

**TWIN RIVERS UNIFIED  
SCHOOL DISTRICT'S  
RESPONSE TO  
JUNE 30, 2011  
GRAND JURY REPORT**





September 7, 2011

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*Frank Porter  
Superintendent*

Hon. Steve White, Presiding Judge  
Sacramento Superior Court  
720 Ninth Street, Department 47  
Sacramento, CA 95814

Honorable Judge White:

This response is submitted on behalf of Twin Rivers Unified School District Superintendent and Board of Trustees to the 2010-2011 Sacramento County Grand Jury Report. While we acknowledge and appreciate the role of the Grand Jury, we do not believe that the generally negative nature of the report reflects the hard work of our employees at all levels to undertake the incredible challenge of creating a new school system during the most devastating educational budget cuts in California's history. It also ignores the enormous steps forward in reducing administrative costs, improving student achievement, and engaging families in decisions at all levels of the new district.

The Grand Jury report is critical of the perceived lack of unity in Twin Rivers USD. However, putting forward opinion and unsubstantiated accusations further divides our new school district community. It also demoralizes employees who are working incredibly hard during difficult financial circumstances.

We welcome this response as an opportunity to address concerns, clarify errors and omissions, acknowledge areas of improvement, and share information about the important changes that are improving schools in northern Sacramento.

Included in this response:

- Background
- Response to Findings and Recommendations
- Appendix A: Concerns about Impartiality
- Appendix B: Ongoing Engagement Opportunities
- Appendix C: Clarifications
- Appendix D: 2010-2011 Accomplishments
- Appendix E: State of Our Schools/State of Our Budget
- Appendix F: ASBO Meritorious Budget Announcement
- Appendix G: Joint Statement on McCarthy Settlement
- Appendix H: TRUSD Community Report
- Appendix I: Initial Statement
- Appendix J: Sonoma County Civil Grand Jury School Report

We are confident that the information presented in this response provides the Grand Jury and the public with a more complete picture of Twin Rivers USD's challenges and our progress.

Sincerely,

A handwritten signature in blue ink that reads "Frank S. Porter".

Frank S. Porter  
Superintendent

*Our Mission:  
To inspire each student to  
extraordinary achievement  
every day.*



## **Twin Rivers USD: Building Trust and Delivering Results for Students and Families Official Response to the Sacramento County Grand Jury and the Public September 6, 2011**

### **Background**

#### *Unification Election*

Twin Rivers was voted into existence by communities that wanted to change the way that education was provided in north area schools. Voters asked for changes that would impact the success of students and some of these changes have made some of the adults in and around the system uncomfortable. We are attempting to heal what most agree has been decades of acrimony between districts and communities. It will be a long process to build trust and unity. However, there are many positive signs that our employees and communities have come together for the benefit of students. By most objective measures, Twin Rivers is delivering a better school system experience for the students, families, and taxpayers in our communities. Graduation rates and test scores are rising, administrative costs are down, and the district is the only large Sacramento area district with a positive budget rating.

#### *Changes, Cutbacks, and Improvements*

As mentioned, there will always be those who are uncomfortable with change. This is especially true when change requires people to be accountable to higher standards during a time when resources are shrinking dramatically. The devastating budget cuts forced a number of painful decisions. In the report, Grand Jury members were looking back two to three years to when these decisions were made, without the input of all parties involved and without the benefit of understanding conditions at the time. This can lead to faulty conclusions and a misunderstanding of intentions. Twin Rivers is focused on positive changes for the future for our students. The evidence of these changes are measurable and directly resulted in:

- A positive budget certification, the only large Sacramento area district in that category
- A student population that is now growing for the first time in recent history
- More families deciding to keep students in our schools than ever before
- An increase in graduation rates
- Dramatic gains in attacking the achievement gap
- An increase in after school and preschool programs offered in all neighborhoods
- An increase in AVID classes and Career Technical academies at our high schools
- More schools reaching the State goal of 800 on the Academic Performance Index (API) than ever before
- Being able to maintain bussing, academic counseling, library services, and visual and performing arts programs for students while many area districts were forced to cut these services

- More educational options and grade level configurations offered to increase student and family choices
- Increased community engagement opportunities, including more than 60 annual events and forums, 19 original task force groups, 11 district level advisory groups, a variety of school level events, and a multitude of ways to interact with employees and board members.
- An innovative approach to school budgets that provides more funding, flexibility, and accountability at all levels
- Increased salaries and benefits for teachers in the former Del Paso and North Sacramento school districts to ensure leveling of salaries for Twin Rivers staff
- National recognition for our work to increase the number of students taking and passing advanced placement courses, our budgetary process, our outreach efforts, and our visual and performing arts program.

In fact, at the same time the Sacramento County Grand Jury was reviewing Twin Rivers, the Sonoma County Grand Jury was looking at the district as well. Issued two days before the Sacramento Grand Jury Report, the Sonoma County Grand Jury comes to a very different conclusion about the success of Twin Rivers.

*This newly unified district, now in its third year, was the result of five years of concerted effort, involving dedicated leadership, parental involvement, and political support. Twin Rivers managed to unify four school districts with diverse socio-economic mixes into one unified school district... Educationally, Twin Rivers, in its most recent 2010 report, achieved the highest increase in their Academic Performance Index (API) this past school year on a school-by-school basis. (Sonoma County Grand Jury Report, June 28, 2011)*

For more information on the Sonoma County Grand Jury process, including a list of all people interviewed and all grand jurors involved, see *Appendix J: Sonoma County Grand Jury Report*.

#### *Governing in Difficult Times*

Change is difficult in the best of times, and Twin Rivers was formed during the worst education funding cuts in California's history. We lost more than \$100 million in State funding in our first three years. These cuts required hard decisions on which Board members did not always agree. Our Board consists of seven unique individuals with a variety of backgrounds selected by the voters in our communities. We see this diversity as a strength.

Unfortunately, this Grand Jury's report assigns negative motives for the necessary changes and cuts that have been made. However, the district's actions have resulted in raised graduation rates, improved test scores, improved attendance, improved enrollment, and made ours one of the few Sacramento area districts with a positive budget. It is disconcerting that there is just one sentence out of 19 pages on rising student scores and the rest is spent rehashing the community acrimony that Twin Rivers is attempting to move past.

Our district has been recognized by area leaders for efforts to improve communication and move people forward for the benefit of students and families. For example, Senator Darrell Steinberg, President Pro Tempore in the California State Senate, said in his letter of support for the TRUSD 2010 National Leadership through Communication Award,

**“Mr. Porter has made communications and culture a top priority for Twin Rivers...community members are feeling involved and community leaders feel that we have a real partner in the Twin Rivers district. Through the modeling of the important values of transparency, trust, openness, and high standards, the Twin Rivers district is fulfilling the promise of unification.”**

#### *Engagement as a Foundation*

In our initial work toward the goals set by a series of community forums, we followed an extensive communications and community engagement plan that included:

- A series of community planning summits that created the basis for a 300 page implementation plan that is posted on the district web site
- A community contest to determine the name and logo for the new district
- A District Student Leadership Council
- A Superintendent’s Student Cabinet
- A District Advisory Council (families)
- An English Learners Advisory Council (EL families)
- Event participation and booths at more than 50 community activities
- District Community and Business Partner Meetings
- Online and Phone Surveys about budget ideas, customer service, employee satisfaction, service learning participation, schedule change preferences, professional development focus, event evaluations, and early retirement interest
- Phone messaging for families and staff
- Electronic newsletter and calendar
- District web site and de-centralized content management access enabling posting of slideshows and videos as well as an Online Newsroom and Student Spotlight articles
- School site print newsletters
- Press Releases and advisories
- Large banners at schools sites for exceptional employees and academic growth
- Robust employee activities including annual welcome events, an open nomination process for Employees of the Year, neighborhood celebrations of employees, and board meeting recognition for top employees

In their announcement regarding their selection of Twin Rivers as the *National 2010 Leadership through Communication Award* recipient, the American Association of School Administrators noted, “Twin Rivers USD overcame great obstacles to successfully bring four disparate school systems together as a single district” and listed the following three elements as key outstanding

components of the consolidation effort:

- *Twin Rivers USD galvanized the power of communication to move the communities impacted from conversations about the past to conversations about the future, which was integral to the success of the consolidation initiative*
- *They created a systemic communication model that included measurable results, face-to-face communication and a vision for creating new channels of communication*
- *Leaders were relentless in moving the vision from the upper levels of school management through the ranks to the parents and community.*

While the process has not been perfect, we grew and learned from the challenges and are striving to use our limited resources in the most ethical and student-centered ways possible. Our expectation is not to be able to please everyone at all times, but we would like to be judged by our true intentions, performance, and the results we have delivered for students and families.

**RESPONSE TO  
FINDINGS &  
RECOMMENDATIONS**



## Responses to the Findings and Recommendations

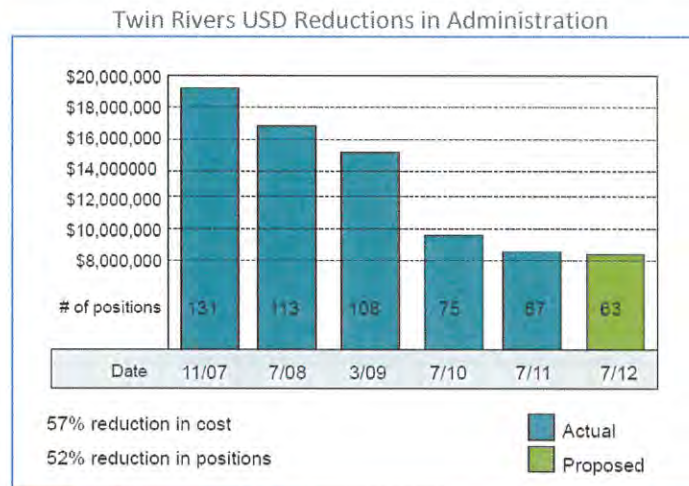
### Finding 1.0

Measure B promised the voters the new district would have a streamlined administration and the cost savings would allow for more dollars for students in the classrooms. When compared to other large school districts in Sacramento County, the grand jury has found Twin Rivers has a higher number of administrators.

#### Response to finding 1.0

**We disagree with this finding. Twin Rivers has cut administration to achieve savings of about \$10 million annually.**

Twin Rivers has kept the promise of a streamlined administration and the goal of unification. We made significant administrative reductions since unifying four separate districts. From 131 managers employed in November 2007 down to 67 in Twin Rivers in July 2011, our administrators are working hard to keep programs running smoothly and provide the very best opportunities for our students. In total, we reduced more than 50% of our administrative positions for a savings of about \$10 million per year. Please see the graphic below that shows the percent and number of management cuts by year.



Our current level of managers is slightly above the average for stable long-standing districts of our size, and we have consistently communicated the intention to continue to responsibly reduce administrative positions. In addition to the promise of a streamlined administration, Measure B promised voters an improved educational system that would help students better achieve their academic goals. Twin Rivers is delivering on that promise with increased graduation rates, rising academic scores, expanded advanced placement opportunities, and the growth of successful, data-driven

programs like career technical academies and Advancement Via Individual Determination (AVID) courses.

*Recommendation 1.1*

*Twin Rivers must immediately reduce the number and expense of top level administrators and put the savings into classrooms.*

**Response to recommendation 1.1**

**This recommendation is not warranted. As evidenced in the graphic titled, “Twin Rivers USD Reductions in Administration” under finding 1.0, our district has already made dramatic reductions in administration.**

In addition to the \$10 million in savings we have realized in administrative reductions, we piloted a budgeting system that allows us to push more of the resources that were previously centrally managed out to school site leaders. In return, school site staff collaboratively set goals for their campus and have more flexibility with funds as long as the goals are met. The new budgeting system is just one part of our Strategic School Funding for Results (SSFR) initiative in partnership with the American Institutes for Research, Pivot Learning Partners, and Los Angeles Unified School District. It is funded through grants with the Ford Foundation and the William and Flora Hewlett Foundation. The project is designed to help districts create a culture of innovation and efficiency, increase transparency, and provide resource equity.

The project involves the development and evaluation of a comprehensive approach to local school finance, governance, and human resource management. With the ultimate goal of improving the level and distribution of both teacher effectiveness and student learning opportunities, SSFR was designed to: (a) develop and implement more equitable and transparent strategies for allocating resources within each district; (b) link those strategies to policies and processes designed to encourage innovation, efficiency, and teacher effectiveness; and (c) strengthen accountability for improving student outcomes.

We will continue to act responsibly and reduce administrative positions as our district needs allow. We have consistently communicated and demonstrated our intention to gradually reduce the total positions as the number and variety of administrative tasks associated with creating a new district and restructuring programs and facilities lessens.

In the area of fiscal responsibility, the results are clear. Thanks to the responsible handling of district expenditures, Twin Rivers is the only large Sacramento area district removed from the State’s fiscal watch list and has a positive budget as certified by the Sacramento County Office of Education.

*Finding 2.0*

*Measure B promised the voters the district would have an articulated pre K-12 curriculum. After three years, some curriculum has been aligned using existing materials from the four districts and is fragmented at best, with little or no social studies or science being taught in elementary schools.*

**Response to finding 2.0**

**We disagree with the finding. Twin Rivers students are provided with standards-based, California Department of Education (CDE) adopted science and social studies instruction.**

In addition, many of the science and social studies content standards are addressed during English Language Arts (ELA) instruction as advised by the CDE:

*“In recognition that a substantial portion of the instructional day must be devoted to language arts instruction, educators and publishers of instructional materials should address the history-social science and science content standards simultaneously with the language arts standards, particularly for kindergarten through grade three.” (Reading/Language Arts Framework for California Public Schools, CDE, 2007)*

Correlations of the history-social science content standards to lessons in the ELA curriculum are available to teachers, parents, students, community members and staff in Twin Rivers Curriculum and Assessment Guides. In addition, we provide professional development on how to incorporate literacy strategies through Science to the English Learner (EL) Bilingual Paraeducator Staff in kindergarten through 12<sup>th</sup> grade.

In the area of academics, the results also speak for themselves. In all subjects, employees at each level have worked hard to improve the educational experience and opportunities for students. Twin Rivers' schools have achieved a 20 point jump in the Academic Performance Index between 2008 and 2010, nearly three times the average district growth during the same time period. These are impactful changes that have taken place as a part of merging and reinventing our programs, particularly in the areas of math and science.

Important Math Programs Implemented as a Result of Unification:

- Comprehensive K-6 enVision Math and 7-12 Glencoe Math are State Board approved, balanced programs, and include technology components.

- Elementary sites now have interactive SMART boards in 90% of classrooms, allowing highly engaged instruction that incorporates 21st century learning principles and activities in all subjects.
- Kindergarten through 12<sup>th</sup> grade math modules focus on academic vocabulary development, standards implementation, problem solving, engagement activities, math projects, and California Common Core Standards.
- Identified 'step up lessons' in the core program materials help teachers transition students to the next grade level.
- 2010 Twin Rivers' California Teacher of the Year math instruction tips and strategies provided in a professional development video broadcast during a paid staff development day that brought elementary and secondary teachers together. Most of these teachers had never had the opportunity to meet or work together prior to unification.
- In addition, Twin Rivers' Grant Union High School offered special summer math programs in coordination with UC Davis that in six weeks took below-grade learners to a point where they outperform peers statewide. In the 2011-2012 school year, we expanded this program into an academy to spread the impact throughout the academic lives of the students involved.
- Transitional Charts to help place students in courses/intervention programs. Staff developed the charts in collaboration with teachers, academic counselors and the Math/Assessment and Accountability Departments. Development of a database utilizing these charts to assist with scheduling students appropriately—especially when transitioning from site to site.
- A Kindergarten through 12<sup>th</sup> grade assessment protocol was developed to help teachers build students test-taking skills.

Important Science Programs Implemented as a Result of Unification:

- Teachers collaboratively review progression in knowledge, depth and complexity among the grade-level science content standards.
- We provided a list of grade standards for each major theme in Science showing progression and articulation from one grade level to the next (reflecting Atlas of Standards published by the American Academy for the Advancement of the Sciences.)

- Grades 4 and 5 teachers formed the Science Curriculum and Assessment Study Team (SciCAT) and met regularly to work collaboratively on studying grades 4-5 content standards, unpacking the standards, creating a pacing and assessment calendar, and developing Science 4 and 5 assessments. An updated and more robust Grade 4 and 5 Science Curriculum Package is now available online. Grade 6 curriculum work will start in this school year.
- Assessments for grades 4-5 are trimester-based for the 2011-2012 year. Assessment data will be housed in our data management system.
- To help support teachers in K-6 schools, we provided Science Demonstration Lessons for all grade levels. Curriculum coordinators visited numerous sites throughout the year to demonstrate specific science-teaching pedagogies.
- Bundles of Grades 4-5 lesson packages (Notes, Quizzes, Labs and Videos) have been created and were sent to all Grades 4-5 teachers. We also provided these on the website. We are now creating new lesson packages for Grade 6.
- 2011-12 elementary report cards will include science.
- The Third annual district-wide Science, Technology, Engineering, and Math (STEM)/Science Fair Competition attracted over 100 Science Fair Projects from K-6 students.
- We offered professional development on High Quality Science Instruction to after school staff for all K-6 and 6-8 schools.

*Recommendation 2.1*

*Twin Rivers must immediately develop, fund and implement a comprehensive pre K-12 articulated curriculum plan for all core subjects, including social studies and science.*

**Response to recommendation 2.1**

**This recommendation is not warranted as evidenced by math and science highlights in the response to finding 2.0.**

We developed and implemented these practices during the development of our district in the form of curriculum guides/packages outlining program expectations, pacing schedules, and assessment/monitoring practices. They provide the scope and sequence for kindergarten through twelfth grade for each content area which did not exist prior to unification. The curriculum guides and packages are available to staff, parents, students, and community members.

Our unified data management system, which did not exist before unification, is used to monitor ongoing student progress, kindergarten through twelfth grade. All teachers have access to their students' data from the year first enrolled in Twin Rivers. The data is used to modify instruction, to better address the academic needs of the students, and for administrators to utilize resources more efficiently and effectively.

Subject Area Articulation Teams (SAATs) from core content areas (ELA/ELD, Mathematics, Science, History/SS, VAPA, and PE) consisting of teachers K-12 meet regularly to discuss scope and sequence of the content and transitions between key grade levels. The content area SAATs use district-wide student data to assess strengths and areas of need. These teams also advise and provide input for professional development and other program needs.

There is frequent and ongoing cross-content collaboration. For example, through participation in MESA (Math, Engineering and Science Achievement) and STEM (Science, Technology, Engineering and Math) science, math, and technology teachers are working together to promote and incorporate effective strategies across the curricula. We have held MESA competitions, a wide range of student activities (STEM Fair, Knowledge Bowl, Spelling Bee, field trips and other activities to support, enhance, and supplement the K-12 curriculum.

All of the district's English Language Arts (ELA) programs, K-12, are research-based and aligned to the state standards. The components of these comprehensive ELA programs are based on sound, scientific research.

Since unification, we provided Kindergarten through 12<sup>th</sup> grade teachers' professional development opportunities that support the implementation of these scientifically research-based practices. They include the use of Academic Language, Vocabulary Development, Reading Comprehension Skills and Strategies, Differentiated Instruction, English Learners, and many others. In addition, we hold K-12 Subject Area Articulation Team meetings so that teachers from across the district are able to review and discuss data, examine trends and develop strategies.

In 2009, after an exhaustive review and pilot, a diverse team of K-6 teachers from throughout Twin Rivers recommended a comprehensive ELA and English Language Development (ELD) program. However, because of the state budget crisis, the program could not be adopted and implemented at that time.

Twin Rivers Michael J. Castori Elementary School in the North Sacramento area will be implementing phase I of this new program in the 2011-2012 school year. Teachers are excited to implement this program because it addresses the needs of ALL students at

every level in their development. In addition, the program provides increased technology and expository text which will support our students as they transition into the digital age. We're developing a plan to fully implement the new K-6 ELA/ ELD curriculum through teacher professional development and aligning assessments in preparation for district wide roll out in 2012-13 school year.

We adopted and fully implemented a 7-12 English Language Development program in the 2010-2011 school year. We provided English Learners (ELs) in grades 7-12 with intensive ELA and ELD curriculum designed to accelerate their English language acquisition and move them into main stream English classes as soon as possible. Additionally, 7-12 English Language Development teachers meet on a regular basis to discuss implementation successes and challenges.

### *Finding 3.0*

*The decision to hire a superintendent without unification experience, without secondary school leadership experience and without construction management experience has impeded the unification goals of Twin Rivers.*

#### **Response to finding 3.0**

**We disagree with this finding. In fact, the current Superintendent met unification goals to improve educational opportunities, streamline administration, and manage district finances in a way that is responsible to taxpayers.**

We improved graduation rates, academic scores, and educational programs. We cut administration by nearly half, and our district is the only large Sacramento area district with a positive budget. These results are clear evidence that the selection of Frank Porter to lead Twin Rivers Unified as its first Superintendent directly contributed to the great success for students despite devastating State budget cuts.

Contrary to statements contained in the Grand Jury report, our current Superintendent has extensive construction management experience, overseeing the successful construction of projects totaling more than \$50 million, including the 900 student Regency Park Elementary School, major modernization projects, and the creation of Library Media centers for 22 schools. These projects were delivered on time, within budget, and were covered with bond funding because they were based on realistic real estate growth and enrollment expectations. As a result, there was no long-term debt liability against the general fund.

Through the experience and knowledge of the current leadership team and advisors, the Twin Rivers' Superintendent and Board identified concerns about the East Natomas Construction Project (ENEC) early in its development. The lack of a sufficient student

population, the lack of developer fee contributions, the October 2007 Federal Emergency Management Agency ruling that levees in Natomas no longer met minimum standards, the slow down and eventual moratorium in construction in the Natomas basin, no plans or funding for a permanent road to the facility, and the lack of potential State construction funds led the current administration and board to renegotiate the project. The \$60 million spent on ENEC prior to the negotiations could have been better spent to upgrade and refurbish the four existing high schools that are each more than 50 years old. Our board adopted a plan that will allow Twin Rivers to continue with the East Natomas project when the elements are in place to make it a successful school.

While unification experience would certainly be a desirable trait, unification is a rare occurrence. Even if an administrator with that experience had been available at the time, the compromise would be a long learning curve for the variety of other important areas and familiarity with most of the schools and neighborhoods. The board invited all four of the sitting superintendents of the unifying districts to apply for the Twin Rivers Superintendency. Three of the administrators applied and interviewed with the board. All three received a leadership position with Twin Rivers. It was a unanimous decision by the Board of Trustees to approve the appointment of the current Superintendent.

*Recommendation 3.1*

*Prior to the contract expiration of the present superintendent, a nationwide search should be conducted for a superintendent with the qualifications that include experience in unification, secondary school leadership and construction management.*

**Response to recommendation 3.1**

**This recommendation is based on a finding that is inaccurate and will not be implemented as stated.**

The recommendation appears to call for the removal of our current Superintendent. The selection of a school district Superintendent is the responsibility of the Board of Trustees that are elected representatives of the local communities. This Board unanimously voted to hire the current Superintendent and has provided positive performance reviews. The Grand Jury report has provided no evidence to indicate that immediately replacing the Superintendent would improve the district's ability to improve the educational experience for students or navigate the State's fiscal challenges.

The selection of the next district Superintendent is completely within the discretion of the Board of Trustees at the time that decision is made and it would be inappropriate for the current Board or Superintendent to commit them to a specific course of action. We moved on from the unification process, and our district will be looking for a



Superintendent that will meet the specific needs of our community based on their input when the time comes. Looking for unification experience would be looking backward and our district will be selecting a Superintendent to lead a district that will likely have different needs.

The current Superintendent continues to provide effective k-12, preschool, and adult education leadership as prescribed by State law and Twin Rivers' Board policies.

*Recommendation 3.2*

*Representatives from various ethnic groups, representatives from seven voting districts and community leaders must be on the search and selection committee for the new superintendent.*

Response to recommendation 3.2

**This recommendation is based on a finding that is inaccurate and may not be implemented as stated.**

The selection of the next Superintendent is completely within the Board's discretion at the time of that decision.

*Finding 4.0*

*The history of unification attempts and testimony to the grand jury clearly shows animosity and negativity towards the former Grant district and its employees.*

**Response to Finding 4.0**

**We disagree with this finding because it is based on misperception.**

Unfortunately, there is a six decade history of acrimony between various communities that prevented our district from unifying until 2008.

The unfortunate downturn in State funding which occurred at the same time as unification, forced our district to make painful cuts. At times, community members misunderstood the necessity of difficult budget choices and assigned negative motivations to cutbacks and position changes.

The responsible fiscal actions of our current board resulted in a district that is one of few that can continue to offer many of the services our students need like transportation, counseling, library services, arts programs, summer school, after school care, and athletics all on a balanced budget.

There were a number of Board decisions that took place after the unification vote in November 2007 and before Twin Rivers had legal authority in July 2008 that had to be addressed. We did not take these actions as a result of animosity, but to protect the resources of our new district schools.

We took all Personnel actions in alignment with California Education Code and included job descriptions, interviews, and a fair process for selection. We posted positions on EDJOIN, and encouraged all employees to apply for leadership positions. Although many of the former GJUHSD cabinet-level administration chose not to apply, many former GJUHSD leaders came to work with our district. They have held leadership positions in Education Services, Categorical, Custodial, Facilities, Human Resources, Maintenance, Operations, Police Services, Special Education, Student Services, Transportation, and Technology Services. Now that we are one district, we are all Twin Rivers employees and work side-by-side to make tremendous gains at all levels despite the fiscal challenges.

*Recommendation 4.1*

*The Twin Rivers Board and superintendent must take responsibility for creating a more diverse group of key personnel from all four of the unifying districts, including Grant.*

**Response to Recommendation 4.1**

**This recommendation was implemented from the start of our district with a personnel approach that includes looking at current employees and outside professionals to obtain the most qualified individual for a given position.**

It is important to remember that many of the top administrators from the former Grant Joint Union High School District (GJUHSD) resigned prior to Twin Rivers becoming a district on July 1, 2008. The remaining leadership employees from all four of the predecessor districts provided invaluable service over the past three years to get our new district up and running and to ensure Twin Rivers continues to improve the academic experience and opportunities for students.

Our current personnel have had the opportunity to work at different schools, in different neighborhoods, and collaborate together on a variety of projects. While an employee may have started at Twin Rivers with more elementary or secondary experience, all of our leadership have now experienced more than three years of programs at all levels, all while identifying best practices across our district, holding on to, and growing the programs that deliver the best results for all of our students.

Some of our recent hires are administrators coming to us from outside the Sacramento area. As extremely limited key positions become open, our Board and Superintendent are always looking for professionals with strong, diverse skill sets and experience that

benefits our students. Twin Rivers has and will continue to work diligently to create a positive and inclusive atmosphere for all members of our community and our goal is to continue moving forward in that direction.

*Recommendation 4.2*

*The Twin Rivers Board and superintendent must take every opportunity to have constructive relationship building activities with personnel and community alike.*

**Response to Recommendation 4.2**

**This recommendation is not warranted. From the beginning of our district, our Board and Superintendent have taken every opportunity to engage our stakeholders.**

We started Twin Rivers with a number of opportunities for community members, employees, and families to come together and build the foundation for our new district. Our series of community summits held in various neighborhoods attracted more than 1,000 people and provided us with the feedback we used to create our mission, vision and areas of focus.

In addition, the 19 task force groups made up of more than 200 employees from each of the previous districts created recommendations in each operational and academic area, pulling the best ideas from the processes in all four districts as well as outside districts. These ideas formed the basis for our district-wide 300 plus page Implementation Plan which is available on our district web site. While not everyone had the academic or operational background to contribute to processes, we held a variety of engagement opportunities. For example, our community contests to name our new district and create our logo provided an invitation to become a part of the new vision.

We continue to provide these opportunities through ongoing meetings and events listed in *Appendix B - Ongoing Employee, Community, Family, and Student Engagement Opportunities within Twin Rivers USD*.

In addition, our pilot school sites in the Strategic School Funding for Results program are receiving more of the funds that used to go through our central office and are engaging their school families in financial decisions for the campus. This project started with eight sites two years ago and will be expanded to all Twin Rivers sites in the 2012-2013 school year.

**Finding 5.0**

The Board of Trustees has acquired additional property for its district office, in the form of a 99 year lease and at a cost of \$14M, despite the availability of existing district property.

**Response to finding 5.0**

**We disagree with this finding because it is based on misleading information.**

Although \$20 million was originally set aside for a newly constructed administrative building under a previous plan with the former GJUHS, Twin Rivers spent approximately \$14 million to refurbish an existing warehouse at McClellan Park instead of building new. This is a savings of about \$6 million.

We purchased the building through a lease/purchase agreement. The district makes no monthly payments for the building or the land. The land is currently owned by the US Air Force until their cleanup of the soil is complete. This type of agreement ensures that Twin Rivers is not financially responsible for the cleanup. Once clean, the Air Force will transfer the land to our ownership at no additional cost. The original term of the lease/purchase agreement was 92 years. We posted this information on the Twin Rivers web site under the "Fact or Fiction" section in October 2009.

The Dudley Boulevard central office and training facility is funded through facility bonds (Measure G) approved by voters for the construction of a new district office. Our district office building is centrally located to all areas of our new district and is easily accessible by public transportation. In addition, Twin Rivers USD no longer has to rent space for large meetings, events, and trainings as the predecessor districts did. The building is regularly used for large-scale trainings and professional development, resulting in additional annual savings.

Twin Rivers still owns the property that the former GJUHS proposed for a new central office building and we will sell the land when the market conditions are more favorable to offset the costs of the Dudley Blvd. facility. We will also continue to look at additional asset management opportunities to generate income.

*Recommendation 5.1*

*The Board of Trustees must better utilize existing buildings, and be more judicious in the spending of scarce district funds.*

**Response to recommendation 5.1**

**This recommendation is not warranted. From the start of Twin Rivers USD, our administration, Board of Trustees, and community budget advisory committees have overseen the use of funds and building projects.**

In fact, additional community advisory groups met more than 40 times over the past two years to provide guidance and input on the process of consolidating campuses. As a

result, we continue to reinvent these campuses to provide valuable community resources and services.

For example, the former Aero Haven Elementary site is now home to a United Cerebral Palsy program. The former Larchmont Elementary site is now home to Pacific High School, a program that helps young people get back on track towards graduation. The judicious use of district funds and reinvention of district facilities has helped to ensure Twin Rivers is the only large Sacramento area district with a positive budget.

*Finding 6.0*

*The Board of Trustees voted to stop ENEC project resulting in approximately a \$60M closure cost.*

**Response to Finding 6.0**

**We disagree with this finding. It confuses the construction and closure costs of the ENEC project.**

The \$60 million in resources spent on the construction of the East Natomas project is regrettable but was not initiated by the Twin Rivers Board. Despite repeated concerns expressed by Twin Rivers USD and the Sacramento County Office of Education, the project was accelerated during the period of time in which Twin Rivers had no legal authority to oversee it.

The GJUHSD chose to accelerate the plan for a new, as yet un-needed building while depriving the remaining secondary schools of long overdue upgrades. The \$60 million spent on ENEC prior to the negotiations that started after Twin Rivers gained operational authority could have been spent on upgrading and refurbishing the four existing high schools that are each more than 50 years old. In fact, a number of projects benefitting the older campuses were included in the list of bond projects. However, many of these projects, including the auditorium, science labs, and a wing renovation at Grant Union High School were not completed because the funding was spent on ENEC.

The lack of a sufficient student population, the lack of developer fee contributions, the October 2007 Federal Emergency Management Agency ruling that levees in Natomas no longer met minimum standards, the halt to construction in the Natomas basin, and the lack of potential State construction funds led the Board to renegotiate the project to protect the district's general fund.

McCarthy requested payment of more than \$30 million at the start of negotiations and both parties eventually reached a settlement agreement in which Twin Rivers would pay McCarthy \$8,675,000 and release the funds held in retention. By law, McCarthy is responsible for resolving all payment claims by McCarthy's subcontractors and suppliers

for the provision of services, labor, materials, equipment, and/or supplies in connection with the ENEC project. They are not the responsibility of Twin Rivers USD. For more information on the settlement, please see *Appendix G: Joint Statement on the McCarthy Settlement*.

The additional \$90 million that would have been spent to complete the project has been removed as a liability against the Twin Rivers general fund. The Board adopted a plan in 2009 that will allow Twin Rivers to continue with the East Natomas project when the elements are in place to make it a responsible use of additional resources.

Also, state legislative leaders took corrective action in August 2008 to provide some relief to the newly unified district from the burden created by the ENEC project. AB 916 was introduced by Assemblyman Roger Niello and supported by Senator Steinberg and received overwhelming, bipartisan support. The legislation was signed into law by the Governor on Sept. 30, 2008.

*Recommendation 6.1*

*Twin Rivers must immediately develop and implement a short and long term plan for the use of ENEC, as well as a timeline and budget for the project.*

**Response to recommendation 6.1**

**This recommendation is not warranted. The Twin Rivers Board adopted a plan for ENEC in 2009.**

In the short term, the building is secure and under surveillance. Future phases of the project will begin when we establish the need for additional facilities and additional resources become available.

*Finding 7.0*

*As of April 1, 2011, the storage and insurance costs for some building materials is \$132,000 and continues at \$3,000 per month. The security and utility bill for the closed ENEC project is \$12,500 per month. This does not include unknown amounts for storage costs of building materials in Texas.*

**Response to finding 7.0**

**We disagree with this finding. It is based on inaccurate information and fails to take into consideration the costs with the proposed alternative of keeping the project going without the necessary funding and student enrollment.**

The costs associated with storing building materials were included in the settlement with McCarthy Building Companies. The settlement agreement includes the suppliers of these building materials. Twin Rivers is not incurring the storage and insurance costs referenced in the Grand Jury report. We attached a statement on the settlement in *Appendix G: Joint Statement on the McCarthy Settlement*.

