Dry Creek Elementary

2020-21 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Dry Creek Elementary
Street	1230 G Street
City, State, Zip	Rio Linda, CA 95673
Phone Number	(916) 566-1820
Principal	Amanda Forde
Email Address	Amanda.Forde@twinriversusd.org
School Website	http://drycreek.twinriversusd.org/
County-District-School (CDS) Code	34765056033484

2021-22 District Contact Information

District Name	Twin Rivers Unified School District
Phone Number	916.566.1600
Superintendent	Steven Martinez
Email Address	steve.martinez@twinriversusd.org
District Website Address	www.twinriversusd.org

2021-22 School Overview

District Mission Statement
Twin Rivers Unified School District schools strive to inspire each student to extraordinary achievement every day.

District Vision
The Twin Rivers Unified School District has an unwavering focus on powerful and engaging learning experiences that prepare students for college, career and life success.
To achieve this vision, we commit to:

- 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.
- TRUSD will honor diversity and create equity across the district.
- TRUSD will identify, recruit, retain and develop the best employees.

District Profile
Twin Rivers Unified School District serves more than 24,000 students who come from families that speak 46 languages.

We are proud to include among our 3,095 employees, the 2011 California Teacher of the Year, the 2020 and 2021 California Classified School Employee of the Year and the 2020 and 2021 Sacramento County Teachers of the Year.

Our district includes four comprehensive high schools, five middle schools and 27 elementary schools. Twin Rivers also offers families the option of two alternative high schools, one special education center, one early childhood special education program, an independent learning center, an opportunity school, preschools, three dependent charter schools and Twin Rivers Adult School.

2021-22 School Overview

Twin Rivers encompasses 80 square miles in a growing, ethnically diverse region characterized by a mix of suburban development and light industry. Our families live in the neighborhoods of North and South Natomas, Robla, Dos Rios, Gardenland, Northgate, Foothill Farms, Elverta, Rio Linda, North Highlands, Arden Fair, Woodlake, North Sacramento, Del Paso Heights and McClellan Park.

Principal's Message
It gives me great pleasure to welcome students and families of Dry Creek Elementary; home of the Critters. As the proud principal, it is my belief that one of the most important components of a great school is the partnership between school and families who work together for the best interest of children. I look forward to collaborating with you on your child's achievement and success. Here at Dry Creek, we are a TEAM! Parents and guardians are welcome to TEAM up with the staff members in order to ensure a successful school year for our students. Parent support and involvement continue to be important aspects of the success of Dry Creek Elementary. This support takes many different forms. Some parents help plan the programs and policies; others serve as classroom volunteers, and/or plan family activities. Parents also support student success by providing space, time and encouragement for daily homework and by sending a clear message that education and regular school attendance are important. Our goal is to meet with every parent/guardian during Parent-Teacher Conferences, and to maintain ongoing partnerships that will create a path for students to take as they journey toward their academic goals. The safety of our students is this school's first priority and the discipline is strictly enforced. We emphasize the character traits of respect, responsibility, trustworthiness, fairness, kindness, honesty caring, and citizenship. Through teamwork, open communication, and dedication to continuous improvement, Dry Creek Elementary continues to be a place where children develop a love of learning.

I am honored and privileged to serve as the Principal of Dry Creek Elementary, and I look forward to an amazing 2020-2021 school year.

Amanda Forde, Principal

Mission Statement
Our endeavor is for each member of our school community to respect our Critter Code. By understanding our code each of us feels capable, contributing and connected. We ask each of our students to be personally responsible for their learning in hopes of them becoming self-motivated life-long learners.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	84
Grade 1	74
Grade 2	90
Grade 3	85
Grade 4	82
Grade 5	85
Total Enrollment	500

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.4
Asian	8.8
Black or African American	3.8
Filipino	0.6
Hispanic or Latino	43.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	5.2
White	33
English Learners	20.4
Foster Youth	1
Homeless	1
Socioeconomically Disadvantaged	88.4
Students with Disabilities	14.4

