designee
Visitor sign-in and campus access	Hall Pass Visitor Management System	Office Staff
Parking lot / vehicle circulation	principal/main office supervision when needed	Principal or designee
Bus/loading zone procedures	principal/main office supervision when needed	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 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)

LEA Name:	Superintendent:	LEA Address:
Twin Rivers Unified School District	**Dr. Steven Martinez**	**5115 Dudley Blvd 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:

Emergency Type	Primary Instructional Method	Alternative Schooling Locations	Independent Study Compliance	Communication Methods	Resource Allocation	Transportation Plan
Natural Disaster (Earthquake, Wildfire, Flood)	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
Public Health Emergency (Pandemic, Epidemic)	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)
Power Outage	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, Phone Trees	distribution	and Adjusted Bus Routes
Facility Damage (Fire, Structural Issues)	Hybrid / Relocation-Based	Partner Schools, Portable Classrooms	Individualized IS Agreements, Daily Virtual Check-ins	Automated Calls/Texts, Email/Parentsquare Updates, Website Updates	Temporary Facilities, Shared Resources, Meal Distribution	Coordinate withTransportation & Local Transit for Adjusted Bus Routes
Security Threat (Active Threat, Civil Unrest)	Shelter-in-Place or Full Remote Learning	EOC-assigned Safety Centers	IS Plans with Daily Virtual Check-ins	Text Alerts, Two-Way Radio, Community Briefings	Online & Local Learning Resources, Deploy Remote Learning Materials (iPads, Hotspots, Textbooks, Paper/Pencils, etc.), Emergency Meals	Lockdown Transport Coordination per 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**

- **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

- **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

  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
HIstory= 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 Mon.-Fri. 6:30 a.m. to 5:00 p.m.

Student / Family Help Desk:
(916) 566-7802 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.	plans, activities, or tools used in remote instruction. ● Analyze student engagement data to identify trends and solutions. ● Co-develop interdisciplinary units or projects tailored for remote learning. **Facilitation**: Led by instructional coaches or teacher leaders, with agendas focused on specific remote learning challenges. **Outcome**: Staff create a shared repository of resources and strategies, accessible via the LMS.	home
Technical Support Help Desk How will teachers and staff access EdTEch Support?	● On-Demand Tutorials and FAQs on Edtech.trusd.net ● Small Group Coaching ○ By appointment or drop-in virtual sessions with instructional technology coaches ● Online self-paced Courses facilitated by an online platform ● Online training sessions presented by instructional technology coaches	Links: Edtech.trusd.net