The current security and utilities costs are also substantially less than listed in this finding. They include: PG&E \$9.66 (average monthly payment); SMUD \$724.42 (average monthly payment); Jatagan \$5,247 (fixed payment for security cameras); and National Construction Rental \$788.25 (fixed payment for fencing) for a total of \$6,769.33 per month.

The Grand Jury report does not consider the financial consequences to the entire district if Twin Rivers had allowed the project to continue. To spend an additional \$90M to complete a single facility at the expense of the rest of the district's schools would have been an irresponsible use of Twin Rivers already strained resources. In addition, the ongoing costs to operate and maintain the large facility would have run more than \$4 million annually without the student enrollment to support it. We look forward to the opportunity to bring a new school to the Natomas area when the conditions are in place to support the construction.

*Recommendation 7.1*

*The Board of Trustees should be informed of the ongoing storage costs and must immediately work to resolve this financial drain on the district.*

**Response to recommendation 7.1**

**This recommendation will not be implemented as it is not necessary.**

All building material issues were resolved in the settlement agreement with McCarthy in May 2011 and we anticipate no further financial impact to Twin Rivers.

*Finding 8.0*

*After almost three years as a unified school district, the district has not merged equipment inventories nor has it completed a physical inventory of the four unifying districts.*

**Response to finding 8.0**

**We partially disagree with this finding and appreciate the opportunity to clarify the issue.**

Twin Rivers has consistently worked toward accomplishing a complete physical

inventory. It is important to note that none of the former districts had a complete inventory at the date of unification. The Sacramento County Office of Education directed the unifying districts to provide inventories to Twin Rivers prior to the first Board meeting, but unfortunately the lists were incomplete.

Based on the priorities set in the initial series of community forums, the primary focus of Twin Rivers USD during the first year was on immediate issues that impacted the delivery of instruction.

In August 2009, Twin Rivers obtained the same inventory software that the former Del Paso and Grant Joint Union High School Districts previously used in order to build on those existing records. The software now also contains all asset data for new Twin Rivers' purchases from 7/1/2008.

We also have Excel files with asset data for the former Rio Linda Union School District (RLUSD). RLUSD land and buildings have been loaded into the inventory software. The North Sacramento School District (NSSD) used a different proprietary software package prior to unification. We are in the process of loading the equipment asset data extracted and uploading it into the new software. Former NSSD land and building assets have been loaded into the new program.

We updated the equipment asset data as we verified the assets at each site during a physical inventory conducted the summer of 2011.

*Recommendation 8.1*

*The district must immediately complete a comprehensive physical inventory and merge equipment inventories from the four unifying districts.*

**Response to recommendation 8.1**

**This recommendation is not warranted. Twin Rivers purchased an asset tracking software program in 2009 and is nearing completion of a complete audit of baseline inventory.**

It is important to note that during the school year, our staff focused on meeting the immediate needs of schools. Because the former districts did not come into unification with a complete physical inventory, it has been an enormous undertaking to go to each of the 50 schools to verify assets. Twin Rivers has completed fixed asset inventories at the following sites:

Norwood Elementary  
North Avenue Elementary  
Larchmont Elementary



the past year have added more than \$180,000 to our legal costs. Additional resources including hundreds of hours of district staff time, providing more than 27,000 pages of documentation, processing inquiry response and preparing this response have further burdened the district.

*Recommendation 9.1*

*The Board of Trustees must analyze and evaluate the costs of using outside counsel in comparison to the cost of hiring in-house legal staff.*

**Response to recommendation 9.1**

**This recommendation is not warranted. The Board has analyzed the costs and benefits of using outside and in-house counsel for our district.**

The issue of choosing in-house as contrasted with the selection of outside counsel is a multi-faceted decision. The Board made this policy decision after evaluating many potential costs and benefits. For example, in most districts where there is an in-house counsel, there is also the added costs of legal support staff and the need to hire outside counsel specialists for individual cases and issues. The Board has a process of cost analysis for legal services and will continue to follow that process.

*Recommendation 9.2*

*If outside counsel is contracted to be general counsel, an annual cap or limit on legal fees must be imposed.*

**Response to recommendation 9.2**

**This recommendation cannot be implemented as stated. It is not possible to anticipate or predict 3<sup>rd</sup> party legal actions.**

Twin Rivers will continue to take all reasonable efforts to economize on legal costs. In fact, the district asked for and received a 5% reduction in fees from the current primary legal firm based on the education budget conditions. Legal matters are evolving on a day to day basis and a cap or limit on attorney fees fails to recognize that Twin Rivers has no control over which lawsuits or legal matters are brought to the district to be addressed. For example, the district could not have anticipated the substantial legal costs which we incurred as a result of the Grand Jury's investigation. The process of responding to the interview and document requests has cost more than \$180,000 in legal fees that could have been applied to student learning.

*Finding 10.0*

*Twin Rivers Board of Trustees' decision to file four lawsuits against former Grant district*

*personnel and companies that have done business with the Grant district, led to the spending of nearly \$1M of general fund money to date.*

#### **Response to finding 10.0**

**This finding is unwarranted. Our district leadership is genuinely unhappy that we were placed in the circumstance of having to litigate to protect our general fund.**

Following unification, Twin Rivers learned that certain persons and entities illegally obtained public school property, including computer equipment and information vital to ongoing legal matters. We made substantial efforts to obtain the return of the public property and related information files prior to any lawsuit being initiated. Unfortunately, most of the former Board members and employees involved refused these requests.

The district therefore had little choice but to seek return of the property through the only means available, the legal process. Many of the defendants in the lawsuits had their defense paid by insurance companies which are funded with taxpayer dollars and had little motivation to resolve the issues. It is the conduct of the defendants and their refusals to return the public property and information when asked that led to expenditure of general fund monies.

The Board of Trustees has a duty to act when learning of illegal actions. Failing to attempt to protect district resources against buy-outs, public gifts, and irresponsible contracting would have been negligent and threatened our general fund by an additional \$100 million. Most of these cases have been resolved, resulting in:

- Denial of the buy-outs of former administrators (up to \$2.5 million)
- Alleviation of \$97 million of unfunded liability related to the ENEC project
- Return of equipment and electronic files
- Acknowledgement that the former GJUHS D violated Government Code Section 1090

A pending change to Education Code, Senate Bill 821, would protect the interests of districts unifying in the future. The bill would authorize the county superintendent of schools to review any action taken or proposed to be taken by any interim or existing governing board of the school district or school district administrators to determine whether that action would have a material fiscal impact, debt, or liability on the existing, proposed, newly formed, or newly organized school district. The bill would further provide that if, based on the county superintendent of schools review, the county superintendent of schools determines that the action or proposed action would have a material fiscal impact on the existing, proposed, newly formed, or newly organized school district, and that action is unnecessary for the immediate functioning of the existing or newly formed school district, the county superintendent of schools would be

authorized to stay or rescind that action.

There are a number of counties and districts looking at unification in an attempt to address the devastating education cuts. It is our hope that this change will secure taxpayer resources so that they are available for classroom use in future unification efforts.

*Recommendation 10.1*

*The Board of Trustees must conduct a monthly review of the status and costs of each lawsuit involving Twin Rivers.*

**Response to recommendation 10.1**

**This recommendation is not warranted. Trustees are briefed on an ongoing basis as legal milestones and decision points are reached.**

The administration has a thorough process for review of litigation fees and costs and regularly reviews such matters with counsel and the Board of Trustees in closed sessions of board meetings. We make substantial efforts to evaluate and limit legal expense, including the 5% reduction from the current outside legal counsel mentioned under finding 10.1.

Now that the unification transition period is winding down due to unified employment contracts and adopted processes, Twin Rivers has made significant progress toward reducing all legal costs and makes substantial efforts to resolve disputes.

*Recommendation 10.2*

*To promote public disclosure, the Board of Trustees must direct the business services department to develop line items in the district budget to report legal fees and costs.*

**Response to recommendation 10.2**

**This recommendation is unwarranted. Twin Rivers operates within professionally recognized and existing budgetary practices.**

In fact, Twin Rivers recently received an Association of School Business Officials (ASBO) International award for exceeding international standards in the manner the district's budget is prepared and presented. The ASBO Meritorious Budget Award recognizes the district's exemplary school budget practices. Twin Rivers is one of only four California districts that have received this honor. Specifically, the award recognizes the district's clear budget presentation, use of state-of-the-art budget practices, sound fiscal

management practices, and effective use of educational resources. For more information on the award, please see *Appendix F: ASBO Meritorious Budget Announcement*.

Twin Rivers reports legal fees and costs in a full and proper manner within the annual budget document and in reports reviewed by the Sacramento County Office of Education. We have received many requests for detailed legal information from litigation opponents seeking to take strategic advantage or gain access to confidential information.

*Recommendation 10.3*

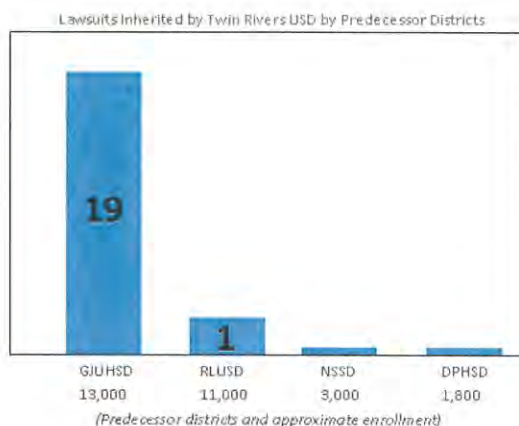
*The Board of Trustees should direct its general counsel to explore submitting cases currently being litigated to binding arbitration or at least mediation for expedited resolution.*

**Response to recommendation 10.3**

**This recommendation is unwarranted. From the start of the district in 2008, Twin Rivers and its counsel have routinely investigated and taken advantage of appropriate opportunities for alternate dispute resolution (ADR), including direct settlement negotiations with opponents, mediation, arbitration, and settlement conferences.**

In most circumstances both sides of a lawsuit or dispute must agree to ADR. As examples of ADR efforts, we mediated the *Twin Rivers v. Gayle* lawsuit in April 2010, multiple settlement offers were made in March and April 2011, and the case ultimately settled in April 2011 at a settlement conference. In *Banks v. Twin Rivers*, we recently made a settlement offer and we held a settlement conference. In *Twin Rivers v. Whitfield*, the district required the matter be arbitrated, over the opposition of Whitfield, filing and prevailing on a motion to compel arbitration. Further, in another effort to resolve the case, the parties agreed at the district's initiation to mediate the dispute in August 2011. In *Green v. Twin Rivers*, the district initiated mediation before responding to the Complaint and reaching a settlement. In the construction dispute between the district and McCarthy Building Companies, the district required a dispute resolution process and ultimately jointly agreed to use of a mediator. We reached a settlement that removed a huge liability from the general fund.

In addition, it is important to note that Twin Rives inherited a number of lawsuits from the predecessor districts that have required substantial legal and staff time to resolve. The chart below provides a count of inherited cases by predecessor districts.



*Recommendation 10.4*

*Before the Board of Trustees decides to initiate litigation, it must require legal counsel to submit a detailed, projected budget of legal fees and costs.*

**Response to recommendation 10.4**

**This Recommendation will not be implemented as stated as it is not reasonable for all litigation and would likely result in additional legal costs.**

Twin Rivers has and will continue to monitor the litigation which it initiates in a manner which protects the district's interests. Prior to the initiation of any lawsuit, Twin Rivers fully examines the ramifications of filing suit and the Board is verbally briefed in closed session. Our legal counsel also briefs the district during major milestones of legal cases. The district is not in control of the actions of 3<sup>rd</sup> party entities or their reactions to litigation and any written, detailed budget designed prior to the initiation of a given case would need to take into consideration a multitude of possible actions and reactions. The preference for verbal updates of milestone events versus the submission of written documentation is a specific process decision made with district's legal counsel on a case-by-case basis.

*Finding 11.0*

*The Sacramento County Grand Jury questions whether it is illegal or, at best, ill-advised for Fund 24 bond money to be used in the litigation against a party that is not engaged in construction projects.*

**Response to finding 11.0**

**The Grand Jury made no finding of fact in this statement.**

There is no clear, nor substantial, legal authority which supports this position or concern under California law.

*Recommendation 11.1*

*The Board of Trustees must stop using Fund 24 bond money as a source for funds for Twin Rivers v. CFS, et al.*

**Response to Recommendation 11.1**

**This recommendation will not be implemented as it is neither required nor reasonable in this circumstance.**

The *Twin Rivers v. CFS* lawsuit is directly related to the recovery of bond and other funds as a result of the improper conduct of CFS as alleged in that case. The lawsuit would not have been required but for the conduct of CFS related to the financing and commencement of construction and improvements. Further, it is the intent of Twin Rivers that Measure G/Fund 24 funds expended in prosecuting the *Twin Rivers v. CFS* lawsuit will be refunded to Fund 24 out of the recoveries received in the lawsuit. Twin Rivers is confident that the expenditures on this lawsuit are reasonable under applicable law.

*Finding 12.0*

*According to witness testimony to the grand jury, geographic and ethnic communities are not being adequately represented by board members who are elected at large by the entire district.*

**Response to finding 12.0**

**We disagree with this finding because Twin Rivers hybrid election approach, similar to the process in place at Elk Grove Unified School District, ensures that there is geographic representation on our Board while Trustees are responsible to all students and families.**

As discussions for unification developed, research conducted on the best way to elect the board of trustees. There are a number of pros and cons for the by-district and the at-large processes of election. Everyone knew it would be a challenge to bring all of the diverse north area communities together and we needed a system that would assist in that goal and ensure board members would think about the entire geographic area rather than just their own neighborhood.

In May of 2007, the State Board of Education approved and a community vote in November 2007 confirmed a hybrid approach to our board elections – trustees must live in a specific district area and only run against others in their own district area, but are voted on and represent community members in all areas. The current Board is ethnically and geographically diverse.

Our current election process has provided an ethnically diverse board with representatives from each geographic neighborhood of our district. This board has come

together to make difficult decisions in the face of extreme State funding cuts and their decisions have yielded increases in many academic areas and a budget that makes Twin Rivers the only Sacramento area district to be removed from the State's Fiscal Watch List. At times some discussions have been difficult, but changing the system to allow Trustees to only be held accountable to one neighborhood will likely increase divisiveness. Trustees would then be tempted only to look out for the interests of one neighborhood rather than the long-term interests of the entire district.

*Recommendation 12.1*

*A more equitable election process would provide that the trustees be elected directly from their individual districts rather than at large.*

**Response to recommendation 12.1**

**This recommendation will not be implemented at this time. The current election system provides a balance of neighborhood representation and the ability to think broadly and ensure the best outcomes for students.**

While the by-district approach is easier for potential candidates because they do not have to concern themselves with engaging all of the communities in our district in order to be elected, it does not yield the best results for students. When all members of the board are accountable to all families and voters, it is easier for the board to make decisions that are in the best long-term interests of all of our students.

For example, in the case of a school closure, it could be difficult for a member of the board to accept that the closure would be in their neighborhood. However, if all members of the board are thinking district-wide, they are considering all options. In these times of difficult financial decisions forced by 20-30% budget cuts from the State, our district needs a system that encourages responsible, long-term decision-making.

While there are passionate discussions and differences of opinion on challenging issues, divisiveness and parochialism would likely increase in a strictly by-district election approach.

Our second election under this system will take place in June 2012, and should provide additional insight into the outcomes achieved by this hybrid approach.

*Finding 13.0*

*Many sixth grade students transitioning to middle school have not been afforded the opportunity to select from the various middle school options, because the district office has limited the invitations to special programs.*

**Response to finding 13.0**

**We disagree with this finding. There is no evidence to suggest this is an accurate statement.**

Twin Rivers is very proud of the turn-around in enrollment that has taken place over the past three years. Part of this turn around has happened through our liberal transfer policy within our district schools and each school working hard to market their programs and recruit new students. If a family is not satisfied with their neighborhood school, they meet with district staff who provide them with other options within our district in the hope that they will stay in Twin Rivers.

In the specific case referenced by this finding, we sent a letter to all Twin Rivers 6<sup>th</sup> grade students providing information about a dependent charter program that is open to all students, including those outside our district. In addition, the school posted information online, attended community meetings to market its program, posted signs outside its campus, and wrote an article for a local paper in an attempt to attract as many students as possible.

We're puzzled about how the Grand Jury could arrive at a finding that many sixth grade students transitioning to middle school have not been afforded the opportunity to select from the various middle school options. This is far from the truth. In fact, all of our school leaders are encouraged to market their programs through a variety of methods, including web sites, flyers and brochures, social media, open enrollment fairs, parent meetings, traditional media, community events, and pathway transition activities including rallies, presentations, and school tours.

We have invested and will continue to invest in assisting our schools with publicizing our schools and programs.

*Recommendation 13.1*

*The Board of Trustees, using a wide variety of strategies and resources, must ensure that parents of all students are made aware of all programs offered to students by the district, including those programs offered by dependent charter schools.*

**Response to recommendation 13.1**

**This recommendation is not warranted. Our district strongly encourages all schools, including dependent charters, to widely market their programs to grow district enrollment.**

One of the goals of our Board and Superintendent has been to turn-around the long-standing trend of students leaving our district schools. We have strongly emphasized



with our school staff the importance of listening to families, providing great customer service, and marketing their campus to potential students throughout the district. Schools, including our dependent charter schools, are encouraged to widely market the strengths of their programs to all students.

Every student receives a *Twin Rivers Student and Family Handbook* each year that lists all Twin Rivers school options. We list school options on the Twin Rivers web site. We post dependent charter application periods on homepage banners on the district web site. We hold an open enrollment fair each year that is widely publicized in multiple languages and families have the opportunity to talk with representatives from school sites. We have also offered marketing advice and training for teachers, parents and staff who are interested in growing their school enrollment.

In fact, we have received complaints from neighboring Twin Rivers schools about the aggressive marketing taking place to recruit students from each other. This year, we are providing schools with a list of marketing guidelines and setting aside a two-month period prior to open enrollment that will be the main marketing period for all schools.

*Recommendation 13.2*

*The Board of Trustees must insure all students receive fair access to all programs offered by Twin Rivers, including those programs offered by dependent charter schools.*

**Response to recommendation 13.2**

**This recommendation is not warranted as there is no evidence that a student has been turned away from a school program when space was available.**

In fact, schools are actively recruiting students and will continue to market their programs as time and resources allow. While many of the dependent charter programs have a highly rigorous academic curriculum, there is no minimum grade point average to enter the programs. They operate under the belief that students with strong internal motivation can change their academic performance in a different school environment, especially when they receive strong family support.

*Finding 14.0*

*Some community members from various ethnic groups do not believe they are respected by the Board of Trustees and the Twin Rivers Superintendent. These community members have stated that the needs and concerns they have repeatedly expressed continue to be disregarded.*

**Response to finding 14.0**

**While some in the community may feel their requests have not been met, we disagree with the finding that they haven't had an opportunity to provide input or that their concerns have been disregarded.**

Our district leadership is committed to listening to a wide variety of stakeholder groups and has provided a variety of ways to provide feedback as is evidenced in the list of activities in *Appendix B - Ongoing Employee, Community, Family, and Student Engagement Opportunities within Twin Rivers USD*.

While a decision may not always go the way a community or an individual Board member would like, there are a variety of reasons a solution is reached. This doesn't mean a concern has been ignored. For example, there are sometimes conflicting opinions from different sides of an issue and there are educational, legal, and personnel regulations to follow. A demand may not be based on realistic projections, or it could contradict known facts and data. We formed our new district the same year that our State education budget started receiving massive cuts that resulted in a loss of more than \$100 million to Twin Rivers in our first three years as a district and forced incredibly difficult decisions at the local level. The Board must make decisions based on what they believe is in the best long-term interests of all students, staff, and communities.

*Recommendation 14.1*

*The Board of Trustees and the Twin Rivers Superintendent should engage in active listening and consistent responsive communications, and encourage the involvement of all members of the Twin Rivers communities.*

**Response to recommendation 14.1**

**This recommendation is not warranted. From the beginning of the Twin Rivers USD, we have operated under the belief that students benefit enormously when our families and community are involved in our schools and classrooms.**

We believe we have and continue to make substantial efforts to listen, engage and communicate with our communities. Twin Rivers provides a wide variety of opportunities to understand district issues, provide feedback, and get involved at the classroom and district levels.

For example, we provide regular electronic newsletter updates, web site news and calendar items, automated phone calls and surveys, printed flyers, translated materials, video stories, print newsletter stories, and in-person meetings and interpretation.

Families can access school information, online curriculum, and daily email updates

through our district-wide School Loop system. In addition, in the 2011-2012 school year, we are reaching out to families to make them aware of a special internet pricing program through Comcast that allows low-income families to pay just \$9.95 a month for internet service. This low-cost program has the potential to allow many more families to connect with real-time information about their student's academic and behavior progress in the classroom. When families have more information and are active partners with teachers and principals, students benefit.

Last spring we piloted a district-wide phone messaging system. This successful trial with 10 schools led to a full implementation that has the potential of transforming the teacher to family relationship by bridging the digital and language divide among our families. In Twin Rivers USD, our students and families speak a wide variety of languages. Our new phone messaging system will allow classroom teachers to send daily feedback calls to families in more than 20 languages.

In addition to these activities and those listed under recommendation 4.2, ongoing opportunities for active listening and involvement are outlined in *Appendix B - Ongoing Employee, Community, Family, and Student Engagement Opportunities within Twin Rivers USD*.

We are always looking for new and better ways to communicate and engage and will continue the type of work that resulted in Twin Rivers being recognized by the American Association of School Administrators and the National School Public Relations Association with the 2010 National Leadership Through Communication Award.

*Recommendation 14.2*

*All parents should be informed that translators are available to parents. Teachers, administrators and other staff should use this service when scheduling appointments, meetings and conferences with non-English speaking or limited-English speaking parents.*

**Response to recommendation 14.2**

**This recommendation is not warranted as Twin Rivers already provides such information and capabilities to all parents and staff through multiple mechanisms.**

In addition to meeting all legal requirements for translation, we make every effort to go beyond the minimum requirements. We provide translation and interpreters as often as possible at school site and district level meetings, and include information about how to request services in our district Student and Family Handbook. Teachers, administrators and other staff use this service when scheduling appointments, meetings and conferences with non-English speaking or limited-English speaking parents.

To receive services, school sites submit an Interpreter Request form to ensure that interpreters are available at the site meetings and conferences. In addition, all sites currently have a Spanish and/or Hmong speaking bilingual paraprofessional who can assist with parents concerns. The availability of services is based on the California Department of Education guidelines of providing translation if 15% or more of the families speak that language.

We provide interpretation for parent conferences, parent forums, network meetings, district and Board meetings. Our district has informed parents of these services via translated site newsletters, our district website, and through the District English Learner Advisory Committee, District Advisory Committee, and School Site Council meetings.

Our district office provides written translation in Spanish, Russian, and Hmong for report cards, forms, newsletters, Individualized Education Plans, Student Study Teams, and various parent notification letters.

We also work with families to help them learn English through free online and classroom-based English classes at 19 of our school sites.

In addition, as mentioned under finding 14.0, this year we have implemented a new automated messaging service that will allow us to expand our reach from four languages to more than 20 languages.

*Recommendation 14.3*

*Meetings, using translators, should be held throughout the district with non-English, limited English and bilingual groups of parents to give information on how they share concerns, needs and suggestions with school personnel and board members.*

**Response to recommendation 14.3**

**This recommendation is not warranted as Twin Rivers offers a wide variety of involvement opportunities and will continue to expand them as our State budget allocation allows.**

Our English Learner Advisory Council meetings, various family engagement and parent training meetings and Board meetings include translation in multiple languages. In the past three years as documented in Appendix B, parents have had many opportunities to learn, share and provide suggestions to our school sites and district. We are always looking for new and innovative ways to reach out to families.



## Appendix A Concerns About Impartiality

In a civil jury selection process, a judge is required to release members that have a prior affiliation with a company involved in the law suit. It is reasonable that the Grand Jury would have operated within similar guidelines. However, in this case, a member of the 2010-2011 Grand Jury was a former employee of Twin Rivers.

This concern is not unique to this case. In fact, a new section has been added to the California Penal Code, signed by the Governor on August 5, 2011. It reads:

*916.2. (a) Notwithstanding any other provision of law, a grand juror who is a current employee of, or a former or retired employee last employed within the prior three years by, an agency within the investigative jurisdiction of the civil grand jury shall inform the foreperson and court of that fact and shall recuse himself or herself from participating in any grand jury civil investigation of that agency, including any discussion or vote concerning a civil investigation of that agency.*

In addition, the Sacramento County Grand Jury Process allows the investigated agency 90 days from the release of their report to respond. Well before this deadline, some members of the 2010-2011 Grand Jury participated in a coordinated forum on August 22, 2011 with the African American Leadership Council (AALC) and the leadership of the Twin Rivers teachers union to promote the findings of the Grand Jury report.

The Twin Rivers USD administration and most of the board members were not invited to participate in the presentation to clarify or challenge the report. Creating further divisiveness, only two of the seven Twin Rivers board members were invited.

During the course of the meeting and reported in subsequent media accounts, members of the Grand Jury and AALC called on the public to submit additional complaints to the Grand Jury so that they could have more time to continue to investigate the district in the coming year. It was also reported that members of the 2011-2012 Grand Jury were in attendance at the forum.

It is troubling that these representatives of the public interest would not wait to receive an official full response from Twin Rivers. As was noted in the district's initial statement of June 30, 2011, the Grand Jury report contained a number of factual errors and omissions. It would have been reasonable and proper to wait for additional clarification from the district in the form of the response to ensure the accuracy of the report before holding public meetings on the topic and continuing to spread the errors.

As an example, it was repeatedly mentioned in the forum that it would have been cheaper to build the Twin Rivers district office as a new building and that the current office located at 5115 Dudley Blvd. is not owned by the district. Unfortunately, both of these statements are false. The refurbishing of the existing building saved taxpayers at least \$6 million from the original plan to build new. The building is owned by Twin Rivers and there are no monthly rent payments. We posted this issue in the "Fact or Fiction" section of the Twin Rivers web site in October 2009. Additional clarification of this issue and many others are provided in our full Grand Jury response.

In addition, the discussion of several of the issues in the August 22 forum appear to be in direct violation of California Penal Code 924.5 which reads,

*"Every grand juror who, except when required by a court, willfully discloses any evidence adduced before the grand jury, or anything which he himself or any other member of the grand jury has said, or in what manner he or she or any other grand juror has voted on a matter before them, is guilty of a misdemeanor."*

In summary, some of the practices related to the 2010-2011 Grand Jury have raised questions about their impartiality and the potential impartiality of this year's Grand Jury. These include:

- The participation of a former employee in the investigation of the district
- The rush to publicly advocate for the findings of the report prior to receiving an official response from the district
- Public discussion of testimonial opinions provided to the Grand Jury
- Calling for members of the public to submit additional complaints so that the Grand Jury may continue to investigate the district
- The exclusion of district administration from participation in public forums
- Inviting only 2 of the 7 Twin Rivers Board Members to the forum
- Including current 2011-2012 Grand Jury members in the forum and thereby exposing them to testimony outside the Grand Jury that could impact their ability to be impartial

We bring this to the attention of the Grand Jury and the public in the hopes that working together we can avoid influences and actions that could impact the ability of the Grand Jury to serve the public interest in a fair and impartial manner.





### Appendix B Ongoing Employee, Community, Family, and Student Engagement Opportunities Within Twin Rivers USD

**Superintendent's Advisory Council** – Leaders representing a variety of neighborhood, ethnic and community groups that advise on issues and concerns, including representation of the Greater Sacramento Urban League, the Grant Union High School Alumni Association, Del Paso Union Baptist Church, LaRaza Lawyers, and a Hmong Community leader.

**Superintendent's Representative Council** – We invite a representative from each school site and district department to participate in regular meetings for classified and certificated staff to share concerns and assist in problem-solving.

**Superintendent's Student Cabinet** – Student leaders from each middle and high school meet quarterly with the superintendent to discuss campus level concerns and provide feedback and ideas on new district initiatives. This is in addition to monthly student leadership meetings bringing together more than 45 students from our K-8s, charters, alternative education, and comprehensive secondary schools.

**Facility Advisory Groups** – Over the course of the last three years, collaborative meetings of employee, administration, and community members frequently met to analyze State budget cuts, empty space at area schools, and make recommendations to the Board on cost-saving actions.

**School Site Council** –Each school incorporates a site council made up of families and staff to assist the principal with important campus decision-making.

**DAC**-Our District Advisory Council invites a parent representative from each school site to meet with district leadership, provide feedback on district initiatives, and make suggestions for improvement.

**DELAC**-Our English Learners Advisory Council is an additional advisory body for our English learner families serving a role similar to DAC.

**Budget Advisory Committee** – Community members and employee representatives review our district budget to ensure responsible spending.

**Parent Project Classes** –Many of our staff are certified to provide Parent Project trainings that offer family members positive approaches to parenting.

**Family Involvement Retreats** – We invite our school staff and parent leaders to participate in semi-annual planning sessions to review academic data, Title One funding plans, and parent engagement opportunities.

**Project Inspire** –Through this program, our staff works with local child advocates to provide valuable parenting information, including the setting of personal and academic goals.

**Neighborhood Celebrations** –Every spring, each of our four neighborhood networks invite everyone in the community to the local high school campus to celebrate outstanding employees, students, retirees, and volunteers.

**Welcome and Wellness Fair** –Our employees are welcomed back to the school year with an event that introduces central office departments to employees through interactive booths, and showcases local organizations and businesses that promote a healthy lifestyle. In 2010, more than 600 employees participated.

**Project DREAM** – Volunteers run our educational foundation and 95% of funds go directly to classroom enrichment programs requested by teachers. Project DREAM has provided more than \$250,000 in grants to classroom teachers and neighborhood organizations over the past three years.

**College Bound** – Started by our educational foundation in partnership with our district counseling staff, we have offered full-day “what to expect” workshops for students planning to attend college and their families. In addition, we started a scholarship program two years ago that provides scholarships and laptop computers to needy students attending college. This is in addition to the site-based college-track counseling, college trips, and “Cash for College” workshops for students and families.

**Administrator Hiring Input Sessions** – As new administrators are hired at the district and school level, stakeholder groups involving a variety of teachers, students, families, classified staff, and other administrators have provided guidelines and feedback on candidates.

**Teacher and Classified Employee of the Year Interview Panels**– We invite members of the community and staff representatives to sit on the panel used to select our district employees of the year.

**Special issue task force groups** – in the past three years, we have invited community members to participate on groups related to budget cuts, school consolidations, curriculum review, parent engagement, facility improvements, the achievement gap and improving achievement at all levels, and teacher and principal effectiveness.

**Media Outreach** – Invitations for families to participate in these activities and stories about our schools and students are regularly sent to 22 local media outlets, including the Hmong Journal, Sacramento Observer, North Sac News, Radio Christiano, and most general audience publications and stations.



## Appendix C: Clarifications

Due to the formal nature of the report and the weight of the Grand Jury Office, our district respectfully submits this appendix of clarifications to clear up some of the inaccuracies contained in the report.

Statement	Location	Clarification
The community did not unite as anticipated.	Introduction	The limited scope of testimony may have led the Grand Jury to make an inaccurate definitive statement about the much larger population that makes up the Twin Rivers community. Much of the community has united. Twin Rivers' teachers, classified, and administrators work side by side for the same purpose and many of our community organizations and businesses are taking an active role in helping us to move forward. Please see <i>Appendix H- Twin Rivers 2010 Community Report</i> for additional details in this area.
Grand jury learned of the disappointing outcomes of the unification process	Reason for Investigation	The factual outcomes of the unification are a 50% reduction in administration, \$10 million savings annually in administrative costs, a 10% increase in graduation rates, and growing test scores across every neighborhood. By all accounts, the outcomes have been very positive for students and families.
Spending that appears out of control	Reason for Investigation	The responsible spending decisions of the current Board and administration have resulted in Twin Rivers being the only large Sacramento school district with a positive budget. In addition, the district's budget staff recently received the Association of School Business Officials Meritorious Budget Award in recognition of the district's budget practices. Please see <i>Appendix F: ASBO Meritorious Budget Announcement</i> for more information about the recognition.
Continuing negativity towards Grant	Background and Facts	There were a number of GJUHSD Board decisions that had to be addressed in order to protect the future of Twin Rivers. However, our Board is grateful and appreciative for the Twin Rivers' administrators, teachers, and classified staff who formerly worked with GJUHSD who are making tremendous improvements for our students. Please see <i>Appendix E: State of Our Schools</i> for examples of the improvements being made at all levels with the help of all Twin Rivers' staff.
Despite the promise to spend less money on administration...number	Background and Facts	Twin Rivers has made a 50% reduction in administrative positions, resulting in \$10 million savings annually in administrative costs. The district will

Statement	Location	Clarification
of administrators is considerably higher		continue to responsibly cut administrative positions as our needs allow. Please see the chart provided in our Grand Jury Response under finding 1.0.
Grant Board offered severance packages to ten administrators ... as a way to avoid the perception of redundant administrative staff	Background and Facts	The \$2.5 million in buy-out packages were eventually denied by the courts and have led to legal costs for Twin Rivers. The GJUHSD administrators were offered positions in Twin Rivers and refused them.
Unclear whether this decision [on the Grant Administrator lawsuits] will be appealed to the California Supreme Court	Background and Facts	The petition for review was rejected by the Supreme Court.
Several former Grant Administrators have filed additional lawsuits to get their job rights reinstated.	Background and Facts	These lawsuits have been resolved and the job rights in question expired the same year the employees submitted their resignations to the GJUHSD.
Administrators were hired, both formally and informally, ahead of application deadlines and without job postings.	Background and Facts	Every leadership position at Twin Rivers USD was hired as a result of an interview process with the exception of Interim CBO. The four Superintendents/Interim Superintendents at the predecessor districts were offered interviews at Twin Rivers and three accepted the invitation. Three were offered and accepted positions in Twin Rivers. This accusation is without merit.
Grant administrators stated they were "not taken seriously"; personnel decisions were spiteful toward Grant; Grant administrators who stayed... found it difficult to work in an atmosphere of being "forced out"	Background and Facts	In reviewing the records of Twin Rivers' positions, the percentage of former GJUHSD administrators hired is in proportion to the numbers that applied. Former GJUSD administrators have held Twin Rivers' leadership positions in Education Services, Categorical, Custodial, Facilities, Human Resources, Maintenance, Operations, Police Services, Special Education, Student Services, Transportation, and Technology Services. While there may a perception on the part of some that they were not hired for a reason other than their qualifications, the hiring results do not reflect any such bias.
Some employees continue to "float" on temporary status while their seniority status is determined	Background and Facts	The seniority status of classified staff was determined through discussions within their employee association. This has been resolved and a new unified classified contract was approved in May 2011.
District has not taken a physical inventory of its equipment	Background and Facts	The Grand Jury report fails to note that the four predecessor districts were using different systems and that each of them were incomplete as delivered to Twin Rivers. Please see the response to Finding 8.0 for additional information on our efforts that are nearly complete.

