

Grant Union High School

2020-21 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Grant Union High School
Street	1400 Grand Avenue
City, State, Zip	Sacramento, CA 95838
Phone Number	(916) 566-3450
Principal	Darris Hinson
Email Address	Darris.Hinson@twinriversusd.org
School Website	http://ghs.twinriversusd.org/
County-District-School (CDS) Code	34765053433794

2021-22 District Contact Information

District Name	Twin Rivers Unified School District
Phone Number	916.566.1600
Superintendent	Steven Martinez
Email Address	steve.martinez@twinriversusd.org
District Website Address	www.twinriversusd.org

2021-22 School Overview

District Mission Statement

Twin Rivers Unified School District schools strive to inspire each student to extraordinary achievement every day.

District Vision

The Twin Rivers Unified School District has an unwavering focus on powerful and engaging learning experiences that prepare students for college, career and life success.

To achieve this vision, we commit to:

- All students will graduate college, career and civic-minded ready.
- All students will have a safe, clean and secure environment that is free of bullying and that creates opportunities for learning.
- Student engagement is critical to student success.
- Partnerships with all stakeholders are vital to student success
- TRUSD will be fiscally sound and maximize resources for student success.
- TRUSD will honor diversity and create equity across the district.
- TRUSD will identify, recruit, retain and develop the best employees.

District Profile

Twin Rivers Unified School District serves more than 24,000 students who come from families that speak 46 languages.

We are proud to include among our 3,095 employees, the 2011 California Teacher of the Year, the 2020 and 2021 California Classified School Employee of the Year and the 2020 and 2021 Sacramento County Teachers of the Year.

Our district includes four comprehensive high schools, five middle schools and 27 elementary schools. Twin Rivers also offers families the option of two alternative high schools, one special education center, one early childhood special education program, an independent learning center, an opportunity school, preschools, three dependent charter schools and Twin Rivers Adult School.

2021-22 School Overview

Twin Rivers encompasses 80 square miles in a growing, ethnically diverse region characterized by a mix of suburban development and light industry. Our families live in the neighborhoods of North and South Natomas, Robla, Dos Rios, Gardenland, Northgate, Foothill Farms, Elverta, Rio Linda, North Highlands, Arden Fair, Woodlake, North Sacramento, Del Paso Heights and McClellan Park.

Principal's Message

It is with great pride that we present to you all that Grant Union High School offers in this course description catalog. In developing this document, the Site Leadership Team and our many departments are presenting the multitude of programs and opportunities available for students at our school.

When students graduate from Grant Union High School in the Twin Rivers Unified School District, we want to make sure they are college and career ready. As adults, we know that students need a strong academic foundation to be competitive seeking the college of their choice, or going directly into the workforce. This catalog shows how many classes are considered necessary for entrance into the California State University System, and the University of California. We expect students to take as many of these classes as possible. In order to support the rigor of these classes, Grant offers programs such as AVID during the school day, supporting students academically to get to college. We also have tutoring programs, credit recovery, and dual enrollment which are also described within.

Grant Union High School offers a wide range of career and technical pathways. We have the Criminal Justice Academy, Health Sports Academy, the Environmental Science and Design Academy, CTE career pathways that focus on Business, The Arts, Computer Programming, Web Design, Electronics, and Video Production. Each of these are exceptional programs with outstanding instructors, connecting students with real life skills.

Grant has clubs, Leadership, Athletics, Cheerleading, and other activities for all students. It is a fact that students that are involved in extra-curricular activities, tied to GPA, do better in school. It is also a fact that our programs help make school more enjoyable. Engagement in meaningful activities help students learn a variety of skills including social awareness, leadership, dedication, and character as well.

Finally, the Grant Union High School Mission is" the "Aggressive and Unrelenting Pursuit of Excellence" The best way we can do this is together. We hope to see students and their parents at Grant Union High School. If you have any questions, please stop by, or call us at 566-3450. We know that the school, working together with the family is in the best interest of the student, and we dedicate ourselves to the students of Grant Union High School.

Respectfully,
Darris Hinson, Principal
Grant Union High School
P4L

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	617
Grade 10	554
Grade 11	514
Grade 12	403
Total Enrollment	2,088

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.9
Asian	15.2
Black or African American	17.4
Filipino	0.9
Hispanic or Latino	53.3
Native Hawaiian or Pacific Islander	3
Two or More Races	2.7
White	4.5
English Learners	21.4
Foster Youth	0.3
Homeless	1.9
Socioeconomically Disadvantaged	93.3
Students with Disabilities	16.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	86.2	88.0	1191.7	82.7	228366.1	83.1
Intern Credential Holders Properly Assigned	2.0	2.0	16.0	1.1	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.1	5.2	54.7	3.8	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.4	2.5	103.5	7.2	12115.8	4.4
Unknown	2.2	2.3	75.3	5.2	18854.3	6.9
Total Teaching Positions	97.9	100.0	1441.5	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	5.1
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	5.1

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.2
Local Assignment Options	2.2
Total Out-of-Field Teachers	2.4

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.8

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Twin Rivers Unified held a public hearing on September 21, 2021, 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 September 2021, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

