

Two Rock Elementary School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	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
Website	www.trusd.org
County-District-School (CDS) Code	49-70979-605231

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

Two Rock Elementary School is a single school district located in west Petaluma. The school has an enrollment of 132 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 interdistrict transfers.

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.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	35
Grade 1	20
Grade 2	30
Grade 3	15
Grade 4	19
Grade 5	20
Grade 6	24
Total Enrollment	163

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.2
Asian	0.6
Hispanic or Latino	45.4
Native Hawaiian or Pacific Islander	0.6
White	44.2
Two or More Races	6.7
Socioeconomically Disadvantaged	40.5
English Learners	27.6
Students with Disabilities	12.9
Foster Youth	1.2
Homeless	

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	10	9	9	9
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 9/2017

Teaching staff are in the third 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. We are currently piloting a Next Generation Science adoption, which will be fully implemented next school year. Teachers supplement adopted curriculum to include STEAM integration, Social Studies, PE, and the arts. Our next adoption process will be Social Studies, which will begin in 2020-2021.

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	Foss (K-2); Harcourt (3-6), adopted 2007-08	Yes	0%
History-Social Science	Harcourt (K-6), adopted 2006-07		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, 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. This leads to a high level of awareness towards eliminating trash or graffiti on the school grounds.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 12/11/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Hallways & walkways: Bird netting needed to help with seasonal migration, South double door frame needs resealing, beams by room ten showing signs of rot needs to be replaced Bird netting needed to help with seasonal migration, South double door frame needs resealing, beams by room ten showing signs of rot needs to be replaced Bird netting needed to help with seasonal migration, South double door frame needs resealing, beams by room ten showing signs of rot needs to be replaced Room 8A CBO Office: a small hole in the west wall needs to be patched (old electrical fixture) Old fire panel behind bookshelf needs to be fully removed. Room has no heat, very cold.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Hallways & walkways: Bird netting needed to help with seasonal migration, South double door frame needs resealing, beams by room ten showing signs of rot needs to be replaced Bird netting needed to help with seasonal migration, South double door frame needs resealing, beams by room ten showing signs of rot needs to be replaced Bird netting needed to help with seasonal migration, South double door frame needs resealing, beams by room ten showing signs of rot needs to be replaced
Electrical: Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Room 4 (STARS): Sink by front door needs to be replaced (leaking), all screens replaced november 2020
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	<p>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</p> <p>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</p> <p>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</p> <p>Room 11 (6th): No gutters on west side of building, all screen replaced november 2020</p> <p>Room 12,12A,12B (STEAM lab): No gutters on west side of building, all screen replaced november 2020</p> <p>Room 9 (4th): stained roof tiles near back door</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	<p>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</p> <p>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</p> <p>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</p> <p>Multi purpose room: One door handle missing on south doors</p>
Overall Rating	Good	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	54	N/A	54	N/A	50	N/A
Mathematics (grades 3-8 and 11)	43	N/A	43	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	33	N/A	33	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

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. We coordinate special events, such as STEAM challenges and Career Days, which provide opportunities for parents to share skills and see what students are doing. Other special programs and activities, support in classrooms, the physical education and enrichment programs, Schools of Hope tutoring program, the library, and the office are all areas where parent volunteers are actively involved.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	1.1	0.0	1.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.0	2.5
Expulsions	0.0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 apprised of the details of the plan, reviewing and approving it each year. The Safe Schools Plan was approved on February 14, 2021.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	11	3			14	3			9	3	1	
1	23		1		29		1		20	1		
2	24		1		19	1			15	1	1	
3	21		1		22		1		15	1		
4	21		1		21		1		19	1		
5	18	1			21		1		20	1		
6	19	1			13	1			24		1	

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

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)	
Other	0.1

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	158	3459	7839	60959
District	N/A	N/A	7839	\$57,580
Percent Difference - School Site and District	N/A	N/A	0.0	5.7
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	1.1	-15.8

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

Types of Services Funded (Fiscal Year 2019-2020)

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.

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

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.

We are developing and supporting STEAM education through a five year grant. We are currently in year four (20-21).

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

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

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

Our ELL teacher is funded through supplemental and federal program funds. The ELD teacher works directly with students by providing direct and small group instruction and also provides planning support and translation services for parents and staff.

Our classroom instructional assistants are funded through base and supplemental LCFF funds.

An onsite school wifi camp was established to support student who lack internet connectivity during distance learning due to the COVID-19 Pandemic.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,898	\$46,965
Mid-Range Teacher Salary	\$57,660	\$67,638
Highest Teacher Salary	\$74,279	\$88,785
Average Principal Salary (Elementary)		\$112,524
Average Principal Salary (Middle)		\$117,471
Average Principal Salary (High)		
Superintendent Salary	\$133,324	\$128,853
Percent of Budget for Teacher Salaries	26.0	30.0
Percent of Budget for Administrative Salaries	7.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

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, and mentoring and coaching relationships with staff from the Sonoma County Office of Education. 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. In the school year 2020-21 there was a focus on distance learning due to the COVID-19 pandemic. Professional development addressing the needs of staff and students and provide adequate supports and lesson delivery via remote learning. Another area of professional development was the developing schoolwide PBIS strategies for student engagement and classroom management to promote a positive school culture.