



Woodridge Elementary

# School Site Council Agenda/Minutes

*Agenda / Actas del Consejo Escolar*

## Date & Time (Fecha & Hora)

12/03/2025

2:30 PM

## Location (Ubicación)

In- Person


5761 Brett Dr. Sacramento, CA 95842

## Zoom Link (Enlace de Zoom)

N/A

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

<b>Non-staff: Parents/Community Member/Students (Please note Year 1 or 2 of membership) <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes (Por favor indique Año 1 o 2 de afiliación)</i></b>		<b>Present / Absent <i>Presente/ Ausente</i></b>
Parent	Rosa Avila (Year 2)	
Parent	Krystal Ferguson (Year 2)	
Parent	Jessica Lopez (Year 2)	
Parent	Brittany Clark (Year 1)	
Parent	Sara Borges (Year 1)	
<b>Alternates (Alternativos):</b>		
<b>*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)</b> <b>*Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).</b>		
<b>Staff: Principal or Designee/Teachers/Other Staff (Please note Year 1 or 2 of membership) <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal (Por favor indique Año 1 o 2 de afiliación)</i></b>		<b>Present / Absent <i>Presente/ Ausente</i></b>
<b>Principal/Designee: <i>Directora(a)/ Designado(a):</i></b> Suzen Holtemann/ David Janowicz		
<b>Teacher: <i>Maestro(a):</i></b> Sonya Conner (Year 1)		
<b>Teacher: <i>Maestro(a):</i></b> Chris Dufour (Year 2)		
<b>Teacher: <i>Maestro(a):</i></b> Maria Betts (Year 2)		
<b>Other Staff: <i>Otro Personal:</i></b> Yessi Guerrero (Year 1)		
<b>Alternates: <i>Alternativos:</i></b> Milana Gaus (Year 1)		
<b>*Teachers must be the majority</b> <i>*Los maestros deben ser mayoría</i>		

AGENDA		
ITEM <i>ARTÍCULO</i>	Facilitator <i>Facilitador(a)</i>	Minutes <i>Minutas</i>
<b>Call to Order / Sign in sheet</b> <i>Orden del Día/ Hoja de Firmas</i>  <b>Quorum</b> <i>Quórum (50% +1)</i>	<b>Chairperson</b> <i>Presidente</i>	This meeting is called to order at: <i>Se abre la sesión a las</i>  Total Members in Attendance: <i>Total de Miembros Presentes:</i>  Quorum: <i>Quórum:</i>
<b>Public Comment (2 minutes per speaker)</b> <i>Comentarios del Público (2 minutos cada participante)</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Comments</b> <i>(Resumen de Comentarios)</i>
<b>Review Agenda</b> <i>Repasar Agenda</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Comments</b> <i>(Resumen de Comentarios)</i>
<b>Review / approve minutes from last meeting</b> <i>Revisar/aprobar el acta de la última reunión</i>  1. Amend 6/2/25 Minutes 2. Approve Amended 6/2/25 Minutes 3. Approve 3/19/25 Minutes 4. Approve 10/8/25  3  Previous Minutes	<b>Chairperson</b> <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i>  Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>

**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:*

Site Safety Plan (Plan de Seguridad del Centro)	<b>Chairperson</b> <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i>  Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i>  Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
1  Attachment		
N/A	<b>Chairperson</b> <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i>  Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i>  Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
N/A	<b>Chairperson</b> <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i>  Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i>  Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
N/A	<b>Chairperson</b> <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i>  Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i>  Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>

## Document Review: *Revisión y de Documentos*

<p>Title I Evaluation (Evaluación de Título I)</p>          <div> <div>1</div> <div></div> <div>Attachment</div> </div>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p><b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i></p>
<p>N/A</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p><b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i></p>

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

<div data-bbox="146 1438 360 1465">SPSA Addendum</div> <div data-bbox="146 1858 417 1892"> 1  Attach Document </div>	<div data-bbox="776 1417 954 1486"> <b>Chairperson</b>  <i>Presidente</i> </div>	<div data-bbox="976 1417 1498 1449">I move to approve the <i>Propongo aprobar a la</i></div> <div data-bbox="976 1507 1162 1541">Person <i>Persona:</i></div> <div data-bbox="976 1545 1205 1579">Second <i>Se secundó:</i></div> <div data-bbox="976 1583 1175 1617">In favor <i>A favor :</i></div> <div data-bbox="976 1621 1190 1654">Oppose <i>En contra:</i></div> <div data-bbox="976 1659 1234 1692">Abstain <i>En abstención:</i></div> <div data-bbox="976 1696 1234 1730">Motion: Pass or Fail:</div> <div data-bbox="976 1734 1320 1768"><i>Moción: Aprobada o Rechazada</i></div>
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<b>Other Business:</b> <i>Otros Asuntos:</i>		
<b>ELAC Reporting</b> <i>Informes ELAC</i> ELAC Report- AP Janowicz	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Reporting</b> ( <i>Resumen de Informes</i> )
<b>Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters)</b> <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Presentation</b> ( <i>Resumen de Presentación</i> )
<b>Additional Information/New Business/Discussion</b> <i>Información Adicional/Asuntos Nuevos/Conversación</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i>
<b>Adjournment:</b> <i>Aplazamiento:</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Time:</b> <i>Hora:</i>