Year and month in which the data were collected September, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 9-12: SAVVAS Learning Company / Pearson - CA My Perspectives, 2017 AP English Comp: Bedford/St. Martins - Current Issues and Enduring Questions, Fifty Essays: A Portable Anthology, 2014 AP English Lit: Glenco/McGraw - Literature: Reading Fiction, Poetry & Drama - 2007 ERWC: CSU - Expository Reading and Writing Course 3.0, 2019 ELD: Pearson - Ilit, 2017	Yes	0.0%
Mathematics	Integrated Math 1: College Preparatory Mathematics (CPM) - Core Connections - Integrated 1, 2014 Integrated Math 2: College Preparatory Mathematics (CPM) - Core Connections - Integrated 2, 2015 Integrated Math 3: College Preparatory Mathematics (CPM) - Core Connections - Integrated 3, 2015 Pre-Calculus: HM/McDougal - Pre-Calculus with Limits A Graphing Approach, 2008 Algebra with Financial Applications: South Western Cengage - Financial Algebra: Advanced Algebra with Financial Applications, 2014 Consumer Math: Steck-Vaughn/Houghton Mifflin Harcourt - The Mathematics Of Banking & Credit, 2011 Statistics: W.H Freeman Co. - Practice of Statistics - 2008 AP Calculus: Key Curr. Press- Calculus: Concepts and Applications – 2005	Yes	0.0%
Science	Living Earth: SAVVAS Learning Company - Experience Biology: The Living Earth, 2020 Chemistry in the Earth: SAVVAS Learning Company - Experience Chemistry in the Earth System, 2021 Physics: SAVVAS Learning Company - Experience Physics, 2021 Anatomy and Physiology: Pearson/Prentice Hall - Essentials of Anatomy & Physiology - 2006 Forensic Science: Kendal/Hunt - Forensic Science For High School - 2016 AP Biology: Pearson/Prentice Hall - Campbell Biology, 2014	Yes	0.0%

	<p>AP Chemistry: Glencoe/McGraw Hill - Chemistry: The Molecular Nature of Matter and Change - 2015</p> <p>AP Environmental Science: W.H. Freeman - Environmental Science AP - 2015</p> <p>AP Physics 1 and 2: Pearson/Prentice Hall - Physics: Principles with Applications, 2014</p> <p>Life Science ESS: Globe Fearon - Life Science - Concepts and Challenges - 2003</p> <p>Earth Science ESS: Globe Fearon - Earth Science - Concepts and Challenges – 2003</p>		
History-Social Science	<p>World History 10: TCI - World Connections, 2020</p> <p>World History ESS: Globe Fearon/Pacemaker - World History - 2002</p> <p>US History 11: TCI - Pursuing American Ideals, 2019</p> <p>US History ESS: Globe Fearon/Pacemaker - United States History - 2004</p> <p>Race and Social Justice: TCI - Pursuing American Ideals - 2019</p> <p>American Government: TCI - Power, Politics, and You, 2019</p> <p>Government ESS: Globe Fearon/Pacemaker - American Government - 2001</p> <p>Economics: TCI - Power To Choose, 2020</p> <p>Economics ESS: Globe Fearon/Pacemaker - Economic Essentials - 2001</p> <p>AP US History: Bedford St. Matin - Americas History - 2014</p> <p>AP European History: Cengage - Western Civilizations - 2016</p> <p>AP GovePolUS: Pearson/Prentice Hall - Government in America - 2016</p> <p>AP Macro Economics: BFW Worth - Krugman's Macroeconomics - 2015</p> <p>AP Human Geography: Pearson/Prentice Hall - The Cultural Landscape - 2017</p> <p>AP World History: McGraw Hill - Traditions and Encounters – 2017</p>	Yes	0.0%
Foreign Language	<p>Spanish 1: Pearson/Prentice Hall - Realidades 1, 2008</p> <p>Spanish 2: Pearson/Prentice Hall - Realidades 2, 2008</p> <p>Spanish 3: Pearson/Prentice Hall - Realidades 3, 2008</p> <p>Spanish 4: Glencoe - Galeria de Arte y Vida, 2004</p> <p>AP Spanish Lit: Pearson/Prentice Hall - Momentos Cumbres de las Literatures Hispanicas, 2004</p> <p>AP Spanish Lang: Pearson/Prentice Hall - Abriendo Paso Lectura & Abriendo Paso Gramatica, 2014</p> <p>Spanish 1 NS: Glencoe - El Espanol Para Nosotros 1, 2006</p> <p>Spanish 2 NS: Glencoe - El Espanol Para Nosotros 2, 2006</p> <p>French 1: Holt - Bien Dit - Level 1, 2008</p> <p>French 2: Holt - Bien Dit - Level 2, 2008</p> <p>French 3: Holt - Bien Dit - Level 3, 2008</p> <p>AP French: Glencoe/McGraw Hill - Tresors Du Temps, 2005</p> <p>Hmong 1 NS: Hmong Books Center - Discovering the Hmong Language, 2014</p> <p>Hmong 2 NS / Hmong 3 NS: 3 Hmong Publishing - CAG TXUJ NTAWV HMOOB, 2010</p>	Yes	0.0%
Health	Health Science: Pearson - Health, 2014	Yes	0.0%
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)	Biology: - Microscopes, Dissecting Sets, Test Tubes, Beakers, Safety Goggles	Yes	0.0%

Chemistry - Flasks, Graduated Cylinders, Hot Plates, Thermometers, Pipettes
 Physics - Support Stands, Timers or Photogates, Electronic Balances, Meter Sticks

School Facility Conditions and Planned Improvements

Grant Union High 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.

