

Grant Union High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/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 <https://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) <https://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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 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@trusd.net
School Website	https://ghs.trusd.net/
Grade Span	9-12
County-District-School (CDS) Code	34765053433794

2025-26 District Contact Information

District Name	Twin Rivers Unified School District
Phone Number	916.566.1600
Superintendent	Steve Martinez
Email Address	Steve.Martinez@trusd.net
District Website	https://www.trusd.net/

2025-26 School Description and Mission Statement

ABOUT TWIN RIVERS UNIFIED SCHOOL DISTRICT

Twin Rivers Unified School District encompasses 80 square miles in a growing, ethnically diverse region in northern Sacramento County characterized by a mix of suburban development and light industry. The district serves more than 26,000 students in preschool through adult education who come from families that speak 46 different languages. All enrolled students, regardless of income level, are eligible to receive a healthy school breakfast and lunch at no charge. Our families live in the neighborhoods of Arden Fair, Del Paso Heights, Dos Rios, Elverta, Foothill Farms, Gardenland, McClellan Park, North and South Natomas, Northgate, North Highlands, North Sacramento, Robla, Rio Linda and Woodlake.

2025-26 School Description and Mission Statement

Twin Rivers is comprised of 44 schools— 28 elementary schools, four comprehensive high schools, five middle schools, two alternative high schools, one special education center, a K-12 independent study school, preschools, three dependent charter schools on eight sites, and Twin Rivers Adult School.

OUR MISSION

To inspire each student to extraordinary achievement every day.

OUR VISION

An unwavering focus on powerful and engaging learning experiences that prepare students for college, career and life success.

TWIN RIVERS UNIFIED SCHOOL DISTRICT GOALS

1. In 2025-26, TR will have 55% of all graduating seniors meeting A-G criteria, with each high school increasing rates by 3.55% each year.
2. In 2025-26, TR will have a 93% cohort graduation rate, with each high school increasing by 2% each year or maintaining 95% or higher.
3. In 2025-26, TR will be a 40/30 district in SBAC results with each Tk-6 and TK-8 school growing no less than 4% (ELA) and 4% (math) and each 7-8 and 9-12 school growing no less than 5% (ELA) and 5% (math).
4. For 2021-22 and beyond, TR will have a budget that does not include a structural deficit.
5. For 2021-22 and beyond, the retention rate for all employees will remain above 95%.

OUR CORE BELIEFS

- 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.

Principal's Message

It is with great pride and enthusiasm that we present the Grant Union High School Course Description Catalog. Developed collaboratively by our Site Leadership Team and academic departments, this document showcases the wide array of programs, pathways, and opportunities available to our students.

At Grant Union High School, part of the Twin Rivers Unified School District, our mission is to ensure that every student graduates prepared for both college and career. We understand that a strong academic foundation is essential—whether students are aiming for admission to a four-year university or planning to enter the workforce directly after graduation.

This catalog highlights the many courses aligned with entrance requirements for the California State University (CSU) and University of California (UC) systems. We encourage our students to challenge themselves by enrolling in as many of these college-preparatory courses as possible. To support their success, Grant offers robust academic support programs including AVID, tutoring services, credit recovery options, and dual enrollment opportunities that allow students to earn college credit while still in high school.

Beyond the classroom, Grant Union High School is proud to offer a diverse range of Career and Technical Education (CTE) pathways. Our specialized academies—including the Criminal Justice Academy, Health and Sports Academy, and Environmental Science and Design Academy—equip students with practical, hands-on experience. Additional pathways in Business, the Arts, Computer Programming, Web Design, Electronics, and Video Production provide students with the tools and training needed to thrive in the modern workforce. Each program is led by dedicated instructors committed to student growth and success.

Student life at Grant is vibrant and inclusive. We offer a variety of extracurricular activities including clubs, student leadership, athletics, cheerleading, and more. Research consistently shows that students involved in extracurriculars—especially those tied to academic performance—perform better in school. These activities not only enrich the high school experience but also cultivate essential life skills such as leadership, teamwork, resilience, and character.

Our mission at Grant Union High School is guided by the belief in the “Aggressive and Unrelenting Pursuit of Excellence.” We know that achieving this goal takes a collective effort. By working closely with our families and community, we can ensure the success of every student.

