

Two Rock Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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/>.

2024-25 School Contact Information

School Name	Two Rock Elementary School
Street	5001 Spring Hill Road
City, State, Zip	Petaluma
Phone Number	7077626617
Principal	Stephen Owens
Email Address	sowens@trusd.org
School Website	www.trusd.org
Grade Span	K-6
County-District-School (CDS) Code	49-70979-605231

2024-25 District Contact Information

District Name	Two Rock Union Elementary School District
Phone Number	7077626617
Superintendent	Stephen Owens
Email Address	sowens@trusd.org
District Website	www.trusd.org

2024-25 School Description and Mission Statement

Two Rock Elementary School is a single school district located seven miles west of Petaluma in Sonoma County. The school has an enrollment of 137 students in grades TK-6. Students come from the surrounding countryside and the adjacent U.S. Coast Guard Training Center (TRACEN Petaluma). Approximately 61% of the school's diverse student population comes from the Coast Guard base. In addition, about 35% of our population come from local farms and ranches, and includes the children of ranch workers. Our remaining population is comprised of students on inter-district transfers.

Mission Statement:

2024-25 School Description and 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."

Vision: "All Students will be challenged and prepared for rigorous standards in an environment of equity, respect, and responsibility."

In order to realize our vision, we will

- * Build upon our community's unique diversity and established traditions
- * Guide our students to meet and exceed academic challenges, become technology literate, physically fit, and exhibit initiative and positive social behavior
- * Use data to make informed decisions that enhance learning opportunities for all students
- * Develop resilient students with the ability to problem solve, collaborate and think creatively and critically.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	24
Grade 1	14
Grade 2	24
Grade 3	17
Grade 4	20
Grade 5	12
Grade 6	14
Total Enrollment	125

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52
Male	48
Non-Binary	0
Hispanic or Latino	58.4
Native Hawaiian or Pacific Islander	0.8
Two or More Races	10.4
White	29.6
English Learners	28.8
Migrant	0.8
Socioeconomically Disadvantaged	46.4
Students with Disabilities	12

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.90	87.48	6.90	87.48	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown/Incomplete/NA	1.00	12.52	1.00	12.52	18854.30	6.86
Total Teaching Positions	7.90	100.00	7.90	100.00	274759.10	100.00

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.90	85.69	5.90	85.69	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown/Incomplete/NA	1.00	14.31	1.00	14.31	15831.90	5.67
Total Teaching Positions	6.90	100.00	6.90	100.00	279044.80	100.00

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.00	100.00	6.00	100.00	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	14303.80	5.15
Total Teaching Positions	6.00	100.00	6.00	100.00	277698.00	100.00

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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	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>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Teaching staff are in the fifth year of a new Common Core math adoption. We also adopted a Common Core aligned English Language Arts and English Language Development materials four years ago. The district adopted Twig Science aligns with NGSS, and was fully implemented in 2022. Teachers supplement adopted curriculum to include STEAM integration, Social Studies; the district is in the process of adopting, PE, and the arts. The District adopted and implemented Teachers Curriculum Institute (TCI) for social sciences. It was a full implementation for all grade levels.

Year and month in which the data were collected

9/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders, McGraw-Hill,	Yes	0%
Mathematics	My Math, McGraw-Hill	Yes	0%
Science	Twig Science/2021	Yes	0%
History-Social Science	TCI adopted 2023-2024	Yes	0%

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

School Facility Conditions and Planned Improvements

Set in a rural valley, the school has 11 classrooms, a STEAM lab, a library, and a multi purpose room with a stage. Outdoor facilities include an outdoor eating area, a large blacktop playground, an extensive play structure area that was replaced in Spring of 2023, a garden for outdoor learning, an undeveloped field and a play field. 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. The teacher and staff parking lot was redone summer of This leads to a high level of awareness towards eliminating trash or graffiti on the school grounds. A new security camera system was installed in December 2022. Beginning in 2023 the roof on the wing of portable classrooms was replace, during the summer 2024 the roof covering classroom 4-7 was redone. Due to the large expense, the remaining two classroom wings and office along with multi purpose room will be done over the next three summers. The upper staff parking lot was replaced in the summer of 2024.