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

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

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)	22.1	99.6	1191.7	82.7	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	16.0	1.1	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	54.7	3.8	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	103.5	7.2	12115.8	4.4
Unknown	0.1	0.5	75.3	5.2	18854.3	6.9
Total Teaching Positions	22.1	100.0	1441.5	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Twin Rivers Unified held a public hearing on September 21, 2021, 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 September 2021, 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	September, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade TK: Houghton Mifflin - Big Day, 2017 Grades K-6: Houghton Mifflin - Journeys, 2017	Yes	0.0%
Mathematics	Grade TK: Houghton Mifflin - Big Day, 2017 Grades K-6: Swun Math - Student Journal Trimester 1,2,3, 2018	Yes	0.0%
Science	Grades TK-6: Amplify Science - Student Edition, 2019	Yes	0.0%
History-Social Science	Grades K-5: Studies Weekly - Weeks 1-36 Newsprint, 2020	Yes	0.0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

The current facilities were built in 1962. The campus is currently comprised of 19 classrooms, a library/media center art gallery, multipurpose room, one staff lounge, a cafeteria, and two playgrounds.

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, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

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. One full-time and one part-time custodian 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.

Deferred Maintenance Budget
The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems. For the 2019-20 school year, the district has budgeted $1,896,380.00 to the Deferred Maintenance Fund. This represents 0.53% of the district's general fund budget.

Year and month of the most recent FIT report	3/11/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			P RM 10: 4. TRIM IS BROKEN ON MAIN BEAM 12. DRY ROT ON BOTH RAMPS RM 24: 4. WALLPAPER IS TORN IN OFFICE
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		P RM 7: 7. LIGHT DIFFUSERS MISSING P RM 9/RSP: 7. CONDUIT IS LOOSE AT ENTRY RM 13: 7. ETHERNET BOX IS LOOSE ON WALL RM K1/ KINDER: 7. CONDUIT IS LOOSE ON CEILING RM K2/KINDER: 7. CONDUIT IS LOOSE ON CEILING 14. ASPHALT IS CRACKED THROUGHOUT PLAY AREA RM K3/KINDER: 7. CONDUIT IS LOOSE ON CEILING
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

				P RM 10: 4. TRIM IS BROKEN ON MAIN BEAM 12. DRY ROT ON BOTH RAMPS RM 20: 12. FLASHING IS LOOSE ON TRIM
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			P RM 8/ PSYCH OFC: 14. TRIP HAZARD AT RAMP ENTRY PLAYGROUNDS: 14. TRIP HAZARD ON ASPHALT/ HIGH/LOW SPOTS RM 14: 14. TRIP HAZARD ON ASPHALT ON WALKWAY RM K2/KINDER: 7. CONDUIT IS LOOSE ON CEILING 14. ASPHALT IS CRACKED THROUGHOUT PLAY AREA

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).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	253	NT	NT	NT	NT
Female	124	NT	NT	NT	NT
Male	129	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	18	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	107	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	33	NT	NT	NT	NT
White	83	NT	NT	NT	NT
English Learners	50	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	26	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	221	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	253	NT	NT	NT	NT
Female	124	NT	NT	NT	NT
Male	129	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	18	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	107	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	33	NT	NT	NT	NT
White	83	NT	NT	NT	NT
English Learners	50	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	26	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	221	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iREADY Student Groups	iREADY Total Enrollment	iREADY Number Tested	iREADY Percent Tested	iREADY Percent Not Tested	iREADY Percent At or Above Grade Level
All Students	254	227	89%	11%	16%
Female	123	114	93%	7%	15%
Male	131	113	86%	14%	17%
American Indian or Alaska Native	--	--	--	--	--
Asian	18	17	94%	6%	18%

Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	108	96	89%	11%	11%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	20	100%	0%	15%
White	83	74	89%	11%	23%
English Learners	50	43	86%	14%	2%
Foster Youth	--	--	--	--	--
Homeless	15	13	87%	13%	23%
Military	13	11	85%	15%	9%
Socioeconomically Disadvantaged	218	199	91%	9%	15%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	51	33	65%	35%	0%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iREADY Student Groups	iREADY Total Enrollment	iREADY Number Tested	iREADY Percent Tested	iREADY Percent Not Tested	iREADY Percent At or Above Grade Level
All Students	254	216	85%	15%	27%
Female	123	105	85%	15%	18%
Male	131	111	85%	15%	35%
American Indian or Alaska Native	--	--	--	--	--
Asian	18	16	89%	11%	44%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	108	88	81%	19%	25%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	19	95%	5%	32%
White	83	74	89%	11%	26%
English Learners	50	41	82%	18%	17%
Foster Youth	--	--	--	--	--
Homeless	15	10	67%	33%	20%
Military	13	10	77%	23%	20%
Socioeconomically Disadvantaged	218	188	86%	14%	26%
Students Receiving Migrant Education Services	--	--	--	--	--