2025-26 School Description and Mission Statement

If you have any questions or would like to learn more about what Grant has to offer, we invite you to visit us or contact our main office at (916) 566-3450.

Respectfully,
Darris Hinson, Principal
Grant Union High School
P4L

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	576
Grade 10	500
Grade 11	465
Grade 12	446
Total Enrollment	1,987

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46
Male	53.6
Non-Binary	0.3
American Indian or Alaska Native	0.2
Asian	19
Black or African American	15.8
Filipino	1
Hispanic or Latino	49.8
Native Hawaiian or Pacific Islander	3.5
Two or More Races	4.1
White	5.1
English Learners	29.1
Foster Youth	0.4
Homeless	10.2
Migrant	0.1
Socioeconomically Disadvantaged	92
Students with Disabilities	16.3

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.

2021-22 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)	80.1	82.88	1155.6	80.01	234405.2	84
Intern Credential Holders Properly Assigned	4	4.13	17.1	1.19	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.9	1.98	36.8	2.55	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.2	2.37	94	6.51	11953.1	4.28
Unknown/Incomplete/NA	8.3	8.62	140.5	9.73	15831.9	5.67
Total Teaching Positions	96.7	100	1444.2	100	279044.8	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 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)	73.3	77.55	1131.8	75.05	231142.4	83.24
Intern Credential Holders Properly Assigned	2.7	2.95	30.7	2.04	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9.5	10.08	122	8.09	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.1	1.18	110.3	7.32	11746.9	4.23
Unknown/Incomplete/NA	7.7	8.22	113	7.5	14303.8	5.15
Total Teaching Positions	94.5	100	1508.1	100	277698	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 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)	70.8	74.21	1159.2	71.79	230039.4	100
Intern Credential Holders Properly Assigned	2.6	2.72	32.8	2.04	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	11.3	11.86	219.4	13.59	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.2	3.41	141.8	8.78	12112.8	4.34
Unknown/Incomplete/NA	7.4	7.77	61.4	3.8	13705.8	4.91
Total Teaching Positions	95.4	100	1614.8	100	278927.1	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	2
Misassignments	1.90	9.5	9.3
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.90	9.5	11.3

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.80	0.2	1.5
Local Assignment Options	1.40	0.9	1.7
Total Out-of-Field Teachers	2.20	1.1	3.2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.6	10.2	7.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.5	1.3	0.7

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Twin Rivers Unified held a public hearing on October 7, 2025, 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 October 2025, 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	October, 2025
--	---------------

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 9-12: SAVVAS Learning Company / Pearson - CA My Perspectives, 2017 AP English Comp: BFW - The Language of Composition, 2023 AP English Lit: DFW - Literature & Composition Essential Voices, Essential Skills, 2022 ERWC: CSU - Expository Reading and Writing Course 3.0, 2019 ELD: HMH: Read 180 Universal	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: Cengage - Precalculus With Limits, 2022 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: McGraw Hill: Elementary Statistics - 2018 AP Statistics: Bedford, Freeman,& Worth - The Practice of Statistics - 2020 AP Calculus: Key Curr. Press- Calculus: Concepts and Applications – 2005	0.0%

Science	<p>Living Earth: SAVVAS Learning Company - Experience Biology: The Living Earth, 2020</p> <p>Chemistry in the Earth: SAVVAS Learning Company - Experience Chemistry in the Earth System, 2021</p> <p>Physics: SAVVAS Learning Company - Experience Physics, 2021</p> <p>Anatomy and Physiology: Pearson/Prentice Hall - Essentials of Anatomy & Physiology - 2006</p> <p>Forensic Science: Kendal/Hunt - Forensic Science For High School - 2016</p> <p>AP Biology: BFW - Biology for the AP Course, 2022</p> <p>AP Chemistry: Cengage Learning - Chemistry AP Edition, 2023</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>	0.0%
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>Economics: TCI - Power To Choose, 2020</p> <p>AP US History: BFW - Fabric of a Nation, 2024</p> <p>AP European History: Cengage - Western Civilizations - 2016</p> <p>AP GovePolUS: BFW - American Government, Stories of a Nation, 2021</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: BFW - Ways of the World, 2023</p> <p>AP African American Studies: AP College Board Framework/Curriculum - AP African American Studies 2024</p>	0.0%
Foreign Language	<p>Spanish 1: Vista: Senderos - 2022</p> <p>Spanish 2: Vista: Senderos - 2022</p> <p>Spanish 3: Vista: Senderos - 2022</p> <p>Spanish 4: Glencoe - Galeria de Arte y Vida, 2004</p> <p>AP Spanish Lit: Wayside - Azulejo, 2012</p> <p>AP Spanish Lang: Vista: Temas 3e - 2024</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: Carnegie Learning: T'es branché? - 2019</p> <p>French 2: Carnegie Learning: T'es branché? - 2019</p> <p>French 3: Carnegie Learning: T'es branché? - 2019</p> <p>AP French: Vista: Themes 2e , 2022</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 NTAUV HMOOB, 2010</p>	0.0%

