



# Twin Rivers Unified School District Grant Union High School

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2011-12 School Accountability Report Card

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## School Mission Statement

The aggressive and unrelenting pursuit of academic, social, artistic, athletic, and vocational excellence is the Mission of Grant Union High School. To that end, we will provide a safe and orderly learning environment. We will instill multicultural awareness. We will model and develop positive values, self-esteem, and personal responsibility. We will motivate students to achieve their maximum potential as a life-long learner.

## District & School Profile

Twin Rivers Unified School District is California's newest unified school district, combining the former North Sacramento, Del Paso Heights, Rio Linda Union, and Grant Joint Union High School Districts. Started in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 30 elementary schools, 5 middle schools, and four high schools. Our district also offers families the option of two alternative schools, a special education center, an independent learning center, two adult education centers, one community day school, one opportunity school, preschools and three dependent charter schools.

Grant High School had a beginning enrollment of 2,025 students in grades nine through twelve for the 2011-12 school year. Student demographics are illustrated in the chart.

Student Enrollment by Ethnic Group	
2011-12	
	Percentage
African American	23.9%
American Indian	0.4%
Asian	23.1%
Filipino	0.9%
Hispanic or Latino	39.6%
Pacific Islander	3.4%
White	6.6%
Two or More	1.4%
None Reported	0.6%

## Discipline & Climate for Learning

Grant Union High School fosters an atmosphere that is conducive to learning, both on campus and at related activities. The school places emphasis on the safety and well-being of everyone at the school and believes that students have a right to learn and teachers have a right to teach. School rules and policies outlining dress code, attendance, school rules, and disciplinary procedures, are sent home to parents and students each summer, and are printed in binder dividers. These rules are reviewed at the Ninth Grade Parent Orientation, and Back-to-School Night, as well as in the school newsletter and memos sent home to parents. Policies are also discussed with future students during visits to the middle school.

The suspensions and expulsions for the past three years are illustrated in the chart. Suspensions are reported as total number of incidents, not students suspended, as some students may have been suspended on multiple occasions. Suspensions and expulsions rates reflect incidents divided by total enrollment.

	Suspensions & Expulsions					
	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	673	608	582	6864	6641	5588
Suspension Rate	34.9%	29.5%	28.7%	22.0%	21.0%	17.7%
Expulsions	11	5	5	52	26	18
Expulsion Rate	0.6%	0.2%	0.2%	0.2%	0.1%	0.1%

## School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Grant High School. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely, makes phone calls to parents on a daily basis, and will send letters home if absences become a problem.

Students are referred to the School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2009-10	2010-11	2011-12
9th	535	610	602
10th	528	540	573
11th	488	490	456
12th	375	422	392

## Dropout & Graduation Rates

Grant Union High School believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: LEAP/Charge, Power Forward, SST, and Attendance and Behavior.

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

Graduation & Dropout Rates			
	08-09	09-10	10-11
Dropout Rate	3.40%	18.30%	20.40%
Graduation Rate	76.73%	77.58%	73.10%

## Class Size

Average class sizes vary by grade level and subject area taught. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
10	11	12	10	11	12	10	11	12	10	11	12	
By Subject Area												
English	24	26	25	16	25	33	56	20	35	3	33	19
Mathematics	24	26	25	13	18	23	44	35	32	-	19	15
Science	24	27	26	15	14	15	43	31	43	-	17	6
Social Science	24	29	26	20	13	16	41	16	25	6	26	14

## Curriculum Development

All curriculum development at Grant Union High School revolves around the California State Content Standards and Frameworks. The writing and implementation of the Twin Rivers Unified School District's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

## Counseling & Support Staff (School Year 2011-12)

In addition to academics, the staff at Grant Union High School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. The counselor to pupil ratio is 1:337. The chart lists support staff that are available to all students at Grant Union High School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	6	5.8
Bilingual Paraeducators	2	2.0
Health Assistant	1	1.0
Librarian/library media teacher	1	1.0
Nurse	1	0.45
Psychologist	2	1.2
Resource Specialist Program (RSP) Teacher	5	5.0
RSP Aide	5	3.75
SDC Aide	12	9.0
Special Day Class (SDC) Teacher	10	10.0
Speech and Language Specialist	1	0.60
Student Learning Coach	1	1.0

## Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by an administrator, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are adapted from the California Standards for the Teaching Profession and address the following domains: Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments, Understanding and Organizing Subject Matter, Planning Instruction and Designing Learning Experiences, Assessing Student Learning, and Developing as a Professional Educator.

