

Twin Oaks Elementary School

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Rocklin Unified School District

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District Governing Board

Todd Lowell
Camille Maben
Wendy Lang
Susan Halldin
Eric Stevens

District Administration

Roger Stock
Superintendent
Kathleen Pon, Ed. D.
**Deputy Superintendent,
Educational Services**

School Description

Twin Oaks Elementary School is one of sixteen schools in the Rocklin Unified School District. The school serves students in kindergarten through sixth grade, with approximately 546 students. The school is located in the center of an established and supportive community with a high level of family participation. Twin Oaks opened in 1999.

The staff provides a comprehensive learning environment. Academics and Leadership are the primary focus of the school. The staff understands that a caring environment fosters self-worth and individual development is essential to realize academic success. The students are encouraged to approach all facets of their learning with confidence to take an active role in the learning process. As a Leader in Me school, Twin Oaks Elementary School has developed a foundation of Leadership based on The 7 Habits of Highly Successful People and the Baldrige Criteria for Performance Excellence.

Rules of conduct are simple and consequences are reasonable, related and respectful. The staff welcomes the direct involvement of the community in these efforts. Parents and staff are dedicated to creating a safe and orderly learning environment in which students interact positively with others and are able to develop responsibility, confidence, and self-worth while achieving their highest academic potential.

Mission Statement:

The mission of Twin Oaks Elementary, a Leader in Me Lighthouse School, is to challenge all students to develop their unique potential, become life-long learners, and value their community through a school distinguished by:

A culture of personal leadership development
Engaging and relevant instruction with high academic expectations
Respectful collaboration and communication

Twin Oaks. Growing tomorrow's leaders today.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	69
Grade 1	60
Grade 2	48
Grade 3	74
Grade 4	68
Grade 5	75
Grade 6	94
Total Enrollment	488

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0
Asian	9.2
Filipino	3.5
Hispanic or Latino	14.3
Native Hawaiian or Pacific Islander	0.6
White	64.5
Two or More Races	4.3
Socioeconomically Disadvantaged	17.2
English Learners	7.6
Students with Disabilities	14.8
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Twin Oaks Elementary School	15-16	16-17	17-18
With Full Credential	24	27	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Rocklin Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	592
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Twin Oaks Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: 6-1-2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The school is a beautiful facility, which opened in 1999. It is a clean, well cared for campus that provides an exemplary environment for student learning. It is a school of which students, staff, and parents can be proud. It has become a hub for students and community members. Our facilities are used every afternoon and evening. Sports and recreation activities, clubs and other local organizations regularly utilize the campus. These activities enrich the lives of the community members and the school population.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. District maintenance ensures that the repairs necessary to keep the school sites in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Replace water damaged ceiling tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	63	62	71	70	48	48
Math	58	54	61	62	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	85	85	100.0	82.4
Male	46	46	100.0	82.6
Female	39	39	100.0	82.1
White	62	62	100.0	85.5
Socioeconomically Disadvantaged	18	18	100.0	66.7
Students with Disabilities	17	17	100.0	58.8

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	80	82	83	82	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	26.7	17.3	41.3

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	324	322	99.38	62.11
Male	175	173	98.86	58.96
Female	149	149	100	65.77
Black or African American	--	--	--	--
Asian	32	32	100	75
Filipino	--	--	--	--
Hispanic or Latino	45	45	100	44.44
Native Hawaiian or Pacific Islander	--	--	--	--
White	211	209	99.05	65.07
Two or More Races	11	11	100	72.73
Socioeconomically Disadvantaged	53	53	100	35.85
English Learners	37	36	97.3	55.56
Students with Disabilities	60	59	98.33	22.03

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	325	324	99.69	54.01
Male	176	175	99.43	55.43
Female	149	149	100	52.35
Black or African American	--	--	--	--
Asian	32	32	100	62.5
Filipino	--	--	--	--
Hispanic or Latino	45	45	100	42.22
Native Hawaiian or Pacific Islander	--	--	--	--
White	212	211	99.53	56.4
Two or More Races	11	11	100	63.64
Socioeconomically Disadvantaged	54	54	100	35.19
English Learners	37	37	100	40.54
Students with Disabilities	60	59	98.33	20.34

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parental involvement is available through our school's Parent-Teacher Club which has regular meetings and through many opportunities to assist students and staff. Parents and community members play an important role at Twin Oaks Elementary School through active participation and involvement in the School Site Council and PTC. Over 250 parents regularly volunteer their supportive services within our classrooms. Visit our PTC website for more ways to volunteer: <http://toesptc.com>.

Parents are also welcome to volunteer in our classrooms to support instruction, classroom activities, and other needs identified by individual teachers. Clear TB and fingerprints are required.

State Priority: School Climate

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

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

School Safety Plan

Twin Oaks has a Comprehensive School Safety Plan approved by the School Site Council. It includes an assessment of the current status of school crime, procedures to notify teachers of dangerous situations, disaster procedures, child abuse reporting procedures, rules and procedures on school discipline, school wide dress code, policies regarding suspension/expulsion, sexual harassment, procedures for the safe ingress and egress of pupils, and other safe school strategies and programs. It also includes an action plan for implementation. During the school year, we set aside time during staff meetings to discuss current safety issues, and provide district in-services covering areas including emergency CPR and First Aid Training.

Date of Last Review/Update: February 1, 2018 with Site Council. Date Last Discussed with Staff: November 18, 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.31	1.42	0.73
Expulsions Rate	0	0	0
District	2014-15	2015-16	2016-17
Suspensions Rate	2.4	2.49	2.2
Expulsions Rate	0.08	0.06	0.07
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		57.1

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0.1
Library Media Services Staff (Paraprofessional)	.43
Psychologist	.5
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	1.0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	23	24	25				2	2	2			
1	20	23	23	2				2	2			
2	22	22	21			1	3	3	2			
3	26	23	22				2	3	3			
4	27	32	31				3	2	2			
5	32	29	26				2	3	3			
6	23	32	23	1		1	2	1	2			
Other	9	10	10	1	2	1						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

The Rocklin Unified School District is committed to high quality professional development that meets the needs of the staff aligned to the established Rocklin Unified Strategic Plan. The focus of our Professional Development is the following: a continuous development and commitment to Multi-Tiered System of Support; a commitment to research-based effective instructional practices and intervention strategies; also ensuring that all students are provided the necessary skills and prerequisites to meet post-secondary goals; and to ensure all students meet College and Career Readiness Standards.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,599	\$48,522
Mid-Range Teacher Salary	\$68,191	\$75,065
Highest Teacher Salary	\$92,299	\$94,688
Average Principal Salary (ES)	\$124,400	\$119,876
Average Principal Salary (MS)	\$120,002	\$126,749
Average Principal Salary (HS)	\$136,515	\$135,830
Superintendent Salary	\$228,718	\$232,390
Percent of District Budget		
Teacher Salaries	42%	37%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Special Education, LCAP Supplemental, Title I, transportation, instructional materials, staff development, intervention classes, core K-12 classes, Gifted and Talented Education (GATE) & Career Technical Education (CTE).

DataQuest

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

Internet Access

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6218	927	5291	80584
District	♦	♦	6893	\$74,097
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District			-23.2	13.3
Percent Difference: School Site/ State			-6.8	8.6

* Cells with ♦ do not require data.