<b>Next meeting date:</b> <i>Fecha de próxima reunión:</i>	01/28/2026	2:30 PM
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# Woodridge Elementary School Site Council Agenda/Minutes



**Date & Time: Jun 2, 2025 1:00 PM**

**Location: Zoom**

<https://us04web.zoom.us/j/79744252908?pwd=I0uFAOaUs5bLxdY1sN4FwQpeXWm5ab.1>

## 2024- 2025, Elected SSC Members

Non-staff: Parents/Community Member/Students	Present
Parent ▾ :Brittany Clark	Absent ▾
Parent ▾ :Jessica Lopez	Present ▾
Parent ▾ :Krystal Ferguson	Present ▾
Parent ▾ :Rosa Avila	Present ▾
Community Member ▾ :Sining Cinese	Present ▾
<i>*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)</i>	
Staff: Principal or Designee/Teachers/Other Staff	Present
Principal/Designee: Martin Powers	Present ▾
Teacher: Chris Dufour	Present ▾
Teacher: Maria Betts	Present ▾
Teacher: Doreen McKirgan	Present ▾
Other Staff: Terri Williams	Present ▾
<i>*Teachers must be the majority</i>	

## AGENDA

ITEM	Facilitator	Minutes
Call to Order / Sign in sheet	Chairperson	This meeting is called to order at Jun 2, 2025 1:01 PM PDT
Quorum (50% +1)		Total Members in Attendance: 9 Quorum: Yes ▾
Public Comment (2 minutes per speaker)	Chairperson	<a href="#">Summary of Discussion</a>
Review Agenda	Chairperson	<a href="#">Summary of Comments/Questions</a>

Review / approve minutes from last meeting	Chairperson	I move to approve the minutes: Dr. Powers Second: Dori Mckirgan In favor: 9 Oppose: 0 ▾ Abstain: 0 ▾ Motion: Passed ▾
• School Plan For Student Achievement (SPSA)		
Review & Approve: • 2025-2026 SPSA ▾	Chairperson	I move to approve the 2025-2026 SPSA: Dr. Powers Second: Dori Mckirgan In favor: 9 Oppose: 0 ▾ Abstain: 0 ▾ Motion: Passed ▾
• Other Business:		
• Not Combined ▾	Chairperson	Summary of Discussion
• Additional Information/New Business/Discussion	Chairperson	<div>Summary of Comments/Questions</div> None
• Adjournment	Chairperson	Time: Jun 2, 2025 1:16 PM
• Next meeting date: Fall 2025		





Woodridge Elementary

# School Site Council Agenda/Minutes

*Agenda / Actas del Consejo Escolar*

## Date & Time (Fecha & Hora)

10/08/2025

2:30 PM

## Location (Ubicación)

Zoom

## Zoom Link (Enlace de Zoom)


<https://twinriversusd-org.zoom.us/j/86894856644>

ID: 868 9485 6644

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

<b>Non-staff: Parents/Community Member/Students (Please note Year 1 or 2 of membership) <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes (Por favor indique Año 1 o 2 de afiliación)</i></b>		<b>Present / Absent <i>Presente/ Ausente</i></b>
Parent	Rosa Avila (Year 2)	Yes (Si)
Parent	Krystal Ferguson (Year 2)	Yes (Si)
Parent	Jessica Lopez (Year 2)	Yes (Si)
Parent	Brittany Clark (Year1)	No
Parent	Sara Borges (Year 1)	Yes (Si)
<b>Alternates (Alternativos):</b>		No
<b><i>*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)</i></b> <b><i>*Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).</i></b>		
<b>Staff: Principal or Designee/Teachers/Other Staff (Please note Year 1 or 2 of membership) <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal (Por favor indique Año 1 o 2 de afiliación)</i></b>		<b>Present / Absent <i>Presente/ Ausente</i></b>
<b>Principal/Designee: <i>Directora(a)/ Designado(a):</i></b> Suzen Holtemann/ Dave Janowicz		Yes (Si)
<b>Teacher: <i>Maestro(a):</i></b> Sonya Conner (Year 1)		Yes (Si)
<b>Teacher: <i>Maestro(a):</i></b> Chris Dufour (Year 2)		Yes (Si)
<b>Teacher: <i>Maestro(a):</i></b> Maria Betts Year 2)		Yes (Si)
<b>Other Staff: <i>Otro Personal:</i></b> Yessi Guerrero (Year 1)		Yes (Si)
<b>Alternates: <i>Alternativos:</i></b> Milana Gaus (Year 1)		Yes (Si)
<b><i>*Teachers must be the majority</i></b> <i>*Los maestros deben ser mayoría</i>		



