Fairbanks Elementary

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

11/18/2026 2:30 PM

Location *(Ubicación)*

Zoom

Zoom Link *(Enlace de Zoom)*

https://zoom.us/j/94977700565?pwd=aVlxMWx1eWRtcUQ5RlQ3NEh0TmIvdz09

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	Frances Reynaga	Year 2	
Parent	Ana Diaz	Year 2	
Parent	Elizabeth Foreman	Year 2	
Parent	Consuelo Prado	Year 1	
Parent	Sheng Lo	Year 1	
Alternates *(Alternativos)*:			

***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):*	Sara Tolle		
Teacher: *Maestro(a):*	Walter Ulrich	Year 1	
Teacher: *Maestro(a):*	Sabrina Balkind	Year 1	
Teacher: *Maestro(a):*	Marcia McClain	Year 1	
Other Staff*:Otro Personal:*	Kiana Davis	Year 1	
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* https://drive.google.com/file/d/1AI6VyCiCMFVLB-GiM4I1yagqv8DmZxcT/view?usp=sharing 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:*		
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*
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 Review and vote on SPSA Addendum Title 1 Basic: Estimated $94,141 and we actually have $95,495, difference of +$1354. Title 1 Parent Family Engagement Estimated $2575 and we actually have $2340, difference of -$235.	**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* Link to slides from last meeting 10/14/2026 https://docs.google.com/presentation/d/17W2vzJncpSrRyUH60TC74gY84MaaZaBKEICL7rk07_E/edit?usp=sharing	**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)* ASB Family Events 2026-2027 https://docs.google.com/document/d/1g1dY32ue1g0_jeCjPvikAc-oHAoOsJPbzfK-5QIFg_M/edit?usp=sharing	**Chairperson** ***Presidente***	**Summary of Presentation (***Resumen de Presentación)*
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación* School Data Review: -Discipline -Attendance -Academics	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
Adjournment: *Aplazamiento:*	**Chairperson** ***Presidente***	**Time**: *Hora:*

Next meeting date: *Fecha de próxima reunión:*	01/27/2027	2:30 PM

Fairbanks Elementary

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

10/07/2026 2:30 PM

Location *(Ubicación)*

Zoom

Zoom Link *(Enlace de Zoom)*

https://zoom.us/j/94977700565?pwd=aVlxMWx1eWRtcUQ5RlQ3NEh0TmIvdz09

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	Frances Reynaga	Year 2	Present
Parent	Ana Diaz	Year 2	Present
Parent	Elizabeth Foreman	Year 2	Absent
Parent	Consuelo Prado	Year 1	Present
Parent	Sheng Lo	Year 1	Absent
Alternates *(Alternativos)*:			

***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):*	Sara Tolle		Present
Teacher: *Maestro(a):*	Walter Ulrich	Year 1	Present
Teacher: *Maestro(a):*	Sabrina Balkind	Year 1	Present
Teacher: *Maestro(a):*	Marcia McClain	Year 1	Present
Other Staff*:Otro Personal:*	Kiana Davis	Year 1	Present
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* 2:30 PM Total Members in Attendance: 8 *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)* none
Review Agenda *Repasar Agenda*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* review of last meeting agenda
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión* Meeting minutes from last school year: 05.20.26 1 Previous Minutes	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Minutes/Actas Person *Persona:* Sabrina Balkind Second *Se secundó*: Consuelo Prado In favor *A favor* : 8 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*

Council Business *Asuntos del Consejo*		
New Members (Nuevos Miembros) Welcome Sheng Lo as a new member of our School Site Council.	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Welcoming Sheng Lo as new member and Marcia McClain replacing previous retired SSC Member Denise Chew
Elect Officers (Elegir a Funcionarios) Chairperson: Vice Chairperson: Secretary: Voting Item, results will be noted in right column on minutes (summary of action taken).	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Chairperson: Ana Rivera Vice Chairperson: Frances Reynaga Secretary: Kiana Davis
Member Training (Formación de Miembros VIDEO: https://youtu.be/5SSjxMYMZWs Training Slides: https://d16k74nzx9emoe.cloudfront.net/34ec9e61-4f03-4e42-878b-71976df2b7e8/2026_2027_Site_Council_Training_Slides.pptx.pdf	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* review of linked video to new members

