



# Twin Rivers Unified School District Grant Union High School

1400 Grand Avenue, Sacramento, CA 95838 ♦ (916) 286-1000  
2008-09 School Accountability Report Card

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## Board of Trustees

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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. Starting in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 34 elementary schools, six junior high schools, five high schools, six charter schools, and seven alternative education schools.

Grant Union High School had a beginning enrollment of 2,158 students in grades nine through twelve for the 2008-09 school year. Student demographics are illustrated in the chart.

## Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	27.1%
American Indian	0.7%
Asian	26.8%
Caucasian	8.2%
Filipino	0.4%
Hispanic or Latino	31.3%
Pacific Islander	3.2%
Multiple or No Response	2.3%

## 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. **Since the district opened in the 2008-09 school year there is no district data reported for two of the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	922	613	539	0	0	10898
Suspension Rate	43.7%	28.4%	26.5%	0.0%	0.0%	35.2%
Expulsions	20	19	8	0	0	64
Expulsion Rate	0.9%	0.9%	0.4%	0.0%	0.0%	0.2%

## School Enrollment and 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 Union 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			
	2006-07	2007-08	2008-09
9th	607	649	574
10th	635	569	582
11th	514	503	455
12th	355	441	421

## 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.

Graduation & Dropout Rates			
	05-06	06-07	07-08
Dropout Rate	0.50%	3.70%	5.40%
Graduation Rate	98.10%	91.40%	87.40%

## Class Size

Grant Union High School maintained a schoolwide average class size of 24.9 students and a pupil-to-teacher ratio of 21.7:1 for the 2007-08 school year. 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					
	07	08	09	07	08	09	07	08	09	07	08	09
English	27	27	25	17	17	24	40	57	56	22	15	6
Mathematics	26	26	25	21	22	25	59	37	36	9	21	4
Science	28	26	25	8	14	18	27	39	35	8	5	1
Social Science	29	29	26	10	9	12	21	27	35	19	20	6

## 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.



## Instructional Materials

Twin Rivers Unified School District held a public hearing in June 2008, 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 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	Foreign Language	Glencoe	2005	Yes	0.0%
9th-12th	Foreign Language	Holt, Rinehart & Winston	2007	Yes	0.0%
9th-12th	Foreign Language	Prentice Hall	2007	Yes	0.0%
9th-12th	Health	Holt, Rinehart & Winston	2005	Yes	0.0%
9th-12th	History/ Social Science	Glencoe	2007	Yes	0.0%
9th-12th	History/ Social Science	McDougal	2007	Yes	0.0%
9th-12th	History/ Social Science	Prentice Hall	2005	Yes	0.0%
9th-12th	Mathematics	Key Curriculum	2007	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	2002	Yes	0.0%
9th-12th	Mathematics	W.H. Freeman	2007	Yes	0.0%
9th-12th	Reading Language Arts	Bedford/St. Martin	2007	Yes	0.0%
9th-12th	Reading Language Arts	Glencoe	2007	Yes	0.0%
9th-12th	Reading Language Arts	McDougal Littell	2003	Yes	0.0%
9th-12th	Science	Glencoe	2007	Yes	0.0%
9th-12th	Science	Kendall/Hunt	2007	Yes	0.0%
9th-12th	Science	Prentice Hall	2005	Yes	0.0%

## 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.

## 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.

## Counseling & Support Staff

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 1:432. 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	4	4.0
Bilingual Paraeducators	2	2.0
Health Assistant	1	1.0
Instructional Coach	1	1.0
Librarian/library media teacher	1	1.0
Nurse	1	1.0
Outreach Consultant	1	1.0
Psychologist	1	1.0
Resource Specialist Program (RSP) Teacher	3	3.0
RSP Aide	5	3.75
SDC Aide	12	9.0
Special Day Class (SDC) Teacher	6	6.0
Speech and Language Specialist	1	1.0

## Parent & Community Involvement

Parents play an important role at Grant Union High School through active participation and involvement in the School Site Council, School Advisory Committee and Booster Club. Parents and community members are also encouraged to volunteer in the class, in club activities and as field trip chaperones. Finally we are planning to bring back the Parent Patrol, supporting Grant during the school day, and at various Pacer events.

