



Twin Creeks Elementary School

2785 Marsh Drive San Ramon, CA 94583

(925) 552-5650

Kathleen Crosthwait, Principal



School Accountability Report Card

Board of Education

Greg Marvel, President

125 Clover Hill Ct.

Danville, CA 94526

925-837-9443

gmarvel@pacbell.net

Term expires in 2008

Joan Buchanan, Vice-President

19 Mott Drive

Alamo, CA 94507

925-831-1925

bu4567@aol.com

Term expires in 2010

Bill Clarkson, Clerk

2966 Ascot Drive

San Ramon, CA 94583

925-829-5554

bill@billclarkson.com

Term expires in 2010

Paul Gardner, Member

P.O. Box 837

Diablo, CA 94528

925-820-5279

PaulWGardner@sbcglobal.net

Term expires in 2008

Rachel Hurd, Member

9474 Broadmoor Drive

San Ramon, CA 94583

925-833-9455

rmshurd@sbcglobal.net

Term expires in 2010

<http://srvusd.k12.ca.us>

Principal's Message

Twin Creeks is a community of learners including teachers, parents, students and staff. We are a school of approximately 500 students and we have a rigorous standards based curriculum focused on meeting the needs of every student. We are supported a great deal by our parent community. Parents volunteer in classrooms, in the library, and on the playground. Our Twin Creeks Learning Fund collects donations every year to support the education of our students. This support is evident in the funding of a Reading Specialist, Reading Assistant, Vocal Music Teacher, additional Library Hours and partnership with the School Site Council in funding a Media Assistant to support our computer lab. Our school is committed to meeting every child's needs. We have additional programs offered through out Gifted and Talented program. We also have resources and social supports available for students who are having difficulty with school including interventions and our Rainbow Program which is funded through The Early Mental Health Initiative or EMHI grant. Through a partnership with the City of San Ramon we are able to offer enrichment activities after school right on our campus. Twin Creeks is a wonderful place that addresses the needs of the whole child through classroom teachers who create an environment where every student is honored for their unique contributions and through outside activities that give students the opportunity to expand their learning.

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.

Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	3.9%
American Indian	1.0%
Asian	16.8%
Caucasian	56.2%
Filipino	2.2%
Hispanic	7.3%
Pacific Islander	0.2%
Multiple or No Response	12.4%

Discipline & Climate for Learning

At Twin Creeks we honor all children and work to create a school climate where all children are safe and all children can achieve. Discipline is handled fairly and students are held accountable for their actions. Parents are involved as an important part of helping students grow when poor choices are made. Student leaders are trained as "Peace Makers" on the playground and in the classrooms. The entire school promotes a community of caring and support working together to solve conflict and deal with challenges.

Suspensions & Expulsions

	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	5	0	0	114	118	106
Suspension Rate	0.97%	0.00%	0.00%	1.11%	1.10%	0.95%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Enrollment By Grade

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, students who attend school on a regular basis and are on time are more likely to be academically successful. Attendance and punctuality are emphasized so that the continuity of the educational program can be maintained. Our staff carefully monitors student attendance to identify those students exhibiting excessive absences and offers assistance when necessary.

The total 2005/2006 enrollment at Twin Creeks Elementary was 502. This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level

	2004-05	2005-06	2006-07
K	97	79	80
1st	82	97	82
2nd	80	82	98
3rd	81	79	78
4th	82	87	79
5th	93	78	90



Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students may receive assistance in the classroom from other paraprofessionals. The type of "para" differs from site to site, depending on grade level, need, funding and staff discretion. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution

	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
K	19	20	20	5	4	4	-	-	-	-	-	-
1st	20	19	20	4	5	5	-	-	-	-	-	-
2nd	20	20	19	4	5	5	-	-	-	-	-	-
3rd	20	20	18	5	5	5	-	-	-	-	-	-
4th	24	29	26	-	-	-	3	3	3	-	-	-
5th	30	23	30	-	-	-	3	3	3	-	-	-

School Facilities

Twin Creeks campus was expanded upon fourteen years ago 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 is an exceptionally clean and safe campus.