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. Seven full-time custodians ensure that all classrooms and facilities are in adequate condition.

A work order process is used to ensure efficient service and 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 2019-20 school year, the district has budgeted \$1,896,380.00 to the Deferred Maintenance Fund. This represents 0.53% of the district's general fund budget.

Year and month of the most recent FIT report

3/13/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		ANNEX GYM: 4. WATER DAMAGE ON CEILING 14. CONCRETE IS BROKEN AT LOCKER RM DOOR ENTRY/ TRIP HAZARD 15. SWING ARM IS BROKEN ON LOCKER ROOM EXIT DOOR BOYS LOCKER RM: 4. LOCKER DOORS ARE MISSING BOYS RR: 4. FLOOR LINOLEUM IS BUBBLED BY TOILETS/ URINAL DIVIDERS ARE RUSTED 14. HOLE IN CONCRETE AT ENTRY 15. DOOR IS RUSTED WITH HOLES BOYS RR: 4. RUBBER MOLDING IS LOOSE ON FLOOR AT ENTRY GIRLS RR: 4. WATER STAIN CEILING TILES/ HALLWAY 11. PAINT IS CHIPPING ON FLOOR MEN'S STAFF RR: 4. WATER STAIN CEILING TILES IN HALLWAY 11. PAINT IS CHIPPING ON WALL AND CEILING

School Facility Conditions and Planned Improvements

OFC/LIBRARY: 4. WATER STAIN CEILING TILE AT TOP OF STAIRWELL 11. PAINT CHIPPING ON RAILING @ STAIRWELL
 P RM T2: 4. CARPET IS WORN AND STAINED
 P RM T3: 4. WATER STAIN CEILING TILES 14. HOLES IS ASPHALT/ TRIP HAZARD 15. WINDOW SCREEN HAS HOLE
 P RM T4: 4. CARPET IS WORN AND STAINED
 P RM W52: 4. CARPET IS TORN WITH WAVES
 P RM W54: 4. WATER STAIN CEILING TILES/ CARPET IS STAINED
 REGISTRATION: 4. CEILING TILES ARE SAGGING OVER DESK
 RM A 103: 4. FLOOR TILES ARE WARPED/ TRIP HAZARD
 RM A 16: 4. WATER STAIN CEILING TILES IN HALLWAY 11. PAINT IS CHIPPING ON ARCHWAY IN HALLWAY/ PAINT IS CHIPPING ON WALL AT ENTRY 12. WALL IS DAMAGED
 RM A101: 4. CEILING TILE IS MISSING IN HALLWAY/ WATER STAIN CEILING TILES IN HALLWAY/ FLOOR TILES ARE CRACKED AND BROKEN AT STAIRS 7. OUTLET COVER IS MISSING 11. PAINT IS CHIPPING ON WALL
 RM A105: 4. WATER STAIN CEILING TILES
 RM B10: 4. CEILING TILE IS TORN
 RM B2: 4. WATER STAIN CEILING TILE IN HALLWAY/ CEILING TILES ARE MISSING IN HALLWAY 12. WALL IS DAMAGED
 RM B4: 4. FLOOR TILES ARE CRACKED AND BROKEN AT ENTRY 11. PAINT IS CHIPPING ON DOOR FRAME
 RM C5: 4. CEILING TILE HAS HOLE 11. PAINT IS CHIPPING ON MAIN HALLWAY EXIT DOORS
 RM D10: 4. BLINDS ARE BROKEN 11. PAINT IS CHIPPING ON WALLS IN HALLWAY
 RM D11: 4. BLINDS ARE BROKEN (PER LOCKDOWN PROCEDURES) 11. PAINT IS CHIPPING ON WALL
 RM D12: 4. BLINDS ARE BENT AND BROKEN (PER LOCKDOWN PROCEDURES) 11. PAINT IS CHIPPING ON DOOR FRAME
 RM D15: 4. BLINDS ARE BROKEN
 RM D2: 4. BLINDS ARE BROKEN (PER LOCKDOWN PROCEDURES) 11. PAINT CHIPPING ON DOOR FRAME

School Facility Conditions and Planned Improvements

RM D3: 4. BLINDS ARE BROKEN (PER LOCKDOWN PROCEDURES)

RM D7: 4. BLINDS ARE BROKEN (PER LOCKDOWN PROCEDURES) 11. PAINT IS CHIPPING ON WALL

RM E 11/BAND: 4. WATER STAIN CEILING TILES IN HALLWAY

RM E 8/ DANCE: 4. BLINDS ARE BENT AND BROKEN

RM E2: 4. BLINDS ARE BENT AND BROKEN 11. PAINT IS CHIPPING ON DOOR FRAME

RM G 5: 4. WATER STAIN CEILING TILES 7. EXPOSED WIRES HANGING FROM WALL

RM G3: 4. WATER STAIN CEILING TILES/ CEILING TILE IS DAMAGED

RM W 31: 4. LAMINATE IS MISSING ON COUNTER 11. PAINT IS CHIPPING ON DOOR FRAME AND INTERIOR OF DOOR 15. METAL WEATHER STRIPPING IS BENT ON DOOR