Teachers and other certificated staff build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2011-2012 school year, Twin Rivers District offered 2 non-student professional development days for elementary teachers and secondary teachers. Professional development learning communities were organized, met regularly, and collaborated during dedicated periods at each school site during late-start days.

Professional development sessions were focused on two district-wide initiatives: Transitioning/Implementation of the Common Core Standards in all content areas and high-yield instructional strategies based on the work done at the Marzano Research Labs (The Art and Science of Teaching Model). These strategies include teaching practices for promoting 21st century skills as well as those that involve the effective monitoring of culturally-relevant instruction will also be established.

## Teacher Assignment

Twin Rivers Unified recruits and employs the most qualified credentialed teachers.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

	Teacher Credential Status			
	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	92	90	100	1202
Without Full Credentials	4	2	1	10
Working Outside Subject	1	3	0	29

	Misassignments/Vacancies		
	10-11	11-12	12-13
Misassignments of Teachers of English Learners	12	9	7
Misassignments of Teachers (other)	16	10	2
<b>Total Misassignments of Teachers</b>	<b>28</b>	<b>19</b>	<b>9</b>
Vacant Teacher Positions	0	3	2

## Highly Qualified Teachers (School Year 2011-12)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2011-12 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	88.1%	11.9%
District	93.2%	6.8%
High-Poverty Schools in District	93.2%	6.8%
Low-Poverty Schools in District	N/A	N/A

## Contact Information

Parents who wish to participate in Grant Union High School's leadership teams, school committees, school activities or become a volunteer may contact the school's office at (916) 566-3450.

## Parent & Community Involvement

Opportunities for parent and community involvement include: School Site Council (SSC), Parent Advisory Council (PAC), English Language Advisory Committee (ELAC), Booster Club, and schoolwide volunteer opportunities.

## School Leadership

Craig Murray began as principal of Grant Union High School in September of 2006. He has been a teacher and administrator in California for 25 years. He's honored to be a part of the history and tradition of Grant Union High School. Mr. Murray facilitates an open door policy where parents are welcome to provide input on school activities. Opportunities for leadership include:

- School Advisory Committee
- ELAC
- School Site Council
- Leadership Team

Mr. Murray and the Vice Principals work with the School Advisory Committee, the ELAC, and School Site Council. All staff members have the opportunity to sit on the Leadership Team, which is comprised of department chairs, administrators, and other staff. The team is responsible for advising the School Site Council on the development, implementation and monitoring of the site plan.



## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/ language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	28	27	33	39	40	42	52	54	56
Mathematics	10	9	13	40	41	41	48	50	51
Science	30	28	27	39	41	45	54	57	60
History/Social Science	29	30	34	27	29	31	44	48	49

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	42	41	45	31
School	33	13	27	34
African American/ Black	24	9	13	24
American Indian	*	*	*	*
Asian	34	18	35	38
Filipino	60	29	*	*
Hispanic or Latino	36	12	27	35
Pacific Islander	19	*	7	19
White	46	19	55	55
Males	29	12	27	36
Females	38	14	28	32
Socioeconomically Disadvantaged	32	13	27	35
English Learners	9	7	6	16
Students with Disabilities	15	12	5	5
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*



## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2009	2010	2011
Statewide	2	2	1
Similar Schools	8	6	3
Group	09-10	10-11	11-12
<b>All Students at the School</b>			
Actual API Change	35	-12	29
<b>Black or African American</b>			
Actual API Change	63	-22	25
<b>Asian</b>			
Actual API Change	25	-26	22
<b>Hispanic or Latino</b>			
Actual API Change	34	13	26
<b>Socioeconomically Disadvantaged</b>			
Actual API Change	32	-9	28
<b>English Learners</b>			
Actual API Change	8	-16	15
<b>Students with Disabilities</b>			
Actual API Change	30	-44	68

