

# Twin Lakes Elementary School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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 principal or the district office.

#### **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.

## **About This School**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Twin Lakes Elementary School
<b>Street</b>	5515 Main Ave.
<b>City, State, Zip</b>	Orangevale CA, 95662
<b>Phone Number</b>	(916) 986-2243
<b>Principal</b>	Jim Walters
<b>E-mail Address</b>	<a href="mailto:jim.walters@sanjuan.edu">jim.walters@sanjuan.edu</a>
<b>Web Site</b>	<a href="http://www.sanjuan.edu/twinlakes">http://www.sanjuan.edu/twinlakes</a>
<b>Grades Served</b>	K-6
<b>CDS Code</b>	34-67447-6034953

<b>District Contact Information</b>	
<b>District Name</b>	San Juan Unified School District
<b>Phone Number</b>	(916) 971-7700
<b>Superintendent</b>	Kent Kern
<b>E-mail Address</b>	info@sanjuan.edu
<b>Web Site</b>	www.sanjuan.edu

### School Description and Mission Statement (Most Recent Year)

#### Principal's Message:

Twin Lakes seeks to provide a high quality instructional program that focuses on skills that are required to be successful in college and career. Our staff is dedicated to the success of each student by differentiating instruction based on specific student need and ability. Our goal is to see students go on and participate in rigorous classes in both the middle and high school level that will translate in more opportunities later in life.

#### Mission Statement:

The mission of Twin Lakes Elementary, dedicated to developing creative and innovative thinkers, is to ensure all students become collaborative, confident problem solvers through a high quality, balanced academic program, integrating fine arts and fitness, while developing compassionate life-long learners in partnership with our community.

#### School Profile:

Twin Lakes Elementary School is a K-6 school with a focus on developing the whole child through academics, fine arts, and fitness in order for children to reach their full potential. We believe that children need the opportunity to express themselves in many ways: through writing, movement, music, and visual and performing arts. The staff at Twin Lakes has made a commitment to teaching students the skills they will need to be successful in the twenty-first century. These "survival skills" include: Critical Thinking & Problem Solving, Collaboration & Leading by Influence, Agility & Adaptability, Initiative & Entrepreneurial-ism, Effective Oral & Written Communication, Accessing & Analyzing Information and Curiosity & Imagination. In order for students to learn these skills, they need exposure and opportunities beyond learning basic academic skills. We are providing these opportunities through comprehensive balanced literacy in language arts and across the curriculum and engaging students in enrichment classes during, before, and after school hours. By working collaboratively with parents and community members as partners, we can provide the best, well-rounded educational experience for all children.

#### SCHOOL PROGRAMS:

##### Accelerated Reader:

All library books are coded at specific reading levels providing students a variety of books at their individual reading levels in many genres. Students are motivated to read appropriate leveled books and take quizzes in order to move to higher levels. All students participate in the Accelerated Reader Program and we are continually building our AR and leveled reader library.

##### Technology:

We have two computer labs at Twin Lakes which are adjacent to our library providing students the opportunity to access information in multiple ways. Teachers bring their classes for scheduled times where students complete research projects in many academic areas by using the library and internet resources. The lab for the intermediate grades was upgraded with 34 new computers in 2011. All students are encouraged to check out books from the library and to read at every opportunity.

##### Comprehensive, Balanced Literacy:

Comprehensive literacy is the focus of our school. Our approach to accomplish high quality personalized instruction is the gradual release of responsibility model. Through the use of interactive read-alouds, shared reading/writing, guided reading and independent reading/writing, teachers are able to assist students in their learning in a personalized way that best meets their specific needs. Students are regularly assessed by teachers so that there is a clear understanding of what students know and are able to do. These skills are essential for success in college and career. In addition, we have a Literacy Teacher on staff who works with students to teach them all the ways we access information through text. Students are learning that we read for different purposes and in different ways depending on our purpose. They also are being taught how to find the right books for their purpose and reading level. Our Literacy Teacher is guiding students in how to make meaning out of text and how to communicate what we read to others.

#### Art, Music, Physical Education:

The staff at Twin Lakes believe that art, music, and physical education are just as important in a child's development as reading, writing, and math. All students in grades kindergarten through sixth grade participate in these specialized programs taught by high quality teachers. Student art work is displayed not only throughout the school, but in the community. All children are schooled in learning appropriate developmental physical skills as well as nutrition and making healthy life style choices. All children are taught to sing and express themselves through music and take part in class or grade level performances. Many staff members have been trained in the Education Through Music Program taught by our music teacher and other professionals.