Health	Health Science: McGraw Hill - Glencoe Health, 2022	0.0%
Science Laboratory Equipment (grades 9-12)	Biology: - Microscopes, Dissecting Sets, Test Tubes, Beakers, Safety Goggles Chemistry - Flasks, Graduated Cylinders, Hot Plates, Thermometers, Pipettes Physics - Support Stands, Timers or Photogates, Electronic Balances, Meter Sticks	0.0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Originally constructed in 1932, Grant Union High School now includes 100 classrooms, a library, eight computer labs, three gymnasiums, a music building, two staff lounges, a football stadium, a sports complex, a pool facility, and two cafeterias.

Cleaning Process and Schedule

The district governing board has established cleaning standards for all campuses, and Grant Union High follows a consistent maintenance schedule. Classrooms are swept or vacuumed daily, and trash is removed each day. The cafeteria, gymnasiums, and all restrooms receive daily cleaning as well. School grounds are maintained on a rotating schedule, with trash removal, lawn care, and plumbing needs addressed each day.

Maintenance and Repair

District maintenance staff work to ensure that all necessary repairs are completed efficiently, keeping the school in good working order. Seven full-time custodians support the upkeep of classrooms and facilities, helping maintain a safe and functional environment for students and staff.

Maintenance requests are managed through a formal work-order system, ensuring prompt service and prioritization of urgent needs.

Year and month of the most recent FIT report

02/22/2025

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Room W1 Stained floor tiles(rust)/ 4 lights out Classroom E4: 1- DIM LIGHT WO# 24936 C/C Classroom E5: WALL PANNEL PEELING OFF WO# 24938 (C/C) Classroom E7: EXTERIOR CLASSROOM DOOR TRIM NEEDS PAINT WO# 24939 RECEIVED /OPEN (R/O) E Hallway: HALLWAY DOUBLE DOORS BETWEEN E-4 AND E-5 NEEDS PAINTING WO# 24941 (C/C) E- HALLWAY WALLS NEED PAINTING WO# 24940 (R/O) T4 1 -MISSING CEILING TILE, 1- CRACKED /MISSING LIGHT COVER' 1- STAINED CEILING TILE WO3 24947 (C/C)
Electrical	X			

School Facility Conditions and Planned Improvements				
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		THE STALL DOOR MISSING THE LOCKING MECHANISM WO# 24948 (C/C)
Safety: Fire Safety, Hazardous Materials		X		Classroom E2: FIRE EXTINGUISHER MISSING ANNUAL TAG (2024) WO# 24934 C/C Room t2 :2- STAINED CEILING TILES; 1- CRACKED LIGHT COVER; FIRE EXTINGUISHER BLOCKED WO# 24945 (C/C)
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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).

College and Career Ready

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	38	45	33	36	47	48
Mathematics (grades 3-8 and 11)	14	23	23	26	35	37

2024-25 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	437	400	91.53	8.47	45.61
Female	178	164	92.13	7.87	52.44
Male	257	234	91.05	8.95	40.34
American Indian or Alaska Native	--	--	--	--	--
Asian	83	78	93.98	6.02	52.56
Black or African American	69	62	89.86	10.14	29.03
Filipino	--	--	--	--	--
Hispanic or Latino	216	204	94.44	5.56	48.77
Native Hawaiian or Pacific Islander	15	13	86.67	13.33	23.08
Two or More Races	26	22	84.62	15.38	40.91