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		
Bylaws (Reglamentos) 1 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* bylaws Person *Persona:* Consuelo Prado Second *Se secundó*: Frances Reynaga In favor *A favor* : 8 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*
Parent Involvement (Participación de Padres) 1 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Parent Involvement Person *Persona:* Sabrina Balkind Second *Se secundó*: Frances Reynaga In favor *A favor* : 8 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:* Ana Rivera Second *Se secundó*: Sabrina Balkind In favor *A favor* : 8 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*
Site Safety Plan (Plan de Seguridad del Centro) 1 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Site Safety Plan Person *Persona:* Frances Reynaga Second *Se secundó*: Sabrina Balkind In favor *A favor* : 8 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*

Document Review: *Revisión y de Documentos*

Other Review and Approve Terms of Office Voting Item, results will be noted in right column on minutes (summary of action taken).	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* overview of current and new terms. decided to keep current 2 year term, bylaws remain the same
Other Review SPSA for this school year (non-voting item), information shared.	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Title 1 funds for FCL position and recess support and dance afterschool through REMIX, SPSA goals shared

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* N/A 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* 1st meeting held 9.23.26 -member announcement -ELAC training -DELAC representative selected Other meeting dates -10/14 -1/20 -2/17 -4/21 All meetings held in Room 15 (near front parking lot of school) at 7:50am (just after student drop off)	**Chairperson** ***Presidente***	**Summary of Reporting (***Resumen de Informes)* review of upcoming parent meetings
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) *Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)* ASB Family Events 2026-2027 https://docs.google.com/document/d/1g1dY32ue1g0_jeCjPvikAc-oHAoOsJPbzfK-5QIFg_M/edit?usp=sharing	**Chairperson** ***Presidente***	**Summary of Presentation (***Resumen de Presentación)* upcoming student and family events and fundraisers for the rest of the year
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación* Attendance Incentive for 2026-2027 https://docs.google.com/document/d/1XFFdD1sz2SXAO920aXBSIspBzy9z86ssxdL6cY-9i44/edit?usp=sharing	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* attendance and suspension rates, upcoming parent meetings, student and family events, current attendance plan
Adjournment: *Aplazamiento:*	**Chairperson** ***Presidente***	**Time**: *Hora:* 3:13 PM

Next meeting date: 11/18/2026 2:30 PM
Fecha de próxima reunión:

Fairbanks Elementary

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

05/20/2026 2:30 PM

Location *(Ubicación)*

Zoom

Zoom Link *(Enlace de Zoom)*

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2025 - 2026, 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	Consuelo Prado	Present
Parent	Esmeralda Saavedra	Absent
Parent	Frances Reynaga	Present
Parent	Elizabeth Foreman	Present
Parent	Ana Diaz	Present
Alternates *(Alternativos)*:		

***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):* Sara Tolle	Present
Teacher: *Maestro(a):* Denise Chew	Present
Teacher: *Maestro(a):* Walter Ulrich	Present
Teacher: *Maestro(a):* Sabrina Balkind	Present
Other Staff*:Otro Personal:* Kiana Davis	Present
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* 2:30 PM Total Members in Attendance: 9 *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)* none
Review Agenda *Repasar Agenda*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* last meeting's agenda reviewed
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión* https://app.informedk12.com/docs/99?form_request_id=84109540&token=YB2t73jfgusFSx5z5UnTEEkL 1 Previous Minutes	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Minutes/Actas Person *Persona:* Sabrina Balkind Second *Se secundó*: Denise Chew In favor *A favor* : 9 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*

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

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* n/a 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* n/a 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* n/a 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* n/a 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
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* n/a
School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*		
Approve 26-27 SPSA Go Over SPSA goals and where money is being spent and vote for approval	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* SPSA Person *Persona:* Consuelo Prado Second *Se secundó*: Denise Chew In favor *A favor* : 9 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*