Statement	Location	Clarification
Reassignments, changes in job duties, and demotions are often viewed as “punitive” and racially motivated.	Background and Facts	Part of the promise of unification was the reduction in administrative costs. Cutting nearly 50% of our administrative positions means that former administrators from each of the predecessor districts have been displaced. Many are working today in the classroom and we are grateful for their continued contributions to Twin Rivers’ students.
Witnesses believe that African Americans are best equipped to close the achievement gap of their children	Background and Facts	Educators of all races have proven that engaging learning strategies can be the difference in closing the achievement gap and raising achievement for all students. African American students have seen the largest gains in test scores since unification.
According to Measure B voter information, the reorganization would not raise local taxes...as the [property tax] issue was not resolved locally, both Sacramento County and Twin Rivers presented briefs to the Attorney General	Background and Facts	Twin Rivers’ position on property taxes has been clearly on the side of taxpayers. Our brief indicated that only those who voted for school bonds should be asked to pay for them.
By a 5-2 vote, the board voted to hold the next election in November 2012, the most remote date possible	Background and Facts	As available online in our Board minutes, the vote was 4-2-1 and the date of the next election was decided for June 2012, five months before the last date possible. This decision saved taxpayers \$400,000 compared to the original date.
New board members were sworn into office in December 2007 ... counting this time period meant the board would essentially serve for almost five years	Background and Facts	Board members and even the interim Superintendent had no formal, legal, or budgetary authority over the actions of the predecessor Boards or schools until July 1, 2008. A June 2012 election will mean a term of less than 4 years.
Another concern was that each area in the district did not have true representation	Background and Facts	Each geographic area of Twin Rivers USD has one representative on the Board.
Superintendent submitted a redacted invoice for \$7,500 for personal legal expenses....and it appears that more legal fees will be requested by the superintendent in the future.	Background and Facts	These expenses are related to the work of the Superintendent and legal allegations being made against the district.

Statement	Location	Clarification
it was an "agreed on" plan that an outside superintendent search would be done	Background and Facts	There is no evidence of such a plan in Joint Transition Team or Board meeting minutes.
Very aware of the new superintendent's strong dislike for everything in and about the Grant district	Background and Facts	This statement is not true and is based on misperception. Based on the recommendation of the 19 employee-led task force groups, a number of GJUHSD programs and initiatives are continuing and/or growing. Career Technical Academies, AVID courses, the Aeries student information system, and an active district police force are just a few examples.
Superintendent was well known in the Rio Linda community but had little or no contact with the other communities	Background and Facts	The current Superintendent served as an administrator in the Natomas, North Highlands, Foothill Farms, and Rio Linda communities. Under his leadership, the Rio Linda Union School District provided human resources and business office services for the Del Paso Heights School District schools.
The new superintendent had no new school construction experience	Background and Facts	The current Superintendent has extensive construction management experience, overseeing the successful construction of projects totaling more than \$50 million, including the 900 student Regency Park Elementary school and the creation of Library Media Centers for 22 schools. These projects were delivered on time, within budget, and were covered with bond funding because they were based on realistic real estate growth and enrollment expectations. As a result, there was no long-term debt liability against the general fund.
The new district has enormous and complex issues with the halted construction of ENEC	Background and Facts	The enormous and complex issues are a direct result of the \$60 million spent on the construction of a new, currently unusable building (ENEC) that could have been spent on upgrading and refurbishing the four existing high schools that are each more than 50 years old.
[The loss of students] continues a previous pattern resulting from community perceptions of the quality and quantity of educational programs provided by Grant high schools along with ongoing student safety concerns.	Background and Facts	Since unification, transfer requests have been reduced by 40% and Twin Rivers' enrollment is growing for the first time in decades. Our secondary schools have grown Career Technical Academies and added additional AVID and AP classes to respond to parent requests.
New textbooks with articulated curriculum have not been purchased as anticipated	Background and Facts	Many area districts have postponed adoption of textbooks as a result of the State budget cuts and the potential transition to electronic curricula. Twin Rivers is piloting a netbook project in 7 <sup>th</sup> and 8 <sup>th</sup> grades to learn more about



Statement	Location	Clarification
Decision appears to have had little public input or awareness	East Natomas Education Complex	<p>how to implement district-wide. It makes fiscal sense to avoid a large purchase of materials that could soon be obsolete.</p> <p>The ENEC debt issue and re-scoping of the project were discussed at no fewer than 10 board meetings, Bond Oversight Committee Meetings, Budget Advisory Committee Meetings and general community meetings. Information on this issue is posted in no less than 41 places on the Twin Rivers web site.</p>
Common idea expressed [is] to use the [ENEC] site for the district office	East Natomas Education Complex	<p>The ENEC site is located in a remote area quite a distance from all but our Natomas area school. There is no road to the facility and much less access through public transportation. As Twin Rivers owns the building at 5115 Dudley that is centrally located and has very good public transportation access, this doesn't seem to be a prudent use of the building.</p>
Twin Rivers ... chose to shut down construction of the ENEC project rather than continuing with the phased approach	East Natomas Education Complex	<p>The ENEC construction project, in addition to taking \$60 million in funds that could have been used on existing facilities, would have led to a more than \$90 million debt liability against our general fund. Slowing this project until the conditions exist to make it a responsible use of taxpayer funds has helped Twin Rivers become the only large Sacramento area district with a positive budget.</p>
Estimated cost to shut down the project was approximately \$60 million	East Natomas Education Complex	<p>The \$60 million figure is the amount spent in construction to date on the contract initiated by the GJUHSD.</p>
School works Company provided a generation factor and projected the new school would be needed. CFS relied on this data projection in planning for ENEC	East Natomas Education Complex	<p>These projections were highly inaccurate. In fact, despite a turn-around in enrollment since unification, Twin Rivers' existing high schools can still accommodate all students.</p>
CFS consultant has maintained that all of the projections were accurate	East Natomas Education Complex	<p>The projections can now be compared against actual enrollment, actual development fees received, actual bond financing available, and actual State construction funding received. They are clearly not accurate.</p>
District has unpaid storage and insurance costs of over \$132,000 and continuing monthly storage and insurance costs of over \$3,000	East Natomas Education Complex	<p>There are no unpaid storage and insurance costs. They were the responsibility of the construction company and included in the May 2011 settlement.</p>
Animosity, dissention, arguments	East Natomas	<p>The decision to slow the construction of the ENEC project was based on</p>

Statement	Location	Clarification
and litigation took precedence over the vision of building an education complex for the future	Education Complex	enrollment, development, available bond financing, and State construction funding. As a result of the information available in July 2011, this decision was the best decision for the financial health of the district.
Twin Rivers decided the Grant employees should not have been allowed to purchase their laptops	Laptops	California State Law is clear on prohibiting such transactions. Much of the equipment was new and worth much more than the \$100 the Board members and administrators decided to charge themselves for the computers, printers, cell phones, and other peripherals. This equipment could have been utilized for educational purposes. In addition to the loss of the use of the equipment, there was a significant amount of district information on the computers.
One or more of the existing offices could have been used with minimal cost and effort	TRUSD Properties	The two largest predecessor districts were RLUSD and GJUHSD with enrollments of about 11,000 and 13,000. The RLUSD office was co-located with an elementary school and was at capacity in housing just the RLUSD administrators. The GJUHSD offices were located in portable buildings on Grand Ave. and were also near capacity. For the first two years, Twin Rivers was required to retain all classified management staff due to Education Code.
The decision appeared ill advised.... Why the ready-to-go district owned properties were not considered... No longer would economically disadvantaged communities have localized access to the district office	TRUSD Properties	The property referenced is located in the Robla Elementary region and would have cost at least \$20 million for a new district office at the site. Twin Rivers refurbished an existing community building that is more centrally located and with better public transportation access for a savings of \$6 million. The district still owns the property and can sell it when the market is more favorable.
<i>Twin Rivers v. Gayle, et al.</i>	Lawsuits Instituted by Twin Rivers	The action was about more than computers, but also about violations of conflicts of interest laws and information not saved on district servers.
<i>Twin Rivers v. Banks, et al.</i>	Lawsuits Instituted by Twin Rivers	The court determined that Twin Rivers had a right to the files.
<i>Twin Rivers v. Whitfield</i>	Lawsuits Instituted by Twin Rivers	The case is also about violations of conflicts of interest laws, professional negligence, breach of fiduciary duties, and improperly obtained property.
Distrust by the communities of the school board members and	Community Relations	It is not responsible or factual to take the testimony of a very small group and expand it to the perception of the entire community. Participation in

Statement	Location	Clarification
employees of the new district		community and parent engagement opportunities and the turn-around in enrollment show that many in the community have increased trust levels with the new district.
School does not send letters to all sixth grade parents but only to families having proficient or advanced scores.	Community Relations	This is false. Information documenting that the one school in question sent letters to all 6 <sup>th</sup> graders regardless of test scores was provided to the Grand Jury.
The grand jury must ask why a newly formed district trying to promote unification would limit opportunities for any children ... namely African-American children	Community Relations	This is false, inflammatory, and insulting to the dedicated employees of Twin Rivers. It would take just one visit to any of our schools, including our dependent charter schools, to appreciate the incredible diversity of our students. In contrast to stereotypes about our neighborhoods and schools, each of them serves more than 50% minority children.
Parents might be interested in the charter school as many of them drive	Community Relations	There are college-preparatory dependent charter programs available in each of our neighborhoods. A school may make a decision to do extra marketing to their immediate neighborhood in an effort to maximize their resources. However, information about all of our schools is provided district-wide in handbooks, on the web site, in fact sheets in the district lobby, and in person through meetings with staff in our Family and Community Involvement office.
The charter school has been “skimming” or soliciting students who have “proficient” or “advanced” test scores	Community Relations	The dependent charter schools operate on a blind lottery process if there are more students applying than room available. While the perception of skimming is a common one among some community members, it is not accurate.
Of the 432 students at this charter school, only 5 are receiving special education services	Community Relations	Not every school, including charter schools, can offer every program, especially in today’s educational funding climate. In many cases, families may choose a campus based on the special needs programs available.
Phone calls are not returned and no follow up is provided to them [the Hmong community] about their suggestions and concerns	Community Relations	Twin Rivers would be curious about a specific office or staff member who is not returning calls. We have provided customer service training to more than 90% of public-facing staff. It is important to note that many members of the Hmong community are working closely with Twin Rivers to establish a Hmong Saturday School, similar to the Russian Saturday School model in place.
Telephone calls to various levels of school administrators and board	Community Relations	Twin Rivers would be curious about a specific office or staff member who is not returning calls. We have provided customer service training to more

Statement	Location	Clarification
members are not returned		than 90% of public-facing staff.
The letters are in English and in Hmong, but the majority of Hmong parents do not read either language	Community Relations	In addition to written Hmong materials, Twin Rivers has implemented a phone messaging system that will facilitate teacher messages in more than 20 languages, including Hmong.
There has been an effort to lay off the district's only Hmong translator.... Parents signed a petition to stop this action but it is unclear as to the future status of the translator	Community Relations	Translation and interpretation is mandated for school populations that serve more than 15% of a given language. Twin Rivers will follow this mandate and adjust as our population changes. Our district will continue to add, remove, or change our translation and interpretation services in response to the needs of our community under the guidelines of the State.
Teachers make responses in English and both groups do not understand each other	Community Relations	This issue should be partially resolved with the addition of our translated messaging service.
To develop a Saturday School for Hmong children, there has been no response.... Hmong parents see this as unequal treatment	Community Relations	Members of the Hmong community attended an August 2011 Twin Rivers' Board meeting to thank them for their support for the Hmong Saturday School vision.
the board does not listen to parent or community input and it does not listen to parent advisory committees.... The board's decision to close two schools which had been recently rebuilt and were within walking distance for many Hispanic/Latino children	Community Relations	In order to address dramatic State funding cuts, Twin Rivers was forced to close 4 schools in our first three years. After an extensive community engagement process involving more than 50 meetings, the final decision of the Board was to close 3 former Rio Linda Union School District campuses and 1 Del Paso Heights School District campus. In addition, 20 of our schools have been reconfigured to accommodate different grade level options. The direction of school closures and reconfigurations was changed on at least two occasions due to parent input.
Board members are perceived by this group as having no compassion and holding board meetings that allow a limited time for public input	Community Relations	Board meetings allow a 30 minute public input session near the beginning of the meeting and another session after the meeting to accommodate any additional speakers. This second session has been required less than 5 times in 3 years.
The board was interested in the parents' suggestions or needs.... Late start Wednesdays... unsafe latchkey situations	Community Relations	The decision to unify the professional development time of elementary and secondary schools provided more opportunities for collaboration and articulation between teachers and simplified the schedule for families. A phone survey conducted between March 17-19, 2009 involved 2,899 elementary family responses and 4,645 secondary family responses and

Statement	Location	Clarification
A popular and successful after school program offered in the area has been partly replaced by Twin Rivers with a less popular and successful program	Community Relations	<p>indicated Late Start Wednesday is preferred over Early Out.</p> <p>The two programs referenced are very different programs. A Supplemental Educational Services (tutoring) provider at the campus was de-certified by the State and could not continue to offer that type program. The provider had hoped to become the after school care provider at the same campus. The campus is offering a program run by school site educators to compliment the curriculum offered during class time.</p>
Students are not exposed to opportunities of America, to colleges and to a sense of the future	Community Relations	<p>The district's educational foundation, Project DREAM, and secondary counseling staff worked together to offer College Bound 101, a training for students and parents. It has been offered the past two years. In addition Project DREAM has funded more than \$300,000 in teacher grants, including trips to college campuses, outdoor camps, and arts and sciences experiences outside of the immediate area. Needy college-bound students have also received dorm supply shopping trips and laptop computers to assist in their path to college.</p>
The recent decision to give the superintendent a \$5,000 raise was highly frustrating to these members	Community Relations	<p>There was no decision to give a \$5,000 raise. A performance-based annual increase of 3% (similar to teacher/classified employee step increases) is part of the Superintendent's contract. However, in 2 of the last 3 years, he has opted to donate the entire increase to Project DREAM. In addition, he is taking 5 furlough days.</p>
More after school programs are needed by all children.	Community Relations	<p>Twin Rivers offers afterschool programs at every elementary and most middle schools.</p>

Ridgepoint Elementary  
Morey Avenue Preschool  
Garden Valley Elementary  
Fairbanks Elementary  
Rio Tierra Junior High  
Grant High/Grant West  
Allison Elementary  
Hillsdale Elementary  
Kohler Elementary  
Frontier Elementary  
Westside Elementary  
Sierra View Elementary  
Village Elementary

The projected completion date of all site inventories is June 30, 2012. Afterward, we will review site inventories to stay current on an alternating year basis (half the sites in 2013 the remaining half in 2014 and so on).

*Finding 9.0*

*In the opinion of the grand jury, the use of outside counsel hired by the Twin Rivers Board of Trustees has consumed too much general fund money.*

**Response to finding 9.0**

**We disagree with this finding because it fails to account for the costs of failing to protect general fund resources if legal action had not been taken.**

Much of the past legal costs have stemmed from the particular circumstances surrounding unification and from inherited litigation from the predecessor districts.

The process of unification requires negotiating multiple independent employment contracts into new contracts while following applicable personnel and educational laws for every employee group. As of last spring, we consolidated all of our employment contracts into new Twin Rivers contracts and future negotiations will not require the same level of legal involvement as have these unification negotiations.

In addition, we already settled, or are now in the process of completion of most of the lawsuits referenced in the Grand Jury report. The resolution of many of these matters has protected Twin Rivers from further costs estimated at more than \$100 million. Twin Rivers is and has been continuously working on decreasing legal costs when possible because we believe our resources are best spent on students.

Unfortunately, the actions required to respond to the Grand Jury's requests throughout





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*2010-2011*  
*Accomplishments*

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## Introduction

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These are hard economic times for families, communities, business, the state, and the nation. We are all learning to live with diminished resources and fewer publicly funded services. While the Twin Rivers Unified School District (TRUSD) benefited from our unification, the 2010-2011 school year has clearly been a financially difficult year, with the likelihood that the next two years (2011-2012 and 2012-2013) will continue to be financially challenging.

In spite of the economic hardships facing our schools and the families that we serve, the TRUSD communities of teachers, parents, principals, administrative staff and classified staff have taken these difficult challenges as an opportunity to reinvent our school programs and grade configurations to better serve our students. If ever there was a time to be resourceful, this is the time and, clearly, the TRUSD community is taking on this challenge with creativity, innovation, and relentlessly looking for ways to increase student achievement and success, with fewer resources.

The attached pages of accomplishments provide you with a sampling of the countless coordinated efforts of principals, teachers, parents, administrators and community volunteers to make great things happen for our students. As you read them, I hope that you will join me in communicating your appreciation to the TRUSD principals, administrators, teachers, classified and support staff who have made each of these accomplishments possible.

Sincerely,

A handwritten signature in black ink that reads "Frank Porter". The signature is written in a cursive style.

Frank S. Porter  
Superintendent

## District Wide

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- **Academic Counseling**  
The District has increased our investment in secondary academic counseling despite the budget pressures. Students need to be aware of their academic options and choices and monitored from a broad perspective with accurate and current data to ensure they are getting the academic supports and interventions they need.
- **Career Technical Programs/California Partnership Academies (CPA)**  
The CPA model is a three-year program (grades 10-12) structured as a school-within-a-school. Academies incorporate integrated academic and career technical education, business partnerships, mentoring, and internships.
- **AVID**  
The Advancement Via Individual Determination (AVID) program targets students in the academic middle – B, C, and even D students – who have the desire to go to college and the willingness to work hard. AVID places academically average students in advanced classes and provides them with an elective class that prepares them to succeed in rigorous curricula, enter mainstream activities in school, and increase their opportunities to enroll in four-year colleges. AVID’s mission is to close the achievement gap by preparing all students for college readiness and success in a global society. The AVID program levels the playing field for minority, rural, low-income, and other students without a college-going tradition in their families. We have nearly doubled AVID courses in our schools since unification.
- **Parent Involvement and Engagement**  
New district-wide online grading and accountability system (School Loop), district level parent advisory groups, and secondary level parent conferences have provided tools and opportunities for parents to be involved at every level of their child’s education. That increases the accountability between parent, student, and teachers.
- **Advanced Placement Courses**  
The District has increased the number of these college level courses at our high schools and encouraged more students to take the courses and the test. We have seen a 38% increase in the number of TRUSD students receiving early college credit through these courses.
- TRUSD’s drop out data shows a decrease to 3.76% for the one-year rate and an estimated 12-13% for the four-year rate.
- **Awards**
  - Received Model School Attendance Review Board (SARB) award from CA Dept. of Education
  - College Board - Advanced Placement Honor Roll – 1 of 37 districts in California
  - California Teacher of the Year – Dr. Kadhira Rajagopal
  - Two Sacramento County Classified Employees of the Year
  - ASBO – International Meritorious Budget Award
  - *2011 Title 1 Academic Achievement Award School* for Westside Preparatory Charter School (WPCS), one of five schools chosen in Sacramento County

## **Educational Services**

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### **TRUSD Mission: Inspire Each Student To Extraordinary Achievement Every Day**

- Opened new library at Morey Avenue.
- Summer Library Hours program operated at 10 elementary sites
- Incorporation of Special Day Class textbook materials into the Destiny textbook database.
- Implementation of Destiny textbook database at all secondary sites.
- Grant (\$250) secured to pay for author visit at Orchard School
- Math, Science and Engineering Achievement (MESA) Elective and After School Opportunities in Science, Technology, Engineering and Math (STEM) established at all comprehensive high schools (TRUSD winners at Math, Science and Engineering Achievement (MESA) and Pre-Math, Science and Engineering Achievement (MESA) Day competitions).
- Student Athletic Leagues continue to be offered at all the middle school and junior high school sites with transportation provided for all competitions.
- 28 or more High School Athletic Team competitions at three levels (freshman, junior varsity, and varsity) are offered at all the high school sites in the fall, winter, and spring.
- TRUSD was one of thirty seven school districts in California that was recognized by the College Board for making Advanced Placement classes available to a significantly broader pool of students, while maintaining or improving the percentage of students earning scores of 3 or higher on the Advanced Placement Assessments.

### **Respectful Partnerships With Family and Community**

- Regular District English Learner Advisory Committee (DELAC) meetings.
- Training for functional and compliant English Learner Advisory Committees (ELAC).
- Training for site staff to promote strong partnerships with parents
- Partnership with SMUD via Solar Sunflower Project established.
- Partnership with California Association of African American Educators (CAAEE) established in support of Science, Technology, Engineering and Math (STEM)/Science Fair 2011 District-Wide Event.
- Organization of Knowledge Bowl 2011, a well-attended, well-participated District wide event celebrating academic talent in our secondary schools.
- Supported two parent involvement retreats.
- Translated numerous documents and provided ongoing support to district departments and sites for translation and interpretation services.
- Counseling Program continues to provide one on one counseling for students and their families
- Conducted Neighborhood Network community meetings for decision making process of reconfiguration and consolidation of programs.
- Conducted NN level surveys on middle grades needs assessment on effective program offerings.

### **Equitable and Transparent Budgeting**

- Participated in Strategic School Funding for Results (SSFR)--developed new tool for allocating funds
- Identified department base programs and performance goals
- Updated categorical inventory procedures and documents district wide
- Completed Consolidated Applications, Parts I and II
- Developed new time accountability procedures
- Technical assistance to school sites for budgeting and purchasing operations
- Budget reports for parent involvement funding and explanations were provided at parent retreats

- Title I funding and Consolidated Application presentations to DAC and DELAC
- Budget trainings to school site councils
- Supplemental Educational Services (SES) participation and funding posted on district webpage
- Submission of annual Perkins/ROP budget/budget narrative in support of District Career Technical Education (CTE) program
- Submission of approved CA Partnership Academy grant proposal for funding of AgriScience Academy
- Development of five Partnership Academy budgets and 2010--11 program plans

#### **Effective, Engaging, Data Driven Instruction**

- Developed math course placement guides based on district assessment data and California Standards Test (CST) scores
- Revised the Student Assistance Plan and Process for supporting student success
- Developed modules for Response to Intervention/Differentiation professional development and trained site staff to present modules
- Development of California Common Core State Standards Implementation Timeline
- Implemented district K-12 Subject Area Articulation Teams in core content areas
- Developed tool for evaluation of interventions and activities included in the Single Plan for Student Achievement
- Twin Rivers USD Supplemental Education Services (SES) program. Waiver from US Department of Education granted.
- Online after school credit recovery program (CHARGE)--500 students participating during school year to recover lost credits
- Summer School serving elementary and secondary students for remediation and credit recovery
- Extended Learning--Six new After School Education and Safety (ASES) grants awarded (\$600,000 in new funding).
- Implemented TRUSD managed after school programs (ASES) at Morey Avenue and Westside Elementary Schools.
- Participated in Categorical Programs Monitoring (CPM) and resolved nearly all findings.
- Curriculum and Assessment work started on Grade 4 and 5 Science. Maps of Standards and Trimester-based assessments are ready for sharing and administration for 2011-2012.
- Subject Area Assessments strongly-correlated with CST's, data-driven decision making facilitated during such PLC's as SAMs (Subject Area Meetings) and SAFs (Subject Area Forums).
- Updated district level plans--Local Education Agency Plan (LEA Plan), LEA Plan Addendum, English Learner Master Plan
- Training and support for California English Language Development Test (CELDT) administration at the sites.
- Differentiation via Brain-Compatible Strategies: A series of workshops (total of 4) was offered to teachers on how the latest in brain research impacts classroom teaching and learning. This series is very popular (high participation rates).
- Workshops on Outdoor Education, Literacy Strategies through Science, and Test Wiseness offered. All workshops well-attended and garnered excellent reviews.
- Provided equitable private school services as required by ESEA.
- Training and support to align after school programs with core curriculum.
- Ongoing communications and networking with collaborative community partners for ASES, SES, EL and parent education programs.

- Created several thousand benchmark data analysis reports for all teachers district-wide in the four core academic subjects grades K-12 on the November 12 Professional Development Day
- Created several hundred benchmark proficiency summary reports including individual lists of targeted students for each subject and grade level for the January Professional Development Day
- Scheduled, processed, and posted over 800 district tests for over 20,000 students in the Measures system
- Provided Measures training to several hundred teachers at school sites as well as Student Learning Coaches and one-on-one training for administrators
- Provided on site one-on-one training and support to all 45+ Data Entry Persons responsible for scanning all tests; trouble shoot problems and coordinated with Measures and IT for resolutions where needed
- Trained an additional 50+ teachers at Rio Linda High school to assist with benchmark test scanning
- Provided special test groups and student filters in Measures for all District summative benchmark exams and state tests to reduce steps needed for all staff to create customized data reports
- Designed Measures One-Click reports to facilitate instant common data reporting access for teachers and administrators
- Ensured correct testing data was available for each elementary report card display
- Provided on-going Measures account management and password maintenance for all teachers and administrators
- Provided data to export student test results from Measures into School Loop
- Created district-wide local assessment proficiency reports by subject, grade level, and network at the end of each quarter/trimester
- Provided all graphs and charts for the "Closing the Achievement Gap" report and presentation to the Board in September
- Submitted data and created reports showing progress made in:
  - Academic Performance Index (API)
  - Adequate Yearly Progress (AYP)
  - California Standards Tests (CST)
  - California High School Exit Exam (CAHSEE)
  - Graduation and A-G requirements met
- Assisted Preschool Department in setting up the Desired Results Developmental Profile
- Provided pre-id service and "Find A Student" file for Standardized Testing & Reporting (STAR) for 20,000+ students to greatly reduce manual student demographic data entry for testing staff
- Provided similar pre-id service for CAHSEE for close to 3,000 students
- Ordered and coordinated delivery of all STAR, CAHSEE, and CELDT materials and provided training
- Provided student assessment proficiency and demographic data for SSFR project
- Provided on-going data verification and cleanup in both Measures and Aeries databases
- Successfully certified district data for California Longitudinal Pupil Achievement Data System (CALPADS):
  - SSID (Statewide Student Identifier) numbers obtained for all new students
  - Submitted student enrollment and exit date
  - Submitted school completion status, graduates, GED, Special Ed certificate of completion
  - Submitted student demographic data and course enrollment
  - Submitted student program participation for English Learners, Gifted & Talented Education (GATE), and Special Ed
  - Completed Exit Reason Discrepancy (ERD), Concurrent Enrollment (CCE) and Multiple Identifiers (MID) Resolution
  - Submitted staff demographics and assignment information

- Retrieved over 100,000 student responses on 115 summative benchmark exams and performed over 5,500 item analyses for tests reliability and validity review
- Correlated 115 summative benchmark exams to CST's to establish initial validity; generated benchmark reliability measures, and calibrated cut points by establishing links to the CST's
- Duplicated the measurement process for 115 benchmark exams undertaken by state contracted testing vendor Educational Testing Service(ETS) for CST's to produce the same scale scores for benchmarks as the CST's
- Grouped all incoming 7th graders on current benchmark scale scores equated to CST's for more accurate math course placement for 2011-12
- Supported Categorical data gathering for State Compensatory Education funding, R-30 and Student National Origin Report (SNOR)
- Compiled and organized School Accountability Report Cards (SARC) information from various departments and sites for each school in the District
- Coordinated with EL department for SARC translations (submit translations request form)
- Provided files for High School Tracker so that Twin Rivers graduates can be tracked through the college system
- Provided program evaluation consultation
- Created and maintained all testing templates in Measures for those tests that scan test booklets instead of scan sheets
- Worked in partnership with various departments to support data delivery for a variety of grants and special projects such as: S.M.A.R.T., C.A.I.R., and Write Now
- Provided data as requested by federal agencies such as the Office of Civil Rights:
  - Student enrollment by school, gender and race and ethnicity
  - GATE enrollment by school, gender and race and ethnicity
  - English Learner enrollment by school, gender and race and ethnicity
  - Students with disabilities enrollment by school, gender and race and ethnicity
  - Enrollment in Math and Science courses by school, gender and race and ethnicity
  - Enrollment in Advanced Placement courses by school, gender and race and ethnicity
  - Count of full-time employee (FTE) teachers and years of experience
  - Count of students passing Algebra by school, gender and race and ethnicity
  - Scholastic Assessment Test (SAT) and American College Test (ACT) participation by school, gender and race and ethnicity
  - Students taking Advanced Placement exams by school, gender and race and ethnicity
  - Students passing Advanced Placement exams by school, gender and race and ethnicity
  - Retention of students by school, grade, gender and race and ethnicity
  - Interscholastic Athletics Sports, Teams, and Participants
  - Discipline of students
  - Teacher Absenteeism
  - School Finance Data
- Provided on-going data gathering analysis and reporting from all departments on an as-needed basis for a variety of special projects
- Continue to work with Measures software to revise the system and create new modules for greater data gathering and reporting flexibility
- Continued support of Service Learning Projects District Wide through the management of the Cal-Serve Service Learning Grant
- Oversight for District CPM/Career Technical Education (CTE) component - only one noncompliance determined; cleared by CDE

- Prepared Perkins application/District wide plan for Career Technical Education
- Developed the Essential Elements of Coaching model and rubric/continuum for Student Learning Coaches.
- Established Coach-Coordinator site visits with the focus on instruction, data, and professional development needs for sites.
- Provided neighborhood network High Quality First Instruction module series training.
- Continued implementation of Instructional Rounds at NN level and included SLCs in the process.

### **College Career Readiness**

- Updated all elementary library collections
- Updated Highlands High School library collection and databases – School Improvement Grant (SIG)
- Expansion of Project Lead the Way (PLTW), Biomedical and Engineering Pathway, at Highlands High School.
- INTEL grant awarded for \$25,000 for continuation of summer camps in Math and Science for Frontier, Westside and Eastside Charters.
- Engineering is Elementary! Curriculum purchased and introduced. Training held for Grades 4-8 teachers who wish to pilot program. Training is scheduled for after-school staff.
- Science Fair 101 Training provided to teachers and after-school staff to promote problem-based learning and other 21st century skills.
- First District wide College Fair
- Focus Forward: Career Fair for junior high students
- Provided Field trips to American River College so that seniors can begin the matriculation process.
- Held four College Bound 101 workshops at the district office for over 150 seniors
- Increased participation in AP /College prep courses and exams.
- Recognized by College Board on the AP Achievement List
- District Wide Historic Black College Fair-UCAN
- High School Sites Cash for College Nights
- Expansion of Middle School Career and College Club programs
- Conducted first Career Technical Education Advisory Committee
- Developed streamlined system for A-G new course development
- Six week summer internship at SAFE Credit Union for 6 Rio Linda High School students
- Linking Education and Economic Development (LEED) Career Academy Bus Tour
- Grant Union High Academies hosted visit by UC President, Mark Yudoff, to encourage students to prepare/apply for UC enrollment
- Development of AgriScience CA Partnership Academy at Rio Linda High School
- Drafted plans for construction of AgriScience barns and classrooms
- Initiated development of Career Technical Education (CTE) pathways at Highlands High School in (1) Cabinetmaking and Wood Products, (2) Media and Design Arts for 2011-12 implementation
- Continued articulation meetings with Los Rios Community College District to align high school courses for college credits
- Service Learning trainings to over 60 teachers for implementation of service learning projects
- Review/rewrite Computer Application course; final exam aligned to National Education Technology Standards
- Increased number of Academies at Grant Union High School.
- Increased the number of A-G course offerings at the high schools.
- Percentage of high school graduates continue to increase at all the high school sites.



## Visual and Performing Arts

- Sierra Arts North Project (SNAP). Our alliance with SNAP provided:
  - a nine session professional development series for K-8 classroom teachers. Thirty-one teachers participated in the Arts Across the Curriculum Workshop Series.
  - Subject Area Meetings for single subject teachers held for professional development that included:
    - a visual arts lesson with local artist, Milton Bowens, attended by over 40 teachers/administrators, and
    - Brian Briggs met with ten teachers to discover how to combine morning sing with technology
  - Curriculum Package Development Series with regular attendees who wrote curriculum for visual, dance, music and theater. The teachers took the key VAPA standards by elementary grade level, unpacked the standards, identified key ideas and vocabulary, wrote sample activities and created assessments.
  
- Any Given Child
  - Our partnership with The Kennedy Center ensuring the arts for Any Given Child gave nineteen teachers/administrators the opportunity to collaborate strategies with Randy Barron from the Kennedy Center as well as teachers from Sacramento City Unified School District during meetings in December and January.
  - The Any Given Child initiative provided opportunities for TRUSD K-8 students. Each of our schools was offered one assembly or a field trip. The effort was facilitated by the Sacramento Metropolitan Arts Commission. The assemblies were offered by B Street Theatre, A Day in the Life Project, Instituto Mazatlan Bellas Artes, Sacramento Children's Chorus, Sacramento Opera, Sacramento Youth Symphony and Sons/Ancestors Players. Field trips included the Crocker Art Museum, River City Theatre, Sacramento Ballet, and Sacramento State Department of Theatre and Dance. Almost all of our school sites participated in this wonderful opportunity.
  