# AGENDA

ITEM <i>ARTÍCULO</i>	Facilitator <i>Facilitador(a)</i>	Minutes <i>Minutas</i>
<b>Call to Order / Sign in sheet</b> <i>Orden del Día/ Hoja de Firmas</i>  <b>Quorum</b> <i>Quórum (50% +1)</i>	<b>Chairperson</b> <i>Presidente</i>	This meeting is called to order at: <i>Se abre la sesión a las</i> 2:30 PM  Total Members in Attendance: 10 <i>Total de Miembros Presentes:</i>  Quorum:    Yes (Si) <i>Quórum:</i>
<b>Public Comment (2 minutes per speaker)</b> <i>Comentarios del Público (2 minutos cada participante)</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Comments</b> <i>(Resumen de Comentarios)</i> VP Mr. Janowicz offered members the opportunity to speak during this time.
<b>Review Agenda</b> <i>Repasar Agenda</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Comments</b> <i>(Resumen de Comentarios)</i> VP Mr. Janowicz reviewed the agenda and no adjustments were made to the agenda.
<b>Review / approve minutes from last meeting</b> <i>Revisar/aprobar el acta de la última reunión</i>  June 2025 Minutes          1  Previous Minutes	<b>Chairperson</b> <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Minutes/Actas Person <i>Persona</i> : David Janowicz Second <i>Se secundó</i> : Sonya Conner In favor <i>A favor</i> : 10 Oppose <i>En contra</i> : 0 Abstain <i>En abstención</i> : 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i>

**Council Business** *Asuntos del Consejo*

New Members (Nuevos Miembros)	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> Mr. Janowicz introduced our new members.
Elect Officers (Elegir a Funcionarios)	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> VP Mr. Janowicz asked if any members would like to be the Chairperson, Vice-chairperson and secretary. Rosa Avila elected herself for chairperson, Maria Betts elected herself as Vice-Chairperson and parent Krystal Fergusen elected LeAnn White as Secretary or Mr. Janowicz and LeAnn White accept the secretary role. Mr. Janowicz asked members to say I if they are in favor. All members were in favor.
Member Training (Formación de Miembros)  TRUSD SSC Member Training Sept. 24, 2025 5-6pm	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> All members received a phone call and follow-up email invitation to all school site council members of the date, time and zoom link to inform members of our school site council meeting.

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

Bylaws (Reglamentos)  Review, adjust and adopt bylaws.  1  Attachment	<b>Chairperson</b> <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> David Janowicz Person <i>Persona:</i> Rosa Avila Second <i>Se secundó:</i> Maria Betts In favor <i>A favor :</i> 10 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i> Chairperson comment in Additional information at the bottom of the agenda.
Parent Involvement (Participación de Padres)  Review, adjust and adopt parent involvement policy.  1  Attachment	<b>Chairperson</b> <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> David Janowicz Person <i>Persona:</i> Rosa Avila Second <i>Se secundó:</i> Sonya Conner In favor <i>A favor :</i> 10 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i> N/A
N/A	<b>Chairperson</b> <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> N/A Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
N/A	<b>Chairperson</b> <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> N/A Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>

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

Other  Present and discuss: School Data (Attendance, Discipline, CAASPP and SPSA Goals/Actions)	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i>  VP Mr. Janowicz presented a slide show -Sign-in using the link. -853 students/40% EL/91.5% of scholars socioeconomically disadvantaged/149 scholars with disabilities. 25-26 site goals reviewed: -Academic growth: 4% Growth in ELA/4% Growth in Math. -Social Emotional: 95% EOY Attendance Rate, decreased suspension by 3%. -Review of PBIS System, our mission and expectations and building partnerships with families. -ELA and Math CAASPP Results 3rd-6th grade from 23-24 & 24-25. -SPSA 25-26: Goals/Actions & Budget
N/A	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i>  N/A

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

N/A	<b>Chairperson</b> <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> N/A  Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i> N/A
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<b>Other Business: <i>Otros Asuntos:</i></b>		
<b>ELAC Reporting</b> <i>Informes ELAC</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Reporting (<i>Resumen de Informes</i>)</b> Nothing to report ELAC to be held on October 22,2025.
<b>Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters)</b> <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Presentation (<i>Resumen de Presentación</i>)</b> Nothing to report ELAC to be held on October 30,2025.
<b>Additional Information/New Business/Discussion</b> <i>Información Adicional/Asuntos Nuevos/Conversación</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> Proposed and approved striking from the draft minutes on reviewing March 19,2025 SSC minutes. Motion carries 10-0.  Newly elected chairperson Rosa Avila clarified that the agenda should only be posted on the TRUSD website and posted at the school entrance and update the bylaws to remove Facebook posting.
<b>Adjournment: <i>Aplazamiento:</i></b>	<b>Chairperson</b> <i>Presidente</i>	<b>Time: <i>Hora:</i></b> 3:10 PM

<b>Next meeting date:</b> <i>Fecha de próxima reunión:</i>	11/19/2025	2:30 PM
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# Woodridge Elementary School Site Council Agenda/Minutes



**Date & Time: Mar 19, 2025 2:30 PM**

**Location: Zoom**

<https://us04web.zoom.us/j/77879644178?pwd=xBXjg3t6pJ24bPGh0F5LADWMaN4mKJ.1>

## 2024- 2025, Elected SSC Members

Non-staff: Parents/Community Member/Students	Present
Parent ▾ :Brittany Clark	Absent ▾
Parent ▾ :Jessica Lopez	Absent ▾
Parent ▾ :Krystal Ferguson	Present ▾
Parent ▾ :Rosa Avila	Present ▾
Community Member ▾ :Sining Cinese	Absent ▾
<i>*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)</i>	
Staff: Principal or Designee/Teachers/Other Staff	Present
Principal/Designee: Martin Powers	Present ▾
Teacher: Chris Dufour	Present ▾
Teacher: Maria Betts	Present ▾
Teacher: Doreen McKirgan	Present ▾
Other Staff: Terri Williams	Present ▾
<i>*Teachers must be the majority</i>	