Other Business: *Otros Asuntos:*		
ELAC Reporting *Informes ELAC* Share DELAC and ELAC meeting agenda outcomes and recommendations	**Chairperson** ***Presidente***	**Summary of Reporting (***Resumen de Informes)* increase CAASP scores, increase ELPAC scores MDPD, dances, promotions, EOY activities voice opinion regarding new superintendent higher for next school year
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) *Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)* Share parent meeting slides from 5/13/26 Upcoming school events FCL: Hired Ms. Jordan Additional TAP MM class for 1-3 for 2026-2027	**Chairperson** ***Presidente***	**Summary of Presentation (***Resumen de Presentación)* increase CAASP scores, increase ELPAC scores MDPD, dances, promotions, EOY activities 89% attendance rate suspension rate- 21 (PBIS) last Tiger Buck store
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación* FCL: Hired Ms. Jordan Additional TAP MM class for 1-3 for 2026-2027 Discuss Cell Phone Policy	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* ReMix academy Ms. Jordan's salary & benefits review of Goals 1-3 of Title I funds test scores increased 14% last year new 1-3 SDC class 26-27 cell phone policy includes smart watches airpods etc. turned off during or DND during the school day
Adjournment: *Aplazamiento:*	**Chairperson** ***Presidente***	**Time**: *Hora:* 3:05 PM

Next meeting date: 10/07/2026 2:30 PM
Fecha de próxima reunión:

Fairbanks Elementary School School Site Council Bylaws

ARTICLE I

Duties of the School Site Council:

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

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

Fairbanks Elementary School School Site Council Bylaws

ARTICLE II

Members

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

- ✔ Principal/Designee
- ✔ Classroom teachers
- ✔ "Other" school staff members (non classroom teaching staff)
- ✔ Parents or community members
- ✔ Students (secondary)

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

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

Section C: Voting Rights
Each member of the council is entitled to one vote and may cast that vote on any matter submitted to a vote of the council. **Absentee (proxy) and any electronic votes/ballots shall not be permitted.**

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

Section E: Transfer of Membership
Membership on the council may not be assigned or transferred.

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

- An alternate designated during the annual election
- Nominated by current SSC and approved by majority of SSC membership.
- The term will be for the remaining time left in the vacated seat.

ARTICLE III

Elections of Council Members

- The school principal/designee is a standing member of the council.
- Classroom teacher elections will be held in *August or as soon as permissible*:
  - Nominations and elections are conducted by the certificated staff. If the form is digital, a member of that voting party will be a collaborator on the digital form and will assist in the verification of nominations and election results.
  -A ballot will be used that includes a write in option.
- "Other" staff elections will be held in *August or as soon as permissible*.
  -The "other" position is filled by a non-classroom teacher. He/she may be a classified or certificated staff member.
  - Nominations and elections will be conducted by the non classroom teaching classified and certificated staff. If the form is digital, a member of that voting party will be a collaborator on the digital form and will assist in the verification of nominations and election results.
  -A ballot will be used that includes a write in option.
- Parent/Community Member representative elections will be conducted in *September or as soon as permissible*.
  - Nominations and elections will be conducted by the *school office staff*.
  - Nominations will be accepted through the first *week of September or as soon as permissible*.
  - A ballot will be used with a write in option.

-If the form is digital, a member of the office staff will be a collaborator on the digital form and will assist in the verification of nominations and election results.

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

ARTICLE IV

Officers

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

The chairperson shall:

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

The vice-chairperson shall:

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

The secretary shall:

- Keep minutes and sign ins of regular and special meetings of the council.
- Transmit true and correct copies of the minutes of such meetings to members of the council.
- Perform other such duties as are assigned by the chairperson or the council.

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

Section C: Reasons for Removal of Officers
Any officer may be removed from office by a two-thirds vote of all the members.

Section D: Vacancy

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

ARTICLE V

Committees

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

Section B: Terms of Office
The council shall determine the terms of office for members of a committee.

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

Section D: Quorum
A majority (51% or greater) of the members of the committee shall constitute a quorum. The act of a majority of the members present shall be the act of the committee, provided a quorum is present. Members may attend via technology/phone/etc.

ARTICLE VI

Meetings of the Council

Section A: Meetings
The council shall meet according to the schedule to fulfill SSC requirements *(at least 4 times per school year)*. Special meetings of the council may be called by the chairperson or by a majority vote of the council.

Section B: Place of Meetings
The council shall hold 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 council.

