TRAVIS UNIFIED SCHOOL DISTRICT

Reaching beyond the boundaries to build a community of learners.

SCHOOL SAFETY PLAN

Travis Unified School District
2751 De Ronde Drive
Fairfield, CA 94533

Golden West Middle School

Principal: Sarah Portugal

Board Approval Date: February 10, 2026

SECTION 1 – CALIFORNIA EDUCATION CODE SECTION 32281 (B)1), (B)(2)

The school has partnered with local law enforcement, our school resource officer, and community responders, the Fire Marshall, in order to develop our Standard Response Protocol for threats such as active shooter, air pollution/chemical release, bomb threat, civil disturbance on campus, earthquake, fire, evacuation, severe windstorm/tornado, lockdown, lockout and threat of explosion/gas leaks/aircraft accident.

Our goal is to use a Standard Response Protocol to practice simple responses to emergency situations. Staff members have been trained in emergency response and hold regular drills with students. Precautionary measures are used to secure buildings such as fencing, security cameras and visitor sign in.

The School Safety Plan was written and developed by the [EC Section 32281 (b)(1) and 32281 (b)(2)]:

Name of committee: **School Site Safety Team**

Council/Committee Members [EC Section 32281 (b)(2)]:

Name	Position	Role
Sarah Portugal	Principal	Admin
Noemi Lay	Asst. Principal	Admin
Alexandra Owens	Classified Staff	Member
Marisa Ramirez	Classified Staff	Member
Jeffery Cain	Classified Staff	Member
Kayla Diaz	Classified Staff	Member
Manual Mendoza Lopez	Counselor	Member
Jodiann Johnson	Teacher	Member
Mechele Newell	Teacher	Member
Adrienne Solorio	Teacher	Member
Michael Galbraith	Teacher	Member
Maria Vasquez	Teacher	Member
Melissa Philips	Teacher	Member

SECTION 2 – CALIFORNIA EDUCATION CODE SECTION 32281 (B)(3)

The School Safety Plan was written and developed through consultation with local law enforcement agencies including our School Resource Officer, with the Fairfield Police Department and the Fairfield Fire Marshall.

[EC Section 32281 (b)(3)].

Plan Vision: As a team we have reviewed and agreed to the following vision on December 16, 2025.

Our vision is a school community where every student, staff member, and visitor feels physically secure, emotionally supported, and empowered to thrive when at Golden West and beyond our classrooms. Our team strives to cultivate an environment in which safety is not just a set of procedures, but a shared commitment built on trust, vigilance, and care.

We envision a school where the following principals are taught, developed, and practiced by all staff and students:

1. Safety Is Proactive

Potential risks are identified early through strong relationships, open communication, and evidence-based prevention practices. Staff, students, and families are equipped with the knowledge and tools to recognize concerns before they escalate.

2. Every Student Feels Seen, Valued, and Connected

A positive school climate reduces isolating behaviors and fosters belonging. Social-emotional learning is woven into everyday life to help students be safe and productive learners.

3. Physical Security Measures Are Strong but Welcoming

Secure facilities, thoughtful technology, and well-trained personnel work together to protect the campus while maintaining a warm, student-centered atmosphere. Safety systems operate quietly but powerfully when initiated.

4. Emergency Preparedness is Comprehensive

All staff and students understand what to do in a crisis situation because they are routinely trained in age-appropriate, content-rich, and trauma-informed ways. Clear communication channels are established and ensure rapid, coordinated responses. School staff will have the necessary resources and professional development needed to execute all plans outlined in this document.

5. Families and Community Partners Are Active Collaborators

Safety is strengthened through partnerships with families, mental-health providers, first responders, and community organizations that share resources, expertise, and support.

6. Safety Practices Evolve with Changing Needs

Through continuous improvement, data analysis, and community feedback, the school adapts policies and procedures to emerging challenges, ensuring long-term resilience.

When teams practice procedures and work together to create fluidity within those same systems, safety is achieved because it becomes part of the fibers of everyone who comprise the culture and climate of our school. Our vision is grounded on individual fluency within all safety protocols to ensure confidence in execution.

SECTION 3 – CALIFORNIA EDUCATION CODE SECTION 32282 (A)(1)

The comprehensive school safety plan includes, but is not limited to all of the following [EC Section 32282 (a)]:

An assessment of the current status of school crime at the school and at school -related functions, which may be accomplished by reviewing one or more of the following types of information [EC Section 32282 (a)(1)]:

- 2024-2025 Suspension Rates – Suspension Rate - Golden West Middle (CA Dept of Education)
- 2024-2025 Expulsion Rate - Expulsion Rate - Golden West Middle (CA Dept of Education)
- 2024-2025 Attendance rates / SARB data - Chronic Absenteeism Rate - Golden West Middle (CA Dept of Education)
- 2023-2024 California Healthy Kids Survey (TUSD Secondary CHKS) – Travis_Unified_48_2324_Sec_CHKS_I.pdf

Additional school specific data can be located at the following links:

- CA Dashboard: https://www.caschooldashboard.org/
- SARC Report: https://sarconline.org/public/summary/4870565605126 2/2024%E2%80%932025
- Data Quest: https://dq.cde.ca.gov/dataquest/

Tactical Response: ABC School takes criminal incidents seriously. When an incident occurs, restoring order to the school community and ensuring the safety of students and staff is the top priority. Law enforcement are notified in accordance with Education Code 48902 and 49393. Administration conducts a thorough investigation and determines corrective action based on board policy, administrative regulations, and education code.

https://sarconline.org/public/summary/4870565605126 2/2023–2024

Suspension and Expulsion Rates

For the 2024 – 2025 school year, Golden West had 61 suspensions with a rate of 5.5%. This was a significant decrease from the previous 2023 – 2024 school year, where Golden West had 97 suspensions with a rate of 7.8%.

Ethnicity	Cumulative Enrollment	Total Suspensions	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
African American	117	9	2	6	1	0	0	0
Filipino	89	4	0	1	0	1	0	2
Hispanic or Latino	243	26	5	13	0	7	0	1
White	183	11	0	10	0	0	0	1
Two or More Races	112	10	1	8	0	1	0	0
Not Reported	11	1	0	0	0	0	0	1

Report Totals

Name	Cumulative Enrollment	Total Suspensions	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
Golden West Middle	799	61	8	38	1	9	0	5
Travis Unified	5,772	201	41	127	2	24	0	7
Solano County	62,293	4,309	1,890	1,629	86	444	150	110
Statewide	5,965,383	272,698	51,897	157,691	7,689	36,980	7,736	10,705