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

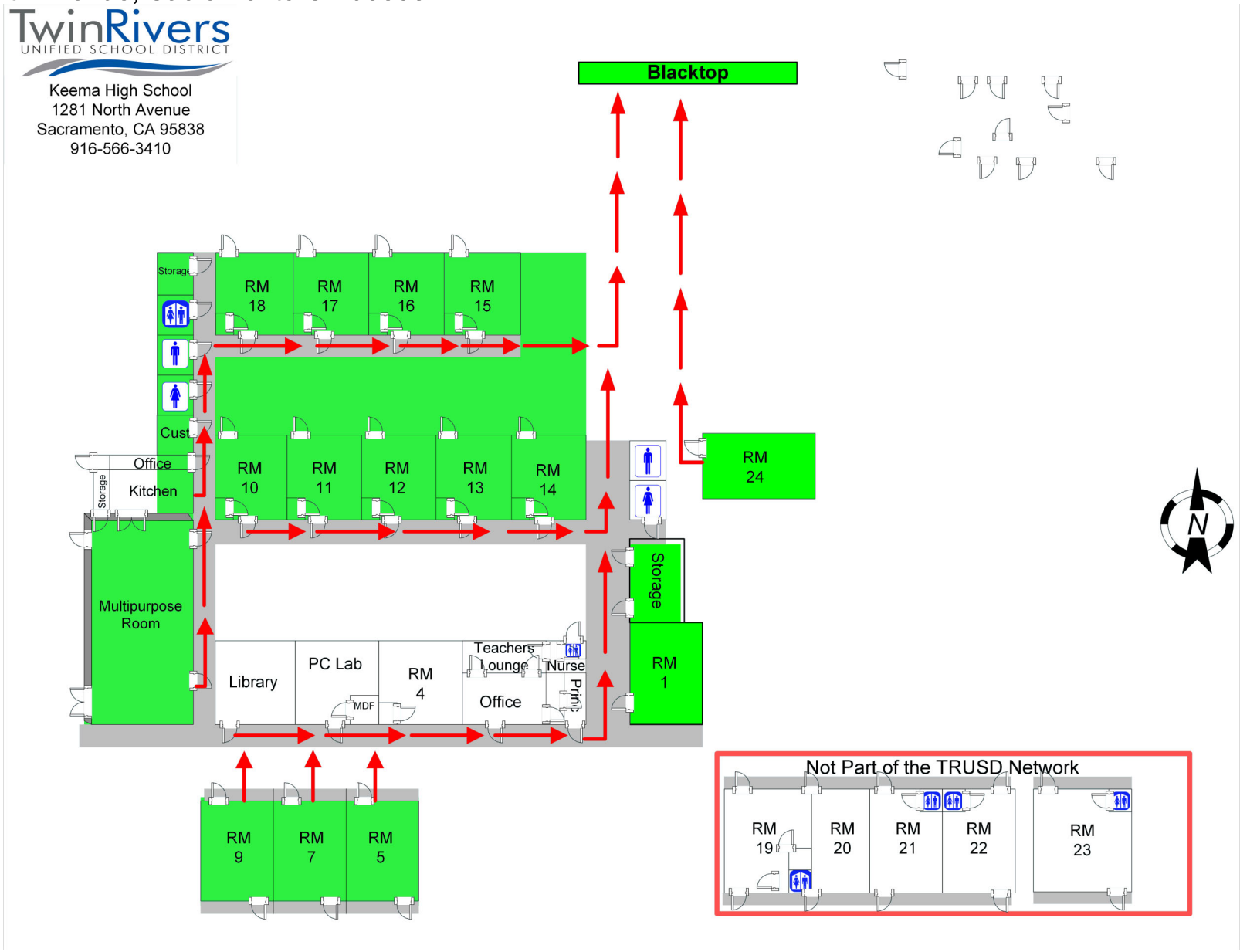
Evaluation Metrics:

- 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.

Keema High
1281 North Avenue, Sacramento CA 95838



Keema School for Independent Study School Site Council Bylaws

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Article I: Duties of the SSC

The SSC of Keema School for Independent Study, hereinafter referred to as the SSC, shall carry out the following duties:

- Obtain recommendations for, and review of, the proposed School Plan for Student Achievement (SPSA) from all school advisory committees
- Develop and approve the SPSA and related expenditures in accordance with all state and federal laws and regulations
- Recommend the SPSA and expenditures to the governing board 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 governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures
- Annually (and at each semester, trimester, etc.) evaluate the progress made toward school goals to raise the academic achievement of all students
- Carry out all other duties assigned to the SSC by the district governing board and by state law

Article II: Members

New members will be voted into office during the August and September Elections. Elections will be administered via electronic ballot when possible and will follow the laws outlined in EdCode Section 65000
Section A: Composition

The SSC shall be composed of 3 members, selected by their peers, as follows:

- 3 Classroom teachers (Provide definition of classroom teacher)
- 1 Other Staff
- 1 Principal

- At least 1 parent, 1 student, and 1 community member. Non-staff total should match staff total.
- The school principal or designee shall be an ex official member of the SSC

SSC 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

SSC members shall be elected for 1 year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years. (This example assumes two-year terms; the language should be modified to reflect the length of term agreed to by the SSC.) At the first regular meeting of the SSC, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the SSC. Absentee ballots shall not be permitted.

Section D: Termination of Membership

The SSC 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 SSC chairperson.

Section E: Transfer of Membership

Membership on the SSC may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the SSC occurring during the term of a duly elected member shall be filled by a new member selected in an appropriate manner (e.g., regular elections; appointment of the SSC for the period of time until the next regular election; or the seating of a previously elected alternate member to fill the remainder of the term of the vacant seat).