Section C: Notice of Meetings

1. Written public notice (agenda) of all meetings shall be posted at appropriate place accessible to the public, at least 72 hours in advance of the meeting.

2. Changes in the established date, time, or location shall be given special notice.
3. All meetings shall be publicized in the following venues: The school office and the School or District Webpage.
4. All required notices shall be delivered to council and committee members no less than 72 hours of the meeting, personally, or by mail/or via email.

Section D: Quorum
The act of the majority of the members present shall be the act of the council, provided a quorum is in attendance, and no decision may otherwise be attributed to the council. A majority of the members of the council (51% or greater) shall constitute a quorum. No actions may be taken unless a quorum has been established. Members may attend via technology/phone/etc. A 15 minute window of wait time will be allotted to establish a quorum.

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

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

ARTICLE VII

Amendments
An amendment of these Bylaws may be made at any regular meeting of the council by a vote of two-thirds (2/3) of the members present. Written notice of the proposed amendment must be submitted to council members at least 72 hours prior to the meeting at which the amendment is to be considered for adoption.

Fairbanks Elementary School

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

2026-2027

Fairbanks Elementary School has developed a written Title I parental involvement policy with input from Title I parents. This policy was developed with parents and staff. It was distributed to parents in AERIES Communicator.
The policy describes the means for carrying out the following Title I parental involvement requirements *[20 USC* 6318 Section 1118(a)-(f) inclusive].

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM:

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

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

The parents at Fairbanks Elementary School are informed about the school's Title I requirements and the right to be involved in the Title I program at our annual Back-to-School Night, which is held within the first 2 weeks of school. The principal reviews the rights and requirements via a PowerPoint presentation presented virtually on Zoom.

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

Flexible parent meetings are offered throughout the school year with the Principal. Some Title 1 parents are a part of School Site Council and English Learner Advisory Committee.
Parents provide input about the most convenient meeting times for them, and scheduling takes place to meet their needs.

The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.

Information is gathered at parent input meetings regarding the needs of the Title 1 students. Parents are an Integral part of the development of the Single Plan for Student Achievement (SPSA). The SSC and ELAC conduct formal needs assessments during each school year, and these are used to develop the goals and strategies included in the SPSA.

The school provides parents of Title I students with timely information about Title I programs.

Parents are informed about information regarding Title 1 programs at meetings, Family Nights, and written correspondence sent home periodically and Monthly School Newsletters sent through AERIES communicator.

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

Parents are informed about curriculum, assessments, and student progress and proficiency at Back-to-School Nights, Mid-Trimester Progress Reports, Parent Conferences, Report Cards, and Open House. Student Study Team and IEP Meetings are also held for at-risk and special needs students.

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

Parents can contribute to decisions related to the education of their child at parent-teacher conference meetings with the Principal, Student Study Team, and or meetings with the Academic and Behavior Intervention Assistant, when possible.

BUILDING CAPACITY FOR INVOLVEMENT:

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

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

The state academic content standards and assessments are explained to parents by the classroom teacher at Back-to-School Night and Parent Conferences and at Academic Family Nights- such as Family Literacy Night. Parents are provided with assistance in how to monitor and improve the achievement of their children with assistance from the classroom teacher. Teachers provide ongoing student assessment and achievement information to parents in AERIES Communicator, Google Classroom, via Mid-Trimester Progress Reports and Report Cards. The monitoring and improvement of student achievement is also discussed in Student Study Team meetings, IEP meetings and Professional Learning Community bi-weekly collaboration meetings

The school provides Title I parents with materials and training to help them work with their children to improve children's achievement.

Title I parents are provided with training and materials to work with their students at Back-to-School Nights, and Family Literacy Night, as well as Parent Teacher Conferences, Student Study Team meetings and informal parent meetings with the teacher.

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

Parent Involvement is a primary focus at Fairbanks Elementary School. It is a primary goal of the staff and classroom teachers to engage and involve parents in their child’s education. Parents are encouraged by the principal and the staff to volunteer. Parents are informed that they are an integral part of their child’s education.

The school coordinates and integrates the Title I parental involvement program with other programs, and

conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

Parents of Title I students are some of the same parents that are part of School Site Council and English Language Advisory Committee. Most of the school activities, events, resources and support are for all parents of students on campus or virtually.