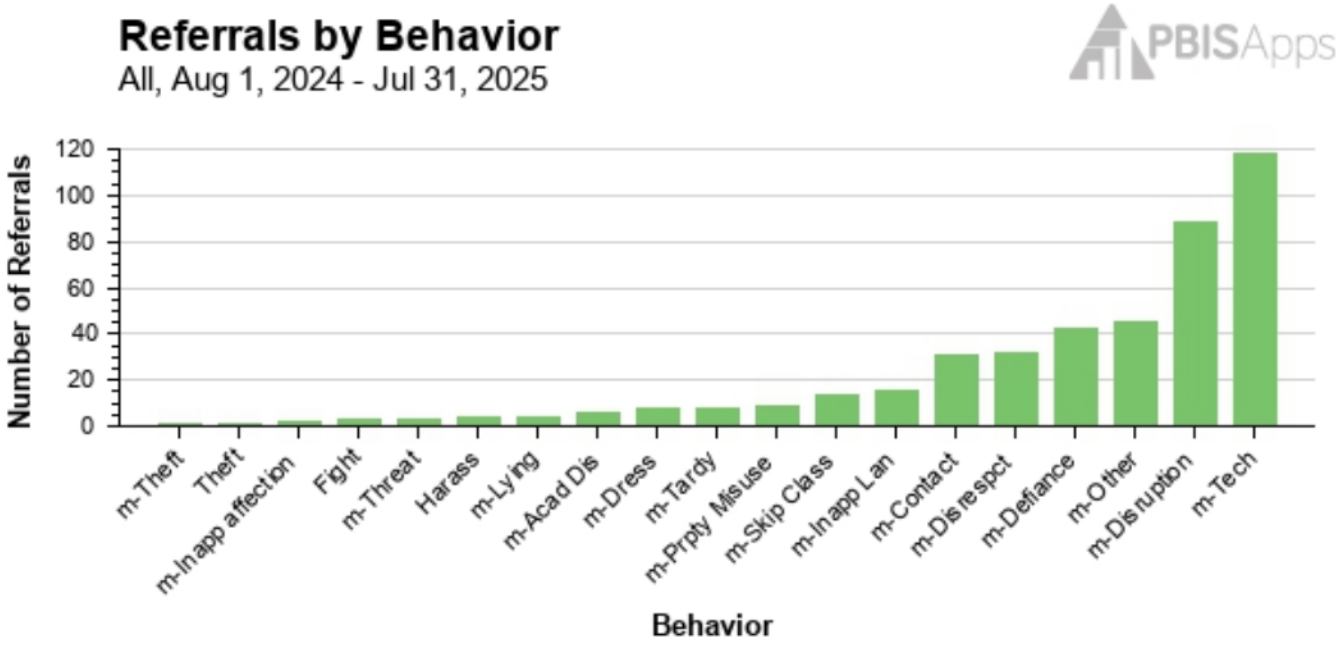
For the 2024 – 2025 school year, Golden West had one expulsion, which remained constant from the previous 2023 – 2024 school year with 1 expulsion as well.

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Office Discipline Referrals



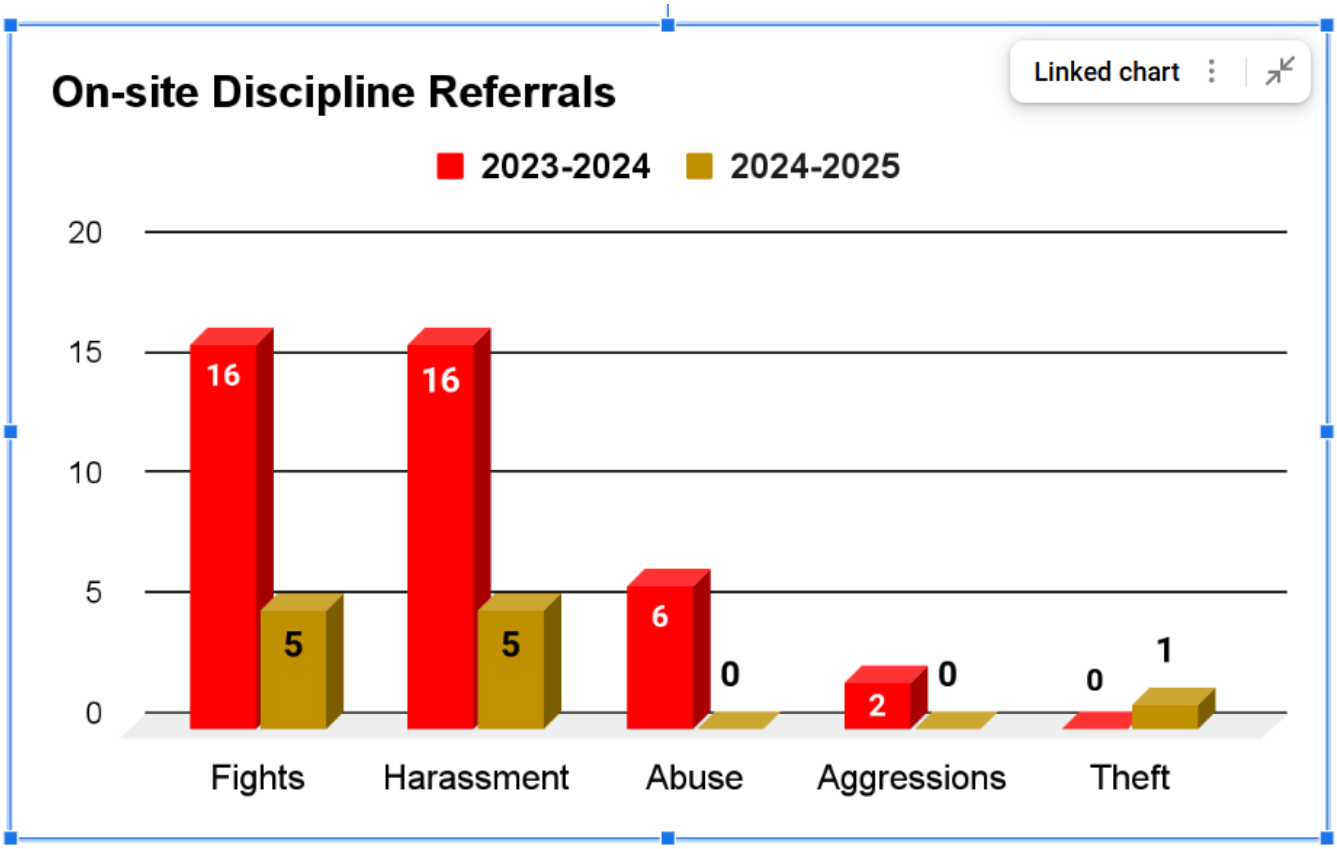
It was noted from the chart above that Office Discipline Referrals indicated technology violations (cell phone violations) and classroom disruptions, defiance, and disrespect were among the most indicated referrals to date. Most incidents have been found to occur in the classrooms, where students spend most of their day.

The reporting of student incidents out of the classroom has proven to be more difficult to capture due to fewer staff interacting with students during out of class time.