#### Enrichment: ,

Every Friday afternoon is devoted to providing arts integration and enrichment activities for all students. Students may participate in activities such as: creative movement, recorders, origami, puppet making, reader's theater, journalism, jump rope techniques, finger painting, etc. The opportunities are endless.

#### Extracurricular Activities:

Students may participate in before and after school activities including beginning and intermediate band, choir, violin and strings or guitar. These activities are free of charge and offered by professional instructors.

#### Full-Day Kindergarten:

Twin Lakes offers a full-day Kindergarten program for students who are age-appropriate to enter school. The Twin Lakes philosophy is to provide a longer time for students to learn the grade level standards, to advance at their own pace, and to provide students with the opportunities for enrichment activities available to first through sixth grade. Kindergarten students also participate in the Big Buddy Program where they are paired with a sixth grade student for special events and activities. The students remain with their same buddy for the entire year.

#### Transitional Kindergarten:

Twin Lakes provides a full-year program beginning in August for students who have either just missed the cutoff date to enroll in Kindergarten, or who were not developmentally ready to begin Kindergarten in the fall. This program is a full-day program which meets with a credentialed teacher every day school is in session from August through June. This program gives children a school experience teaching them pre-Kindergarten skills and socialization. Children are then ready to enter the kindergarten program the following year feeling confident and comfortable in the school setting.

#### Parent Volunteers:

Parent volunteers are a vital part of the Twin Lakes community and an important partner in the education of their children. Volunteers help in many ways inside and outside of the classroom. Many types of volunteering can be seen in and around Twin Lakes; from working with small groups of students, making copies, grading papers, driving on field trips, directing traffic in the crosswalk or serving on committees such as School Site Council and PTA. We welcome our parent volunteers and their input and expertise in making our school a better place.

#### School Site Council:

The School Site Council is composed of ten members: five staff members, three of whom are teachers, one principal and one other staff member, and five parent or community members. The function of the School Site Council is to develop the school plan, to look at data that support the plan and to make decisions in order for the school to move forward. Members are elected for a two-year term and meet once per month.

#### Parent Teacher Association:

The PTA at Twin Lakes is a very active and vital component in helping the school operate as a community. The PTA promotes various fun activities and events for socializing and fund-raising. The PTA donates time, resources, money and ideas that help create the climate and culture of Twin Lakes School. Some activities include: Halloween Parade and Haunted House, Santa's Secret Shop and Pancake Breakfast, Jog-a-thon, and Spring Carnival to name a few. The PTA also provides funds for individual classrooms and grade levels for supplies, field trips and assemblies which enrich our students' education.

At Twin Lakes, we believe every day is an adventure and together we can help every child develop to his/her full potential.

### Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	90
Grade 1	62
Grade 2	93
Grade 3	83
Grade 4	67
Grade 5	93
Grade 6	87
<b>Total Enrollment</b>	<b>575</b>

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.5
Asian	1.4
Filipino	0.2
Hispanic or Latino	13.9
Native Hawaiian or Pacific Islander	0.5
White	77.2
Two or More Races	4
Socioeconomically Disadvantaged	32.3
English Learners	2.4
Students with Disabilities	11.1
Foster Youth	0.5

## 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

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	23	22	25	1840
Without Full Credential	0	0	1	28
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	46

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of 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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.2	4.8
All Schools in District	88.3	11.7
High-Poverty Schools in District	86.6	13.4
Low-Poverty Schools in District	97.0	3.0

Note: 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)

Year and month in which data were collected: September 22, 2015

San Juan Unified held a public hearing on September 22, 2015 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. If you would like more information on the textbooks and instructional materials please visit our website: <http://www.sanjuan.edu/Page/23485>