## AGENDA

ITEM	Facilitator	Minutes
Call to Order / Sign in sheet	Chairperson	This meeting is called to order at Mar 19, 2025 2:30 PM PDT
Quorum (50% +1)		Total Members in Attendance: 7 Quorum: Yes ▾
Public Comment (2 minutes per speaker)	Chairperson	<u>Summary of Discussion</u> None
Review Agenda	Chairperson	<u>Summary of Comments/Questions</u>

Review / approve minutes from last meeting	Chairperson	I move to approve the minutes: Dori Mckirgan Second: Martin Powers In favor: 7 Oppose: 0 ▾ Abstain: 0 ▾ Motion: Passed ▾
School Plan For Student Achievement (SPSA)		
Review & Approve: <ul style="list-style-type: none"> <li>2025 SPSA Needs Assessment ▾</li> <li>Review Tri 2 Data</li> <li>Preliminary Budget 25-26 School Year</li> <li>Preliminary look at 25-26 SPSA Goals</li> </ul>	Chairperson	<u>Summary of Discussion</u> Additional funds SST, collaboration time. Growth in ELAw/ 4th grade leading. No budget reductions, expect similar goals remain similar to previous year.
Other Business:		
<ul style="list-style-type: none"> <li>Not Combined ▾</li> </ul>	Chairperson	Summary of Discussion
<ul style="list-style-type: none"> <li>Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters)</li> </ul>	Chairperson	No Report
<ul style="list-style-type: none"> <li>Additional Information/New Business/Discussion</li> </ul>	Chairperson	<u>Summary of Comments/Questions</u>
Adjournment	Chairperson	Time: Mar 19, 2025 2:55 PM
<ul style="list-style-type: none"> <li>Next meeting date: May 21, 2025</li> </ul>		





**Twin Rivers Unified School District  
Comprehensive School Safety Plan  
SB 187 Compliance Document  
(Education Code Section 32280-32289.5 and  
49390-49395)**

**2025-2026**

**School:** Woodridge Elementary  
**CDS Code:** 34 76505 6066682  
**School Address:** 5761 Brett Dr., Sacramento, CA 95842  
**School Phone:** 916-566-1650  
**Principal's Name:** Suzen Holtemann  
**Principal's Email:** suzen.holtemann@trusd.net  
**Date of Adoption by Board of Trustees:** \_\_\_\_\_

2 Attach evac map & aerial view

**Signatures:**

Suzen Holtemann	Principal	
	SSC Chairperson	
	Executive Director	

## Table of Contents

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

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

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

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

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

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

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

- ✓ Per California Education Code § 32282.1

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

- ✓ Per California Education Code § 49392

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

School Safety Planning Committee Members (School Site Council Members or School Safety Committee, comprised of the members listed) Ed. Code 32281	Principal or designee	Teacher Rep. of Cert. Employees	Parent	Classified Employee	Other School Staff	Law Enforcement
Name						
Twin Rivers Police						X
Suzen Holtemann	X					
Leann White				x		
Coletha Browning		x				
Chris Dufour		x				
Richard Paiz					x	
Marcella Chapman			x			
Dave Janowicz					x	

Date reviewed/amended: \_\_\_\_\_  
 Date communicated to the public: \_\_\_\_\_

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

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

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

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

Number of Students	790
Number of Staff	85
Number of Disabled Students	5
Number of Disabled Staff	0
Site Square Acreage / Square Footage	28,095
Number of Classrooms	35
Number of Other Rooms	5
Number of Parking Lots	3
Campus Safety Specialist (CSS) On-Site (Y/N)	N
Health Assistant On-Site (Y/N)	Y

2024 California School Dashboard	% of Students
Suspensions	7
Chronic absence rates	35.5
2024-25 School Climate Report Card (Elementary)	% of Students
School Connectedness	82
Academic Motivation	98

Meaningful Participation	64
Facilities Upkeep	73
Parent Involvement in Schooling	n/a
Social and Emotional Learning Supports	n/a
Antibullying Climate	63
Feel Safe at School	n/a
Cyberbullying	40
Rule Clarity	82

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

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

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

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

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

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

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



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

Woodridge Elementary

### Incident Command System Year: 2025-2026

Name	Work Phone	Cell Phone
<b>COMMAND STAFF</b>		
<b>Incident Commander (Principal)</b>		
Primary: Suzen Holtemann	916-566-1650	[REDACTED]
Alternate: Dave Janowicz, VP	916-566-1650	[REDACTED]
<b>GENERAL STAFF</b>		
<b>OPERATIONS SECTION</b>		
Section Leader: Dave Janowicz, VP	916-566-1650	[REDACTED]
Alternate: Suzen Holtemann	916-566-1650	[REDACTED]
<b>Accountability Unit</b>		
Unit Leader: Carrie Croteau	916-566-1650	[REDACTED]
Team 1: Vineeta Rathor	916-566-1650	[REDACTED]
Team 2:		
<b>Medical Unit</b>		
Unit Leader: Michele Gonzalve	916-566-1650	[REDACTED]
Triage Team: Tasha Walker	916-566-1650	
Treatment Team: Nursing Staff	916-566-1650	[REDACTED]
<b>Search &amp; Rescue Unit</b>		
Unit Leader: Richard Paiz	916-566-1650	[REDACTED]
Team 1: Dave Janowicz	916-566-1650	[REDACTED]
Team 2: Ramish Imani	916-566-1650	[REDACTED]
<b>PLANNING &amp; INTEL SECTION</b>		
Section Leader: Coletha Browning	916-566-1650	[REDACTED]
Alternate: Chris Dufour	916-566-1650	[REDACTED]
<b>Situation Unit</b>		
Unit Leader: Leann White	916-566-1650	[REDACTED]
Alternate: Sara Miles	916-566-1650	[REDACTED]