Article III: Officers

Section A: Officers

The officers of the SSC shall be a chairperson, vice-chairperson, secretary, and other officers the SSC may deem desirable. The chairperson shall:

- Preside at all meetings of the SSC
- Sign all letters, reports, and other communications of the SSC
- Perform all duties incident to the office of the chairperson
- Have other such duties as are prescribed by the SSC

The vice-chairperson shall:

- Represent the chairperson in assigned duties
- Substitute for the chairperson in his or her absence

The secretary shall:

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

Section B: Election and Terms of Office

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

Section C: Removal of Officers

Officers may be removed from office by a two-thirds vote of all the members.

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the SSC for the remaining portion of the term of office.

Article IV: Committees

Section A: Subcommittees

The SSC may establish and abolish subcommittees of its own membership to perform duties as shall be prescribed by the SSC. At least one member representing teachers and one member representing parents shall make up the subcommittee. No subcommittee may exercise the authority of the SSC.

Section B: Other Standing and Special Committees

The SSC may establish and abolish standing or special committees with such composition to perform such duties as shall be prescribed by the SSC. No such committee may exercise the authority of the SSC.

Section C: Membership

Unless otherwise determined by the SSC, the SSC chairperson shall appoint members of standing or special committees. A vacancy on a committee shall be filled by appointment made by the chairperson.

Section D: Terms of Office

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

Section E: Rules

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

Section F: Quorum

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the SSC. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance.

Article V: Meetings of the SSC

Section A: Meetings

The SSC shall meet regularly throughout the school year and no less than 5 times per year. Special meetings of the SSC may be called by the chairperson or by a majority vote of the SSC.

Section B: Place of Meetings

The SSC shall hold its regular meetings at a facility provided by the school, unless such a 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 SSC.

Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time, or location shall be given special notice. All meetings shall be publicized in the following venues: website, on-campus, and bulletin case.

All required notices shall be delivered to the SSC and committee members no less than 72 hours and no more than 3 days in advance of the meeting, personally or by mail (or by e-mail).

Section D: Quorum

The act of a majority of the members present shall be the act of the SSC, provided a quorum is in attendance, and no decision may otherwise be attributed to the SSC. A majority of the members of the SSC shall constitute a quorum.

Section E: Conduct of Meetings

Meetings of the SSC shall be conducted in accordance with the rules of order established by California *EC* Section 3147(c), and with *Robert's Rules of Order* or an adaptation thereof approved by the SSC.

Section F: Meetings Open to the Public

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

Article VI: Amendments

An amendment of these bylaws may be made at any regular meeting of the SSC by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to SSC members at least 3 days prior to the meeting at which the amendment is to be considered for adoption.

KEEMA HIGH SCHOOL
FAMILY-SCHOOL COMPACT

Schools, families, and students benefit when they all take collective responsibility for quality education. When a partnership exists and each partner fulfills his/her responsibilities, student learning improves. Compacts are voluntary agreements between families and school. The term, "school community", refers to teachers, students, families, other staff and community members. The signatures below indicate our support of and commitment to the following responsibilities.

