

Two Rock Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2025-26 School Contact Information

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

2025-26 District Contact Information

District Name	Two Rock Union Elementary School District
Phone Number	7077626617
Superintendent	Josh Wilson
Email Address	jwilson@trusd.org
District Website	www.trusd.org

2025-26 School Description and Mission Statement

Two Rock Elementary School is a single-school district located approximately seven miles west of Petaluma in rural Sonoma County. The school serves 147 students in grades Transitional Kindergarten through sixth grade. Our student population is drawn from the surrounding agricultural community as well as the adjacent U.S. Coast Guard Training Center (TRACEN Petaluma).

Approximately 61% of our students come from Coast Guard families stationed at TRACEN Petaluma. An additional 35% of students reside in the local farming and ranching community, including the children of ranch workers. The remaining students attend Two Rock Elementary School through approved inter-district transfers. This diverse composition contributes to a rich and inclusive learning environment that reflects both military and rural community values.

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."

To realize our vision, we commit to the following:

- Building upon our community's unique diversity and long-standing traditions
- Guiding students to meet and exceed academic challenges, become technologically literate, maintain physical well-being, and demonstrate initiative and positive social behavior
- Using multiple sources of data to inform decision-making and enhance learning opportunities for all students
- Developing resilient learners who can problem-solve, collaborate effectively, and think creatively and critically

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Transitional Kindergarten (TK)	10
Kindergarten	17
Grade 1	13
Grade 2	19
Grade 3	29
Grade 4	18
Grade 5	18
Grade 6	11
Total Enrollment	135

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	47.41
Male	52.59
Black or African American	5.9
Hispanic or Latino	54.8
Native Hawaiian or Pacific Islander	4.4
Two or More Races	15.6
White	88.1
English Learners	18.5
Migrant	1.4
Socioeconomically Disadvantaged	36.3
Students with Disabilities	11.1

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.9	85.69	5.9	85.69	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	1	14.31	1	14.31	15831.9	5.67
Total Teaching Positions	6.9	100	6.9	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6	100	6	100	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	0	0	0	0	14303.8	5.15
Total Teaching Positions	6	100	6	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6	85.71	6	85.71	230039.4	100
Intern Credential Holders Properly Assigned	1	14.29	1	14.29	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	0	0	0	0	13705.8	4.91
Total Teaching Positions	7	100	7	100	278927.1	100

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

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

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

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0	0

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

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

Teaching staff are in the ninth year of a new Common Core math adoption. A Common Core aligned English Language Arts and English Language Development materials eight years ago. The district adopted Twig Science aligns with NGSS four years ago. The District adopted and implemented Teachers Curriculum Institute (TCI) for Social Sciences two years ago. Teachers supplement curriculum to include STEAM integration and PE.

Year and month in which the data were collected	12/2025
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders, McGraw-Hill, 2016-2017	0%
Mathematics	My Math, McGraw-Hill, 2015-2016	0%
Science	Twig Science, 2020-2021	0%
History-Social Science	TCI, 2023-2024	0%

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

School Facility Conditions and Planned Improvements

Situated in a rural valley, the school campus includes 11 classrooms, a STEAM lab, a library, and a multipurpose room with a stage. Outdoor facilities feature an eating area, a large blacktop playground, an extensive play structure area that was replaced in spring 2023, a garden designed to support outdoor learning, an undeveloped field, and a designated play field.

The presence of a full-time, daily custodian and an ongoing maintenance program ensures that the campus is clean, well maintained, well lit, and in good repair. Modern, up-to-date lighting, heating, cooling, and fire suppression systems provide a safe and comfortable learning environment for students and staff.

Students are explicitly taught expectations around respect, responsibility, and safety for themselves, their property, and the school community. The teacher and staff parking lot was resurfaced in summer 2024, contributing to the overall upkeep of the campus and reinforcing a shared commitment to maintaining clean, graffiti-free grounds.