RM W103: 4. CEILING TILES ARE CRACKED AND BROKEN 11. PAINT IS PEELING ON INTERIOR OF DOOR

RM W105: 4. CEILING TILE IS MISSING IN 105A 11. PAINT IS CHIPPING ON DOOR

RM W11: 4. WATER STAIN CEILING TILES/ CEILING TILE IS MISSING

RM W12: 4. WATER STAINS CEILING TILES/ WATER DAMAGE TO CEILING 11. PAINT IS PEELING ON CEILING/ PAINT IS CHIPPING ON INTERIOR OF DOOR

RM W13: 4. WATER STAIN CEILING TILES/ FLOOR TILES ARE STAINED 11. PAINT IS CHIPPING ON DOOR

RM W14: 4. WATER STAINS CEILING TILES

RM W2: 4. CEILING TILE IS LOOSE

RM W201: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON DOOR

RM W202: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON DOOR

RM W204: 4. WATER STAIN CEILING TILE 11. PAINT IS CHIPPING ON DOOR

RM W23: 4. FLOOR TILES HAVE GAP AT BACK WALL 12. DRY ROT ON EAVE 14. TRIP HAZARD ON WALKWAY

RM W30: 4. LAMINATE IS MISSING ON COUNTER TOP AND DESKS 11. PAINT IS CHIPPING ON DOOR FRAME

School Facility Conditions and Planned Improvements

			<p>RM W38: 4. CEILING TILE IS LOOSE/ WATER STAIN CEILING TILES</p> <p>RM W4: 4. CEILING TILES ARE LOOSE 7. LIGHT DIFFUSER IS MISSING/ TIMER KNOB IS MISSING AT ENTRY 13. DRY ROT ON TRIM 14. TRIP HAZARD ON WALKWAY.</p> <p>RM W5: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON CEILING 12. WATER DAMAGE TO CEILING</p> <p>STAGE: 4. CARPET HAS WAVES</p> <p>UPPER FLOOR/ LIBRARY: 4. WATER STAIN CEILING TILES IN HALLWAY ABOVE ENTRY/ CEILING TILE IS CRACKED 7. LIGHT DIFFUSER IS CRACKED/ BROKEN AND LOOSE/ EXPOSED WIRES BY WINDOWS 11. PAINT IS CHIPPING ON STAIRWELL AND WALLS</p> <p>WEST ADMIN: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON DOOR</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>BOYS RR: 5. STRONG ODOR</p> <p>RM W42: 6. BIRDS ARE NESTING BEHIND TILE PICTURES IN HALLWAY</p>
<p>Electrical</p>	X		<p>MEN'S RR: 7. LIGHT DIFFUSER IS MISSING</p> <p>P RM T1: 7. LIGHT DIFFUSER IS BROKEN</p> <p>RM A101: 4. CEILING TILE IS MISSING IN HALLWAY/ WATER STAIN CEILING TILES IN HALLWAY/ FLOOR TILES ARE CRACKED AND BROKEN AT STAIRS 7. OUTLET COVER IS MISSING</p> <p>11. PAINT IS CHIPPING ON WALL</p> <p>RM A14: 7. ELECTRICAL CAP IS MISSING BELOW WHITEBOARD/ EXPOSED WIRES 11. PAINT IS CHIPPING ON DOOR FRAME</p> <p>RM D14: 7. LIGHT DIFFUSER IS CRACKED 11. PAINT IS CHIPPING IN HALLWAY</p> <p>RM E5: 7. THERMOSTAT IS LOOSE ON WALL/ TAPED TO WALL</p> <p>RM G 1: 7. CONDUIT PIECE IS MISSING BY WHITEBOARD EXPOSING LIVE WIRES/ CONDUIT IS MISSING ON CEILING. 11. PAINT IS CHIPPING ON INTERIOR OF DOOR</p> <p>RM G 5: 4. WATER STAIN CEILING TILES 7. EXPOSED WIRES HANGING FROM WALL</p> <p>RM G2: 7. CONDUIT END CAP IS MISSING</p> <p>RM S 2: 7. ALL LIGHT DIFFUSERS ARE MISSING 13. GUTTER DOWN SPOUT IS LOOSE AND BROKEN ON WALKWAY</p>

School Facility Conditions and Planned Improvements

			<p>RM S 3: 7. LIGHT DIFFUSER IS MISSING 11. PAINT CHIPPING ON DOORS</p> <p>RM W24: 7. LIGHT DIFFUSER IS CRACKED 12. DRY ROT/ HOLE IN EAVE</p> <p>RM W26: 7. EXPOSED WIRES AT ENTRY 11. PAINT IS CHIPPING ON INTERIOR OF DOOR</p> <p>UPPER FLOOR/ LIBRARY: 4. WATER STAIN CEILING TILES IN HALLWAY ABOVE ENTRY/ CEILING TILE IS CRACKED 7. LIGHT DIFFUSER IS CRACKED/ BROKEN AND LOOSE/ EXPOSED WIRES BY WINDOWS 11. PAINT IS CHIPPING ON STAIRWELL AND WALLS</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	X		
<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>BOYS RR: 11. PAINT IS CHIPPING ON FLOORS</p> <p>COUNSELING CTR: 11. PAINT PEELING ON DOOR/ DOOR FRAME</p> <p>CUSTODIAN: 11. PAINT IS CRACKED ON CEILING/ PAINT IS CHIPPING ON DOOR FRAME 12. DRY ROT ON DOOR FRAME</p> <p>GIRLS RR: 4. WATER STAIN CEILING TILES/ HALLWAY 11. PAINT IS CHIPPING ON FLOOR</p> <p>LOWER RM W 101: 11. PAINT IS PEELING ON INTERIOR OF DOOR</p> <p>MEN'S STAFF RR: 4. WATER STAIN CEILING TILES IN HALLWAY 11. PAINT IS CHIPPING ON WALL AND CEILING</p> <p>OFC/LIBRARY: 4. WATER STAIN CEILING TILE AT TOP OF STAIRWELL 11. PAINT CHIPPING ON RAILING @ STAIRWELL</p> <p>P RM T5: 11. PAINT IS CHIPPING ON DOOR FRAME</p> <p>P RM T6: 11. PAINT IS CHIPPING ON DOOR FRAME</p> <p>P RM T7: 11. PAINT IS CHIPPING ON DOOR FRAME</p> <p>P RM T8: 11. PAINT IS CHIPPING ON DOOR FRAME</p> <p>RM A 16: 4. WATER STAIN CEILING TILES IN HALLWAY 11. PAINT IS CHIPPING ON ARCHWAY IN HALLWAY/ PAINT IS CHIPPING ON WALL AT ENTRY 12. WALL IS DAMAGED</p> <p>RM A14: 7. ELECTRICAL CAP IS MISSING BELOW WHITEBOARD/ EXPOSED WIRES 11. PAINT IS CHIPPING ON DOOR FRAME</p>

