



**Building Blocks,
Milestones and
Accomplishments in
our first 180 Days**

Accounting

- 1) Completed Del Paso Heights, North Sacramento, Rio Linda Union and Grant Joint Union 07/08 Unaudited Actuals and Audits
- 2) Combined four district's payroll operations, processed over 36,340 employee salary warrants to date, held multiple health fairs for open enrollment with new benefit provider.
- 3) Combined four district's Accounts Payables Operations.
- 4) Processed over 10,998 accounts payable warrants to date.
- 5) Processed over 1,523 employee benefit warrants to date.
- 6) Completed Grant Community Charters 07-08 Unaudited Actuals and Audit.
- 7) Completed Gateway Community Charters First and Second Interim reports.
- 8) Actively processing Gateway Community Charters' payroll and providing all budgeting and accounting services as part of the Memorandum of Understanding (MOU).
- 9) Completed reconciling ending fund balances from the prior four (4) districts to Twin Rivers' beginning fund balances.

Budget

- 1) Administered and monitored a \$261 million General Fund budget along with 14 Other Fund budgets.
- 2) Completed First and Second Interim reports. Generated \$11 million in budget reductions to the unrestricted General Fund for 08/09 and proposed reductions of \$17 million in 09/10 for Second Interim. The budget reductions changed our negative certification at First Interim to a qualified certification at Second Interim.
- 3) Oversaw the 2007/08 Independent Financial Audit for Rio Linda USD and Del Paso HSD. Rio Linda Union once again received an unqualified opinion and had no findings or adjustments to the financial records. Del Paso HSD also received an unqualified opinion.
- 4) Reviewed Heritage Peak Charter School's Independent Financial Audit, First Interim and Second Interim reports.
- 5) Implemented AERIES (Student Information System) and attendance system throughout the district.
- 6) Oversaw and maintained 669 site users of AERIES.
- 7) Compiled and prepared P1 attendance report to the State.
- 8) Monitored Class Size Reduction to optimize funding under the SB311 which implemented a sliding scale of income for classes over 20.44 and up to 21.84 students.
- 9) Implemented Blue Bear Software system for the elementary Associated Student Body.
- 10) Managed student body accounts for 51 school sites (including charter locations)
- 11) Completed and submitted 07/08 Mandated Cost filings for all four districts. Total claims submitted amounted to \$2,152,530.
- 12) Coordinated and managed the Medi-Cal Administrative Assistance Program (MAA) which generated unrestricted revenues.

Business administration

- 1) Facilitated the move of the four district's Curriculum, Business and HR Dept's into Bays B & C with minimal disruption to District staff and business.
- 2) Kept productivity disruptions to a bare minimum by smoothly and quickly resolving a myriad of new building (B/C Bay) issues; coordinated, directed, and followed up with proper entities for maintenance, technology, phone, furniture, HVAC, access, and security needs.
- 3) Participated in A Bay construction planning and updates. Coordinating subsequent furniture and move requirements and schedules.
- 4) Assumed District Property and Liability responsibilities.
- 5) Re-organized Risk Management files.
- 6) Coordinating with SIA, School Sites, and District Departments to assure that Injury and Illness Prevention Plan and HazMat Business Plan are in compliance: correct precautions, procedures, forms, and documentation in-place.

Facilities/Maintenance/Custodial

- 1) Completed Lease/Purchase agreement for Bay's A,B and C on Dudley at MBP
- 2) Completed construction of Bays B & C on Dudley at MBP and relocate staff into the two bays.
- 3) Completed design/plan approval and construction is underway in Bay A on Dudley. Work scheduled to be completed by 5/1/09. Project is on time and on budget.
- 4) Modified ENEC project into a 4-phased project and received Board of Trustees approval.
- 5) Deductive change orders #4 and #5 for ENEC are board approved removing phase 2, 3 and 4 from the project.
- 6) Completed Org Chart development for all three departments. No board action on charts yet because of budget constraints.
- 7) Created and installed new Twin Rivers Maintenance logos on all maintenance and grounds vehicles
- 8) Currently in construction of Vapor Recover System for Transportation facilities on Grand Avenue.
- 9) Formed a maintenance subcommittee to address issues within the department and rebuild a new team. Has been very successful.
- 10) Completed 6 elementary school modernizations. Village Elementary School is currently being modernized.
- 11) Completed modernization plans: Madison, Pioneer, Woodridge, Allison Elementary Schools.
- 12) Organized a Facilities Master Planning process, selected and trained 7 teams to visit all the sites. Have visited all school sites in the district.
- 13) Remodeled Building A at Grand Avenue for Police Services and relocated staff into the building.
- 14) Completed Facilities Inspection of all facilities in the district. The site visits generated over 3,000 work orders from the visits.

- 15) Settled pre-existing lawsuit with KPI Architects with proceeds being used to refurbish Winona Complex.
- 16) Re-organized Operations Dept into three regions of responsibility.
- 17) Revised and updated all contracts that are being used by the Facilities Department and had complete legal review.
- 18) Introduced “Green Cleaning Chemicals” into the District.
- 19) Resolved issues and have closed out most of the projects that were from the four prior districts.
- 20) Fully implemented the work order system and trained staff on proper use district wide.
- 21) Centralized the Grounds Department at one location at Grand Avenue.

Purchasing

- 1) Integrated all four Purchasing Departments and centralized the operation.
- 2) Produced over 4,350 purchase orders and over 92 service agreements since July 1st.
- 3) All requisitions are processed within 1-3 business days.
- 4) Purchasing is ordering on-line through several vendors and all PO’s are faxed or e-mailed to insure a quicker shipping timeline.
- 5) Delegated TRUSD as the lead agency in the Nor-Cal Schools JPA multi district cooperative bid. This bulk bid provides anywhere from 20% to 80% savings on products purchased by the warehouse.
- 6) Consolidated the District copier, cell phone, and the technology standard contracts.
- 7) Organized and supervised the furniture and equipment purchase and installation for Modernization and District Office sites.
- 8) Support all departments with billing and invoicing sign off.

Warehouse

- 1) Completed over 1,500 warehouse store orders to date.
- 2) Consolidated four warehouse operations into one central location and one inventory system.
- 3) Organized schedules for food, supplies, and mail into daily and weekly delivery.
- 4) Merged all textbooks into two locations with plans to relocate to the central warehouse.
- 5) Provided support for the District Office moves and surplus re-distribution.
- 6) Absorbed the responsibility for all moves of furniture and equipment, field trip gear transportation, special events, and archive storage.

Print Services/Mail Room

- 1) Merged and streamlined three Print Shops into one large facility offering advanced equipment and print on demand services.
- 2) Able to provide 3 day turn around for normal print requests as well as adapt to 24 hour rush orders as needed.
- 3) Print Shop has provided core curriculum materials for first and second quarter elementary sites.
- 4) Reduced cost by offering savings in volume printing.

- 5) Now able to provide a larger variety of services in bindery and specialized printing.
- 6) Re-established the non profit/bulk mail permit.
- 7) Set mailing procedures and identified changes to provide cost savings.
- 8) Relocation of mail room into a more efficient and secure space within the warehouse.
- 9) Serves the district in a cost effective basis compared to outsourced printing companies.
- 10) Nutrition Services menus are printed and distributed to all Elementary Schools, along with many required district mandated forms.

Mail Services

- 1) Permanently relocated to Print Services and delivers intra district mail in four daily routes.
- 2) US Postal mail is delivered to 3222 Winona and distributed to sites/employees.

E-Rate Services

- 1) Developed RFQ's for posting of E-Rate 470's to identify vendors and announce TRUSD's intention to apply for discounts in Year 12.
- 2) Awarded vendors, executed letters of intent, received Board approval for contracting of vendors for Year 12 program.
- 3) Coordinated audit examination of North Sacramento School District for E-Rate Years 9 and 10 (examination is ongoing).
- 4) Completed and submitted 471 applications and Item 21 attachments, formally applying for almost \$3.2M in Year 12 E-Rate discounts for TRUSD's projected telecommunications, internet access, and basic maintenance needs.
- 5) Working to bring four original districts and TRUSD current on E-Rate schedules, documentation requirements, and Federal deadlines for program Years 11 and 12.
- 6) Work continues with USAC, SLD contacts, TRUSD departments, and outside vendors to unify districts and streamline processes under E-Rate for communication and billing purposes, while still permitting separate account detail for Year 11.
- 7) Working with State and vendors to secure additional discounts under California Teleconnect Fund (provides for an additional 50% of the cost of eligible telecommunications services after the E-Rate discounts have been applied).
- 8) Beginning work on Year 13 data collection (independent site surveys and free and reduced lunch data) to prepare for Year 13 application processes.

Contracting Services

- 1) Begun research and development of contracting systems to include recordkeeping and filing, tracking, consistent district practices, policies, and contract documents.
- 2) Worked with various departments at TRUSD to provide direction on contract processes, review agreements, prepare adequate documentation, advertise formal bids, solicit informal quotes, and select qualified vendors in accordance with PCC and existing District/Board policies.
- 3) Notified State Controllers Office of District/Board election to participate in Uniform Public Construction Cost Accounting Act, bringing the District into full compliance.

- 4) Collaborating with Facilities Department and legal counsel to ensure the District uses legal compliant and consistent documentation for varying agreement needs.
- 5) Supporting the Facilities Department in development of qualified contractor listings.
- 6) Interacting with Purchasing Department to streamline overlapping areas of responsibility.
- 7) Investigating current cellular phone distribution and use to identify users, eliminate excess services and equipment, implement revised Administrative Regulations, and bring records current for the District.
- 8) Supporting Technology Services with RFP process for implementation of district wide VOIP system.
- 9) Supporting Facilities and Purchasing Departments in RFP process for recycling and e-waste applications

Transportation

- 1) Consolidated and updated all training files for each School Bus Driver.
- 2) We are covering 105 routes with 95 drivers, 13 substitutes and an absenteeism rate of 10%.
- 3) Certified 5 new drivers upgraded 36 drivers in various types of school buses.
- 4) Route Supervisors have separate disciplines they are responsible for such as Special Education, Regular Education and Field Trips.
- 5) Scheduled Back-to-School programs, Evacuation Drills, Renewal Class, Original Applicant class, City Training, mountain training and San Francisco training proficiency. Transportation is seeing an increase in interest to drive a school bus which is driven by the sagging economy.
- 6) Developed a Consolidated Bus Maintenance Program on Trans Traks software that will enable each transportation site to utilize and track their own Preventative Maintenance Inspections. This is in the final stages of implementation.
- 7) Established a process to enable sharing of substitutes between sites to insure adequate coverage for home-to-school routes.
- 8) Developed a first department wide uniform training program for renewal and original drivers in a Field Event training program to insure proper mirror use.
- 9) Proposition 1B funding for new school buses have been put on hold until the State says otherwise. This is 200 million dollars in Bond Money slated to replace pre 1977 school buses and newer.
- 10) Reviewing bell schedules to make the appropriate recommendations for the 09/10 school year.
- 11) Installed Radio base stations from the Rio Linda Site to North Sac and the Grand Ave site and vice versa so that communications can be monitored at all locations. North Sac is still on the Nextel program but they have the numbers for transportation to call.
- 12) The company "Bus Radio" that will provide age appropriate music to buses by providing downloadable music wirelessly is still on track but there was a delay while they are upgrading the radio systems they currently have.
- 13) Installed and updated software for the fuel delivery system so that the system can accommodate all vehicles in the district and is better tracked through the software. This will increase the efficiency of billing other departments for fuel.