In July 2009, EC Section 60200.7, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then specific legislation has authorized the State Board of Education to conduct adoptions in mathematics (Assembly Bill 1246) and English language arts/English language development (Senate Bill 201). For more information regarding San Juan's textbook adoption schedule, please visit our website: <http://www.sanjuan.edu/cms/lib8/CA01902727/Centricity/Domain/140/Textbook%20Pilot%20adoption%20Schedule.pdf>.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2003: Houghton Mifflin- Legacy of Literature 2003 Pearson: Timeless Voices, Timeless Themes	Yes	0.0
Mathematics	2009: Houghton Mifflin - California Math 2015: Pearson - Envision Math 2015 Houghton Mifflin Harcourt: Go Math	Yes	0.0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	2007: Delta Education - FOSS 2007: Glencoe/McGraw Hill - Focus on Earth 2008 Glencoe/McGraw Hill - Focus on Earth/Life/Physical Science 2008 Pearson: Biology	Yes	0.0
History-Social Science	2005: Teacher's Curriculum Institute (TCI) - History Alive 2006: Scott Foresman/Pearson - History - Social Science for California	Yes	0.0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Twin Lakes Elementary School is evaluated for ongoing maintenance needs on a yearly assessment. This evaluation includes roof repair or replacement, exterior painting, energy-efficient lighting, heating and cooling system condition, doors with handicapped accessible hardware, restroom restoration, electrical infrastructure ability to provide for internet, cable, telephone, new fire, intrusion, and intercom systems. Currently, there is sufficient space to house the student population. There is a site custodial staff that cleans the building along with district support for major/minor repairs. The district provides gardening and landscape services on a regular schedule. Regular fire/emergency drills are held, and badges are required for all visitors and personnel. Field repair, and irrigation system retrofit continues to be a concern. In 2005, under Measure J Bond a new gas service was installed to support future heating and air conditioning upgrades. In addition, a low voltage upgrade using Measure J funds is scheduled for completion Spring 2014. This includes intercoms, fire and intrusion alarms

The Board of Education and the Superintendent's policy is to ensure that all students are provided with a safe and well-maintained learning environment. The board approved resolutions in 1998 and 2002 to adequately fund maintenance activities and preserve the repairs and improvements funded by two facility bond measures. The school buildings, classrooms and grounds are safe, clean and functional. An inspection of the facility was conducted in November 2015 and determined that there were no unsafe conditions that required emergency repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A computer automated work order process is used to ensure efficient service and that emergency repairs and health and safety repairs are given the highest priority. The Board of Education has adopted cleaning standards and custodial staffing requirements for all schools in the district. This school meets the Board's standards for custodial staffing and cleanliness. The school's custodians are trained in the proper use of cleaning chemicals and Integrated Pest Management techniques. They are managed day to day by the Principal with assistance from the district's maintenance department. The district participates in the State School Deferred Maintenance Program, with funding allocated for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Annually the district budgets \$2 million dollars for deferred maintenance activities.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/10/2015				
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	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation			X	

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/10/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	

#### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 11/10/2015				
Overall Rating	Exemplary	Good	Fair	Poor

## 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

### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	45	42	44
Mathematics	38	32	33

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.

### CAASPP Assessment Results - English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

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	88	86	97.7	17	23	33	26
	4	72	69	95.8	39	29	22	10
	5	92	90	97.8	33	22	34	10
	6	84	82	97.6	33	23	32	12
Male	3	88	37	42.0	30	30	24	16
	4	72	36	50.0	36	31	28	6
	5	92	45	48.9	47	20	27	7

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6	84	36	42.9	47	19	28	6
Female	3	88	49	55.7	8	18	39	33
	4	72	33	45.8	42	27	15	15
	5	92	45	48.9	20	24	42	13
	6	84	46	54.8	22	26	35	17
Black or African American	3	88	2	2.3	--	--	--	--
	5	92	2	2.2	--	--	--	--
	6	84	2	2.4	--	--	--	--
American Indian or Alaska Native	5	92	1	1.1	--	--	--	--
Asian	3	88	3	3.4	--	--	--	--
	4	72	3	4.2	--	--	--	--
	5	92	3	3.3	--	--	--	--
Hispanic or Latino	3	88	12	13.6	33	8	17	42
	4	72	15	20.8	40	47	7	7
	5	92	8	8.7	--	--	--	--
	6	84	10	11.9	--	--	--	--
Native Hawaiian or Pacific Islander	6	84	1	1.2	--	--	--	--
White	3	88	67	76.1	15	28	34	22
	4	72	50	69.4	42	24	28	6
	5	92	75	81.5	31	23	35	12
	6	84	69	82.1	28	26	35	12
Two or More Races	3	88	2	2.3	--	--	--	--
	4	72	1	1.4	--	--	--	--
	5	92	1	1.1	--	--	--	--
	6	84	0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3	88	29	33.0	34	31	14	17
	4	72	27	37.5	52	26	19	4
	5	92	30	32.6	43	23	30	3
	6	84	29	34.5	48	28	24	0
Students with Disabilities	3	88	11	12.5	55	18	18	9
	4	72	9	12.5	--	--	--	--
	5	92	16	17.4	75	19	6	0
	6	84	17	20.2	76	18	6	0
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--



Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	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.

Note: 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.