School Facility Conditions and Planned Improvements

RM B4: 4. FLOOR TILES ARE CRACKED AND BROKEN AT ENTRY 11. PAINT IS CHIPPING ON DOOR FRAME
 RM C5: 4. CEILING TILE HAS HOLE 11. PAINT IS CHIPPING ON MAIN HALLWAY EXIT DOORS
 RM D10: 4. BLINDS ARE BROKEN 11. PAINT IS CHIPPING ON WALLS IN HALLWAY
 RM D11: 4. BLINDS ARE BROKEN (PER LOCKDOWN PROCEDURES) 11. PAINT IS CHIPPING ON WALL
 RM D12: 4. BLINDS ARE BENT AND BROKEN (PER LOCKDOWN PROCEDURES) 11. PAINT IS CHIPPING ON DOOR FRAME
 RM D13: 11. PAINT IS CHIPPING ON WALL
 RM D14: 7. LIGHT DIFFUSER IS CRACKED 11. PAINT IS CHIPPING IN HALLWAY
 RM D16: 11. PAINT IS CHIPPING IN HALLWAY
 RM D2: 4. BLINDS ARE BROKEN (PER LOCKDOWN PROCEDURES) 11. PAINT CHIPPING ON DOOR FRAME
 RM D4: . 11. PAINT IS CHIPPING ON DOOR FRAME
 RM D6: 11. PAINT IS CHIPPING ON DOOR FRAME
 RM D7: 4. BLINDS ARE BROKEN (PER LOCKDOWN PROCEDURES) 11. PAINT IS CHIPPING ON WALL
 RM D8: 11. PAINT IS CHIPPING ON WALL 15. DOOR FRAME IS DAMAGED
 RM D9: 11. PAINT IS CHIPPING ON WALL
 RM E10: 11. PAINT IS CHIPPING ON EXIT DOORS
 RM E2: 4. BLINDS ARE BENT AND BROKEN 11. PAINT IS CHIPPING ON DOOR FRAME
 RM E4: 11. PAINT IS CHIPPING ON MAIN HALLWAY EXIT DOOR
 RM E6: 11. PAINT IS CHIPPING ON DOOR FRAME
 RM E7: 11. PAINT IS CHIPPING ON DOOR FRAME
 RM G 1: 7. CONDUIT PIECE IS MISSING BY WHITEBOARD EXPOSING LIVE WIRES/ CONDUIT IS MISSING ON CEILING. 11. PAINT IS CHIPPING ON INTERIOR OF DOOR
 RM S 3: 7. LIGHT DIFFUSER IS MISSING 11. PAINT CHIPPING ON DOORS
 RM W 31: 4. LAMINATE IS MISSING ON COUNTER 11. PAINT IS CHIPPING ON DOOR FRAME AND INTERIOR OF DOOR 15. METAL WEATHER STRIPPING IS BENT ON DOOR
 RM W 32: 11. PAINT IS CHIPPING ON DOOR

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RM W10: 11. PAINT IS CHIPPING ON DOOR FRAME

RM W102: 11. PAINT IS PEELING ON INTERIOR OF DOOR

RM W103: 4. CEILING TILES ARE CRACKED AND BROKEN 11. PAINT IS PEELING ON INTERIOR OF DOOR

RM W104: 11. PAINT IS PEELING ON INTERIOR OF DOOR

RM W105: 4. CEILING TILE IS MISSING IN 105A 11. PAINT IS CHIPPING ON DOOR

RM W106: 11. PAINT IS CHIPPING ON DOOR

RM W107: 11. PAINT IS CHIPPING ON DOOR

RM W12: 4. WATER STAINS CEILING TILES/ WATER DAMAGE TO CEILING 11. PAINT IS PEELING ON CEILING/ PAINT IS CHIPPING ON INTERIOR OF DOOR

