

Village Elementary

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Village Elementary
Street	6845 Larchmont Drive
City, State, Zip	North Highlands, CA 95660
Phone Number	(916) 566-1970
Principal	LaQuita Ulrich
Email Address	LaQuita.Ulrich@trusd.net
School Website	https://village.trusd.net/
County-District-School (CDS) Code	34765056033617

2023-24 District Contact Information

District Name	Twin Rivers Unified School District
Phone Number	916.566.1600
Superintendent	Steven Martinez
Email Address	steve.martinez@trusd.net
District Website	https://www.trusd.net/

2023-24 School Description and Mission Statement

ABOUT TWIN RIVERS UNIFIED SCHOOL DISTRICT

Twin Rivers Unified School District encompasses 80 square miles in a growing, ethnically diverse region in northern Sacramento County characterized by a mix of suburban development and light industry. The district serves more than 26,000 students in preschool through adult education who come from families that speak 46 different languages. All enrolled students, regardless of income level, are eligible to receive a healthy school breakfast and lunch at no charge. Our families live in the neighborhoods of Arden Fair, Del Paso Heights, Dos Rios, Elverta, Foothill Farms, Gardenland, McClellan Park, North and South Natomas, Northgate, North Highlands, North Sacramento, Robla, Rio Linda and Woodlake.

Twin Rivers is comprised of 43 schools— 27 elementary schools, four comprehensive high schools, five middle schools, two alternative high schools, one special education center, a K-12 independent study school, preschools, three dependent charter schools on eight sites, and Twin Rivers Adult School.

OUR MISSION

To inspire each student to extraordinary achievement every day.

OUR VISION

An unwavering focus on powerful and engaging learning experiences that prepare students for college, career and life success.

TWIN RIVERS UNIFIED SCHOOL DISTRICT GOALS

1. By 2024-2025, TR will have 55% of all graduating seniors meeting A-G criteria, with each high school increasing rates by 3.5% each year.
2. By 2024-2025, TR will have a 92% cohort graduation rate, with each high school increasing by 2% each year or maintaining 95% or higher.
3. By 2024-2025, TR will be a 50/50 district in SBAC results, with each school growing no less than 10% (ELA) and 10% (math) during 2022-2023.
4. For 2021-22 and subsequent years, TR will have a budget that does not include a structural deficit.
5. For 2021-22 and subsequent years, the retention rate for all employees will remain above 95%.

2023-24 School Description and Mission Statement

OUR CORE BELIEFS

- All students will graduate college, career and civic-minded ready.
- All students will have a safe, clean and secure environment that is free of bullying and that creates opportunities for learning.
- Student engagement is critical to student success.
- Partnerships with all stakeholders are vital to student success
- TRUSD will be fiscally sound and maximize resources for student success.

Principal's Message

Welcome to Village PK-8, home of the Vikings! Our staff is committed to designing a school environment that inspires, equips, and recognizes students for extraordinary growth, academic achievement, and character development. We believe schools must be safe, diverse, engaging, and relevant to students' lives. We believe that our PK-8 school setting is a special opportunity to promote social-emotional wellness, enhance each child's sense of belonging within our community, support entire families, and build relationships that last a lifetime. Our school is in its fourth year of implementing MTSS (Multi-Tier System of Supports) and in its third year of PBIS (Positive Behavioral Interventions and Supports), programs that continues to provide data-driven and engaging learning experiences as well as a positive school climate. Village PK-8's PBIS implementation has been recognized by the California PBIS Coalition at the bronze level!

We welcome you to the office anytime to share great ideas, express concerns, or just to visit! Our Village School team invites you to join our School Site Council, English Language Advisory Council, and to support teachers in the classroom. We know you are the teammates we need to ensure all children reach their highest and best every day.

At Village, once you're a Viking, you're always a Viking!

In partnership,
LaQuita Ulrich, Principal

School Vision

Village TK-8 School is committed to equipping students with the tools they need for academic, personal and social achievement. Village PK-8 School enables every student to reach their highest potential by establishing a curriculum that meets or exceeds government standards for education; providing extracurricular programs that develop children's mental, physical and social skills; and partnering with parents and the community to create an environment geared to the success of all students.