- 14) Still in process of finalizing DMV vehicle transfer information.
- 15) All School Bus Drivers are now under one requester code through DMV for electronic monitoring of their CDL.
- 16) All School Bus Drivers are entered into the Drug and Alcohol testing program which is now administered through Human Resources.
- 17) Drivers are being provided the required training in order to maintain their school bus certificate. Other training is being offered for proficiency certification in Mountains, City and Snow conditions.

Technology

- 1) Successfully consolidated four physical networks into one Twin Rivers network that utilizes a single source email scanner (spam filter) and single source internet filter.
- 2) Consolidated four different student information systems (SIS) into one consolidated system.
- 3) Implemented a standardized Parent Notification System (NTI).
- 4) User support technician's migrated 2,242 Novell networked workstations to our new TRUSD Active Directory Network.
- 5) Consolidated 4 separate E-Mail systems into one Microsoft Exchange E-Mail system.
- 6) Combined 4 Library/Textbook systems into one Destiny Follett Library/Textbook system.
- 7) Created a new TRUSD district web site which includes departmental and school sites main web pages.
- 8) Created Intranet server for the sharing of interdepartmental information.
- 9) Completed YR 12 E-rate filings for twenty-six potential funding requests totaling over \$4,000,000.00 with a district share of approximately \$380,000.00.
- 10) Consolidated 4 Technology related work order systems into one system.
- 11) Installed and configured 96 new Food Services point of sales systems and Nutri-Kids accounting system.
- 12) Consolidated student assessments systems into the Measures Assessment system.

Nutrition Services

- 1) District wide, the total average meals served daily in August was 18,466 compared to the total average meals served per day so far in October at 25,600. That's a 39% increase overall and a 7% increase over our original forecast of 24,000 meals per day.
- 2) To date, NutriKids online payment deposits total \$31,984.
- 3) 14,000 Free and Reduced-Price applications and 10,000 Direct Certifications were processed at the beginning of the school year.
- 4) Served 3,176,047 meals between August 13, 2008 and mid-March, 2009
- 5) Managed a 60% increase in After School Programs from the former districts.
- 6) Mobile Caffé will be unveiled in March or April of 2009 that will generate income and offer convenient, gourmet lunch selections to District Office staff and surrounding offices.
- 7) Highly successful Catering program generated \$135,000 in income for the department.

- 8) Nutrition Services was awarded an \$11,000 Fresh Fruit and Vegetable Grant. The program is to be piloted at Aero Haven School from now until the end of the school year.
- 9) Brought “Milk Rocks” Brittany Christian concert to Rio Tierra students – one of only two offered in Sacramento.
- 10) Created a healthy Pizza Party program for classrooms with plans to offer more party selections in the future.
- 11) Offering a food show for our Secondary Student Body in March to get their input on next year’s breakfast and lunch menus.
- 12) Opened a new Healthy Choice Salad Bar at Sierra View School in February 2009. All current salad bars operational.
- 13) Summer Feeding will expand to 100% of TRUSD Summer Schools in 2009, including breakfast.
- 14) Will vend to the City of Sacramento for up to 140 Summer Feeding sites in the North Sacramento area this year.
- 15) State “CNIPS” program successfully implemented. CNIPS is a paperless transfer of reports and information via the internet, required all department data to be entered before it could be launched.
- 16) Worked with Facilities to create a Master plan that specifically targets problem health and safety areas in kitchens.
- 17) Food and Supply bid will save district money and create opportunities for future expansion of Warehouse projects

Special Education and Student Services

- 1) Set up schedules and organizational framework within the department to meet the needs of staff including:
 - a. School Attendance Review Board (SARB)
 - b. District Collaboration Of Services Team (DCOST)
 - c. Records handbook
 - d. Family resource guide
 - e. Staff meetings with different groups—including psychologists, speech/language pathologists, department chairs, coordinators, and program specialists.
 - f. Expulsion/re-admission process
 - g. Hired 2 directors, 6 coordinators, 3 speech/language pathologists, 1 psychologist, 12 special education teachers, 1 elementary CDS teacher, and 1 nurse.
 - h. Worked collaboratively with the district and TRUE negotiation teams on special education related contract areas.
 - i. All of the elementary SDC classes had successful Williams visits and passed the audits.
- 2) Various staff development opportunities were offered within the department including:
 - a. SARB training for elementary and secondary sites.
 - b. 25 SLPs learned about curriculum relevant therapy strategies and ways to connect their instruction to the state curriculum standards.

- c. New elementary Special Day Class Teachers, Resource Specialists, and Speech Pathologists were trained in the special education procedures, IEP forms/practices, and standardized/curriculum-based assessments.
 - d. Elementary Special Education teachers in the Moderate/Severe, Orthopedically Impaired, and Autism Special Day Classes received training in a new language arts program, Early Literacy Skill Builders.
- 3) Established department advisory committee with 22 members from across the district. The committee has held 2 meetings.
 - 4) Produced 3 department newsletters between August-March.
 - 5) Formed the district Medi-Cal Advisory committee with representation across disciplines; selected a new company to process the Medi-Cal claims; began process to retrain staff in the procedures.
 - 6) Held regular meetings of all the various groups within the department.
 - 7) Special Education Information System (SEIS) has been implemented across our district and SELPA. Ten staff have been trained to be district trainers and approximately 60 special education staff have had the initial training by SEIS.
 - 8) Special Education representatives have participated in the Curriculum and Academic Achievement language arts adoption and elementary report card committees.
 - 9) Team of elementary special day class (SDC) teachers have worked to align and create appropriate report cards for students with disabilities in our SDCs.
 - 10) Completed a wide range of professional development activities within the district (see attached).
 - 11) Supported the efforts of the Twin Rivers Police Officers Association (POA) with the holiday food and gift drives.
 - 12) Department staff have participated in the county-wide efforts of the Mental Health Services Act (MHSA) planning with emphasis on Prevention and Early Intervention Services.
 - 13) Twin Rivers Unified School District is participating in the Sacramento County Truancy Court Pilot Program through the efforts of department staff.
 - 14) Set up the first Twin Rivers Unified School District Special Education Parent Night on March 18, 2009.
 - 15) Successfully transitioned the Student Services side of the department to the Fred K. Robinson Center. The remainder of the department will move later this Spring/Summer.
 - 16) Williams audits to 17 special education classrooms were all successful.
 - 17) Established strong teams to support special education programs within strands.
 - 18) Aligned the four previous speech/language departments with a plan to support the needs of the students and an outline of the continuum of those services.
 - 19) Calendared and held regular School Attendance Review Board (SARB) meetings to support students, families, and schools with a 30 day follow up.
 - 20) Processed 58 expulsion referrals and 20 students were readmitted in Twin Rivers Unified School District.
 - 21) Provided inservice and support to DELAC and site ELAC meetings by district CWA Coordinators.
 - 22) 31 special education teachers grades 2-12 attended CAPA trainings provided by department staff.

- 23) Provided ongoing mentoring and monthly teacher forums to new elementary SDC teachers.
- 24) Resolved one due process complaint and completed four mediation hearings.
- 25) Aligned forms for Occupational Therapy referrals, Incident Reports, and Behavior Support Plans.
- 26) Reworked the Home Hospital Instruction (HHI) procedures to meet legal requirements and be more cost effective.
- 27) Participated in district facility committees.
- 28) Worked with school psychologists on aligning report templates.
- 29) Trained district staff through the Early Detection and Intervention for the Prevention of Psychosis Program (EDIPPP).
- 30) Supported the efforts of the "Cover the Kids" health initiative.
- 31) Provided Flu Mist Clinics at 4 elementary schools.
- 32) 504 program implementation binder/plan has been developed and is currently under review by Student Services Advisory Committee member for input.
- 33) Established after school counseling/mentoring program for expelled, SARB and other referred students at two district locations, Fred K. Robinson and Pacific High School.
- 34) Truancy Recovery Center is currently being developed at Fred K. Robinson.
- 35) Project Alert training with emphasis on substance abuse prevention (90 plus teachers district-wide).
- 36) Parent/Teacher conference training to Rio Linda Junior High School staff.
- 37) Response to Intervention (RtI) training provided to district Outreach Consultants and elementary counselors.
- 38) Two day eye exam event sponsored by Lens Crafters in March.
- 39) Truancy letter notifications are going out regularly to parents.
- 40) Developed programs/needs assessment survey for site principals.
- 41) Hearing and vision screening for students district-wide are being completed.
- 42) Satellite enrollment program for child development enrollment to be established at Fred K. Robinson.
- 43) Worked collaboratively with the EL staff of CAA to develop procedures for use of interpreters and guidelines for writing English Language Development goals for EL special education students.
- 44) Applying for two multi-year grants: Tobacco Use Prevention Education (TUPE) and McKinney-Vento (homeless).

Administrative Services

- 1) Facilitated communication at regular meetings with school secretary work group, school support assistant work group and public safety officer work group
- 2) Management of the daily student overflow process
- 3) Conduct ongoing investigations of uniform complaints filed
- 4) Implemented, in coordination with Early Childhood Education, the Mid-Year Kindergarten Program
- 5) Developed the District Telephone Directory
- 6) Formulate administrative policies and assist with development of board policies

- 7) Assist with planning current/future pupil housing, attendance areas and school time schedules
- 8) Assist with coordination of board agendas and leadership team meetings

Communications

- 1) Event/Project Support or Coordination – Twin Rivers Day, Arco Day, Community Summits (5), Benefit Fairs, August 7-8 Leadership meeting, HHS 50th Anniversary, Castori Rededication, Elverta Heritage Celebration, Trick or Treat for Hunger, Public ENEC meetings, MAN Multicultural Festival, NH Jubilee, Tree Foundation Planting, Santa Caravan, Backpack Drive, Pacer Parade, Robla Community Event, Grant HS Tax Preparation Saturday, WPCS and CCAA Dental Camp, SEVA regional video awards, WPCS application process, Smythe (7-8) Outreach, HAAD redesign, Grant HS Sports Academy, Garden Valley Library Fundraising.
- 2) Photographing events throughout the district (24,342 photos), disks of photos sent to each school site for yearbooks
- 3) Media Outreach/Local papers (150+ print stories)
- 4) Materials -District Map, district fact sheets (6), HS and JHS fact sheets (8), Student-Family Handbook creation, outreach, and revisions, How to Register brochure, Student Services brochure, Student Safety handout, event fliers, joint negotiations communication, signs, programs/agendas, letterhead, FAQs, recognition plaques.
- 5) eNews publications (14 to date) (6000 subscribers)
- 6) Crisis/Media Response (50+ incidents)
- 7) School crisis communication letters (25)
- 8) Automated phone messages (57)
- 9) Community Engagement process for classroom/school site webpages, contract negotiations, implementation planning.
- 10) New sections of the website – DREAM, slideshows (28), Spotlight Stories, School locator, Picture Carousel, Budget Section, Inauguration Page, Ask Twin Rivers.
- 11) School level web sites (54) and trainings (16)
- 12) New web site content management tool development guidance, training, testing.
- 13) Responding to webpage suggestion box (181 comments or suggestions)
- 14) Survey Design and/or Implementation – Early Retirement Interest, Budget, Special Education
- 15) Connections – free, color 4-8 page newsletter sent to staff and families (3 issues)
- 16) Teacher of the Year selection process, nomination process, recognition event coordination (County dinner, Kings game, Rivercats)
- 17) Classified Employee of the Year selection process, nomination process, recognition: 57 applications, 20 interviews, 6 sent to county level, 5 selected for state level
- 18) Nutritional Services training, Secretary Customer Service Training, Principal Customer Service Training
- 19) Board Photos/Mission Statement/Vision statement framed and delivered to each school (54)
- 20) District videos – Back to School, Holiday Thanks, Students Define CAHSEE
- 21) NSBA project, journal article and conference presentation