- Sacramento Philharmonic Orchestra (SPO)
  - VAPA's partnership with SPO provided after school music classes for Del Paso Heights, Woodlake, North Avenue, and Babcock Elementary Schools and Norwood Jr. High.
  - In addition, the LinkUp! Program provided 650 recorders to 3rd, 4th, 5th, and 6th grade students at North Avenue, Dry Creek, Pioneer, Ridgpoint and Rio Linda Preparatory Academy. Thirty teachers were trained to give lessons. There was a culminating performance on May 19 attended by approximately 850 of TRUSD students, plus their teachers and many parents also attended. During the performance the students actively listened and participated by singing, clapping, stomping, and playing their recorders.
  
- Festival of the Arts
  - This year's spring time district-wide event was held at Rio Linda HS. The Festival of the Arts is designed to showcase the visual and performing talents of our pre-K to 12 grade students. Performers represented Creative Connections Arts Academy, Vista Nueva, Foothill HS, Highlands HS, Rio Tierra JHS, Strauch Elementary, Foothill Farms JHS, Rio Linda HS, and Grant HS.

- Images Theatre Company
  - Our partnership with Images provided students from Eastside WPCS, Oakdale, Rio Linda Preparatory Academy, Grant HS, Fairbanks, MLK Technology Academy and Smythe Academy of Arts and Design the opportunity to attend a two prong event. First, they attended the Broadway Art Gallery to view the art work of Milton Bowens and meet with him. Next, they saw *We Come From Greatness*, a production at the Guild Theater that spoke to African history.
  
- Trouble & Coon
  - Our partnership with Lorenzo McNeal and Christopher Coon, spoken word poets, invigorates and inspires students, staff, and community for literacy awareness that is culturally responsive. They provide instruction at Rio Tierra JHS, Norwood JHS, Northwood Elementary. They also performed at the Festival of the Arts and Second Saturday event.
  
- Tyehimba
  - Our partnership with this dance artist teaches and inspires students in the area of African drumming and dance. Tyehimba provides after school lessons at MLK JHS, Castori and Del Paso.
  
- Instituto Mazatlan Bellas Artes De Sacramento
  - Steve Valencia's group teaches ballet folklorico (traditional Mexican dancing) during after school classes at Del Paso Heights, Dry Creek, Rio Linda Preparatory Academy, Westside, Woodlake, Morey Avenue and Orchard.
  
- Sustaining Meaningful Arts and Reading Together (S.M.A.R.T.) Grant
  - This is VAPA's first year under the S.M.A.R.T. grant. The year has been spent planning and writing curriculum to be used in conjunction with Houghton Mifflin for grades 2 – 6.

## Special Education, Student Services & Early Childhood Education

### Division

- ☆ *Established District Behavior Committee with representation from district office, school leadership, and Twin Rivers United Educators (TRUE)*
- Five Division newsletters were written and disseminated to staff
- District Medi-Cal Advisory committee met monthly with representation across disciplines
- Provided four Professional Assault Crisis Training and Certification (Pro-ACT) sessions to district staff
- Supported four schools' participation in Building Effective Schools Together (BEST) training
- Trained additional district staff through the Early Detection and Intervention for the Prevention of Psychosis Program (EDIPPP)
- Supported the efforts of the Twin Rivers Police Officers Association (POA) with the holiday food and gift drives
- Coordinated District-wide Disproportionate Minority Contact (DMC) Training with Dr. Rita Cameron-Wedding, Coordinator of DMC Regional Training Project and Department Chair of Women's Studies of California State University Sacramento
- Office of Civil Rights (OCR) training coordinated for principals, vice-principals and school counselors

### Special Education

- ☆ *Continuing efforts with Special Education Local Plan Area (SELPA) to provide training in autism for teachers and paraeducators*
- Reduced Non Public School (NPS) placements by approximately 14% from 09/10 to 10/11
- Held regular staff meetings with psychologists, speech/language pathologists, nurses, and special education staff
- Held two successful Special Education Parent Nights
- Williams audits to special education classrooms were all successful
- Adoption of the Inside curriculum for middle/junior high mild/moderate Special Day Classes for 11/12
- Selected psychologists worked with Diagnostic Center Northern California on a pilot project to explore alternative assessments for evaluating African American students
- Developed a special education Transition Program for our 18-22 year old students
- Continued work with Human Resources to align Special Education credentials with the disabilities of the students
- Completed Special Education Self-Review (SESR) for California Department of Education (CDE)

### Student Services

- ☆ *Received Early Mental Health Initiative Primary Intervention Program (PIP) for at-risk students at four elementary schools*
- ☆ *Implementing the Tobacco-Use Prevention Education (TUPE) grant, ordered Botvin Life Skills Training (LST) Curriculum for sixth grade and conducted four teacher training sessions*
- ☆ *Reduction in expulsions by approximately 46% and suspension by approximately 3.54%*
- Provided Second Step Training for elementary and middle school staff
- Implemented McKinney-Vento Homeless Assistance Act Grant for approximately 1,500 students
- Family Resource Guide –updated and translated into three languages, with print and online copies available to staff and families

- Student Services Coordinators actively participated in the development and implementation of the Prevention and Early Intervention “Bullying Prevention Demonstration Project” through the Mental Health Services Act (MHSA)
- Participated in Categorical Program Monitoring for Homeless Education –Compliant in every area
- Participated in the Sacramento County Truancy Court Pilot Program with the Juvenile Courts
- Conducted 125 School Attendance Review Board (SARB) Hearings for attendance and behavioral support from August through April
- Partners Against Chronic Truancy (PACT) –District-wide evening meetings co-sponsored with the District Attorney’s Office, Juvenile Court Presiding Judge, and Department of Human Assistance.
- Provided McKinney Vento Homeless Assistance Act and Foster Youth In-Services for District Advisory Council, District English Learners Advisory Committee (DELAC), school counselors, vice-principals, school office staff, and Early Childhood Education staff
- Division staff invited to present on Model SARB at California Association of Supervisors of Child Welfare and Attendance (CASCWA) conference in Fall 2010.
- Presented information on attendance laws and guidelines to District Advisory Council and DAC
- Master of Social Work (MSW) Interns provided counseling groups at community day school to fulfill expulsion requirement
- Hired three Student Services Intervention Assistants to provide support for homeless students, foster youth and students at-risk within the district
- Social Worker and Criminal Justice interns provided case management as assigned by Child Welfare and Attendance (CWA) Coordinators
- Bonita Mallory was recognized as the School Nurse Administrator of the Year for Northern California at the California School Nurses Organization (CSNO) State Conference March, 2011
- Continuing implementation of Coordinated Health for the District in collaboration with California Department of Public Health (CDPH) and California Department of Education (CDE)
- Finalizing the district wellness policy incorporating the eight components of Coordinated School Health
- Collaborated with Sacramento County Public Health Department and Maxim Healthcare Services for a successful Tdap (Whooping Cough) Clinic in February, 2011 (296 immunizations received)
- Joined with California Aerospace Museum and Vision Services Plan for a successful mobile vision clinic where 20 students received glasses
- Hearing and vision screening for students district-wide completed
- Focused effort on credit recovery and counseling for at risk students on expulsions
- Processed 75 expulsion referrals and 3 students were readmitted in district
- Facilitated Vice Principal/Assistant to Principal Training on Behavior Interventions and Expulsions/Suspensions process
- Increase in funding for the Independent Living Program (ILP) by 10%
- Adoption of Mental Health Services Act (MHSA) Building Life Skills Program for Transitional Age Youth 16-24 (expansion program for ILP)
- Developed Summer Transition Program for NOVA Community Day School
- Expanded the use of the Measures DataWise system to scan preschool assessments

### **Early Childhood Education**

- ☆ *Adopted Creative Curriculum for all Pre-K classrooms*
- Created Pre-K Leadership Team and Budget Committee
- Held Parent Information Events on literacy, family resources, parent leadership, and transitioning for preschool programs at 12 sites, gave away 160 free books

- Collaborated with Family Resource Centers in North Sacramento, North Highlands, and Del Paso Heights to provide 5 parenting classes each with 12 sessions to preschool families
- Collaborated with Los Rios Community College district to provide onsite Early Childhood Education classes for Pre-K assistants at Morey Avenue school
- Held two Pre-K-kindergarten transition summits which included: Pre-K staff, kindergarten teachers, Beanstalk teachers, Head Start staff, and private providers in our area at Morey Avenue and Frontier schools
- Held professional development for principals on community resources available for preschool and K-6 families
- Completed Federal Head Start and State Child Development Categorical Program Monitoring (CPM) reviews
- Collaborated with Early Childhood Education coordinators of all Sacramento County school districts in the development of a School Readiness Backpack. Held parent education sessions and distributed 900 backpacks funded by Target grant and First 5 to incoming kindergartners
- Dental screening and varnishing for all 900 Pre-K children twice, through SmileKeepers, funded by First 5
- Participated in North Highlands Jubilee and Children's Celebration at Land Park
- Created an Early Childhood Education mission statement and T-shirt logo
- Launched the new California Department of Education (CDE) Preschool Framework with professional development for all teachers

## Instructional & Technology Support Services

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### ITSS Department Wide

- Reorganized work flow and responsibilities within the department to maintain a high level of service
- Along with other key departments, moved Harmon Johnson Elementary in a very tight time line
- Held a very successful team building retreat. This will be an annual event for the department
- Desktop Support
- Reorganized Help Desk support to increase trouble ticket resolution over the phone. To date, this school year the Help Desk has handled more than 5200 telephone calls and 16,000 emails to resolution
- Implemented tools to allow remote imaging and rapid application deployment
- Average Help Desk call wait time reduced to only 18 seconds
- Despite significant staff cuts, User Support kept open work orders to less than 400 at any given time. One year ago, the average was over 800
- For most of the year the school sites had three or less outstanding work orders
- Implemented regular customer satisfaction surveys to gauge our effectiveness; received positive reviews on our service and support
- Supported a very successful IRS Tax Preparation event

### Database

- Created a new AERIES User Login Update System
- Facilitated grade exportation between School Loop And Measures
- Reconfigured grade level reporting to meet the needs of the new K-8 school configurations

### E-Rate

- 4 E-rate applications covering Wireless infrastructure upgrade, network maintenance, server maintenance, and VoIP maintenance

### Network/Server

- Upgraded wireless configurations throughout the district
- Upgraded network infrastructure throughout the district
- Increased data capacity to central office operations at Winona and Dudley
- Installed video surveillance cameras at multiple school sites
- Implemented automated tools to support end client workstations
- Implemented new backup software
- Implemented a new Anti-Virus software
- Implemented site based distribution lists
- Upgraded email system
- Implemented email archiving

### Phone

- Completed the rollover to the new VoIP phone system

### Web/Applications Development

- Re-created DREAM website
- Content Management System improvements
- Created Constant Contact webpage

- Created Seven Steps website
- Developed TRUSD Intranet
- Developed Trader website
- Added video section to the district website
- Built the phone Directory and integrated employee data changes for site web pages.
- Created tool for Emergency information to appear on front page of website
- Emergency Coalition Web page

### **21st Century Learning Skills**

- Facilitated the refining of the unified report card to include eight adopted "essential" 21st Century Skills and the creation of rubrics, training materials and online resources (2010-Present). 442 teachers trained, 15,564 students impacted.
- Facilitated Principal PLC - yearlong district-wide professional development experiences, providing a hands-on, relevant professional learning opportunity to model and support the development of 21st Century Learning as a core element of instructional design and delivery. Current year the 21st century Principal/SLC includes 19 schools with 34 principals and/or SLCs.
- Facilitation of in depth yearlong professional development experience includes: 55 teachers at four elementary school sites: Frontier, Kohler, Johnson, and Regency. Five (6) hour days of professional development have been provided.
- Develop 21st Century Online Resource Hub: Initial and ongoing development of a researched based hub contain both informational and instructional resources for the TRUSD adopted 21st Century Skills of collaboration, creative thinking, cross cultural, higher order thinking, information literacy, technology literacy, and social skills.
- Create and produce 21st century videos which allow viewers to "see" each of the adopted 21st Century Learning in action using TRUSD teachers as models. Videos to include: classroom vignettes, demonstrations, and interviews.
- Researched, reviewed, and recommended technology tools (hardware, software, and web ware) which integrate meaningful into instructional practices
- Ed Tech is the lead facilitator for the District Data Team. This includes development of vision and agenda
- Developed and submitted two major grants, EETT Competitive and K12HSN
- Collaborated with Library Media Services –teacher i-SAFE certification through the summer online course, "i-LEARN". Adapted the essential "i-SAFE" lessons for TRUSD teachers' ease of use and organized "Cyber Safety Nights" in each of the four Neighborhood Networks
- Initiated the ongoing research, review, and recommendation of potential hardware solutions (laptops/netbooks and handheld devices) for mobile learning. Based upon these recommendations, EdTech is in development of a pilot program and future district wide roll-out plan
- Facilitated district integration; initiated the ongoing research, review, and recommendation of potential online learning content management

### **School Loop**

- Provide training and support for all school site webmasters
- Coordinate, develop and delivery of professional development for teachers, counselors, et al; menu of modules both in general how to use of School Loop and deeper most effective use of School Loop.
- Initiate and coordinate Measures and School Loop integration of district assessment data (Measures) and School Loop with the purpose of establishing more efficient and effective means for teachers, administrators, parents and students.

**SMART**

- Coordinate pilot SMART board program that gives 20 teachers from various sites the opportunity to have a board in their room.
- Coordinate buyback program with school sites and IVS Technology in purchasing of SMART hardware at a 50% discounted rate when trading in Interwrite/Promethean Products.
- Provide ongoing SMART software training in Notebook and Response
- Initiate and coordinate Measures and SMART integration to support the use response clickers in place of traditional scantrons.
- Development and implementation of SMART Summer Camp:. 2010 SMART Summer Camp featured one week long beginners camp (70 participants), one week long intermediate camp (70 participants), and one week long advanced camp (30 participants).
- SMART/Tech Ex (Expert) Program- Development and coordination of site and district staff development in educational technology by teacher leaders. Professional development is provided during school site staff meetings, after-school forums, Saturdays, and school vacations.
- Research - performed in-depth research and review of current and future technology innovations in order to provide recommendations which best support student achievement while respecting district and sites budget constraints.
- Technology Oversight Committee- Coordinate the TRUSD Technology Oversight Committee continually reviews, updates and makes recommendations for the TRUSD Technology Plan.
- TRUSD Technology Plan- Key writers of a comprehensive technology plan to qualify for future state technology funding through the Enhancing Education Through Technology (EETT) formula funding.
- Web-based Educational Technology Resource Center- create educational technology clearinghouse of resources accessible via the Internet (<http://edtech.twinriversusd.org>).



## **Communications Office**

- **Classified School Employees of the Year Process**
  - Coordination and promotion at sites
  - District level interviews
  - County level interviews
  - Two county level winners
  - Story and photo of winners in local media, district web site, eNews
- **Teachers of the Year Process**
  - Coordination and promotion at sites
  - Review of applications and letters of support
  - Facilitate district interview process
  - Support and prepare district nominees for County and State
  - One County and State Teacher of the Year
  - Story and photo of winners in local media, district web site, eNews
- **Annual Spring Neighborhood School Celebrations**
  - Neighborhood Network (4) event planning meetings
  - Selection and Ordering of award plaques
  - Invitations to employees, supervisors
  - Event script and coordination
  - Event promotion – fliers, calls, newsletter content
- **Annual Board Recognition Reception**
  - Create and coordinate production of banners for each honoree
  - Invitations to employees, supervisors
  - Event script and coordination
  - Event promotion – fliers, calls, newsletter content
- **ACSA Nominations**
  - Internal process coordination and promotion
  - Review of applications and letters of support
- **Video - Staff Recognition**
  - Production and distribution
- **Welcome and Wellness Fest**
  - Event coordination and promotion
  - Collect donations
- **Publications and Materials**
  - eWAG biweekly electronic newsletter
  - Neighborhood Network bi-weekly feed
  - Around Twin Rivers quarterly electronic newsletter
  - Community Report Update fact sheet
  - Annual Emergency Card review, revise, produce and distribute
  - Annual Student and Family Handbook review, revise, produce and distribute
  - Digital Screens content
  - Electronic Surveys (customer service, etc.)

- **Crisis Communication Planning and Support**
  - Review district crisis communication plan
  - Respond to and manage media contacts
  - On-site support as needed
  - Create letters for families as needed
  - Create call scripts for families and staff as needed
  - Create discussion points for staff as needed
  - Send out automated calls as needed
- **Automated Call System Management**
  - Work with IT to renew contacts annually
  - Coordinate RFP process and stakeholder focus groups to select new vendor
  - Negotiate pricing
  - Provide training and documentation to site and department users
  - Set up calling codes for multi-language calls as needed
  - Provide automated call scripts as needed
  - Phone Survey creation and implementation as needed
- **District/Department Support and Consultation**
  - Public Speaking and Video Contest Coordination
  - Issue fact sheets and discussion points
  - PowerPoint creation and design
  - Letter creation and review
  - Event marketing and planning
  - Mini-campaigns supporting district and site initiatives and issues
  - FAST participation and review
  - Project DREAM video and event support
  - Grant Sports Health Academy video and event support
- **School Site Marketing and Promotion**
  - School fact sheets
  - Brochure development
  - Customer Service training
  - Event planning advice/assistance
  - Event photography and videography
  - Back to School coverage
  - Performance coverage
  - Open House coverage
  - Promotion/Graduation coverage
  - First day celebration coverage
  - Slide shows posted to web sites
  - Yearbook DVDs
- **Media Relations**
  - Advisories
  - Releases
  - Complete stories for community papers
  - Response to inquiries – average 3 per week
  - Press conference coordination

- **Community Relations and Engagement**
  - 3<sup>rd</sup> party flyer approval (100 plus each year)
  - Community event booth coordination
  - Charity drive marketing and support
  - Business partner development
  - Community group liaison (Chamber, Child Advocacy, other community groups)
- **Web Content and Development**
  - Home page content
  - Communications section
  - News items section
  - Events section
  - Spotlight section
  - Special web sections by issue
  - Fact or Fiction section
- **Awards and Recognition**
  - 2011 "Front Runner Award," National School Public Relations Association
  - 2010 National School Public Relations Association Award of Excellence for TRUSD Report to the Community.
  - 2010 National School Public Relations Association Golden Achievement Award for Twin Rivers School Consolidation Engagement Process.
  - 2010 California School Public Relations Association Excellence in Communication in electronic media for TRUSD web site.

## **Family and Community Involvement**

- **Family Engagement Activities**
  - ☆ *Worked with parent leaders and staff from Categorical Department to hold our first Family Involvement Retreats. The retreats were titled Family Involvement Retreats: Parents as Partners in Academic Achievement and had 5 to 7 members of each school come together to look at their school plan, parent involvement budget, home-school compact and academic data for their school and district. Each school developed their plan for increasing family engagement so that it is connected with academic achievement and also how to improve customer service at their school.*
  - Coordinate bi-monthly Family Engagement Committee meetings to share resources and information across departments within TRUSD.
  - Oversees School Site Council process for district
  - Oversee refinement of district volunteer fingerprinting process
  - Developed and oversee content of "Family" tab on district website
  - Triage crisis calls from parents and connect with community and school resources.
- **Interdistrict Transfer process**
  - 2,400 2010-2011 Interdistrict Transfers have been received, addressed and processed this year. Over 400 have been received and processed for the 2011-2012 school year to date.
  - As of May 2011, we've released 665 (48%) fewer students to other districts compared to 08-09. An additional 93 parents who intended to leave our district cancelled their request after meeting with our staff at the district office and at the school site.

- Incoming Interdistrict transfers have increased from 550 students to 657 students since 2008-2009.
- Educated Administration and office staff on implementation of AB 2444. Families currently on an Interdistrict Transfer do not need to renew their transfer as long as their home district and requested school do not change.
- **Open Enrollment process**
  - Open Enrollment was held on January 17th through February 4th
  - 704 students participated in Open Enrollment for 2011-2012 school year.
  - Worked with facilities and HR staff to appropriately place students according to space needs and staffing projections
- **Project DREAM (Developing Resiliency through Education, the Arts and Mentoring)**
  - ☆ *Raised and distributed \$90,000 to TRUSD schools in teacher mini-grants this year*
  - Hosted "Where DREAMs Take Flight" annual fundraiser for 425 people at the Aerospace Museum of California showcasing DREAM and TRUSD students.
  - DREAM is fiscal agent for Grant Sports Health Academy building campaign
  - Held College Bound 101 training for 150 graduating seniors. Students learned how to schedule classes, secure funding, tips for living in the dorms and money management strategies. Training was done in conjunction with Educational Services and Student Services Departments, as well as River City Bank, American River College and University of California, Davis.
  - At least 25 students will receive a \$300 scholarship for dorm supplies and ten of these students will also get a new laptop through the College Bound Scholarship program.
- **Elementary Student Activities**
  - Organized District wide elementary soccer and basketball tournament
  - Educated staff to AB 346 requirements for volunteers assisting with school athletics and activities
  - Worked with other departments that designed and oversaw the district wide spelling bee, Public Speaking Contest, Science and Math Fair, and Knowledge Bowl.
- **Developed and Expanded Community Partnerships**
  - North Sacramento, Natomas and Foothill-North Highlands Rotary Clubs
  - United Way Regional Education Initiative and Women in Philanthropy Committees
  - Kiwanis Club of Sacramento
  - Intel
  - Junior Achievement
  - Youth Development Network
  - Third District PTA
  - Lao Family Community of Sacramento
  - Sierra Nevada Journeys
  - SMUD
  - Target
  - Bayside Family of Churches
  - Reading Partners Program
- **Student Leadership (7th – 12th grades)**
  - Coordinate and plan monthly Student Leadership Advisory Committee for student leaders from our secondary schools.

- Began the Superintendent's Student Advisory Committee. Student Council/Associated Student Body (ASB) Presidents met with Superintendent Porter four times this year to voice their ideas for positive change in their schools and to give feedback on district initiatives.
- **Committee Membership**
  - SCOE Parent Education Consortium
  - Neighborhood Study Team (NST)
  - North Area Collaborative
  - Early Childhood Education Collaborative
  - SSFR Change Team
  - Grant High GEO Advisory Board and Sports/Health Academy building campaign committee

## Human Resources

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### General

- Evaluated and reconciled records of district management employees for sexual harassment prevention compliance.
- Facilitated sexual harassment prevention compliance training for 137 employees by providing four district sponsored in-services and additional trainings at Schools Insurance Authority resulting in 87% compliance.
- Revised and distributed a Human Resources organizational/functional chart identifying functions, titles and core duties as a result of ongoing department reductions.
- Created training modules for sexual harassment, WRITE UP, evaluation and contract interpretation and implementation in compliance with legally required trainings and district directed trainings.
- Created a calendar of dates for training in order to meet the legal mandates of initial and renewal training.
- Created a defined reception area in Human Resources to create a welcoming and customer service oriented environment.
- ☆ *Facilitated and managed the Public Agency Retirement incentive that resulted in 122 early retirements.*
- Conducted informational meetings for staff regarding processes and procedures for school closures.
- Facilitated two parent and staff forums for securing insight into characteristics of an effective administrative for purposes of utilizing the information in screening candidates.
- Entered into six (6) Memorandum of Understandings with individual unions to advance operations under varying circumstances such as school closures and lack of contractual clarity.
- Printed and processed 1443 criminal background checks.
- Refined the Non-Reelect Process for Certificated Teachers
- Completed a self-evaluation of the Human Resource Office with Staff.

### Classified Personnel

- ☆ *Created a Unified CSEA Contract.*
- Processed 53 Classification Appeal meetings
- Processed 15 Seniority Appeal meetings
- Created the TRUSD Drug Testing Manual.
- Performed 71 Random and 7 Pre-employment drug tests.
- Developed 45 Basic Skills Tests.
- ☆ *Administered 342 Basic Skills tests*
- Administered 192 Proficiency Exams
- Interviewed 127 applicants.
- Hired 141 new employees.
- Posted 257 jobs.
- Developed and implemented 17 employee Work Calendars.
- Developed a classified Evaluation Chart and online TRUSD classified evaluation form.
- Conducted First Aid/CPR In-services.
- Processed 48 Classified reduction-in-force notices.
- Negotiated 128 job descriptions with CSEA.

### Certificated Personnel

- Returned 90 certificated employees from lay-off to fill secondary positions.
- Posted approximately 50 new certificated vacancies.
- Paper-screened approximately 1,900 applicants for open positions.
- Scheduled, coordinated and facilitated over 50 interview panels for certificated vacancies.
- ☆ *Created a district exit survey tool for employees resigning, retiring or transferring between sites to determine best administrative and personnel practices in compliance with the district's Equitable Distribution Plan.*
- ☆ *Processed 155 Certificated reduction-in-force notices.*
- Successfully conducted two days of Administrative Law Judge proceedings.
- Staffed schools with certificated personnel for the 10/11 school year.
- Successfully staffed 10/11 Summer School including Special Ed and ECE.
- 63 new hires.
- Verified step advance dates (and fiscal/anniversary flags) on all salary schedules.
- Provided list of positions and the PC #'s (not the employee that is being laid off) 404 positions that will end due to lay off lack of work/lack of funds to Budget and entered end date on PO screen in QSS.
- Provided a list of 169 positions to close in 2009/10 due to school closures to budget.
- Made changes to all positions in QSS in both the current year and the following year on the PO screens.
- Updated 404 eliminated positions in 2010/11, entered end date on the 2009/10 year PO screen and unlinked the employee from the position in 2010/11.
- Monitored 25 Williams schools for credential and English Authorization compliance.
- Resolved 7 Informal Grievances.
- Monitored Involuntary Transfer (89 Employees) and Voluntary Transfer Processes (50 Employees).
- Further streamlined the communication of employee salary changes to payroll. There is a clear separation of duties between HR and Payroll and each department knows what is expected of them.
- Updated all certificated employee Skills screens in QSS to list their NCLB compliance area.
- Changed/improved our tracking and monitoring at the local level in an effort to reduce misassignments utilizing AERIES Master Schedule.
- Communicated assignment issues with site and department administrators by meeting with them one-on-one or making group presentations.
- Restructured the way 1483 employee positions in QSS are coded in an effort to better organize positions during layoff procedures.
- Improved process for communicating staffing requests to Budget, creating new positions, site staffing needs and staffing allocations.
- 1277 certificated employees fully CLAD certified.
- Streamlined coaching processes, procedures.
- Processed 400+ stipends.
- Processed 175 non-certificated coaches for ASC Certification.
- Continued cleaning-up and inputting teacher units into QSS.
- Placed certificated staff correctly according to their total units earned.

## **Business Support Services**

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### **Administration**

- Processed numerous claims; collected \$86,983.96 in property damage insurance reimbursements resulting from vandalism and vehicle accidents.
- Processed Hazardous Classroom Chemical Removal Contract, negotiated to waive all inventory fees totaling \$3,500.00.
- Further enhanced Injury & Illness Prevention Program (IIPP); trained responsible IIPP staff from each site and department.
- Created a plan/process and trained all Athletic Directors to provide athletic medical insurance to every member of all athletic teams; includes three low-income sources and District funds/process for families financially unable to purchase. Compliant with California Ed Code 32221.

### **Contracts/E-Rate**

- Eliminated erroneous and unnecessary cellular phones and services, saving approximately \$5,500/month in service charges and another \$3,000/year in equipment costs to the District.
- Tracked, monitored, and coordinated receipt of credits and reimbursements for E-Rate Year 12 application revenues due the District.
- Submitted a total of four E-Rate Year 14 applications for total anticipated District-wide discounts of approximately \$4,597,324 for the 2011/2012 fiscal year.
- Responded to multiple special compliance review and quality assurance requests for information concerning the District's past and present E-Rate applications.
- Provided assistance in terminating underperforming vendor contracts.
- Presented information on contracting, grants, and related processes to the TRUSD Board, Leadership Team, and Secretary groups.
- Finalized multiple lease agreements to assist the District in repurposing empty facilities/sites, while also providing some revenue to offset potential losses.
- Assisted multiple departments and program coordinators in the development of a variety of contractual agreements to document district obligations while guarding the District against risk and ensuring consistent observation of internal procedures.

### **Facilities Planning and Construction**

- Refined departmental operations and streamlined processes to deliver capital improvements totaling over \$300,000 savings to District.
- Completed the 70 day Summer 2010 Program - 18 Sites, 150 Projects, 36 Contracts.
- Administered the re-purposing of school sites and negotiated lease agreements for Rio Linda ES, Aero Haven ES, North Ave ES, Larchmont ES, cell towers and the Murchison Building.
- Managed 15 monetary funds including unrestricted, general obligation bonds, developer fees, deferred maintenance, special reserve, Federal Grant and CA School Facility Program Grants that obtained over \$12 million for capital improvements.
- Processed 780 Facility Use Requests. Implemented event management software. Secured TULIP Insurance for single event users. Collected and distributed nearly \$100,000 of facility use fees to over twenty school sites. Negotiated public/private partnerships to renovate six sports fields. Facilitated the adoption of BP/AR 1330 TRUSD Facilities Use Policy and Fee Structure.



- ☆ *Collected and compiled PG&E gas pipeline data, initiated PG&E discussions, organized findings, prepared alternative solutions, estimated detailed cost study and directed the relocation of Harmon Johnson ES to the Las Palmas campus. Directed 26-day build out and negotiated \$70,000 in construction cost savings. Assembled the Las Palmas Corridor stakeholder group and coordinated a two month effort to develop the three school site Master Plan.*
- Created and launched the Decades Plan. Master planned 26% of all the schools within the district for a cumulative total of 48% over the past three years.
- Campaigned for the funding of Summer 2011 projects using Ed Code Section 35561.
- Awarded and administered camera installation contracts for 7 school sites to deliver nearly 100 cameras. Managed SMART Board installations for 20 school sites providing nearly 90 classroom systems.
- Raised over \$30k for the Grant Sports Health Academy and organized the first phase of work to rebuild the weight room including \$8k donation of temporary sports floor from Lamson Construction.
- Coordinated nearly 800 volunteers for the AmeriCorps and Because We Care beautification projects including hundreds of hand tools financially supported by Home Depot and Meeks Lumber; maintained by the Grant HS Criminal Justice Academy and deployed by ANOVA Architects and Mackay & Soms Engineers.
- Raised nearly \$10K to benefit Project DREAM.

### **Fiscal Services**

- ☆ *Created, applied for and received the Association of School Business Officials International (ASBO) Meritorious Budget Award.*
- Administered, processed and monitored over 50,400 pay warrants to date.
- Administered and monitored a \$235 million General Fund budget along with 13 Other Fund budgets.
- Processed 12,968 vendor warrants to date.
- Completed and submitted 09/10 mandated cost filings. Claims submitted for reimbursement total \$3,544,471.
- Maintained a Payroll error rate of less than 1% for 2010/11.
- Processed Payroll under seven Contractual Bargaining Agreements
- Oversaw the 2009/2010 independent financial audit, which received an unqualified opinion.
- On March 21, 2011, our second (2009/2010) Annual Independent Audit was certified by the State Controller's Office.
- Held two (2) successful health fairs for open enrollment.
- Implemented QCC software for Accounting and Accounts Payable.
- Implemented, developed procedures and internal processes for the Pell Grant program at Adult Education.
- Implemented a Collections process for Accounts Receivable.
- Restructured the Payroll Unit and created five (5) in-house promotional opportunities.
- Completed First and Second Interim reports. Second Interim received a positive certification.
- Reviewed Heritage Peak Charter School and Gateway Community Charter schools independent financial audits, Adopted Budgets, First and Second Interim reports.
- Oversaw and maintained site users of AERIES student information system.
- Compiled and prepared P1 and P2 attendance report to the State.
- Implemented new web-based store capability for all student body sites.
- Managed student body accounts for 51 school sites (including charter locations).
- Coordinated and managed the Medi-Cal Administrative Program (MAA) which generated unrestricted revenues .

### Maintenance & Repair

- Completed 6,499 work orders
- ☆ *Completed the painting, plumbing, glazing and other capital improvement work at Las Palmas over Christmas to accommodate the movement of Harmon Johnson Elementary School*
- Completed Phase 1 of the work to improve the Sports/Health Academy weight room at Grant High School
- Implemented central purchasing and inventory of maintenance parts at Winona Avenue.
- Modernized and improved building F, F-1 and K at Grand Avenue to house multiple Adult Education Classes.
- Built concrete batting cages at Rio Linda and Grant HS.
- Reconditioned soccer field #3 and irrigation system at Foothill HS
- Rebuilt play structure at Castori Elementary after fire damage
- Automated Irrigation systems at Rio Linda Preparatory Academy and CCAA HS.
- Completely painted the CCAA High School and buildings J&K at Grand Avenue.
- Sal Lorta was selected as the Classified Employee of the Year.
- Supported AmeriCorps and Shoulder-to-Shoulder with their annual school beautification projects.

### Nutrition Services

- By the end of the 10/11 school year Nutrition Services will have served 4,465,592 meals and prepared over 250,000 snacks
- As of April 20, 2011, Nutrition Services has processed 13,481 household meal applications. Of those, 1,405 have been online meal applications. 11,241 of our students were directly certified through the State of California and 81% of our students are eligible for meal benefits.
- Last summer Nutrition Services served 4,372 breakfasts and 18,300 lunches to our summer school students and the children in our communities ...all free of charge.
- ☆ *Nutrition Services obtained an additional \$56,147 in Fresh Fruit and Vegetable grants for Northwood, Fairbanks, Woodridge and North Avenue Elementary Schools. Northwood recently underwent a federal evaluation of their program. The evaluator reported that Northwood's program was the best she has seen nationwide.*
- School menus continue to improve through student leadership food shows, student taste tests and extensive research. All menus align with state and federal regulations as they pertain to fat, saturated fat, sodium, trans-fat and sugar.
- Three salad bar programs were created last year thanks to the \$12,000 donation from ProPacific Fresh Produce to purchase 6 salad bars.
- Implemented new web-based lunch menus that also provide nutrition information.

### Operations

- Restructured the cleaning scheduling to accommodate a 54% reduction in staffing
- Setup team cleaning program at the High Schools
- Implemented a safety training program for custodians that include: Blood borne pathogens, IIPP, Hazardous materials and AHERA.

