

Two Rock Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Two Rock Elementary School
Street	5001 Spring Hill Road
City, State, Zip	Petaluma, CA 94952
Phone Number	(707) 762-6617
Principal	Toni L Beal
E-mail Address	tbeal@trusd.org
Web Site	trusd.org
Grades Served	K-6
CDS Code	49-70979-605231

District Contact Information	
District Name	Two Rock Union School District
Phone Number	(707) 762-6617
Superintendent	Toni L Beal
E-mail Address	49-70979-605231
Web Site	www.trusd.org

School Description and Mission Statement (Most Recent Year)

Two Rock Elementary School is a one school district located in western Petaluma. The school has an enrollment of 165 students in grades K-6. The enrollment changes annually due to the service terms of the Coast Guard members. The majority of the students come from the surrounding countryside and the adjacent U.S. Coast Guard training base (TRACEN Petaluma). Additional students attend via interdistrict transfer from other communities in Sonoma County. Approximately 60% of the school's diverse student population comes from the base. The remaining population is made up of the children of the ranchers and other homeowners who live in the valley, the children of the ranch workers, and the students on interdistrict transfer.

Mission Statement:

"The Two Rock School community is committed to a shared responsibility for encouraging creativity while developing every child's academic and social skills as a foundation for lifelong learning."

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

Grade Level	Number of Students
Kindergarten	20
Grade 1	25
Grade 2	21
Grade 3	28
Grade 4	25
Grade 5	24
Grade 6	18
Total Enrollment	161

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.2
Filipino	1.2
Hispanic or Latino	42.9
White	46.6
Two or More Races	6.2
Socioeconomically Disadvantaged	49.7
English Learners	31.7
Students with Disabilities	18

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	11	10	9	9
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	80.0	20.0
All Schools in District	80.0	20.0
High-Poverty Schools in District	80.0	20.0
Low-Poverty Schools in District	0.0	0.0

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

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

Year and month in which data were collected: 9/2015

Teaching staff are in the first year of a new Common Core math adoption. We are currently reviewing newly released Common Core aligned English Language Arts and English Language Development materials for piloting and adoption next school year. Science curriculum is being adjusted to align with the Next Generation Science Standards.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin, adopted 2003-04		0%
Mathematics	My Math, McGraw-Hill	Yes	0%
Science	Foss (K-2); Harcourt (3-6), adopted 2007-08		0%
History-Social Science	Harcourt (K-6), adopted 2006-07		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair. Description of the condition and cleanliness of the school grounds, buildings, and restrooms. Set in a rural valley, the school has 14 classrooms, a library/computer lab and a multi purpose room with a stage. Outdoor facilities include an outdoor eating area, a large blacktop playground, an extensive play structure area, an undeveloped field and a playfield. The presence of a regular, daily custodian and an ongoing maintenance program ensure that the school is clean, well maintained, well-lit, and in good repair. Modern and up to date lighting, heating, cooling and fire suppression systems provide a comfortable and safe learning environment for all students and staff. Students are taught respect, responsibility and safety for themselves and their property, as well as for others and the property of others. This leads to a high level of awareness towards eliminating trash or graffiti on the school grounds.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/4/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Furnaces replaced in the multipurpose room in 2014; HVAC systems for office area, classrooms and multipurpose were inspected,
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Restrooms are scheduled for a DSA-approved upgrade in the 2016-17 school year
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 12/4/15				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	45	45	44
Mathematics	47	47	33

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

CAASPP Assessment Results - English Language Arts (ELA)

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	27	27	100.0	7	52	22	19
	4	24	24	100.0	46	17	25	13
	5	24	24	100.0	17	25	46	13
	6	17	17	100.0	18	41	35	6
Male	3		15	55.6	7	47	27	20
	4		10	41.7	--	--	--	--
	5		9	37.5	--	--	--	--
	6		12	70.6	17	50	33	0
Female	3		12	44.4	8	58	17	17
	4		14	58.3	43	7	29	21
	5		15	62.5	0	27	53	20
	6		5	29.4	--	--	--	--
Black or African American	4		1	4.2	--	--	--	--
Filipino	3		1	3.7	--	--	--	--
Hispanic or Latino	3		10	37.0	--	--	--	--
	4		12	50.0	42	17	33	8
	5		8	33.3	--	--	--	--
	6		9	52.9	--	--	--	--
White	3		14	51.9	14	43	29	14
	4		8	33.3	--	--	--	--
	5		16	66.7	19	25	38	19
	6		8	47.1	--	--	--	--
Two or More Races	3		2	7.4	--	--	--	--
	4		2	8.3	--	--	--	--
Socioeconomically Disadvantaged	3		12	44.4	8	67	17	8
	4		12	50.0	50	17	25	8
	5		10	41.7	--	--	--	--
	6		11	64.7	18	64	18	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	3		8	29.6	--	--	--	--
	4		8	33.3	--	--	--	--
	5		5	20.8	--	--	--	--
	6		6	35.3	--	--	--	--
Students with Disabilities	3		4	14.8	--	--	--	--
	4		6	25.0	--	--	--	--
	5		4	16.7	--	--	--	--
	6		4	23.5	--	--	--	--
Students Receiving Migrant Education Services	3		4	14.8	--	--	--	--
	4		3	12.5	--	--	--	--
	5		3	12.5	--	--	--	--
	6		1	5.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	27	27	100.0	11	30	33	26
	4	24	24	100.0	29	25	29	17
	5	24	24	100.0	17	54	25	4
	6	17	17	100.0	24	24	53	0
Male	3		15	55.6	7	20	47	27
	4		10	41.7	--	--	--	--
	5		9	37.5	--	--	--	--
	6		12	70.6	25	25	50	0
Female	3		12	44.4	17	42	17	25
	4		14	58.3	29	21	29	21
	5		15	62.5	13	60	20	7
	6		5	29.4	--	--	--	--
Black or African American	4		1	4.2	--	--	--	--
Filipino	3		1	3.7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	3		10	37.0	--	--	--	--
	4		12	50.0	25	25	33	17
	5		8	33.3	--	--	--	--
	6		9	52.9	--	--	--	--
White	3		14	51.9	21	29	21	29
	4		8	33.3	--	--	--	--
	5		16	66.7	19	50	25	6
	6		8	47.1	--	--	--	--
Two or More Races	3		2	7.4	--	--	--	--
	4		2	8.3	--	--	--	--
Socioeconomically Disadvantaged	3		12	44.4	8	25	58	8
	4		12	50.0	33	25	33	8
	5		10	41.7	--	--	--	--
	6		11	64.7	27	36	36	0
English Learners	3		8	29.6	--	--	--	--
	4		8	33.3	--	--	--	--
	5		5	20.8	--	--	--	--
	6		6	35.3	--	--	--	--
Students with Disabilities	3		4	14.8	--	--	--	--
	4		6	25.0	--	--	--	--
	5		4	16.7	--	--	--	--
	6		4	23.5	--	--	--	--
Students Receiving Migrant Education Services	3		4	14.8	--	--	--	--
	4		3	12.5	--	--	--	--
	5		3	12.5	--	--	--	--
	6		1	5.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	83	88	69	83	88	69	59	60	56

