

# Twin Oaks Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

## 2022-23 School Contact Information

<b>School Name</b>	Twin Oaks Elementary School
<b>Street</b>	2835 Club Drive
<b>City, State, Zip</b>	Rocklin, CA 95765
<b>Phone Number</b>	916.624.4101
<b>Principal</b>	Jamie Iverson Diaz
<b>Email Address</b>	<a href="mailto:jiverson@rocklinusd.org">jiverson@rocklinusd.org</a>
<b>School Website</b>	<a href="https://toes.rocklinusd.org/">https://toes.rocklinusd.org/</a>
<b>County-District-School (CDS) Code</b>	31750856115844

## 2022-23 District Contact Information

<b>District Name</b>	Rocklin Unified School District
<b>Phone Number</b>	(916) 624-2428
<b>Superintendent</b>	Roger Stock
<b>Email Address</b>	<a href="mailto:rstock@rocklinusd.org">rstock@rocklinusd.org</a>
<b>District Website Address</b>	<a href="http://www.rocklinusd.org">www.rocklinusd.org</a>

## 2022-23 School Overview

Twin Oaks Elementary School is one of seventeen schools in the Rocklin Unified School District. The school serves students in kindergarten through sixth grade, with approximately 492 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. PBIS (Positive Behavior Intervention Supports) is used throughout the school to support the site behavior plan. Character Strong and Purposeful People supports students with social emotional development.

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 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 this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	69
Grade 1	56
Grade 2	65
Grade 3	72
Grade 4	72
Grade 5	85
Grade 6	86
Total Enrollment	505

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.9
American Indian or Alaska Native	0.2
Asian	7.3
Black or African American	2.4
Filipino	4.2
Hispanic or Latino	19.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	9.5
White	54.7
English Learners	8.9
Foster Youth	0.4
Homeless	0.4
Migrant	0.0
Socioeconomically Disadvantaged	21.8
Students with Disabilities	15.2

## **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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.30	97.38	577.80	89.83	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	5.20	0.82	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	12.20	1.91	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.60	2.62	25.90	4.04	12115.80	4.41
<b>Unknown</b>	0.00	0.00	21.90	3.40	18854.30	6.86
<b>Total Teaching Positions</b>	24.00	100.00	643.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.00	87.54	582.10	90.21	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.00	0.93	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	8.40	1.30	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.30	1.48	12.10	1.89	11953.10	4.28
<b>Unknown</b>	2.80	10.98	36.50	5.67	15831.90	5.67
<b>Total Teaching Positions</b>	26.30	100.00	645.30	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.60	0.30
<b>Total Out-of-Field Teachers</b>	0.60	0.30

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		June 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	There are sufficient standards-aligned textbooks and other materials for each pupil.	Yes	0
<b>Mathematics</b>	There are sufficient standards-aligned textbooks and other materials for each pupil.	Yes	0
<b>Science</b>	There are sufficient standards-aligned textbooks and other materials for each pupil.	Yes	0
<b>History-Social Science</b>	There are sufficient standards-aligned textbooks and other materials for each pupil.	Yes	0

## School Facility Conditions and Planned Improvements

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. 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.

**Year and month of the most recent FIT report**

July, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Water stain ceiling tiles, torn carpet, cracked floor tiles, hole in ceiling tile, damaged formica
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Missing conduit covers, exposed wires, loose conduit, speaker cover missing
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Chipping paint
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Nail protruding on siding

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and 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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	60	N/A	66	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	57	N/A	58	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	325	317	97.54	2.46	59.62
<b>Female</b>	154	153	99.35	0.65	64.71
<b>Male</b>	171	164	95.91	4.09	54.88
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	34	33	97.06	2.94	57.58
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	14	14	100.00	0.00	78.57
<b>Hispanic or Latino</b>	50	49	98.00	2.00	55.10
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	37	34	91.89	8.11	50.00
<b>White</b>	183	180	98.36	1.64	61.67
<b>English Learners</b>	17	14	82.35	17.65	21.43
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	23	22	95.65	4.35	50.00
<b>Socioeconomically Disadvantaged</b>	72	70	97.22	2.78	44.29
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	56	55	98.21	1.79	36.36