## **Purchasing/Print-Mail Services/Warehouse**

### **Purchasing**

- Purchase Orders – processed from July 1st to date - 4,100
- Service Agreements – processed from July 1st to date - 550
- Tracked savings of District Office Supply purchases – Savings provided by Purchasing due to comparative and contract pricing. October – April – \$33,881.25
- Savings to TRUSD from Nor-Cal JPA Bid – White copy paper alone \$73,000
- Over \$50,000 savings on copiers with consolidation and district copier management.

### **Print/Mail Services**

- Printed over 9,000,000 impressions or 1,100,971 copies per month.
- Saved Library Services over \$38,000 by printing in house rather than purchasing supplemental materials.
- Increased efficiency and reduced labor in the Mail Room.

### **Warehouse**

- Recently brought back all long term stored files for RLUSD to the Warehouse, saving the District approximately \$26,942 (includes contract and box retrieval costs) per year.
- Input 2,939 Assets at a total of \$23,869,278.54 into Fixed Asset system which assisted with passing the Annual District Audit in September 2010.
- Assisted with passing CPM Categorical Audit in February 2011 by providing reports and physical site visits:
  - Hagginwood
  - Grant High
  - Grant West
  - Fairbanks
  - Del Paso
  - Foothill Farms Jr.
- Assisted with passing CPM Categorical Audit in February 2011 by providing reports for:
  - Adult Ed. – Fund 11
  - Child Development - Fund 12
  - Voc. Ed. - Fund 11
- Increased Warehouse Year Start up Stock by \$232,208.00
- Decreased back issues on out of stock items by 44%
- Moved and relocated Furniture and Equipment :
  - Aero Haven to Madison
  - Rio Linda Elem. to Orchard
  - Highlands West
  - Highlands Main for Facilities related A/C and Lighting Project
  - United Cerebral Palsy Program from Las Palmas to Aero Haven
  - Adult Ed/Las Palmas to Grand Ave. and MLK Jr.
  - Teacher Moves: Special Ed. and Human Resources
  - Removed remainder of Surplus Furniture from Johnson Elementary
- To bring the District in compliance with State Audit requirements have conducted physical equipment inventories at:

- Norwood Jr.
- North Ave. Elem.
- Larchmont Elem.
- Foothill Farms Jr.
- Pacific High (tentatively scheduled for week of June 20th)
- Generated \$3,700.00 income providing support to GCC Program
- Generated Approx. \$2,800.00 recycling metal and toner cartridges

### Transportation

- Transported 5,362 (daily average) students utilizing 99 bus routes.
- Processed 1,998 field trip requests as of April 1st
- Logged 748,000 miles transporting students, overflows and field trips.
- Steven Ho, Mechanic, and Long Lo, Bus Driver, selected as Classified Employees of the Year.
- Transportation is scheduled to use the Transportation article designed by the Negotiations subcommittee of which the first Twin Rivers Drivers Bid will be orchestrated and scheduled to take place May 31, 2011.
- Scheduled to replace a route supervisor position with a route scheduler/dispatcher, per FCMAT (one out of four positions recommended).
- ☆ *Revamped the Transportation shop personnel work schedules, by deleting the night shift in efforts to create more opportunity for production, where leadership is more visually present and in alignment with FCMAT recommendations*
- Shop personnel has been scheduled for significant training this summer and in efforts to reduce unnecessary towing cost and route delays in the future
- Fully staffed Instructional department and where all phases and opportunity for training for the 2011-2012 school year has already been secured for Twin Rivers USD bus drivers
- Received a SATISFACTORY and passing grade from the Terminal Inspector and under the school bus umbrella and requirements.
- All Twin Rivers USD school bus drivers are Nextel free: all communicate during route services through the 2 way radio system
- We continue to pursue and remain at the mercy of SAQMD regarding Proposition 1B funding for new school buses; however, if this \$600 million in Bond Money passes, we stand to be awarded approximately 17 new buses.

## **Police Services & Emergency Preparedness**

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### **Police Services**

- Rewrite of Policy Manual to reflect SRO Model and Philosophy.
- Submitted grant application for new, required, communications software.
- Budget in the black.
- North Area Community and Gang Summit.
- Great Program
- Contributed two Officers part-time to Human Traffic/Child Prostitute Task Force
- New Cars
- New Hires
- Expansion of Reserve Officer Program
- Implemented Canine Program
- Renewed contract with Center USD to provide police services, for an additional two years
- Renewed all other contracts
- First Bargaining Unit to ratify MOU and agree to furloughs
- Lexipol Implemented (Policies and Procedures),
- Implemented Kops n Kids
- Expanded Christmas Program
- Received MADD Award
- Awarded SOS Grant for expansion of campus camera system (added seven campuses)
- Attended California School Police Summit
- Received recognition for participation in H1N1 Flu Clinic from County Health Nurse
- Maintain department spending within budget
- Earned "Outstanding" marks from Commission on POST Audit
- On DOJ "CLETS Review," received "exemplary remarks
- Maintained a part time gang unit
- Made several burglary and theft arrests from our school sites (including several for copper theft and computer theft)
- Implementation of Command Vehicles for Emergency Preparedness
- Received returning officer from Kuwait Deployment
- Officer assigned P/T to the Sacramento Valley Hi-Tech Task Force
- Avoided Lay Offs in department

### **Emergency Preparedness**

- Completed and implemented District Standardized Emergency Preparedness Orientation Guidelines for district school sites and departments to use when organizing their emergency management program
- Completed and implemented District Basic Site Safety Plan
- Established ongoing testing of District's Emergency Communications System which provides ongoing evaluation of the ready status of site, police services and district office emergency communication ability
- Developed and implemented district's H1N1 Operation Plan for H1N1 activity which provides guidance for district, sites and department actions during the recent H1N1 incident
- Developed district's Continuity of Operations Plan (COOOP)

- Implemented District Severe Weather Operations Plan which established guidelines for school sites and departments before, during and after area storms
- Emergency Procedures posters which contain emergency procedures, response actions, and resource numbers delivered to all school sites and posted in office and each classroom
- Emergency Safety Folders containing emergency procedures, response action and resource numbers delivered to each school office and all classrooms
- Continued implementation of ICS Command Kits for each school site (kits are used by the emergency management team to assist with establishing their command post during emergency incidents)
- Continued implementation of Classroom Go-Kits for each school classroom (kits contain first aid kit, flashlight and ground cover; basic start kit to be used by teachers during lockdowns, shelter in place and evacuations post during emergency incidents and will be stocked with additional emergency supplies in the future by the site)
- Coordinated monthly meetings of Executive Steering Committee for Readiness and Emergency Preparedness for School Grant
- Completed Interim and Grant Extension reports for the U.S. Department of Education
- Continued monthly meetings with Sacramento County Area Emergency Preparedness Group to discuss emergency preparedness issues
  - North Sacramento Area Collaborative Districts
  - San Juan USD
  - Sacramento City USD
  - Elk Grove USD
  - Folsom Cordova USD
- Conducted Emergency Exercise for all REMS partner districts

## **Del Paso/Grant/North Sacramento Neighborhood Network**

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### ***Babcock Elementary School***

- Used achievement gap and categorical dollars to provide intervention programs in English Language Arts and Math during the school day as well as before and after school
- Created a new and active parent resource room
- Refined and expanded the use of our data wall and provided professional development centered around the data wall.

### ***Castori Elementary School***

- Provided 300+ students with before and after school Tier II intervention from August to June
- Compiled 1000+ parent volunteer hours and established a parent volunteer group
- Fully implemented workshop for Math and English Language Arts – 45 minutes per session in all classes.

### ***Del Paso Elementary School***

- Funded, organized and opened a new science lab in an empty classroom. The lab is designed for all grades from K-6 and for all areas of the science standards.
- Planned for a major reconstruction of the site plant to upgrade facilities and prepare for an influx of 80 students coming from North Avenue.
- Worked collaboratively with after school START program to integrate routines and procedures. START program became a model site that trains other START staff.

### ***Fairbanks Elementary School***

- Instructional Improvements: Professional development around ELD, Reading Intervention blocks with flexible grouping (K-6), Master schedule created, Academic conferences and Lesson Study, RTI-actualized, CPM passed, 6th grade Pre-Algebra, ATI benchmarks (K-6), Imagine Learning English, Math, Science and Engineering Achievement (MESA), Spring Break Interventions, 4 more National Board Certified teachers (currently candidates)
- Climate Improvements: EMHI Program/Grant, Garden Grant, Attendance and Behavior Incentive program, Counseling Interns, Fresh fruits and Vegetable grant, 2nd Computer Lab
- Community/Parent Involvement: Parent room, English classes, Rosetta Stone, PTA formally organized and active, Family Literacy Night, ST Mind Math

### ***Garden Valley Elementary School***

- Respectful Partnerships with Family/Community: Monthly parent/teacher meeting with teachers teaching parents about relevant topics
- Effective, Engaging Data Driven Instruction: Use of SMART Board technology to engage students and data used to drive instruction
- Inspire Each Student to Extraordinary Achievement Every Day: Powerful interventions during and after school to inspire students to higher levels of achievement

### ***Grant High School***

- Greater numbers of students in rigorous courses like AP, Honors, Physics, Pre-Calculus and Language, leading to increased CSU/UC eligibility and acceptance
- Greater numbers of students engaged in extracurricular activities, clubs, athletics, academies and other activities and programs
- Deeper partnerships with UC Davis, Math, Science and Engineering Achievement (MESA) and AVID, leading to student success.

### ***Hagginwood Elementary School***

- Improved parent involvement by 400%
- Implemented ST Math (Jiji) and Imagine Learning and Reading Assistant Program for student interventions and support
- Upgraded computer systems in each classroom and computer labs
- SMART Boards in every classroom.

### ***Harmon Johnson Elementary School 2.0***

- Moved to a new location over winter break.
- Piloted iObservation with SLC and staff.
- Began restructuring the school into grades 3-6.

### ***Martin Luther Jr. Technology Academy***

- Developed and established consistent discipline policy
- Issued six \$2,000 scholarships.

### ***Morey Avenue School***

- Functional Policy Committee and parent groups with involved parents – great attendance at all school events
- Successfully passed federal review for Head Start program
- Maintained 95% and above attendance and great assessment scores

### ***Noralto Elementary School***

- Rating of “9” based on similar schools based on student achievement (793 API)
- School-wide Tier I and Tier II interventions in place to support every student in mastery of ENGLISH LANGUAGE ARTS standards (school day and extended day)
- All teachers have participated in multiple trainings to improve their instruction.

### ***North Avenue Elementary School***

- Arts Integration
- Increase in Academic Achievement and Student Intervention



### ***Northwood Elementary School***

- Focused on 21<sup>st</sup> Century Skills, EL/SDAiE+ Integration of the Arts in Professional Development with staff throughout the year
- Engaged students through Arts Integration , Academic Games and increased opportunities for interaction and collaboration
- Set individual California Standards Test (CST) goals with all 4<sup>th</sup>-6<sup>th</sup> grade students with data analysis, reflection and strength based goal setting in ENGLISH LANGUAGE ARTS and Math through conferences with every student and both the teacher and principal.

### ***NOVA Community Day School***

- Significant improvement in graduation/promotion rates for both sites.
- Forming a partnership with the Jubilare Evangelistic Ministries of North Natomas to provide mentoring for both middle school and high school students for 2011-12 school year.
- Mid-year transfer of students from continuation high school and Community Day school to comprehensive sites.

### ***Rio Tierra Jr. High School (6-8)***

- Implementation of the 6th Grade Academy
- Development of our After School Tutorial Program to reflect the specific needs of our students
- Built a stronger connection between the school and community with improved communication by the use of an Auto-Dialer, a weekly newsletter, school web-site, School Loop, and many “Parent Nights” focused on assisting students with homework and technology.

### ***Smythe Academy of Arts & Design (Pre-K-6)***

- Parents averaged 30 hours of volunteer service (Helping Hands, PTO, SSC, ENGLISH LANGUAGE ARTSC, gardening, parent classes)
- Parent after-school computer class – basic skills and resources to help students at home with homework projects
- Continuous “student engagement” professional development August - April

### ***Smythe Academy of Arts & Design (7/8)***

- Our API has increased the last two years
- All 8th graders participated in a service learning project. Students volunteer 15 hours in the community, creating excellent community partnerships.
- Smythe has created a wealth of opportunities for students that are relevant & responsive. A wide range of electives include drum line, band, art, computer, yearbook, journalism and media. Field trips include Yosemite, New York and Washington, D.C. Sports include soccer, track, cross country, golf, basketball and football.

### ***Strauch Elementary School (K-5)***

- Student Engagement: SMART boards in use in classrooms across campus; staff focus on active student engagement visible in very classroom

- Student Participation/Activities: Band and drum line all year, music for all students, soccer, basketball, track & field, kickball, academic contents, 2 field trips at each grade level
- Parent Participation: Almost all communication in English and Spanish, 76 regular volunteers on campus this year, strong core group of parents are involved in making recommendations for school improvement.

### ***Woodlake Elementary***

- College/Career Readiness: Technology has been a focus at our site. All teachers have a SMART Board. Staff is using technology as a resource to deliver rigorous instruction.
- Effective Instruction: We participated in site level professional training with Nancy Craig on "Differentiated Instruction" and planning for various readiness levels of their students.
- We strengthened parent/community relationships through on-going trust building. Events: Coffee & Conversation, PTA, School Site Council and many evening events.

### ***Vista Nueva High School***

- Significant improvement in graduation/promotion rates for both sites.
- Forming a partnership with the Jubilate Evangelistic Ministries of North Natomas to provide mentoring for both middle school and high school students for 2011-12 school year.
- Mid-year transfer of students from continuation high school and Community Day school to comprehensive sites.

## **Foothill Farms Neighborhood Network**

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### ***Foothill Farms Junior High School***

- Respectful Partnerships: Established and implemented a community-based representative design team for new school
- Effectively create and plan for an innovative, project-based middle school including staffing, facilities design and professional development plans
- Recreate a safe school climate by changing school cultural expectations.

### ***Foothill High School***

- Gold in county-wide Math, Science and Engineering Achievement (MESA) competition in AP Calculus; newly energized Math, Science and Engineering Achievement (MESA) program with competitive students
- AP enrollment is up by over 100 students; expanded offerings; expanded AVID; informed parents and community; establishment of FISA Academy.
- A-G requirements: higher than they have ever been; more than the district has ever produced; informed students, parents and community.

### ***Foothill Oaks Elementary School***

- First full year of 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade students participated and earned awards in Math, Science and Engineering Achievement (MESA). Three 6<sup>th</sup> grade classes also involved in UC Davis Science/Math partnership (one of only two schools in area)
- Finished first year of professional development in active engagement strategies and trends in observation patterns demonstrate an increase in use of strategies and increase in student engagement
- Second highest percentage on state math program.

### ***Frontier Elementary School***

- Staff development and implementation of student engagement strategies, self-directed learning, collaboration
- Using data to guide curriculum decisions
- Maintain focus on student achievement, attendance and making learning meaningful by using 21<sup>st</sup> Century Learning.

### ***Keema High School***

- Implemented an ELL program for grades 7th thru 12th.
- 80% of students who attended CAHSEE Lab regularly (5 times or more) passed one or both of CAHSEE exams.
- Pre-registered approximately 110 students for ARC for the Fall 2011 (all time high)

### ***Madison Elementary School***

- Implemented school-wide RTI program for intensive differentiated instruction
- Blended staff worked collaboratively for student achievement

- Began the process of building a new school culture which values previous school communities and focuses on respect.

### ***Oakdale Elementary School (K-7)***

- Building/Rebuilding relationships with Families: Implement parent connection meetings, monthly family nights, parent volunteers on campus, SSC, ELAC, Family Involvement Retreat
- Implementation of 7<sup>th</sup> grade: Collaborative team approach; high assessment scores produced
- BEST Team Implementation and Training
- Achievement Gap Interventions: “Oakdale University” after school tutoring, GATE, intervention Teacher, Tutor off-site at Sienna Vista Apartment Complex
- Arts Experiences: Kennedy Center/Mayor’s Arts Initiative Partner; Arts Integration Specialist; Artist in Residence Program; Crocker Art Museum – Art Ark; Assembly – Ballet Folklorico

### ***Pioneer Elementary School (K-7)***

- Moved up 13 points on API – surpassed 800. Teachers are collaborating weekly on student data to keep the student proficiency level moving up.
- All staff is committed to doing student engagement professional development – will continue next year.
- Successfully implemented 7<sup>th</sup> grade this year.

### ***Woodridge Elementary School***

- Established our “Wildcat Den” – EHMI (Early Mental Health Initiative) Program for primary students. Just finished our 1<sup>st</sup> session.
- Fresh Fruit and Vegetable Grant was implemented this year with parent volunteers working 3 days a week; all our students are being introduced to new fruits and veggies and they love it!
- Working with staff and district to successfully work through next year’s kindergarten -4<sup>th</sup> grade reconfiguration (design team, student surveys, family meetings)

## **North Highlands Neighborhood Network**

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### ***Allison Elementary School***

- Whole implementation of Reading intervention
- Improved student attendance
- P.T.A. held successful Winter party and Parent Homework Workshop

### ***Creative Connections Arts Academy (K-10)***

- Implementations of 10<sup>th</sup>/11<sup>th</sup> grade expansion at Walerga site
- Implement the integration of art through the SNAP Arts Integration program through UC Davis
- Expand the K-5 program allowing more families access to the CCAA program

### ***FC Joyce Elementary School (K-7)***

- Full implementation of BEST Practices school-wide.
- Through the use of SSFR, we were able to focus professional development on Active Participation and Student Engagement in order to increase student achievement.
- As a team, we have built in school-wide academic and attendance incentives so ALL students and staff are constantly celebrated based on data.

### ***Highlands High School***

- CAHSEE scores: Growth in passing rate and proficiency/advanced
- BEST program implementation: Student incentives/ rewards, teacher rewards, designing new referral system, reduction of number of suspensions/referrals, changing school culture
- Parent Center: Hiring coordinator, establishing proactive outreach to parents/families, parent meetings (four throughout school year)
- Athletics: Football (Championship game), Basketball (Boys 2<sup>nd</sup> consecutive league championship, Girls playoffs), Soccer (Boys playoffs 1<sup>st</sup> time ever); Cross country (5<sup>th</sup> consecutive league championship)
- Staff Retreat: Focus on Marzano and AVID instructional strategies (classroom implementation); establishing protocols for classroom walk-throughs.

### ***Hillsdale Elementary School***

- Provided differentiated and ongoing instruction
- Celebrated increased academic achievement Honor Roll with special pizza luncheon in cafeteria
- Increased technology skills with clickers, SchoolLoop

### ***Kohler Elementary School (K-7)***

- Expanding community Eskaton Partnership
- Continue in-depth work with all components of 21<sup>st</sup> Century Learning
- Transition to a Pre-K 7 site

***Larchmont Elementary School***

- Continued to provide “Great First Teaching”
- Gain of 36 points API – rank of 8 similar schools

***Ridgepoint Elementary School (K-7)***

- Achieved an API of over 800 for two years in a row; a first for Ridgepoint
- Successfully implemented 7<sup>th</sup> grade program, which will grow to 8<sup>th</sup>
- Teaching staff participated in a; 10-week course on BEST practices of reading instruction.

***Sierra View Elementary School***

- Full implementation of Imagine Learning to support EL during and after school
- Increased 21<sup>st</sup> Century teaching practices in conjunction with the formation of a site tech/data team
- Increased parent/family involvement at evening functions and volunteering.

***Pacific High School***

- JROTC cadets received a gold star with distinction from the US Army. This is the highest award given to any JROTC program.
- 12% increase in Graduation rate for 2011.
- The school received a “Green Light” indicating satisfactory achievement in meeting AYP for 2010.

***Village Elementary School (K-7)***

- API gain of 75 points.
- Met goals for all AYP sub groups.
- Doubled the number of parent volunteers/involvement this school year.

***WPCS-Eastside (7-8)***

- Integrated new schedule – focused on effective instruction
- Implemented AVID by promoting college readiness skills
- Weekly meetings to promote collaboration and promote respectful communication.

## **Rio Linda/Natomas Neighborhood Network**

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### ***Dry Creek Elementary School (K-4)***

- A variety of extended learning opportunities for our students which include visual/performing arts and athletics for all students
- A successful implementation of 21<sup>st</sup> Century Learning skills at Grades 1-4
- A re-emphasis of the CORE program in conjunction with SCOE to ensure all elements are delivered to our students and 100% attendance by all staff members at Dry Creek.

### ***Norwood Junior High School (6-8)***

- Strong focus on our AVID program and professional development with the goal of becoming AVID certified. We continued our 8<sup>th</sup> grade AVID elective and added a new 7<sup>th</sup> grade AVID section. Twelve staff attending the AVID summer institute.
- Added more opportunities for student enrichment and electives. We added a new art elective, AVID class, drama class, Math, Science and Engineering Achievement (MESA) club, violin classes after school and a video production club.
- Successful addition of our new 6-8 grade middle school programs. Increased family and community involvement through our ELAC and also 3 evening Family Forum workshops helping families better understand and support teenagers.

### ***Orchard Elementary School (K-7)***

- Successfully added 7<sup>th</sup> grade to campus: High achieving - 24 of 56 students on Honor Roll each trimester
- New construction: Created beautiful new look to campus that inspires students to learn and be a member of our community
- API: 801 for 2010-11

### ***Regency Park Elementary School (K-5)***

- Provided nearly 550 extended-day intervention/enrichment hours for grades K-5 students
- All teachers participated in 30 hours of 21<sup>st</sup> Century Learning professional development
- Teachers met with support staff on numerous occasions to discuss and build plans to improve student data as reflected in subgroup reports/class level reports/grade level reports.

### ***Rio Linda High School***

- Staff wide professional development on AVID strategies (18 going to AVID Summer Conference)
- AP course enrollment increased and AP testing increase
- Student Career/Academic Activities: SAFE Credit Union, Academic Decathlon, Science Bowl, Skills USA, FBLA, Math, Science and Engineering Achievement (MESA), Knights Armor

### ***Rio Linda Preparatory Academy (5-8)***

- The Math, Science and Engineering Achievement (MESA) program in its second year of existence at this site has increased the number of students who have been eligible to attend the National Competition by seven students. This year fourteen students attended Sonoma state. Our Math, Science and

Engineering Achievement (MESA) program has also been certified as an Academy with CSUS and UC Davis MESA program. Because of this, the CSUS and UC Davis MESA program has benefited our program with video conference screen ability.

- We have completely updated one of our computer labs which enabled our students to participate in the 21st Century Learning Project video. Have vastly updated technology with refurbished computer labs, additional laptop computers, two mobile computer carts and a SMART Board for staff development training.
- After reviewing our students' data we have recognized a need to provide additional intervention programs that support student English Language Arts growth towards an increase in California Standards Test (CST) scores. The two English Language Arts we have purchased are the Reading Assistance and Fast Forward Programs that brain and research based.

### ***Vineland/Pathways***

- Every placement of a student new to Vineland and Pathways began with a successful parent/staff meeting
- Each program grew significantly throughout the school year and each transition led to success in the student and their family
- Technology use grew in both programs thanks in large part to Special Education and Student Services

### ***Westside Elementary School***

- Westside ASES afterschool program provides academics, recreation and enrichment in a fun and safe environment for 100 students!
- Opened a 21<sup>st</sup> Century Classroom "Tech Center" with 36 work stations for students, two work stations for teachers and collaboration areas
- Provided technology and science-based GATE classes for 75 students and Tier II interventions for 145 students.

### ***WPCS-Westside (7-8)***

- Title I Achieving Schools Award with API scores of 896
- Sent over 40 students to Washington, D.C.
- Parent-Community-School partnership





# State of Our Schools

## Twin Rivers Community Update

### Increasing

- Graduation rates
- Overall test scores
- Schools above State goal
- Student enrollment
- Preschool access
- Afterschool programs
- Access to advanced classes
- Variety of school options
- Budget stability
- Library access
- Career technical academies
- Arts programs
- AVID classes
- Attendance rates
- Fruit and vegetable access
- School gardens
- Honors and awards
- Parent involvement
- Student leadership
- Volunteers and partners
- Communication
- Customer service

### Twin Rivers Gains

- More students are graduating (Up 10%)
- 38% increase in students taking Advanced Placement (AP) courses
- 10% increase in the students passing AP classes to receive early college credit
- 20 point gain in district-wide Academic Performance Index (API)
- More than doubled number of schools above 800 on API
- Decreased transfers out of district by more than 40%

### Honors and Awards

- California State Teacher of the Year
- California State Classified Employee of the Year
- Regional elementary principal of the year
- Regional secondary principal of the year
- National Advanced Placement Achievement List
- Meritorious Budget Award
- First place in regional calculus competition (FHS)
- WASC certified adult education program
- Nationally recognized visual and performing arts program
- Nationally recognized communications program

**TwinRivers**  
UNIFIED SCHOOL DISTRICT

### Decreasing

- Transfers to other districts
- Administrative costs
- Student suspensions
- Student expulsions
- Truancy
- Achievement gap
- State funding

### Improvements

- All employees are now on unified contracts
- Cut central office positions by more than half for a savings of \$10 million annually
- Expanded the variety of grade-level options available to families
- Opened three new libraries at school sites
- Added new career technical academies at each high school
- Expanded preschool access for families
- After school programs at every elementary and some middle schools

# State of Our Budget Fall 2011

## *Twin Rivers Community Update*

### **Budget Reductions**

- Closed 4 schools
- Reductions in all staff over 3 years
- Students are receiving 5 fewer days of instruction
- 5 staff furlough days
- Class sizes have grown by an average of 5 students per class
- Central office administrators cut by half
- Increased walking distances
- Drastically reduced supply budget
- Asked all vendors to take 5% cut
- Maintenance projects are waiting longer due to staffing cuts
- Reduced some counseling, outreach, and administrative services
- Fewer student field trips

### **Facilities Improvements**

- Nearly every school has received some improvement over the last three years
- Highlands and Grant Union High School HVAC system improvements
- Del Paso Elementary and Castori Elementary transformations
- Former Rio Linda Elementary site to become community hub for library, arts, recreation
- Former Larchmont site to house alternative education program
- Former Aero Haven site is new home for United Cerebral Palsy
- Grant Union High Sports Health Academy and new gym facility underway
- Refurbished district office saved \$9 million instead of building new facility

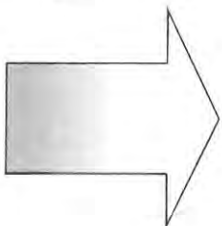
### **Services Protected to Date**

Twin Rivers is one of the few area districts to continue to offer the following services:

- Secondary school counseling
- Free transportation to school
- Library staffing
- Summer school program
- Safety services
- Secondary and some elementary athletics
- Arts and music classes and programs
- Adult education classes

### **Funding Challenges**

- Twin Rivers schools have been cut more than \$100 million since 2008
- Possible mid-year cuts this winter/spring
- preK-12 education has taken a large share of state budget cuts over the past 4 years
- K-12 education has been cut 14.5% since 2007-2008
- California spends nearly \$2,600 less per child than the national average
- California is 48th in the country in per student spending
- Cuts to other services for families (health care, child care, etc) create more challenges for students



**Twin Rivers is the only large Sacramento district with a balanced three-year budget**





## Association of School Business Officials International

**APPENDIX F**

11401 North Shore Drive  
Reston, VA 20190-4200

P 866/682-2729  
F 703/708-7060  
[www.asbointl.org](http://www.asbointl.org)

February 02, 2011

Kate Ingersoll  
Executive Director, Fiscal Services  
3222 Winona Way  
North Highlands, CA 95660

Dear Ms. Ingersoll:

The Association of School Business Officials (ASBO) International is pleased to announce that Twin Rivers Unified School District has received the Meritorious Budget Award for its 2010-2011 annual budget.

The award represents a significant achievement by the jurisdiction. It reflects the commitment of the governing body and staff to meeting the highest standards of school budgeting. In order to receive the award, the jurisdiction had to satisfy specific guidelines for effective budget presentation recognized by school business officials throughout North America.

ASBO International spent more than two years in the development and establishment of rigorous award criteria in an effort to improve the quality of budgeting throughout the United States and Canada. Your school district merits special recognition for receiving this prestigious award.

ASBO is a nonprofit professional association serving more than 6,000 business officials. The Meritorious Budget Awards Program is the only award program specifically designed for school budgeting.

Sincerely,

A handwritten signature in blue ink that reads "John D. Musso".

John D. Musso  
Executive Director

Enclosure



## Association of School Business Officials International

11401 North Shore Drive  
Reston, VA 20190-4200

P 866/682-2729  
F 703/708-7060  
[www.asbointl.org](http://www.asbointl.org)

### FOR IMMEDIATE RELEASE

For additional information contact  
Michelle Perkins, ASBO International  
866/682-2729 x7067

February 02, 2011

### Twin Rivers Unified School District Wins International Award for Budget Excellence

The Association of School Business Officials International (ASBO) has awarded the Meritorious Budget Award for excellence in the preparation and issuance of a 2010-2011 school system annual budget to:

Twin Rivers Unified School District  
3222 Winona Way  
North Highlands, CA 95660

The Meritorious Budget Awards Program was designed by ASBO International and school business management professionals to enable school business administration to achieve excellence in budget presentation. The program helps school systems build a solid foundation in the skills of developing, analyzing, and presenting a budget. The program is sponsored by ING.

The Meritorious Budget Award is only conferred to school systems that have met or exceeded the Meritorious Budget Award Program Criteria. No other organization or award program is specifically designed to enhance school budgeting and honor a school system for a job well done.

**The Association of School Business Officials International**, founded in 1910, is a professional association of around 5,500 members that provides programs and services to promote the highest standards of school business management practices, professional growth, and the effective use of educational resources.

**The ING family of companies** offers a comprehensive array of financial services to retail and institutional clients, which include life insurance, retirement plans, mutual funds, managed accounts, alternative investments, direct banking, institutional investment management, annuities, employee benefits, financial planning and reinsurance. ING holds top-tier rankings in key U.S. markets and serves more than 15 million customers across the nation and more than 60 million private, corporate and institutional clients in more than 50 countries.

Association of School Business Officials International®



This Meritorious Budget Award is presented to

**Twin Rivers Unified School District**

For excellence in the preparation and issuance  
of its school system budget  
for the Fiscal Year 2010-2011.

The budget is judged to conform  
to the principles and standards of the  
ASBO International® Meritorious Budget Awards  
Program.

A handwritten signature in blue ink, appearing to read "Chuck Linderman".

President

A handwritten signature in blue ink, appearing to read "John D. Russo".

Executive Director





Appendix G

Statement Read at the May 24, 2011 Twin Rivers USD Board Meeting  
McCarthy and Twin Rivers Joint Settlement Agreement

President Rivas read the following statement: *"In Closed Session, the Board considered potential litigation against the District by McCarthy Building Companies regarding a claim by McCarthy in the amount of \$34 million, arising from McCarthy's work on the ENEC project that was initiated by the Grant Joint Union High School District. By a vote of seven to zero, the Board voted to approve a settlement with McCarthy Building companies under which the District will release existing retention funds, and will also make a payment to McCarthy of \$8,675,000 to cover McCarthy's construction costs for the ENEC project, minus a hold back account of \$2,393,290 to cover unpaid subcontractor claims, pending resolution of those claims by McCarthy. The District and McCarthy also agreed to issue a joint statement as follows:"*

Trustee Westrup read the following joint statement: *"Twin Rivers Unified School District ("Twin Rivers") and McCarthy Building Companies, Inc. ("McCarthy") are pleased to announce that the outstanding issues between them concerning the construction of the East Natomas Education Complex ("ENEC") undertaken by the now-defunct Grant Joint Union High School District ("Grant") have been mutually and amicably resolved without litigation. Twin Rivers and McCarthy were able to reduce the cost of the ENEC project by nearly \$100 million by mutually agreeing to de-scope large portions of the project while at the same time protecting the buildings already constructed to allow for their future use.:"*

*"Despite the repeated requests of Twin Rivers to Grant, after voter approval of unification, that construction of ENEC should be suspended or at least the pace of construction greatly reduced until the project was actually needed to house students, Grant directed McCarthy to continue working on the ENEC project without delay, until Twin Rivers took control on July 1, 2008. Twin Rivers acted immediately and decisively to restructure and reduce the construction of the ENEC project; bearing the full cost of ENEC could have been financially devastating to the new unified District, resulting in substantial reductions in teaching positions and all forms of student services."*

*"Twin Rivers appreciates the efforts of McCarthy and its subcontractors and suppliers, most of which are based locally, in reducing the scope of ENEC while not jeopardizing the structures already in place. Through these cooperative efforts Twin Rivers has been able to salvage the potential value of a smaller scale ENEC for use at some future date while at the same time protecting the financial viability of the District."*

## School, Community, and Employee Relations

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### Administration

- Coordination of District Advisory Committee meetings
- Management of District Office reception area
- Processing and tracking of volunteer applications
- Facilitated communication at regular meetings with school secretary work group, school support assistant work group and public safety officer work group
- Management of the daily student overflow process
- Conduct ongoing investigations of uniform complaints filed
- Implemented, in coordination with Early Childhood Education, the Kinder-Prep Program.
- Develop and update the School and District Telephone Directories.
- Formulation of administrative policies and development of board policies
- Assist with planning current/future pupil housing, attendance areas and school time schedules.
- Assist with coordination of board agendas and leadership team meetings
- Manage legal correspondence and case management
- Reservation of district office conference rooms (Bay A)
- Maintain the district event calendar
- Presentation to CSBA on School Reorganization
- ★ *Two-year Student Calendar*
  - Developed by Calendar Committee and adopted by School Board March 26, 2011
- Customer Service Training
  - Developed Customer Service curriculum
  - Conducted Training for Trainers to implement Customer Service training district wide

### Charter Schools

- Unified and coordinated the administration of charter schools
- Established communications with charter school administrations
- Reviewed charter school petitions and Memorandums of Understanding (MOUs)
- Comprehensive analysis of charter school programs
- Reviewed charter school budgets
- Visited charter school facilities and programs
- TRUSD representative attends Gateway Community Charters (GCC) Board Meetings
- Continue to refine dependent charter school petitions
- Update, post and publicize charter school applications
- Assist with marketing materials and strategies for charter schools
- Hold lottery drawing as needed for Westside Preparatory and Creative Connections Arts Academy (CCAA)
- Work corroboratively with Facilities to address Proposition 39 Facilities Requests
- Reviewed charter school enrollment
- Submit charter school student yearly calendars
- Received \$18,000 grant award from Intel
- Develop curriculum for expansion of CCAA
- Work collaboratively with principals at CCAA principal and Highlands High School principal, staff and families to create vision for the expansion of CCAA



# Moving forward *together*

APPENDIX H



2010 Report  
to our community

*Inspiring each student to extraordinary achievement every day*





# Moving forward *together*

We are proud and eager to report to our community about the amazing students, staff, and partnerships that have come together in your Twin Rivers Unified School District. The first two years of our journey as a new district have been incredibly challenging, sometimes overwhelming, and also extremely rewarding. We started by building a foundation of understanding of the needs, resources, and dreams of north area families and together we developed a plan to get there. Over a series of neighborhood, staff, and student forums, our Twin Rivers community affirmed a mission, vision, and the efforts needed to support them.