The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

Parent information is distributed in everyday common language terms. Acronyms are spelled out and educational vernacular and academic language are rarely used. Written language flyers and correspondence is translated for parents who speak a language other than English, if it is a dominant language at the school site.

The school provides support for parental involvement activities requested by Title I parents.

The school provides many parent involvement activities requested by Title I, School Site Council, and English Language Advisory Committee parents, such that , Family PBIS Meetings, Family Movie Night, Family Literacy Night, Multicultural Night, May Day Play Day ,and daytime students assemblies that parents are invited to come.

ACCESSIBILITY

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

All parents are provided opportunities to participate in our many evening events, family nights, and classroom activities, field trips, and festivals. Many of the parents have students that are Title I, English Learners, and/or disabled. Translation services are available to assist parents communicate with school staff, teachers, and principal. The district office provides translators upon request. Our office and the district office is also available to translate any forms or booklets to enhance school home communications. All flyers are sent home in both English and Spanish. Fairbanks Elementary School is a family-friendly school, where parent involvement, input and access is highly valued.

Fairbanks Elementary School Home of the Tigers

SCHOOL COMPACT FOR STUDENT SUCCESS

Student Name: _____ Teacher: _____

Dear Parent/Guardian:
In order to provide the best education for your child, it is essential that we work closely with you. You are a very important part of our team. Your support ensures your child's success in school. We encourage you to take an active role in your child's education. Students, families and teachers share responsibilities that we as partners must carry out to achieve student success in school and in life. Teachers have reviewed these responsibilities with students in class. Please review them with your child, sign this agreement, and return to your child's teacher. Thank you for your support.

Student: My education is important. I am the one responsible for my own success. Therefore, I will make every effort to:
· Come to school every day, arrive on time, and be ready to learn
· Complete and return all my assignments and homework on time
· Bring my school Chromebook
· Follow school cell phone policy and use technology appropriately
· Dedicate time at home for studying and reading
· Follow all rules at school: Show Respect, Make Good Decisions and Solve Problems
· Try my best

Parent/Guardian: It is important to encourage my child's learning and success in school. Therefore, I will make every effort to:
· Ensure that my child goes to school every day, arrives on time, and is ready to learn
· Support the school's discipline and dress code policy
· Establish a regular time for homework, review assignments, and ensure that my child reads at home
· Ensure my child gets at least eight hours of sleep every night
· Model to my child the importance of respecting authority and the rights of others
· Know what is in my child's backpack to ensure my child only has school appropriate items at school (for example, no toys or dangerous objects)
·Maintain ongoing communication with teachers and school personnel and be sure to update my contact information with the school
· Limit and supervise screen time (cell phone, tablets, computers, television, video games) and be aware of my child's social media use
· Participate in school governance (SSC, ELAC, etc.), in volunteer opportunities, and in other school activities
· Demonstrate professional conduct and a positive attitude

Teacher: It is important to ensure an optimal educational experience for every child. Therefore, I will make every effort to:
· Provide a challenging, standards-based curriculum to every student
· Provide meaningful classroom assignments and homework
· Provide help to parents to ensure they are able to assist their child complete assignments and homework
· Inform parents of their child's academic and behavior progress throughout the school year and maintain regular communication
·Design effective instruction that will engage all students
· Apply all school rules consistently and fairly to all students
· Demonstrate professional conduct and a positive attitude

_____ _____ Student
Signature / Date Parent/Guardian Signature / Date

_____ _____ Teacher
Signature / Date Principal Signature / Date

Twin Rivers Unified School District
Comprehensive School Safety Plan

California Education Code Sections 32280-32289.6 and 49390-49395

2026-2027

School:	Fairbanks Elementary
CDS Code:	34 76505 6032940
School Address:	227 Fairbanks Ave., Sacramento, CA 95838-4799
School Phone:	916-566-3435
Principal Name:	Sara Tolle
Principal Email:	sara.tolle@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
Part II	School Safety Committee, Consultation, Review, Adoption, and Training
Part III	Site Demographics and Annual Assessment of School Safety
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	Sara Tolle
Teacher representative	Walter Ulrich
Parent/guardian representative	
Classified employee representative	Kiana Davis
Student representative, *if applicable*	n/a
Mental health/counseling representative, *if available*	Tina Lehman
Nurse/health assistant/medical response representative, *if available*	Lynn Paligo/Chris Williams
Campus safety specialist or school security representative, *if available*	n/a
Other school or community member	Cristina Guzman Ramirez