	2012 Growth API Comparison					
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	1,322	670	18,331	726	4,664,264	788
Black or African American	289	607	2,804	664	313,201	710
Asian	310	715	1,765	763	404,670	905
Filipino	14	714	232	829	124,824	869
Hispanic or Latino	543	673	7,503	711	2,425,230	740
Native Hawaiian/Pacific Islander	44	613	303	723	26,563	775
White	83	721	4,755	767	1,221,860	853
Two or More Races	21	692	587	745	88,428	849
Socioeconomically Disadvantaged	1,143	669	15,160	715	2,779,680	737
English Learners	573	644	6,694	708	1,530,297	716
Students with Disabilities	190	450	2,576	557	530,935	607

## Adequate Yearly Progress (School Year 2011-12)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria				
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	No		No	

## Physical Fitness (School Year 2011-12)

In the spring of each year, Twin Rivers Unified schools are required by the state to administer a physical fitness test to all students in grades nine. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ).

Percentage of Students in Healthy Fitness Zone			
2011-12			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	29.7%	27.5%	26.7%

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Federal Intervention Program (School Year 2012-13)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	1998-1999	2010-2011
Year in PI (2012-13)	Year 5	Year 3
# of Schools Currently in PI	-	49
% of Schools Identified for PI	-	85.96%

## California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language/arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language/arts and math separately for the most recent testing period.

CAHSEE By Subject for All Grade Ten Students									
	2009-10			2010-11			2011-12		
	School	District	State	School	District	State	School	District	State
English	31.0	34.0	54.0	29.0	34.0	59.0	31.0	36.0	56.0
Mathematics	33.0	34.0	54.0	32.0	35.0	56.0	33.0	37.0	58.0

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	64.0	19.0	17.0	63.0	29.0	8.0
All Students School	69.0	18.0	12.0	67.0	27.0	6.0
Male	73.0	18.0	9.0	69.0	28.0	3.0
Female	65.0	19.0	16.0	69.0	28.0	3.0
African American	77.0	14.0	8.0	80.0	20.0	-
Asian	71.0	18.0	11.0	58.0	31.0	12.0
Hispanic or Latino	69.0	17.0	14.0	68.0	27.0	5.0
Pacific Islander	69.0	19.0	13.0	88.0	13.0	-
White	50.0	28.0	22.0	53.0	41.0	6.0
English Learners	97.0	3.0	-	85.0	14.0	2.0
Socioeconomically Disadvantaged	70.0	17.0	13.0	67.0	27.0	7.0
Students with Disabilities	100.0	-	-	100.0	-	-



## Admission Requirements for California's Public Universities

### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

## Completion of High School Graduation Requirements – Class of 2012

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2011-12 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

Completion of High School Graduation Requirements			
	School	District	State
All Students	82.1%	78.6%	*
Socioeconomically Disadvantaged	84.0%	76.8%	*
African American/Black	76.7%	71.9%	*
American Indian	100.0%	100.0%	*
Asian	89.2%	88.5%	*
Hispanic or Latino	77.7%	75.3%	*
White	84.0%	82.2%	*
English Learners	79.5%	77.7%	*
Students with Disabilities	60.0%	65.1%	*
Other Pacific Islander	83.3%	69.6%	*
Multiple or No Response	100.0%	84.8%	*

\* Data was not available at the time of publication.

## Advanced Placement Classes

Grant Union High School encourages students to continue their education past high school. Grant Union High School offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

### Advanced Placement Classes

	# of Courses
Fine and Performing Arts	-
Computer Science	-
English	-
Foreign Language	-
Mathematics	2
Science	1
Social Science	4
Totals	7
Percent of Students in AP Courses	1.4%

## UC/CSU Course Completion

Students at Grant High School are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
Student Enrolled in Courses Required for UC/CSU Admission (2011-12)	68.0%
Graduates Who Completed All Courses Required for UC/CSU Admission (2010-11)	31.7%

*\* Duplicated Count (one student can be enrolled in several courses).*

## Workforce Preparation (School Year 2011-12)

It is the goal of Grant Union High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies to foster critical thinking, problem solving, leadership, and academic skills ensure work-readiness skills. Marla Miller is the primary contact for Twin Rivers School District's Career Technical Committee.