Our mission is to *inspire each student to extraordinary achievement every day*. It is at the heart of our work and embraces what our community requested of our new district, including raising expectations, determination to succeed, engaging classrooms, and valuing diversity.

Our vision is *an unwavering focus on powerful and engaging learning experiences that prepare students for college, career, and life success*. It applies to all of us, as leaders, teachers, staff, community, families, and students. Our vision provides the motivation and the challenge to ask more of ourselves.

In support of our vision and mission, we have committed to:

- Offering a broad spectrum of programs with high expectations that support a wide variety of career paths like the ones described in *Inspiring Opportunities*.
- Valuing, respecting, and engaging with diverse cultures as illustrated in *Our Students Shine* and *Competing Globally*.
- Creating family-friendly environments that foster mutual respect, trust, caring, and love, through the creation of neighborhood networks of schools, professional development, and advisory groups discussed in *Developing Leaders at all Levels*.
- Engaging students, staff, families, and community with meaningful involvement in our schools and programs, showcased in *We're Better Together*.

We invite you to read about our efforts, our challenges, and our accomplishments as a new district. More importantly, we invite you to join us in this journey.

*Your Twin Rivers Board of Trustees  
and Superintendent of Schools*

# By the numbers



## Our Staff



**2,952** Total Staff

**1,525** Teachers

**32%** of our teachers have advanced degrees

**349** Paraprofessionals

**74** Principals and Assistant Principals

**1,000+** Volunteers



## Our Students

**27,000** Preschool through Adult Students

**46** Languages are spoken by our students

**79%** of students eligible for free or reduced lunch

**30%** of students have a non-English speaking background

**12%** of students receive Special Education services

**1** State Football Championship Team

**\$96,000** in enrichment projects funded through Project DREAM

**7,000** students ride a bus daily



## Our Schools

**54** Total Schools

**2** Blue Ribbon Schools

**9** California Distinguished Schools

**10** Title I Achieving Schools

**34** Elementary Schools

**5** Junior High Schools

**4** High Schools

**6** Alternative Schools

**3** Charter Schools

**2** Adult Education Centers

**54** Schools offer English Language Learners Services

**20** Schools offer preschool

**54** Schools offer advanced learning

## Our District

**500** name submissions for our new district

**130+** number of logo designs submitted for Twin Rivers

**6,000** electronic newsletter subscribers

**2** years since the vote to create a new, unified school district

**139** buses

**5 Million** School Loop internet hits in first ten weeks of use



### Graphic Arts Academy (New)

Students use the latest software and industry-based equipment to create promotional materials that are print ready and available to the school, district and community. Customer service skills are integral to the coursework. Student services include posters, business cards, brochures, logos, and web pages. (RLHS)

### Green Energy Academy (Coming Soon)

In partnership with PG&E, this is a new training opportunity in green technology. Foothill is one of five schools to collaboratively develop a program addressing employment needs and defines the training requirements to equip students to become participants in the new "green" revolution. (FHS)

### Nursery/Agricultural Program (Coming Soon)

In partnership with the Rio Linda Historical Society, this program will involve developing the capacity to participate in a seasonal farmers market. (RLHS)

### Sports Health Academy (New)

The career focus is threefold: sports medicine, media productions, and business entrepreneurship. In addition to academic courses, students work directly with the athletic department. Students assist with the training of athletes and tending to sports injuries.

They promote and manage athletic events, and produce print and digital media in support of the athletic programs. (GUHS)

### Student-Run SAFE Credit Union

This program continues a long partnership with SAFE through the operation of a student-run campus branch including an on-site ATM, training in banking processes, summer internships for students, and banking positions for graduates. (RLHS)

### Visual, Digital, and Performing Arts Academy (New)

A variety of art media, web page design, digital photography, video production, flash animation, drama and choir opportunities provide students with a diversity of artistic experiences. The goal is a well-rounded academic and exploratory approach that prepares students for college or an applied arts career. (HAAD)

### Woodshop Rocks Guitar Building (New)

This innovative program integrates art with woodworking to incorporate real-world skills. Students learn to sketch and measure, use a combination of hand and power tools, and apply finishing lacquers and paint. Students complete the program with a professional grade electric guitar valued at up to \$2,000. (HAAD)

RIO LINDA HIGH students Natasha Thompson, Christina Donkor, Juyla Tunstall, Kimberly DeWitt and Shalay Thomas attended the inauguration of President Obama and wrote about the experience for the school web site.

US NEWS and WORLD REPORT awarded bronze medals to Foothill, Highlands, and Rio Linda, as ranking among America's best high schools.

FACT - Students who participate in Twin Rivers academies have higher attendance rates, higher English and Math scores, higher California Exit Exam passage rates, and are more likely to graduate than their peers.



# We're better together

Our amazing teachers, classified staff, students, and leaders provide the foundation for an engaging learning environment. Add to that foundation the effort and enthusiasm of caring volunteers, community organizations, and responsible businesses, and our campuses shine. Our students benefit enormously when our families and community are involved in our schools. Whether you have a child in one of our schools, live in the neighborhood, or just want to help, you are welcome at Twin Rivers.

**Alumni Organizations** – the alumni from our high schools get involved with today's students through volunteering, scholarship programs, fund-raising events, milestone celebrations and even a museum dedicated to school history.

**AmeriCorps** – our schools have been fortunate to receive the support of hundreds of AmeriCorps members over the past couple of years. From cleaning and maintenance projects, to after school programs and mentoring, our AmeriCorps friends have become valuable campus partners.

**Boosters** – our high school boosters coordinate a variety of support activities for our athletic teams and clubs.

**Cal SAFE (School Age Families Education)** – volunteers provide support to our teen parenthood program by rocking the babies in the on-site childcare located at Vista Nueva or providing support to a pregnant or teen parent.

**Career Technical Academy Partnerships** – a variety of local businesses and organizations are investing in our students through our Career Technical Academies and Special Programs.

**Classroom Volunteer** – work with small group of students or help a teacher in a preschool through 6th grade classroom.

**Coaching Boys into Men** – in partnership with U.C. Davis, young men and women in our athletic programs learn about violence prevention and how to build healthy relationships.

**Community Resource Fair** – we bring local organizations and groups to our central office one day a year to introduce them to staff and ensure we know what's available for our families.

**DAC** – our District Advisory Council invites a community representative from each school site to meet with district leadership, provide feedback on district initiatives, and make suggestions for improvement.

**ELAC** – our English Learners Advisory Council is an additional advisory body serving a role similar to DAC for our English learner families.

**Elementary School Athletic Coach** – volunteer up to two hours per week at an elementary school in an after school athletic program.

**Holiday Backpack Drive** – Project DREAM collects backpacks full of school supplies, warm clothes, and other basics to be distributed to needy students each winter.

**Neighborhood Celebrations** – every spring, each of our four neighborhoods invite everyone to the local high school campus to celebrate outstanding employees, students, retirees, business partners, and volunteers.

## MENTORING OPPORTUNITIES

- 2nd-8th grade students during lunch for one hour per week
- 9th-12th grade students in our Building Dreams program through our High School Career Academies
- Mentor a young person from one of our alternative education high schools for one hour per week

A NATIONAL ASSESSMENT of EDUCATIONAL PROGRESS (NAEP) reading assessment of fourth-grade students found higher scores among students who reported more types of reading material at home. In addition, students who discuss their studies at home have higher reading scores.

Students who talk about reading with friends or family have higher than average scores than students who hardly ever talked about reading.

**BENEFITS OF BEING INVOLVED** - The effects of family and parent involvement don't end in elementary school. Studies indicate that parent involvement has a lasting effect throughout the educational careers of students. Researchers have found that study habits, attitudes, and behavior patterns are influenced by his or her family even through the last year of high school.



**Operation Christmas** – each year, our Twin Rivers Police Department engages our employees and community leaders in a toy and food drive to benefit a family from each school.

**Parent Project Classes** – many of our staff are certified to provide trainings that offer family members positive approaches to parenting.

**PIRCs** – we are proud to offer a Parent Information Resource Center, located on the campus of Oakdale Elementary. The PIRC provides a free space for family and community involvement activities, as well as resources and information.

**Project DREAM** – our educational foundation is run by employee and community volunteers and 95% of funds go directly to classroom enrichment programs.

**Project Inspire** – our staff works with local advocates to provide valuable parenting information and training in multiple languages, including the setting of personal and academic goals.

**PTA/PTO** – many of our schools have strong Parent Teacher Associations/Organizations that provide valuable support and resources at our campuses.

**Red Ribbon Week** – most of our campuses participate in a number of activities during this week to encourage drug-free lifestyles and environments.

**Second Saturday** – several months out of the year, our students from a variety of neighborhoods share artwork in a Del Paso Blvd. gallery to highlight our local young talent.

**School Site Council** – each school incorporates a site council made up of families and staff to assist the principal with important campus decision-making.

**Shoulder-to-Shoulder** – in addition to ongoing mentoring of fatherless youth, our friends at Shoulder-to-Shoulder and hundreds of volunteers converge on several of our schools each year for a clean-up day.

**Trick or Treat for Hunger** – our students collected more than 20,000 cans that were distributed to local food banks this past year.

**Tutoring** – spend a few hours per week at any of our campuses providing homework support or academic tutoring to an elementary through high school aged student.

**Web Sections for Family and Community** – online resources, services, and information are available on our website.

**Welcome and Wellness Fair** – our employees are welcomed back to school with a fair, showcasing local organizations and businesses that promote a healthy lifestyle.

**WatchDOGS** – a pilot project that invites *Dads of Great Students* (DOGS) to come to campus at least one day in the year to volunteer and provide positive mentoring experiences.



Twin Rivers is creating a world class PreK-Adult Visual and Performing Arts Education Program that meets the needs of the changing climate of the arts and entertainment arena while expanding the possibilities of an imaginative and creative graduate for tomorrow's workplace. There is much work to do, but we're off to a great start:

- Visual and performing arts coursework at every high school
- Central office gallery of student artwork
- Student artwork highlighted in Sacramento Second Saturday Art Walks
- Integrated Arts Specialists provide coaching and assistance to classroom teachers
- Youth Speaks program encouraging youth voice and poetry
- Student performances at community events and venues
- Schools dedicated to the arts
- Districtwide poetry and essay writing contests
- Arts enrichment programs and field trips sponsored by Project DREAM, our educational foundation
- Professional Learning Community Group focused on arts integration
- Arts Integration at ten elementary and four secondary sites

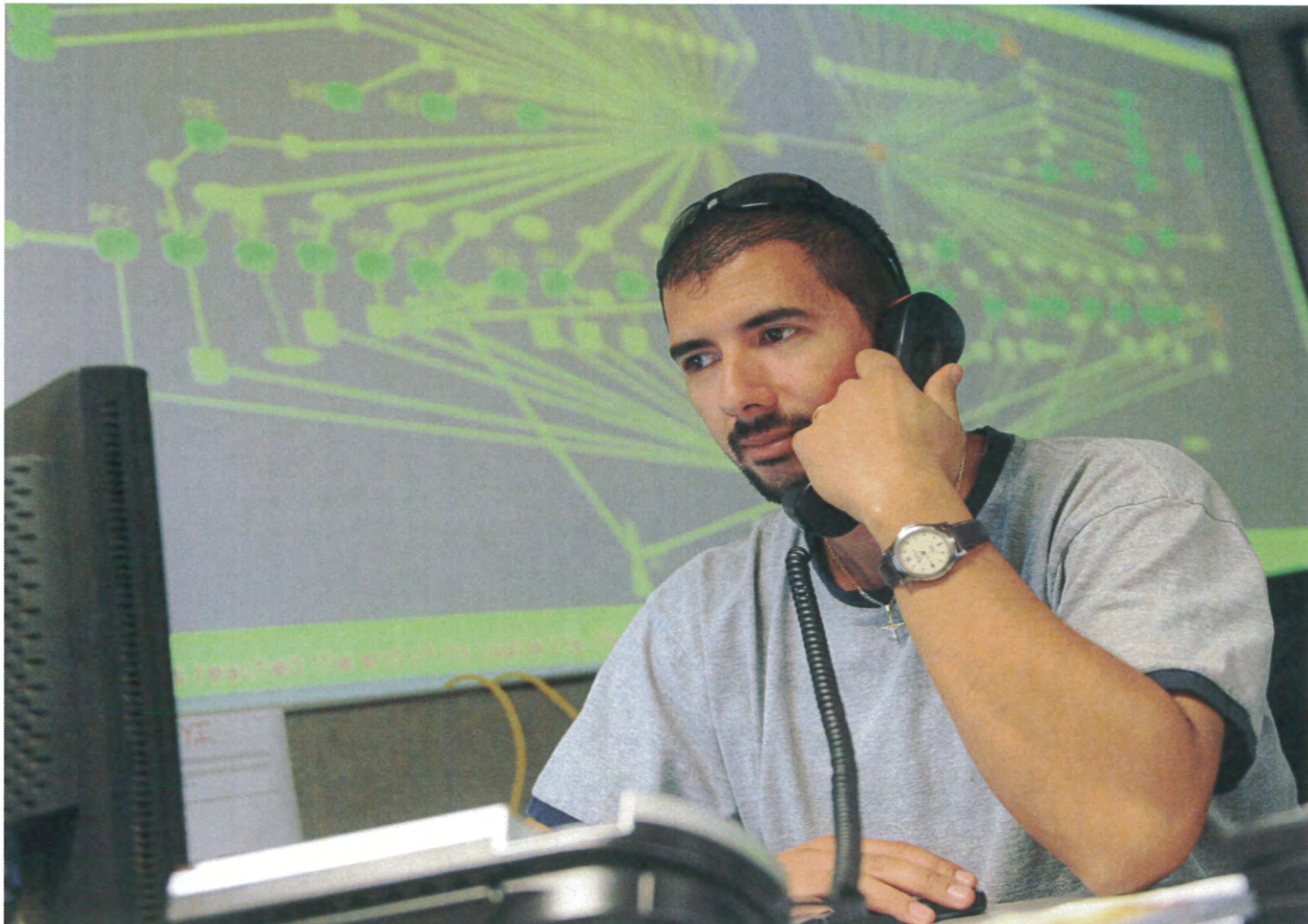
MYRTLE GRIFFIN-ANDERSON received the county's Dedication to Youth Award for her service as Friday Night Live advisor at Highlands Academy of Arts & Design.

FILICITY WHITE, Vista Nueva student, had her art work displayed in the Doris Matsui Congressional Art Exhibition.

SACRAMENTO TREE FOUNDATION, Americorps, and countless staff and volunteers planted 1,000 trees in our district.

THANKS to talented art teacher Peter V. Tkacheff of Highlands Academy of Arts & Design for his generous loan of two large paintings for our central office. The paintings represent the undersea world and demonstrate an intuitive color energy approach to painting based on Tkacheff's training as an artist.

JOHN F. KENNEDY PERFORMING ARTS CENTER recently selected Twin Rivers to receive *Any Given Child*, a program that will create a long-range arts education plan for students. The program will use our existing arts resources, along with those of local arts organizations and the Kennedy Center to create a plan for arts education specific to Twin Rivers schools, weaving together existing arts classes with available outside resources.



## Maximizing Resources

Cost saving measures related to unification were achieved in our first year together, including consolidating insurance, software integration, alarm monitoring, combined leadership and a variety of other areas. In addition, the following steps were taken to balance our budget:

- We have received more than 100 federal, state, and nonprofit grants in funding to support student safety, community service learning, governance, career technical education, and arts.
- Cabinet members volunteered to take 4 furlough days, and our leadership team and certificated staff agreed to 3.5 furlough days for three years.
- Restructuring central office leadership from a pre-unification 130 positions toward a total of 80 leadership positions.
- Thanks to the generosity of employee and community donations, Project DREAM, our educational foundation, has provided \$96,000 in enrichment grants to teachers and schools.
- Decreasing our use of paper through the implementation of efficient online purchase requisitions and communications including school and teacher web pages and our electronic newsletter.
- Conducted an extensive Free and Reduced Meal application campaign to increase our district return rate and bring additional resources to schools.
- Implementing districtwide energy efficiency technologies including automatic lighting and computer powering down.
- Raised daily attendance rates districtwide to increase State attendance reimbursements, the largest part of our general fund revenue.
- We asked each of our district business vendors to volunteer to take a five percent reduction.
- Cutting all but the most critical expenditures.
- Conducted an extensive budget survey that yielded more than 200 cost-saving suggestions.

TWIN RIVERS is one of three California school districts to win a \$900,000 grant from the William and Flora Hewlett Foundation to review the best ways to structure school funding to improve student achievement. Researchers from American Institutes for Research and Pivot Learning Partners will look at data and outcomes throughout our district as well as individual schools.

NUTRITION SERVICES staff secured a \$70,000 California Department of Education Equipment Assistance grant to modernize cafeteria serving lines. (GUHS)

AEROHAVEN STUDENTS have tried broccoflower, asparagus, figs, fennel, and eggplant in their classrooms as part of a grant-funded nutrition program that integrates trying new fruits and vegetables into healthy curriculum.

### HOW ARE SCHOOLS FUNDED?

- State Revenue Limit 61%
- State Categorical 19%
- Federal 13%
- Local 6%
- Lottery 1%

# Targeting our dollars

## What is the Budget Process?

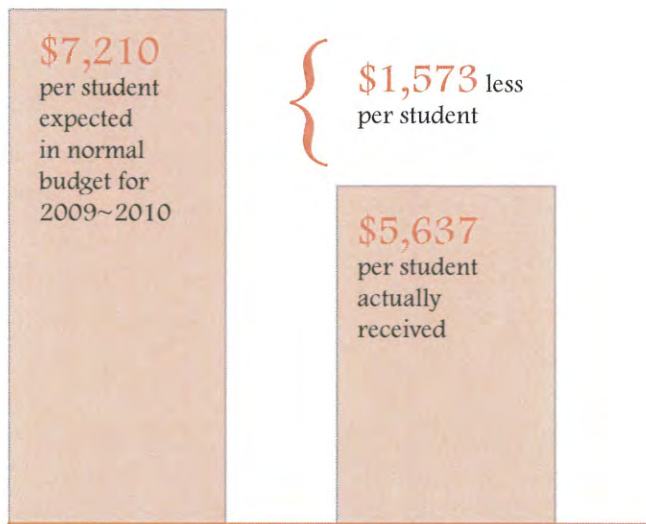
Each year, the legislature and governor decide how much funding will go to education and how those funds will be allocated. State leaders do not finalize that decision until they pass the state budget, an action that is legally required by the end of June but which has in some years been delayed to much later in the year. The state provides its support for schools through income and sales tax revenues that can change dramatically from year to year.

The bulk of school district expenditures go to employee salaries and benefits—more than 80%. More than a third of revenues are intended by state or federal government for specified purposes and programs. These are called categorical funds and include teacher professional development, resources for English learners, and Special Education programs for students with disabilities among a wide variety of other programs.

Our board of trustees is responsible for approving the budget decisions made by staff. Although Twin Rivers controls the salaries and benefits of employees, the amounts are determined through a collective bargaining process with employee associations. Contracts can also affect working conditions, such as class sizes and number of workdays.

## Planned vs. Actual

The chart below depicts a comparison of our expected 2009-2010 state funding per student and the actual 2009-2010 state funding received per student.



## Breaking it Down

**Student Instruction 71.3%** – Includes all costs associated with classroom instruction, such as teacher salaries, classroom supplies, and activities. Also includes Special Education, plus instruction for students who are English learners or Talented and Gifted.

**Student Support 21.2%** – Programs needed to run a school, including instructional assistance, principals, counselors, safety officers, phone service, maintenance, utilities, custodial services, extra curricular activities, nurses, secretaries, clerks, libraries, computers, transportation, testing, and textbooks.

**Central Support 7.5%** – Services provided by our central office to serve each school including Superintendent's office, communications, human resources, planning, business services, purchasing, payroll, and mail distribution.



PERFORMING ARTS are thriving in Twin Rivers and include choral programs such as traditional choir, small ensembles and jazz show choir as well as band from beginners through advance like jazz ensemble, keyboard, drum line and guitar.

FRONTIER ELEMENTARY SCHOOL earned a National Blue Ribbon Award - the only school in Sacramento to receive the prestigious award this year.

IBM has provided grants to Aero Haven, Del Paso Heights, Garden Valley, Harmon Johnson, Larchmont and Noralto Elementary Schools.

SACRAMENTO RIVER CATS donated \$20,000 to Grant High School and \$5,000 to Highlands Academy of Arts & Design to update their baseball fields.

# Engaging hearts and minds of all ages

## Adult Education

Twin Rivers Adult School is committed to providing our community with opportunities for individuals who are 18 or older to achieve their personal, educational, and vocational goals as well as becoming more responsible and productive members of society. Whether the goal is employment, career advancement or life-long learning, our Adult School helps students gain the necessary knowledge and skills.

Twin Rivers operates a year-round Adult School, fully accredited by the Western Association of Schools and Colleges and the



**NINA MANLEY** earned her high school diploma at the age of 62. Nina worked very hard to complete this dream, enrolling in Twin Rivers Adult School in 2007 after being out of the classroom for 46 years!

Board of Vocational Nursing and Psychiatric Technicians. Adult Education is a great place to learn a new trade for many people in today's economy. We offer new and exciting opportunities, including learning to drive a truck, fix a computer, and installing and servicing HVAC/R equipment. We also offer an Allied Health program for those interested in the medical field.

## Summer School

At Twin Rivers, we believe learning shouldn't stop at the end of the school year. Despite the tough economic times, we are committed to providing summer learning opportunities. In fact, more than 3,600 2nd-12th grade students received extra help this past summer, giving them a boost for the school year. In Secondary Summer School, more than 40 students are now high school graduates due to credits recovered during the summer.

In addition to foundation academic assistance, Twin Rivers offered enrichment opportunities for elementary students with personal funding from cabinet members and our educational foundation, Project DREAM. The programs included art, cooking, science habitat studies, a cultural fair, the ZooMobile, a roller skating field trip, and an Explore-It science assembly.

For those advanced students, Twin Rivers offered Gifted and Talented Education (GATE) summer programs for the first time. Aerospace Camp challenged our GATE learners by providing a unique opportunity for our students to explore space and space travel. Our Justice Camp gave students the opportunity to learn about the Federal and State court system, by reading and conducting mock trials to become familiar with the roles of court officials.

The Twin Rivers Police Department is proud to take part in Kops N Kids Summer Camp. This past summer over 100 Twin Rivers kids between the ages of 9-12 participated in the week long summer day camp with other children from the greater Sacramento area. The camp provides students the opportunity to participate in football, volleyball, basketball, bicycle and cheer and dance clinics while interacting with positive role models. Each of the camp counselors are police officers, deputies, probation officers and other public safety professionals. In addition, the camp features gang resistance, drug awareness and violence prevention curriculum and activities.

**HMONG BIG SIB LITTLE SIB** Refugee Summer Academy provided supplemental instruction to 32 Hmong refugee students to improve English speaking, writing and social skills

**BIOLOGY HYBRID** offered in-class labs and online coursework for the first time to 14 incoming 9th grade GATE Students.

### SUMMER LIBRARY HOURS

20 schools opened their library doors to all Twin Rivers students every Wednesday morning for seven weeks. More than 1,000 students participated in activities that included: book checkout, story time, arts & crafts, computers, and reading incentive program in cooperation with Barnes & Noble. 1,500 total books were checked out throughout our district.

### SUMMER SCHOOL LIBRARIES

Nine summer school sites opened their libraries to summer school students four days a week for four hours a day. Over 7,700 total books were checked out by summer school students.



## Early Childhood Education

Twin Rivers Early Childhood Education and Child Development programs connect families with preschool, childcare, and other related services needed for the young child through a variety of programs including:

- Head Start
- First Five Sacramento
- Part Day State Preschool
- Full Day State Preschool
- School Age State Children's Center

More than 1,100 children ages 3-12 have been served in Twin Rivers Preschools and Children Centers, including 685 children enrolled in part day preschool programs offered at 20 sites. Approximately 150 children were served through our full day preschool programs, which are located at five sites. Our before and after school child care programs provide a caring and nurturing environment for 210 students.

Participating students are engaged in a number of exciting projects, activities and educational field trips throughout the school year. They are exposed to exciting hands-on experiences and given additional opportunities to develop their knowledge of curricular subjects and everyday life concepts.

**KINDER KAMP** prepared 100 children who had not previously participated in a preschool program with a focus on preparing students socially and academically for the upcoming school year with an emphasis on numbers, letters, and the arts ... collaborative teaching effort between kindergarten and preschool teachers included parent volunteer hours.

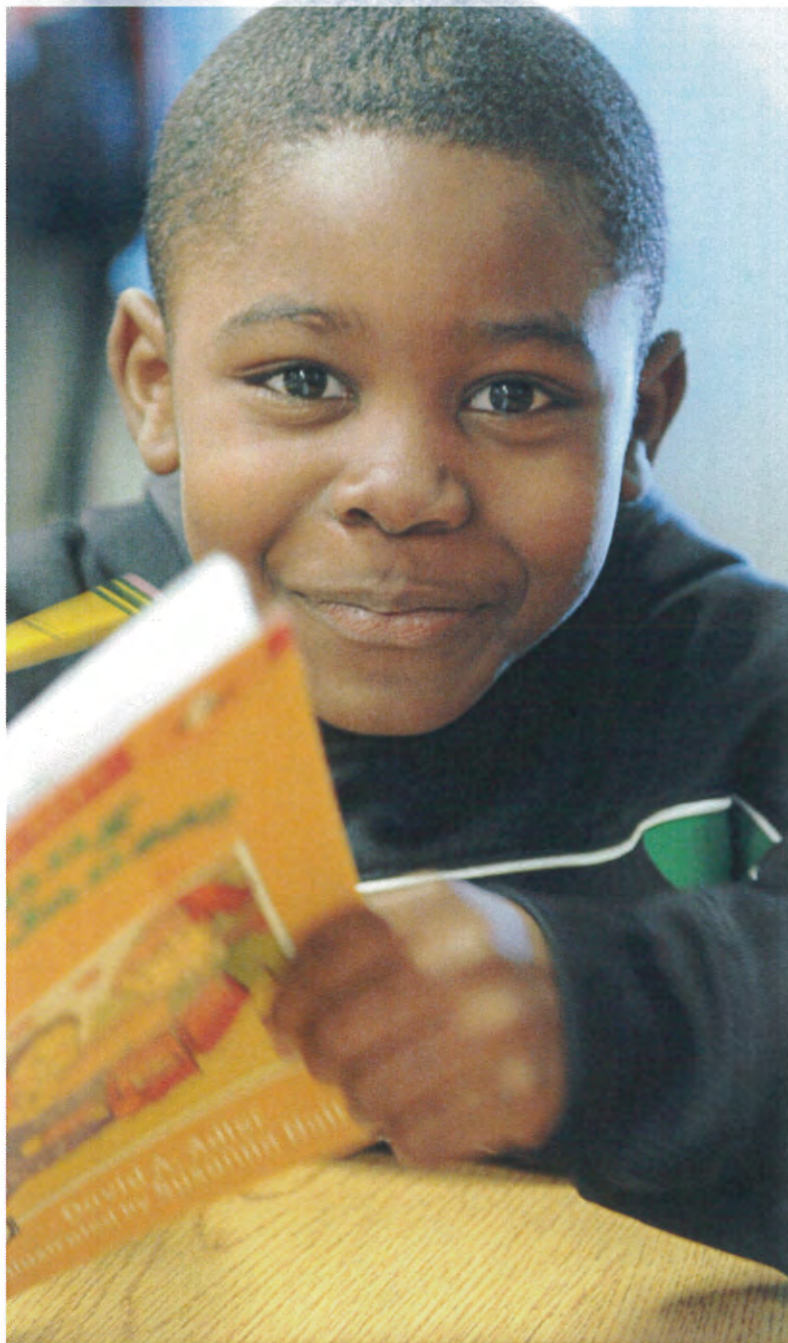
**SCHOOL NURSE JAN FISHER** received the Helen Andrus Memorial Award from the Sacramento District Dental Society for her work with the Smiles for Kids program.

**SCHOOL NURSE LINDSAY HESTER** received a Pacific Gas and Electric mini grant to fund American Red Cross Basic Aid Training for 157 4th grade students at Strauch and Woodlake.

**CONGRATULATIONS** Isabella Maranon, Kim Bosworth, Louie Cervantez, Sue Dean, and Phitsamay Sosanavongsa, for being selected as Sacramento County Office of Education Classified Employees of the Year.

**ELENA FOX**, Bilingual Para-educator at Madison Elementary, was recognized as the Area 1 Para-educator of the Year.

# Building capacity for our schools



Looking at the buildings, people, and technology it takes to provide engaging and relevant learning opportunities has been a focus of our efforts in the early years of unification. Bringing our facilities, staff, and resources into alignment is a foundational effort that allows Twin Rivers to continue to grow and move forward together.

## Facilities Master Plan

An extensive effort involving seven visitation teams made up of 81 people from around our district and at all levels reviewed facilities, programs, enrollments, facility utilization and financing under the guidance of our facilities department. The information was used to develop our Facilities Master Plan, a strategic document and functional resource to guide our board of trustees and staff in making decisions regarding the use, planning, design, construction, and funding of facilities.

Phase two of the Facilities Master Plan process will include updating demographic projections, implementing site and building modifications, providing for curricular and programmatic changes, pursuing funding sources, and providing for facility capacity, options and alternatives. The work of the Superintendent's Facilities Advisory Committee, consisting of family members, community, staff, and association representatives, is a key component of the plan. Initial facility recommendations will be reviewed through a series of community forums before final review by the superintendent and board of trustees.

## Technology Initiatives

- Network infrastructure upgrades in five elementary schools
- High Speed Link upgrade in nine elementary schools
- Phone equipment upgrade districtwide
- Technology purchasing standards
- Technology Coach program at school sites
- Online professional development scheduling system
- Videoconferencing program
- School and teacher webpages including grades and attendance posting for parents with online access to curriculum

## Professional Development Initiatives

- Administrator Professional Learning Communities
- Subject Area Meetings
- Teacher Forums and review of curriculum
- Student Learning Coaches
- Neighborhood Network Instructional Rounds
- Assistant to the Principal training
- Nutrition Services training
- Monthly school office staff meetings and training

### 21<sup>ST</sup> CENTURY LEARNING

Several teachers and principals are participating in a year-long "21st Century Learning" working group developing state of the art methods. The findings are shared with principals districtwide to promote best practices in this area.

### LIBRARIES

Two of our schools opened new libraries this year. Two additional classrooms did "Classroom Library Makeovers." Secondary school libraries have videoconferencing capabilities, and several elementary libraries added computer projection capabilities.

### COURSES FOR OUR TEACHERS

- ❖ Student Interventions
- ❖ English Learner Program Design
- ❖ Differentiated Instruction
- ❖ Culturally Responsive Pedagogy
- ❖ Integrating Arts into Curriculum
- ❖ 21st Century Model Schools
- ❖ Taking Parent Involvement to the Next Level
- ❖ Integrating Service Learning into Curriculum



# Safety is a priority

## Emphasis on Prevention

One of our highest priorities is the safety of students, staff and community. In fact, we are unique in offering a state certified police department that operates 24 hours a day, seven days a week to keep our campuses safe.

Twin Rivers Police Department (TRPD) patrols approximately 120 square miles—100 sites and three park districts. They work collaboratively with our school site public safety officers, other law enforcement and social service agencies to keep the Twin Rivers family safe.

TRPD has won the support of students, staff and the community through regular meetings with stakeholders and involving students and families as partners in the process of reducing crime in the district. Officers serve as mentors, counsel students and offer diversion and prevention programs such as GREAT (Gang

Resistance Education and Training) to help students stay focused on their education and make the right choices along the way. Our emphasis is on prevention, being proactive and implementing successful solutions.

Our district was recently awarded a \$359,966 grant from the U.S. Department of Justice Office of Community Oriented Policing Services. The grant will be used to enhance and supplement our existing surveillance camera system. Officers currently monitor more than 350 cameras that help deter vandalism and burglaries.