Administrative Responsibilities	**Teacher Responsibilities**	**Family Responsibilities**	**Student Responsibilities**
1. Through collaborative decision making, created with the involvement of staff, families, students, and the community, a compelling school vision and quality educational program with high standards that are widely understood and embraced by the school community.	1. Through collaborative decision making with colleagues, families and students create a school vision and quality educational programs with high standards that are widely understood and embraced by the school community.	1. Through collaborative decision making, participate with school, staff and students in creating a compelling school vision and quality educational program with high standards that are widely understood and embraced by the school community.	1. Through collaborative decision making, participation with parents and school staff in creating a compelling school vision and quality educational program with high standards that are widely understood and embraced by the school and community.
2. Provide instructional leadership to ensure appropriate instructional practices, high academic standards, student support, and the delivery of a quality core curriculum to all students.	2. Endeavor to motivate students to learn. Provide appropriate and varied classroom instruction that actively involves students, and maintains high standards within each subject.	2. Communicate the value of education and provide home support and monitoring of student academic work and progress in school.	2. Produce quality work that meets the high standards of each class.
3. Provide a safe, orderly and positive teaching/ learning environment.	3. Provide a safe, orderly and caring classroom environment conductive to learning.	3. Establish a schedule with my student for study time, TV viewing, peer activities, and out of school time.	3. Attend school regularly on time and with complete homework. Follow agreed upon schedule and home/school rules.
4. Provide appropriate professional development for staff, families, and students to improve teaching and learning and to support collaborative partnerships with families and the community.	4. Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.	4. Participate in training opportunities with staff that help improve teaching and learning both at home and at school.	4. Participate in school activities with my parents and teachers that help to improve teaching and learning both at home and at school.
5. Maintain open two-way communication between the home and school.	5. Establish two-way communication with families about student progress in school.	5. Communicate regularly with the school.	5. Tell parents honestly what is happening at school and help maintain two-way communication.
6. Respect the school, students, staff and families.	6. Respect the school, students, staff, and families.	6. Respect the school, students, staff, and families.	6. Respect the school, students, staff, and families.
Principal's Signature	**Faculty Chairperson**	**Parent/Guardian**	**Student**

School Plan for Student Achievement: Title I Funded Program Evaluation
Keema School for Independent Study

Monitoring and Evaluation Template

Goal #1
During the 2026-2027 school year, the percentage of ELA and Math SBAC will increase by 4% in meets/exceeds standards. During the 2026-2027 school year, the percentage of English Language Learners at levels 1 thru 4 will increase by 4%.

Budgeted Amount	**Actions/ Activities (Strategies)**	**Expenditures to Date**	**Monitoring What is/is not working and why?**	**Modification(s) based on monitoring results (Evaluation)**
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	1.4	All funds have been encumbered and are being spent monthly	This year we have implemented a school wide writing diagnostic assessment (WDA) for all students K-12. A writing diagnostic team was formed and meets monthly in conjunction with leadership team to review the writing diagnostic assessment process. All students completed the assessment in October. Keema has improved in the SBAC ELA scores over the past 3 years. Placing a focus on student writing will help further increase our scores and student success.	Continue. Working well.
	1,5	Funds have not been spent yet and plans to attend the CCIS CA Consortium for Independent Study is planned.	Attending the CCIS conference ensured we are compliant with IS policy and practices.	Continue. No modifications are needed. Working on attending.

Goal #2
Increase graduation rate 4% by the end of the 2026-2027 school year.

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	2.1	All funds are encumbered and being spent.	The activity strategy is working well. Areas of focus include developing and implementing school programs for student success. Math lab, College and Career classes, Public Speaking classes and Fitness classes are a focus this year. Also included is working ELA and Math into all subject areas for further student success and achievement.	Continue. No modifications needed. Working well.

Goal #3
Improve Culture and Climate through Increased Student Engagement by 4% based on attendance in school programs. During the 2026-2027 school year, Keema will see a 4% increase in Enrichment and Charge class attendance by June 2027 through positive school wide culture including programs such as PBIS, support Student Learning Outcomes and through on campus enrichment/charge classes and increase student engagement opportunities with offering students more instructional time.

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	3.2	Funds have been half spent with focus on Writing Diagnostic Assessment work.	Funds have been allocated and spent on certificated staff and after school with development and implementation of curriculum and classes that furthers student attendance, engagement and success.	Continue. No modifications needed. Working well.
	3.7	None spent to date. This area needs to change. Working with Special Projects in this area.	This area needs to change. Working with Special Projects in this area.	Discontinue as funding sources have changed.

Goal #4
Increase parent/guardian meetings with Keema staff by 4% by the end of the 2026-2027 school year.

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	4.1	Funds encumbered and being spent	Working with families and students during summer enrollment prior to classes starting and unique to the Independent Study model. Working on district PD to better engage students and families in school culture and climate.	Continue. No changes needed. Working well.