**LOGISTICS SECTION****Section Leader:** Maria "Yessi" Guerrero

916-566-1650

**Alternate:** Julie Spagnoli

916-566-1650

**Supply Unit****Unit Leader:** Christina Gonzales Quintero

916-566-1650

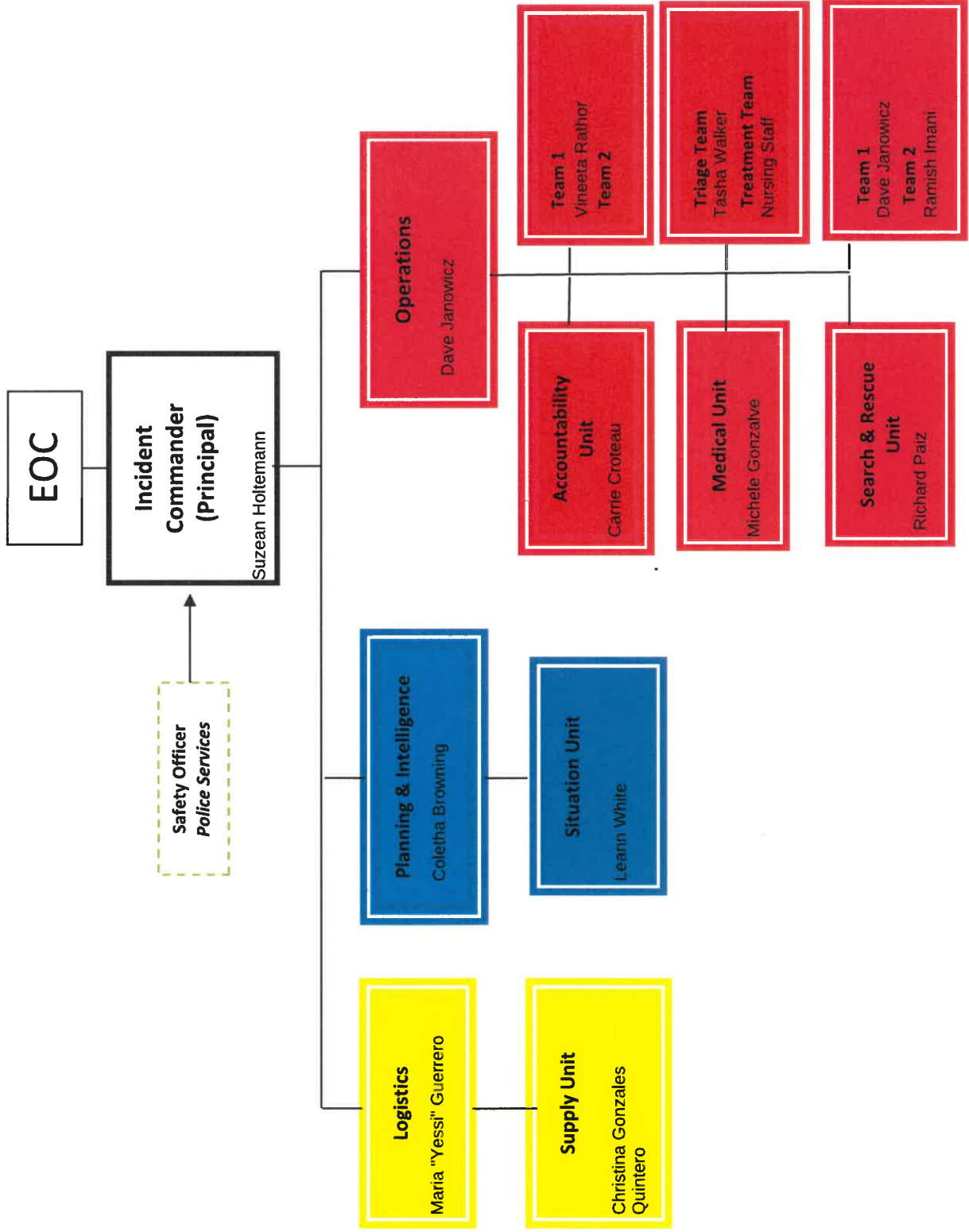
**Alternate:** Essence Cannon

916-566-1650



**Incident Command System**

**Year: 2025-2026**



## RESPONSE DECISION FLOW AND RESPONSE STEPS

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

## PRIORITIES – OBJECTIVES – STRATEGIES – TACTICS MATRIX

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

# INCIDENT COMMAND SYSTEM

## POSITION DESCRIPTIONS

### COMMAND STAFF

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

The ICS Command Staff includes:

