

# Twin Oaks Elementary School

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

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<http://toes.rocklinusd.org>

## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### Rocklin Unified School District

2615 Sierra Meadows Drive  
Rocklin, CA 95677  
(916) 624-2428  
[www.rocklinusd.org](http://www.rocklinusd.org)

#### District Governing Board

Camille Maben  
Todd Lowell  
Greg Daley  
Susan Halldin  
Wendy Lang

#### District Administration

Roger Stock  
Superintendent

### 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 420 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 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 at 916.624.4101 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	47
Grade 1	56
Grade 2	55
Grade 3	52
Grade 4	87
Grade 5	65
Grade 6	63
<b>Total Enrollment</b>	<b>425</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	0.2
Asian	5.9
Filipino	1.4
Hispanic or Latino	15.3
Native Hawaiian or Pacific Islander	0.9
White	68
Two or More Races	3.3
Socioeconomically Disadvantaged	19.3
English Learners	7.5
Students with Disabilities	17.4
Foster Youth	0.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	13-14	14-15	15-16
<b>With Full Credential</b>	21	23	24
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Rocklin Unified School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	535
<b>Without Full Credential</b>	♦	♦	2
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Twin Oaks Elementary School	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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.

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	99.7	0.4
<b>High-Poverty Schools</b>	100.0	0.0
<b>Low-Poverty Schools</b>	99.6	0.4

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 6-1-2014**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	There are sufficient standards-aligned textbooks and other materials for each pupil. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	There are sufficient standards-aligned textbooks and other materials for each pupil. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	There are sufficient standards-aligned textbooks and other materials for each pupil. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	There are sufficient standards-aligned textbooks and other materials for each pupil. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

**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: August, 2015**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		A few ceiling tiles will be replaced due to staining. Flooring needs to be replaced.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	56	69	44
Math	50	57	33

\* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	89	88	80	83	88	83	59	60	56

\* Results are for grades 5, 8, and 10. 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	6.20	21.90	68.80

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	83
All Student at the School	80
Male	80
Female	79
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	--
White	82
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

\* 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.

### School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	54	54	100.0	19	26	26	30
	4	84	83	98.8	25	29	28	18
	5	65	64	98.5	27	11	47	16
	6	65	63	96.9	13	24	49	14
Male	3		27	50.0	22	22	26	30
	4		46	54.8	35	26	28	11
	5		33	50.8	27	6	52	15
	6		35	53.8	14	23	51	11
Female	3		27	50.0	15	30	26	30
	4		37	44.0	14	32	27	27
	5		31	47.7	26	16	42	16
	6		28	43.1	11	25	46	18