A new security camera system was installed in December 2022. Beginning in 2023, roof replacement work commenced on the wing of portable classrooms. During summer 2024, the roofs covering classrooms 4–7 were replaced. Due to the significant cost of this work, roof replacement for the remaining two classroom wings, the office, and the multipurpose room is scheduled to be completed over the next three summers.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

12/10/2025

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 was added to help with seasonal migration in Spring 2025. Room 11 had new carpet installed in July 2025. Room 4 will have carpet installed in Dec 2025.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Hallways & walkways: Bird netting was added to help with seasonal migration in Spring 2025.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Beams by room 10 showing signs of rot; will be replaced this year. Bird netting was replaced throughout campus in Spring 2025. New roof on rooms 8a-10 installed in June 2025. Room 11 had dry rot repairs and external wall was resealed in July 2025. New roof and rain gutters on rooms 4-7 installed June 2024
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Staff parking lot was resurfaced and striped in summer 2025. Play structures had new mulch and play sand installed in summer 2025. Tricycle track was installed in the TK playground in 2024. Hallways & walkways: Bird netting were added to help with seasonal migration.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	39	43	39	43	47	48
Mathematics (grades 3-8 and 11)	46	44	46	44	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	74	72	97.30	2.70	43.06
Female	37	37	100.00	0.00	48.65
Male	37	35	94.59	5.41	37.14
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	40	39	97.50	2.50	25.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	25	25	100.00	0.00	64.00
English Learners	18	17	94.44	5.56	5.88
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	44	44	100.00	0.00	56.82
Socioeconomically Disadvantaged	34	33	97.06	2.94	27.27
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	13	100.00	0.00	15.38

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	74	73	98.65	1.35	43.84
Female	37	37	100.00	0.00	45.95
Male	37	36	97.30	2.70	41.67
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	40	40	100.00	0.00	27.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	25	25	100.00	0.00	68.00
English Learners	18	18	100.00	0.00	16.67
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	44	44	100.00	0.00	56.82
Socioeconomically Disadvantaged	34	34	100.00	0.00	35.29
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	13	100.00	0.00	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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	72.73	47.06	72.73	47.06	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	17	17	100.00	0.00	47.06
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	11	11	100.00	0.00	36.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
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.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	94	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.

2025-26 Opportunities for Parental Involvement

Contact Person - Josh Wilson
Contact Person Phone Number 707-762-6617

Parents and guardians of Two Rock School students, along with community members from the Two Rock Valley, are integral partners in the school community. The Two Rock School Educational Foundation (TRSEF), the School Site Council/Local Control Accountability Plan (LCAP) Committee, and the English Learner Advisory Council (ELAC) all rely on the active participation of parent and community volunteers.

TRSEF plays a vital role in fundraising to support extracurricular activities for students, while the ELAC annually organizes a tamale fundraiser to help fund sixth-grade camp. The school also coordinates special events, such as Career Days, which provide parents and community members opportunities to share their expertise and engage with student learning.

Monthly parent volunteer days support campus projects and beautification efforts. Parent volunteers are also actively involved in classroom support, physical education, enrichment programs, and other special activities.

This is the second year the District has administered the YouthTruth Survey, with 77 percent of households participating. In 2024, the school hosted its second annual Family Literacy Night to promote reading and literacy across the student population. Additionally, the school relies heavily on parent involvement to support student field trips through transportation and supervision throughout the school year.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	138	135	8	5.9
Female	68	64	3	4.6
Male	70	71	5	7.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	1	1	--	--
Asian	--	--	--	--
Black or African American	8	8	--	--
Filipino	--	--	--	--
Hispanic or Latino	74	74	8	11.3
Native Hawaiian or Pacific Islander	6	6	--	--
Two or More Races	21	21	0	0.0
White	119	119	0	0.0
English Learners	33	33	2	6.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	49	49	6	8.5
Students Receiving Migrant Education Services	2	2	--	--
Students with Disabilities	15	15	0	0.0

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	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.

2025-26 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 members participate in a review of the plan for safety issues during the year. School Board members are kept 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 February 2026.