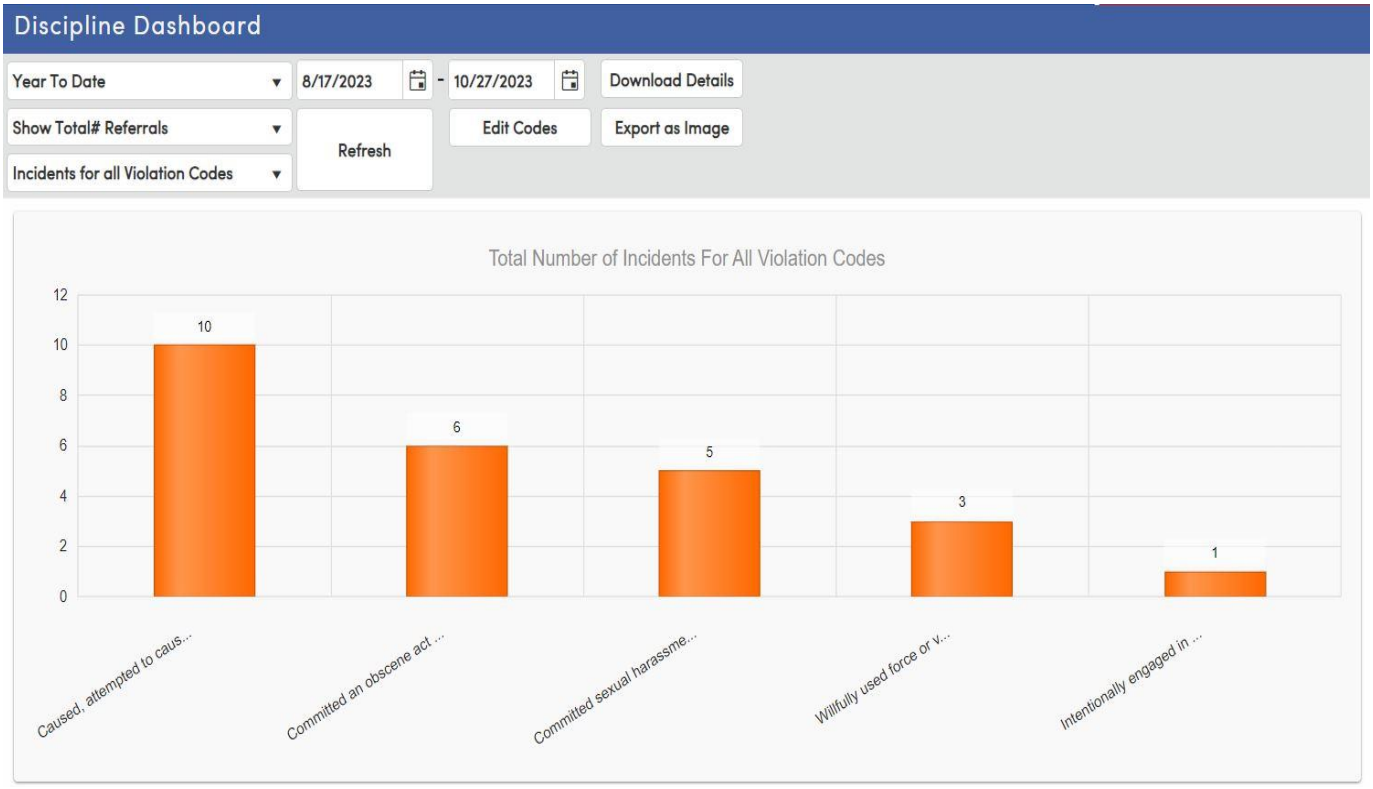
School Resources to Address School Crime

The PBIS team, referred to as the Mustang Review Team, has monthly meetings to address the systems and staff response protocols for the reports shown below. The PBIS team analyzes data regularly to determine trends and make recommendations for student intervention and student behavior. When the MRT (Mustang Review Team) Tier 1 team determines students need and Tier 1 interventions, recommendations are made to address student needs school wide such as placing more supervision in an identified location, identifying trends in data such as a time where more incidents occur, or recommending school wide strategies to be used by teachers in all classroom.

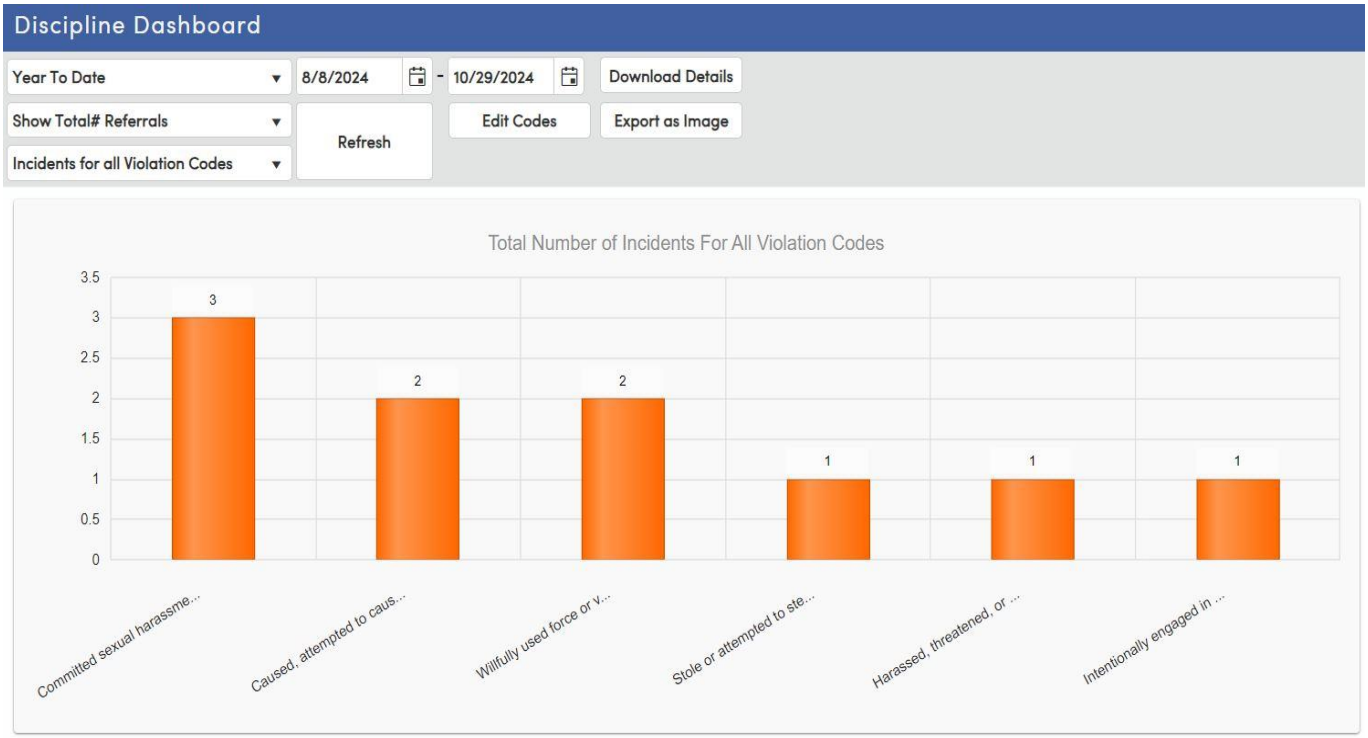
Throughout the 2025 – 2026 school, all staff are receiving on-going Tier-1 intervention training through CAL ISP. This training focuses on campus-wide systems, how to address student needs and behavior, and how to ensure strong Tier 1 strategies are implemented in and outside of the classrooms. The MRT team and staff are currently aligning Tier 1 strategies across the entire campus that can be used to address the disruptions seen in the classrooms. Students with cell phone violations are being address through the progressive disciplinary process. All interventions are in direct alignment with our discipline policies outlined in the Golden West Student Handbook.


On-site Discipline Referrals
Linked chart
2023-2024
2024-2025
20
15
10
5
0
16
5
16
5
6
0
2
0
0
1
Fights
Harassment
Abuse
Aggressions
Theft

2023-2024 Aug- October



2024-2025 August – October



There is a notable reduction in discipline referrals that resulted in suspensions in the same time from August to October 2023-2024 compared to 2024-2025.

Attendance Rates and School Safety

2023 - 2024 vs. 2024 – 2025

Truancy rates, which can include skipping or cutting class, were 19.2% for the 2023 – 2024 school year. Truancy rates declined to 16.1% for the 2024 – 2025 school year, according to the Data Quest (California Department of Education). The assistant principals work with families to address truancy issues through the SART and SARB processes as outlined by TUSD board policy. Though the overall Positive Attendance is high month over month during the current year 96.8 % to 97.8 % during the 2023-2024 school year, historically there has been an indication of Chronic Absenteeism where students miss 10% or more of the school day. It is important to note truancy rates in relation to the overall school climate and crime because non-attendance can disrupt the school culture and climate as students miss academic instruction, access to consistent school routines, and review of school expectations.