### CAASPP Assessment Results - Mathematics

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>All Students</b>	3	88	85	96.6	15	28	46	11
	4	72	70	97.2	24	37	31	7
	5	92	90	97.8	31	44	12	12
	6	84	82	97.6	34	33	23	10
<b>Male</b>	3	88	37	42.0	19	27	43	11
	4	72	37	51.4	16	32	43	8
	5	92	45	48.9	33	38	11	18
	6	84	36	42.9	58	14	22	6
<b>Female</b>	3	88	48	54.5	13	29	48	10
	4	72	33	45.8	33	42	18	6
	5	92	45	48.9	29	51	13	7
	6	84	46	54.8	15	48	24	13
<b>Black or African American</b>	3	88	2	2.3	--	--	--	--
	5	92	2	2.2	--	--	--	--
	6	84	2	2.4	--	--	--	--
<b>American Indian or Alaska Native</b>	5	92	1	1.1	--	--	--	--
<b>Asian</b>	3	88	3	3.4	--	--	--	--
	4	72	4	5.6	--	--	--	--
	5	92	3	3.3	--	--	--	--
<b>Hispanic or Latino</b>	3	88	12	13.6	17	50	25	8
	4	72	15	20.8	40	33	27	0
	5	92	8	8.7	--	--	--	--
	6	84	10	11.9	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	6	84	1	1.2	--	--	--	--
<b>White</b>	3	88	67	76.1	15	25	49	10
	4	72	50	69.4	18	40	32	10
	5	92	75	81.5	29	45	12	13
	6	84	69	82.1	29	35	25	12

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>Two or More Races</b>	3	88	1	1.1	--	--	--	--
	4	72	1	1.4	--	--	--	--
	5	92	1	1.1	--	--	--	--
	6	84	0	0.0	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3	88	28	31.8	25	32	39	4
	4	72	27	37.5	48	37	11	4
	5	92	30	32.6	43	47	3	7
	6	84	29	34.5	48	31	17	3
<b>Students with Disabilities</b>	3	88	11	12.5	45	27	27	0
	4	72	9	12.5	--	--	--	--
	5	92	16	17.4	94	0	6	0
	6	84	17	20.2	88	6	6	0
<b>Foster Youth</b>	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.

Note: 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.

#### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Science (grades 5, 8, and 10)</b>	69	64	56	59	61	57	59	60	56

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

**California Standards Tests Results by Student Group in Science (School Year 2014-15)**

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	57
All Students at the School	56
Male	58
Female	54
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Hispanic or Latino	--
White	62
Two or More Races	--
Socioeconomically Disadvantaged	30
English Learners	--
Students with Disabilities	41
Foster Youth	--

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

**California Physical Fitness Test Results (School Year 2014-15)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.90	26.40	31.90

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.

**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 (Most Recent Year)**

Parent participation and involvement is a valued and effective component of Twin Lakes Elementary. All parents are trained and invited to join PTA and volunteer to work in the classroom, and to actively support the varied PTA activities. Our volunteers logged many, many hours last year in support of our schoolwide programs such as Arts and Activities, Talent Show, Carnival, Back-to-School Picnic, Book Fair, and our technology center. Elected parents serve on our School Site Council, and all parents are an active and vital part of the Twin Lakes community. If you would like to find opportunities to be involved here at Twin Lakes, please contact our PTA president by leaving a message for him at 986-2243

## 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.

### Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	7.12	4.04	1.93	8.28	7.37	5.71	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.09	0.04	0.07	0.13	0.10	0.09

### School Safety Plan (Most Recent Year)

This school is linked directly to the San Juan Unified School District's Safe Schools Program. In partnership with the Sacramento County Sheriff's Department and the City of Citrus Heights Police Department (CHPD), each school becomes part of a safety zone that is patrolled daily by a sheriff's deputy or CHPD officer. The Deputy Sheriffs are assigned to a specific schools which are identified by geographic zones. The Deputy Sheriffs may move from one the geographic zone to another as safety needs dictate. The CHPD Police Officers work identified schools within the City of Citrus Heights and respond as safety needs dictate. In addition to daily support from a designated Sheriff's deputy or CHPD officer, this school is a part of the San Juan Unified School District's Safe Schools Task Force, which is comprised of safety teams from each of the school sites. Each school safety team meets regularly to discuss safety issues, update their site emergency plans, and to take steps to be proactive in preventing various types of school-related safety issues. Law enforcement provides speakers to address students, staff and community groups. Our safety team receives regular training through the Safe Schools Task Force. Each school site is responsible for updating their Comprehensive School Safety Plan by March 1st of every year. The plan must be approved by the School Site Council before being submitted to the district Safe Schools Manager. Every San Juan classroom has a standardized "Safety Folder" which serves as a guide for teachers, includes the site specific crisis response procedures and a district standardized emergency flip chart. This school meets or exceeds the Education Code requirements for fire drills and lock down drills.