- 22) Grant Pacers Support: parade, media interview coordination, City Hall Celebration, State Capitol Tour, Bus transport for fans and families, fundraising for rings and buses, county, city board and legislative resolution development.
- 23) Workability Project engaging disabled students for district-wide administrative projects (1.5 hours weekly)
- 24) District-wide promotional flier management and distribution (101)

Family and Community Involvement Department

- 1) Resolve concerns from parents and community members about school and district activities
 - Resolved nearly 300 conflicts between parents and sites
 - Advocate for parents with other departments as needed
 - Log and categorize these concerns and communicate trends with other departments or supervisors as needed.
 - Offered front office training on customer service strategies as requested
- 2) Coordinate the Interdistrict Transfer process
 - Implemented new process for Interdistrict Transfers to retain as many students as possible.
 - Meet or talk with every parent who wants to leave TRUSD to determine basis for request
 - Retained 40% of students requesting to leave TRUSD
 - Improve existing structures so families won't want to leave district and attract new families
 - Provide staff development on IDT and Open Enrollment processes to multiple stakeholders
- 3) Coordinated Open Enrollment process for district
 - 235 students approved for Open Enrollment for 2009-2010 school year
- 4) Develop and Expand Community Partnerships
 - Participate in monthly North Area Collaborative to share information about TRUSD and gather community resources
 - Active on Yes to Youth leadership team and advisory committee
 - Partnered with Mutual Assistance Network to provide Bright Beginnings class to Cal SAFE students at Vista Nueva
 - Assist with partnership with Sacramento Chaplaincy and Rio Linda High School to develop Peer Support program
 - Member of SCOE Parent Collaborative and participant in CDE Family Area Network committee
- 5) Direct support to Parents/Families/Schools
 - Parent Project classes taught by Arturo Jimenez and Rafael Enriquez
 - Assist with Late Start Wednesday conflict resolution
 - Triage crisis calls from parents and connect with community and school resources
- 6) Collaborate with other Departments and Divisions on family involvement issues
 - Coordinate monthly Family Engagement Committee meetings to share resources and information across departments within TRUSD

- Provide staff support to Student Services and Curriculum and Academic achievement (8-10 hours per week from Rafael Enriquez and Arturo Jimenez)
 - Assist with the organization of Community Summits
 - Coordinate and plan monthly Student Leadership Advisory Committee for student leaders from our secondary schools
- 7) Partner with other agencies to provide experiences for students, staff and families that promote academic achievement, leadership development and enriching experiences:
- Expanding Your Horizons Conference – 10/4/08
 - Sacramento News and Review “Jammies” event at the Mondavi Center – 2/09
 - College: Making it Happen workshop at CSUS – 3/28/09
 - Expansion of Breakthroughs program from the Sacramento Country Day School to include Castori School Students
- 8) Coordinate resource donations to benefit schools and families:
- Tools for Schools Campaign
 - Stuff the Bus school supply drive for homeless students
 - Senior Gleaners Donations
 - Trick or Treat for Hunger with the Communication Department
 - Assisted TRPD in giving away hundreds of turkeys during Thanksgiving vacation
 - Holiday Backpack Drive provided 430 new backpacks and supplies to needy elementary school students (approximate value \$32,000). Remaining donations given to Student Services for use with needy families
 - Partnered with Bayside of South Sacramento and Castori School to hold Bless a Family Event where every student received a new bike, lock and helmet for Christmas.
 - Assisted with Adopt A Family Christmas program with Police Services
 - Collecting new and used maternity and baby clothes and toys for Cal SAFE students
- 9) Assist with development of consistent enrollment procedures among all 54 schools
- Staff development for secretaries and office clerks
 - Creation of TRUSD Office Procedures Handbook planned for summer 2009
- 10) Foundation Development
- Expansion of Project DREAM (Developing Resiliency through Education, the Arts and Mentoring) to raise funds to promote enrichment activities in TRUSD Title 1 schools.
 - Communication with multiple groups on Project DREAM and how to donate as well as access funds
 - Partner with volunteers from the Rio Linda Education Foundation to act as education foundation for the district
 - As of Feb 2009, \$29,950 given to TRUSD schools in teacher mini-grants. Over \$20,000 more expected to be approved in March meeting.
- 11) Coordinate the United Way Employee Giving Campaign
- 12) Assist Communications Department on Family Involvement Issues
- Family and Student Handbook
 - NTI Messages to families

- 13) Communicate with Family/Community contact person at each site as community resources become available.

Emergency Preparedness

- 1) Drafted District's Master Emergency Response Plan and Emergency Operations Guide
- 2) Drafted a Standardized Comprehensive Site Safety Plan
- 3) Standardized Emergency Preparedness and Response Guide for all School Sites
- 4) Developed District's Emergency Communications System
- 5) Established Executive Steering Committee for Readiness and Emergency Preparedness for School Grant; Bi-weekly meetings held beginning in September
- 6) A review of baseline hazards in progress by each district
- 7) Informal bid completed for evaluation component of the REMS Grant
- 8) Established Sacramento County Area Emergency Preparedness Group. Monthly meetings held to discuss emergency preparedness issues
 - North Sacramento Area School District Collaborative Districts
 - San Juan USD
 - Sacramento City USD
 - Elk Grove USD
 - Folsom Cordova USD
- 9) Evaluator Michael Mears and Company contracted for evaluation component of REMS Grant
- 10) Developed the North Sacramento Area School District Collaborative REMS Information bulletin
 - Monthly publication for updates on REMS Grant activities
- 11) As part of the Sacramento Area Emergency Preparedness Group, received grant from Sacramento County Emergency Operations Office for a regional Pandemic Flu Plan
 - Plan template to be designed by Prepared Response Inc., Tacoma, Wa.
 - Template to be distributed to Sacramento area school districts
- 12) Conducted Basic National Incident Management System ICS 100/200 course for school administrators
- 13) Formal bid completed for communication and network component of REMS Grant
- 14) Formal bid completed for training component of REMS Grant
- 15) Continued work on developing regional emergency communications system
 - Network with Sacramento County Sheriff's Department, Twin Rivers Police Services, and Sacramento County Emergency Operations Office to establish UHV/VHF 450/800 system
 - Review of Sprint Nextel Solutions system
- 16) Code Red Training Associates, Inc. contracted for the training component of REMS Grant
- 17) Basic National Incident Management System for school administrators hosted Twin Rivers
- 18) Developed North Sacramento Area School District Collaborative Master Training Plan
 - Regional training system
 - District training system
 - High school community training system

- 19) On-going negotiations with Risk Solutions Inc., to deliver emergency preparedness software program for the REMS grant.

Police and Security Services

- 1) Fully operationalized the transition of the Twin Rivers Police Department - policies, procedures, uniforms, and logos, badges, forms, vehicles, Department of Justice, CA POST, etc.
- 2) Modified deployment of police officers to better cover the new District
- 3) TRPD received the prestigious "Best Police Cruiser Design" for design excellence at the CopsWest Conference. COPSWest is the premiere law enforcement exposition in the entire western United States showcasing the latest police technology and equipment. This award considers the entire vehicle including the logo, markings, lighting, equipment and overall design.
- 4) Implemented Prevention and Intervention Techniques and Programs district-wide
- 5) Evaluated, continued, and implemented cutting edge techniques, technology and modern police practices
- 6) Reinforced positive philosophies while working with our students and community
- 7) Construction and remodel for a new, and much needed Police Department headquarters
- 8) Rewrite of Policy Manual to reflect SRO Model and Philosophy
- 9) Hired new officer, new dispatcher, and new reserve officer
- 10) Submitted grant application for new, required, communications software
- 11) Worked with surrounding agencies for gang informational meeting
- 12) Budget in the black
- 13) Distributed donated turkeys to needy families for Thanksgiving
- 14) Annual Holiday Toy and Food Drive in December
- 15) North Area Community and Gang Summit

Charter Schools

- 1) Unified and coordinated the administration of charter schools
- 2) Established communications with charter school administrations
- 3) Reviewed charter school petitions and MOUs
- 4) Comprehensive analysis of charter school programs
- 5) Reviewed charter school budgets
- 6) Visited charter school facilities and programs
- 7) TRUSD representative attending all GCC Board Meetings
- 8) Continue to refine dependent charter Petitions, specifically Smythe Academy
- 9) Update, post and publicize charter school applications
- 10) Assist with marketing materials and strategies for charter schools
- 11) Hold lottery drawing as needed for Westside Preparatory and CCAA
- 12) Complete evaluations of dependent charter site administrators
- 13) Work collaboratively with Facilities to address Proposition 39 Facilities Requests
- 14) Coordinated preparation of Distinguished School application and school site visit
- 15) Reviewed charter school enrollment
- 16) Submit charter school student yearly calendars

17) Received \$17,000 grant award from Society of Manufacturing Engineers

Curriculum and Academic Achievement

- 1) Facilitated process for the creation and consistent monitoring of three-year goals to improve pre-K – adult student engagement and achievement based on multiple measures of assessment
- 2) Established principal evaluation procedure to enable hands on support for all principals
- 3) Established leadership team structure for each school with on-going coaching and support for leadership team development
- 4) Reduced Curriculum and Academic Achievement staffing for a savings of more than 1.7 million dollars
- 5) Implemented Monday Memo for weekly updates from all departments
- 6) Implemented weekly Curriculum and Academic Achievement staff meetings for training and collaboration purposes
- 7) Implemented Principal's Advisory Committee for regular two-way communication between lead principals and Curriculum and Academic Achievement cabinet members
- 8) Opened lines of communication between community-based organizations and Curriculum and Academic Achievement department
- 9) Worked with staff at California Department of Education to implement recommendations made by P-16 council for Closing the Achievement Gap
- 10) Served on state advisory for implementation of statewide professional development in cultural proficiency
- 11) Regularly attended parent meetings – District Advisory Committee, District English Learner Advisory Committee, Gifted and Talented Advisory
- 12) Worked directly with grant writer and district partners to research and attain grants to improve student programs
- 13) Established partnership with Cress Center – University of California at Davis to institute Youth Speaks program on high school campuses
- 14) Ensured visibility of Curriculum and Academic Achievement staff on school campuses
- 15) Ensured regular use of data to monitor program effectiveness and to develop school and district plans
- 16) Established need for additional Gifted and Talented Education programs and provide on-going recommendations for assistance and implementation
- 17) Formalized partnership with California State University Sacramento to establish Twin Rivers Administrative Cohort to begin Spring 2010