Students with Disabilities	51	31	61%	39%	23%

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	6.45	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	84	NT	NT	NT	NT
Female	45	NT	NT		
Male	39	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	27	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	NT	NT	NT	NT
White	36	NT	NT	NT	NT
English Learners	12	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	12	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	73	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

There are many opportunities at our school for parental involvement through participation on parent support organizations, School Site Council, and district level advisory committees (DAC, DELAC). Parents at the school participate in various meetings at the school level to address academic achievement; and informal chats with the Principal. Parents are active participants in conferences with their children to assess learning. Please contact the school principal at (916) 566-1820 for specific information regarding such activities.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	546	527	129	24.5
Female	262	252	56	22.2
Male	284	275	73	26.5
American Indian or Alaska Native	3	3	1	33.3
Asian	45	44	3	6.8
Black or African American	22	20	11	55.0
Filipino	3	3	1	33.3
Hispanic or Latino	233	224	58	25.9
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	30	30	12	40.0
White	180	174	37	21.3
English Learners	135	134	25	18.7
Foster Youth	5	5	2	40.0
Homeless	29	28	15	53.6
Socioeconomically Disadvantaged	482	470	119	25.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	88	86	29	33.7

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.64	0.00	6.11	0.06	3.47	0.20
Expulsions	0.00	0.00	0.11	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.92	4.68	2.45
Expulsions	0.00	0.01	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 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 2021.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	20	1	4	
1	24		3	
2	23		4	
3	21	1	3	
4	23		3	
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	18	2	3	
1	24		4	
2	27		3	
3	26		3	
4	28		3	
5				
6				
Other	8	1		

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	21	1	3	
1	23		3	
2	22		4	
3	27		3	
4	26		3	
5	27		3	
6				
Other	8	2		

2020-21 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	833.3

2020-21 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)	0.6
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	$7,943	$1,600	$6,343	$80,099
District	N/A	N/A	$6,988	$79,406
Percent Difference - School Site and District	N/A	N/A		
State			$8,444	$84,665
Percent Difference - School Site and State	N/A	N/A		

2020-21 Types of Services Funded

Based on 2020-21 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 Career Pathways Trust
- CA Partnership Academies
- CAAP College Going Culture
- Carl Perkins
- Career Tech Ed Incentive Grant
- College Readiness Block Grant
- Economic Impact Aid
- Elementary and Secondary School Emergency Relief
- Generation Green Program
- Head Start
- Learning Loss Mitigation
- Low Performing Students Block Grant
- Medi-Cal
- ROTC
- Special Education
- State Lottery
- Strong Workforce Program
- Supplemental/Concentration
- Title I
- Title II
- Title III
- Title III, IV
- TUPE

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$49,131	$50,897
Mid-Range Teacher Salary	$73,811	$78,461
Highest Teacher Salary	$101,734	$104,322
Average Principal Salary (Elementary)	$120,231	$131,863
Average Principal Salary (Middle)	$126,701	$137,086
Average Principal Salary (High)	$134,111	$151,143
Superintendent Salary	$322,844	$297,037
Percent of Budget for Teacher Salaries	29%	32%
Percent of Budget for Administrative Salaries	5%	5%

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 2020-2021 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 5periods at each school site during early release days. Professional development sessions were focused on high quality first instruction, implementation of the Common Core Standards, Systems Thinking and leadership development, as well as numerous curricular support programs necessary to support student's continued growth. During the Fall of the 2020-21 school year, the district also supported over 100 beginning teachers through our partnership with the Sacramento County Office of Education's Teacher Induction Program.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5