Twin Lakes' school safety plan was last reviewed in April of 2014 by administration, staff and school site council. It was approved by school site council in the spring of this year. The main components of the plan include the following:

1. Emergency Communication Protocol
2. Disaster Plan
3. Fire Plan
4. Intruder on campus plan
5. Earthquake, flood, bomb, etc. plan
6. Sexual Harassment
7. Dress Code
8. School Discipline
9. Bullying

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	68.0

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

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

Grade Level	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	30		4		28		3		30		3	
1	29		3		30		3		31		2	
2	32		2		27		3		31		3	
3	30		3		30		2		27		3	
4	28		3		27		3		32		2	
5	32		2	1	32		1	2	34			2
6	33		1	2	27		3		29	1		3
Other	11	1			14	1						

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

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other		N/A

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	5563	948	4615	
District	N/A	N/A	\$5,013	\$71,583
Percent Difference: School Site and District	N/A	N/A	-7.9	
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A		

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

**Types of Services Funded (Fiscal Year 2014-15)**

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

In FY 2011-12, the district spent \$7,732,354 in restricted general fund for positions that would have usually been paid for by unrestricted dollars (SF-0) due to receiving American Recovery and Reinvestment Act (ARRA) Education Jobs Funds (EJF). The positions that were paid for included 21.0 FTE for Counselors, 24.0 FTE for Principals and 18.0 FTE for Vice Principals. Due to this change, many schools showed a decrease in unrestricted costs and an increase in restricted costs.

In FY 2011-12, the district spent \$3,163,102 in restricted general fund from the Economic Impact Aid (EIA) grant. The expenses were coded with a central location (000) in 2011-12, when in the previous year the dollars were coded to site locations. The impact of this change will show a decrease in restricted expenses.

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,336	\$43,165
Mid-Range Teacher Salary	\$70,764	\$68,574
Highest Teacher Salary	\$83,465	\$89,146
Average Principal Salary (Elementary)	\$102,900	\$111,129
Average Principal Salary (Middle)	\$112,906	\$116,569
Average Principal Salary (High)	\$126,182	\$127,448
Superintendent Salary	\$225,000	\$234,382
Percent of Budget for Teacher Salaries	39%	38%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Professional Development (Most Recent Three Years)**

Professional development is a key part of the continuous improvement process for educators. The goal of our quality professional development is to support the learning of teachers and paraprofessionals to positively impact student achievement. Annually, teachers and site administrators participate in professional development in a variety of opportunities. Seventy-five minutes per week are dedicated to staff collaboration and training planned by site leadership teams. The District also provides a cycle of continuous professional development for Administrators through Principal Networks as well as Leadership Academies.

The District provides professional development opportunities for teachers and administrators that support the implementation of Common Core State Standards in English language arts and mathematics, and the ELA/ELD Framework. Specific professional development initiatives include: Critical Literacy, K-1 Reading, Making Meaning Through Close Reading and Writing, Engineering and Mathematics Inspiring Thinking Solutions (EMITS), Math to the Core, Expository Reading and Writing Course (ERWC), and ELD Foundations. District departments, Center for Teacher Support, grant-funded projects, and the San Juan Teacher's Association sponsor additional training opportunities. Professional development opportunities are voluntary for teachers and are provided throughout the year in a variety of formats: during the school day, after school, on Saturdays, and during summer and vacation breaks. Many teachers and administrators also take advantage of opportunities with Sacramento County Office of Education, California Department of Education, the college/university programs, state/national education organizations, and private educational institutes.

What grounds the professional development in the district is the District Strategic Plan and the Local Control Accountability Plan. Professional Development is further determined using one or more of the following: (a) student achievement data, (b) staff survey data, and (c) district-identified goals. Professional development addresses the Common Core State Standards (CCSS), teaching strategies, curriculum, assessment, technology, classroom management, safety, and leadership. Administrator training accompanies professional development in district focus areas, providing implementation support for teachers on site. Content-area coaches are available at some schools. Additional classroom support is provided to new and struggling teachers by consulting teachers from the Center for Teacher Support.

Paraprofessionals are encouraged to participate in professional development at the district and site level. Specifically designed training is also offered to non-instructional support staff such as clerical and custodial staff that includes both operational and instructional topics.