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

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

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

## **UNIFIED COMMAND**

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

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

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

## **GENERAL STAFF SECTION**

### **OPERATIONS**

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

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

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

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

#### **ACCOUNTABILITY UNIT LEADER**

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

### **MEDICAL UNIT LEADER**

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

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

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

## **PLANNING & INTELLIGENCE**

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

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

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

- ☐ Maintain a Unit Log

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

#### **SITUATION UNIT LEADER**

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

### **LOGISTICS**

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

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

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

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

#### **SUPPLY UNIT LEADER**

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



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

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

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

### 1. Purpose

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

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

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

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### 2. Definitions

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

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### 3. Immediate Response and Reporting Protocol

#### A. Staff Observations and Mandatory Reporting

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



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

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

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

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### 4. Administrative Investigation and Threat Assessment

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

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### 5. Parent and Student Involvement

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

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### 6. Documentation and Follow-Up

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

## Part VII: Emergency Response Protocols

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

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

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

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

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

These emergency protocols are organized into two sections:

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

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

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

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

## Off-Site Evacuation Locations

1 <sup>st</sup> OFF-SITE EVACUATION LOCATION			
<b>Name of Evacuation Facility:</b>	Foothill Ranch Middle School		
<b>Contact Person:</b>	George Porter	<b>Phone:</b>	916-566-3449
<b>Address:</b>	5001 Diablo Dr. Sacramento, CA 95842		
<b>Special Conditions of Facility Owner:</b>			
2 <sup>ND</sup> OFF-SITE EVACUATION LOCATION			
<b>Name of Evacuation Facility:</b>	Foothill High School		
<b>Contact Person:</b>	Tim Trokey	<b>Phone:</b>	916-566-3449
<b>Address:</b>	5000 McCloud Dr. Sacramento, CA 95842		
<b>Special Conditions of Facility Owner:</b>			

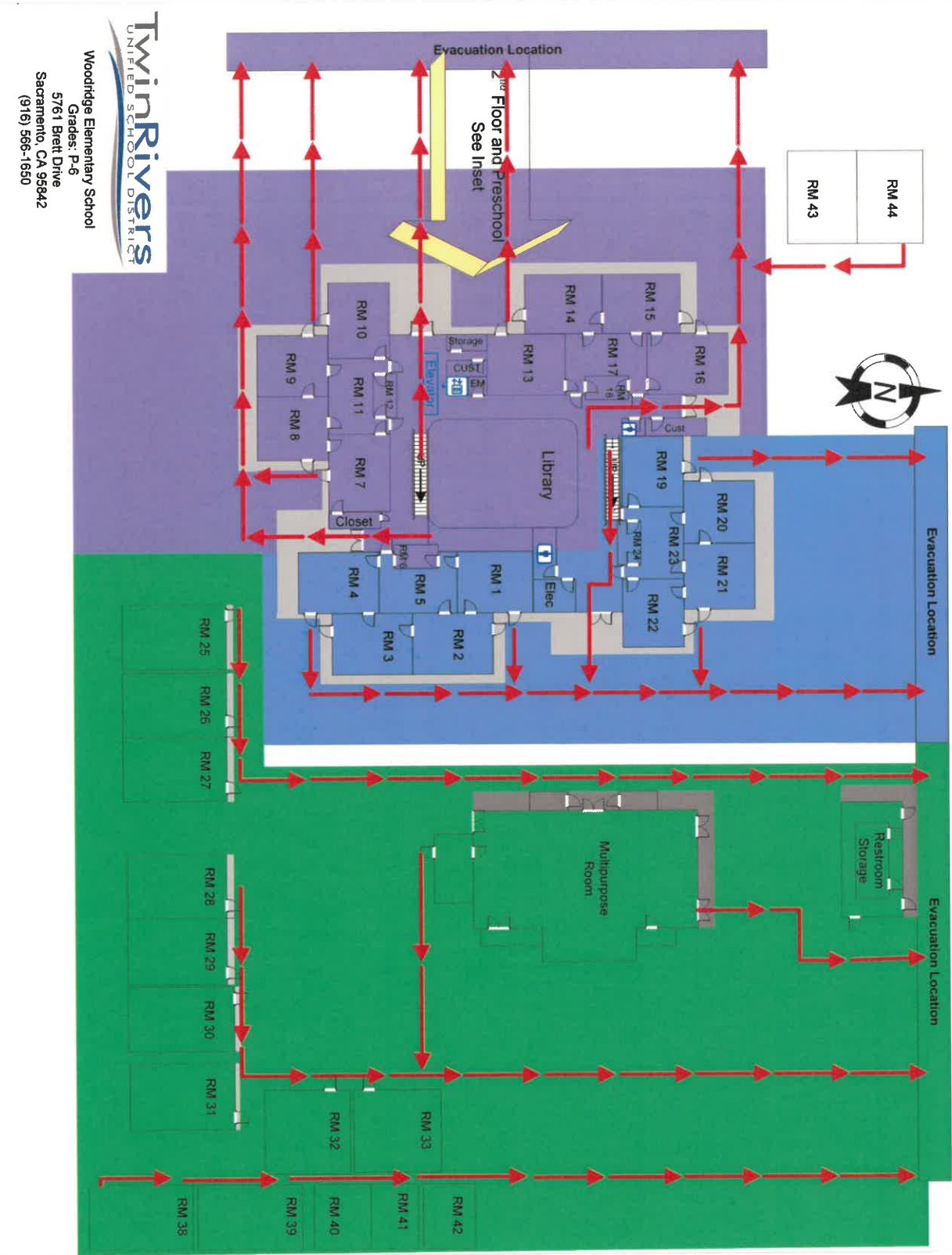
## Part VIII: Strategies and Procedures for School Safety