For the 2006-07 school year the district allocated \$2,620,727 for the district-wide deferred maintenance program. This represents 1.3% of the district's general fund budget. During the 2006-07 school year, the SRVUSD governing board approved \$9,150 for playground asphalt repairs, and \$36,000 in roof repairs around the district.

Safe School Plan

The Twin Creeks School Safety Plan addresses the physical, social, 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.

Our Life Skills program, paired with numerous programs including Second Step, The Rainbow Room, The 40 Developmental Assets, and Discovery Center, addresses the social/emotional needs of the community. The school culture is one that is respectful of diversity, and specific strategies and actions for enhancing our school cultural awareness are outlined in our School Safety Plan, which was updated and approved in September 2006

- Date of Last Review/Update: September 2005
- Date Last Reviewed with Staff: April 2006

School Facility Conditions

Date of Last Inspection: July, 2007

Overall Summary of School Facility Conditions: Exemplary

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Curriculum Development

The instructional methods utilized by the Twin Creeks staff are research-based and have been proven to be successful in improving the learning of all students. Most teachers have been trained in the Reader's and Writer's Workshop model provided through Columbia University's New York Reading and Writing Project. Teachers are also given the opportunity to mentor and coach each other through observing a colleague. Teachers also utilize collaborative time together to meet and strengthen the instructional practice in the classroom by sharing ideas and strategies to meet the needs of all students.

Service learning is integrated into our instruction, to provide opportunities for students to serve the community and gain greater knowledge. Our students also participate in cross-age tutoring experiences, utilizing our "class buddies" program.

Instructional Materials

Standards-aligned and Board of Education-approved textbooks and instructional materials are available to all students including English learners to use in the classroom and to take home to complete required homework assignments. SRVUSD curriculum adoptions are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the following areas: reading/language arts; mathematics; science, including grades 9-12 science laboratory equipment; history/social science; and world languages.

Health curriculum was adopted in 2006, and the Social Studies curriculum in 2007. Science adoptions will be implemented in the fall of 2008 with math adoption in classrooms the following year.

Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-5	History/Social Studies	Pearson Scott Foresman	2006	Yes
K-5	Mathematics	Harcourt School Publishers	2002	Yes
K-5	Reading/ Language Arts	Houghton Mifflin	2003	Yes
K-5	Science	Harcourt Brace	2000	Yes

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	92.60%	7.40%
District	93.00%	7.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	93.20%	6.80%

For a complete list of textbooks and literature used by schools in the district, go to http://www.srvusd.k12.ca.us/apps/pages/index.jsp?uREC_ID=42495&type=d&termREC_ID=&id=6&rn=8384091.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Danville and San Ramon, or any of the Contra Costa County libraries, all of which contain numerous computer workstations. (The Walnut Creek Library is under demolition/construction.)

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Twin Creeks Elementary had 30 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

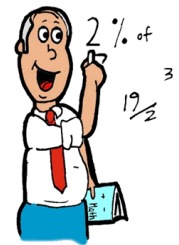
	Teacher Credential Status			
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	31	31	30	1214
Without Full Credentials	1	1	2	46
Working Outside Subject	0	0	0	5

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	2	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	2	0	0
Vacant Teacher Positions	0	0	0

Substitute Teachers

Each teacher is responsible for contacting the substitute service when he/she is absent. The district has a substitute handbook, and the regular classroom teacher provides daily lesson plans. The district has made a significant effort to reduce the amount of time students are served by a substitute. At the same time, the district recognizes that there are many occasions when a substitute is necessary and has taken steps to insure an adequate pool of well-qualified substitutes is available.



Staff Development

The Twin Creeks School community can be best characterized as "a community of learners". Professional development is at the crux of our high student achievement. We have an extensive staff development program that is aligned with the implementation of standards throughout the curriculum. In language arts teachers are trained in the use of adopted text, and teachers have gone through Reader's and Writer's Workshop training. Follow-up staff development occurs on half-day grade level planning sessions or during weekly staff development/grade level meetings. A variety of staff development activities occur during grade level meetings, including examination of student work, curriculum development relative to standards, and discussions on specific teaching strategies.