Mission Statement

In unity with the Twin Rivers Unified School District, Village PK-8 will inspire each student to extraordinary achievement every day.

School Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at the school. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely, makes phone calls to parents on a daily basis, and will send letters home if absences become a problem.

Students are referred to the School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	48
Grade 1	42
Grade 2	44
Grade 3	40
Grade 4	38
Grade 5	42
Grade 6	42
Grade 7	51
Grade 8	60
Total Enrollment	407

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7%
Male	52.3%
American Indian or Alaska Native	0.2%
Asian	4.7%
Black or African American	10.6%
Filipino	1.2%
Hispanic or Latino	56%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	8.6%
White	15.7%
English Learners	31%
Homeless	7.6%
Migrant	0.5%
Socioeconomically Disadvantaged	91.2%
Students with Disabilities	17%

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)	20.30	95.32	1191.70	82.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0.80	3.74	16.00	1.11	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	0.94	54.70	3.80	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	103.50	7.18	12115.80	4.41
Unknown	0.00	0.00	75.30	5.22	18854.30	6.86
Total Teaching Positions	21.30	100.00	1441.50	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)	18.40	100.00	1155.60	80.01	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	17.10	1.19	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	36.80	2.55	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	94.00	6.51	11953.10	4.28
Unknown	0.00	0.00	140.50	9.73	15831.90	5.67
Total Teaching Positions	18.40	100.00	1444.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.00	0.00
Misassignments	0.20	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.20	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.6	13.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	13.1	10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Twin Rivers Unified held a public hearing on October 17, 2023, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in October 2023, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

Year and month in which the data were collected	October, 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade TK: McGraw Hill - World of Wonders, 2017 Grades K-6: Houghton Mifflin - Journeys, 2017 Grades 7-8: Houghton Mifflin Harcourt - CA Collections, 2017 English Language Development: HMH: Read 180 Universal	Yes	0.0%
Mathematics	Grade TK: Swun Math - Student Materials, Domains 1, 2, 3, 4, 5 2012 Grades K-6: Swun Math - Student Journal Trimester 1,2,3, 2018 Grades 7-8: Swun Math - Student Journal Trimester 1,2,3, 2020 Integrated Math 1: College Preparatory Mathematics (CPM) - Core Connections - Integrated 1, 2014	Yes	0.0%
Science	Grades TK-6: Amplify Science - Student Edition, 2019 Grades 7-8: Amplify Science - Integrated Edition, 2018	Yes	0.0%
History-Social Science	Grade TK: McGraw Hill - World of Wonders, 2017 Grades K-5: Studies Weekly - Weeks 1-36 Newsprint, 2020 Grade 6: TCI - Student Edition, 2017 Grade 7: TCI - Medieval World and Beyond, 2019 Grade 8: TCI - United States Through Industrialism, 2017	Yes	0.0%

School Facility Conditions and Planned Improvements

The current facilities were built in 1959. There are 16 permanent classrooms, eight portable classrooms, a multipurpose room, a library/media center, a staff lounge, three playgrounds, and a Head Start preschool. Village School strives to maintain a safe, healthy and nurturing campus, conditions that support positive learning experiences for our students and staff.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Two full-time custodians ensures that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication, 100% of the restrooms are in complete working order.