**Woodridge**  
5761 Brett Drive, Sacramento CA 95842



# School Plan for Student Achievement: Title I Funded Program Evaluation

## Woodridge Elementary School

### Monitoring and Evaluation Template

Goal #1
<p>School Goal #1: Academic Achievement</p> <p>In ELA, students will increase by 10% in reading, writing, listening and speaking standards. Evidence of improvement will be determined through district benchmarks and performance tasks, i-Ready, CAASPP assessments and ELPAC.</p> <p>In Math, student growth will increase by 10% in math grade-level standards and skills. Evidence of improvement will be determined through district benchmarks and performance tasks, CAASPP assessments.</p> <p>English Learners and African American Students will experience student growth by 10% in ELA and Math. Evidence of improvement will be determined through district benchmarks and performance tasks, CAASPP assessments.</p>

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
15,000	1.1 In addition to core curriculum, teachers will utilize supplemental software programs and resources that support instruction in ELA and Math. Supplemental materials include, but are not limited to, A to Z Learning (Raz Kids), Scholastic News. These materials will be used for all students with an emphasis on supporting EL students with their academic support needs. IXL math check points will be used to determine student proficiency in basic math facts.	5962.50	<p>Based on data from SIPPS, curriculum-based assessments, CORE assessments, and SST progress monitoring, scholars are demonstrating growth in reading proficiency. This data informs scholar interventions and supports teachers in planning targeted instruction.</p> <p>IXL is used as a math practice and intervention tool for scholars in grades 3–6, and scholars are showing measurable growth in their mastery of grade-level math standards as a result.</p>	Continue

<b>Budgeted Amount</b>	<b>Actions/ Activities (Strategies)</b>	<b>Expenditures to Date</b>	<b>Monitoring What is/is not working and why?</b>	<b>Modification(s) based on monitoring results (Evaluation)</b>
6,000	1.2 Classroom WIN book sets to supplement book studies grades 1-6. Each grade level to receive funds to assist in WIN (what i need time) materials.	0	These books and supplies ensures teachers have the leveled texts needed to target changing WIN groups and address scholar skill gaps, supporting consistent growth in reading.	Continue
400	1.3 SWUN Coaching	0	SWUN coaching for new teachers has been successful because it provides clear modeling and real-time feedback that strengthen lesson delivery.	Discontinue with the allocation as SWUN coaching and release time are funded centrally.
178,642	1.4 Full time ASIB specialist for academic and family outreach/Dari-speaking. Focus on student academic readiness in a push-in model and provide parent meetings, conversations for on campus family engagement.	178.642	ASIB specialist has strengthened family engagement. We've seen clear increases in parent attendance at school events and more frequent one-on-one conversations and on-campus interactions with our Dari-speaking families. Families are more connected and engaged in their scholars' school experience.	Continue
16,000	1.5 Lunch hour supervision with Brains& Motion: Instruction and equipment to provide structured recess	0	Scholars are more engaged during recess, and the structured activities have reduced conflicts and improved overall behavior	Continue
8,000	1.6 Professional development for teachers on adverse childhood experiences including books for staff book study	0	Teachers are strengthening their understanding of trauma-informed practices to improve classroom climate, support positive scholar interactions, and reduce loss of instructional time.	Continue



**Goal #2**

<b>Budgeted Amount</b>	<b>Actions/ Activities (Strategies)</b>	<b>Expenditures to Date</b>	<b>Monitoring What is/is not working and why?</b>	<b>Modification(s) based on monitoring results (Evaluation)</b>
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?

<b>Goal #3</b>

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?

<b>Goal #4</b>
Provide a welcoming environment for families and invite them to participate as equal partners in the education of their children. Provide parents with opportunities to acquire necessary information, knowledge, and skills to support their children’s education at home and at school.

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?

**Goal #5**

School Goal #5 School Safety: All students at Woodridge School will be educated in a safe and healthy learning environment. Buildings, structures and classrooms will be well maintained and updated to ensure a safe and inviting place to learn. This will be measured by participation in monthly scheduled safety drills. Drills include fire drills, earthquake drills and lock down drills.

<b>Budgeted Amount</b>	<b>Actions/ Activities (Strategies)</b>	<b>Expenditures to Date</b>	<b>Monitoring What is/is not working and why?</b>	<b>Modification(s) based on monitoring results (Evaluation)</b>
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?

