Twin Creeks Elementary School

2785 Marsh Dr. • San Ramon, CA 94583 • (925) 855-2900 • Grades K-5
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

San Ramon Valley Unified School District
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Principal's Message

Twin Creeks is a warm and welcoming place. We are a community of learners including teachers, parents, students and staff. Our small population of approximately 575 students allows for more personal connections between students, teachers and families of Twin Creeks. Our diverse population of students come from different socio-economic and cultural backgrounds. Among this diversity there is a strong sense of community. We are actively implementing a rigorous California State Standards curriculum focused on meeting the needs of every student. Our parent community enthusiastically supports us. Parents volunteer in classrooms, in the library, in the office and at special events. Our Twin Creeks Learning Fund works in concert with PTA, School Site Council, and staff to support the education of our students. This support is evident in the funding of a Reading Instructional Assistants, Math Specialist, and Art Instructor and implementation of high quality events that engage and educate our families.

Our school is committed to meeting every child where they enter the curriculum and providing a solid foundation from which to learn. Our Gifted and Talented Education differentiated classroom model has been expanded to include after school enrichment classes and lunch time programs. We also have resources and social supports available for students so everyone feels a sense of belonging in our Twin Creeks community. These resources include but are not limited to our Rainbow Program, Friendship Circle, and our PAWS program which honors students for a positive attitude, acting respectfully, working responsibly and staying safe. Additionally, a partnership with the Discovery Counseling Center of Danville allows us to offer 2 days of individual and small group assistance for students working through social challenges.

Twin Creeks is a dedicated, nurturing learning community that addresses the needs of the whole child. Classroom teachers create an environment where every student is honored for their unique contributions. Parent groups sponsor activities that promote and celebrate the rich diversity of our community. Student Leadership and Safety Patrol assist in developing future leaders as well as providing strong role models on campus.

Shelli Kravitz, Principal
(Email mkravit@srvusd.net)

Mission Statement

"Twin Creeks is a community of lifelong learners who respect ourselves, one another, and individual differences. We work to our highest potential through clear expectations, reflection, and a focus on critical thinking to become productive global citizens"

School Profile

Twin Creeks is located in the city of San Ramon, west of highway 680. We draw our students from a residential community consisting of single family, side by side condominium, and apartment homes. Our school community is a diverse representation of lower, middle, and upper socioeconomic levels. The majority of parents work in professional and semiprofessional occupations.

Each year we celebrate our diversity with the International Festival. The International Festival provides our community with an up close and personal appreciation of the foods, traditions, clothing, and facts that create the unique fabric of our special community.

As a community we work together to create an outstanding learning environment, where everyone feels a sense of belonging. We have accomplished this by beginning our Friendship Circle program, enhancing our technology within classrooms to meet the needs of our digital natives, enrichment classes, and evaluating and restructuring our educational programs.

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	70
Grade 1	108
Grade 2	96
Grade 3	90
Grade 4	96
Grade 5	97
Total Enrollment	557

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.2
Asian	28.9
Filipino	4.7
Hispanic or Latino	18.7
Native Hawaiian or Pacific Islander	0.2
White	32.7
Two or More Races	12.9
Socioeconomically Disadvantaged	9.3
English Learners	11.8
Students with Disabilities	8.3

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 Creeks	17-18	18-19	19-20
With Full Credential	32	32	33
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Ramon Valley	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Twin Creeks 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 are normally adopted on a state curriculum cycle by the district from a list of materials approved by the state of California. SRVUSD adopted English/Language Arts programs for grades K-5 in 2015; for History/Social Science, grades K-12, in 2007; and Mathematics for grades K-12 in 2016.