Counseling & Support Staff

It is the goal of our elementary school to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Twin Creeks Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Library Media Assistant	1	0.6
Nurse	1	0.2
Psychologist	1	0.8
Reading Specialist	1	0.8
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.625
Speech/Language/Hearing Specialist	1	0.8

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year.



California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts												Math						Science								
	2			3			4			5			2		3		4		5		5						
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07			
All Students																											
School	85	74	69	60	68	63	72	71	80	89	64	76	89	84	78	76	83	76	73	74	68	74	64	69	79	63	77
District	78	81	81	71	76	75	86	85	88	85	84	82	87	88	86	85	90	87	85	86	87	83	84	81	76	78	78
State	42	47	48	31	36	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37
Males																											
School	83	62	63	52	69	48	69	64	78	93	66	66	93	83	83	67	83	67	74	70	68	83	66	70	95	71	73
District	74	78	76	68	73	71	83	83	85	83	81	79	88	89	88	86	89	87	85	87	86	83	85	83	79	81	81
State	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38
Females																											
School	88	86	78	69	68	84	76	77	83	85	63	85	86	84	71	87	82	88	73	77	68	65	63	70	65	54	80
District	82	86	85	75	79	78	89	87	92	88	85	84	86	87	85	84	90	88	86	85	88	83	83	79	72	74	76
State	45	50	53	35	39	41	52	54	55	46	47	48	55	57	58	54	56	57	51	55	58	45	48	49	26	30	35
Asian																											
School	95	71	55	63	94	58	100	84	88	100	82	89	89	93	73	94	94	83	100	89	82	100	100	89	64	82	79
District	86	85	86	78	83	81	94	92	91	87	90	88	93	93	92	93	95	94	95	93	93	90	96	91	76	85	84
State	66	70	73	54	59	60	71	73	73	67	67	68	79	81	81	81	82	82	79	81	83	74	76	77	50	54	60
Hispanic																											
School	*	*	75	*	*	*	*	*	*	*	*	*	*	*	81	*	*	*	*	*	*	*	*	*	*	*	*
District	61	76	66	58	64	69	70	67	77	78	67	63	71	86	78	70	78	78	69	67	73	74	64	65	64	54	63
State	28	33	35	17	22	23	32	35	37	27	29	30	44	47	48	43	46	48	38	43	46	33	36	37	14	18	23
Caucasian																											
School	86	80	80	61	70	69	67	68	83	89	64	72	92	82	85	73	86	79	69	74	69	71	62	66	83	71	75
District	79	82	81	71	77	74	86	86	89	85	83	82	88	88	87	84	90	87	84	87	87	82	84	81	77	79	79
State	61	65	66	51	55	56	68	69	71	63	63	64	73	74	74	70	73	72	65	68	70	58	64	63	49	52	58
Students with Disabilities																											
School	*	*	*	37	*	38	*	29	*	*	*	29	*	*	*	58	*	54	*	47	*	*	*	36	*	*	50
District	58	58	57	47	49	51	59	52	58	47	52	49	70	68	73	65	71	66	62	60	64	52	61	56	51	56	60
State	19	23	23	13	16	16	19	20	21	15	14	15	33	34	34	29	31	31	22	25	27	17	18	19	12	14	16

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Data Sources

Data within the SARC was provided by San Ramon Valley Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year.