RM W13: 4. WATER STAIN CEILING TILES/ FLOOR TILES ARE STAINED 11. PAINT IS CHIPPING ON DOOR

RM W201: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON DOOR

RM W202: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON DOOR

RM W203: 11. PAINT IS CHIPPING ON DOOR

RM W204: 4. WATER STAIN CEILING TILE 11. PAINT IS CHIPPING ON DOOR

RM W205: 11. PAINT IS CHIPPING ON DOOR

RM W206: 11. PAINT IS CHIPPING ON DOOR

RM W207: 11. PAINT IS CHIPPING ON DOOR

RM W22: 11. PAINT IS CHIPPING ON INTERIOR OF DOOR

RM W26: 7. EXPOSED WIRES AT ENTRY 11. PAINT IS CHIPPING ON INTERIOR OF DOOR

RM W33: 11. PAINT IS CHIPPING ON DOOR

RM W34: 11. PAINT IS CHIPPING ON INTERIOR OF DOOR

RM W36: 11. PAINT IS CHIPPING ON DOOR 12. DRY ROT ON EAVES

RM W46: 11. PAINT IS CHIPPING ON DOOR

RM W48: 11. PAINT IS CHIPPING ON DOOR

RM W5: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON CEILING 12. WATER DAMAGE TO CEILING

UPPER FLOOR/ LIBRARY: 4. WATER STAIN CEILING TILES IN HALLWAY ABOVE ENTRY/ CEILING TILE IS CRACKED 7. LIGHT DIFFUSER IS

School Facility Conditions and Planned Improvements

			<p>CRACKED/ BROKEN AND LOOSE/ EXPOSED WIRES BY WINDOWS 11. PAINT IS CHIPPING ON STAIRWELL AND WALLS</p> <p>UPPER RM W208: 11. PAINT IS CHIPPING ON RAILING</p> <p>VPRINCIPAL: 11. PAINT IS CHIPPING ON WALL IN OFFICE NEXT TO V. PRINCIPAL</p> <p>WEST ADMIN: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON DOOR</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>CUSTODIAN: 11. PAINT IS CRACKED ON CEILING/ PAINT IS CHIPPING ON DOOR FRAME 12. DRY ROT ON DOOR FRAME</p> <p>RM A 16: 4. WATER STAIN CEILING TILES IN HALLWAY 11. PAINT IS CHIPPING ON ARCHWAY IN HALLWAY/ PAINT IS CHIPPING ON WALL AT ENTRY 12. WALL IS DAMAGED</p> <p>RM B2: 4. WATER STAIN CEILING TILE IN HALLWAY/ CEILING TILES ARE MISSING IN HALLWAY 12. WALL IS DAMAGED</p> <p>RM S 2: 7. ALL LIGHT DIFFUSERS ARE MISSING 13. GUTTER DOWN SPOUT IS LOOSE AND BROKEN ON WALKWAY</p> <p>RM W1: 13. GUTTER DOWNSPOUT IS LOOSE ON WALKWAY 15. SWING ARM COVER IS MISSING ON DOOR</p> <p>RM W23: 4. FLOOR TILES HAVE GAP AT BACK WALL 12. DRY ROT ON EAVE 14. TRIP HAZARD ON WALKWAY</p> <p>RM W24: 7. LIGHT DIFFUSER IS CRACKED 12. DRY ROT/ HOLE IN EAVE</p> <p>RM W25: 12. DRY ROT/ HOLE IN EAVE</p> <p>RM W36: 11. PAINT IS CHIPPING ON DOOR 12. DRY ROT ON EAVES</p> <p>RM W4: 4. CEILING TILES ARE LOOSE 7. LIGHT DIFFUSER IS MISSING/ TIMER KNOB IS MISSING AT ENTRY 13. DRY ROT ON TRIM 14. TRIP HAZARD ON WALKWAY.</p> <p>RM W5: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON CEILING 12. WATER DAMAGE TO CEILING</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>ANNEX GYM: 4. WATER DAMAGE ON CEILING 14. CONCRETE IS BROKEN AT LOCKER RM DOOR ENTRY/ TRIP HAZARD 15. SWING ARM IS BROKEN ON LOCKER ROOM EXIT DOOR</p>

School Facility Conditions and Planned Improvements

			<p>BOYS RR: 4. FLOOR LINOLEUM IS BUBBLED BY TOILETS/ URINAL DIVIDERS ARE RUSTED 14. HOLE IN CONCRETE AT ENTRY 15. DOOR IS RUSTED WITH HOLES</p> <p>CAFETERIA: 14. TRIP HAZARD ON WALKWAY TOWARDS PARKING LOT/ PARKING HAS CRACKS THROUGHOUT</p> <p>GIRLS LOCKER RM: 15. SECOND ENTRY DOOR IS BROKEN</p> <p>P RM T3: 4. WATER STAIN CEILING TILES 14. HOLES IS ASPHALT/ TRIP HAZARD 15. WINDOW SCREEN HAS HOLE</p> <p>P RM W51: 14. TRIP HAZARD AT DOOR ENTRY</p> <p>RM D8: 11. PAINT IS CHIPPING ON WALL 15. DOOR FRAME IS DAMAGED</p> <p>RM W 31: 4. LAMINATE IS MISSING ON COUNTER 11. PAINT IS CHIPPING ON DOOR FRAME AND INTERIOR OF DOOR 15. METAL WEATHER STRIPPING IS BENT ON DOOR</p> <p>RM W1: 13. GUTTER DOWNSPOUT IS LOOSE ON WALKWAY 15. SWING ARM COVER IS MISSING ON DOOR</p> <p>RM W23: 4. FLOOR TILES HAVE GAP AT BACK WALL 12. DRY ROT ON EAVE 14. TRIP HAZARD ON WALKWAY</p> <p>RM W27: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM</p>
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Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	498	NT	NT	NT	NT
Female	254	NT	NT	NT	NT
Male	244	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	76	NT	NT	NT	NT
Black or African American	85	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	275	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	14	NT	NT	NT	NT
Two or More Races	24	NT	NT	NT	NT
White	20	NT	NT	NT	NT
English Learners	90	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	32	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	462	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	79	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	498	NT	NT	NT	NT
Female	254	NT	NT	NT	NT
Male	244	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	76	NT	NT	NT	NT
Black or African American	85	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	275	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	14	NT	NT	NT	NT
Two or More Races	24	NT	NT	NT	NT
White	20	NT	NT	NT	NT
English Learners	90	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	32	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	462	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	79	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Twin Rivers Benchmark Student Groups	Twin Rivers Benchmark Total Enrollment	Twin Rivers Benchmark Number Tested	Twin Rivers Benchmark Percent Tested	Twin Rivers Benchmark Percent Not Tested	Twin Rivers Benchmark Percent At or Above Grade Level
All Students	500	436	87%	13%	21%
Female	254	228	90%	10%	20%
Male	246	208	85%	15%	22%
American Indian or Alaska Native	--	--	--	--	--