White	25	18	72.00	28.00	50.00
English Learners	125	106	84.80	15.20	21.70
Foster Youth	0	0	0	0	0
Homeless	60	50	83.33	16.67	38.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	399	363	90.98	9.02	44.20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	67	60	89.55	10.45	15.25

2024-25 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	436	410	94.04	5.96	23.41
Female	177	166	93.79	6.21	18.07
Male	257	242	94.16	5.84	26.86
American Indian or Alaska Native	--	--	--	--	--
Asian	83	82	98.80	1.20	28.05
Black or African American	69	63	91.30	8.70	19.05
Filipino	--	--	--	--	--
Hispanic or Latino	215	207	96.28	3.72	22.22
Native Hawaiian or Pacific Islander	15	15	100.00	0.00	26.67
Two or More Races	26	20	76.92	23.08	35.00
White	25	20	80.00	20.00	15.00
English Learners	124	116	93.55	6.45	17.24
Foster Youth	0	0	0	0	0
Homeless	60	53	88.33	11.67	18.87
Military	--	--	--	--	--

Socioeconomically Disadvantaged	398	372	93.47	6.53	22.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	67	59	88.06	11.94	10.17

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	12.76	13.12	14.63	15.6	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	869	753	86.65	13.35	14.07
Female	383	338	88.25	11.75	13.07
Male	483	412	85.30	14.70	14.75
American Indian or Alaska Native	--	--	--	--	--
Asian	187	172	91.98	8.02	19.76
Black or African American	137	114	83.21	16.79	8.41
Filipino	--	--	--	--	--
Hispanic or Latino	412	370	89.81	10.19	12.74
Native Hawaiian or Pacific Islander	23	16	69.57	30.43	12.50
Two or More Races	55	38	69.09	30.91	10.53
White	47	36	76.60	23.40	19.44
English Learners	254	214	84.25	15.75	3.86
Foster Youth	--	--	--	--	--
Homeless	65	50	76.92	23.08	6.25
Military	14	11	78.57	21.43	9.09
Socioeconomically Disadvantaged	689	589	85.49	14.51	13.09
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	119	94	78.99	21.01	2.22

2024-25 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 Digital Media, Animation, Construction, Culinary, Sports Medicine, Business Finance, Computer Science, Criminal Justice, Theatre Production, Architectural Design, Game Design, Green Diesel, Small Engine, Early Childhood Education, Agriscience, Floral Design, Agricultural Mechanics, Marketing, Sales, and Service, Television and Video Production, and Business Management.

The Twin Rivers Unified School District College & Career Readiness Department, along with the Arts & Career Department is responsible for the development and implementation of career technical classes. According to federal and state guidelines

2024-25 Career Technical Education Programs

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., 916-566-1600

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	967
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	75
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	87

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	97.23
Graduates Who Completed All Courses Required for UC/CSU Admission	49.87

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	70%	66%	60%	68%	66%

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.
---------------	---

2025-26 Opportunities for Parental Involvement
Opportunities for parent and community involvement include participation in the School Site Council (SSC), Parent Advisory Council (PAC), and English Language Advisory Committee (ELAC), as well as a wide variety of schoolwide volunteer activities—ranging from athletics and school clubs to campus events and other enrichment programs.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	6.8	4.9	5.5	23.8	68.2	72.4	8.2	8.9	8
Graduation Rate	90.5	91.5	90.8	71.8	29.8	26	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)			
This table displays the 2023-24 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	434	394	90.8
Female	207	195	94.2
Male	226	198	87.6
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	103	98	95.1
Black or African American	71	64	90.1
Filipino	--	--	--
Hispanic or Latino	196	173	88.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	17	15	88.2
White	21	18	85.7
English Learners	149	128	85.9
Foster Youth	--	--	--
Homeless	95	75	78.9
Socioeconomically Disadvantaged	408	369	90.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	59	44	74.6
For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp .			
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.			