For grades K-5 science SRVUSD adopted TWIG Science in 2019. Currently SRVUSD is piloting science materials for grades 6-12 with a grades 6-8 adoption planned for 2020 and a grades 9-12 adoption in the subsequent years. Each time textbooks are adopted, professional development is offered on units of study and strategies in using the materials. All textbooks and materials that are adopted and approved are aligned with the state and district standards and benchmarks. Educational computer software and internet resources are utilized at every grade level to support student achievement toward meeting standards. Teachers have frequent professional development opportunities to support instruction throughout the year. The textbook and instructional materials lists can be found on our district website at www.srvusd.net. Go to District>Curriculum Standards>Textbooks and Instructional Materials. The following table displays the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials
Year and month in which data were collected: November 18, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	N2Y.com – Adopted 2015 Heinemann, Reading and Writing Units of Study - Adopted 2015 Phonics Lessons, Wilson Fundations, Words Their Way, Word Study Lessons – Adopted 2015	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0
Mathematics	Great Minds, Eureka Math/EngageNY – Adopted 2016	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0
Science	TWIG Science - Adopted 2019	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0
History-Social Science	Pearson Scott Foresman - Adopted 2007	
	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)

Twin Creeks campus was expanded upon fifteen years ago with three temporary portable classrooms that were added to accommodate the lower class-size ratios in grades K-3. In December 2000, seven new classrooms were built at Twin Creeks to accommodate growth in the San Ramon Valley. New bathrooms were installed near the playground. Our play areas and fields include the San Ramon Twin Creeks Park, which serves both the school and the city's needs. Twin Creeks spent 2007-2008 in a Master planning process. During this time, plans to add a new Multipurpose Room along with redesigning and updating of the facility were discussed. In 2008-2009 a committee was created of parents and staff to consider designs for a new Multipurpose Room. Construction began in the summer of 2009 and was completed in the summer of 2010. In October of 2012 the next phase of construction began. The old Multipurpose Room was converted to a new library and computer lab, with completion in June of 2013. The existing library was then converted to a resource classroom, additional instructional spaces, new ADA approved restrooms, and a work room for the staff. A ribbon cutting for both new buildings was held in October of 2013. In addition to buildings, Twin Creeks has experienced updated painting, new landscaping, increased parking, new doors with specialized locks and some new fencing. In October of 2014, discussions began regarding the modernization and re-design of the administration building. This project began in the Spring of 2015. In Summer of 2015 work began on the modernization and redesign of the administration building. Our new admin building was completed in the Summer of 2016 with an official Ribbon cutting in August 2016.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/25/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

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	66	71	82	81	50	50
Math	69	66	77	78	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	10.5	16.3	69.8

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	282	277	98.23	70.76
Male	145	142	97.93	66.90
Female	137	135	98.54	74.81
Black or African American	--	--	--	--
Asian	73	70	95.89	90.00
Filipino	13	13	100.00	76.92
Hispanic or Latino	51	50	98.04	60.00
White	103	102	99.03	61.76
Two or More Races	34	34	100.00	76.47
Socioeconomically Disadvantaged	24	24	100.00	37.50
English Learners	44	43	97.73	72.09
Students with Disabilities	23	22	95.65	18.18
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	282	277	98.23	65.70
Male	145	142	97.93	64.79
Female	137	135	98.54	66.67
Black or African American	--	--	--	--
Asian	73	71	97.26	90.14
Filipino	13	13	100.00	53.85
Hispanic or Latino	51	50	98.04	50.00
White	103	102	99.03	64.71
Two or More Races	34	33	97.06	60.61
Socioeconomically Disadvantaged	24	24	100.00	16.67
English Learners	44	44	100.00	68.18
Students with Disabilities	23	22	95.65	27.27
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)
The Twin Creeks parent community is involved and highly supportive of our school environment and the learning opportunities we provide for our students. Parents are viewed as partners and two-way communication is a key component to the success of these relationships. Involvement takes place in many arenas; through a growing volunteer program, an active PTA, the Twin Creeks School Learning Fund, and School Site Council.   Parent Education opportunities are aligned to school initiatives.

Local organizations and businesses are active supporters of our school. Special programs such as Barton Tutoring, Scripp's Spelling Bee, and International Festival are provided and/or supported by the community.

For additional information about organized opportunities for parent involvement at Twin Creeks Elementary, please contact Sandra Slye-Hittle, PTA President or Christine Soriano, Learning Fund President at (925) 855-2900

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Twin Creeks office at (925) 855-2900 or visit our school website.