## 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) 286-1000.

## Physical Fitness

In the spring of each year, Grant Union High School is required by the state to administer a physical fitness test to all students in ninth grade. 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). During the 2007-08 school year, 49.8% of ninth grade students were in the HFZ.

## Federal Intervention Program

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. **Since the district opened in the 2008-09 school year there is no district data reported for two of the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	Not in PI
First Year in PI	1998-1999	-
Year in PI (2009-10)	Year 5	-
# of Schools Currently in PI	-	25
% of Schools Identified for PI	-	40.98%

## 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 combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, and Social Science, for the most recent three-year period, is shown. **Since the district opened in the 2008-09 school year there is no district data reported for two of the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

## Data Sources

Data within the SARC was provided by Twin Rivers Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). 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.

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	17	20	25	*	*	38	43	46	50
Mathematics	4	6	10	*	*	35	40	43	46
Science	14	16	23	*	*	34	38	46	50
History/Social Science	11	14	23	*	*	25	33	36	41

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

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	19	6	13	14
American Indian	31	*	*	*
Asian	29	14	37	34
Filipino	*	*	*	*
Hispanic or Latino	24	10	21	19
Pacific Islander	19	10	18	16
Caucasian	35	11	30	32
Males	23	11	28	26
Females	27	9	19	19
Socioeconomically Disadvantaged	24	10	23	23
English Learners	11	8	14	15
Students with Disabilities	12	11	9	3
Migrant Education	*	*	*	*

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

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress				
Reading and Mathematics Results for				
Students with Disabilities (SD) and/or English Language Learners (ELL)				
By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

## Adequate Yearly Progress

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. **Since the district opened in the 2008-09 school year there is no district data reported for two of the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

## 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.

## 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.

### Completion of High School Graduation Requirements

	School	District	State
All Students	83.0%	77.0%	*
Socioeconomically Disadvantaged	82.0%	80.0%	*
African American	83.0%	70.0%	*
American Indian	67.0%	66.0%	*
Asian	91.0%	85.0%	*
Filipino	100.0%	89.0%	*
Hispanic or Latino	76.0%	78.0%	*
Pacific Islander	88.0%	82.0%	*
Caucasian	72.0%	78.0%	*
English Learners	78.0%	72.0%	*
Students with Disabilities	41.0%	63.0%	*

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

### Adequate Yearly Progress (AYP)

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

### API School Results

	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	1	1	2	
Similar Schools Rank	6	6	7	
All Students				
Actual Growth	13	13	14	620
Socioeconomically Disadvantaged				
Actual Growth	16	10	15	620
African American				
Actual Growth	8	-24	6	553
Asian				
Actual Growth	15	41	44	695
Hispanic or Latino				
Actual Growth	25	11	5	601
Caucasian				
Actual Growth	31			653
Students with Disabilities				
Actual Growth	2	3	11	419
English Learners				
Actual Growth	23	19	35	639

### Advanced Placement Classes

	# of Courses	Enrollment
Mathematics	2	52
Science	1	23
Social Science	2	46
Totals	5	121
Percent of Students in AP Courses		1.2%

## Completion of High School Graduation Requirements

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 2007-08 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/>.

## 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. **Since the district opened in the 2008-09 school year there is no district data reported for two of the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

	CAHSEE By Subject								
	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	22.6	-	48.6	24.1	-	52.9	29.1	38.3	52.0
Mathematics	28.2	-	49.9	31.9	-	51.3	34.1	41.3	53.3

	CAHSEE By Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	71.0	19.6	9.4	66.3	27.1	6.6
Males	73.7	18.5	7.8	62.6	29.6	7.8
Females	68.4	20.7	11.0	70.0	24.6	5.4
African American	76.2	16.2	7.7	75.8	21.2	3.0
Asian	64.2	22.5	13.3	46.7	39.2	14.2
Hispanic or Latino	72.3	19.2	8.5	70.1	24.9	5.1
Pacific Islander	76.5	11.8	11.8	70.6	23.5	5.9
Caucasian	63.6	30.3	6.1	76.5	20.6	2.9
English Learners	76.5	19.0	4.4	65.0	30.5	4.4
Socioeconomically Disadvantaged	71.0	19.6	9.4	66.3	27.1	6.6
Students with Disabilities	94.3	3.8	1.9	93.1	6.9	-

## UC/CSU Course Completion

Students at Grant Union 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'.