## School Plan for Student Achievement: Title I Needs Assessment

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

SPSA Goal	Site Needs (Ranked Greatest-Least)	Data that demonstrates need	Proposed or Current Actions	Metric: How will you measure success?
1.0 Improve scholars' reading proficiency	1	iReady, SIPPS, SBAC	Reading focus during WIN, small group instruction during literacy time, support from SST teachers for small group instruction	Increase pass rate on benchmark assessments, improved SBAC results by 4%, growth over time on SIPPS assessments, growth on iReady from D1-D2-D3
1.0 Improve scholars' math proficiency	2	SWUN assessments, unit assessments, SBAC, IXL data	IXL targeted support assigned to scholars, small group instruction from teacher during math	Increase pass rate on benchmark assessments, improved SBAC results, growth over time on IXL assessments
1.0 Improve EL student reclassification rate on ELPAC over 24-25	3	ELPAC, SBAC, Curriculum based measures	Daily integrated and designated ELD instruction, EL focused PD, teacher coaching and support from EL SSTs	Improved ELPAC scores, higher rate of reclassification in 25-26, improved SBAC scores of EL students



# 2025-26 School Plan for Student Achievement

## Addendum #1

School Name	County-District-School (CDS) Code	Site Council Meeting Date:	Local Board Approval Date
Woodridge Elementary School	34765056066682		

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## SPSA Modified Actions and/or Expenditures to Goal 1

Goal Statement
<p>School Goal #1: Academic Achievement</p> <p>In ELA, students will increase by 10% in reading, writing, listening and speaking standards. Evidence of improvement will be determined through district benchmarks and performance tasks, i-Ready, CAASPP assessments and ELPAC.</p> <p>In Math, student growth will increase by 10% in math grade-level standards and skills. Evidence of improvement will be determined through district benchmarks and performance tasks, CAASPP assessments.</p> <p>English Learners and African American Students will experience student growth by 10% in ELA and Math. Evidence of improvement will be determined through district benchmarks and performance tasks, CAASPP assessments.</p>

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
1.1 In addition to core curriculum, teachers will utilize supplemental software programs and resources that support instruction in ELA and Math. Supplemental materials include, but are not limited to, A to Z Learning (Raz Kids), Scholastic News. These materials will be used for all students with an emphasis on supporting EL students with their academic support needs. IXL math check points will be used to determine student proficiency in basic math facts.	5000-5999:	Title I Basic	15000				15,000

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
1.2 Classroom WIN book sets to supplement book studies grades 1-6. Each grade level to receive funds to assist in WIN (what i need time) materials.	4000-4999:	Title I Basic	6000	4000-4999: Books	Title I Basic	+852	6,852
1.3 SWUN Coaching	4000-4999:	Title I Basic	400				400
1.4 Full time ASIB specialist for academic and family outreach/Dari-speaking. Focus on student academic readiness in a push-in model and provide parent meetings, conversations for on campus family engagement.	2000-2999: 3000-3999:	Title I Basic Title I Basic	122539 56103				178,642
1.5 Lunch hour supervision with Brains& Motion: Instruction and equipment to provide structured recess	5000-5999:	Title I Basic	16000				16,000
1.6 Professional development for teachers on adverse childhood experiences including books for staff book study	1000-1999: 3000-3999:	Title I Basic Title I Basic	6532 1468				8,000



SPSA Modified Actions and/or Expenditures to Goal 2

Goal Statement

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

SPSA Modified Actions and/or Expenditures to Goal 3

Goal Statement

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
Materials and supplies to help increase daily attendance	4000-4999:	Title I Basic	10,000				10,000
Conferences, presenters, workshops, assemblies, meetings for PBIS/ MTSS & COST meetings	4000-4999:	Title I Basic	6252				6,252

### SPSA Modified Actions and/or Expenditures to Goal 4

Goal Statement			
Provide a welcoming environment for families and invite them to participate as equal partners in the education of their children. Provide parents with opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school.			

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
Parent workshop materials and trainings and light refreshments for parents in attendance family nights, classes, workshops or other family events, including but not limited to ELAC, Coffee and Conversation, SSC.	4000-4999:	Title I Parent and	1127	4000-4999: Books	Title I Parent and	+24	6,651
	5000-5999:	Title I Parent and	4000				
	4000-4999:	Title I Parent and	1500				

### SPSA Modified Actions and/or Expenditures to Goal 5

Goal Statement
School Goal #5 School Safety: All students at Woodridge School will be educated in a safe and healthy learning environment. Buildings, structures and classrooms will be well maintained and updated to ensure a safe and inviting place to learn. This will be measured by participation in monthly scheduled safety drills. Drills include fire drills, earthquake drills and lock down drills.

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
Site Safety Team will meet once per month and provide an agenda times to discuss drills and safety procedure outcomes. Crosswalk and other safety signs will be placed in the crosswalk. Parents will be recruited to become members of Site Safety Committee. Monitor feedback from needs assessment.	5000-5999:	Title I Basic	2000				2,000

## 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
Comprehensive Support and Improvement (CSI)	0.00
Title I Basic	242,294.00
Title I Parent and Family Engagement	6,627.00

#### +/- Proposed Changes

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	0.00
Title I Basic	852.00
Title I Parent and Family Engagement	24.00

#### New Total

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	0
Title I Basic	243,146
Title I Parent and Family Engagement	6,651



### Expenditures by Goal

Approved Expenditures

+/- Proposed Changes

Goal Number	Total Expenditures	Goal Number	Total Expenditures
Goal 1	224,042.00	Goal 1	852.00
Goal 3	16,252.00		
Goal 4	6,627.00	Goal 4	24.00
Goal 5	2,000.00		

## Approval/Attested

Title	Signature	Date
SSC Chair		1/29/2025
Principal		1/29/2025