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:	353
Number of staff:	58
Number of pupils with disabilities requiring emergency procedure adaptations:	2
Number of staff requiring emergency procedure adaptations:	0
Site square acreage / square footage:	13,598
Number of classrooms:	17
Number of other rooms / offices / shared spaces:	3
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: T, every other Wednesday, Friday

A. Data reviewed

2025 California School Dashboard	**% of Students**
Suspensions	6.3
Chronic absence rates	31.8
2024-25 School Climate Report Card	**% of Students**
School Connectedness	52
Academic Motivation	72
Meaningful Participation	36
Facilities Upkeep	45
Parent Involvement in Schooling	63
Social and Emotional Learning Supports	55
Antibullying Climate	60
Feel Safe at School	62
Cyberbullying	56
Rule Clarity	81

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)	Sara Tolle		916-893-6430	510-673-0464
Operations Section Leader	Kiana Davis	Melanie Torres	916-566-3435	916-806-5012
Accountability Unit Leader	Jordan Falati		916-566-3435	707-344-8304
Medical Unit Leader	Lynn Paligo		916-803-9023	916-803-9023
Search and Rescue Unit Leader	Hutiel Gomez		916-566-3435	916-896-6712
Planning and Intelligence Section Leader	Kiana Davis		916-566-3435	916-806-5012
Situation Status Unit Leader	Jordan Falati		916-566-3435	707-344-8304
Logistics Section Leader	Bryan Martinez		916-566-3435	714-395-1480
Supply Unit Leader	Melanie Torres		916-566-3435	661-662-4172
Reunification / Student Release Lead	Sara Tolle		916-893-6430	510-673-0464
Access and Functional Needs / Disability Support Lead	Lynn Paligo	Chris Williams	916-803-9023	916-803-9023

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	Ms. Henry guides students out	Yvonne Henry	08/27/2026
Lockdown / secure school adaptations	n/a	Yvonne Henry	08/27/2026
Shelter, refuge, and reunification adaptations	n/a	Yvonne Henry	08/27/2026
Medical equipment, medication, and health plan considerations	prosthetic leg	Yvonne Henry	08/27/2026
Communication access, translation, or sensory needs	n/a	Yvonne Henry	08/27/2026
Transportation or off-site evacuation needs	n/a	Yvonne Henry	08/27/2026

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	Strawberry Manor Park/ 200 Danville Way	Sara Tolle/916-893-6430
Second off-site evacuation location	Robertsons Community Center/ 3525 Norwood Ave	916-696-6689

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	Office
AED 2, if applicable	staff lounge
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?	[ ] Yes [x] No
Naloxone available?	[ ] Yes [x] No Location: n/a
Staff trained/authorized under District procedure	Names/roles or training record location: Kiana Davis/office manager/ DO

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	Sara Tolle	Principal or designee
Dismissal supervision	Sara Tolle/Jordan Falati/ 2 teacher rotation for after school	Principal or designee
Visitor sign-in and campus access	Hall Pass Visitor Management System	Office Staff
Parking lot / vehicle circulation	Sara Tolle/Jordan Falati/ Tina Lehman 2 tchr rotation after school	Principal or designee
Bus/loading zone procedures	Sara Tolle/ Lamisah Eshal	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.

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
Fairbanks Elementary	34765056032940	11/18/26	

Table of Contents

SPSA Modified Actions and/or Expenditures to Goal 1 2

SPSA Modified Actions and/or Expenditures to Goal 2 4

SPSA Modified Actions and/or Expenditures to Goal 3 6

SPSA Modified Actions and/or Expenditures to Goal 4 7

SPSA Modified Actions and/or Expenditures to Goal 5 8

Budgeted Funds and Expenditures in this Plan 9

SPSA Modified Actions and/or Expenditures to Goal 1

Goal Statement
During the 2026-2027 school year the percentage of students meeting or exceeding standards will increase by 5% or more on CAASPP English Language Arts and Math assessments by June 2027. During the 2026-2027 school year the percentage of students meeting or exceeding standards will increase by 5% or more when comparing performance data for Trimester 1 and Trimester 2 Benchmarks for both ELA and Math to the previous school year's data (2025-2026). English Learners will show a 5% increase in the number of students progressing at least one level on the ELPAC assessment by June 2027.