Asian	76	73	96%	4%	22%
Black or African American	86	74	86%	14%	12%
Filipino	--	--	--	--	--
Hispanic or Latino	275	234	85%	15%	24%
Native Hawaiian or Pacific Islander	14	13	93%	7%	8%
Two or More Races	12	11	92%	8%	18%
White	21	16	76%	24%	19%
English Learners	90	74	82%	18%	3%
Foster Youth	--	--	--	--	--
Homeless	25	19	76%	24%	11%
Military	13	10	77%	23%	--
Socioeconomically Disadvantaged	457	397	87%	13%	20%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	82	56	68%	32%	2%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Twin Rivers Benchmark Student Groups	Twin Rivers Benchmark Total Enrollment	Twin Rivers Benchmark Number Tested	Twin Rivers Benchmark Percent Tested	Twin Rivers Benchmark Percent Not Tested	Twin Rivers Benchmark Percent At or Above Grade Level
All Students	500	393	79%	21%	4%
Female	254	213	84%	16%	3%
Male	246	180	73%	27%	6%
American Indian or Alaska Native	--	--	--	--	--
Asian	76	68	89%	11%	7%
Black or African American	86	70	81%	19%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	275	207	75%	25%	4%
Native Hawaiian or Pacific Islander	14	13	93%	7%	8%
Two or More Races	12	10	83%	17%	--
White	21	14	67%	33%	0%
English Learners	90	63	70%	30%	0%
Foster Youth	--	--	--	--	--
Homeless	25	15	60%	40%	0%
Military	13	12	92%	8%	0%
Socioeconomically Disadvantaged	457	360	79%	21%	4%

Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	82	53	65%	35%	0%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	6.45	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	374	NT	NT	NT	NT
Female	203	NT	NT		
Male	171	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	66	NT	NT	NT	NT
Black or African American	80	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	172	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	15	NT	NT	NT	NT
Two or More Races	16	NT	NT	NT	NT
White	14	NT	NT	NT	NT
English Learners	50	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	26	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	343	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	NT	NT	NT	NT

2020-21 Career Technical Education Programs

Career Technical Education (CTE) pathway courses are offered as coursework for numerous pathway programs. CTE courses provide students of all ages with the academic and technical skills, knowledge, and training necessary to succeed in future careers and to become lifelong learners. All CTE courses offer hands-on learning in specific industry-related sectors relevant to the community and the state. CTE pathway courses also offer a wide range of additional educational benefits including college credit for qualifying courses, industry certifications and career-ready skills to enter any industry sector.

The Twin Rivers Unified School District offers many cutting-edge, rigorous and relevant Career and Technical Education (CTE) pathways that prepare youth for a wide range of high-wage, high-skill, and high-demand careers that are integrated with their academics. Many of the courses are A-G approved and/or give students the opportunity to receive college credit.

The CTE programs offered at each of the Twin Rivers Unified high schools are diverse and unique to the specific culture and needs of each school. These include pathways for Arts, Media and Entertainment, Agriscience, Agricultural Mechanics, Construction Building Trades, Digital Media Arts, Food Service Hospitality, Patient Care, Business Finance, Computer Science, Criminal Justice, Theater Performing Arts, Education, Green Engine, Entrepreneurship Self-Employment, Television and Video Production.

The Twin Rivers Unified School District Career/College Options Department is responsible for the development and implementation of career technical classes. According to federal and state guidelines these classes should be organized into a scope and sequence and meet industry standards. It is important for the CTE committee to be comprised of a variety of people including, but not limited to; business partners, community leaders, parents, students, educators and other interested parties. The committee will discuss awareness, recruitment, placement and retention of middle, high school and adult students in CTE classes; local labor market and school/business partnerships, career technical program updates, evaluation and funding will also be reviewed.

