

Two Rock Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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).

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Two Rock Elementary School
Street	5001 Spring Hill Road
City, State, Zip	Petaluma
Phone Number	7077626617
Principal	Elizabeth (Betha) MacClain
Email Address	bmacclain@trusd.org
Website	www.trusd.org
County-District-School (CDS) Code	49-70979-605231

Entity	Contact Information
District Name	Two Rock Union School District
Phone Number	7077626617
Superintendent	Elizabeth (Betha) MacClain
Email Address	bmacclain@trusd.org
Website	www.trusd.org

School Description and Mission Statement (School Year 2019-20)

Two Rock Elementary School is a single school district located in west Petaluma. The school has an enrollment of 171 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 2018-19)

Grade Level	Number of Students
Kindergarten	41
Grade 1	29
Grade 2	19
Grade 3	22
Grade 4	21
Grade 5	21
Grade 6	13
Total Enrollment	166

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.8
Hispanic or Latino	39.2
Native Hawaiian or Pacific Islander	0.6
White	49.4
Two or More Races	6.6
Socioeconomically Disadvantaged	44.6
English Learners	29.5
Students with Disabilities	13.9
Foster Youth	0.6
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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	9	10	9	9
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 Instructional Materials (School Year 2019-20)

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		0%
History-Social Science	Harcourt (K-6), adopted 2006-07		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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 (Most Recent Year)

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 overall rating

Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Furnaces replaced in the multipurpose room in 2014; HVAC systems for office area, classrooms and multipurpose were inspected. HVAC in Room 12 has been repaired.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Professional power washing was completed in the summer of 2019.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	A solar array has been recently added. All lighting has been upgraded and is energy efficient. Thermostats have also been replaced with energy efficient thermostats.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Over the past year, cosmetic and plumbing repairs have been made to student bathrooms. Upper grade restrooms are scheduled for a DSA-approved upgrade within the next three years.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Room 12 remodel is complete.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	A new PreK-K playground was added in 2016, along with upgrades to the 1st-6th grade playground. Paving improvements have been made in 2019. Additional paving improvements will be made in summer 2020.
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	63	54	63	54	50	50
Mathematics (grades 3-8 and 11)	49	43	49	43	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	75	74	98.67	1.33	54.05
Male	39	39	100.00	0.00	43.59
Female	36	35	97.22	2.78	65.71
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	31	30	96.77	3.23	46.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	36	36	100.00	0.00	55.56
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	45	44	97.78	2.22	47.73
English Learners	28	27	96.43	3.57	40.74
Students with Disabilities	14	14	100.00	0.00	35.71
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless					

Note: 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 CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes 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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	75	75	100.00	0.00	42.67
Male	39	39	100.00	0.00	43.59
Female	36	36	100.00	0.00	41.67
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	31	31	100.00	0.00	32.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	36	36	100.00	0.00	47.22
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	45	45	100.00	0.00	40.00
English Learners	28	28	100.00	0.00	32.14
Students with Disabilities	14	14	100.00	0.00	14.29
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless					

Note: 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.

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

Note: The number of students tested includes 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 Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

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	14.3	38.1	28.6

Note: 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.

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 2019-20)

Contact Person - Betha MacClain
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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.0	1.1	0.0	0.0	1.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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, 2019.

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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	13	2	1		11	3			14	3		
1	25		1		23		1		29		1	
2	19	1			24		1		19	1		
3	25		1		21		1		22		1	
4	21		1		21		1		21		1	
5	19	1			18	1			21		1	
6	19	1			19	1			13	1		
Other**												

*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 Academic Counselors to Pupils (School Year 2018-19)

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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.6
Psychologist	.1
Social Worker	
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	.8

*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 2017-18)

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	\$61,229.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	9.5	-3.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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 Two (18-19).

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.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,898	\$45,252
Mid-Range Teacher Salary	\$57,660	\$65,210
Highest Teacher Salary	\$74,279	\$84,472
Average Principal Salary (Elementary)	\$0	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$125,000	\$124,686
Percent of Budget for Teacher Salaries	28%	31%
Percent of Budget for Administrative Salaries	6%	7%

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	2017-18	2018-19	2019-20
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.