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

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

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	69
All Students at the School	69
Male	--
Female	73
Hispanic or Latino	--
White	73
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.70	27.30	31.80

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Contact Person - Toni L. Beal

Contact Person Phone Number -707-762-6617

The parents/guardians of the school's students along with the community members from the Two Rock Valley are essential components of the Two Rock School community. The Two Rock School Educational Foundation, the School Site Council, Local Control Accountability Plan Committee, and the English Learner Advisory Council all depend on active volunteers. Special programs and activities, all classrooms, the physical education program, the library, the computer lab and the office are all areas where volunteers are actively involved.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.50	0.00	0.00	0.50	0.00	0.00	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The School Safety Plan is a document that is reviewed annually and revised on a regular basis. The staff members and Site Council members participate in a regular review of the plan, and the school board members are kept apprised of the details of the plan.

D. Other SARC Information

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

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

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2012-2013	
Year in Program Improvement*	Year 2	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	10	3			13	1	1		10	2		
1	14	2			12	2			25		1	
2	16	1	1		14	2			21		1	
3	28		1		13	2			28		1	
4	29		1		22		1		25		1	
5	22		1		29		1		24		1	
6	19	1			21		1		18	1		

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.2	N/A
Psychologist	.1	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site				
District	N/A	N/A		\$62,890
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,348	\$59,180
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2014-15)

Two Rock Union School District is a member of the South Sonoma County Special Ed consortium through which several special education services are performed including the speech and language program and the full inclusion student assistance program. Part-time services in physical therapy and occupational therapy are often arranged by consortium member efforts.

Our district provides limited psychologist hours for special education placement assessment and IEP participation.

We also provide a limited number of student counselor hours which are budgeted and funded through general fund monies.

The part-time school nurse is funded through general fund monies as is part of the full-time ELL teacher. The ELL teacher works directly with students in providing direct and small group instruction and also provides translation for parents and staff.

Our classroom instructional assistants are funded through EIA, SIP, and other categorical programs.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,383	\$39,948
Mid-Range Teacher Salary	\$54,356	\$57,401
Highest Teacher Salary	\$70,024	\$73,183
Average Principal Salary (Elementary)		\$94,578
Average Principal Salary (Middle)		\$97,400
Average Principal Salary (High)		
Superintendent Salary	\$117,567	\$112,657
Percent of Budget for Teacher Salaries	30%	35%
Percent of Budget for Administrative Salaries	7%	7%

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

Professional Development (Most Recent Three Years)

For many years, Two Rock’s professional development program has been driven by identified needs within our student population. Based on data from state standardized tests and from other district assessments, we determined several years ago that two of our greatest needs were in reading comprehension and in writing. To address the issues in reading comprehension, our teachers have been trained in the California Reading and Literature Project’s (CRLP) RESULTS institutes, which provide research-based and ELA standards-aligned assessments and teaching strategies for all areas of reading, and in CRLP’s Frontloading For Language Institute, which provides strategies for improving reading comprehension for our English Learners. Over the course of the past 10 years, our school has worked in partnership with CRLP to implement the most current research-based practices in the teaching of reading.

Our second area of focus is in writing. Our Houghton-Mifflin Reading curriculum was approved by the state of California, and provides standards-based instruction, but our teachers felt its writing component was not as rigorous as we would like. Three years ago, we made a commitment as a staff to be trained in Thinking Maps, and in their companion program. Write From The Beginning. Our students now have a consistent set of graphic organizers and a consistent set of steps in the writing process as they move from grade to grade. Through two and a half years of training at the county office and follow-up sessions at our school site, we have articulated our writing curriculum so that it has a logical and smooth progression from Kindergarten through 6th grade. This past fall, we used our professional development time to finalize the alignment of the elements of the Write From The Beginning program with our State Writing standards at each grade level.