Elementary Education

- 1) Currently selecting a unified K-6 standards-based English Language Arts/English Language Development (ELA/ELD) programs to pilot for the 2009-2010 school year.
- 2) In depth study of the 2007 California Reading/Language Arts Framework for Public Schools, Kindergarten through Grade 12.
- 3) Analysis of state and district assessments and data, by subgroups, to inform ELA/ELD curriculum, instruction and professional development.
- 4) Provided teacher forums that focus on Academic Language, Vocabulary Development and Fluency through the analysis of CST release questions and blueprints

- 5) Working in tandem with elementary math division to develop a unified K-6 standards-based report card.
- 6) Supporting 10 Reading First sites in effective implementation of the currently adopted ELA curriculum through site visits, professional development, reading coach support and fiscally.
- 7) Unifying K-6 standards-based writing and fluency assessments
- 8) Ensuring K-6 ELA assessments address grade level standards and rigor of CST.
- 9) Currently selecting a unified K-6 standards-based English Language Arts/English Language Development (ELA/ELD) programs to pilot for the 2009-2010 school year.
- 10) In depth study of the 2007 California Reading/Language Arts Framework for Public Schools, Kindergarten through Grade 12.
- 11) Analysis of state and district assessments and data , by subgroups, to inform ELA/ELD curriculum, instruction and professional development.
- 12) Providing teacher forums that focus on Academic Language, Vocabulary Development and Fluency through the analysis of CST release questions and blueprints
- 13) Elementary and Secondary articulation in the content subject areas of ELA, ELD and Social Studies
- 14) Provide professional development and site support in ELA/ELD universal access.
- 15) Ensuring sufficiency of all board adopted instructional materials for students K-6 in all subject areas.
- 16) Provided training and resources to implement National History Day project.
- 17) Provided Year 1 training for beginning teachers in English Language Arts.
- 18) Provided principal/reading coach training for 10 Reading First Sites focused on data analysis and goal setting.
- 19) Provided ELA Adoption Tool Kit training for principals, coaches and teachers.
- 20) Site visits and articulation on ELA/ELD curriculum implementation
- 21) Provided district-wide K-12 professional development in tandem with secondary ELA/ELD department in the areas of Academic Language, Vocabulary Development, ELD Strategies and the Writing Process.
- 22) Planned and facilitated district-wide K-12 professional development titled Supporting Student Achievement through Academic Language and the CAHSEE Exam.
- 23) Member on Promotion-Retention Committee
- 24) Reading First site visits which focus on data and implementation of the curriculum
- 25) Aligning district assessments to ensure that students are assessed on grade level standards
- 26) In-depth study of CST, CELDT and District Assessment data to guide our selection of a unified ELA/ELD program.
- 27) Analysis of subgroup data to identify ELA/ELD instructional gaps to provide additional support for K-6 sites.
- 28) Designing a standards aligned report card and set trimester benchmarks
- 29) IBM Reading Companion Grant for six sites.
- 30) Provide professional development focused on closing the achievement gap.
- 31) Ensuring that all K-6 students have access to standards-based, board adopted materials.
- 32) Instructional Coach Professional Development
- 33) Reading First Coach Professional Development
- 34) Principal/Reading First Coach Training
- 35) ELA/ELD Toolkit Training
- 36) K-6 ELA/ELD Selection Committee Member

- 37) K-6 Report Card Committee Member
- 38) Passed Fall and Spring Williams Audits
- 39) Managed OARS and File-maker-Pro Data Systems
- 40) Successfully housed and distributed instructional materials and Destiny database.
- 41) District Calendar Committee Member

Mathematics and Science

- 1) Conducted a successful pilot and adoption process for math curriculum
- 2) Adopted standards aligned math curriculum
- 3) Implementation and training of newly adopted science curriculum
- 4) Developed teacher forums that focus on standards and the correlation to CAHSEE and A-G requirements
- 5) Train 800+ teachers (enVision Math overview)
- 6) Create Summer School math curriculum that is reflective of data and CST mapping
- 7) Create comprehensive math assessments that are standards aligned, focus on key standards and match the rigor of CST
- 8) Conducted a successful pilot and adoption process for math curriculum
- 9) Adopted and began implementation of standards aligned math curriculum
- 10) Developed teacher forums on math, science and PE that focus on standards and the correlation to CAHSEE and A-G requirements
- 11) Train 800+ teachers (enVision Math overview)
- 12) Trained teachers in new science curriculum
- 13) Used student achievement data when articulation with secondary to determine target areas
- 14) Create Summer School math curriculum that is reflective of data and CST mapping
- 15) Create comprehensive math assessments that are standards aligned, focus on key standards and match the rigor of CST
- 16) Used student achievement data about our subgroups to design teacher forums to meet the needs of subgroups. (reading/writing and communicating in the content areas, academic language, balanced standards instruction, culturally responsive and engagement strategies)
- 17) Focus on conceptual development in math and science
- 18) Partnership with SECC to develop math training video (planning and production)
- 19) Development of training forums for teachers to support effective practices, improve student engagement and achievement in all curricular areas
- 20) Create comprehensive math assessments that are standards aligned, focus on key standards and match the rigor of CST.
- 21) Designing a standards aligned report card
- 22) Served on committee to determine retention policy
- 23) Created model for review of student achievement data to determine appropriate instruction
- 24) Developed after school Math Academy pilot
- 25) Created Summer School math curriculum that is reflective of data and CST mapping
- 26) Worked collaboratively with CRESS, Sacramento State, IFT, CTA and site administration to develop The Algebra Project pilot

- 27) Partnership with SECC to develop training video (planning and production)
- 28) Development of training forums for teachers to support effective practices, improve student engagement and achievement
- 29) Trained instructional coaches to lead professional development in new math and science curriculum
- 30) Worked with and trained instructional coaches
 - a. SB472 training
 - b. Cognitive Coaching training
 - c. Adult Learning Theory
 - d. Generational Differences
 - e. Marzano Book Study
 - f. Culturally Responsive Instruction
- 31) Utilize instructional coaches to deliver instruction at teacher forums
- 32) Supported SECC by acting as a judge for the annual SEVA awards
- 33) Support principals and teachers through feedback regarding effective instructional practices
- 34) Evaluated 3 principals, 1 coordinator and 1 teacher (STARBASE)
- 35) Worked collaboratively with the Department of Defense to continue award winning STARBASE program
- 36) Successfully included two SDC classes in STARBASE
- 37) Managed and supported the former Del Paso district's math assessments
- 38) Worked collaboratively with Research and Evaluation
- 39) Curriculum Guide and instructional best practices and pacing guide
- 40) Late start Wednesday professional development support customized to school sites
- 41) Participated in book study of "Courageous Conversations"
- 42) Provided "Courageous Conversations" book to all members of the department and had discussions that paralleled the larger group discussions
- 43) Worked collaboratively with the Student Services to train all 6th grade teachers in the newly adopted "Project Alert" curriculum.

Preschool

- 1) 100% of preschool students assessed and data gathered
- 2) Individual goals set to address the needs of the students
- 3) Trained preschool teachers on math and ELL instruction
- 4) Trained teachers on designing lesson plans driven by the assessment
- 5) Collaborate with K-6 and special education to align report cards
- 6) Circulation of PreRead backpacks increased at targeted preschool sites for parents' use in school readiness activities.
- 7) 1:1 meetings with principals focusing on preschool curriculum, foundations, and assessment
- 8) Expanded preschools at Sierra View and Madison School
- 9) Designed Kindergarten transition activities for children at First 5 targeted sites
- 10) Review of assessments and teacher records to support quality improvement
- 11) Collaborate with Preschool Special Education Task Force to create district pre-k student assistance referral process

- 12) Development of the use of the scantron system through Measures for preschool assessments
- 13) Served on committee to determine retention policy
- 14) Implement mid-year kindergarten class January 2009 at Westside School
- 15) Expand full day kindergarten: Babcock, Foothill Oaks, Hagginwood, Village, and Woodlake,
- 16) Serve approximately 1,000 children in part day and full day/full year preschool/school age programs
- 17) Use of State, Federal, and First 5 funding providing flexibility of preschool/child care services to families, regardless of income.
- 18) Collaborate with Sacramento County Office of Education Preschool Bridging Model, to educate, communicate, and build relationships with local family child care providers
- 19) Complete Kinder Kamp planning for summer 2009 for newly enrolled kindergarten children.
- 20) Collaborate with adult education/ROP coordinator for volunteers placed at preschool centers
- 21) Complete parent education sessions at four sites and home visits to 45 families educating parents on being their child's best first teacher
- 22) Held Preschool Parent advisory meetings four times a year
- 23) Held Parent Information Events at ten sites, three times a year
- 24) Expanded teacher participation in Home Visit Project preschool sites
- 25) Book study of Courageous Conversations by Glen Singleton
- 26) Substitute high school principal during CAA principals' meetings
- 27) Evaluated one principal and two coordinators
- 28) Worked with new full day kindergarten teachers on implementation
- 29) Merged three separate district preschool programs into one
- 30) Redesign of funding to release use of Title I funds
- 31) Selected curriculum and trained mid-year kindergarten teacher
- 32) Collaborate with human resources in the development of job descriptions for preschool positions
- 33) Collaborate with Child Action, Sacramento ENRICHES, Sacramento County Office of Education, and directors of other Sacramento county districts to improve transition process
- 34) Collaborate with Family Resource Centers to provide services to preschool families

Instruction and Information Technology

- 1) 21ST Century Learning - Created and delivered 21st century learning presentations to 9 schools.
- 2) Acceptable Use Policy (AUP) - Developed student acceptable use policy which was included in the student handbook
- 3) Over 300 district employees have been provided training in how to utilize Aeries
- 4) Designated a district-wide Aeries trainer for ongoing necessary training and support
- 5) Accelerated Reader - Purchased and integrated including professional development opportunities for this web-based reading program at 33 of 35 schools

- 6) Worked in conjunction with Research/Evaluation department to make recommendations to purchase MEASURES for TRUSD assessment software system for 2009/10 *
- 7) MEASURES – developed and managed TRUSD rollout plan for this web-based assessment software
- 8) Worked in conjunction with Research/Evaluation and IT department to implement three different assessment systems
 - a. File Maker Pro
 - b. MEASURES
 - c. OARS
- 9) Report Card – worked with the curriculum division to produce a web based Report Card via MEASURES
- 10) 5 elementary sites (Aero Haven, Frontier, Hillsdale, Kohler and Westside) fully outfitted with SMART boards, projectors, and amplification systems
- 11) 6 hours of SMART board training provided to all teachers at each of these sites.
- 12) Worked in conjunction with site principals to ensure equitable access to all district and site technology programs by having at least one PC computer in every classroom that currently does not have access
- 13) Coordinated expansion of *new technologies* purchases including document cameras, student response systems, interactive white boards
- 14) Forms - Worked on the ad hoc Forms Committee with Human Resources, IT and school site personnel to guide TRUSD in the selection of the appropriate software needed to create forms
- 15) Microsoft Voucher Funding - Researched and funded software programs using the K-12 Voucher program
- 16) My Learning Plan - Created and implemented rollout plan for this professional development software system at all elementary sites
- 17) Working in coalition with other Sacramento County school districts
- 18) Collaborated with other districts and SECC to negotiate reduced prices on software subscriptions
- 19) Worked in conjunction with Communications Dept and IT to oversee a rigorous decision making process to make recommendations for TRUSD parent portal system for 2009 – 2014
- 20) Facilitated parent portal focus groups that were open to all teachers, administrators and the TRUSD community.
- 21) Set up pilot school to test the web page component of School Loop
- 22) Collaborated with IT and Communications to discuss an initial School Loop rollout plan for the 2009/10 school year
- 23) Site Supervision - Supervise four elementary schools to ensure school vision, goals, culture, programs, professional development, learning environments, community resources and policies are legal and aligned with the TRUSD mission: *To inspire each student to extraordinary achievement every day*
- 24) District wide SMART software license secured
- 25) Developed rollout plan for district wide implementation of SMART
- 26) Utilized buyback options for existing Interwrite/Promethean products
- 27) Train the Trainers SMART notebook provided to 8 teachers
- 28) 31 SMART pilot teachers have been trained and using SMART boards