Year and month of the most recent FIT report

10/30/2024

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Hallways & walkways: Bird netting needed to help with seasonal migration, South double door frame replaced. Bird netting needed to help with seasonal migration, South double door frame replaced, beams by room ten showing signs of root needs to be replaced Bird netting needed to help with seasonal migration, beams by room ten showing signs of rot needs to be replaced
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Hallways & walkways: Bird netting needed to help with seasonal migration, South double door frame needs resecuring, beams by room ten showing signs of root needs to be replaced Bird netting needed to help with seasonal migration, South double door frame needs resecuring, beams by room ten showing signs of root needs to be replaced Bird netting needed to help with seasonal migration, South double door frame needs resecuring, beams by room ten showing signs of rot needs to be replaced
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Hallways & walkways: Bird netting needed to help with seasonal migration, South double door frame needs resecuring, beams by room ten showing signs of rot needs to be replaced Bird netting needed to help with seasonal migration,, beams by room ten showing signs of root needs to be replaced Bird netting needed to help with seasonal migration, South double door frame needs re-securing, beams by room ten showing signs of rot needs to be replaced Room 11 (6th): No gutters on west side of building Room 9 (4th): stained roof tiles near back door New roof on rooms 11-14 installed in June 2023. New roof and rain gutters on rooms 4-7 installed June 2024 Trim and eaves painted in November 2023 and dry rot fixed under eaves on roof at room 10.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Hallways & walkways: Bird netting needed to help with seasonal migration Bird netting needed to help with seasonal migration, South double door frame needs resecuring, beams by room ten showing signs of root needs to be replaced

School Facility Conditions and Planned Improvements

			Bird netting needed to help with seasonal migration,, beams by room ten showing signs of root needs to be replaced A new play structure installed in March 2023.
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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 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 CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	48	39	48	39	46	47
Mathematics (grades 3-8 and 11)	40	46	40	46	34	35

2023-24 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	63	61	96.83	3.17	39.34
Female	34	33	97.06	2.94	42.42
Male	29	28	96.55	3.45	35.71
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	37	36	97.30	2.70	27.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	18	17	94.44	5.56	58.82
English Learners	14	13	92.86	7.14	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	36	36	100.00	0.00	47.22
Socioeconomically Disadvantaged	29	28	96.55	3.45	25.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	13	92.86	7.14	23.08

2023-24 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	63	61	96.83	3.17	45.90
Female	34	33	97.06	2.94	54.55
Male	29	28	96.55	3.45	35.71
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	37	36	97.30	2.70	22.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	18	17	94.44	5.56	76.47
English Learners	14	13	92.86	7.14	15.38
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	36	36	100.00	0.00	58.33

Socioeconomically Disadvantaged	29	28	96.55	3.45	35.71
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	13	92.86	7.14	30.77

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	25.00	72.73	25.00	72.73	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	13	12	92.31	7.69	75.00
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2023-24 California Physical Fitness Test Results

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	100	100	100	100	100

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.

2024-25 Opportunities for Parental Involvement

Contact Person - Stephen Owens
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 (TRSEF), the School Site Council/Local Control Accountability Plan Committee, and the English Learner Advisory Council all depend on active volunteers. TRSEF has been active in fundraising for extra curricular activities for students. The ELAC committee has an annual tamale fund raiser to send students to sixth-grade camp. We coordinate special events, such as STEAM challenges STEAM nights with parent participation, and Career Days, which provide opportunities for parents to share skills and see what students are doing. The site has monthly parent volunteer days for campus projects and beautification. Other special programs and activities, support in classrooms, the physical education and enrichment programs, are areas where parent volunteers are actively involved. This is the second year the District has administered the Youth Truth Survey where 77% of the households responded to the survey. In 2024 we will hold our second annual Family Literacy Night to promote reading and literacy among our student population. The school relies heavily on parents involvement for transporting and supervising the many field trips students attend throughout the year.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	129	124	14	11.3
Female	68	65	8	12.3
Male	61	59	6	10.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	79	76	13	17.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	12	12	0	0.0
White	36	34	1	2.9
English Learners	39	39	10	25.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	63	62	9	14.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	17	17	2	11.8

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.38	0	0	1.38	0	0	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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.

