

2016 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.


Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publically available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).


School Contact Information

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
School Name	Twin Creeks Elementary School
Street	2785 Marsh Dr.
City, State, Zip	San Ramon, CA 94583
Phone Number	(925) 855-2900
Principal	Shelli Kravitz
E-mail Address	mkravit@srvusd.net
School Website	www.tces.srvusd.k12.ca.us
CDS Code	07618046089130
School Logo	<div style="text-align: center;"><p>Click the button to upload your school's logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here.</p></div>

District Contact Information

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	San Ramon Valley Unified School District
Street	699 Old Orchard Dr.
City, State, Zip	Danville, CA 94526
Phone Number	(925) 552-5500
Superintendent	Rick Schmitt
Web Site	www.srvusd.net
E-mail Address	Superintendent@srvusd.net
District Logo	 <p>Click the button to upload your district logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here.</p>

District Governing Board

Please review and update the information below as needed. This section should include **current** contact District Governing Board information for your district.

District Governing Board (in the order to be listed)	
Member 1	Greg Marvel, Board President
Member 2	Mark Jewett, Board Vice President
Member 3	Ken Mintz, Board Clerk
Member 4	Rachel Hurd, Board Member
Member 5	Denise Jennison, Board Member
Member 6	
Member 7	
Member 8	
Member 9	
Member 10	
Member 11	
Member 12	

District Administration

Please review and update the information below as needed. This section should include **current** District Administration information for your district.

District Administration (in the order to be listed)	
Superintendent	Rick Schmitt
Administrator 1	Toni Taylor Assistant Superintendent, Educational Services
Administrator 2	Keith Rogenski Assistant Superintendent, Human Resources
Administrator 3	Scott Anderson Chief Business Officer Business Office
Administrator 4	Gary Black Assistant Superintendent, Maintenance, Operations and Transportation
Administrator 5	
Administrator 6	
Administrator 7	
Administrator 8	
Administrator 9	
Administrator 10	
Administrator 11	
Administrator 12	
Administrator 13	

School Description and Mission Statement (Most Recent Year)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Principal's Message

Twin Creeks is a warm and welcoming place. We are a community of learners including teachers, parents, students and staff. Our small population of approximately 550 students allows for more personal connections between students, teachers and families of Twin Creeks. Our diverse population of students come from different socio-economic and cultural backgrounds. Among this diversity there is a strong sense of community. We are actively implementing a rigorous California State Standards curriculum focused on meeting the needs of every student. Our parent community enthusiastically supports us. Parents volunteer in classrooms, in the library, computer lab, and at special events. Our Twin Creeks Learning Fund works in concert with PTA, School Site Council, and staff to support the education of our students. This support is evident in the funding of a Reading Specialist, Math Specialist, and Art Instructor and implementation of high quality events that engage and educate our families.

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

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

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

Mission Statement

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

School Profile

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

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

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

Opportunities for Parental Involvement (Most Recent Year)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

The Twin Creeks parent community is involved and highly supportive of our school environment and the learning opportunities we provide for our students. Parents are viewed as partners and two-way communication is a key component to the success of these relationships. Involvement takes place in many arenas; through a growing volunteer program, an active PTA, the Twin Creeks School Learning Fund, School Site Council, Advisory Council for the Gifted and Talented and English Language Advisory Committee. Parent Education opportunities are aligned to school initiatives.

Local organizations and businesses such as Home Depot, Starbucks, The City of San Ramon, San Ramon Police Department, and the San Ramon Valley Education Foundation are active supporters of our school. Special programs such as Barton Tutoring, Read Across America Day, Bike Rodeo, Scripp's Spelling Bee, and International Festival are provided and/or supported by the community.

For additional information about organized opportunities for parent involvement at Twin Creeks Elementary, please contact Kristina Lorenzini, PTA President or Ryan Lorenzini, Learning Fund President at (925) 855-2900

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

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

School Safety Plan (Most Recent Year)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

The Twin Creeks School Safety Plan addresses the physical, social, and emotional safety of those in our school community. Through the development of clear, concise emergency procedures, along with ongoing training, Twin Creeks maintains an environment that is prepared for any type of emergency situation. Numerous programs including our Monthly Read Alouds, Second Step, Psychology Interns, The Rainbow Room,

Friendship Circle, Guy'd to Greatness and EmpowHer address the social/emotional needs of the community.