Year and month of the most recent FIT report	4/4/2023
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:

School Facility Conditions and Planned Improvements

<p>Interior: Interior Surfaces</p>		X	<p>ADMIN BLDG: 4. WALLPAPER TORN AT ENTRY 11. PAINT CHIPPING ON EAVES AT ENTRY NURSE: 4. WATER DAMAGE CEILING IN HALLWAY 11. PAINT CHIPPING ON WALL P RM 23: 4. WALLPAPER TORN AT ENTRY 11. PAINT CHIPPING ON DOOR FRAME 12. DRY ROT ON SIDING P RM 25: 4. WATER STAIN CEILING TILES 11. PAINT CHIPPING ON DOOR P RM 26: 4. CEILING TILE CRACKED/WALLPAPER TORN/ WATER STAIN CEILING TILES P RM 27: 4. WATER STAIN CEILING TILES 11. PAINT CHIPPING ON DOOR 12. DRY ROT ON SIDING P RM 28: 4. WATER STAIN CEILING TILES 11. PAINT CHIPPING ON DOOR 12. DRY ROT ON SIDING P RM 29: 4. WATER STAIN CEILING TILES 11. PAINT CHIPPING ON DOOR RM 15: 4. WATER STAIN CEILING TILES 11. PAINT CHIPPING ON DOOR</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		
<p>Electrical</p>	X		<p>RR: 7. EXHAUST FAN NOT WORKING</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	X		
<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>ADMIN BLDG: 4. WALLPAPER TORN AT ENTRY 11. PAINT CHIPPING ON EAVES AT ENTRY BOYS RR: 11. PAINT CHIPPING ON EAVES BOYS RR: 11. PAINT CHIPPING ON DOOR GIRLS RR: 11. PAINT CHIPPING ON EAVES GIRLS RR: 11. PAINT CHIPPING ON DOOR MPR: 11. PAINT CHIPPING ON EAST SIDING AND EAVES AT ENTRY NURSE: 4. WATER DAMAGE CEILING IN HALLWAY 11. PAINT CHIPPING ON WALL P RM 23: 4. WALLPAPER TORN AT ENTRY 11. PAINT CHIPPING ON DOOR FRAME 12. DRY ROT ON SIDING P RM 25: 4. WATER STAIN CEILING TILES 11. PAINT CHIPPING ON DOOR P RM 27: 4. WATER STAIN CEILING TILES 11. PAINT CHIPPING ON DOOR 12. DRY ROT ON SIDING P RM 28: 4. WATER STAIN CEILING TILES 11. PAINT CHIPPING ON DOOR 12. DRY ROT ON SIDING P RM 29: 4. WATER STAIN CEILING TILES 11. PAINT CHIPPING ON DOOR P RM 30: 11. PAINT CHIPPING ON CABINET RM 13: 11. PAINT CHIPPING ON DOOR AND TRIM RM 14: 11. PAINT CHIPPING ON DOOR RM 15: 4. WATER STAIN CEILING TILES 11. PAINT CHIPPING ON DOOR RM 19: 11. PAINT CHIPPING ON DOOR RM 20: 11. PAINT CHIPPING ON DOOR</p>

School Facility Conditions and Planned Improvements

				<p>RM 21: 11. PAINT CHIPPING DOOR FRAME RM 22: 11. PAINT CHIPPING DOOR FRAME RM 5: 11. PAINT CHIPPING DOOR FRAME RM 6: 11. PAINT CHIPPING DOOR FRAME RM 7: 11. PAINT CHIPPING DOOR FRAME RM 8: 7. OUTLET COVER MISSING 11. PAINT CHIPPING ON EAVES STORAGE: 11. PAINT CHIPPING ON DOOR</p>
<p>Structural: Structural Damage, Roofs</p>	X			<p>P RM 23: 4. WALLPAPER TORN AT ENTRY 11. PAINT CHIPPING ON DOOR FRAME 12. DRY ROT ON SIDING P RM 27: 4. WATER STAIN CEILING TILES 11. PAINT CHIPPING ON DOOR 12. DRY ROT ON SIDING P RM 28: 4. WATER STAIN CEILING TILES 11. PAINT CHIPPING ON DOOR 12. DRY ROT ON SIDING</p>
<p>External: Playground/School Grounds, Windows/Doors/Gates/Fences</p>	X			