- 29) Participated in the math adoption process
- 30) Worked with Scott Foresman technology representatives in the areas of math, science and social studies
- 31) Provided professional development on the science adoption technology component
- 32) Created Tech Ex (Experts) program to provide professional development in instructional technology
- 33) Established Tech Ex leader's specialties to maximize effectiveness
- 34) Provided over 225 hours of professional development to over 1,500 teachers at the site and/or district in the following areas: Basic Computing; Integrating technology into the curriculum; Accelerated Reader/STAR; Digital storytelling; Scott Foresman science; Google Earth; NetTrekker; ST Math; SMART products; Wikis; My Learning Plan; Learn 360 (video streaming)
- 35) Developed Saturday Symposiums that focused on effective technology integration strategies
- 36) Team developed a California state TRUSD technology plan for 2008-2011
- 37) Developed Vision Plan for educational technology
- 38) Video Conferencing - Elementary pilots were conducted at select elementary sites with GATE students
- 39) Web-based Educational Technology Resource Center
- 40) Created and maintained Educational Technology website that provided technology based resources for all TRUSD teachers
- 41) Managed the implementation of innovative Gen Yes program that creates 21st century leaders and learners.
- 42) Developed a pilot technology internship program in conjunction with the Foothill Academy Careers Information Technology (FACIT-ROP) program at Foothill High School.
- 43) Created a web-based student "help-desk" program that manages heat tickets at numerous sites.
- 44) Researched the "Mouse Squad" program that could provide hands-on curriculum for ROP technology courses and prepare students for jobs with the Best Buy Geek Squad.
- 45) Developed a monthly rotation during which we provided personalized, hands-on technology integration training for secondary teachers and administrators at the nine comprehensive sites.
- 46) Hands-on training included the following adopted programs: ABI, Classworks, Custom Guide, Discovery Streaming, Google Tools, Gold, Custom Guide, Google tools, NetTrekker, and Worldbook.
- 47) Created customized password sheets that were developed for students and teachers at every secondary site that were delivered and made available via the textbook drive.
- 48) Provided Google Tools training for some members of the CAA team so they could develop Google Groups to foster collaboration.
- 49) Interviewed and hired tech Coaches at all secondary sites (17 total).
 - Organized monthly meetings that discussed key technology issues in the district.
 - Analyzed data from the required Technology Coach logs to evaluate the effectiveness of the program.
 - Created Tech Coach handbook and CD ROM to direct effective coaching at all secondary sites.

Professional Development / BTSA (Pre-K – 12)

- 1) Conducted Oct. 17 PD on CAHSEE(California High School Exit Exam) passage rates, CAHSEE contents and Academic Language to all TRUSD teachers & site administrators in feeder pattern groups.
- 2) Conducted Nov. 20 & 21 Formative Assessment workshops by subject area for junior high teachers and for high school teachers
- 3) Conducted January 5 PD on Formative Assessments by subject matter for secondary teachers and Math Academic Vocabulary for elementary teachers by grade level.
- 4) Fifteen Teacher Forums in Instructional Technology
- 5) Four Teacher Forums in Math
- 6) Six in Assessment Writing, Reviewing & Using Results
- 7) Five in Academic Language, English Language Arts, English Language Development
- 8) One Teacher Forum for Preschool teachers
- 9) Nine Forums in Culturally Responsive Instruction
- 10) My Learning Plan training for all Tech Exs (elementary) and Tech Coaches (secondary) was accomplished in January
- 11) Tech Exs & Tech Coaches trained their faculties in the use of MyLearningPlan.com in February
- 12) Curriculum Directors and Coordinators were trained in the use of My Learning Plan to enter courses they will conduct or oversee
- 13) Professional Development staff are trained to monitor and assist with all entries into MyLearningPlan, including attendance verification and certificates of completion
- 14) Work cooperatively with Special Education and Preschool/Early Childhood Education Departments to offer and monitor professional development in these areas
- 15) Communicate information for classified professional development and support to sites as requested
- 16) Support the five schools with a QEIA (Quality Education Improvement Act) grant in tracking required professional development hours
- 17) Supply licenses for online professional development video segments online through www.PD360.com for 100 users (coaches, principals, teachers, directors...)
- 18) Conduct and support numerous Elementary Math Selection and adoption workshops and upcoming 2-hours of Math PD for all elementary teachers with the newly adopted materials.
- 19) Conduct and support standards-based PD for English Language Arts and English Language Development selection committees and pilot groups.
- 20) Provide a series of four professional development meetings for (elementary) Assistants to the Principals on legal issues, requirements of the duty, and topics generated by the group.

Secondary Curriculum

- 1) Participated in a group wide reading and discussion of Glenn Singleton's Courageous Conversations.

- 2) Collaborating with Youth Speaks Inc. and CRESS center at UC Davis to bring Youth Speaks Sacramento alive in all of our High Schools and select middle and elementary schools.
- 3) Collaborating with UC Davis, SMAC, and ArtsBridge to create a Summer Professional Development that combines Shakespearean ArtsBridge with Youth Speaks Sacramento
- 4) Subject specific needs assessments so that our work is purposeful and directed by the needs of the site teachers and more importantly the students.
- 5) Exploring and writing various grants to enable our department to fund the various efforts needed to improve student achievement district-wide
- 6) Conducted various site contacts via chatrooms, email messages, website, memos, in-person visits, Assisted with all secondary Williams review teams, visit and facilitated numerous Wednesday morning collaborations and Professional Development workshops meetings at the various sites
- 7) Implement Subject Area Meetings.
- 8) Test Taking workshops
- 9) Increase rigor and relationship to CSTs for all Subject Area Assessments by ensuring that exams reflect all standards.
 - a. Collaborate with various department to ensure that tests are written, copied, delivered, picked up, scored, and results returned in a timely fashion.

Science

- 10) Assessment- Increased the Quantity and Quality of Items Banked in Science Courses 7-10. Assessments made to reflect RIGOR of state tests [higher difficulty levels, L2 and L3, represented] as well as standards as elaborated in the Science Frameworks.
- 11) Curriculum – De-emphasized focus on ONLY teacher-selected KEY standards to a focus on ALL standards. De-emphasized over-reliance on only the textbooks to using the Science Frameworks as the major guiding document for instruction and assessment.
- 12) Professional Development- Created presentations on Item Writing, Test-taking, and Test Coaching. Collaborated with all 2^o Coordinators and Elementary Coordinator to present these workshops to ALL teachers. Initiated presentations at school sites, utilizing Wednesday Faculty Meeting Times when attendance rates to after-school teacher forums dropped.
- 13) CST Proficiency- Helped Science Teachers create CST preparation plans via PD's and Subject Area Meetings. With science teachers, identified frequently assessed science skills and list of key ideas and vocabulary for CST review. Used previous CST data to determine student weaknesses and helped create a CST review plan that will address these weaknesses.
- 14) Community Outreach- Established relationships with various community organizations- Dairy Council of California, UC Davis, PTLW-LEED, Sacramento Science Fair Committee, Association of California Scientists and Engineers, Aeronautics Association of California, 'Flexbooks', etc. Utilized these community –based organizations as a good source of materials to promote quality curriculum and instruction.

Physical Education

- 15) Curriculum and Assessment
- 16) Thoroughly reviewed newly-released PE Standards and Frameworks.

- 17) Evaluated 2007-2008 Curriculum and Assessment Package for Gaps or Standard 'Holes'.
- 18) Investigated other forms of Assessments for PE besides the 'FitnessGram'
- 19) California Fitness Tests
- 20) For the first time, PE teachers looked at 3-years of fitness data from Grade 7-12 to identify weaknesses.
- 21) Standardized protocols for the administration of the California Fitness Tests for valid data comparisons.
- 22) Collaborated with PE Teachers/Specialists from the Elementary levels for a smoother [and more accurate] administration of the California Fitness Tests.
- 23) Professional Development
- 24) For the first time, provided meaningful PD's to PE teachers who have always been asked to attend PD sessions not relevant to their courses.
- 25) Tapped CSUS PE Experts [Dr. Quintana and Dr. Neide] to help improve on current curriculum and assessment package.
- 26) With the help of VAPA, provided PD's on multicultural dances during subject area meetings.

Health

- 27) Curriculum and Assessment
 - a. Thoroughly reviewed newly-released Health Standards and Frameworks.
 - b. Evaluated 2007-2008 Curriculum and Assessment Package for Gaps or Standard 'Holes'.
 - c. Mapped new Health Standards with Textbook, identified concept holes and located resources to fill the gaps.
 - d. Networked with JASON Foundation to improve on Suicide Prevention Curriculum and Instruction.
 - e. Networked with California Dairy Council for additional resources on Nutrition.
 - f. Paved the way for a Semester-long Health Course and eliminated Quarterly Health Courses that do not address ALL Health Standards.
- 28) Anti-Substance Abuse Curriculum
 - a. Teachers reviewed two research-validated curriculum for Anti-Substance Abuse. Botvin's Life Skills were chosen and TND [Towards No Drug Abuse] curriculum was replaced.
 - b. Coordinated with Ms. Diana Elmer for support on all substance-abuse curriculum needs.
- 29) Professional Development
 - a. Teachers meet monthly to collaborate on the creation of a new Semester-long course.
 - b. California Department of Health will provide STD/HIV instruction training on all Health teachers for free.
 - c. Flexbooks' provided PD on how to identify other textbook-based resources online for free.

VAPA

- 30) Completed site-specific needs assessments via initial beginning of the year surveys, visits to sites and classrooms, analyzing the thirty CDE Program Quality Indicator (PQI) surveys as well as transitional accounting of various budgets K-12
- 31) Facilitated 4th -12th Subject Area Meetings to facilitate conversation and to calibrate instruction in order to create teamwork and cohesiveness for preK-Adult alignment, especially, Culturally Responsive Instruction and arts integration model
- 32) Continued to build stakeholder relationships by attending site and Arts Providers performances and exhibitions as well as facilitating presentations at board meetings, 2nd Saturday shows, and community events
- 33) Facilitated culturally relevant arts field trip to Legacy with follow up events, other trips include Sacramento Philharmonic, and the Jammies.
- 34) Facilitated the dissemination of Elementary and Secondary curriculum by demonstration to teachers and teaching students VAPA standards-based lessons at various locations

Math

- 35) Professional Development:
- 36) Planned, created content, and/or facilitated over 40 workshop sessions on various topics including academic language acquisition, CAHSEE relevance for all grades, an overview of our new curriculum, culturally responsive instruction, and formative and summative assessments
- 37) Item Writing Workshops
- 38) Trained 35+ teachers in the ETS-model of test item writing and reviewing so that they are in-house experts who are qualified to be a part of the process of writing quarterly exams
- 39) Quarterly Subject Area Standards Assessments:
- 40) 100% alignment with content standards
- 41) Rigor comparable to CST
- 42) Written and reviewed by trained TRUSD math teachers
- 43) Monthly Subject Area Meetings
- 44) Planned and facilitated six Subject Area Meetings where teachers experienced data analysis, classroom-ready, vocabulary rich activities, the opportunity to share best practices, evaluate departmental strengths and weaknesses, and discuss instructional practices that will lead to higher mathematics achievement for all students
- 45) Collaboration with CAA, site administrators and teachers to
- 46) Ensure that our students are offered math courses that provide them with high-quality, appropriate courses, create a process for choosing and implementing additional course offerings, conduct 16 Williams Audits to ensure that all of our students have access to textbooks

English Language Arts

- 1) Secondary ELA Support Class Training.
- 2) Research on best practices, including Marzano, DuFour, Schmoker, Reeves, Popham, Stiggins, Wiggins & McTyghe, Singleton & Linton, Reading First, Writing First.