2024-25 School Safety Plan

The Safe Schools/School Safety Plan is a document that is reviewed annually and revised on a regular basis. The staff members and Site Council/LCAP committee members participate in a regular review of the plan, and we recently created a School Safety Committee to gather stakeholder input on safety issues throughout the year. School Board members are kept

2024-25 School Safety Plan

apprised of the details of the plan, reviewing and approving it each year. The Safe Schools Plan was approved at Board of Governors Meeting in October 2024.

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.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	7	4		
1	18	1		
2	26		1	
3	14	1		
4	11	2		
5	16	1		
6	16	1		

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
K	12	2		
1	23		1	
2	17	1		
3	21		1	
4	12	1		
5	10	2		
6	16	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
K	14	1		
1	14	1		
2	24		1	
3	17	1		
4	20	1		
5	12	1		
6	14	1		

2023-24 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	0

2023-24 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)	.6
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.2
Psychologist	0
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	.4
Other	0

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$18,989	\$6,056	\$12,933	\$69,864
District	N/A	N/A	\$12,933	\$69,864
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$10,771	\$79,413
Percent Difference - School Site and State	N/A	N/A	18.2	-12.8

Fiscal Year 2023-24 Types of Services Funded

Our district contracts with a school psychologist for special education placement assessment, triennial review, and IEP participation. For students who qualify, the District contracts with a third party vendor for occupational therapy and speech and language.

We also provide extensive student Social Emotional Learning support and counseling hours, which are budgeted and funded through general fund monies as well as grant funding. The counseling intern is on site three days a week.

We are developing and supporting STEAM education through with ESSER funds.

We receive grant funding to support After School Enrichment and Safety programming.

The part-time school nurse is funded through general fund monies.

The school offers an after school program with a third party vendor, Champions, with ELOP funds.

We provide intervention services both during and after school to students who are below grade level through grant funding.

A portion of classroom instructional assistants are funded through base and supplemental LCFF funds.

The District has a Learning Loss Data Tracking/School Secretary to track student progress from the supports offered throughout the school year.

Two Rock Union School District is a member of the South Sonoma County Special Education Consortium, through which several special education services are provided, including the preschool 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 or through Redwood Pediatrics.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$54,045	\$51,352
Mid-Range Teacher Salary	\$64,692	\$80,424
Highest Teacher Salary	\$91,448	\$103,442
Average Principal Salary (Elementary)		\$124,852
Average Principal Salary (Middle)		\$135,030
Average Principal Salary (High)		
Superintendent Salary	\$152,000	\$145,237
Percent of Budget for Teacher Salaries	21.3	26.17
Percent of Budget for Administrative Salaries	6.42	6.29

Professional Development

In alignment with the adoption of Common Core aligned curriculum in math, English Language Arts and English Language Development, professional development focused on content integration, student engagement strategies, incorporating technology and 21st century skills, and student intervention systems. Teachers have also work to develop standards-aligned assessments and report cards, with substantial professional development time spent on collaboration and the development of a professional learning community. This year we are also including professional development in the Next Generation Science Standards, Science, Technology, Engineering, Arts and Math (STEAM) strategies. Professional development is delivered through weekly after school meetings, conference attendance. With the addition of grant funding, teachers received training in Social Emotional Learning and Toolbox curriculum, and STEAM curriculum that supports the integration of science, technology, engineering, and math, as well as the arts. The primary focus is basic mathematic skills and literacy. Professional development in the area of social emotional learning (SEL) is another of concern as students return to in person learning. The district is implementing training for MTSS and participating with a team from Penn St. in the Schools Empowering At-Risk Students (SEAS) and developing school-wide PBIS strategies for student engagement and classroom management to promote a positive school culture. In 2024-2025 two teaches attended Orton Gillingham literacy PD and three teachers attended the Guided Language Acquisition Design (GLAD) training for EL students. In 2023-2024 two teachers attended GLAD training and also attended CAFE Conference. The County Office of Education has provided several sessions of English Language Development for the certificated staff. Both classified and certificated staff has attended SIPPS training for providing during the school day intervention, Walk to Read.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5