Goal #5
Conduct all stakeholder school-wide survey biannually to determine school climate by the end of the 2026-2027 school year

Budgeted Amount	**Actions/ Activities (Strategies)**	**Expenditures to Date**	**Monitoring What is/is not working and why?**	**Modification(s) based on monitoring results (Evaluation)**
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	No actions from our SPSA	No expenditures allocated	NA	NA

School Plan for Student Achievement: Title I Needs Assessment

Directions: Develop a list of site needs based on current data. Collaborate with ILT, ELAC, Site Council and other groups to determine priority needs. Once your needs are ranked, decide if they fit within a current SPSA goal or if a new goal needs to be created. List the needs your Site Council agrees need to be prioritized for each goal and complete the table. This will determine your actions and budget expenditures for your SPSA.

SPSA Goal	Site Needs (Ranked Greatest-Least)	Data that demonstrates need	Proposed or Current Actions	Metric: How will you measure success?
1.4 ELA intervention & remediation consultant who will work with students and staff to support and improve school-wide ELA scores and student achievement.	High Need	SBAC ELA Scores, iReady Reading scores, Benchmark scores	Continue schoolwide focus on iReady use K-12, Monthly writing PD focus	Monitor iReady, SBAC, Benchmark results
1.5 Certificated staff, Classified staff and Administration to attend conferences/workshops to further support professional development around best practices for increasing student achievement. Certificated staff and Classified staff attendees to conferences/workshops to conduct on site training to further support professional development around designing, implementing, collaborating, evaluating and adjusting curriculum to increase student achievement.	Low Need	Continued professional development in ELA and mathematics to best support school wide programs and staff training. Continued flex trends in dashboard data leads to getting regular updates on state legislature on Independent Study	Continue to monitor professional development opportunities as they arise both in district and county	Continue to monitor professional development opportunities as they arise both in district and county
2.1 Contract with consultant to work with admin, leadership teams and staff on developing and implementing school wide	Medium Need	School wide dashboard indicates many areas including graduation rate, SBAC scores and attendance that require	Continue ongoing monitoring, evaluating and implementing appropriate changes to enhance and	Monitor school, district and state dashboards

SPSA Goal	Site Needs (Ranked Greatest-Least)	Data that demonstrates need	Proposed or Current Actions	Metric: How will you measure success?
strategies to improve core teaching and learning with the overall goal of increasing assessment and testing scores and student achievement.		continues school wide growth and development of programs to support students	improve school wide programs	
3.2 Additional certificated/teacher hours to support specific projects including design, development and implementation of curriculum and classes for targeted student needs and how student needs can best be met for student improvement.	Medium Need	Chronic absenteeism and attendance data indicate students need a more robust and better aligned school programs to meet the diverse need of our students and their success	Strategically plan with leadership teams and monitoring data to effectively determine school programs that are working and where changes need to be incorporated to support student learning and student success	Monitor school attendance and absenteeism data and offer data chats with leadership teams and staff school wide
3.5 Purchase TV's, Screen beams, Elmo, Technology devices in support of increased and enhance school culture and instruction.	Medium Need	Low iReady reading and math, Edgenuity and Pearson homework and lesson scores	Technology use in classrooms provides connection with students and teacher around direction instruction improving understanding on subject content	Monitor iReady Edgenuity and Pearson data
4.1 Extra duty hours for staff to meet with students and families on process and precedures during summer/pre fall. Staff works with students and family on instruction on curriculum, computer usage, rules and regulations, assigning first homework assignment, instructional support, intervention opportunities, campus resources, ways to become involved and participate in school.	Low Need	Data from student services including expulsions, suspensions, interventions, discipline and counseling	Work closely with families during pre enrollment, enrollment and once enrolled to best support families with school information, resources and best practices for being successful in independent study	Working with MTSS Tier 2/3 team on tiered interventions and monitoring student success

