

# Twin Oaks Elementary School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



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

#### SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2025-26 School Contact Information

School Name	Twin Oaks Elementary School
Street	2835 Club Drive
City, State, Zip	Rocklin, CA 95765
Phone Number	916-624-4101
Principal	Jamie Iverson Diaz
Email Address	<a href="mailto:jiverson@rocklinusd.org">jiverson@rocklinusd.org</a>
School Website	<a href="https://toes.rocklinusd.org/">https://toes.rocklinusd.org/</a>
Grade Span	K-6
County-District-School (CDS) Code	31750856115844

## 2025-26 District Contact Information

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

## 2025-26 School Description and Mission Statement

Twin Oaks Elementary School is one of seventeen schools in the Rocklin Unified School District. The school serves students in kindergarten through sixth grade, with approximately 528 students. The school is located in the center of an established and supportive community with a high level of family participation. Twin Oaks opened in 1999.

The staff provides a comprehensive learning environment. Academics and Leadership are the primary focus of the school. The staff understands that a caring environment fosters self-worth and individual development is essential to realize academic success. The students are encouraged to approach all facets of their learning with confidence to take an active role in the learning process. PBIS (Positive Behavior Intervention Supports) is used throughout the school to support the site behavior

2025-26 School Description and Mission Statement

plan. Character Strong and Purposefull People supports students with social emotional development.

Rules of conduct are simple and consequences are reasonable, related and respectful. The staff welcomes the direct involvement of the community in these efforts. Parents and staff are dedicated to creating a safe and orderly learning environment in which students interact positively with others and are able to develop responsibility, confidence, and self-worth while achieving their highest academic potential.

Mission Statement:  
The mission of Twin Oaks Elementary is to challenge all students to develop their unique potential, become life-long learners, and value their community through a school distinguished by:  
A culture of personal leadership development  
Engaging and relevant instruction with high academic expectations  
Respectful collaboration and communication

Twin Oaks. Growing tomorrow's leaders today.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	62
Grade 2	60
Grade 3	73
Grade 4	64
Grade 5	80
Grade 6	93
Total Enrollment	506

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.8
Male	54.2
American Indian or Alaska Native	0.2
Asian	10.5
Black or African American	1.6
Filipino	4.3
Hispanic or Latino	22.5
Two or More Races	11.1
White	45.5
English Learners	12.3
Foster Youth	0.2
Homeless	0.4
Socioeconomically Disadvantaged	34.2
Students with Disabilities	19.6

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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23	87.54	582.1	90.21	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	6	0.93	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	8.4	1.3	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.3	1.48	12.1	1.89	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	2.8	10.98	36.5	5.67	15831.9	5.67
<b>Total Teaching Positions</b>	26.3	100	645.3	100	279044.8	100

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.2	88.58	595.4	93.02	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	4.1	0.65	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	10.4	1.63	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.7	7.21	14.7	2.31	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	1	4.17	15.3	2.4	14303.8	5.15
<b>Total Teaching Positions</b>	24	100	640.1	100	277698	100

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

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.9	86.63	590.4	92.38	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	3.7	0.58	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	3.61	9	1.41	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.6	6.11	11.4	1.79	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	1	3.61	24.4	3.83	13705.8	4.91
<b>Total Teaching Positions</b>	27.6	100	639.1	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	1
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	1

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	1	1
<b>Local Assignment Options</b>	0.30	0.7	0.6
<b>Total Out-of-Field Teachers</b>	0.30	1.7	1.6

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		June 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	There are sufficient standards-aligned textbooks and other materials for each pupil.	0
Mathematics	There are sufficient standards-aligned textbooks and other materials for each pupil.	0
Science	There are sufficient standards-aligned textbooks and other materials for each pupil.	0
History-Social Science	There are sufficient standards-aligned textbooks and other materials for each pupil.	0

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

## School Facility Conditions and Planned Improvements

The school is a beautiful facility, which opened in 1999. It is a clean, well cared for campus that provides an exemplary environment for student learning. It is a school of which students, staff, and parents can be proud. It has become a hub for students and community members. Sports and recreation activities, clubs and other local organizations regularly utilize the campus. These activities enrich the lives of the community members and the school population.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. District maintenance ensures that the repairs necessary to keep the school sites in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Year and month of the most recent FIT report		July, 2025		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

<b>Interior:</b> Interior Surfaces			X	Water stained ceiling tiles, torn carpet, damaged ceiling tile, cracked floor tiles, torn wallpaper, cracked floor tiles, hole in ceiling tile, worn carpet, damaged/peeling formica
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		Flickering light panel, light panels out, electrical conduit loose, exposed wires, loose ethernet box, missing speaker cover
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Low flow sink
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Emergency exit lights expired
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Trip hazard, nail protruding on siding/injury hazard

Overall Facility Rate

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

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

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	53	53	66	67	47	48
Mathematics (grades 3-8 and 11)	53	50	60	61	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	312	308	98.72	1.28	53.25
Female	154	150	97.40	2.60	59.33
Male	158	158	100.00	0.00	47.47
American Indian or Alaska Native	0	0	0	0	0
Asian	36	36	100.00	0.00	55.56
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	81.82
Hispanic or Latino	72	72	100.00	0.00	52.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	41	41	100.00	0.00	53.66
White	144	140	97.22	2.78	51.43
English Learners	35	32	91.43	8.57	12.50
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	24	24	100.00	0.00	62.50
Socioeconomically Disadvantaged	114	111	97.37	2.63	43.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	62	100.00	0.00	17.74

