

Twin Rivers Unified School District

2013-2014 NCLB Annual Report

Published in the 2014-2015 School Year

A District and State-wide Comparative Report of Student Progress and Proficiency

This report provides District and State level reporting of student proficiency and progress towards meeting established proficiency standards as required by the federal No Child Left Behind Act. Detailed information about our schools is included in individual School Accountability Report Cards prepared for each school. You may obtain an Annual School Report Card from the district or school offices, or by visiting our website at www.twinrivers.org.

Title I Funding and School Status

Title I funding plays a critical role in the landmark education act popularly known as No Child Left Behind (NCLB). Title I resources are used to support additional teaching staff and programs to meet the needs of low-income, low-achieving students and other designated students with special needs. Information regarding a school's Title I designation assists parents and the school community in understanding the impact NCLB will have on their child's school. Any school receiving Title I funding is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

There are two types of Title I status: Schoolwide and Targeted Assistance. Schoolwide Title I schools use federal funds for school-wide improvement of student achievement; Targeted Assistance schools use federal funds to help only those students meeting program criteria. Twin Rivers Unified School District has 51 Title I schools.

NCLB requires an annual evaluation of student performance both school-wide and by specific subgroups within the student population. A profile of the district's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school's educational program. Enrollment information by school site can be found in each school's School Accountability Report Card.

Enrollment by Student Group	
2013-14	
	Percentage
African American	14.7%
American Indian	0.9%
Asian	8.1%
Filipino	1.0%
Hispanic or Latino	39.4%
Pacific Islander	1.5%
White	29.4%
Two or More	3.7%
None Reported	1.3%
English Learners	27.9%
Socioeconomically Disadvantaged	87.6%
Students with Disabilities	11.4%

District Address

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Superintendent

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Federal Intervention Program (School Year 2013-14)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs	
	District
Program Improvement (PI) Status	In PI
First Year in PI	2010-2011
Year in PI (2014-15)	Year 3
# of Schools Currently in PI	51
% of Schools Identified for PI	100.0%

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

In this report card, the percentage of Twin Rivers Unified School District's students achieving Advanced and Proficient levels is reported. Individual school results are reported in each school's Annual School Report Card and may be obtained at the school or District offices.

NOTE: CST was last administered in 2012-13.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)						
Subject	District			State		
	2011	2012	2013	2011	2012	2013
English/Language Arts	40	42	40	54	56	55
Mathematics	41	41	40	49	50	50
History/Social Science	29	31	31	48	49	49

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results for All Students - Science

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. On March 7, 2014, the U.S Department of Education (ED) approved California's waiver request for flexibility in assessment and accountability provisions of Title I of the Elementary and Secondary Education Act (ESEA). Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period.

California Assessment of Student Performance and Progress						
Subject	District			State		
	2012	2013	2014	2012	2013	2014
Science	46	44	48	60	59	60

California High School Exit Exam (CAHSEE) Results for Grade Ten Students

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English/Language Arts section and a Math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient.

Note: The score a student must achieve to be considered Proficient as reported in the SARC is different than the passing score for the state's graduation requirement.

CAHSEE By Subject for All Grade Ten Students						
	2011-12		2012-13		2013-14	
	District	State	District	State	District	State
English	37	56	34	57	32	56
Mathematics	37	58	35	60	34	62

Completion of High School Graduation Requirements - Class of 2013

This table displays, by student group, the percentage of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Note: Data from the 2012-13 school year is the most recent data available from the CDE.

Completion of High School Graduation Requirements		
	District	State
All Students	67.1%	84.6%
African American/Black	61.6%	75.9%
American Indian	53.1%	77.8%
Asian	81.0%	92.9%
Filipino	68.8%	92.2%
Hispanic or Latino	61.3%	80.8%
Native Hawaiian/Other Pacific Islander	66.7%	84.1%
White	73.7%	90.2%
Two or More Races	73.1%	89.0%
English Learners	49.3%	53.7%
Socioeconomically Disadvantaged	69.7%	82.6%
Students with Disabilities	55.1%	60.3%

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and both formal and non-formal, non-evaluative observations are designed to promote high quality instruction as well as comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by an administrator, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are adapted from the California Standards for the Teaching Profession and address the following domains: Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments, Understanding and Organizing Subject Matter, Planning Instruction and Designing Learning Experiences, Assessing Student Learning, and Developing as a Professional Educator.

Teachers and other certificated staff build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2013-2014 school year, Twin Rivers Unified School District offered 2 non-student professional development days for elementary teachers and secondary teachers. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during late-start days. Professional development sessions were focused on Transitioning/Implementation of the Common Core Standards for all grade levels. These strategies include teaching practices for promoting 21st century skills. For the 2013-2014 year, the district supported approximately 73 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification for Teachers) candidates. TRUSD recognized 5 brand-new National Board Certified Teachers at the end of the year.

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status	
	District
	14-15
Fully Credentialed	1181
Without Full Credentials	14
Working Outside Subject	53

Highly Qualified Teachers (School Year 2013–14)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified." Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
District	75.3%	24.7%
High-Poverty Schools in District	75.3%	24.7%
Low-Poverty Schools in District	N/A	N/A

Suspensions & Expulsions

Twin Rivers Unified School District annually provides a Student Conduct Code for each of its sites. The table displays the total number and percentage of suspensions and expulsions in the District. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions			
	District		
	11-12	12-13	13-14
Suspensions	5588	5607	5513
Suspension Rate	17.7%	17.8%	17.7%
Expulsions	18	12	20
Expulsion Rate	0.1%	0.0%	0.1%

Types of Services Funded (Fiscal Year 2013–14)

For the 2013-14 school year, the district received federal and state aid for categorical, special education, and other support programs including:

- Targeted Instruction Improvement Block Grant
- PE Block Grant
- School and Library Improvement Block Grant
- EIA-LEP
- Gifted and Talented Education
- EIA-SCE
- Carl Perkins
- Healthy Start
- Quality Education Investment Act
- Medi-Cal
- After School Education & Safety
- Head Start
- State Lottery
- English Language Acquisition Program
- Title II
- CA Partnership Academies
- Title I
- Charter School Fund
- Title III
- Special Education
- Pupil Retention Block Grant

Teacher & Administrative Salaries (Fiscal Year 2012-13)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2012-13 school year. This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information		
Teachers - Principal - Superintendent		
2012-13		
	District	State
Beginning Teachers	\$40,000	\$41,761
Mid-Range Teachers	\$54,473	\$66,895
Highest Teachers	\$85,204	\$86,565
Elementary School Principals	\$100,560	\$108,011
Middle School Principals	\$105,080	\$113,058
High School Principals	\$114,809	\$123,217
Superintendent	\$205,358	\$227,183
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.0%	38.0%
Administrative Salaries	6.0%	5.0%