Grant Union High School has a significant number of Career Technical Education Programs. The programs often articulate with postsecondary institutions, as well as with industry and agencies such as Sacramento PD. The staff of the Vocational Education Department at Grant Union High School is constantly seeking ways to improve educational opportunities better to prepare students for the world of work. The school offers the following courses:

- Web Design
- Television/Video Production
- Electricity
- Copier Repair
- Criminal Justice

The students are evaluated in the courses through grades, projects, portfolios, interviews, and worksite evaluation.

Grant Union High School offers a variety of programs to help students explore career and employment options. Regional Occupational Program (ROP) classes provide advanced training and employment opportunities with local businesses. ROP classes are available in:

- Maritime Careers
- Marketing
- Retail Sales
- Electronics
- Advanced Digital Media
- Computer Assisted Design
- Environmental Horticulture
- Nursery and Floriculture
- Law

The table displays questions and answers about student participation in Grant Union High School's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participate in CTE?	1,401
What percent of the school's pupils complete a CTE program and earn a high school diploma?	98.8
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	100.0





## Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

## Instructional Materials (School Year 2012-13)

Twin Rivers Unified held a public hearing on December 11, 2012, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in June 2012, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	ELD	National Geographic / Hampton Brown	2008	Yes	0.0%
9th-12th	English/Language Arts	McDougal Littell	2002	Yes	0.0%
9th-12th	Foreign Language	Holt	2008	Yes	0.0%
9th-12th	Foreign Language	Holt	2006	Yes	0.0%
9th-12th	Foreign Language	Holt	2005	Yes	0.0%
9th-12th	Foreign Language	Houghton Mifflin	2002	Yes	0.0%
9th-12th	Foreign Language	Pearson/Prentice Hall	2008	Yes	0.0%
9th-12th	Health	Holt	2004	Yes	0.0%
11th	History/Social Studies	Glencoe/McGraw Hill	2006	Yes	0.0%
10th-12th	History/Social Studies	Pearson/Prentice Hall	2007	Yes	0.0%
9th-12th	History/Social Studies	Pearson/Prentice Hall	2006	Yes	0.0%
9th-12th	Mathematics	Glencoe	2008	Yes	0.0%
9th-12th	Mathematics	Houghton Mifflin/ McDougal Littell	2008	Yes	0.0%
9th-12th	Science	Glencoe/McGraw Hill	2007	Yes	0.0%
9th-12th	Science	Holt	2007	Yes	0.0%
9th-12th	Science	Pearson/Prentice Hall	2006	Yes	0.0%

For a complete list, visit [http://www.axiomadvisors.net/livesarc/files/34765053433794Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/34765053433794Textbooks_1.pdf)

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city and county of Sacramento, which contain numerous computer workstations. Visit [www.saclibrary.org](http://www.saclibrary.org) for more information and directions to the nearest branch.



## School Facilities & Safety

Grant Union High School was originally constructed in 1932. The campus is currently comprised of 100 classrooms, a library, eight computer labs, three gyms, a music building, two staff lounges, a football stadium, and a cafeteria.