- 3) Updated and revised 7th through 10th grade SASAs to better align with CSTs with regard to standards, frameworks and depth of knowledge.
- 4) Curriculum Packages have been revised and are in the process of being edited.
- 5) Planned and facilitated open meetings to all ELA staff and site administrators.
- 6) Secondary ELA & ELD adoption process..
- 7) Secondary master schedule flow charts & placement points.
- 8) Curriculum Packages have been revised and are in the process of being edited.
- 9) Collaborated with the Research and Evaluation office to ensure that local assessments allow for the identification of proficiency levels
- 10) Instructional Coach meetings/Instructional Coach professional development: ELL and SEL Instructional Strategies that Work- lead the research, development and facilitation of the workshop in conjunction with the elementary ELA and ELD coordinator. Provided instructional coaches with ready to use-practical training materials at their sites.
- 11) October 17th professional development creation & facilitation.
- 12) November 20th & 21st professional development creation & facilitation.
- 13) January 5th professional development support & collaboration in planning.
- 14) Updated and revised 7th through 10th grade SASAs to better align with CSTs with regard to standards, frameworks and depth of knowledge.
- 15) Writing workshops: Developed, researched and facilitated training for the extended Item Writing Parts II and III for ELA with the purpose of building teacher capacity in identifying good test questions.
- 16) Instructional Coach meetings/Instructional Coach professional development: ELL and SEL Instructional Strategies that Work- lead the research, development and facilitation of the workshop in conjunction with the elementary ELA and ELD coordinator.
- 17) Secondary ELA & ELD adoption process.
- 18) Test Coaching Forum: Developed, researched and planned for the extended Test Coaching Part II for ELA with the purpose of building teacher capacity in delivering test wise and coaching skills to students. Prepared ready to use daily warm-ups in ELA for CST preparation.
- 19) Interdepartmental collaboration in Secondary: Through the coordinator collaboration in planning and implementing interdisciplinary training/ teacher forums in Item Writing and Test Coaching of part one, teachers of all disciplines attend and collaborate prior to breaking up into discipline specific training for part two.
- 20) Culturally Responsive Instruction: Have researched, planned and scheduled for future offering of CRI teacher forum.
- 21) Networking with Sacramento County Office of Education – Curriculum Workshop Breakfast, Coordination of EL Services, Woodland Joint Unified School District: Have attended networking meetings where pertinent information regarding all subject areas is discussed in particular the needs of English learners.
- 22) Made connections with CSUS for the Reading Institute for Academic Programs (RIAP) & TRUSD teacher involvement: Made contact with CSUS Secondary Single Subject Department to establish a partnership.
- 23) District Essay Contest assistance: Assisted Activities Director in providing the 7th -12th grades essay contest rubric.
- 24) Knowledge Bowl Assistance
- 25) Supporting Poetry Out loud at Secondary sites

English Language Development

- 26) Monthly Subject Area Meetings
- 27) Work with Secondary ELD teachers on pacing & ELA/ELD standards alignment
- 28) Secondary ELA & ELD adoption process: Attended SCOE's ELA Adoption Process Workshop.

History and Social Science

- 29) Assist with alignment of new course offerings, AP, & GATE: In order to meet the needs of A-G, suggested course offerings were evaluated based in state standards, skills and course content.
- 30) Collaboration & planning for cohesion of department, site support, future teacher forums, future SASAs, update of curriculum packages.
- 31) Research on best practices, including Marzano, DuFour, Schmoker, Reeves, Popham, Stiggins, Wiggins & McTyghe, Singleton & Linton, Reading First, Writing First.
- 32) Visiting school sites on Wednesday mornings and providing professional development at certain sites: In HSS, this was done to support the sites and instructors directly as well as identify needs of departments at each site.
- 33) Attend site level collaboration meetings, including SLT's: Discussions were held around new course offerings, AP, Testing, and PD development.
- 34) Monthly Subject Area Meetings.
- 35) Instructional Coach meetings/Instructional Coach professional development.
- 36) Secondary ELA Support Class Training.
- 37) Collaboration & planning for cohesion of department, site support, future teacher forums, future SASAs, update of curriculum packages.
- 38) Subject Area Standards Assessments
- 39) Item-Writing workshops.
- 40) Test-Coaching workshops.
- 41) Instructional Coach meetings/Instructional Coach professional development.
- 42) October 17th professional development creation and facilitation.
- 43) November 20th & 21st professional development creation & facilitation.
- 44) January 5th Professional Development support & collaboration in planning.
- 45) Provide data analysis for SASAs.
- 46) Collaboration between secondary & elementary for History Day donation of books: As a result of contact with Myron Piper, the County Coordinator for History Day, TRUSD received a large donation of student friendly books that support the instruction of history in 4th grade.
- 47) Interdepartmental collaboration in Secondary: ELA and History is collaborating on creating a common writing program (RIAP) and literature support.
- 48) Secondary Mock Elections at all 4 comprehensive high schools.
- 49) Knowledge Bowl assistance.
- 50) Spelling Bee assistance.
- 51) Geography Bee assistance.
- 52) TRUSD History Day.

- 53) Legischool connection to Secondary Government classes.
- 54) We the People/Project Citizen connection to History Social Science.
- 55) Made connections with CSUS for the RIAP program & TRUSD teacher involvement: ELA and History are actively promoting the RIAP writing program from SAC State.

World Languages

- 1) Work with World Language teachers on new state adopted standards and district key standards.
- 2) Monthly Subject Area Meetings.
- 3) Participated in *Courageous Conversations* book study with CAA department for culturally responsive pedagogy development.
- 4) Facilitate and coordinate bi-monthly Instructional Coach Meetings.
- 5) Held one-to-one meetings with site principals to determine site needs & support.
- 6) Classroom visitations have been conducted to provide support and input in classroom management, strategies, and curriculum alternatives.
- 7) Always working on speaking with "one voice."

Adult Education

- 1) Obtained Federal Grants: ABE/231 – to fund English As A Second Language and high school completion programs, EL Civics – to fund Civics classes for adult English as a second language students, Carl Perkins – to provide enrichment to Adult Career Technical Education programs over 300 hours in length and leading to employment
- 2) Obtained State Grants: Community-Based English Tutoring (CBET) – to fund classes that provide English language training to parents of Twin Rivers’ pre-K through 12th grade students
- 3) Other Adult School funding: Sacramento Employment & Training Agency (SETA) – to fund the Refugee Employment Social Services program that provides education, training, & employment assistance to refugees with fewer than 5 years of residence in the US
- 4) Financial Aid for adult students: Veteran’s Affairs – Licensed Vocational Nurse (LVN) and Certified Nurse Assistant (CNA) are approved by the VA for student financial aid
- 5) Partnerships: Refugee Employment Social Services (RESS) – with Sacramento Employment & Training Agency (SETA) Greater Sacramento Urban League, United Cerebral Palsy – Organization referring and assisting students in our Adults with Disabilities programs:
- 6) Collaborations: CBET – with the Coordinator of English Learners & Categorical Programs and based on parent input, set up Community-Based English Tutoring classes for the parents of Twin Rivers students
- 7) Family Engagement Committee meetings to share information
- 8) The Parent Project – with the Student Services department to offer effective parenting classes
- 9) FAQs distributed to principals, counselors, and parents –answered many questions related to high school completion options
- 10) Adult School Class Schedules distributed to District staff and the community

Alternative Education

- 11) Coordinators & Director visit sites to support site administrators
- 12) WASC accreditation visits throughout March 2009. March 9 visit to Pacific Alternative High School went well
- 13) Mentoring programs in place to address the social emotional needs of students, leading to empowered decisions of students for college or career entrance
- 14) Support of Master Schedule planning to better serve all students
- 15) After school credit-recovery program for students
- 16) ASAM Report (Alternative School Accountability Model)
- 17) Partnership with the Greater Sacramento Urban League –
 - a. Serving HS seniors from Grant, Vista Nueva, and Keema who haven't passed the CAHSEE, provided with the opportunity to attend after-school classes.
 - b. EA Academy – Sacramento Urban League Empowerment Academy (EA): After completion of assessments (academic, life skills, career/vocational skills, and lifestyle) students receive Individual Development Plan (IDP) that provides tailored assistance in the areas of California High School Exit Exam (CAHSEE) support classes, mentoring, counseling, and job placement
 - c. Pacific High School Seniors (92% Passed CAHSEE)
 - d. Pacific High School entered Creative Writing Contest and a student won top prize.

Counseling

- 18) District-wide, 2-day training for 7-12 counselors – providing professional development for counselors in the ASCA (American School Counselors Association) model.
- 19) All Comprehensive School site counselors have made a paradigm shift and recognize that their work is data driven
- 20) Students completed surveys and pre/post tests to assess student knowledge gained from guidance curriculum lessons
- 21) Reviewed and assisted with the Master Schedule to ensure proper placement for all students
- 22) Collaboration with Pre-K-6 Director & Director of Special Education to monitor acquisition of pre-requisite skills to meet A-G requirements (monthly meetings with Director of Achievement Pathways)
- 23) Updated and corrected A – G lists for all sites
- 24) Applied to become a College Board Member (District)
- 25) Monitoring sites Master Schedules to ensure district guidelines are being followed for English Learners, Math, and English placement and “at risk students”
- 26) Disseminating information about SAT, ACT, NCAA, A – Gs and professional development opportunities 7-12 school sites
- 27) Standardizing procedures for registrars (7-12) for credit awarding policies

- 28) Worked closely with ischool finder, facilities, and IT (Informational Technology) to develop boundaries
- 29) Assisting in developing policy/procedure/framework for articulation among schools, districts (6-12)
- 30) Collaboration with many different divisions within CAA and TRUSD.
 - a. Enrollment process
 - b. Promotion/Retention Committee
 - c. Family Engagement Committee
 - d. Collaboration with California Student Opportunity & Access Program (CAL SOAP) (Sacramento County)
 - e. Work closely with Testing and Assessment Department to ensure data is inputted into AERIES for counselors to access
 - f. Work closely with IT (Informational Technology) to ensure reports in AERIES are accurate and user friendly
 - g. Support of 7-12 counselors to access data user codes through the AERIES system (course placements)
 - h. Discussions/surveys with students at secondary and alternative sites to ensure that the student's voice is always heard. (Video and hard copies of surveys available)
 - i. Collaboration with departments within CAA to developed New Course offerings, Policies and Procedures
 - j. Maintain course codes and update and assign new course codes
- 31) Parent/student meetings (AB 1802) scheduled at all sites. So far 2987 students have been served
- 32) In February, 2009, four TR counselors presented the *No Child Left Behind: A School Counselor's Guide to EL Students* session at an AB 1802 workshop