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2230	2121	695	32.8
Female	1034	976	349	35.8
Male	1189	1138	343	30.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	409	401	73	18.2
Black or African American	361	343	146	42.6
Filipino	23	22	6	27.3
Hispanic or Latino	1096	1039	345	33.2
Native Hawaiian or Pacific Islander	77	74	38	51.4
Two or More Races	89	82	34	41.5
White	131	121	39	32.2
English Learners	666	635	173	27.2
Foster Youth	17	11	7	63.6
Homeless	307	289	126	43.6
Socioeconomically Disadvantaged	2075	1975	653	33.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	361	346	139	40.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
8.71	9.96	6.23	5.32	3.87	4.11	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.35	0.49	0.4	0.18	0.12	0.12	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.23	0.40
Female	5.80	0.39
Male	6.56	0.42
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.40	0.24
Black or African American	10.25	0.28
Filipino	8.70	0.00
Hispanic or Latino	5.38	0.55
Native Hawaiian or Pacific Islander	6.49	1.30
Two or More Races	8.99	0.00
White	4.58	0.00
English Learners	5.56	0.60
Foster Youth	17.65	0.00
Homeless	8.14	0.65
Socioeconomically Disadvantaged	6.51	0.43
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.03	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The safety of all students and staff is a top priority for Twin Rivers Unified School District. Supervision is provided before school, during breaks, at lunch, and after school to help ensure a secure environment for every student. This responsibility is shared by school staff, teachers, and administrators. All campus visitors must sign in at the office and wear a visitor badge at all times.

To support student and staff well-being, our school maintains a comprehensive School Site Safety Plan. The plan is reviewed and updated annually by the Site Safety Committee, and any revisions are promptly shared with staff. School staff also review the full plan at the start of each school year.

Key components of the Safety Plan include disaster response procedures, school-wide dress code guidelines, child abuse reporting procedures, bullying prevention measures, sexual harassment policies, teacher notification procedures regarding dangerous pupils, and protocols to ensure safe ingress and egress for students, parents, and employees.

The school complies with all laws and regulations related to hazardous materials and state earthquake standards. Emergency drills are conducted regularly: fire drills occur monthly, and earthquake and lockdown drills are held four times each year.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	15	94	41	19
Mathematics	17	62	22	28
Science	15	61	45	1
Social Science	16	59	25	18

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	19	61	33	22
Mathematics	21	39	25	27
Science	21	26	46	1
Social Science	19	41	23	15

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	18	67	42	15
Mathematics	19	46	40	16
Science	22	30	38	
Social Science	17	48	23	14

2024-25 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	315

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	3
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$14,184	\$5,140	\$9,044	\$91,031
District	N/A	N/A	\$9,356	\$95,120
Percent Difference - School Site and District	N/A	N/A	-3.4	-1.5
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-17.4	-3.9

Fiscal Year 2024-25 Types of Services Funded

Based on 2022-23 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 Partnership Academies- Carl Perkins- Career Tech Ed Incentive Grant- Early Literacy Support Block Grant- Education for Homeless Children and Youth- Educator Effectiveness Funds- Elementary and Secondary School Emergency Relief- Expanded Learning Opportunity Grant- Expanded Learning Opportunity Programs- Head Start- Learning Communities for School Success Program- Medi-Cal- Special Education- State Lottery- Strong Workforce Program- Supplemental/Concentration- Title I- Title II- Title III- Title III- Title IV- Title VI- TUPE

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$62,084	\$60,863
Mid-Range Teacher Salary	\$87,809	\$93,575
Highest Teacher Salary	\$121,028	\$125,548
Average Principal Salary (Elementary)	\$143,033	\$157,645
Average Principal Salary (Middle)	\$150,730	\$165,341
Average Principal Salary (High)	\$159,546	\$182,580
Superintendent Salary	\$367,038	\$357,064
Percent of Budget for Teacher Salaries	24.17%	30.36%
Percent of Budget for Administrative Salaries	4.75%	4.88%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	12
-----------------------------------	----

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	3
Fine and Performing Arts	0
Foreign Language	2
Mathematics	3
Science	3
Social Science	9
Total AP Courses Offered	20

Where there are student course enrollments of at least one student.

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 2025-2026 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 periods at each school site during early release days. Professional development sessions were focused on high quality first instruction, early literacy instruction, literacy in all content areas, math, English Language Arts Lesson Design and leadership development, as well as other numerous curricular support programs necessary to support student's continued growth. During the Fall of the 2025-26 school year, the district also supported over 165 beginning teachers through our partnership with the Sacramento County Office of Education's Teacher Induction Program and local University Intern programs.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5