2024-2025 Chronic Truancy Rates Breakdown (Data Quest)

Race / Ethnicity	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	115	18	15.7%
American Indian or Alaska Native	*	*	*
Asian	38	3	7.9%
Filipino	89	8	9.0%
Hispanic or Latino	237	42	17.7%
Pacific Islander	*	*	*
White	174	26	14.9%
Two or More Races	112	21	18.8%
Not Reported	11	6	54.5%

Report Totals

Name	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Golden West Middle	782	126	16.1%
Travis Unified	5,632	900	16.0%
Solano County	61,430	13,819	22.5%
Statewide	5,903,507	1,143,668	19.4%

SECTION 4 – CALIFORNIA EDUCATION CODE SECTION 32282 (A)(2)

The comprehensive school safety plan includes, but is not limited to all of the following [EC Section 32282 (a)]: Identify appropriate strategies and programs that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety [ED Section 32282 (a)(2)]:

School Facilities:

- Our school facilities are maintained by site custodians. Additional repair work is addressed by the district maintenance team through a district wide digital ticket system called FMX. Additionally, administration is completing daily environmental evaluations, which ensure student safety during all six periods, during passing periods, at lunch, and before and after school. For example, administration will monitor where most student injury and accidents occur and will address any environmental or facility hazards.
- Every year the site administration and custodial staff participate in formal walkthroughs to identify areas of need to be addressed by the TUSD maintenance staff and documented in the district facilities plan.
- Site administration participate in the district safety committee in order to keep informed of district safe school plans, to discuss site needs, and review support plans and implementation when warranted.

- Golden West has an alarm system which is used to secure facilities after work hours. Likewise, the school notifier system is maintained and used to detect emergent situations such as smoke, fire, or burglary.

- Safety lock blocks have been installed and are used regularly each day and closed during drills. Blinds or curtains have been installed to secure the privacy of rooms.

- Keys on site are maintained by the office staff though a check-in and checkout system. Master keys are distributed to key staff as needed for daily use and are used during emergency situations.

- A fence was put around the entire school perimeter during the summer of 2025. The gate is always locked during the school day and only open during arrival and dismissal times. Law enforcement provides random checks of the gates and classroom doors to ensure they are locked at all times during the school day.

Physical Safety

- Our school regularly practices drills such as Fire, Earthquake, Lockdown and Lock Out drills to be ready for emergency situations. Procedures are explained and practiced regularly. Substitutes are informed of school procedures. New staff are trained on procedures during before the school year orientations. All drills are in alignment with state safety regulations.

- Emergency procedures are posted in each classroom along with all other pertinent emergency information. Each classroom has an emergency ring that is taken with them during drills and/or in real emergency situations. Areas of the school are marked on the safe school map along with evacuation routes which are posted in each classroom.

- Each wing is equipped with an emergency radio within a designated area in case communication systems go down. All classrooms have phones and computers that are accessible by teachers in emergency situations.

- Support staff have designated areas of the school they are responsible for securing during emergency procedures. Support staff communicate directly with radios to the Incident Commander (administration) according to procedures to identify students have been evacuated or secured safely. Students are accounted for through the same system and the use of colored cards along with Catapult, the district emergency communication platform.

- The school intercom is used to communicate directly to classrooms. PE teachers are notified by support staff with radios and direct communication.

- Staff communicate with the office secretarial staff and administration through our phone system, by email, and through Catapult when there is a health concern, emergency, incident request.

- During the 2025-2026 school year 3.5 campus monitors, 2 student support staff, 2 counselors, and 3 administrators help supervise and keep student body safe during lunch. W.E.B (Where Everyone Belongs), Leadership, and various sports are offered at lunch to help keep students engaged in positive activities.

- The three campus monitors keep the school site safe and secure by monitoring wings, locking doors, escorting students, supervising during non-instructional time, and reporting any facility concerns to

administration. During instructional time monitors facilitate student movement between buildings ensuring they find their way to their destination as needed.

- Cameras are installed to view all major walkways and areas where students are present with the exception of bathrooms and inside classrooms. Additional cameras were installed this year for our newly built 6th grade wing and in blind spot areas. The primary use of the camera security system is to ensure administration and student support staff monitor areas of concern and keep the school secure.

- The office staff and administration always have radios on to monitor site needs and maintain a safe campus. Department chairs have also been given radios to support communication during emergency situations or incidents.

- All visitors to the campus are required to sign in the office and wear badges through the campus. A sign in and sign out log is used for visitors.

- Authorized adults must sign students in and out. Authorized adult identification is checked by office staff to ensure release is appropriate.

- Parents that want to visit classrooms must complete the parent visitation and observation paperwork in advance of any classroom visit. School administrators or counselors accompany parent observers in the classroom.

- Golden West Middle School partners with local and retired law enforcement for the following:
    - Gang intervention and resources for youth and teens through our monthly collaboration meetings with both Vacaville Police Department and Fairfield Police Department.
    - Consultation services for school safety training such as during drills, using Catapult EMS, and to debrief emergency situations.
    - Narcotic and weapon detection dogs and trainers that come to campus and interact with students and teach them about the dogs role in the community.
    - Random visits from our SRO on campus during lunch to interact with students and talk about school safety or answer questions.

- SB 848 – Abuse, Neglect, Sex Offenses
  The school shall maintain clear and proactive procedures to ensure the supervision and protection of all students from abuse, neglect, and sex offenses. Staff will receive regular training on recognizing and reporting signs of suspected abuse or neglect, consistent with mandated reporter requirements. All staff and volunteers will undergo appropriate screening as required by the district hiring/volunteering practices. The school will implement structured supervision protocols during all instructional and non-instructional times, including arrival, dismissal, transitions, and extracurricular activities, to reduce opportunities for misconduct. All concerns or reports will be responded to promptly through established reporting channels, in coordination with the appropriate child protective and law enforcement agencies.

Medical Safety and Supports

- Sudden Cardiac Arrest: We will ensure that all staff members receive information on recognizing the signs of sudden cardiac arrest and are familiar with emergency response protocols, including the location of the

Automated External Defibrillator (AED). In the event of a medical emergency, staff will contact 911 and coordinate with any available school health personnel to ensure swift and effective intervention.

- Our school Health Specialist responds to our students' needs as they arise. District nursing staff support our health specialists through trainings and oversight. District nursing staff trains staff yearly in EpiPen and other emergency procedures such as Anti-Choking procedures.
- Students needing medication at school are provided access to all needed medication through our healthcare specialist. Parents complete authorizations to provide medication at school as per district protocols. During emergency situations, our healthcare specialist ensure medications are available to students and taken during incidents of evacuations.
- First Aid kits and Emergency Buckets are located in each classroom and updated as required.
- Opioid Overdose: In response to the rising number of opioid related fatalities in the nation, state, and Solano County, ABC School has staff trained in the identification of opioid exposure and in the administration of an opioid antagonist medication. In the event that any person on campus is suffering or is perceived to be suffering from an opioid overdose, school staff will call 911 while trained staff administer naloxone. Naloxone is available at each school site in Travis Unified School District.

PBIS

- The Golden West PBIS team in conjunction with administration have developed systems for Tier I, II, and III of PBIS (Positive Behavior Interventions and Support) school wide. During the 2023 – 2024 school, 87% implementation was met according to the PBIS Tiered Fidelity Inventory, (TFI). During the 2024-2025 school year the PBIS team conducted another (TFI) given there are new staff members on campus and a new PBIS Tier 1 and T2 teams. As of October, 2024 the TFI Tir 1 indicators show showed we are at 72% implementation primarily due to new staff and office staff needing training.