D. Other SARC Information

Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	8	1		
K	12	1	0	0
1	23	0	1	0
2	17	1	0	0
3	21	0	1	0
4	12	1	0	0
5	10	2	0	0
6	16	1	0	0
Other	0	0	0	0

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
TK	13	1		
K	14	1	0	0
1	14	1	0	0
2	24	0	1	0
3	17	1	0	0
4	20	1	0	0
5	12	1	0	0
6	14	1	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	15	1		
K	17	1		
1	13	1		
2	18	1		
3	15	1	1	
4	18	1		
5	18	1		
6	11	1		

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.60
Other	1.03

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$22,191	\$7,784	\$14,406	\$65,879
District	N/A	N/A	\$14,308	
Percent Difference - School Site and District	N/A	N/A	0.7	0.0
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	25.5	-25.7

Fiscal Year 2024-25 Types of Services Funded

The District provides Special Education services through a Resource Specialist Program (RSP), which offers targeted support for students with learning disabilities. The RSP delivers specialized instruction, often in small-group settings, to help students access and succeed in the general education curriculum.

In addition, the District contracts with a school psychologist to conduct special education assessment services, including initial eligibility evaluations, triennial reviews, and participation in Individualized Education Program (IEP) meetings. For students who qualify for related services, the District contracts with third-party providers to deliver occupational therapy and speech and language services.

The District also provides comprehensive social-emotional learning (SEL) supports and counseling services for students. These services are funded through a combination of general fund allocations and grant funding. A counseling intern is on site three days per week to support student needs.

Grant funding is utilized to support After School Education and Safety (ASES) and enrichment programming. Additionally, the

Fiscal Year 2024-25 Types of Services Funded

school offers an after-school program operated by a third-party provider, Champions, funded through Expanded Learning Opportunities Program (ELOP) resources.

The part-time school nurse position is funded through general fund monies. Intervention services are provided both during and after the school day for students performing below grade level, supported through grant funding. A portion of classroom instructional assistant positions are funded through base and supplemental Local Control Funding Formula (LCFF) funds.

To monitor the effectiveness of these supports, the District employs a Learning Loss Data Tracking/School Secretary who tracks student progress related to interventions and services provided 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 a full-inclusion student assistance program. Additional part-time services, such as physical therapy and occupational therapy, are coordinated through consortium partnerships or provided by Redwood Pediatrics.

Fiscal Year 2023-24 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,396	\$55,248
Mid-Range Teacher Salary	\$71,149	\$80,746
Highest Teacher Salary	\$93,734	\$109,655
Average Principal Salary (Elementary)	\$95,817	\$133,828
Average Principal Salary (Middle)		\$142,253
Average Principal Salary (High)		
Superintendent Salary	\$63,878	\$155,954
Percent of Budget for Teacher Salaries	19.11%	25.26%
Percent of Budget for Administrative Salaries	6.95%	6.12%

Professional Development

In alignment with the adoption of Common Core-aligned curriculum in mathematics, English Language Arts, and English Language Development, the school has implemented professional development focused on content integration, student engagement strategies, the incorporation of technology and 21st-century skills, and the use of student intervention systems. Teachers have also engaged in the development of standards-aligned assessments and report cards, with significant professional learning time dedicated to collaboration and the strengthening of a professional learning community.

During the current year, professional development has also included a focus on social-emotional learning, literacy, Thinking Maps, and adaptive physical education strategies. Professional learning opportunities are delivered through weekly after-school meetings and conference participation, with an ongoing emphasis on strengthening foundational mathematics skills and literacy instruction.

The district is currently implementing training for the newly adopted mathematics curriculum, Bridges. Social-emotional learning strategies that support student engagement and effective classroom management, and that promote a positive school culture, have been modeled and integrated into practice.

In the 2024–2025 school year, two teachers participated in Orton-Gillingham literacy professional development, and three

Professional Development

teachers completed Guided Language Acquisition Design (GLAD) training to better support English learners. During the 2023–2024 school year, two teachers also completed GLAD training and attended the California Association for Bilingual Education (CABE) Conference. Additionally, the County Office of Education has provided multiple English Language Development training sessions for certificated staff. Both classified and certificated staff have participated in SIPPS training to support in-school interventions through the Walk to Read program.

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

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