SPSA Goal	Site Needs (Ranked Greatest-Least)	Data that demonstrates need	Proposed or Current Actions	Metric: How will you measure success?
4.2 Family/Guardian/Parents to attend conferences to further support family involvement and student success around best practices for increasing student achievement.	Low Need	Ensuring families have access to information including conferences and workshops about being successful in school and best practices on in working with students.	Continue to monitor professional development opportunities as they arise both in district and county	Continue to monitor professional development opportunities as they arise both in district and county

School Year: **2026-27**

2026-27 School Plan for Student Achievement Addendum #1

School Name	County-District-School (CDS) Code	Site Council Meeting Date:	Local Board Approval Date
Keema School for Independent Study	34765053430634	11/18/26	

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SPSA Modified Actions and/or Expenditures to Goal 1

Goal Statement
During the 2026-2027 school year, the percentage of ELA and Math SBAC will increase by 4% in meets/exceeds standards. During the 2026-2027 school year, the percentage of English Language Learners at levels 1 thru 4 will increase by 4%.

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
1.1 Certificated and classified employees to participate in staff development, professional development, and Wednesday meetings outside contracted time.							
1.2 Salaries covering part time and full time FTE Certificated and Classified staff to attend PD, Staff Development, school site meetings including Summer, outside of contracted time.							
1.3 Math intervention & remediation consultant who will work with students and staff to support and improve school-wide math scores and student achievement.							

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
1.4 ELA intervention & remediation consultant who will work with students and staff to support and improve school-wide ELA scores and student achievement	1000-1999: 3000-3999:	Title I Basic Title I Basic	31557 6943				38500
1.5 Certificated staff, Classified staff and Administration to attend conferences/workshops to further support professional development around best practices for increasing student achievement. Certificated staff and Classified staff attendees to conferences/workshops to conduct on site training to further support professional development around designing, implementing, collaborating, evaluating and adjusting curriculum to increase student achievement.	5000-5999:	Title I Basic	4000	5000-5999: Services	Title I Basic	+283	4283

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
1.6 Purchase of supplemental curriculum and various curricular materials and supplies (ELA, Mathematics, science, social emotional etc.) to better assist in closing the achievement gap and meet the needs of all students.				5800:	Title I Basic	+21205	21205
1.7 Certificated Special Support - updated data analysis and prep, new class prep, planning, exploring new curriculum, classes and programs	1000-1999: 3000-3999:	Title I Basic Title I Basic	3748 825	1000-1999: 3000-3999:	Title I Basic Title I Basic	+3000 +675	8248
1.8 Renting/Purchase of tables, chairs, various supplies, and incentives to support and promote a safe and conducive testing environment for local and state testing (in-person)							
1.9 Purchase Chromebook chargers, WiFi, repairs, replacements, laptop bags and increased enrollment							
1.10 Activities to address the unique							

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
needs of low-income students, children with disabilities, English Learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth including addressing learning loss among all students. this includes but is not limited to purchasing educational technology to aid in educational interactions between students and their teachers.							

SPSA Modified Actions and/or Expenditures to Goal 2

Goal Statement
Increase graduation rate 4% by the end of the 2026-2027 school year.

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
2.1 Contract with consultant to work with admin, leadership teams and staff on developing and implementing school wide strategies to improve core teaching and learning with the overall goal of increasing assessment and testing scores and student achievement	1000-1999: 3000-3999:	Title I Basic Title I Basic	30737 6763	1000-1999: 3000-3999:	Title I Basic Title I Basic	-30737 -6763	0
2.2 Provide promotion and graduation incentives that promote student participation and further education. These activities celebrate and encourage students during the year, to continue their education. Students in independent study are not on site and are not in large groups. They							

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
are not afforded the same opportunities as at the comprehensive sites. These activities includes a senior luncheon, assistance with FAFSA, Senior group photo day, Senior portraits, enroll in College and Career enrichment class (1. College reps present at site 2. review of college and career options 3. college tours 4. resume building 5. college applications 6. experiental/field trip opportunities) and graduation and promotion ceremonies, awards and gifts. Guest speakers and workshops to promote continuing education after high school.							
2.3 Guest speaker for student engagement/success to staff/students							

SPSA Modified Actions and/or Expenditures to Goal 3

Goal Statement
During the 2026-2027 school year, Keema will see a 4% increase in Enrichment and Charge class attendance by June 2027 through positive school wide culture including programs such as PBIS, support Student Learning Outcomes and through on campus enrichment/charge classes and increase student engagement opportunities with offering students more instructional time.