	Tier 1		
Date Completed	Teams	Implementation	Evaluation
8/25/2022	50%	50%	12%
9/7/2023	100%	83%	100%
4/19/2024	75%	89%	88%
10/28/2024	75%	72%	88%

PBIS- Tiered Fidelity Inventory Results 2022-2024 (TFI SWIS, 2024)

- During the 2025-2026 school year, we are holding 6 CAL-ISP module training with all staff focused on addressing Tier 1 and Tier 2 strategies of Intervention. Admin and Counseling staff previewed the same modules over a three-day period during the summer of 2025.
- The program focuses on establishing consistent school-wide expectations of behavior that each reinforce

appropriate behavior for our students coupled with a reward system that acknowledges appropriate behaviors, the Mustang Reward System.

- All PBIS systems are articulated in our PBIS Golden West Manual. The systems outlined are reviewed and updated monthly at our PBIS team meetings. Our vision at Golden West is to have a Tier 1, Tier 2, and Tier 3 team that meets separately to review data and address the needs at each level on our campus. The program focuses on providing specific interventions for the population of students needed intervention at each level. The programs address student discipline, social emotional perception, attendance, and academic needs.

- As part of the PBIS system, a Behavioral Matrix has been developed to explain school wide expectations and identify areas where students can be rewarded for demonstrating The Mustang Way - Safe, Kind, Respectful and Responsible. The Matrix is coupled with the Mustang Rewards System where students receive Mustang Bucks that can be cashed in at the Golden West student store or used during events after school. This matrix will be updated for the 2026 – 2027 school year by the PBIS team.

Golden West Schoolwide Matrix

THE MUSTANG WAY	BE SAFE	BE KIND	BE RESPECTFUL	BE RESPONSIBLE
ALL SETTINGS	•Use equipment properly •Walk in orderly fashion •Keep hands and feet to yourself	•Speak and Act Politely •Be Mindful of Others •Be Inclusive	•Respect property – yours and others' •Use appropriate voice level •Listen to and respect all staff directions	•Take ownership of your actions •Follow the dress code •Keep track of your belongings •Keep all language school appropriate and polite
BUSES and LOADING ZONES (before and after school)	•Walk bikes on/off campus •Stay behind the yellow lines when busses are moving •Use Crosswalks	•Share your seat •Use positive language	•Follow Bus Driver's instructions always •Board and exit the bus in an orderly manner	•Go directly to your bus line and stay in your section • Listen for your bus number •Walkers go directly home •Riders go directly to front of the school
COMMON AREAS (QUADS, ALCOVES, SIDEWALKS)	•Go directly to your destination •Keep doorways clear •Be aware of your surroundings to avoid mishaps	•Be patient and friendly •Help Each Other •Say, "Excuse me" when passing through congested areas and, "Sorry" in you accidently bump into someone	•Be polite when passing others and classrooms •Keep your voice levels down so others can learn	•Use the restroom during passing periods •Keep common areas clean •Keep social interactions brief
CLASSROOMS	•Ask permission to leave assigned areas and sign out •Follow directions and safety procedures •Keep backpacks on floor and out of walkways •Hands and feet to yourself	•Use polite and respectful language and tone •Respect and celebrate differences •Be an ally •Encourage and help others	•Be prepared and on time •Remove casual head coverings •Stay on task •Keep workspace clean •Maintain a gum-free area •Respect all property – yours and others'	•Own your actions •Complete class assignments on time •Actively Participate •Cell Phones Off •Use technology devices appropriately
EATING AREAS	•Walk to the lunch line •Eat only your own food. •Use chairs and tables appropriately •Handle Food Appropriately	•Invite others to sit with you •Make room for others •Be friendly	•Wait your turn in line patiently •Use good manners. •Clean up your area. •Remove casual head coverings indoors	•Keep food and drink in eating areas. •Throw away all trash into appropriate bins
BATHROOMS	•Use sink area appropriately •Wash hands •Put all trash in trashcans	•Be mindful of others	•Respect privacy and dignity of others	•Go – flush – wash – leave •Report bathroom issues to an adult
STUDENT ACTIVITIES /ASSEMBLIES	•Enter/Exit in an orderly manner •Honor boundaries of the field and playing areas	•Promote School Spirit •Demonstrate good sportsmanship •Be a good Mustang representative	•Listen and be attentive •Clap and cheer appropriately •Honor rules and goals of the activity	•Listen and follow all staff directions •Be in charge of your own actions
LOCKER ROOMS/ GYM/ FIELDS	•Keep hands and feet to yourself •Sit on benches •Open doors carefully	•Be mindful of others •Use kind and appropriate language •Practice good sportsmanship	•Respect everyone's privacy and property •This is a food/drink/ gum-free area •Be a team player- encourage others	•Keep walkways clear of belongings •Use equipment properly •Change – lock – leave •Use your own locker
OFFICE MAIN AND COUNSELING	•Follow procedures and staff directions •Open doors carefully	•Be patient •Greet others	•Wait quietly •Be attentive to information and conversations •Use polite language/tone	•Have a purpose •Honor privacy and confidentiality
LIBRARY and COMPUTER LABS	•Place backpacks in cubbies •Walk to your seat •Push in your chair	•Share tables •Encourage and help each other	•Speak quietly •Ask permission to print •This is a food/drink/ gum-free area •Stay away from surrounding classrooms	•Care for your books appropriately •Use computers for school related purposes •Report problems/damage to an adult

- Each semester the assistant principals review school wide rules and expectations and the Mustangs Rewards System during one period of P.E. Throughout the year, the principal will meet with individual classrooms that need reminders related to the Mustang way and support reinforcement of the assistant principal's presentations.

- The School Discipline policy is outlined clearly in the student handbook (https://goldenwest.travisusd.org/families/students/student-handbook) that is given to all

students and their parents at the beginning of each year along with the school compact that outlines student, teacher, and parent responsibilities.

- Golden West Middle School staff also has a referral system implemented during prior years as part of PBIS that was updated in the 2024-2025-school year to include referrals to the Mustang Review Team. The team continues to intervene in a two-tiered system. MRT-1 team analyzes school data and looks for trends and makes recommendations for Tier 1 interventions and referrals to the Tier 2 team. The MRT-2 team addresses the needs of Tier 2 students through systems such as CICO (Check in and Check Out) Tutoring, Guidance and County Student Support Programs. The team uses a referral process called MRT, Mustang Review Team Referral form.

- Staff that have direct discipline issues can make Admin Referrals, for Major and Minor incidents by using the Admin Referral Form and selecting the appropriate education code for the referral.

- Our Leadership students run our merit store. Students are rewarded with mustang bucks for demonstrating PBIS (Safe, Kind, Responsible, Respectful behaviors throughout the day. They can spend their mustang money at the merit store, enter a raffle, spend the money at the snack shack during games, or gain admittance into a preferred activity.

Socio-Emotional Safety

- During the 2024 - 2025 school year, Golden West Middle School in conjunction with district initiatives added the Social Emotional Learning Program, Wayfinder, to our everyday practices. *Wayfinder goes beyond traditional social-emotional learning to help students build confidence, adaptability, and purpose as well as develop skills connected to career readiness. (Wayfinder Website)* Wayfinder is taught in classrooms and is used as a curriculum during detention to build skills in deficit areas or in areas where teachers see the need for increased behavioral training and coaching for our students. Each Core department is teaching nine Wayfinder lessons for a total of thirty-six lessons in the year.
- Students in leadership are teaching social emotional learning lessons in classrooms four times throughout the year. Students teaching students builds leadership and peer modeling.

Parent Communication and Safety

- Parents volunteer regularly in Music Boosters, Field Day, Promotion, and other events held on campus. Parents can apply to volunteer using the volunteer forms through the human resources department and on the Travis Unified School District's website at Volunteer - Travis Unified School District.