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
1.1 Classroom teachers will formulate assessments that guide lesson plans in both English Language Arts and Math, which incorporate High Quality First Instruction teaching practices. Increased Professional development time will be provided that will focus on building teachers' capacity to use of the Cycle of Continuous Improvement. Professional development will include coaching and training.				1000-1999:	Title I Basic	1354.00	1354.00
1.2 Provide After-School and Saturday							

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
intervention opportunities for students (extra pay for teachers)							
1.3 Purchase instructional materials and supplies for far below student support and for student projects to engage and advance learning, and supplemental materials for English language learners to promote the reclassification as English proficient.							
1.4 Provide software programs/license in order for students to access digital platforms aligned with common core content essential standards that will assist in offering differentiated leveled instruction to close the achievement gap for all students and sub-groups.							

SPSA Modified Actions and/or Expenditures to Goal 2

Goal Statement
By focusing on school culture and climate as related to attendance, school-wide behavior systems, and social-emotional learning, The school will develop and sustain a safe and welcoming learning environment for all students. By June of 2027, daily attendance average will be 96%+, chronic absentee rate will decrease to 5%, the number of students excluded with suspensions will be below 2.5%, and more students will report feelings of safety while at school.

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
2.1 1 FTE Family & Community Liaison (FCL) The FCL will support attendance incentives, school community building events, academic support to students and families, parent and family workshops, SEL support, PBIS tier 1 and tier 2 interventions, sharing of community resources with all stake-holders, increase and student engagement on and off school campus, etc.	2000-2999: 3000-3999: 2000-2999: 3000-3999:	Title I Basic Title I Basic Title I Basic Title I Basic	43,867.00 30,040.00 1,000.00 47.00				
2.2 The site will increase attendance, decrease incidences of suspensions, through reinforcement of PBIS school-wide behavior systems. We will increase social-	5000-5999:	Title I Basic	19,187.00				

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
emotional learning opportunities during unstructured times by contracting with a service agency. The agency will provide a coach to teach SEL skills through structured play during lunch recesses.							

SPSA Modified Actions and/or Expenditures to Goal 3

Goal Statement
Ensure All Students Graduate College and Career Ready Build student and family excitement about the importance that education provides toward future opportunities for college and career ready.

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	

SPSA Modified Actions and/or Expenditures to Goal 4

Goal Statement
Fairbanks School will develop and sustain a safe and welcoming learning environment by providing strong home-school communication and a wide variety of engagement opportunities for families. Parent involvement leads to higher success for students and communities. By June of 2027 the percentage of parents attending BTSN, Parent Teacher Conferences, Open House, SSC, ELAC and Parent Events will increase by 10%.

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
4.1 Enhance parent engagement by supporting with technology help and providing computer devices and resources for the Parent Center/Office which is accessible to parents while visiting the school.	4000-4999:	Title I Parent and	2,575	4000-4999: Books	Title I Parent and	-235.00	2340.00

SPSA Modified Actions and/or Expenditures to Goal 5

Goal Statement
Provide Facilities that are clean, safe, and pleasant for students and staff, and provide an environment conducive to student learning. To successfully complete the annual Williams site visit for facilities inspection.

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	

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	94,141.00
Title I Parent and Family Engagement	2,575.00

+/- Proposed Changes

Funding Source	Amount
Title I Basic	1,354.00
Title I Parent and Family Engagement	-235.00

New Total

Funding Source	Amount
	95,495
	2,340

Expenditures by Goal

Approved Expenditures

+/- Proposed Changes

Goal Number	Total Expenditures	Goal Number	Total Expenditures
		Goal 1	1,354.00
Goal 2	94,141.00		
Goal 4	2,575.00	Goal 4	-235.00