Principal Shelli Kravitz can be reached at the above number or through email mkravit@srvusd.net
Superintendent Rick Schmitt can be reached at rschmitt@srvusd.net

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
The Twin Creeks School Safety Plan addresses the physical, social, and emotional safety of those in our school community. Through the development of clear, concise emergency procedures, along with ongoing training, Twin Creeks maintains an environment that is prepared for any type of emergency situation. Numerous programs including our Monthly Read Alouds, Sanford Harmony, SCIP Interns, The Rainbow Room, Friendship Circle, Guy'd to Greatness and EmpowHer address the social/emotional needs of the community.

The school culture is one that is respectful of diversity. Specific strategies and actions for enhancing our school cultural awareness and student safety are outlined in our School Safety Plan, which was updated and approved during the Spring of 2019. Our plan is reviewed annually and was reviewed with staff on September 2019.   It is updated according to needs identified through our site data, including the California Healthy Kids survey. This data also assists us in determining programs for our students and establishing our budgets to meet student needs.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.7	1.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.5	1.4	1.5
Expulsions Rate	0.0	0.0	0.0

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	.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

*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	96	2	4	1	26		4		23		3	
1	24		8		24		4		25		4	
2	23		8		24		4		23		4	
3	23		8		23		4		26		4	
4	26		6		31		3		27		3	
5	26		8		26		3		22	1	4	
Other**	8	2			7	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	4.5	4.5

The San Ramon Valley Unified School District (SRVUSD) practices a comprehensive, inclusive model of professional development for all staff. Our high quality professional development program is focused on Common Core State Standards (CCSS) as well as balanced literacy and instructional strategies. In 2012-13, we established district-wide K-12 Task Forces in English language arts, mathematics, and other content areas along with targeted professional development offerings. We hold affiliation status with Columbia University Teachers College Reading and Writing Project and the Silicon Valley Math Initiative. Both organizations are highly respected and have strong ties to the development and implementation of the CCSS and professional learning offerings.

These learning experiences are supported with on-site coaching provided by a team of instructional coaches who work and train together. The coaches received certification as Common Core trainers through the Leadership and Learning Center. They provide one-to-one coaching, team and grade level coaching, whole school professional development, in addition to targeted cross-grade level, cross-discipline professional development sessions. These trainings connect to every aspect of school practice: relevant and rigorous curriculum, intentional instructional practices, formative assessment for learning, and lesson design.

In addition, every SRVUSD teacher is provided an opportunity to participate in a coach-led cohort to study instructional strategies in a small group setting. These cohorts are both semester-long and yearlong and are focused on topics that run the gamut from Interactive Lecture to Reading Workshop for Innovators to Problem Solving Strategies. There are dozens of cohorts running simultaneously.

We ensure that new teachers are provided support through the SRVUSD Teacher Induction Project (formerly known as BTSA). Our summer intensive trainings along with on-going staff development days and release day trainings deeply align with the needs of our individual schools and our Framework for Excellence: Supporting Students and their Learning; Supporting Staff and their Work.

Under the leadership and guidance of site administrators, such communities of practices afford our staff the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every staff member helps to promote and nurture a community of learners in which the individual is enriched and the district as a whole is enhanced.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,107	$48,612
Mid-Range Teacher Salary	$77,310	$74,676
Highest Teacher Salary	$96,311	$99,791
Average Principal Salary (ES)	$129,880	$125,830
Average Principal Salary (MS)	$138,066	$131,167
Average Principal Salary (HS)	$149,818	$144,822
Superintendent Salary	$318,954	$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	34%
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	6418.12	481.15	5936.96	77917.49
District	N/A	N/A	5,786	$77,512.00
State	N/A	N/A	$7,506.64	$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.6	4.2
School Site/ State	-20.2	-3.5

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

- Gifted and Talented Education (GATE)
- Instructional Materials Realignment
- Teacher Credentialing Block Grant (BTSA)
- Professional Development Block Grant
- School and Library Improvement Program Block Grant (SIP)
- Supplemental Hourly Program
- NCLB: Title II Teacher Quality & Principal Training
- Title III-Immigrant Education
- Title III-Limited English

- Lottery Instructional Materials
- Special Education IDEA Grants and Preschool Grants
- Special Education IDEA Pre K Staff Development
- VEA (Secondary Vocational Ed.)
- Personnel Staff Development
- Special Education and Special Education Infant
- Transportation Home/School
- Transportation Special Education (if required)

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.