- Parents can join the PTSA organization by reaching out to our PTSA president or executive board.

- Parents participate in Student Study Terms, 504s and Individual Education Plan meetings in support of their student's success. Specific safety needs of individual students are discussed at these meetings

and agreements are memorialized into individual student plans to be followed by all staff members.

- Orientation, Back to School Night, and Parent Teacher Conferences are held with parents to review school expectations and have a collective understanding of school systems and happenings.

- Parents are expected to sign and follow the agreements outlined in the Family School Compact that is sent home at the beginning of the school year.

- Parents can be referred to Parent Programs, such as Care Solace, a referral program for students and parents with social emotional, behavioral and mental health needs. This program offers mental health support with a wide range of goals including decompressing after school incidents or parenting and guidance during the teen years.

- Our Golden West School Site Council has been integral in reviewing site plans and advising on direction. They have reviewed the Safe School Plan, Parent/School/Community Compact, Parent/School Community Communication Policy, and our Single Plan for Student Achievement.

- SB 98 – Immigration Enforcement Notification
    - Our school will notify parents, guardians, teachers, administrators, and school staff if immigration enforcement is confirmed to be present on campus. The goal is to keep everyone informed and safe while protecting student and family privacy. The principal or designee will send notifications as soon as possible through our regular communication systems. These procedures are included to meet the requirements of SB 98 and will be reviewed and updated as needed.

Parent Expectations During Emergency Situations

During school emergency situations, parents have an important role to play in ensuring both their child's safety and emotional well-being. Parents should work in collaboration with the school and have the following response during emergency situations:

1. Stay Calm and flexible

- In a crisis, it's crucial to remain calm. Situations evolve and change. Your children need your strength, composure, and reassurance that the school will keep them safe.

2**. Stay Informed**

- Check Parent Square regularly. Communication will be posted consistently on this channel to ensure our school phone lines are open for communication with first responders.
- Follow instructions: If there are specific directions from the school or emergency responders, follow them. Schools often have specific protocols for different types of emergencies (e.g., lockdown, fire, evacuation).
- Avoid rumors: It's easy for misinformation to spread during emergencies, especially on social media. Wait for verified updates from reliable sources.

- Listen specifically for reunification plans if the situation warranted them. Golden West in collaboration with our district office will communicate our system for parents and students to safely reunite once the emergency situation has been resolved. The instructions might involve going to a specific location.

3. Avoid Rush to the School

- Do not drive to the school immediately unless instructed to pick up your child. Parents should avoid rushing to the school. This can create traffic congestion and may interfere with emergency responders.
- Emergency responders are trained to handle the situation, and it's important to give them space to do their work efficiently and safely.

4. Know the School's Emergency Plans

- Our school emergency plan can be found on our website at https://www.travisusd.org/departments/educational-services-new/accountability/comprehensive-school-safety-plan

5. Prepare for Potential Delays

- Expect delays in communication: The school's primary focus in emergency situations is our student and staff safety. We ensure our school environment and campus is safe fist and then develop our communication plan. While these two priorities often happen concurrently, there may be a few delays as with communication. Phone lines can get jammed, and it may take time to contact your child or the school. Be patient and try to avoid making repeated calls, as it could overload the system.

6. Provide Emotional Support for your child

- Once you're able to make contact with your child, reassure them that everything will be okay. Acknowledge their feelings, but also remind them they're safe.
- Listen to their feelings and validate how they feel.
- Let the school know how we can support them in their return to school. We have counselors and other mental health resources available.

7. Follow-Up

- Follow up with the school: After the event, it's important to check in with the school about what happened and what steps are being taken to ensure the safety of all students. This is also an opportunity to ask about any counseling services that might be available to your child. We want to hear your perspective and recommendations for improvement.

Counseling, Administration and Support Services

- The Master Social Worker Counseling program is currently working with students at Golden West. Our Master Social Worker has an on-campus office where students have easy access to their services. Our SSW is a key member of the PBIS (Positive Behavior Intervention System) Mustang Review Team. The SSW is key in implementing Tier 2 programs.

- Two of the five elementary schools that feed Golden West are on Travis Air Force Base. We currently have a Military Family Life Counselor to help support our students from military families. Their mission is to support military children by providing brief, individual, family and group counselling. In addition to building supportive relationships with students our MFLC would also be available to support staff and parents with suggestions for addressing behavioral issues.

- The School Counseling department is new at Golden West Middle School. During the 2024-2025 school year they are working on developing goals and lessons to teach during the second semester in the classroom. Counselors are exploring the development of lessons such as College and Career, Study Skills and Mindfulness.

- Counselors and the administrative team lead and participate in regular Student Study Teams, 504s and IEP meetings in collaboration with parents focused on helping students progress academically.

- The administration team also leads SSTs, 504s and facilitates IEP meetings when held. Moreover, the assistant principal leads School Attendance Review Team Meetings and participates in School Attendance Review Team and School Attendance Review Board meetings when needed to help re4duce truancies. The administrative team participates in leading conflict mediation meetings as needed.

- The administrative team and staff prioritize contacting parents frequently in order to support student well-being and achievement as well as resolve issues as they arise.

- The District Family Liaison is utilized by site administration to help contact families that are in need that have become truant, The principal has made house visits as well to help encourage attendance in school.

- During the 2024-2025 school year the administrative team continued to address the needs of families who have excessive absences to help reduce overall truancies.

- We have a Mental Health counselor and Staff Psychologist that serve our special education students to ensure their needs are served according to their IEPs. Moreover, our MHC and staff psychologist have shared ideas with the PBIS teams to help suggest strategies for the team to implement that benefit students beyond the special education program.

- The administrative team is trained in the Military interstate Compact that helps students in military families to make transitions between sites within and across state and nation lines when needed.

- Golden West Middle School received Purple School recognition during the 2022-2023 school year indicating the focus on supporting students of military families.

- Golden Wes Middle School received Silver Status for PBIS implementation on site to reduce overall discipline problems and increase positive behaviors.

- Golden West employees a full-time health tech that assists with medical coordination and support for student emergencies.

- Two full time student support specialists to assist with student behaviors. They cultivate positive behavior and provide emotional support for students along with our counselors.

Extracurricular Activities

- After-school activities are available throughout the school year including athletic teams (flag football, volleyball, cross country, basketball, soccer, and track and field), clubs based on student interest (Table top gaming, science, book, cooking), band, choir, color guard, and tutoring.
- We have a student council, leadership, Anchor4Life, and W.E.B. (Where Everyone Belongs) program, which provide students' safe, supervised activities during lunch and after school.

- WEB, which stands for "Where Everybody Belongs" is a middle school orientation and transition program that welcomes 7th graders and makes them feel comfortable through the first year of their middle school experience. Built on the belief that students can help students succeed, the program trains mentors from the 8th grade class to be WEB Leaders. As positive role models, WEB Leaders are mentors and student leaders who guide the 7th graders to discover what it takes to be successful during the transition to middle school and help facilitate 7th grade success.

- The leadership team brought a motivational speaker to Golden West, assemblies, and school wide events that inspire students to develop resilience, gain real-world experience, and overcome adversity while focusing on academic success.

Students with Disabilities

For the purposes of this section, students with special needs are those who cannot safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary. For individuals with special needs, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- have sound working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;

- know the special needs demographics of the students' attending classes on site;

- involve students with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and

supplies that they may need during an emergency.