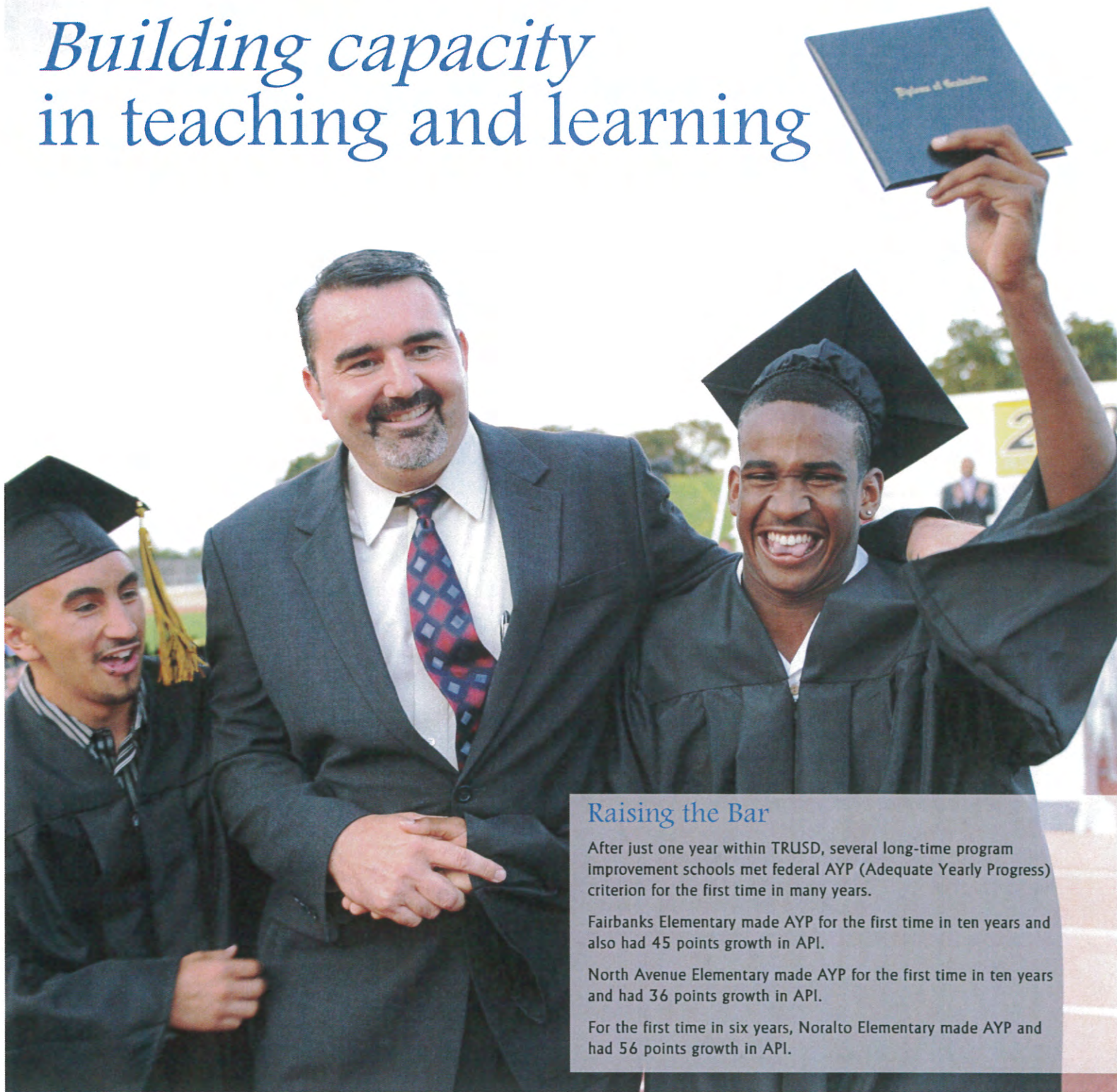
In the area of emergency preparedness, we have established districtwide consistency and received a Readiness Emergency Management Security grant to fund a five-district emergency plan. In addition, TRPD has been contracted by neighboring Center Unified School District to provide safety services for their students, staff, and schools.

**OPERATION CHRISTMAS** sponsors one student and their family from each school. Toys, clothes, school supplies, food and basic necessities are the most common wish requests. Twin Rivers Police Department, along with the support of our employees, community, local business and corporations, grant wishes and provide complete Christmas dinners for each sponsored family.

**DAY OF SERVICE** - Each year, hundreds of volunteers, district staff, and corporate sponsors converge for a day of service benefiting Del Paso neighborhood schools to make them an even better place to learn. Special thanks to community partner, Shoulder-to-Shoulder, for organizing this annual event.

**TRICK OR TREAT FOR HUNGER** canned food drive collected more than 30,000 cans of food over the past two holiday seasons and donated to local food banks. Students, staff and community members donate nonperishable items for families in need.

# Building capacity in teaching and learning



## Raising the Bar

After just one year within TRUSD, several long-time program improvement schools met federal AYP (Adequate Yearly Progress) criterion for the first time in many years.

Fairbanks Elementary made AYP for the first time in ten years and also had 45 points growth in API.

North Avenue Elementary made AYP for the first time in ten years and had 36 points growth in API.

For the first time in six years, Noralto Elementary made AYP and had 56 points growth in API.

### WHAT ARE A-G REQUIREMENTS?

The University of California (UC) and California State University (CSU) require entering freshmen to complete certain courses in high school - these courses are referred to as A-G required courses.

### WHAT IS ADEQUATE YEARLY PROGRESS

(AYP)? A federal requirement under No Child Left Behind (NCLB) for measuring student performance growth over time.

### WHAT IS THE ACADEMIC PERFORMANCE

INDEX (API)? The API is a single number, ranging from a low of 200 to a high of 1000, that reflects a school's performance level, based on the results of statewide testing. Its purpose is to measure the academic performance and growth of schools.

**RECOGNIZING SUCCESS** - Each of the 26 schools showing significant growth received a large banner to hang at their school site and thank students, staff, and families for their efforts. Twin Rivers cabinet members personally delivered the banners to Wednesday morning staff meetings to thank staff in person.



## Sharing a Vision

As part of unification, Twin Rivers staff studied the success of academic programs throughout the unifying districts to identify the strongest ideas to share districtwide. For the first time, north area teachers and instructional leaders at all levels are coming together to share programs, learn about best practices, and collaborate in the selection of aligned curriculum and materials. Each Wednesday morning at Twin Rivers schools, staff come together to discuss teaching strategies, academic interventions, and plan for student success. Throughout the year, staff have opportunities to attend professional development courses in a variety of areas – from core academic areas to the use of technology, family involvement, and differentiated teaching methods.

## New Initiatives, Programs, and Activities

- Preschool expansion to 20 school sites
- Full day kindergarten at each elementary
- Reading First implementation and support for 10 elementary sites
- First library ever at Garden Valley Elementary
- IBM Reading Companion grant for six elementary sites
- First library in 10 years at North Avenue Elementary
- After School Education Safety Programs at 43 sites
- Summer enrichment and GATE program
- The Algebra Project pilot
- Increased offerings in Advanced Placement Courses
- Expansion of the AVID Program
- Career Technical Education (CTE) Leadership Team
- New PG&E funded Green Energy Academy at Foothill High School
- A partnership with McGeorge School of Law to offer mentoring and leadership in law at 5 Twin Rivers schools

## The Scores are in...

- 26 schools made significant growth in at least one category
- 22 schools grew at least 5% in English Language Arts AYP Proficiency
- 16 schools grew at least 5% in Math AYP Proficiency
- 23 schools grew 9 points or more in the Academic Performance Index (API)
- 14 schools raised their API by more than 30 points
- 5 schools have exceeded the state goal of an API of 800
- Math AYP is up 4.6% districtwide
- English Language Arts AYP is up 4.7% districtwide
- Graduation rates are up 1% across our district
- A-G Requirement levels are up 5.5% across our district

## Racing to the Top

These Twin Rivers schools saw the highest growth in their Academic Performance Index (API) over the past year.

School	Growth
Noralto	56
Oakdale	52
Sierra View	49
Regency	46
Fairbanks	43
North Avenue	36
Babcock	33
Castori	33
Dry Creek	33
Hillsdale	33
Foothill Oaks	32
Madison	30
MLK, Jr. Tech	45
CCAA	25
Rio Linda Elem	20
Village	19
Woodlake	18
Strauch	17
Allison	16
Frontier	14



## Just Getting Started

While happy with the initial progress we've already made as a new district, there is more to be done. With the collaborative efforts of families, teachers, and instructional leaders, we will tackle a number of academic challenges.

Our goals for the future include accelerating achievement in schools already in Program Improvement (PI) status, or at risk of PI status.

In addition, we are engaging a variety of family and community partners to continue to raise graduation rates and to raise the number of students leaving high school with all A-G required coursework completed.

We are also interested in easing the transition of students from elementary to junior high and also from junior high to high school to help them to be more successful.

Through a combined approach of looking at the data from a variety of perspectives and continuing to engage our staff, families, and students in the development of solutions, we're confident we'll meet these challenges together.

**FIVE SCHOOLS** have surpassed the state API goal of 800 points:

- ❖ Creative Connections Arts Academy at 868
- ❖ Frontier Elementary at 829
- ❖ Oakdale Elementary at 828
- ❖ Ridgepoint Elementary at 805
- ❖ Westside Preparatory Charter at 893

**EXTRAORDINARY ACHIEVEMENT** by John McBeth's 3rd grade class at Del Paso Elementary and Marci Dixon's 3rd grade class at Dry Creek Elementary - each had 100% proficiency in math. Both classes included students that were Basic and Below Basic the previous year.

*An ancient Chinese proverb states 'The journey is the reward.' I truly believe that. I am reminded of it with every smile or hug I'm given and with every learning connection I get to witness. As an educator, I am rewarded every day by being part of my students' lives.*

Anna Ampania, Elementary Teacher of the Year, Woodridge School



# Developing leaders at all levels

## Sharing a Vision

Leadership is one of the most important elements of success. Whether it's the leaders of a sports team, a school site, or a district of schools, it takes ongoing effort to continue to refine the skills it takes to be effective leaders.

At Twin Rivers, we look for opportunities to develop leadership qualities early, in our students and in our staff. As early as elementary, schools choose campus student leaders that collect feedback from their peers, make presentations to school and district leaders, organize community service projects, and even write grants to help bring much needed resources to schools.

Many of our staff participate in annual back-to-school trainings in a variety of areas, from changes in State and Federal codes, to customer service refreshers, to district goals for the coming year. In addition, staff meet regularly in job-alike groups to discuss best practices and request additional training and resources. Staff at all levels are invited throughout the year to participate in advisory committees that make recommendations about facilities, curriculum, safety, employee recognition, and employee events.

SUE DEAN, Babcock Elementary Library Clerk and TRUSTEE BOB BASTIAN were both recognized by State Schools' Chief Jack O'Connell for their work helping students succeed academically.

OUR GRADUATES are enrolled at Stanford, UC Berkeley, UCLA, University of the Pacific, UC Davis, University of Southern California, Morehouse College, University of Washington, California State University, Fresno, and a number of other universities around the country.

## Advisory Groups

- Neighborhood Network Principal Groups
- Superintendent's Student Cabinet
- Student Leadership Council
- District Advisory Committee
- English Learners Advisory Committee
- Employee Calendar Committee
- Budget Advisory Committee
- Facility Advisory Committee
- Instructional Cabinet
- Superintendent's Certificated Representative Council
- Superintendent's Classified Representative Council

## Our Shared Values and Beliefs

Based on our foundational series of community, family, staff, and student forums when our district was created, we agreed to a shared set of values and beliefs to help guide decisions and behavior.

- High expectations and accountability for all
- Highly qualified and professional staff
- Openness, responsiveness, and transparency
- A student-centered culture built on lifelong learning
- A safe learning environment for all
- Caring and connected staff
- Ethical and fiscally responsible actions and policies
- Celebrating the individual cultures of schools and communities
- Working hard to solve problems by listening and communicating effectively with all

# Our students *shine*

Successful students need a variety of activities and support inside and outside the classroom. At Twin Rivers, we are excited about the number of engaging and relevant activities offered to students, and are creating new programs each year. Students learn cooperation, teamwork, leadership and communication skills in a number of extracurricular activities. These opportunities include a variety of activities that help students gain experience in a variety of areas that will benefit them later in life.

## Academic Clubs and Activities

MESA (Mathematics, Engineering, Science Achievement)  
AVID, which helps get students on the college track  
Expanding Your Horizons Conference at CSUS  
GATE (Gifted and Talented Education)  
California Scholarship Federation  
Science Fair (grades 4-12)  
Spelling Bee (grades 4-8)  
Academic Decathlon  
Knowledge Bowl  
Renaissance

## Leadership Clubs and Activities

Conflict Resolution and Peer Mediation  
Future Business Leaders of America  
Superintendent's Student Cabinet  
Friday Night Live Club/Club Live  
McGeorge Mentoring Program  
Summer Internship Program  
Community Service Hours  
Service Learning Projects  
Student Council  
Workability  
Key Club  
LINK Crew

## Sports Activities and Events

District wide Elementary and Junior High Track and Field Meet  
Elementary and Junior High Basketball and Soccer  
Boys and Girls high school sports, including golf, basketball, soccer, track and field, football, and water polo

## Multicultural Clubs and Activities

Asian, German, French, Japanese and Spanish clubs  
Matsuyama/Grant/Foothill Sister School  
Hmong Big Sib/Little Sib  
Black Student Union  
International Club

## Arts and Enrichment Activities

Spirit/Drill/Stomp Teams  
American Sign Language  
Wood Shop Rocks Club  
Digital Yearbook Club  
Agricultural Club  
Real Life Poetry  
Percussion Club  
Cheerleading  
Youth Speaks  
Book Clubs  
Debate  
Choir  
Band



# Competing globally

## Diversity is our strength

### STUDENT DEMOGRAPHICS

Native American:	1%
Pacific Islander:	1%
Filipino:	2%
Asian:	10%
African American:	17%
Hispanic/Latino:	30%
Caucasian:	35%

## Depth of our Diversity

In addition to the valuable experience of learning and growing with students and families that speak more than 40 languages, Twin Rivers students are offered a variety of experiences that build confidence in multi-cultural skills. Some of these activities include:

- After school Latin dance programs at Aero Haven and Wood-lake Elementary Schools
- Spanish bilingual programs in grades K-3 at Aero Haven and Johnson Elementary Schools
- Grant Union High School and Foothill High School both have ongoing monthly videoconferences with Matsuyama - our sister city in Japan
- Foothill High School's International Week began in 1990. Each club that represents an ethnic group or a foreign language takes a day and presents something from that culture
- Hmong Big Sib Little Sib Refugee Summer Academy providing support, education and collaboration to improve reading, writing, and social skills
- Saturday Russian-Ukrainian School, at Hillsdale Elementary, has been supporting nearly 100 students and their families as they learn their heritage, culture, and language

## Skills for tomorrow

As our country becomes a majority of minorities, collaboration with diverse groups becomes a critical workforce and life skill. Technology skills are another key area of need for the future. Our schools must prepare young people for an ever-changing landscape of opportunity and challenge.

Districtwide technology projects include:

- SMART Boards in nearly half of our classrooms
- Amplification systems are used in most classrooms
- A "Mouse Squad" of student interns that work with Twin Rivers technology professionals to service district schools
- The introduction of School Loop, a new web-based tool for families to track attendance, assignments, grades, and activities
- Our first hybrid online course in Biology, with more online options in the planning stages
- An academy at Martin Luther King Jr. Technology that outfits every classroom with full computer labs

# Communicating is key

Building on the foundation of our community, student, and staff forums, we have created a number of ways to share information and receive information from our communities throughout the year. Written, online, or on the phone, our communication efforts are designed to bring families, staff, and community members into our classrooms, schools, and district events. As often as possible, these materials are translated to make them more accessible for more families and community members.

## In Person

**Back to School Nights** – Each fall, we welcome families to our school sites to meet faculty and staff and explore the learning environment.

**Open House Nights** – In the spring, we enjoy sharing the work of our students with families.

**Parent/Family Conferences** – In addition to scheduled conferences, families are welcome to call to schedule other times to discuss the progress of students.

**Neighborhood Celebrations** – Each spring, we invite our community to join us in each neighborhood for a celebration of extraordinary students, staff, and volunteers.

**Community Events** – We participate in more than 50 community events each year for the opportunity to share information and listen to families and community members.

## Written

**School Site Newsletters** – sent home with elementary level students, many of the site newsletters are translated into the predominant languages for the school community.

**Letters or Fliers** – in special circumstances, we will send a letter home at the site or district level. Many times, we will also include an automated call to let families know to look for the letter.

**Student and Family Handbook** – a wealth of information about the way our schools function is included each fall in our Student and Family Handbook.

**Community Flier Distribution** – we work with community organizations to get the word out about events, resources, and activities of interest to our families.

## By Phone

**Automated Phone Calls** – our system gives us the opportunity to contact all of our families extremely quickly. In addition to emergency situations, our calls share information about upcoming events and opportunities.

**Phone Surveys** – we can also use a phone call to poll families or staff about their opinion on policies, scheduling, and a variety of issues.

## Online and Electronic

**School Web Sites** – with this year's launch of our School Loop system, our schools are adding school and teacher level web sites that allow families and students to track progress on a daily basis and access online curriculum and resources.



**District Web Site** – everyone can go to our site to learn more about news and events, watch videos and slide shows, even look for employment. In addition, our Fact or Fiction web page helps set the record straight on a variety of issues.

**Electronic Week at a Glance (eWAG)** – everyone can sign up on our web site to receive this weekly schedule of activities throughout Twin Rivers.

**Around Twin Rivers** – electronic newsletter from our Superintendent that discusses current issues and provides links to events and information around our district.

**Electronic Surveys** – when we need more extensive feedback, our electronic surveys allow respondents to reply in their own time from the comfort of their office or home.

**Media Relations** – we are committed to sharing information about our schools, activities, and initiatives with local newspapers, television, radio, and web sites to assist in getting information to our families and communities.

**Emails** – anyone can email our district personnel directly from our web site, or if you're not sure who to email, there are general emails listed below:

[sfac@twinriversusd.org](mailto:sfac@twinriversusd.org) (information on facilities)

[factorfiction@twinriversusd.org](mailto:factorfiction@twinriversusd.org) (submit rumors you've heard)

[feedback@twinriverusd.org](mailto:feedback@twinriverusd.org) (general feedback and concerns)

# We want to HEAR from you



Working together, we are creating a truly extraordinary learning community for north area students and families. Please share your concerns, ideas, and suggestions about what we can improve. We'd also like to hear your perspective on the progress we've made. There are a variety of ways to communicate and to get involved.

Share your thoughts and ideas by emailing [feedback@twinriversusd.org](mailto:feedback@twinriversusd.org) or by calling us at 916.566.1628. You can also subscribe to our electronic newsletter by visiting our web site at [www.twinriversusd.org](http://www.twinriversusd.org). We look forward to hearing from you.

## Board of Trustees

Bob Bastian  
Alecia Eugene Chasten  
Linda Fowler  
Janis Green  
Cortez Quinn  
Michelle Rivas  
Roger Westrup

## Superintendent

Frank S. Porter



[www.twinriversusd.org](http://www.twinriversusd.org)  
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The 2010 Community Report is published by the Twin Rivers Communications Office.

For additional copies you may call 916.566.1628 or download it online at [www.twinriversusd.org](http://www.twinriversusd.org).

A special thank you to Commerce Printing for making this report available to our Twin Rivers community at only 36 cents per copy.

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*Inspiring each student to extraordinary achievement every day*



**Appendix I*****Initial Statement on the Sacramento County Civil Grand Jury Report on  
Unification Challenges-Released 6/30/11*****Overview**

Twin Rivers was voted into existence by communities that wanted to change the way that education was provided in north area schools. Voters were asking for changes that would impact the success of students and some of these changes have made adults in and around the system uncomfortable. In addition, we are attempting to heal what most agree has been decades of acrimony between districts and communities. It will be a long process to build trust and unity and there are many positive signs that our employees and communities have come together for the benefit of students. On most objective measures, Twin Rivers is delivering a better school system for the students, families, and taxpayers in our communities.

Change is difficult in the easiest of times, and our beginning occurred during the worst education funding cuts in decades. We lost more than \$100 million in State funding in our first three years. Hard decisions have been required and our Board members have not always agreed. Our Board consists of seven unique individuals with a variety of backgrounds selected by the voters in our communities. We see this diversity as a strength.

This report appears to assign negative motives to the necessary changes and cuts that have resulted in raised graduation rates, improved test scores, improved attendance, improved enrollment, and made ours one of the few Sacramento area districts off the State's financial risk warning system.

"Our people are working extremely hard to ensure the success of our students. I am extremely proud of the work of all of our employees regardless of what district they came from," said Twin Rivers Superintendent Frank Porter. "It is a little demoralizing that this report spends one sentence out of 19 pages on our rising student scores and the rest is spent rehashing the adult bickering we are attempting to move past."

**Review of the report**

We have made a preliminary review of the Grand Jury's report. When investigating organizations, it is our understanding that Grand Juries are expected to be unbiased and to point out specific violations of law or procedure. An initial review of this report indicates that this Grand Jury asks that their individual opinions on complex policy determinations be weighed more heavily than data, evidence, and the duly elected Board of Twin Rivers and its administrative staff. Grand Jurors are not required to have school district administrative training nor need they be credentialed teachers. In essence, the panel believes that a selective, secretive process held in private can deliver better policy decisions for Twin Rivers' students than transparent decisions based on factual data made by neighborhood representatives in open, public meetings. We strongly disagree.



## Questions about the Process

Whether resulting from an individual's agenda or limited staffing and financial support or some other reason, the Grand Jury's report appears to overlook crucial information or insight that would better illuminate a decision or situation. We have a number of concerns with the process as a whole:

- One of the Grand Jury's members is a former administrator that worked under the Del Paso Heights School District, which merged to create Twin Rivers USD. This appears to be an obvious conflict of interest.
- We were not asked to provide the names of parents, employees, or community members who might testify positively about their experiences with our schools.
- The list of people who provided testimony or how they were selected is kept secret. There is no way of knowing how many people were interviewed or their perspective. We believe the public has a right to know where comments are coming from in order to judge the accuracy of the report.
- Although we were asked to provide more than 27,000 pages of reports, data, and statistics, we see little of the objective data about our students reflected in this report.

## Correction of Factual Errors or Omissions

Despite the extensive data and documentation we were asked to provide at district expense, there are a number of serious misrepresentations in the report. In our preliminary review, 78 factual errors and/or omissions have been identified, including:

- *Date and vote on next board election* –an inaccurate date for our next board election and the decision on the timing is listed. It is not November 2012.
  - Our board voted 4-2 (not 5-2 as one board member was absent) to consolidate our election to the next general election in June 2012, at a savings of \$450,000.
- *Cuts in administration* –claim was made that no cuts have been made in our district administration.
  - Twin Rivers has reduced the number of administrators from 131 before unification (Nov. 2007) to 67 this July 1, 2011.
  - That's a reduction of nearly 50% and a savings of more than \$10 million a year.
- *Increase in local taxes* –implication that we were responsible for raising taxes for homeowners in the Del Paso area. The tax was not the result of Twin Rivers action.
  - In fact, the Twin Rivers board read aloud and posted two public statements vehemently arguing that Sacramento County should only apply the taxes to the neighborhoods that benefit from them.

- *Twin Rivers' fiscal responsibility* –assails our fiscal decision making in a number of areas.
  - In the worst of economic times, Twin Rivers is one of the few Sacramento area school districts to have improved its financial condition to move off of the State's financial risk warning system
  - Our district recently won an Association of School Business Officials International award for exceeding international standards in the way we prepare and present our budget.
  - The Sacramento Bee recently quoted Sacramento County Office of Education Superintendent Gordon acknowledging that Twin Rivers "deserve[s] credit for doing the right things and turning things around...." 6/16/2011 Sacramento Bee.
  
- *Conditions for East Natomas Construction* -indicates the original funding and enrollment projections were reliable.
  - The projected homes were not built. The projected students did not move into the area. Enrollment never hit the numbers that formed the foundation for this project, in fact thousands of empty seats in existing schools were identified.
  - Our board didn't slow this project because of a dislike for Grant, they were trying to protect the financial future of our schools from the burden of more than \$97 million in unfunded debt.
  - Our slower, phased approach to this project and legal resolution of this issue is a fundamental reason our district was recently removed from the State fiscal watch list.
  
- *Legal Representation* – indicated an in-house counsel would solve the need for outside firms. However districts routinely hire outside firms to handle the variety of specialized lawsuits facing today's educational system, even when they have in-house attorneys.
  - Twin Rivers has directed counsel to aid in decisions which form the foundation of our district and to take action to protect and defend us from the conduct of third parties. These legal actions have assisted Twin Rivers in becoming one of the few Sacramento area school districts to be taken off the State's financial risk warning system.
  - Many of the required lawsuits have now been resolved and others are moving in that direction. Unfortunately, this report inaccurately reports legal costs and cites ongoing costs in legal cases that have been settled.
  - Twin Rivers and its counsel have made substantial efforts to move toward a lessening of our legal costs. The Grand Jury itself severely hampered this effort by requiring the production of more than 27,000 pages of documents at district expense.

- *Charter school "skimming"* – accusation that a dependent charter program is selecting students on the basis of performance.
  - The Grand Jury was repeatedly provided with data on this issue, including the database of all addresses receiving a letter about the school that included many students that were performing under grade level.
  - The Grand Jury was provided with information about the lottery process and that test scores are used by new teachers to assess strengths and weaknesses and provide better instructional supports, but not to make student selections.
  - Asking any existing charter school family about the process would have easily informed the group about the true and fair blind lottery process that is carried out under California Charter Code.
  
- *Closing of Harmon Johnson School and the Impact on the Hispanic community* – there is a claim that the Hispanic community at large was upset with this school closure.
  - The report leaves out that the Board’s decision to move students and staff out of Harmon Johnson took place this past winter to ensure the safety of students and staff near a large underground PG&E pipeline facility.
  - The report overlooks the petition of 350 Spanish-speaking parents of the school praising the board’s decision to move students to a new location.

**Report Looks Backwards at Adult Bickering, Not at Results for Students**

Very little of this report is about students and what is happening in the classroom. As mentioned, there will always be those that are uncomfortable with change. This is especially true when that change requires people to be accountable to higher standards during a time when our resources are shrinking dramatically. However, these changes have resulted in:

- A student population that is now growing for the first time in recent history. More parents are deciding to keep students in our schools than ever before.
- An increase in graduation rates
- Dramatic gains in attacking the achievement gap
- An increase in after school and preschool programs offered in all neighborhoods
- An increase in AVID classes and Career Technical academies at our high schools
- More schools reaching the State goal of 800 than ever before, with the highest gains occurring in the former Del Paso elementary schools.
- Being able to maintain bussing, academic counseling, library services, and visual and performing arts programs for students
- More educational options and grade level configurations offered to increase student and family choices

- Increased engagement opportunities, including more than 60 annual community events and forums, 19 task force groups, 11 district level advisory groups, a variety of school level events, and a multitude of ways to interact with employees and board members. In fact, our district was recognized by two national organizations for our efforts in the area of community relations, receiving the *Leadership through Communication Award* in 2010.
- An innovative approach to school budgets that provides more funding, flexibility, and accountability at the school site level.
- A leveling of salaries for staff. Salaries and benefits that were significantly lower for teachers in the Del Paso and North Sacramento school districts were increased.
- National recognition for our work to increase the number of students taking and passing advanced placement courses, our budgetary process, our communication and engagement efforts, and our visual and performing arts program.

### **Next Steps**

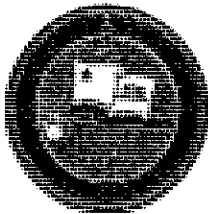
We have actively cooperated with the Grand Jury and had hoped for a fair and accurate process on behalf of Sacramento County residents. Unfortunately, we have concerns about whether the Grand Jury has met their responsibility. We are aware that there is currently a bill moving through the Assembly (AB 622) that would require civil grand jury sessions to be open to the public and consider that a constructive step toward ensuring accuracy and transparency. It is interesting to note that a Sonoma County Grand Jury Report was released this week and in addition to listing the positions of the people they interviewed and documents they reviewed, they commented on Twin Rivers as a positive model of what unification could bring to their county. A copy of that report is attached.

Racial, cultural, and ethnic issues are always sensitive issues in American culture and we recognize the critical importance of facing and addressing concerns. However, looking backwards and rehashing adult bickering not only harms students, but creates racial and geographic tensions based on the statements of anonymous speakers without substantiating evidence. Our hope is that reasonable people can recognize that during this incredibly complex transitional period, our people are doing their best to serve students. A decision or situation may not be decided the way they would like, but it doesn't mean their viewpoint wasn't heard and considered.

We will continue to engage all of our communities through a variety of efforts and welcome suggestions on how we can best serve all members of our Twin Rivers' community. Our expectation is not to be able to please everyone at all times, but we would like to be judged by our true intentions and results. We have grown and learned from the challenges and are striving to use our limited resources in the most ethical and student-centered way possible.

We will be issuing a detailed response addressing this report. We look forward to the opportunity to fully respond in a considered manner. We view the Grand Jury's report and our response as an opportunity to overcome past acrimony and bring everyone forward together with the focus on students and results.





APPENDIX J

**THE SONOMA COUNTY CIVIL GRAND JURY**

P.O. Box 5109 · Santa Rosa · California · 95402 · (707) 565-6330  
[http://www.sonomasuperiorcourt.com/pages/gjury\\_info.php](http://www.sonomasuperiorcourt.com/pages/gjury_info.php)

June 24, 2011

Frank Porter, Superintendent  
Twin Rivers Unified School District  
3222 Winona Blvd.  
McClellan, CA 95652

RECEIVED

JUN 28 2011

SUPERINTENDENT'S OFFICE

RE: Sonoma County Civil Grand Jury  
Schools Report


Dear Mr. Porter:

After a year and half of studying education in our county, the Sonoma County Civil Grand Jury has prepared a report on its findings. A copy of the report is enclosed.

We wish to express our gratitude to you for giving us your time and sharing your knowledge. We were impressed by the dedication and concern shown by all the people involved with education. We can only hope that our elected officials would share that concern and take some positive changes

Sincerely,

A handwritten signature in cursive script, appearing to read "Steve Bearg".

Steve Bearg, Committee Chairman   
2010-2011 Sonoma County Civil Grand Jury

## **Doing Nothing About Education Is No Longer an Option The Journey Begins With One Step**

### **SUMMARY**

The 2010-11 Grand Jury has studied the issues of school district consolidation/unification in Sonoma County. The investigation was initiated by a citizen's complaint. Sonoma County has over 70,000 students, in 40 school districts, one of highest numbers of school districts in the State of California. Our schools have problems including declining enrollment, teacher and instructional staff layoffs, school closures and lack of funding. In this report, we want to make everyone aware that elected officials (i.e., County Board of Supervisors, city/town councils, and school district trustees) have the power to request studies of school district consolidation/unification that could lead to significant positive change.

We interviewed principals, district superintendents of both small and large districts, the past and present County Superintendents of Schools, members of school district boards, members of the County Board of Supervisors and an aide to a local state senator. Most of those we spoke with agreed that the current school district configuration is not financially sustainable. Reductions in state revenue, declining enrollment and the rise in charter school development have put the operation of our current school districts at risk. School districts are being forced to close campuses, increase class sizes, reduce days of student instruction and lay off teachers and other educational staff in order to cope with declining financial resources.

Most of those we interviewed agreed that there could be dollars saved by school district consolidation/unification. They also agreed that consolidation/unification might not be the right fit for everyone. Financial savings may not result in program expansion or improved educational outcome for students. However, everyone agreed that our focus should be on educating our children. The Grand Jury believes that better education, not cost savings, is the most compelling benefit that school district consolidation/unification may achieve. Improved education can take place through articulation and the implementation of some standardized teaching methods, which will provide a better focus to get students the best education possible. For example, the Twin Rivers School District consolidation has resulted in student achievement, with student test scores in math rising over 100 points<sup>1</sup>. They are on track to repeat this feat in their language arts program this year. This success story could be emulated here in Sonoma County.

We also found that the road to consolidation/unification can be daunting<sup>2</sup>. There are complex issues that will be raised by the multitude of stakeholders involved in educating our children. There will be initial costs, and the time frame to realization will take patience. Consolidation may not be for everyone. There are many inequities in funding between the various districts in Sonoma County<sup>3</sup>. The County Superintendent of Schools is not authorized by state statute to step in or request studies in any of the school districts he or she supervises, nor can he or she initiate a study to reorganize such districts. However, these requests can come from local school boards, city governments or the County Board of Supervisors. If the same tenacity, commitment, enthusiasm and dedication of our educators can be

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<sup>1</sup> *Twin Rivers Report 2010 report to the Community*

<sup>2</sup> *The County Committee Plans and Recommendations Flowchart E*

<sup>3</sup> *Please refer to the glossary of definitions of Revenue Limit District and Basic Aid*

duplicated in the community-at-large, then the task of school district consolidation/unification can happen. The idea will require a great deal of political will from all of the stakeholders involved in education. The concept is educationally sound and has economic merit. If your district is suffering economically, and/or seeing educational achievements falling, you should consider the positive effects of consolidation/unification.

This Grand Jury is aware of the recent developments in Petaluma, and we commend the three school districts involved and the Petaluma City Council for taking the bold first steps on the road to consolidation/unification. We hope that their efforts are considered by the remaining Sonoma County School Districts.

The Grand Jury commends all the educators we interviewed for their tenacity, commitment, enthusiasm and dedication to educating our children, in spite of the above-mentioned adversities.

## **GLOSSARY**

**ADA:** Average Daily Attendance

**Articulation:** (more specifically, curriculum articulation) The process of coordinating curriculum content between primary and secondary schools.

**Basic Aid District (or Excess Revenue Districts):** Districts that have the advantage of being primarily funded by local property taxes (i.e., receive minimal funding from state). They also have the ability to keep all their local property taxes thus giving them revenue in excess of that in Revenue Limit Districts. Sonoma County's 2010 – 2011 Basic Aid Districts are:

Alexander Valley Union, Forestville Union, Fort Ross, Horicon, Kenwood, Montgomery, Geyserville Unified, Healdsburg Unified, Monte Rio and Sonoma Valley.

**CCSDO:** County Commission on School District Organization

**CBOE:** County Board of Education

**Charter Schools:** Primary or secondary schools that are established and operated under a charter for a fixed period of time and that receive public money (also, like other schools, may also receive private donations), but are not subject to some of the rules, regulations, and statutes that apply to other public schools in exchange for some type of accountability for producing certain results, which are set forth in each school's charter. Student attendance in charter schools is based on parental choice.