Individuals interested in participating in the CTE advisory meeting, please contact Arts and Career Education Dept., 566-1600

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,041
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	85.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	95.7

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	96.98
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	41.79

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental 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.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	4.3	5.3	4.9	21.9	20.4	30.9	9.0	8.9	9.4
Graduation Rate	92.9	90.7	90.5	69.7	72.1	61.8	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	391	354	90.5
Female	213	200	93.9
Male	178	154	86.5
American Indian or Alaska Native	--	--	--
Asian	69	62	89.9
Black or African American	79	74	93.7
Filipino	--	--	--
Hispanic or Latino	183	166	90.7
Native Hawaiian or Pacific Islander	16	15	93.8
Two or More Races	13	11	84.6
White	15	11	73.3
English Learners	73	53	72.6
Foster Youth	--	--	--
Homeless	63	51	81.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	61	45	73.8

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2248	2184	624	28.6
Female	1109	1080	263	24.4
Male	1136	1101	359	32.6
American Indian or Alaska Native	19	18	9	50.0
Asian	329	323	45	13.9
Black or African American	393	385	160	41.6
Filipino	20	19	3	15.8
Hispanic or Latino	1194	1162	301	25.9
Native Hawaiian or Pacific Islander	65	64	19	29.7
Two or More Races	66	62	19	30.6
White	111	101	48	47.5
English Learners	484	472	131	27.8
Foster Youth	14	11	7	63.6
Homeless	118	113	58	51.3
Socioeconomically Disadvantaged	2104	2043	600	29.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	377	364	146	40.1

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	6.93	0.04	6.11	0.06	3.47	0.20
Expulsions	0.09	0.00	0.11	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.00	4.68	2.45
Expulsions	0.00	0.01	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.04	0.00
Female	0.00	0.00
Male	0.09	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.08	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.21	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

The safety of students and staff is a primary concern of Twin Rivers Unified School District. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among school staff, teachers, and school administrators. All guests to the campus must sign in at the office and wear a visitor's badge at all times.

To safeguard the well-being of students and staff, our school has a comprehensive School Site Safety Plan, which is reviewed and updated annually by the Site Safety Committee. Any revisions made to the plan are reviewed immediately with the staff. School staff also review the plan annually at the beginning of the school year. The plan was last reviewed with school staff in August 2021.

Key elements of the Safety Plan focus on the following: disaster response procedures, school-wide dress code, child abuse reporting procedures, bullying prevention, sexual harassment policy, teacher notification of dangerous pupils procedures and safe ingress and egress of pupils, parents, and school employees.

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held on a regular basis, fire drills are held once a month, earthquake and lockdown drills are held twice a year. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	37	36	22
Mathematics	24	26	24	29
Science	24	26	31	16
Social Science	25	17	35	12

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	32	36	23
Mathematics	25	24	33	20
Science	24	17	48	
Social Science	25	21	19	23

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	186	2	
Mathematics	12	164	1	
Science	13	142		
Social Science	11	146	1	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	386.7

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0.2

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,697	\$2,058	\$6,639	\$78,788
District	N/A	N/A	\$6,988	\$79,406
Percent Difference - School Site and District	N/A	N/A		
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A		

2020-21 Types of Services Funded

Based on 2020-21 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. 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:

- After School Education & Safety
- Ag Incentive Grant
- CA Career Pathways Trust
- CA Partnership Academies
- CAAP College Going Culture
- Carl Perkins
- Career Tech Ed Incentive Grant
- College Readiness Block Grant
- Economic Impact Aid
- Elementary and Secondary School Emergency Relief
- Generation Green Program
- Head Start
- Learning Loss Mitigation
- Low Performing Students Block Grant
- Medi-Cal
- ROTC
- Special Education
- State Lottery
- Strong Workforce Program
- Supplemental/Concentration
- Title I
- Title II
- Title III
- Title III, IV
- TUPE

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,131	\$50,897
Mid-Range Teacher Salary	\$73,811	\$78,461
Highest Teacher Salary	\$101,734	\$104,322
Average Principal Salary (Elementary)	\$120,231	\$131,863
Average Principal Salary (Middle)	\$126,701	\$137,086
Average Principal Salary (High)	\$134,111	\$151,143
Superintendent Salary	\$322,844	\$297,037
Percent of Budget for Teacher Salaries	29%	32%
Percent of Budget for Administrative Salaries	5%	5%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	15.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	8
Fine and Performing Arts	0
Foreign Language	4
Mathematics	6
Science	8
Social Science	22
Total AP Courses Offered	48

Professional Development

The teacher evaluation process is one of the most critical professional development opportunities we have with our staff. A well-constructed evaluation helps to promote high quality instruction and is a fundamental way to support growth. Staff evaluations are completed through formal, non-formal, and non-evaluative interactions. Temporary and probationary teachers are evaluated at least two times annually and tenured teacher evaluations alternate every other year and can be extended up to 5 years. Staff evaluations are conducted by trained administrators and the criteria used is closely linked to the California Standards for the Teaching Profession (CSTP). The CSTP domains are; 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 Certificated support personnel work to build skills and develop educational concepts through their participation in conferences and after school workshops throughout the year. In the 2020-2021 school year, Twin Rivers Unified School District offered 3 to 5 non-student professional development days for teachers depending on the grade level assignments. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated 5 periods at each school site during early release days. Professional development sessions were focused on high quality first instruction, implementation of the Common Core Standards, Systems Thinking and leadership development, as well as numerous curricular support programs necessary to support student's continued growth. During the Fall of the 2020-21 school year, the district also supported over 100 beginning teachers through our partnership with the Sacramento County Office of Education's Teacher Induction Program.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5