### 2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	312	311	99.68	0.32	50.16
Female	154	153	99.35	0.65	46.41
Male	158	158	100.00	0.00	53.80
American Indian or Alaska Native	0	0	0	0	0
Asian	36	36	100.00	0.00	69.44
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	63.64
Hispanic or Latino	72	72	100.00	0.00	43.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	41	41	100.00	0.00	48.78
White	144	143	99.31	0.69	48.25
English Learners	35	35	100.00	0.00	37.14
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	24	24	100.00	0.00	58.33
Socioeconomically Disadvantaged	114	114	100.00	0.00	46.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	62	100.00	0.00	22.58

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	42.68	34.52	43.64	45.13	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	84	84	100.00	0.00	34.52
Female	39	39	100.00	0.00	35.90
Male	45	45	100.00	0.00	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	17	17	100.00	0.00	47.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	21.43
White	46	46	100.00	0.00	30.43
English Learners	11	11	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	31	31	100.00	0.00	22.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	25.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.6	88.0	90.4	85.5	90.4

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Parental involvement is available through our school's Parent-Teacher Club which has regular meetings and through many opportunities to assist students and staff. Parents and community members play an important role at Twin Oaks Elementary School through active participation and involvement in the School Site Council and PTC. We welcome parents into the classrooms as art and science docents  
Parents are also welcome to volunteer to support instruction, classroom activities, and other needs identified by individual teachers.  
Parents that volunteer on campus will be required to have fingerprints and a clear TB test.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	543	533	51	9.6
Female	253	248	22	8.9
Male	290	285	29	10.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	62	59	5	8.5
Black or African American	--	--	--	--
Filipino	22	22	0	0.0
Hispanic or Latino	119	116	15	12.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	59	58	8	13.8
White	247	245	17	6.9
English Learners	84	83	9	10.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	205	202	29	14.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	116	114	21	18.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions								
This table displays suspensions data.								
Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.76	0.89	1.1	3.03	2.43	2.46	3.6	3.28	2.94
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.								
This table displays expulsions data.								
Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.04	0.03	0.04	0.08	0.07	0.06
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.								

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.10	0.00
Female	0.40	0.00
Male	1.72	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	4.55	0.00
Hispanic or Latino	0.84	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.39	0.00
White	0.81	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.49	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.59	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Twin Oaks has a Comprehensive School Safety Plan approved by the School Site Council. It includes an assessment of the current status of school crime, procedures to notify teachers of dangerous situations, disaster procedures, child abuse reporting procedures, rules and procedures on school discipline, school-wide dress code, policies regarding suspension/expulsion, sexual harassment, procedures for the safe ingress and egress of pupils, and other safe school strategies and programs. It also includes an action plan for implementation. During the school year, we set aside time during staff meetings to discuss current safety issues, and provide district in-services covering areas including emergency CPR and First Aid Training.

Safety Plan will be reviewed with the site leadership team, as well as staff in February 2025.  
Reviewed Active Shooter / Lockdown Drill / Fire Drill with Staff at Staff meeting at our professional development days prior to the start of the 2025/26 school year.  
Site Safety Plan was last updated in February 2025.

D. Other SARC Information

Information Required in the SARC

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



## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
<b>K</b>	17	2	1	0
<b>1</b>	20	1	2	0
<b>2</b>	25	0	2	0
<b>3</b>	21	1	2	0
<b>4</b>	20	2	2	0
<b>5</b>	25	1	2	0
<b>6</b>	25	0	3	0
<b>Other</b>	16	6	0	1

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
<b>K</b>	15	3	1	0
<b>1</b>	18	2	1	0
<b>2</b>	21	0	3	0
<b>3</b>	20	3	0	0
<b>4</b>	19	2	2	0
<b>5</b>	26	1	2	0
<b>6</b>	28	0	3	0
<b>Other</b>	15	7	0	1

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		2	
1	18	1	2	
2	20	1	2	
3	23		3	
4	21	1	2	
5	25		3	
6	23	1	3	
Other	16	7		1

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	1026

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	
Other	0.1

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,468	\$2,341	\$7,127	\$93,119
District	N/A	N/A	\$9,917	\$100,496
Percent Difference - School Site and District	N/A	N/A	-35.4	-4.2
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-40.7	-4.9

## Fiscal Year 2024-25 Types of Services Funded

Across Rocklin Unified School District, the following services are offered: core TK-12 classes, instructional materials, staff development, intervention classes, Special Education, school-based counseling services, Title I, transportation, Gifted and Talented Education (GATE), Dual Language, International Baccalaureate Primary Years Program (IBPYP), English Language Development, & Career Technical Education (CTE). (Note: Some programs are not available at all schools or all grade levels, however intra-district transfer opportunities are available to allow for greater school choice.)

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,628	\$62,783
Mid-Range Teacher Salary	\$87,675	\$97,783
Highest Teacher Salary	\$123,234	\$128,020
Average Principal Salary (Elementary)	\$165,757	\$160,224
Average Principal Salary (Middle)	\$164,852	\$166,992
Average Principal Salary (High)	\$189,646	\$180,971
Superintendent Salary	\$340,490	\$313,465
Percent of Budget for Teacher Salaries	36.61%	30.05%
Percent of Budget for Administrative Salaries	4.42%	5%

## Professional Development

The Rocklin Unified School District is committed to high quality professional development that meets the needs of the staff aligned to the established Rocklin Unified Strategic Plan. The focus of our Professional Development is the following: a continuous development and commitment to Multi-Tiered System of Support; a commitment to research-based effective instructional practices and intervention strategies; also ensuring that all students are provided the necessary skills and prerequisites to meet post-secondary goals; and to ensure all students meet College and Career Readiness Standards.

Professional Development

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

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3