Student Activities

- 1) Elementary Schools' Soccer Jamboree – Involved approximately 1,000 students, community and family members
- 2) Elementary Schools' Soccer League and end of season Tournament
- 3) In coordination with the Communications Department, provided Coaches Training for Parent Coaches
- 4) Partnered with Center for Fathers and Families, Roberts Family Development Center, START, Boys and Girls Clubs, and Yolo County YMCA to provide coaches for schools without support
- 5) District Essay/Poster Contest – (Kindergarten thru 12th grade) October 1st – 27th, 2008
- 6) Provided 4 renowned writers from different genres to speak to our students; Bob Stanley, Sacramento Poetry Association; Ed Fletcher, The Sacramento Bee; Sandy Holman, Author of Children Books and founder of The Co-op; Francisco X. Alarcon, Author of Bilingual Children's Books and Spanish Text Books
- 7) District Chess Tournament – (7th – 12th grades) November 22, 2008
- 8) District Spelling Bee – (4th – 8th Grades) – December 13, 2008-Over 350 students, parents, family members, staff and community members were in attendance.
- 9) The top 4 winners in the district advanced to the California Central Valley Written portion of the event in which over 200,000 students were eligible. These 4 individuals

- met the cut-off score to advance with 60 other students to the oral spelling bee on March 4, 2009. One student placed 8th in the California Central Valley.
- 10) Knowledge Bowl – (7th – 12th grades) – February 7, 2009-Over 150 students, parents, family members, staff and community members were in attendance.
 - 11) TRUSD / M.A.S.T.E.R.S. Crossover Invitational Basketball Tournament – (4th – 8th grades) February 20, 2009-Over 300 students, parents, family members, staff and community members were in attendance.
 - 12) Elementary Basketball League – January 31st to March 22nd, 2009. Twenty-four teams playing at three locations-Over 350 kids are participating in the activity.
 - 13) District Oratory Competition – (Grades 4th – 8th) February 28, 2009-Over 250 students, parents, family members, staff and community members were in attendance.

Student Athletics

- 1) Create a handbook for coaches that would create consistency among the four high schools and the eight middle school programs. The book would include athletic policy and procedure, transportation, injury, and eligibility standards.
- 2) Used the collaborative process for creating athletic policy, working with site administrators and athletic directors to have complete cooperation with implementation
- 3) Provided a Fall and Spring professional development opportunity for athletic directors and coaches
- 4) Used exit meetings as a form for program evaluation.
- 5) Created a consistent eligibility and waiver criteria.
- 6) Established supervision guidelines for transportation
- 7) Established equipment accountability program for coaches
- 8) CAA Goal 2 - Establish a connection between athletics and academics using NCAA Clearing House requirements and comparing them to the A-G requirements:
- 9) Worked with the counseling coordinator to create a NCAA athletic eligibility power point
- 10) Held an athletic eligibility summit with the Associate Superintendent of Curriculum and Instruction, Assistant Superintendent of Curriculum and Instruction, the four high school principals and their athletic directors to examine issues of achievement among high school athletes.
- 11) CAA Goal 3 - Establish varsity athletic programs that provide quality instruction to inspire each student to extraordinary achievement everyday:
- 12) Provided a stipend structure that encouraged athletic program expansion, new programs included.
- 13) Expanded Junior High Athletics to include dependent district 7th and 8th grade charter schools, Westside Preparatory Charter and Smythe Academy
- 14) Provided a post season tournament that allowed schools to increase parent engagement
- 15) Provided elementary athletic program that increased student engagement
- 16) Twenty four teams from eighteen schools participated in Basketball
- 17) Eighteen teams from twenty schools participated in Soccer
- 18) Over three hundred family members attending weekly on TRUSD sites
- 19) Activities held at secondary sites to give elementary parents an opportunity to see their feeder pattern first hand

- 20) Received a \$20,000 grant for the Grant Union High School Baseball field, from the Sacramento River Cats and Sutter Health Foundation.
- 21) Received a \$5,000 grant for the Highlands High School Baseball program, from the Sacramento River Cats and Sutter Health Foundation.
- 22) Established a partnership with and received a letter of support from the Sacramento River Cats for the Grant Union High School Sports Academy
- 23) Established a partnership with the Rio Linda Park and Recreation District, and the Hershey's Chocolate Company to present the TRUSD – Hershey's Track Meet at RLHS.
- 24) Established a partnership with Center for Fathers and Families, M.A.S.T.E.R.S. program, Kevin Ridgle to host the first Crossover Basketball invitational
- 25) Established a partnership with UC Davis Medical Center and Dr. Jeffery Tanji M.D. who provided low cost/ no cost physicals for 60 TRUSD athletes.
- 26) Established a partnership with California State University Sacramento MESA, Jean Crowder to provide summer opportunities for TRUSD students to access the CSUS campus
- 27) Established a partnership with Center for Fathers and Families, Rahsid Sadiqe to provide summer opportunities for TRUSD students to access the CSU Chico campus.

Program Improvement & Achievement Gap

- 1) Supplemental Educational Services (SES) – The goal of SES is to provide additional academic instructional hours designed to increase the academic achievement of students in schools in program improvement year 2 or beyond.
- 2) Power Hour – Power Hour is a tutorial program designed to support students to reach proficiency in core academic subject areas. Students participate in Power Hour at many K-12 sites. Power Hour is open to all secondary sites serving 229 students in ELA and 251 in mathematics on a daily average.
- 3) Charge – This is a credit recovery program for all high school students needing to make up credits for graduation.
- 4) After School Education and Safety (ASES) & 21st Century – The goals of the ASES and 21st Century after school programs are to provide academic support, enrichment, and nutrition to all students attending. All after school programs of this nature are open every school day for at least three hours and until 6pm.
- 5) During the 2008-09 school year, the Program Improvement & Achievement Gap staff applied for additional funding in hopes to expand new programs and to create programs at sites where an after school component is missing. The total amount of funds applied for total more than \$3,000,000 for this purpose.
- 6) Grants submitted – The department has applied for 21st Century funds to expand the current program at Noralto Elementary, and to implement a program at Northwood Elementary. If this funding is granted, all elementary sites will have an after school program throughout TRUSD during the 2009-10 school year.
- 7) An After School Safety and Enrichment for Teens (ASSETS) grant was submitted to implement programs at Foothill High School and Grant High School.
- 8) Summer School Planning – Summer school principals have been hired through a rigorous application and interview process. More than 25 capable employees interviewed for

eleven principal positions. Vice Principals will be hired the week of March 23rd to complete the administration team for summer 2009.

- 9) Curriculum is being designed through a collaborative effort between the summer school staff and the regular school year curriculum staff
- 10) Summer school will be held at eleven school sites (7 elementaries, 1 junior high, and 3 high schools) for students in grades 2-12. The purpose of the summer program is to help students in core academic areas achieve proficiency. Only students currently achieving at far below basic and below basic levels will be admitted into the summer program.
- 11) Program Improvement (PI) principal meetings – PI principals have met with the Director of Program Improvement and the Achievement Gap throughout the year
- 12) Corrective Action Funding – Funding was provided by the government for ten elementary schools because of their program improvement status.
- 13) Libraries – The library staff has worked to expand “Destiny” the library circulation software to all K-12 sites. Presently the staff is working collaboratively to update all library collections.
- 14) CAHSEE Prep Academy – The California High School Exit Exam (CAHSEE) Prep Academy is an intensive program designed to assist students in passing the exit exam. We have offered this academy to all 12th grade students who had not passed one or both sections of the exam.

Categorical / EL Development

- 1) Schools -EL Program & Interpretation and translation services, Primary Language Support for Students, Paraprofessional Staff Development, ELD Observations, GATE Program, Title I Program, School Site Councils, ELAC Support, Teacher coaching, EL folder training and oversight, IEP and SSTs
- 2) Observation for retentions and input staff development
- 3) Single Plan for Student Achievement
- 4) Management of budget
- 5) Compliance
- 6) Procedures
- 7) Support to secretaries and clerical staff
- 8) Data interpretation
- 9) CELDT Testing

Parent Involvement

- 10) Organized and facilitated parent committees: DAC, DELAC, and GATE Advisories and ELAC, SSC
- 11) Organized and facilitate meetings, trainings, events and CBET classes
- 12) Facilitated parent participation in the development of plans (LEA, EL Master Plan, GATE Master Plan, School Site Plan
- 13) Organized Parent Teacher Home Visit Project
- 14) Partnered with California Association for Bilingual Educators (CABE) PIRC for parent trainings
- 15) Provided numerous parent meetings and parent notices, School Site Council Training

- 16) Developed parent classes through Community Based English Tutor (CBET) Program
- 17) District Advisory Committee/District English Learner Advisory Committee Training
- 18) School Site Council/English Learner Advisory Committee Trainings

District-wide Collaboration

- 1) Curriculum and Instruction for GATE program of rigor, EL curriculum, differentiated instruction strategies and textbook adoption
- 2) Business Department—budget management and support to sites and time accountability
- 3) Guidance and Student Success—GATE, Title I, and EL support for student achievement
- 4) Special Education—unification of EL support to IEP’s, SST’s, Conferences
- 5) Student Services—Coordination of Title I services to homeless, neglected and delinquent students
- 6) Adult Education—Development of Community Based English Tutoring and Latino Literacy Programs
- 7) Educational Technology—for Videoconferencing and support for academic achievement
- 8) Research and Evaluation—collaborating for student identification and testing for accurate program placement
- 9) Program Improvement-collaborating for Title I and EL student achievement
- 10) Human Resources—compliant categorical staffing and time accountability
- 11) Nutritional Services—collaborating for sharing records for state and federal programs
- 12) Private schools --Providing equitable private school services as required by NCLB
- 13) Parents--Developed District Advisory Committee (DAC) and District English Learner Committee (DELAC), GATE Advisory Committee
- 14) Schools: Providing technical assistance to sites as they manage their state and federal programs, budgets, and develop their Single Plans for Student Achievement
- 15) Developed new, unified, TRUSD Single Plan for Student Achievement template
- 16) All District wide sites and programs: Translated numerous documents and provided ongoing support to district and sites for translation and interpretation services

Fiscal Support

- 17) Monitored Compliance
- 18) Processed Site Expenditure paperwork
- 19) Budget projections in LEA Plan
- 20) Unified categorical and EL funding
- 21) Completed applications funding and continued program requirements for all programs including the Consolidated Application as well as GATE, ELAP
- 22) Continuous support to all sites with management of their budgets and purchase
- 23) Technical assistance for budgetary sections of all plans
- 24) Provided training and in-service for Bilingual Para-Professionals for timecards and other paperwork
- 25) DAC and DELAC trainings relating to district and school budgets
- 26) Technical assistance