The Safety Plan is evaluated and revised annually in the fall by school site staff members. Revisions to the Safety Plan are communicated to all staff members annually.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 09/06/2012				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			Room S1-The air conditioning is not working. Room W43-A noisy HVAC unit.
Interior			X	Room A14-There is a missing panel on the HVAC. Auditorium, main campus-There is a broken seat. Room B4-The server cabinet is loud. Boys restroom next to room B12, main campus-The exhaust fan is not working, the restroom is dirty, and there is graffiti on the walls. Boys restroom next to room W105, west campus-One broken toilet paper dispenser. Boys restroom next to room W33, west campus-There is graffiti on the walls. Boys restroom next to room W39, west campus-There is graffiti on the walls. Boys restroom next to the theater, main campus-There is graffiti on the walls. Room G2-Floor is dirty. Girls restroom next to room W105-There is a torn ceiling tile. Gym, main campus-There is peeling paint on the wall. Room S3-Stained ceiling tiles. Room T3-The carpet is worn and stained. Room T6-There is trash on the floor and the carpet is worn and dirty. Room T8-The carpet is worn and stained. Room W103-There is no hand soap. Room W105-There are stained ceiling tiles. Room W12-Stained ceiling tiles. Room W205-There are stained ceiling tiles. Room W35-The is graffiti on one wall. Room W53-There is a tear in the wall covering.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Grounds-There is trash throughout the campus.
Electrical			X	Auxilliary gym, maain campus-There is one light out. Boys locker room, main campus-One light out and one missing light cover. Boys restroom next to room B12, main campus-There is one light out, the exhaust fan is not working. Boys restroom next to room W105, west campus-There is one light out. Cafeteria, west campus-There cafeteria has one light out and the kitchen has one light out. Room D12-There is one light out. Room D9-There are two lights out. Room E4-There is one light out. Room E5-There is one light out. Room E6-There are four lights out. Room E7-There are five lights out. Room G1-There are two lights out. Room G2-There are six lights out, an electrical cord is running across the floor. Room G5-There are three lights out. Girls locker room, main campus-There is one light out. Library-There is a missing electrical cover. Room S1-There are five lights out. Room S3-There is one light out in the girls restroom and one light out in the boys restroom. In the classroom, there is one light out and the electrical panel is missing the cover. Room S4-There is one broken light cover. Room W1-There are eight lights out. Room W10-There is one light out. Room W12-There is a missing light cover. Room w15-There are two lights out. Room W2-There is one light out. Room W205-One light is out. Room W21-There is one light out. Room W22-There are two light out. Room W31-There are three light out. Room W33-There is a missing electrical cover on the wall. Room W37-There are two light out. Room W43-There are two lights out and a blocked electrical panel. Room W45-There is one light out. Room W51-There are four lights out. Room W54-There is one light out.
Restrooms/Fountains		X		Boys locker room, main campus-There is low water pressure in the drinking fountain. Grounds-There is a broken drinking fountain next to room B12; the drinking fountain next to room E11 has high water pressure. Room W49-One sink has a loose faucet.
Safety (Fire Safety, Hazardous Materials)	X			Room W45-Chemicals are left out.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

### Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Three full-time and one half-time custodian ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service that emergency repairs are given the highest priority. At the time of publication, 100% of the restrooms are in complete working order.

### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems. For the 2012-13 school year, the district has budgeted \$775,000.00 for the deferred maintenance program. This represents 0.33% of the district's general fund budget.

## School Site Teacher Salaries (Fiscal Year 2010-11)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2010-11 financial statements).

Average Teacher Salaries	
School & District	
School	\$61,065
District	\$67,979
Percentage of Variation	-10.18%
School & State	
All Unified School Districts	\$68,835
Percentage of Variation	-11.29%

## Teacher & Administrative Salaries (Fiscal Year 2010-11)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, [www.cde.ca.gov](http://www.cde.ca.gov).

Average Salary Information Teachers - Principal - Superintendent 2010-11		
	District	State
Beginning Teachers	\$40,000	\$41,455
Mid-Range Teachers	\$54,517	\$66,043
Highest Teachers	\$85,204	\$85,397
Elementary School Principals	\$106,803	\$106,714
Middle School Principals	\$106,838	\$111,101
High School Principals	\$117,108	\$121,754
Superintendent	\$205,346	\$223,357
Salaries as a Percentage of Total Budget		
Teacher Salaries	38.5%	39.0%
Administrative Salaries	7.2%	5.1%

## Expenditures & Services Funded (Fiscal Year 2010-11)

Based on 2010-11 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,488
From Supplemental/Restricted Sources	\$2,153
From Basic/Unrestricted Sources	\$4,335
District	
From Basic/Unrestricted Sources	\$4,232
Percentage of Variation between School & District	2.43%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-20.53%

In addition to general state funding, Twin Rivers Unified School District receives state and federal funding for the following categorical funds and other support programs:

- Targeted Instruction Improvement Block Grant\*\*
- PE Block Grant\*\*
- School and Library Improvement Block Grant\*\*
- EIA-LEP
- Gifted and Talented Education
- EIA-SCE
- Comprehensive Student Support
- Healthy Start
- Quality Education Investment Act
- Medi-Cal
- After School Education & Safety
- Head Start
- School Counselor Program
- State Lottery
- English Language Acquisition Program
- Title IV
- Parent Involvement
- Title I
- Charter School Fund
- Title III
- Reading First
- State Compensatory Education
- Pupil Retention Block Grant

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

## Data Sources

Data within the SARC was provided by Twin Rivers Unified School District, retrieved from the 2011-12 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.