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	325	321	98.77	1.23	57.01
<b>Female</b>	154	153	99.35	0.65	52.29
<b>Male</b>	171	168	98.25	1.75	61.31
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	34	33	97.06	2.94	63.64
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	14	14	100.00	0.00	64.29
<b>Hispanic or Latino</b>	50	50	100.00	0.00	52.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	37	36	97.30	2.70	47.22
<b>White</b>	183	181	98.91	1.09	59.67
<b>English Learners</b>	17	17	100.00	0.00	29.41
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	23	22	95.65	4.35	59.09
<b>Socioeconomically Disadvantaged</b>	72	72	100.00	0.00	36.11
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	56	56	100.00	0.00	30.36

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	42.68	NT	46.16	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	84	82	97.62	2.38	42.68
<b>Female</b>	37	36	97.3	2.7	44.44
<b>Male</b>	47	46	97.87	2.13	41.3
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	15	15	100	0	46.67
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	15	14	93.33	6.67	14.29
<b>White</b>	41	40	97.56	2.44	47.5
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	23	23	100	0	17.39
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.8%	97.4%	91.9%	96.3%	94.0%
Grade 7	95.2%	95.2%	95.2%	96.4%	97.6%
Grade 9	95.0%	96.0%	97.1%	96.4%	98.0%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

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. We welcome parents into the classrooms as art and science docents  
Parents are also welcome to volunteer to support instruction, classroom activities, and other needs identified by individual teachers.  
Parents that volunteer on campus will be required to have fingerprints and a clear TB test.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	554	541	111	20.5
Female	268	263	54	20.5
Male	286	278	57	20.5
American Indian or Alaska Native	1	1	0	0.0
Asian	51	50	7	14.0
Black or African American	13	12	3	25.0
Filipino	23	22	3	13.6
Hispanic or Latino	109	107	33	30.8
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	57	52	13	25.0
White	287	284	48	16.9
English Learners	59	57	20	35.1
Foster Youth	4	3	0	0.0
Homeless	3	3	3	100.0
Socioeconomically Disadvantaged	140	135	40	29.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	105	105	34	32.4

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.17	1.38	2.45
Expulsions	0.00	0.03	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.18	0.90	0.76	2.29	0.20	3.17
Expulsions	0.00	0.00	0.01	0.04	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.90	0.00
Female	0.75	0.00
Male	1.05	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.83	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.05	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.14	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.90	0.00

## 2022-23 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.

Safety Plan will be reviewed with the site leadership team, as well as staff in February 2023.

Reviewed Active Shooter / Lockdown Drill / Fire Drill with Staff at Staff meeting at our professional development days prior to the start of the 2022/23 school year.

Site Safety Plan will be updated February 2023

## D. Other SARC Information Information Required in the SARC

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

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21		3	
1	21	1	3	
2	25		3	
3	21	2	2	
4	32		2	
5	31		2	
6	30		3	
Other	17	2	1	



## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2		
1	21		2	
2	19	3	1	
3	25		3	
4	25	1	2	
5	24	1	2	
6	25		3	
Other	10	4		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		3	
1	18	2	1	
2	21	1	2	
3	23		3	
4	18	2	2	
5	26	1	2	
6	28		3	
Other	14	6		1

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.6
<b>Social Worker</b>	
<b>Speech/Language/Hearing Specialist</b>	1.0
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	0.1

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$6,994	\$1,177	\$5,817	\$84,601
<b>District</b>	N/A	N/A	\$7,882	\$88,507
<b>Percent Difference - School Site and District</b>	N/A	N/A	-30.1	-4.5
<b>State</b>	N/A	N/A	\$6,594	\$88,358
<b>Percent Difference - School Site and State</b>	N/A	N/A	-12.5	-4.3

## 2021-22 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).

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$42,930	\$54,370
<b>Mid-Range Teacher Salary</b>	\$75,842	\$82,681
<b>Highest Teacher Salary</b>	\$102,655	\$106,610
<b>Average Principal Salary (Elementary)</b>	\$137,270	\$135,283
<b>Average Principal Salary (Middle)</b>	\$140,173	\$141,244
<b>Average Principal Salary (High)</b>	\$160,968	\$152,955
<b>Superintendent Salary</b>	\$262,486	\$264,367
<b>Percent of Budget for Teacher Salaries</b>	41%	33%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## Professional Development

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.

Rocklin Unified School District provides 3 days of staff development annually to staff and have done this for the past three years.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3