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	33	17	32	31	47	46
Mathematics (grades 3-8 and 11)	17	10	20	22	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	282	281	99.65	0.35	17.44
Female	135	135	100.00	0.00	25.19
Male	146	145	99.32	0.68	10.34
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	33.33
Black or African American	34	34	100.00	0.00	11.76
Filipino	--	--	--	--	--
Hispanic or Latino	154	154	100.00	0.00	19.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	27	96.43	3.57	7.41
White	48	48	100.00	0.00	16.67
English Learners	82	82	100.00	0.00	10.98
Foster Youth	0	0	0	0	0
Homeless	24	24	100.00	0.00	16.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	208	207	99.52	0.48	15.46
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	51	51	100.00	0.00	7.84

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	282	281	99.65	0.35	9.61
Female	135	135	100.00	0.00	8.89
Male	146	145	99.32	0.68	10.34
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	16.67
Black or African American	34	34	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	154	154	100.00	0.00	9.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	27	96.43	3.57	14.81
White	48	48	100.00	0.00	10.42
English Learners	82	82	100.00	0.00	6.10
Foster Youth	0	0	0	0	0
Homeless	24	24	100.00	0.00	12.50
Military	--	--	--	--	--
Socioeconomically Disadvantaged	208	207	99.52	0.48	9.66
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	51	51	100.00	0.00	7.84

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	15.24	7.48	14.24	14.86	29.47	30.29

2022-23 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	108	107	99.07	0.93	7.48
Female	50	50	100.00	0.00	6.00
Male	57	56	98.25	1.75	8.93
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	14	14	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	58	58	100.00	0.00	8.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	24	24	100.00	0.00	8.33
English Learners	28	28	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	79	78	98.73	1.27	8.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	22	100.00	0.00	4.55

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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
Grade 7	100	100	100	100	100
Grade 9	--	--	--	--	--

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.

2023-24 Opportunities for Parental Involvement

The yearly School Plan and budget is developed and assessed by the School Site Council, composed of elected parents and staff. An English Learner Advisory Committee helps students who are learning English be more successful at school. Of these students, the highest percentage speaks Spanish, Russian or Ukrainian. Parent input and surveys will also be requested to ensure that your voice and influence are heard.

Additionally, Village PK-8 has several opportunities for family involvement, student learning experiences and student attendance and recognition. Parent workshops will also be developed based on need and interest. Family and parent opportunities include but are not limited to:

- Back to School Night
- Parent Teacher Conferences
- Behavior and Academic Recognition Assemblies
- School Sings
- Family Nights
- Field Trips
- Classroom Volunteering
- Special Class and School Events
- Coffee and Conversations with the Principal

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	470	445	153	34.4
Female	221	212	71	33.5
Male	248	232	81	34.9
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	1	1	1	100.0
Asian	21	19	4	21.1
Black or African American	58	53	22	41.5
Filipino	5	5	1	20.0
Hispanic or Latino	251	240	85	35.4
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	44	43	22	51.2
White	77	71	14	19.7
English Learners	148	143	35	24.5
Foster Youth	3	3	2	66.7
Homeless	64	62	22	35.5
Socioeconomically Disadvantaged	429	411	139	33.8
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	85	80	27	33.8

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	9.64	15.32	0.06	5.30	5.32	0.20	3.17	3.60
Expulsions	0.00	0.00	0.21	0.00	0.01	0.18	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	15.32	0.21
Female	10.41	0
Male	19.76	0.4
Non-Binary		
American Indian or Alaska Native	0	0
Asian	14.29	0
Black or African American	27.59	0
Filipino	0	0
Hispanic or Latino	12.75	0.4
Native Hawaiian or Pacific Islander	0	0
Two or More Races	15.91	0
White	15.58	0
English Learners	11.49	0.68
Foster Youth	0	0
Homeless	12.5	0
Socioeconomically Disadvantaged	15.85	0.23
Students Receiving Migrant Education Services	0	0
Students with Disabilities	18.82	0

2023-24 School Safety Plan

The safety of students and staff is a primary concern of Twin Rivers Unified School District. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among school staff, teachers, and school administrators. All guests to the campus must sign in at the office and wear a visitor's badge at all times.