The school culture is one that is respectful of diversity. Specific strategies and actions for enhancing our school cultural awareness and student safety are outlined in our School Safety Plan, which was updated and approved during the Spring of 2016. Our plan is reviewed yearly and was reviewed with staff on 8-12-16. It is updated according to needs identified through our site data, including the California Healthy Kids survey. This data also assists us in determining programs for our students and establishing our budgets to meet student needs.

School Facility Conditions and Planned Improvements (Most Recent Year)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

You can [click here](#) to submit your school's most recent FIT tool in MS Excel format. Please do not submit your FIT tool in any format other than MS Excel.

Year and month of the most recent FIT report: 4/28/16

This section should be kept to 1-2 paragraphs.

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

School Facility Good Repair Status (Most Recent Year)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

Please ensure that this section correlates accurately to the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
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			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating	X			

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated. As this template is thoroughly reviewed each year, please note that the years listed, 14-15, 15-16 and 16-17, are correct.

Teachers at this School	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	31	33	33	
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	3	2	
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	1	

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated. As this template is thoroughly reviewed each year, please note that the years listed, 14-15, 15-16 and 16-17, are correct.

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	2	1.032

Academic Counselors and Other Support Staff (School Year 2015-16)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		♦
Library Media Teacher (Librarian)	00	♦
Library Media Services Staff (paraprofessional)	0.4	♦
Psychologist	1	♦
Social Worker	000	♦
Nurse	1	♦
Speech/Language/Hearing Specialist	1	♦
Resource Specialist (non-teaching)	1.0	♦
Other		♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (Most Recent Year)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

Please ensure that this section correlates accurately to most recent adoption of textbooks for your LEA.

Year and month in which data were collected: October 4, 2016

This section should be kept to 1-2 paragraphs.

Textbooks are normally adopted on a state curriculum cycle by the district from a list of materials approved by the state of California. SRVUSD adopted English/Language Arts programs for grades K-5 in 2015; for History/Social Science, grades K-12, in 2007; Science for grades K-12 in 2008, and Mathematics for K-12 in 2016.

Each time textbooks are adopted, professional development is offered on units of study and strategies in using the materials. All textbooks and materials that are adopted and approved are aligned with the state and district standards and benchmarks. Educational computer software and internet resources are utilized at every grade level to support student achievement toward meeting standards. Teachers have frequent professional development opportunities to support instruction throughout the year. The textbook and instructional materials lists can be found on our district website at www.srvusd.net. Go to District>Curriculum Standards>Textbooks and Instructional Materials. The following table displays the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Heinemann - Adopted 2015	Yes	0
Mathematics	Eureka - Adopted 2016	Yes	0
Science	MacMillan / McGraw Hill - Adopted 2008	Yes	0
History-Social Science	Scott Foresman - Adopted 2006	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)			

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 14-15, as needed.

The most recent data available from CDE is for fiscal year 2014-15. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 14-15, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$6,896	\$1,534	\$5,362	72,889
District	♦	♦	\$4,690	\$71,080
Percent Difference: School Site and District	♦	♦	14.3	3.9
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site and State	♦	♦	0.3	-0.1

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2015-16)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

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

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

Professional Development (Most Recent Three Years)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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

These learning experiences are supported with on-site coaching provided by a team of instructional coaches who work and train together. The coaches received certification as Common Core trainers through the Leadership and Learning Center. They provide one-to-one coaching, team and grade level coaching, whole school professional development, in addition to targeted cross-grade level, cross-discipline professional development sessions. These trainings connect to every aspect of school practice: relevant and rigorous curriculum, intentional instructional practices, formative assessment for learning, and lesson design. In addition, every SRVUSD teacher is provided an opportunity to participate in a coach-led cohort to study instructional strategies in a small group setting. These cohorts are both semester-long and yearlong and are focused on topics that run the gamut from Interactive Lecture to Reading Workshop for Innovators to Problem Solving Strategies. There are dozens of cohorts running simultaneously.

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

Under the leadership and guidance of site administrators, such communities of practices afford our staff the

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

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2015-16)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct. This section should be kept to 1-2 paragraphs.

Career Technical Education Participation (School Year 2015-16)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year’s SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	