- consider emergency accommodation for those with temporary disabilities.
- identify existing resources within the school and local community that meet the special needs of these students; develop new community partners and resources, as needed.
- inform parents about the efforts to keep their child safe at school.
- identify medical needs and make an appropriate plan.
- determine transportation needs, special vans and buses for students.
- identify any necessary tools such as evacuation equipment or visual aids.
- include local responders and as appropriate assist in establishing a relationship between first responders and individual students with disabilities and their educational support staff.

SECTION 5 – CALIFORNIA EDUCATION CODE SECTION 32282

Our school follows procedures for complying with laws related to school safety, including but not limited to the following Board Policies, Administrative Regulations and other documents, which can be viewed in their entirety using the corresponding links [EC Sections 32282 (a)(2)(A) – 32282 (e)]:

1) Child Abuse Reporting procedures (BP 5141.4 and AR 5141.4) [EC Section 32282(a)(2)(A)]
2) Disaster procedures, routine and emergency, crisis response plan including adaptions for pupils with disabilities and the following. [EC Section 32282 (a)(2)(B)]
   a) Earthquake emergency procedures that include. [EC Section 32282 (a)(2)(B)(i)]
      i) A school building disaster plan. [EC Section 32282 (a)(2)(B)(i)(l)]
      ii) A drop procedure. [EC Section 32282 (a)(2)(B)(i)(II)] Dates/Times of drop procedure drills held at least once each quarter in elementary; once each semester in secondary schools
      iii) Protective measures to be taken before, during and after an earthquake. [EC Section 32282 (a)(2)(B)(i)(III)]
      iv) A program to ensure that pupils, and certificated and classified staff are aware of and are trained in the procedures. [EC Section 32282 (a)(2)(B)(i)(IV)]
   b) Travis USD Emergency Response Protocol
      i) Emergency Response/Disaster Procedures **(Document 1)**
      ii) District Drill Schedule **(Document 3)**
   c) Establish procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency. (BP 1330 and AR 1330)EC Section 32282 (a)(2)(B)(ii)]
3) Suspension/Expulsion policies and procedures (BP 5144.1, AR 5144.1 and AR 5144.2) [EC Section 32282 (a)(2)(C)] 9

4) 48900 V Other Means of Correction required before suspension.
5) Procedures to notify teachers of dangerous pupils (BP 4158/4258/4358 and AR 4158/4258/4358) [EC Section 32282 (a)(2)(D)]
6) Discrimination and Harassment Policy. Include hate crime reporting procedures and policies(BP 4112.9/4212.9/4312.9, BP 4119.11/4219.11/4319.11, AR 4119.11/4219.11/4319.11, BP 5145.3, AR 5145.3 and BP 5131.2) [EC Section 32282 (a)(2)(E)]
7) Schoolwide Dress Code, if it exists, including prohibition of gang-related apparel (BP 5132/5136 and AR 5132/5136) [EC Section 32282 (a)(2)(F)]
8) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school site (BP 1250 and AR 1250) [EC Section 32282 (a)(2)(G)]
    i) Safe Ingress and Egress Procedures **(Document 2)**
9) A safe and orderly environment conducive to learning at the school (BP 5137) [EC Section 32282 (a)(2)(H)]
10) Rules and procedures on school discipline (BP 5144, AR 5144 and BP 5131) [EC Section 32282 (a)(2)(I)]
11) Where practical, consult, cooperate and coordinate with other school site councils or school safety planning committees. [EC Section 32282 (c)]

12) Evaluate and amend the plan as needed at least once each year, to ensure the plan is properly implemented. Keep an updated file of all non-sensitive safety-related plans and materials readily available for inspection by the public. [EC Section 32282 (d)]
13) The legislature encourages that policies and procedures aimed at the prevention of bullying be included in the comprehensive school safety plan. See (E) above (BP 5131.2) [EC Section 32282 (e)]
14) The Williams Act and Uniform Complaint Procedure can be for families and staff can be found here: https://www.travisusd.org/about-us/nondiscrimination-and-compliance/complaint-process

SECTION 6 – CALIFORNIA EDUCATION CODE SECTION 32286

- Each school shall adopt its comprehensive school safety plan by March 1, 2021, and shall review and update its plan by March 1, every year thereafter. [EC Section32286 (a)]
- Commencing in July 2000, and every July thereafter, each school shall report on the status of its school safety plan, including a description of its key elements in the annual 2023-2024 school accountability report card prepared pursuant to Section 33126 and 35256. [EC Section 32286 (b)]

SECTION 7 – CALIFORNIA EDUCATION CODE SECTION 32288

This plan was submitted to the Student Services Department of the Travis Unified School District on **December 19, 2025,** for approval by the Travis Unified School District Board of Education. [EC Section

32288 (a)] This Safety Plan was communicated to the public at a public meeting held at the school site

on **December 18, 2025**. EC Section 32288 (b)(1)]

DOCUMENT 1

TUSD EMERGENCY RESPONSE PROCEDURES

IN AN EMERGENCY
TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS
Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS
Close and lock the door
Account for students and adults
Do business as usual



SECURE! Get inside. Lock outside doors.

STUDENTS
Return to inside of building
Do business as usual

ADULTS
Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS
Move away from sight
Maintain silence
Do not open the door

ADULTS
Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS
Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS
Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS
Use appropriate safety strategy for the hazard

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

ADULTS
Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

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K12 2021 STANDARD RESPONSE PROTOCOL

Emergency Telephone Numbers

From an outside line CALL 911

Stay calm*Speak clearly*State your emergency*Give name/address*Allow dispatcher to direct conversation*Stay on phone

Travis Unified School District Main Number.....(707) 437-4604

Emergency: Police/Fire/Sheriff/Medical.....911
TAFB EMERGENCY .....(707) 424-4911
Cell Phone Emergency # - Fairfield .....(707) 428-7373
Cell Phone Emergency # - Vacaville ..... (707) 449-5200

Non-emergency Police:

Sheriff/Fire .....(707) 784-7030
Fairfield Police/Fire Dept.....(707) 428-7300
Vacaville Police/Fire Dept..... (707) 449-5200
TAFB Military Police Desk.....(707) 424-2800
or (707) 424-2227

Poison Control .....(800) 876-4766
Gas/Power Failure .....(800) 743-5000
Red Cross ..... (707) 429-3131
Tune in to Radio Frequencies TV for emergency broadcasts:
KUIC .....95.3 FM
KCRA .....Channel 3

It is the teacher's responsibility to ensure these safety procedures are followed. Teachers are required to keep accurate lists of students. Teachers are responsible for the safety of their students. Teachers shall refer to site emergency evacuation plan for design a ted evacuation locations.

				
HOLD	SECURE	LOCKDOWN	EVACUATE	SHELTER

DOCUMENT 2

Safe ingress and egress procedures: Students arrive to and depart from Golden West in a controlled and supervised manner. The majority of the students are bussed to and from school from Vacaville and the Gold Ridge and South Town area of Fairfield with parent paid district bus transportation. A small number of students walk to school from Travis Air Force Base or from the neighborhood west of the school bordered by DeRonde Drive and Peabody Road and Dobe Lane and Markeley Lane. Staff members connected via radio are positioned at entry points to observe students entering and exiting campus.

In the event of an emergency the office attendance secretary and health technician take the student binders that have emergency contact information and student schedules with them. In order to reintegrate students with families they would meet in a common location such as the track behind the school and release students by class period. The Attendance secretary has a binder of Students Schedules by Rosters. The Office main secretary will have the contact lists alphabetical and by class and period organized by buildings to be able to release students to their families by class in each wing. Teachers currently have rosters for their classes. In the event the site was unsafe the district would identify another area to release the students from in the event of an emergency following the same process of releasing students by class and period according to the school buildings.