The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

Physical Fitness

In the spring of each year, elementary schools in the district are required by the state to administer a physical fitness test to all students in grade five. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone	
2006-07 Test Results	
5th Grade	
School	
School Overall	58.0%
School (Boys)	55.8%
School (Girls)	60.0%
District	
District Overall	47.6%
District (Boys)	42.3%
District (Girls)	53.3%
State	
State Overall	24.6%
State (Boys)	22.4%
State (Girls)	26.9%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	05	06	07	05	06	07
All Students						
School	63	66	60	79	77	74
District	72	76	74	87	88	87
State	36	37	38	55	55	56
Males						
School	55	63	48	69	83	76
Females						
School	72	68	78	90	73	72
Asian						
School	75	72	42	94	94	83
Caucasian						
School	63	73	69	76	80	73
Students with Disabilities						
School	37	*	31	63	*	69

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

API School Results

	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	10	10	9	
Similar Schools Rank	3	7	5	
All Students				
Actual Growth	23	-10	-3	882
Asian				
Actual Growth	8	-9	-25	909
Caucasian				
Actual Growth	24	-3	-4	892
Students with Disabilities				
Actual Growth	-	0	-	-

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 10 students with valid scores.

Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

The San Ramon Valley Unified School District has no schools in Program Improvement.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information Teachers - Principal - Superintendent 2005-06		
	District	State
Beginning Teachers	\$38,636	\$38,937
Mid-Range Teachers	\$60,824	\$61,080
Highest Teachers	\$75,773	\$76,443
Elementary School Principals	\$103,134	\$99,694
Middle School Principals	\$111,022	\$103,687
High School Principals	\$109,893	\$112,983
Superintendent	\$194,250	\$195,054
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.9%	40.1%
Administrative Salaries	5.3%	5.4%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2005-06 financial statements).

Average Teacher Salaries	
School & District	
School	\$49,349
District	\$58,670
Percentage of Variation	15.89%
School & State	
All Unified School Districts	\$60,032
Percentage of Variation	17.80%

District Expenditures

In 2005-06, the most recent year for which data is available from the state, California spent an estimated \$8,607[^] per student which was far below the national average of \$9,566.[^] San Ramon Valley Unified spent an average of \$8,048 to educate each student, based on total expenditures of \$192,497,211 (from 2006-07 FY audited financial statements).

Classroom Education costs accounted for 68% of this money; School Maintenance, Utilities & Operations 10%; Special Education 14%; Auxiliary Services 2%; and District Administration/Business Operations 6%. Our district of 24,670* students spends less than the state average because we are designated a "low wealth" district, as defined by the state's complex funding formula for schools.

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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,379
From Restricted Sources	\$797
From Unrestricted Sources	\$4,582
District	
From Unrestricted Sources	\$1,054
Percentage of Variation between School & District	334.72%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	7.30%

[^] NEA
* 06-07 CBEDS

District Revenue Sources

In addition to general state funding, elementary schools in the San Ramon Valley Unified School District receive state and federal funding for the following categorical funds and other support programs: Economic Impact Aid/State Compensatory Education

- Economic Impact Aid/English Learner Program
- School & Library Improvement Program Block Grant (SIP)
- School Safety and Violence Prevention Act
- Tobacco-Use Prevention Education (TUPE)
- Gifted and Talented Education (GATE)
- English Language Acquisition Program (ELAP), Grades 4-8
- Art & Music Block Grant
- Title II, Part A: Teacher & Principal Training & Recruiting
- Title II, Part D: Enhancing Education Through Technology
- Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students
- Title IV, Part A: Safe & Drug-Free Schools and Communities
- Title V: Innovative Programs
- Selected grants from the San Ramon Valley Education Foundation

Types of Services Funded

In 2004-05, the most recent year for which data is available from the state, California spent an estimated \$7,815[^] per student, which was far below the national average of \$8,618[^]. In 2005-06, our district spent approximately \$7,261 per student based on total expenditures of \$167,647,176. Classroom Educations costs accounted for 68% of this money; School Maintenance, Utilities & Operations 10%; Special Education 13%; Auxiliary Services 2%; District Administration/Business Operations 6% and Facilities 0%. Our district of 23,815* students spends less than the state average because we are a "low wealth" district, as defined by the state's complex funding formula for schools.

* 05-06 CBEDS [^] NEA Ed Stats



Parent Involvement

The Twin Creeks parent community is highly involved and supportive of the school's programs. 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 successful 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