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
3.1 Enrichment/Charge Class supplies (journals, notebooks, curriculum, materials)							
3.2 Additional certificated/teacher hours to support specific projects including design, development and implementation of curriculum and classes for targeted student needs and how student needs can best be met for student improvement.	1000-1999: 3000-3999:	Title I Basic Title I Basic	18387 4132				22519
3.3 Provide students opportunities to further increase real world experience to assist students in preparing for life after graduation							

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
3.4 Purchase of supplies and materials for K-12 promoting student engagement and student success for programs, classes, events, and activities on campus							
3.5 Purchase TV's, Screen beams, Elmo, Technology devices will enhance online and direct instruction supporting the online learning platform with student s in grades K through 12 in the independent study model.	4000-4999:	Title I Basic	11207				11207
3.6 Provide students a broader opportunity to experience and/or participate in the Arts/Core Subjects, during or after school hours to further support student engagement							

SPSA Modified Actions and/or Expenditures to Goal 4

Goal Statement
Increase parent/guardian meetings with Keema staff by 4% by the end of the 2026-2027 school year.

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
4.1 Extra duty hours for certificated and classified staff to meet with students and families on process and procedures during summer/pre fall. Staff works with students and family on instruction on curriculum, computer usage, rules and regulations, assigning first homework assignment, instructional support, intervention opportunities, campus resources, ways to become involved and participate in school.	1000-1999: 3000-3999:	Title I Basic Title I Basic	14380 3233	1000-1999: 3000-3999:	Title I Basic Title I Basic	+2000 +450	20063
4.2 Family/Guardian/Parents to attend conferences to further support family involvement and student success around	4000-4999: 5000-5999:	Title I Parent and Title I Parent and	2018 1700	4000-4999: Books 5000-5999: Services	Title I Parent and Title I Parent and	-400 -229	3089

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
best practices for increasing student achievement							

SPSA Modified Actions and/or Expenditures to Goal 5

Goal Statement
Conduct all stakeholder school-wide survey biannually to determine school climate by the end of the 2026-2027 school year

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
5.1 Provide opportunity for classified support staff to provide additional assistance. This support will be offered during and outside of contracted hours both during the year and summer.							
5.2 Classified staff to attend conferences and PD to further support professional and staff development and best practices.							
5.3 Purchase, contracts and maintenance and repairs of new, used, refurbished and existing copier machines and water for all four sites							
5.4 Cost of mail and print shop expenses to support running of school site							

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
5.5 Staff recognition, appreciation, materials and supplies							
5.6 Purchase of materials, resources and supplies for school-wide upkeep, maintenance and beautification							
5.7 Purchase of supplies and materials, replacement of lost or damaged chromebooks for student success for programs, classes, events and activities on campus							
5.8 Purchase of related resources and materials for school wide safety							
5.9 Purchase supplies to sanitize and clean the facilities including facility repairs and improvements to support health needs. Develop and implements procedures to improve the preparedness and response efforts of LEA's, including activities.							

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Expenditures by Funding Source

Approved Expenditures

Funding Source	Amount
Title I Basic	135,912.00
Title I Parent and Family Engagement	3,718.00

+/- Proposed Changes

Funding Source	Amount
Title I Basic	-9,887.00
Title I Parent and Family Engagement	-629.00

New Total

Funding Source	Amount
	126,025
	3,089

Expenditures by Goal

Approved Expenditures

+/- Proposed Changes

Goal Number	Total Expenditures	Goal Number	Total Expenditures
Goal 1	47,073.00	Goal 1	25,163.00
Goal 2	37,500.00	Goal 2	-37,500.00
Goal 3	33,726.00		
Goal 4	21,331.00	Goal 4	1,821.00

Approval/Attested

Title	Signature	Date
SSC Chair		
Principal		