



Twin Oaks Elementary School

2835 Club Dr. • Rocklin, CA 95765-4949 • 916.624.4101 • Grades K-6

Sarah James, Principal

sjames@rocklinusd.org

<http://toes.rocklinusd.org>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Rocklin Unified School District

2615 Sierra Meadows Drive

Rocklin, CA 95677

(916) 624-2428

www.rocklinusd.org

District Governing Board

Eric Stevens

Camille Maben

Rachelle Price

Dereck Counter

Rick Miller

District Administration

Roger Stock

Superintendent

Kathleen Pon, Ed. D.

**Deputy Superintendent,
Educational Services**

School Description

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 565 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2018-19 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 72 |
| Grade 1 | 75 |
| Grade 2 | 84 |
| Grade 3 | 90 |
| Grade 4 | 75 |
| Grade 5 | 79 |
| Grade 6 | 92 |
| Total Enrollment | 567 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.9 |
| American Indian or Alaska Native | 0.5 |
| Asian | 8.1 |
| Filipino | 4.9 |
| Hispanic or Latino | 14.8 |
| Native Hawaiian or Pacific Islander | 0.4 |
| White | 61.2 |
| Two or More Races | 6.7 |
| Socioeconomically Disadvantaged | 20.5 |
| English Learners | 8.6 |
| Students with Disabilities | 12.5 |
| Homeless | 0.7 |

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 for Twin Oaks Elementary | 17-18 | 18-19 | 19-20 |
|--|-------|-------|-------|
| With Full Credential | 28 | 29 | 29 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for Rocklin Unified School | 17-18 | 18-19 | 19-20 |
|--|-------|-------|-------|
| With Full Credential | ♦ | ♦ | 605 |
| Without Full Credential | ♦ | ♦ | 4 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

Teacher Misassignments and Vacant Teacher Positions at Twin Oaks Elementary School

| Indicator | 17-18 | 18-19 | 19-20 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

* Note: "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 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: 6-1-2019

| 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, 2019

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Fair | Replace water damaged ceiling tiles |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | Room 21 concrete grind |
| Overall Rating | Good | |

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. 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); 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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|-----------------|-----------------|-------------------|-------------------|----------------|----------------|
| ELA | 61 | 67 | 71 | 72 | 50 | 50 |
| Math | 55 | 61 | 63 | 63 | 38 | 39 |

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|-----------------|-----------------|-------------------|-------------------|----------------|----------------|
| Science | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|----------------|--------|--------|--------|
| 5 | 12.7 | 24.1 | 39.2 |

Note: 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.

School Year 2018-19 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 | 346 | 340 | 98.27 | 67.06 |
| Male | 182 | 179 | 98.35 | 64.25 |
| Female | 164 | 161 | 98.17 | 70.19 |
| Black or African American | -- | -- | -- | -- |
| Asian | 28 | 25 | 89.29 | 72.00 |
| Filipino | 17 | 17 | 100.00 | 70.59 |
| Hispanic or Latino | 56 | 56 | 100.00 | 66.07 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 210 | 207 | 98.57 | 67.63 |
| Two or More Races | 22 | 22 | 100.00 | 72.73 |
| Socioeconomically Disadvantaged | 77 | 74 | 96.10 | 54.05 |
| English Learners | 40 | 36 | 90.00 | 52.78 |
| Students with Disabilities | 52 | 51 | 98.08 | 31.37 |
| Homeless | -- | -- | -- | -- |

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 2018-19 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 | 346 | 343 | 99.13 | 60.93 |
| Male | 182 | 180 | 98.90 | 70.56 |
| Female | 164 | 163 | 99.39 | 50.31 |
| Black or African American | -- | -- | -- | -- |
| Asian | 28 | 27 | 96.43 | 77.78 |
| Filipino | 17 | 17 | 100.00 | 76.47 |
| Hispanic or Latino | 56 | 56 | 100.00 | 57.14 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 210 | 208 | 99.05 | 59.62 |
| Two or More Races | 22 | 22 | 100.00 | 63.64 |
| Socioeconomically Disadvantaged | 77 | 77 | 100.00 | 50.65 |
| English Learners | 40 | 39 | 97.50 | 51.28 |
| Students with Disabilities | 52 | 51 | 98.08 | 35.29 |
| Homeless | -- | -- | -- | -- |

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 school site

Opportunities for Parental Involvement (School Year 2019-20)

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 12, 2019, with Site Council. Date Last Discussed with Staff: September 19, 2019.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 0.7 | 1.6 | 0.5 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 2.2 | 3.3 | 3.3 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Suspensions Rate | 3.6 | 3.5 | 3.5 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|---------------------|-------|
| 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.

Student Support Services Staff (School Year 2018-19)

| Title | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | .6 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1.2 |
| Resource Specialist (non-teaching) | |
| Other | .1 |

* 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 Level | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|-------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|
| K | 19 | 2 | 2 | | 20 | 1 | 3 | | 24 | | 3 | |
| 1 | 20 | 3 | | | 22 | | 4 | | 24 | | 3 | |
| 2 | 24 | | 2 | | 25 | | 3 | | 22 | | 3 | |
| 3 | 23 | | 3 | | 20 | 1 | 2 | | 20 | 4 | 1 | |
| 4 | 27 | | 2 | | 29 | | 2 | | 30 | | 2 | |
| 5 | 28 | | 3 | | 29 | | 3 | | 29 | | 3 | |
| 6 | 25 | 1 | 3 | | 28 | | 3 | | 25 | 1 | 3 | |
| Other** | | | | | 10 | 1 | | | 11 | 1 | | |

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |

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.

FY 2017-18 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$39,371 | \$51,374 |
| Mid-Range Teacher Salary | \$69,555 | \$80,151 |
| Highest Teacher Salary | \$94,145 | \$100,143 |
| Average Principal Salary (ES) | \$127,546 | \$126,896 |
| Average Principal Salary (MS) | \$124,566 | \$133,668 |
| Average Principal Salary (HS) | \$133,108 | \$143,746 |
| Superintendent Salary | \$242,561 | \$245,810 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 40% | 35% |
| Administrative Salaries | 5% | 5% |

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|-------|------------|--------------|------------------------|
| School Site | 5992 | 871 | 5121 | 74876 |
| District | N/A | N/A | 7265 | \$75,676.00 |
| State | N/A | N/A | \$7,506.64 | \$82,031.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -34.6 | 2.7 |
| School Site/ State | -25.7 | -2.2 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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 <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).

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.