## College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit [www.ucop.edu/pathways](http://www.ucop.edu/pathways). To prepare for entrance to a CSU school, visit [www.csumentor.edu](http://www.csumentor.edu).

## Workforce Preparation

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. Jim Russetto 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
- Copier Repair
- Television/Video Production
- Criminal Justice
- Electricity

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

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	70.4%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	16.3%

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

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

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?	2,428
What percent of the school's pupils complete a CTE program and earn a high school diploma?	20.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	100.0

### Teacher Assignment

Twin Rivers Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Grant Union High had 88 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

#### Teacher Credential Status

	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	88	88	86	1489
Without Full Credentials	5	12	8	36
Working Outside Subject	0	4	0	0

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.

#### Misassignments/Vacancies

	07-08	08-09	09-10
	Misassignments of Teachers of English Learners	0	0
Misassignments of Teachers (other)	0	0	9
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>19</b>
Vacant Teacher Positions	1	0	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 the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student

Learning, Planning Instruction and Designing Learning Experiences for All Students, and Developing as a Professional Educator.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers 12 staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

### Highly Qualified Teachers

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 2006-07 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.

#### NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	92.7%	7.3%
District	97.4%	2.6%
High-Poverty Schools in District	98.4%	1.6%
Low-Poverty Schools in District	0.0%	0.0%

### 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 21 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. Vice Principals Darris Hinson, Shelley Jones, and Wesley Marshall, and Curriculum Coach Anna Trunnell are integral to the leadership and mission of GHS. Opportunities for leadership include:

- School Advisory Committee
- School Site Council
- ELAC
- 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.

### 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. In the fall of 2008 the district safety plan was revised. The new plan was approved by the district board, principals were trained, each site completed and submitted for approval a new school level plan, and school staffs were trained.

#### 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. Eight custodians 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 2008-09 school year, the district has budgeted \$1,200,000 for the deferred maintenance program. This represents 0.5% of the district's general fund budget. Please see the district for a complete list of deferred maintenance projects.

The table shows the results of the most recent school facilities inspection (as of January 2009). 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.

### Teacher & Administrative Salaries

**Since the district opened in the 2008-09 school year there is no district data reported for two of the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

### Expenditures & Services Funded

Based on 2006-07 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. **Since the district opened in the 2008-09 school year there is no district data reported for two of the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

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, Title I, School and Library Improvement Block Grant, EIA-LEP, Gifted and Talented Education, EIA-SCE, High Priority School Grant, SIP, After-School Intervention, Head Start, School Counselor Program, State Lottery, English Language Resource Program, Parent Outreach Workers, Discretionary Block Grant, Parent Involvement, PE Block Grant, Neil Soto Grant, Charter School Fund, State Compensatory Education, Comprehensive Student Support, Quality Education Investment Act, ELAP, Title IV, Medi-Cal, Reading First, and Healthy Start.

### School Site Teacher Salaries

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 2006-07 financial statements). **Since the district opened in the 2008-09 school year there is no district data reported for two of the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

School Facility Conditions				
Date of Last Inspection: 07/30/2009				
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			
Interior		X		Boys RR - A Hall - Graffiti on walls. Library - Carpeting needs replacing. Girls RR B wing - Heavy Graffiti on walls. Boys RR B wing - Heavy Graffiti on walls and stalls. Room E-11 - Missing ceiling tiles. Girls RR C wing - Heavy Graffiti on walls and stalls.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical			X	Gym - 3 lights out. Boys Locker Room - 2 Lights out. Girls Gym - Exit signs not working. Room D-9 - 4 light bulbs out. Room G-2 - 1 light out. Room G-4 - 4 light fixtures need covers. Room C-5 - 2 lights out.
Restrooms/Fountains		X		A Hall - Drinking fountain needs cleaning.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,128
From Restricted Sources	\$2,452
From Unrestricted Sources	\$4,676
District	
From Unrestricted Sources	\$4,661
Percentage of Variation between School & District	0.32%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	15.17%

Average Teacher Salaries	
School & District	
School	\$53,722
District	-
Percentage of Variation	-
School & State	
All Unified School Districts	-
Percentage of Variation	-