To safeguard the well-being of students and staff, our school has a comprehensive School Site Safety Plan, which is reviewed and updated annually by the Site Safety Committee. Any revisions made to the plan are reviewed immediately with the staff. School staff also review the plan annually at the beginning of the school year. The plan was last reviewed with school staff in August 2022.

Key elements of the Safety Plan focus on the following: disaster response procedures, school-wide dress code, child abuse reporting procedures, bullying prevention, sexual harassment policy, teacher notification of dangerous pupils procedures and safe ingress and egress of pupils, parents, and school employees.

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held on a regular basis, fire drills are held once a month, earthquake and lockdown drills are held twice a year. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

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.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	22		2	
1	21	1	1	
2	21		2	
3	24		2	
4	24		2	
5	21		1	
6	22		2	

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	19	2		
1	28		1	
2	28		1	
3	20	2		
4	29		1	
5	32		1	
6	22		1	
Other	28		2	

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	16	3	0	0
1	15	1	1	0
2	28	0	1	0
3	27	0	1	0
4	25	0	1	0
5	29	0	1	0
6	27	0	1	0
Other	28	0	3	0

2022-23 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	407

2022-23 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.

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$12,307	\$4,831	\$7,476	\$71,469
District	N/A	N/A	\$8,304	\$82,951
Percent Difference - School Site and District	N/A	N/A	-10.5	-12.2
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	12.5	-17.7

Fiscal Year 2022-23 Types of Services Funded

Based on 2021-22 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state. In addition to general state funding, Twin Rivers Unified School District receives state and federal funding for the following categorical funds and other support programs:

- After School Education & Safety- Ag Incentive Grant- CA Partnership Academies- Carl Perkins- Career Tech Ed Incentive Grant- Early Literacy Support Block Grant- Education for Homeless Children and Youth- Educator Effectiveness Funds- Elementary and Secondary School Emergency Relief- Expanded Learning Opportunity Grant- Expanded Learning Opportunity Programs- Head Start- Learning Communities for School Success Program- Medi-Cal- Special Education- State Lottery- Strong Workforce Program- Supplemental/Concentration- Title I- Title II- Title III- Title III- Title IV- Title VI- TUPE

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$53,753	\$55,550
Mid-Range Teacher Salary	\$76,025	\$80,703
Highest Teacher Salary	\$104,786	\$109,418
Average Principal Salary (Elementary)	\$123,838	\$137,703
Average Principal Salary (Middle)	\$130,502	\$143,760
Average Principal Salary (High)	\$138,134	\$159,021
Superintendent Salary	\$329,494	\$319,443
Percent of Budget for Teacher Salaries	23.93%	30.35%
Percent of Budget for Administrative Salaries	4.59%	4.87%

Professional Development

The teacher evaluation process is one of the most critical professional development opportunities we have with our staff. A well-constructed evaluation helps to promote high quality instruction and is a fundamental way to support growth. Staff evaluations are completed through formal, non-formal, and non-evaluative interactions. Temporary and probationary teachers are evaluated at least two times annually and tenured teacher evaluations alternate every other year and can be extended up to 5 years. Staff evaluations are conducted by trained administrators and the criteria used is closely linked to the California Standards for the Teaching Profession (CSTP). The CSTP domains are; Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments, Understanding and Organizing Subject Matter, Planning Instruction and Designing Learning Experiences, Assessing Student Learning, and Developing as a Professional Educator.

Teachers and Certificated support personnel work to build skills and develop educational concepts through their participation in conferences and after school workshops throughout the year. In the 2022-2023 school year, Twin Rivers Unified School District offered 3 to 5 non-student professional development days for teachers depending on the grade level assignments. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during early release days. Professional development sessions were focused on high quality first instruction, early literacy instruction, literacy in all content areas, math, English Language Arts Lesson Design and leadership development, as well as other numerous curricular support programs necessary to support student's continued growth. During the Fall of the 2022-23 school year, the district also supported over 165 beginning teachers through our partnership with the Sacramento County Office of Education's Teacher Induction Program and local University Intern programs.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5