**Consolidation:** An "action to reorganize districts," which could consist of either:

(a) An action to form a new school district, which is accomplished through any combination of the following:

(1) Dissolving two or more existing school districts of the same kind and forming one or more new school districts of that same kind from the entire territory of the original districts.

(2) Forming one or more new school districts of the same kind from all or parts of one or more existing school districts of that same kind.



(3) Unifying school districts, including the consolidation of all or part of one or more high school districts with all or part of one or more component school districts into one or more new unified school districts.

(4) Deunifying a school district, including the conversion of all or part of a unified school district into one or more new high school districts, each with two or more new component districts.

(b) An action to transfer territory, including the transfer of all or part of an existing school district to another existing school district. (*EC 35511*)

**Dependent Charter Schools:** Referred to as schools that are established, or remain as, a legal arm of the school district or the county office of education that granted their charter.

**E.C.:** State Education Code

**Independent Charter Schools:** Referred to as schools that function as independent legal entities and are usually governed by or as public benefit ("not-for-profit") corporations. Acceptance of students is at the discretion of the school's administration.

**JPA:** Joint Powers Agreement – an agreement between two or more public agencies to provide services.

**Revenue Limit District:** The amount of general purpose funding (state and local) a school district receives per student using ADA.

**SCOE:** Sonoma County Office of Education

**Unified School Districts:** School districts that include both elementary and secondary (middle and high schools) educational levels.

## BACKGROUND

Sonoma County is divided into 40 school districts, which include 31 elementary districts, 3 high school districts, and 6 unified districts that operate both elementary and secondary schools for students residing within their boundaries. This pattern is a carryover from a time when the county was largely a collection of agricultural communities separated by miles of open space and each community established a local school district.

In the early 1900s, when the population of the county was expanding and many small communities were established, the county had in excess of 100 school districts, largely comprised of "one-room schoolhouses." The majority of those 100 districts were consolidated into the present 40 districts by the development of modern transportation, larger and more permanent buildings and the need to reduce duplication of efforts and associated costs. Currently, Sonoma County has 12 school districts, each consisting of only one school, and several of these have only a single classroom.

## APPROACH

As members of the Grand Jury, we have access to community leaders, institutions and expert professionals who have studied the multitude of competitive priorities and restrictions that shape public

education in Sonoma County. Unfortunately, many of these priorities and restrictions have more to do with politics and employment security than they do with how well students learn and whether the system has sufficient flexibility to meet the needs of a very diverse student population.

We have examined education in the county because it is one of the most important issues that we face as a community. Each school day shapes the future of over 70,000 children. Their lives will either have a positive or a negative impact on Sonoma County, California and the world, well into the next century.

The Jury made the most of our brief opportunity by using our access to interview local education leaders: school board members, superintendents, principals, officials from the Sonoma County Office of Education, members of the Sonoma County Board of Supervisors, a state senator's staff member and we traveled to hear presentations from the leadership of a newly consolidated school district near Sacramento.

We found that everyone agreed on one thing, which is that we must do better! We cannot continue with business-as-usual in public education. Numerous national and state studies have shown our students don't have the basic language and math skills that will allow them to compete with the world for the jobs of today and tomorrow. We observed a lack of agreement among the professionals regarding priorities to make educational improvements. There is no single thing we need to do. Instead, there is a need to rally all stakeholders (every citizen, parent, political leader, teacher, administrator) to find ways of getting a far better student educational outcome without massive additional expenditures.

The Jury sees fertile ground for improvement in inter-school communication of student records, optimization of curriculum and teaching methods (articulation), inter-district sharing of best practices and resources, some district consolidation, more choice for parents and students and renewal of public interest and focus as though our very future depends on it - - because it does. Therefore, we offer our ideas in the hope that they will help propel improvement in K-12 education in Sonoma County.

We also discovered that several County Boards of Education in the state are consolidating from old rural seven member trusteeships to five member trusteeships. This conforms to the constituency lines of the local Board of Supervisors. This action has generated a cost savings to the taxpayers in election expenses, health and welfare benefits and travel and conference costs to the County Offices of Education. The CCSDO should study this option with its regular census review.

## **DISCUSSION**

The Grand Jury visited the recently unified Twin Rivers School District in the Sacramento area and interviewed the superintendent of schools and various administrative staff. This newly unified district, now in its third year, was the result of five years of concerted effort, involving dedicated leadership, parental involvement and political support. Twin Rivers managed to unify four school districts with diverse socio-economic mixes into one unified school district. The unified district is not yet able to quantify the financial benefits. Financial issues include the melding of four union contracts into one and the creation of an equitable distribution of bond liabilities. Educationally, Twin Rivers, in its most recent 2010 report, achieved the highest increase in their Academic Performance Index (API) this past school year on a school-by-school basis.

The Grand Jury does not suggest that consolidation/unification of school districts is a panacea that will cure all educational and financial problems. But it may, in appropriate situations, make expenditures

more productive and improve student achievement. We do suggest that those districts, which are experiencing one or both of these problems, ask SCOE to do a study of potential consolidations/unifications leading to a public hearing, if it is deemed advisable.

School principals interviewed were very clear about their problems. The most salient being:

1. Ever-decreasing budgets,
2. Lack of articulation in moving from grade school to middle school and/or grade school to middle school to high school,
3. Negative impact of charter schools on public schools, and/or
4. Declining enrollment

In interviews with school trustees we found either total opposition to considering consolidation/unification or only a vague interest in pursuing unification. However, there was not much knowledge of the process needed to achieve that objective.

In interviews with representatives of the County Board of Supervisors, we experienced an immediate push back. One stated that while the board members were very interested in education, they did not feel that schools were within their purview. We believe that those elected bodies either do not know, or choose to ignore, that they can require SCOE to do a study on consolidation/unification. It is obviously an act with some political risk.

There are bona fide examples of efforts to consolidate school districts in California. In 2010, the City of Santa Paula asked that the Ventura County School District Organization Committee conduct a study of the merger of Santa Paula School Districts. The issue may go to a public hearing as early as June 2012. In addition, our own local community of Petaluma has several districts currently in discussions regarding consolidation, as evidenced in current *Press Democrat* articles. It can be done!

The final arbiter of education in Sonoma County, as in all other counties, is the State of California. The state establishes funding, promulgates the education code, sets the annual number of required school days (currently at 175, down from 180 the previous year) and determines education standards. In this capacity, one would think that the state would show considerable interest in education problems at the local level and want to help with finding solutions. In several attempts to meet and discuss these matters with one of our local state senators, there was little cooperation. We did meet an assistant of our state senator who came from Sacramento. He met with us for two hours, returned to Sacramento, and was never to be heard from again.

What have we learned from all this? Change is possible; however, not without information to drive the complex process. Information is available; one only needs to ask SCOE. SCOE knows more about education in Sonoma County than any other group, but cannot initiate the studies to help a school district in trouble unless they are requested to do so; counter intuitive as that may seem. We recognize that while not all school districts may appear to benefit from consolidation/unification, all those that are now in immediate need of academic and financial improvements should begin to explore the possibility.

*The system needs to become more effective and efficient. Parents, and every other citizen, need to be involved, but leadership should come from elected officials. These elected officials need to get involved by starting a flow of information that would ultimately drive public opinion to find and*

*implement beneficial new structures for our schools. This report is asking those elected bodies to tell all of us what they intend to do in the future.*

## FINDINGS

- F1. There are 40 school districts in Sonoma County, one of the highest numbers of districts in any California county.
- F2. With over 70,000 students in 40 school districts, Sonoma County has more school districts per pupil than any other similar county.
- F3. School districts are closing schools. Student population and budgets/revenues have been declining, and are expected to continue to decline in Sonoma County.
- F4. Charter Schools are increasing in number and student enrollment in Sonoma County.
- F5. State funding has decreased in California.
- F6. The graduation rate is in decline, and the dropout rate has increased in Sonoma County High Schools.
- F7. Parents are able to take over failing schools (Charter Schools) and/or move their children out of failing schools (Open Enrollment Act, E.C. 48350)
- F8. Certain elected bodies (city and town councils, County Board of Supervisors, governing body of a special district or local agency formation commission with jurisdiction over all, or a portion of, a school district) may request the County Committee on School District Organization (CCSDO) to do a study on unification/consolidation (E.C. #35721 (c)).
- F9. The County Superintendent of Schools does not have the authority to initiate a study on consolidation/unification even if a school district is, or is in danger, of economically failing
- F10. The last study of school district consolidation/unification in Sonoma County was initiated in 2004.
- F11. Articulated curriculum supports consistency in learning experiences from feeder schools to high schools.
- F12. School Boards of districts in receivership lose financial control (assumed by a trustee appointed by the state) but continue to control those academic decisions that have no financial implications and remain in an advisory capacity.
- F13. As noted in F8 above, CCSDO oversees and approves school district requests for territorial transfer, school board issues and studies for consolidation. They approve all school district consolidations before sending them to the state for approval prior to final public approval by election.
- F14. The County Board of Education is an elected body of seven trustees at present. The CCSDO has the authority to reduce membership to five trustees to realize a cost savings to the citizens of Sonoma County.

F15. There has only been one contested election for the County Board of Education in the last 10 years.

F16. Student record transfers from one school district to another are problematic. In some instances it can take up to a year to get records transferred within Sonoma County.

F17. Parents can get statistical data for a teacher's grade level performance from SCOE; however, districts do not disseminate this information routinely.

F18. A breakdown of the number of schools in the school districts of Sonoma County is as follows:

12	districts	1 school
6	districts	2 schools
4	districts	3 schools
5	districts	4 schools
3	districts	5 schools
2	districts	6 schools
8	districts	have between 8 and 19 schools

Additional information can be found in the attached Appendix.

F19. Some Sonoma County school districts are failing financially (Schedule of 2010 - 2011 Financial Reporting in the attached Appendix).

## RECOMMENDATIONS

R1. Every school district in Sonoma County that is not currently a K-12 or basic aid district should request a CCSDO study to determine if educational and/or financial benefits could be achieved through either consolidation or unification.

R2. Every city or town council in Sonoma County should exercise their prerogative per the E.C. 35720-35724 to initiate a CCSDO study of educational and financial benefits that might be achieved for their citizens through consolidation or unification of school districts within their city boundaries.

R3. As per the E.C. 35720-35724, the Sonoma County Board of Supervisors should request that the CCSDO initiate a fact finding study for the purpose of determining the educational and financial benefits, if any, of reconfiguring or consolidating school districts within their overlapping jurisdictions within Sonoma County into K12, or other configurations of unified school districts, that would benefit all stakeholders.

R4. The Sonoma County Superintendent of Schools should sponsor twice-annual regional meetings of all school district superintendents to:

(a) discuss and implement "best practices";

(b) explore and implement school district cost-sharing programs that would reduce school district duplication;

(c) initiate horizontal and vertical articulation of classroom curriculum, in order to meet educational needs, which benefit the students going forward feeding into the high school district;

(d) provide for prompt transfer of pupil records among all schools that any student may chose to attend in Sonoma County, especially those students who are entering a secondary school districts.

R5. All CCSDO studies should include the statutory elements required by the state educational code and:

(a) an evaluation of an articulated K-12 curriculum,

(b) the economic benefits of Special Education, transportation, administrative services,

(c) board members' health and welfare benefits, and

(d) stipend savings through elimination of duplicate services.

R6. The CCSDO, in an effort to better manage costs, should study the potential savings available by reconfiguring the CBOE trusteeships (currently 7 members) to align with the County Board of Supervisors (currently 5). A new, smaller CBOE would then also reflect current census distribution within the county.

R7. The County Board of Education and the County Superintendent of Schools should support and work with state legislators to establish a provision in the educational code that would empower the County Superintendent to make his/her own request for district consolidation or unification studies if a school district has filed qualified or negative financial certification for two or more years.

R8. The Sonoma County Board of Education should conduct a study of SCOE to determine the possible costs and savings of fewer school districts to manage Sonoma County Schools, and where those costs/savings, if any, could be applied to better the education of students.

R9. All 40 Districts in Sonoma County shall respond to the following questions, which will be published by the Grand Jury:

a. After hearing public comments and by a majority vote of the Board of Directors we \_\_\_ invite or \_\_\_ decline to cooperate with a SCOE funded study to discover whether there could be benefits to both educational and financial costs in district consolidation.

b. Current 2010/2011 enrollment is \_\_\_\_, Enrollment for 2009/2010 was \_\_\_\_.

c. We are currently a K-12 unified school district? \_\_\_ yes, or \_\_\_ no. If not our current structure is: \_\_\_\_\_.

d. We \_\_\_ are or \_\_\_ not currently classified as a Basic Aid District. As a Basic id District we derive the following financial benefit: \_\_\_\_\_.

e. We currently have enrolled \_\_\_\_\_ students living outside district boundaries. Five years ago there were \_\_\_\_\_ students living outside district boundaries.

- f. We currently have \_\_\_\_\_ students living inside district boundaries who have chosen to attend schools in other districts. How many such students were there in the 2005/2006 school year \_\_\_\_\_?
- g. There are currently \_\_\_\_\_ dependent and \_\_\_\_\_ independent charter schools operating within our district. Five years ago there were \_\_\_\_\_ dependent and \_\_\_\_\_ independent charter schools in our district.
- h. We currently have developed effective protocols with all surrounding districts to insure complete and timely access to student records transferring in or out of our district \_\_\_yes \_\_\_no.
- i. We currently \_\_\_\_\_ have or \_\_\_\_\_ have not implemented coordinated plans to insure articulation and basic curriculum compatibility with those districts most likely to receive our students and from whom we are likely to receive students.
- j. We currently \_\_\_\_\_ have or \_\_\_\_\_ do not have Joint Power Agreements (JPAS), or similar significant shared cost saving plans with neighboring districts.

#### **REQUIRED RESPONSES TO RECOMMENDATIONS AND FINDINGS**

From the following school districts: To R1, R9 and to Findings F3, F5, F7, F11, F16, F17, and F19:

<b>Alexander Valley Union</b>	<b>Montgomery Elementary</b>
<b>Bellevue Union</b>	<b>Oak Grove Union</b>
<b>Bennett Valley Union</b>	<b>Old Adobe Union</b>
<b>Cinnabar</b>	<b>Petaluma City Elementary</b>
<b>Cloverdale Unified</b>	<b>Petaluma Joint Union High</b>
<b>Cotati-Rohnert Park Unified</b>	<b>Piner-Olivet Union</b>
<b>Dunham</b>	<b>Rincon Valley Union</b>
<b>Forestville Union</b>	<b>Roseland</b>
<b>Fort Ross</b>	<b>Santa Rosa City Elementary</b>
<b>Geyserville Unified</b>	<b>Santa Rosa City High</b>
<b>Gravenstein Union</b>	<b>Sebastopol Union</b>
<b>Guerneville</b>	<b>Sonoma Valley Unified</b>
<b>Harmony Union</b>	<b>Twin Hills Union</b>
<b>Healdsburg Unified</b>	<b>Two Rock Union</b>
<b>Horicon</b>	<b>Waugh</b>
<b>Kashia</b>	<b>West Side Union</b>
<b>Kenwood</b>	<b>West Sonoma County High</b>
<b>Liberty</b>	<b>Wilmar Union</b>
<b>Mark West Union</b>	<b>Windsor Unified</b>
<b>Monte Rio Union</b>	<b>Wright</b>

From the City or Town Councils of Cotati, Cloverdale, Healdsburg, Petaluma, Rohnert Park, Santa Rosa, Sebastopol, Sonoma and Windsor to: R2 and F8.

From the County Superintendent of Schools to: R4 and R7, F1, F2, F3, F4, F5, F6, F7, F9, F11, F12, F17 and F19.

From the Deputy County Superintendent of Schools to: R8

From the Sonoma County Board of Education to: R4, R6, R7, and R8, F14 and F15.

From the County Commission of School District Organization to: R1, R2, R3, R5, and R6, F8, F10 and F13.

## **BIBLIOGRAPHY**

### **Individuals Interviews Conducted:**

- County Superintendent of Schools
- Former Superintendent of Schools
- School District Superintendents
- Presidents of Boards of Trustees
- Member of the School District Board
- Member of the California School Board Association
- Deputy County Superintendent of Schools
- High School Principal
- Middle School Principal
- Sacramento Area Superintendent of Schools
- Sacramento Area Administrative Staff
- Santa Clara County Grand Jury Member
- Sonoma County Board of Supervisors Members
- Sonoma County Administrative Officers
- Field Representative for State Senator
- Sonoma County Public Information Officer

### **Documents Reviewed:**

Sonoma County Schools Directory, California State Education Code, Santa Clara County Grand Jury Report (2009-2010 School Consolidation), Twin Rivers School District Publications, West Sonoma County School Study (Published 2006), Financial Accountability and Oversight Program Provisions (Assembly Bill 2756- July 2004, Sonoma County Office of Education Statistical Reports, California Department of Education Program (“NAEP”), Star School Test Results, Santa Rosa Press Democrat Articles, Ventura County Article, Various Education Websites, California School Financial Report, Lawsuits against the State of California (Adequate Funding Structure)



## **APPENDICES**

Map of Sonoma County School District (SCOE Report)

The County Committee Plans and Recommendations – Flowchart E (SCOE Report)

Financial Status (SCOE reports as of 3/31/2011)

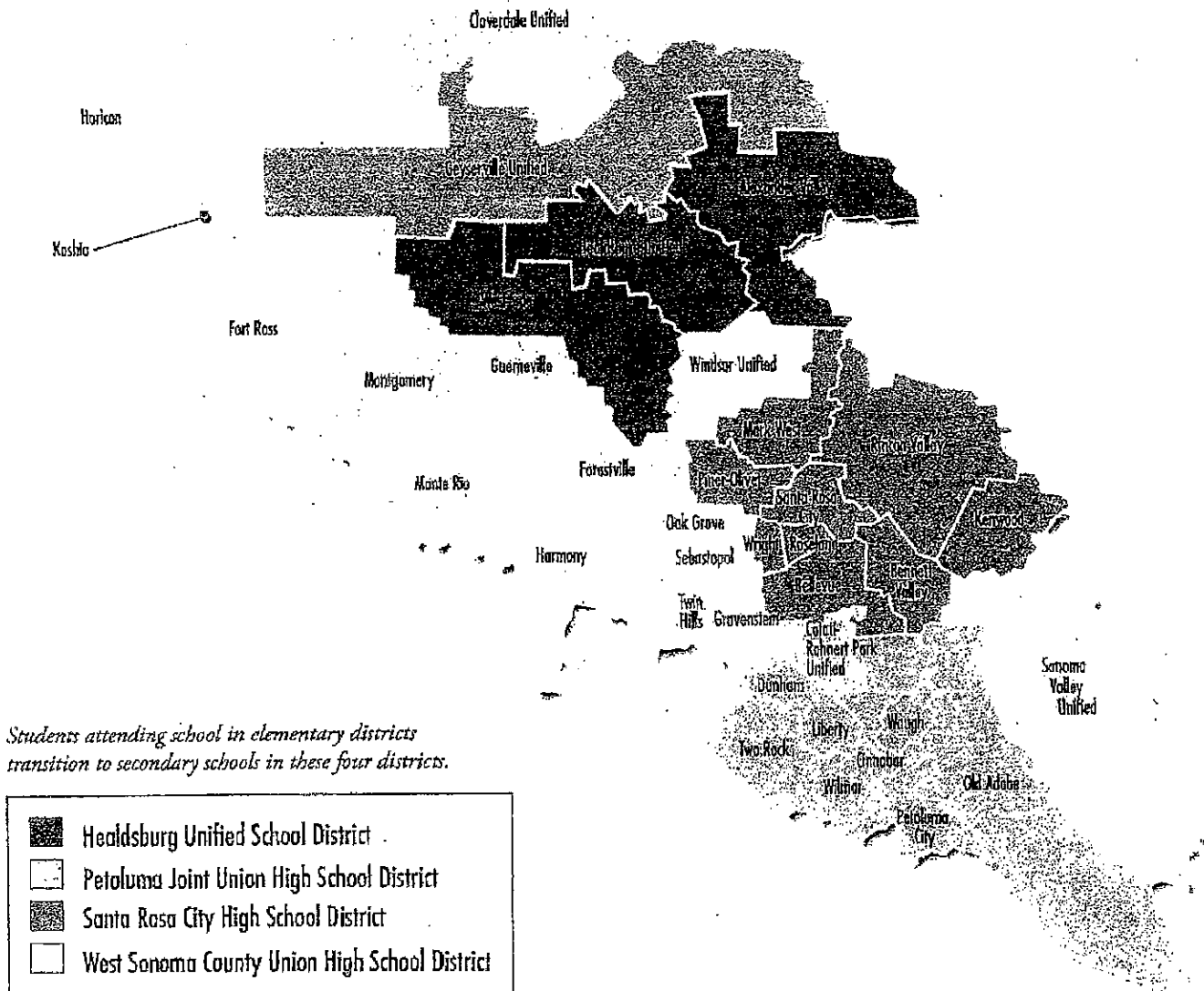
Statistical Schedules of School Districts (SCOE Report)

Sonoma County School Board Member Stipends Benefits (SCOE Report)

# Sonoma County School Districts

There are 40 school districts that provide kindergarten through grade 12 education for Sonoma County: 31 elementary school districts, 3 high school districts, and 6 unified districts.

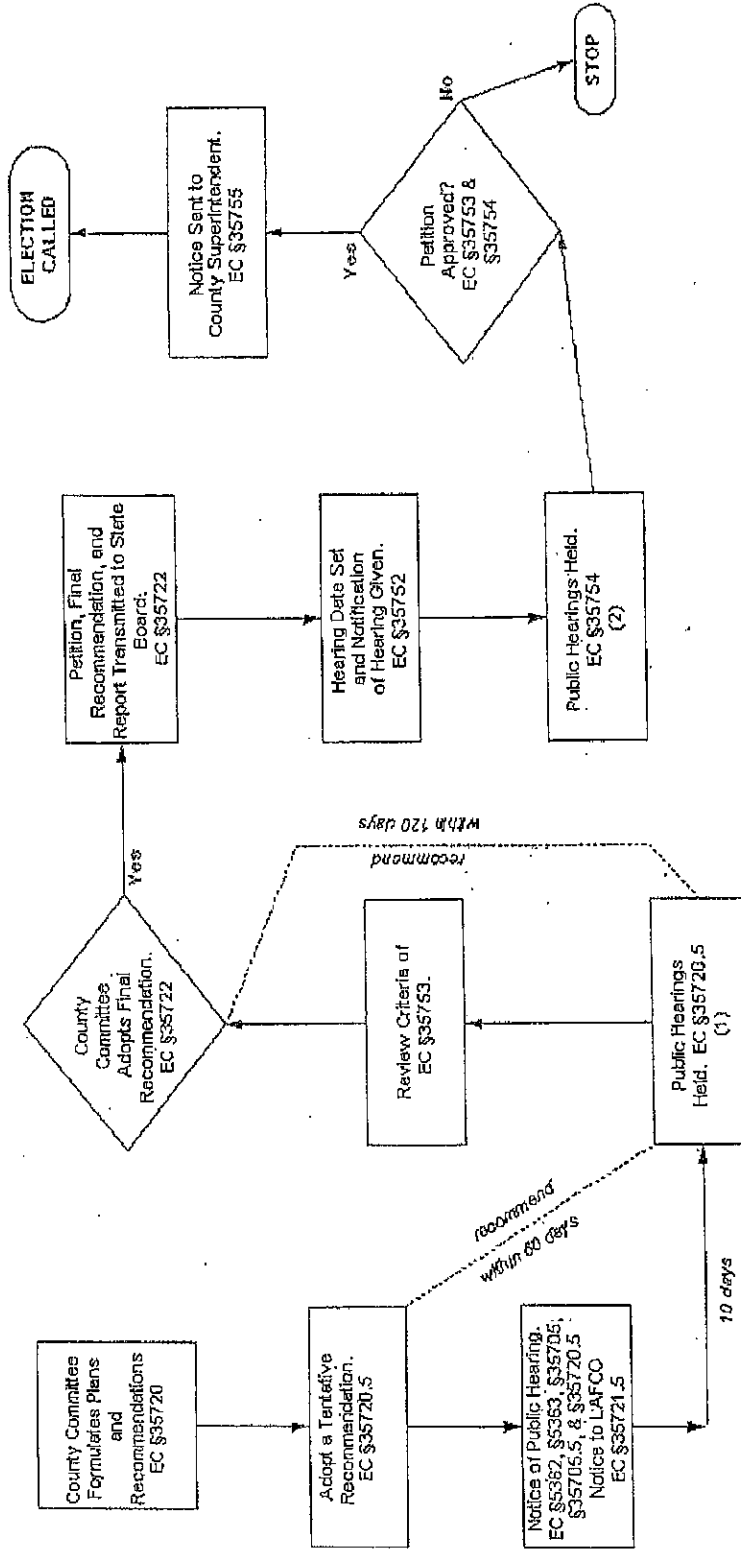
Students in elementary districts “feed” into high school or unified districts as indicated by the color coding on this map.



Unified districts operate both elementary and secondary schools for the students residing within their boundaries. Cloverdale, Corati-Rohnert Park, Geyserville, Healdsburg, Sonoma Valley, and Windsor are unified districts.

Horicon and Kashia are unique in that these small elementary districts feed into Mendocino County.

# COUNTY COMMITTEE PLANS AND RECOMMENDATIONS



(1) Public hearing must be held at least 30 days prior to submission of final recommendation to State Board of Education.  
 (2) CEQA public hearing (with State Board of Education as lead agency) also will be held.

**CURRENT SONOMA COUNTY SCHOOL DISTRICT INFORMATION**

SONOMA COUNTY SCHOOL DISTRICT	NUMBER OF SCHOOLS	DISTRICT ENROLLMENT	NUMBER OF ADMINISTRATORS 2009-10	NUMBER OF DISTRICT BOARD MEMBERS	2010-11 ADOPTED BUDGET
Alexander Valley Union	1	128	1	5	1,602,576
Bellevue Union	4	1,762	5	5	13,716,875
Bennett Valley Union	2	957	3	5	6,883,627
Cinnabar	1	195	1	5	2,099,604
Cloverdale Unified	5	1,525	4	5	11,006,662
Cotati-Rohnert Park Unified	11	6,206	18	5	45,898,299
Dunham	2	178	1	5	1,420,108
Forestville Union	2	434	3	5	3,672,844
Fort Ross	1	44	1	3	555,380
Geyserville Unified	4	255	2	5	2,859,624
Gravenstein Union	3	617	2	5	4,118,076
Guerneville	2	296	2	5	2,560,884
Harmony Union	3	774	6	5	2,762,739
Healdsburg Unified	4	2,048	10	5	15,527,725
Horicon	1	73	1	5	1,426,078
Kashia	1	11	1	3	269,000
Kenwood	1	148	1	5	2,009,182
Liberty	3	1,172	16	5	3,532,691
Mark West Union	4	1,428	6	5	9,239,365
Monte Rio Union	1	95	1	5	1,110,913
Montgomery	1	37	1	5	595,225
Oak Grove Union	3	812	4	5	7,152,341
Old Adobe Union	4	1,771	9	5	13,020,102
Petaluma City Elem/High	18	7,875	36	5	63,636,707
Piner-Olivet Union	5	1,671	8	5	8,809,466
Rincon Valley Union	8	3,123	9	5	27,655,530
Roseland	3	2,168	14	5	15,365,821
Santa Rosa City Elem/High	32	16,577	53	7	130,497,289
Sebastopol Union	5	1,077	4	5	5,607,793
Sonoma Valley Unified	12	4,671	16	5	36,066,331
Twin Hills Union	4	991	6	5	4,839,638
Two Rock Union	1	187	1	5	1,876,371
Waugh	2	920	2	5	6,356,801
West Side Union	1	171	1	5	1,193,060
West Sonoma County Union High	4	2,344	11	5	20,452,506
Wilmar Union	1	204	1	5	1,564,624
Windsor Unified	9	5,720	16	5	40,982,035
Wright	3	1,487	8	5	11,739,466
<b>TOTALS</b>	<b>172</b>	<b>70,152</b>	<b>285</b>	<b>188</b>	<b>529,683,358</b>

# SONOMA COUNTY SCHOOL BOARD MEMBER STIPENDS BENEFITS



Alexander Valley Union	none						
Bellevue Union	\$50	X	X	X			
Bennett Valley Union	none		may purchase benefits at employee rate at own expense				
Cinnabar	none		X				
Cloverdale Unified	may receive a stipend of \$229.64 or participate in benefits up to \$591/mo						
Cotati-Rohnert Park Unified	\$240	X	X	X	X		\$1331/mo toward all benefits
Dunham	none						
Forestville Union	\$10 (dinner allotment)						may purchase benefits at employee rate at own expense
Fort Ross	none						
Geyserville Unified	none						may purchase benefits at employee rate at own expense
Gravenstein Union	\$10 - deposited into an account for lunches, retiree gifts, etc.						
Guerneville	none						
Harmony Union	none						
Healdsburg Unified	none						
Horicon	none						may purchase benefits at employee rate at own expense
Kashia	\$30						
Kentwood	none						
Liberty	none						
Mark West Union	none						may purchase benefits at employee rate at own expense
Monte Rio Union	none						may purchase benefits at employee rate at own expense
Montgomery	none						
Oak Grove Union	none						may purchase benefits at employee rate at own expense
Old Adobe Union	\$240 cash stipend &						towards benefits or \$500 towards health benefits
Petaluma City Schools	none		X	X	X		up to \$839/mo X

# SONOMA COUNTY SCHOOL BOARD MEMBER STIPENDS BENEFITS



Union	Benefit	Benefit Amount	Benefit Description
Piner-Olivet Union	none		
Rincon Valley Union	\$250	may purchase benefits at employee rate at own expense	
Roseland	none	up to \$1659/mo	X X X
Santa Rosa City	\$400	X	X X X
Sebastopol Union	\$75		
SCOE	\$315	up to \$2048/mo	X X X
Sonoma Valley Unified	none		
Twin Hills Union	none		
Two Rock Union	none		
Waugh	\$45		
West Side Union	none		
West Sonoma Union High	none		
Wiltmar Union	none		
Windsor Unified	\$216	up to \$1519/mo	X X X
Wright	\$125	X	X X X

NB - An "X" in the benefits column indicates the benefit is paid by the district. Government Code sections 53200 through 53210 state that a local agency's contribution toward the cost of benefit premiums for board members whose service began as of January 1, 1995 or later, are limited to a contribution no greater than the highest contribution made on behalf of any employee group. The "up to" limit on this spreadsheet does not apply to all board members in the various districts. Board members taking office after 1995 may receive less than the "up to" figure.

# We want to HEAR from you



Working together, we are creating a truly extraordinary learning community for north area students and families. Please share your concerns, ideas, and suggestions about what we can improve. We'd also like to hear your perspective on the progress we've made. There are a variety of ways to communicate and to get involved.

Share your thoughts and ideas by emailing [feedback@twinriversusd.org](mailto:feedback@twinriversusd.org) or by calling us at 916.566.1628. You can also subscribe to our electronic newsletter by visiting our web site at [www.twinriversusd.org](http://www.twinriversusd.org). We look forward to hearing from you.

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The 2010 Community Report is published by the Twin Rivers Communications Office.

For additional copies you may call 916.566.1628 or download it online at [www.twinriversusd.org](http://www.twinriversusd.org).

A special thank you to Commerce Printing for making this report available to our Twin Rivers community at only 36 cents per copy.

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RECYCLE



*Inspiring each student to extraordinary achievement every day*

# Inspiring opportunities

Twin Rivers career academies and special programs emphasize partnerships. Often, they are a “school-within-a-school” and offer multiple pathway options created in anticipation of high-demand careers. Programs include instruction in academic subjects and career classes. In many cases, students are provided mentoring and internship opportunities to gain employability skills.



## Architectural Design Program

Students participate in the county A.C.E. (Architecture, Construction and Engineering) program. Mentors meet weekly with students to share career information and provide guidance for the submission of student projects in an end-of-year competition. (RLHS)

## Careers in Information Technology

FACIT (Foothill Academy of Careers in Information Technology) prepares students for entry into the world of computers. Foothill is a member of Mouse Squad of California, a training program that enables students to run an IT support help desk, providing computer services to their school and community. Additionally, through a partnership with Sims Recycling, students operate an ongoing E-waste recycling center. (FHS)

## Criminal Justice Magnet Academy

High school students work directly with law enforcement in this unique program. The career component is co-taught by an active Sacramento Police Department officer and students complete more than 120 hours of community service activities. (GUHS)

## Culinary Arts

Students regularly prepare staff luncheons and hold ongoing bake sales, raising money for the program. Culinary professionals are providing guidance for the remodeling of the existing home economics room into a state-of-the-art culinary training facility. (RLHS)

## Culinary Arts Program

A student-run campus café offers lessons in menu planning, restaurant table service, accounting, and customer service. Students participate in catering events and quarterly café days that offer tasty lunch options for campus and district employees. (FHS)

## Environmental Technology Academy (New)

In partnership with UC Davis, this program provides a rigorous course of study leading to UC/CSU entrance. The focus is environmental science and includes a choice of two curriculum pathways: conservationism or engineering. Course offerings provide students with an opportunity to theorize, design and apply scientific concepts to real world issues. (HAAD)

## GEO Environmental Science Academy

Students receive hands-on experiences in environmental horticulture, landscape architectural design, habitat restoration, and “green” business. Concepts are learned through a community garden, kitchen demonstrations, and projects including a salsa business and landscape design. Student salsa is available at Taylor’s Market online at [www.taylorsmarket.com](http://www.taylorsmarket.com). (GUHS)

*Creating integrated and relevant coursework, support systems of caring adults, accountable leadership and increased resources results in students who are prepared.*

Marla Miller, Coordinator  
Career Technical Education

GRANT HIGH PACERS are the first Sacramento area team to win a State Football Championship. Head Coach Mike Albergini was named the 2008 MaxPreps National Coach of the Year.

MORNING WALKER students at Harmon Johnson Elementary walked or ran over 8,000 miles last year.