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	4		4	4.8	--	--	--	--
	5		2	3.1	--	--	--	--
	6		4	6.2	--	--	--	--
American Indian or Alaska Native	6		1	1.5	--	--	--	--
Asian	3		4	7.4	--	--	--	--
	4		4	4.8	--	--	--	--
	5		3	4.6	--	--	--	--
	6		6	9.2	--	--	--	--
Filipino	4		1	1.2	--	--	--	--
	5		1	1.5	--	--	--	--
	6		2	3.1	--	--	--	--
Hispanic or Latino	3		9	16.7	--	--	--	--
	4		8	9.5	--	--	--	--
	5		12	18.5	17	17	50	17
	6		8	12.3	--	--	--	--
Native Hawaiian or Pacific Islander	3		1	1.9	--	--	--	--
	4		1	1.2	--	--	--	--
	6		1	1.5	--	--	--	--
White	3		39	72.2	10	28	28	33
	4		63	75.0	25	33	24	17
	5		44	67.7	25	11	48	16
	6		36	55.4	11	22	56	11
Two or More Races	4		2	2.4	--	--	--	--
	5		2	3.1	--	--	--	--
	6		5	7.7	--	--	--	--
Socioeconomically Disadvantaged	3		11	20.4	36	18	27	18
	4		19	22.6	47	26	11	16
	5		11	16.9	45	0	45	9
	6		13	20.0	23	38	31	8
English Learners	3		6	11.1	--	--	--	--
	4		6	7.1	--	--	--	--
	5		3	4.6	--	--	--	--
	6		3	4.6	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3		8	14.8	--	--	--	--
	4		14	16.7	71	14	14	0
	5		11	16.9	64	27	9	0
	6		12	18.5	50	50	0	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	54	53	98.1	19	23	43	15
	4	84	82	97.6	16	32	33	20
	5	65	64	98.5	25	36	22	17
	6	65	63	96.9	24	24	30	22
Male	3		27	50.0	19	19	44	19
	4		45	53.6	18	31	29	22
	5		33	50.8	18	30	30	21
	6		35	53.8	23	20	31	26
Female	3		26	48.1	19	27	42	12
	4		37	44.0	14	32	38	16
	5		31	47.7	32	42	13	13
	6		28	43.1	25	29	29	18
Black or African American	4		4	4.8	--	--	--	--
	5		2	3.1	--	--	--	--
	6		4	6.2	--	--	--	--
American Indian or Alaska Native	6		1	1.5	--	--	--	--
Asian	3		4	7.4	--	--	--	--
	4		4	4.8	--	--	--	--
	5		3	4.6	--	--	--	--
	6		6	9.2	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Filipino	4		1	1.2	--	--	--	--
	5		1	1.5	--	--	--	--
	6		2	3.1	--	--	--	--
Hispanic or Latino	3		8	14.8	--	--	--	--
	4		8	9.5	--	--	--	--
	5		12	18.5	25	25	33	17
	6		8	12.3	--	--	--	--
Native Hawaiian or Pacific Islander	3		1	1.9	--	--	--	--
	4		1	1.2	--	--	--	--
	6		1	1.5	--	--	--	--
White	3		39	72.2	18	23	44	15
	4		62	73.8	16	35	31	18
	5		44	67.7	20	43	20	16
	6		36	55.4	17	25	36	22
Two or More Races	4		2	2.4	--	--	--	--
	5		2	3.1	--	--	--	--
	6		5	7.7	--	--	--	--
Socioeconomically Disadvantaged	3		10	18.5	--	--	--	--
	4		18	21.4	33	28	22	17
	5		11	16.9	36	45	9	9
	6		13	20.0	54	23	15	8
English Learners	3		6	11.1	--	--	--	--
	4		6	7.1	--	--	--	--
	5		3	4.6	--	--	--	--
	6		3	4.6	--	--	--	--
Students with Disabilities	3		8	14.8	--	--	--	--
	4		14	16.7	64	21	14	0
	5		11	16.9	64	36	0	0
	6		12	18.5	75	25	0	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

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 School Climate State Priority (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, 2016 with Site Council. Date Last Discussed with Staff: November 18, 2015.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	2.46	2.34	1.31
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.22	2.49	2.40
Expulsions Rate	0.08	0.01	0.08
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 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		50.0



**Average Class Size and Class Size Distribution (Elementary)**

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	20	18	23	1	1		2	2	2			
1	26	22	20		1	2	2	1				
2	25	27	22				3	2	3			
3	28	25	26				2	3	2			
4	29	32	27				2	2	3			
5	32	30	32				2	2	2			
6	32	33	23			1	2	1	2		1	
Other			9			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)	0
Psychologist	0.5
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	1.4
Resource Specialist	0
Other	0
<b>Average Number of Students per Staff Member</b>	
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.

**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's Strategic Plan. The focus of our Professional Development is the following: a continuous development and commitment to Professional Learning Communities; a commitment to systematic 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.

**FY 2013-14 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,397	\$43,062
Mid-Range Teacher Salary	\$64,301	\$67,927
Highest Teacher Salary	\$84,090	\$87,811
Average Principal Salary (ES)	\$110,448	\$110,136
Average Principal Salary (MS)	\$114,300	\$115,946
Average Principal Salary (HS)	\$126,381	\$124,865
Superintendent Salary	\$191,563	\$211,869
<b>Percent of District Budget</b>		
Teacher Salaries	46%	39%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5212	615	4597	74039
District	◆	◆	5938	\$67,442
State	◆	◆	\$5,348	\$71,529
<b>Percent Difference: School Site/District</b>			-20.6	14.4
<b>Percent Difference: School Site/ State</b>			-7.8	6.7

\* Cells with ◆ do not require data.

**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).

**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, the county, and the state. 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.