Research & Evaluation

- 27) Coordinated the acquisition and implementation of the new district-wide student assessment software program, Measures, designed to allow instant student achievement access to all teachers and administrators.
- 28) Began our first quarter assessment scheduling and printing for secondary sites in Measures two months ahead of schedule, totaling over 10,000 students and 20,000 answer documents.
- 29) Coordinated the successful completion of the California High School Exit Exam (CAHSEE) census administration for sophomores, which is the primary determiner of AYP status for high schools.
- 30) Coordinated the successful completion of the fall CAHSEE administration for juniors in November.
- 31) Completed a comprehensive correlation of final trimester/semester grades and California Standards Test (CST) scores for all core academic subjects by student grade level for all 50+ schools in the district that allows staff to see how closely grades and objective testing results are matched with each other.
- 32) Completed the first stage of AAA teacher report district-wide for ELA and math, which lists those teachers with the greatest average CST scale score increase from the previous year.
- 33) Completed a comprehensive summary of all AYP and API components for all 50+ schools, including all NCLB subgroups, which allows all principals to see what percentage of their students are meeting proficiency criteria as measured by the CST and CAHSEE.
- 34) Completed an 8-year longitudinal CST proficiency summary by grade level for all schools showing proficiency trends/movement among the 5 performance levels.
- 35) Completed an 8-year longitudinal API school-wide summary for all schools showing the changes in growth.
- 36) Completed a comprehensive current year suspension report for all secondary schools that focuses on subgroups, enrollment for those groups, incidents of suspension, the total days of suspension, and total cost to each school and the district.
- 37) Completed a unique graduation database and report by ethnic subgroup for all schools in California, including percentage graduation with UC/CSU A-G requirements.
- 38) Completed a comprehensive research database containing over 50 categories of school information for all schools in California to be used for similar school CAHSEE passage rate and UC/CSU A-G requirement comparisons.
- 39) Completed and submitted student demographic and enrollment data for California Basic Educational Data System (CBEDS) and California School Information Services (CSIS) reporting for over 30,000 students.
- 40) Assisted the EL department in administering California English Language Development Test (CELDT) by providing materials required for testing. Ordered Pre-ID labels and completed the Data Review Module (DRM) for accurate student demographic data reporting on CELDT.
- 41) Printed and scored over 60,000 secondary summative assessment scores since the beginning of the school year.

- 42) Provided summary and p-value reports for secondary assessments by every standard for every secondary teacher.
- 43) Produced item analyses of every secondary test question for all tests and district summative item analyses by subject for all tests.
- 44) Provided historical CST data on students being served in ASES to preserve continued program funding.
- 45) Provided student achievement data used for principal evaluations.
- 46) Provided student enrollment and CAHSEE passage rate data for continued 1802 CAHSEE remediation program funding.
- 47) Provided data showing changes in CELDT proficiency levels for all EL students district-wide.
- 48) Provided student achievement data K - 6 to Director of Curriculum & Instruction ELA, ELD, Social Studies Laura Lofgren's staff for use in new ELA adoption.
- 49) Coordinated the correction of student demographic errors and missing fields in Aeries required for State and Federal reporting to all school sites. Provided reports of missing or invalid data and set deadlines for school site staff to correct.
- 50) Initiated the CSIS Best Practices Cohort project to help fund hardware, software, and training to facilitate accurate student, staff, and school data entry and reporting.
- 51) Trained over 60 site staff, including secretaries, counseling clerks, and registrars on proper data entry procedures in Aeries.
- 52) Presented CAHSEE requirements to English Learner Advisory Committee (ELAC).

Innovative Career/College Options

- 1) Developed AVID district leadership team. This group is charged with the task of reviewing district data and developing a plan for improvement in our programs. The team has met twice to become familiar at the status of programs at each school site. Two more meetings are planned to develop the 09-10 goals.
- 2) Development of AVID Teacher Forum: This teacher forum designed by the leadership team gives core subject area teachers a basic understanding of the key components of AVID. This forum will be offered in the late spring or fall of the 09-10 school year.
- 3) The first annual AVID conference around African American Student Achievement will utilize Grant High School data to examine the achievement of African American students and Twin Rivers' AVID plan will be used to respond to the data. Twin Rivers AVID teachers are utilized as leaders in meetings at the county level.
- 4) Schools were given the opportunity to send bus loads of families to College Making it Happen being held at CSUS. The first five schools to have responded and placed transportation requests were paid for by ICCO. One school responded.
- 5) Increased collaboration and discussions with UC Davis, CSUS, and Los Rios have occurred all year long resulting in, more ACE approved courses, formal articulation of courses, and planning for future articulation.
- 6) Staff development for CTE teachers with LEED's career GPS and American River College faculty articulation.
- 7) Participation in the state's Cal-PASS program which will help generate streamlined reports for state reporting requirements.

- 8) CTE leadership team developed the five year plan for federal Carl Perkins' Funding. This plan highlighted the program strengths as well as opportunities for growth.
- 9) CTE leadership team is currently designing an accountability and reporting model for student achievement in CTE.
- 10) District wide CTE course sequences and course work have been strengthened.
- 11) The FACIT partnership academy at Foothill High School has been redesigned to better meet the needs of the students in the program.
- 12) The IC/CO department has partnered with LEED to design a career exploration week to service over 3,000 TRUSD students. Each high school is hosting a morning with their CTE students and their feeder junior high school AVID students as well as charter school 7th and 8th graders.
- 13) Wingspread, partnership with McGeorge to offer mentoring and leadership in law with mentor fellows to Hagginwood, Martin Luther King, Smythe Academy, and the Grant High School Criminal Justice Academy students.
- 14) Information and Technology internship program started with the students at Foothill High School FACIT academy and our own Twin Rivers Tech Department. Students have interviewed and will begin internship soon.
- 15) Twin Rivers' CTE/ROP teachers will assist with the County level WASC review.
- 16) All mandated CTE reports and requirements have been met and on time.
- 17) With the application for funding through SETA's Summer Youth Employment Services program, Twin Rivers will be able to get 140 students employed for the summer. This service to our students has been absent for the past five years. The request for funding adds a parent involvement component, unique to Twin Rivers and seeks over \$500,000.
- 18) At Rio Linda High School, the Architecture pathway partnered with the ACE program to offer an afterschool program designed to have students take a team approach to reconstituting an existing building. The ACE program is simply Architecture, Construction, and Engineering.
- 19) MESA program has been instituted at ten Twin River's Schools: Grant High, Martin Luther King Jr. Junior, Rio Tierra Junior, Castori Elementary, Hazel Strauch Elementary, Highlands Academy of Arts and Design High, Rio Linda High, Rio Linda Junior, Foothill High, and Foothill Farms Junior.
- 20) Began planning for a MESA scholars program to be offered to our GATE students 09-10. Program will be offered concurrently with MESA programs to establish a feeder pattern supporting Math, Engineering, and Science Achievement.
- 21) Renewed Project Lead the Way agreement with the intent of beginning the program at Foothill High and Highlands. Developed a five year plan extending the number of courses offered with project lead the way at the high school level and also expanding into junior high.

Curriculum & Academic Achievement Grants

- 1) The 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Program provides incentives for establishing before- and after-school enrichment programs that partner schools and communities to provide academic support; safe, constructive alternatives for high school students; and assistance in passing the California

- High School Exit Exam. We applied for programs at Grant Union High School and Foothill High School for funding of \$250,000.00 per year per school for three years.
- 2) 21st Century Community Learning Centers provides funding for programs to focus on academic achievement, enrichment, and family literacy. We requested funding for Northwood Elementary and Noralto Elementary in the approximate amount of \$200,000.00 for three years.
 - 3) Improving Literacy Through School Libraries Grant program helps Local Education Agencies (LEAs) improve reading achievement by providing students with increased access to up-to-date school library materials; well-equipped, technologically advanced school library media centers; and professionally certified school library media specialists. We requested funding for our four comprehensive high schools for a total of \$393,422.80, and the results will be announced by July, 2009.
 - 4) The Carol M. White Physical Education Program provides grants to Local Education Agencies (LEAs) and community-based organizations (CBOs) to initiate, expand, or enhance physical education programs, including after-school programs, for students in kindergarten through 12th grade. We applied for this grant in March, 2009 for 11 middle and high schools, in the amount of \$300,000.00 per year for three years, and we expect to apply for this grant again for the 2009/2010 school year.
 - 5) The Sacramento Employment and Training Agency (SETA) and the Sacramento Works Youth Council are releasing a Request for Proposals (RFP) for the Sacramento Summer Youth Employment Services under the Workforce Investment Act (WIA) and American Recovery and Reinvestment Act of 2009 (ARRA). We have requested funding for 140 students for a total of approximately \$500,000.00
 - 6) The Improving Teacher Quality State Grants Program (formerly the Eisenhower Professional Development Program) was enacted to improve teacher quality and instructional leadership through partnerships between high need elementary and secondary schools and postsecondary education institutions. The RFA for this grant is slated to be released in mid-March. We have begun a partnership with CSU Sacramento in order to be ready to submit this grant as soon as the RFA becomes available.
 - 7) Next STEP (Sustaining Teachers Exemplary Practices) would sustain and expand upon the exemplary practices of third through eighth grade teachers who have completed the Induction phase and are in their 3rd, 4th, or 5th year of teaching while helping school move forward with the California Algebra initiative. This project will be a collaborative effort between Twin Rivers School District and California State University, Sacramento. A total of \$824,198 was requested. Results should be announced in April, 2009.

Human Resources and Employee Relations

- 1) Successfully merged four independent Human Resource offices into one cohesive function.
- 2) Developed board policies governing Human Resource Practices for TRUSD as well as established operational procedures for human resources
- 3) Successfully developed a combined credentialed salary schedule
- 4) Successfully merged 3300 hundred personnel records into one comprehensive system
- 5) Completed 60+ site visits to complete property assessments for TRUSD
- 6) Completed 50+ site visits with principals
- 7) Consolidation of Worker's Compensation Files from the four districts

- 8) Creation and revision of Risk Management operational forms
- 9) Processing of over 200 volunteers to start the year
- 10) Implementation of the District wide Safety Plan (Injury and Illness Prevention Plan)
- 11) Hired 120 TRUSD Administrators
- 12) Hired over 100 employees
- 13) Tentative negotiated agreement with 16 collective bargaining provisions for TRUE
- 14) Administered four separate classified collective bargaining agreements
- 15) Merged and upgraded the automated substitute system for 3300 employees
- 16) Implementation of Employee Relations Council
- 17) Certificated & Classified Subs hired: 89 certificated & 131 classified
- 18) Directors attended Negotiators Symposium
- 19) Scheduled and provided training for 58 classified employees on CPR
- 20) Issued over 350 March 15th notices
- 21) Worked with Public Agency Retirement System on the early retirement incentive program
- 23) 2009-2010 Student Calendar committee completed collaboration and is sending a calendar to the board for approval
- 24) Majority of second tentative collective bargaining agreement with the Twin Rivers United Educators and the District has reach tentative agreement
- 25) Created 10 sub committees to address CSEA articles
- 26) Met individually with secondary site administrators and CAA to provide staffing entitlements for the 2009/2010 school year
- 27) Calculate and verify seniority dates for all certificated employees
- 28) Coordinate evaluation cycles for all certificated and classified employees
- 29) Participated in over 100 hours of face to face negotiations with the TRUE Negotiation Team
- 30) Consolidated the Risk Management Division