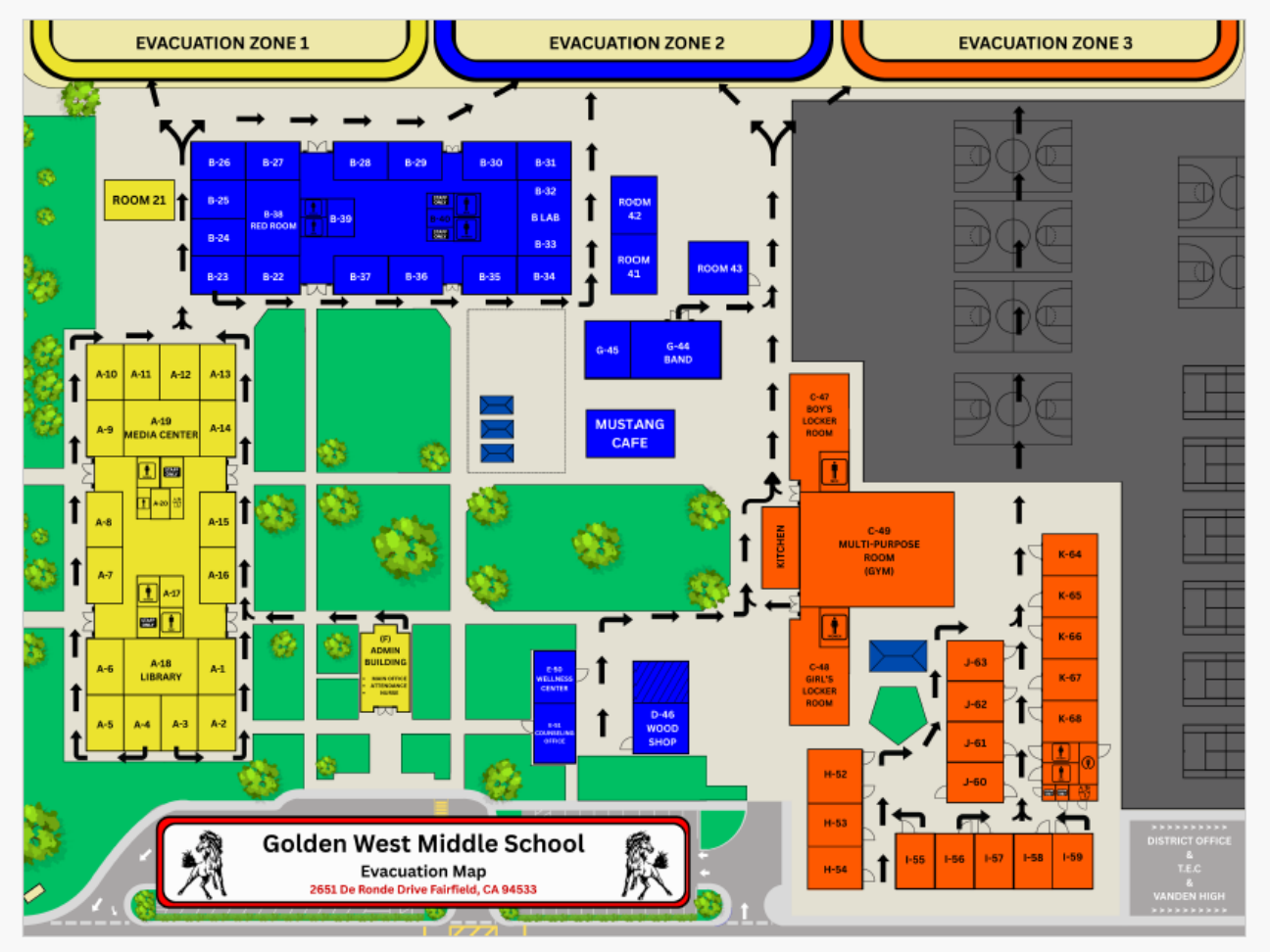
Students are trained at the end of the day to go directly to their waiting buses. Bus drivers instruct and train students to ride the bus with proper bus behavior and have outlined consequences for those that choose not to follow the rules. An after-school activity bus is provided for students living in the outer areas on Monday thru Thursday. Students that walk or ride their bicycles to Travis Air Force Base use the crosswalk in front of the school to cross the street. Students are taught to walk bicycles while on school grounds and while crossing streets and securing bikes in the bike racks. Campus monitors assist pedestrian traffic in safely crossing the parking lot in front of the school. Another monitor helps load students on the buses that stop at the school. Those students that live in the neighborhood west of the campus walk along the sidewalk adjacent to the fenced fields at the side of the school or walk through the field to reach a gate used by students from the four contiguous district schools and Center Elementary School. Drivers who pick up or drop off students are encouraged to do so on the west side of De Ronde Drive or the north side of Dobe Lane. Drivers may also use the island in the parking lot for pick up and drop off. The island separates auto traffic from school bus traffic and students can reach it from the parking lot cross walk.

During school time, students are supervised by campus monitors if moving about the school. Passes are one way so that campus monitors can recognize students are where they are supposed to be. Students are not allowed to leave the school campus during school hours. All visitors to Golden West must sign in and out at the main office and receive a name tag, which must be always worn and visible while on campus. There is a different color for every day. Substitute teachers wear guest teacher badges while working on campus. The School Resource Officer assists in reinforcing vehicular laws relating to speed, proper direction, and use of bus/fire lanes at and around Golden West. Signs are posted at authorized entrances and exits with visitor reporting procedures, vehicles and animals not permitted, tobacco free and drug free zones, and school operating hours. Staff members are in communication

with the office and others via walkie- talkies. The staff parking lot and the school grounds are lit for evening use. The buildings are stenciled for emergency and map identification.

Our District works with various agencies to provide for the safe removal and disposal of chemicals and substances from science and elective classes. They also cover the disposal of sharps from the healthcare specialist and medication students leave at school at the end of the school year. The District Grounds and Maintenance posts integrated pest management flyers when they will be spraying chemicals around and about the school area.

Our school works closely with the bus drivers in the transportation department to support appropriate behavior and language on the bus rides to and from school. Warnings, citations, and suspension from bus riding privileges are part of the PBIS behavioral expectations.



DOCUMENT 3

Drill Schedule		
Date:	Time:	Drill Type:
9/4/25	9:30	Fire/Evacuation
9/30/25	1:30	Hold/Secure/Lockdown
10/2/25	10:30	Fire/Evacuation
10/16/25	10:16	Shelter
11/6/25	11:15	Fire/Evacuation
12/4/25	12:30	Fire/Evacuation
1/8/26	1:30	Fire/Evacuation
2/5/26	2:15	Fire/Evacuation
3/5/26	9:30	Fire/Evacuation
3/17/26	12:30	Shelter
4/2/26	10:15	Fire/Evacuation
5/19/26	2:15	Hold/Secure/Lockdown
5/28/26	11:15	Fire/Evacuation

DOCUMENT 4

School Closure – Instructional Continuity

In the event of a school closure, our School Safety Plan ensures that instructional continuity is maintained by transitioning to online learning through the Google Classroom platform. Within 10 days of the closure students will be able to resume their education remotely, with teachers providing virtual lessons, assignments, and resources to support ongoing learning. To facilitate this transition, all students and staff will receive clear instructions on accessing Google Classroom and participating in online classes. Additionally, support will be available for those who need assistance with technology or connectivity issues. This approach aims to minimize disruption to the academic calendar and ensure that educational progress continues smoothly, regardless of physical school closures.

DOCUMENT 5

Incident Command Organizational Chart

