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# Twin Rivers Unified School District Hazel Strauch Elementary School

CDS Code: 34-76505-6033419

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## 2014-15 School Accountability Report Card Published in 2015-16 School Year

### SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### Principal's Message

Students at Hazel Strauch Elementary are some of the highest-achieving students in the area. We maintain high expectations and students regularly meet them because they know that the school and their families believe in them to accomplish great things.

In addition to high standards and a rigorous curriculum your students will learn the importance of character. They will be taught how to be respectful, caring, responsible, trustworthy and fair citizens. Every month we will highlight a new character trait and students will hear stories and have discussions about decisions and choices that they can make to help them become productive members of our community. At our award assemblies at the end of each trimester, we will highlight students that are displaying these character traits. At these assemblies we also honor students who are excelling academically and in extracurricular activities.

Your child's safety is a top priority at Hazel Strauch. We want each student to feel safe and happy to come to school each and every day. Our staff has put many things in place to ensure their safety but we welcome parent help too. First off, we ask that each driver that drives near our school drive very slowly. We have several hundred students walking, biking, scooting and skating to and from school each day. In our parking lot we expect drivers to be patient, follow the posted signs and follow directions from staff members that are on traffic duty.

Communication is very important to us at Hazel Strauch. We have many ways you can get information. Our website has the most calendar of events and we are constantly updating/adding events to this calendar so please check it often. In addition, we will be sending home a monthly newsletter. This newsletter is packed full of valuable information and will go out on the last Friday of the month. It will also be posted on our website. Each teacher has an email address that you can leave messages on 24/7. Messages can be left for teachers by calling the school office. When you leave a message for any staff member you will receive a response within one school day. This partnership between our staff and our families is very important to us and good communication is at the cornerstone of the relationship.

We are excited about our new Parent Center. It is a center for our volunteers, and small children are welcome. Parents will staff the room and help create a welcoming and informative environment. Occasionally, Parent/Principal meetings are held there as well as our English Language Advisory Committee (ELAC), PTA, and School Site Council (SSC) meetings. Parents will have access to a computer, printer and the internet.

Thank you for entrusting your students to us. We take pride in the work that we do at Hazel Strauch and want to hear from you if you have any questions or concerns.

### School Mission Statement

Our school Mission Statement confirms our fine tradition of excellence:

Strauch School is committed to providing a high quality instructional program within a safe and orderly environment where all students will reach their maximum potential both socially and academically.

## District & School Profile (School Year 2015-16)

Twin Rivers Unified School District is California's newest unified school district, combining the former North Sacramento, Del Paso Heights, Rio Linda Union, and Grant Joint Union High School Districts. Started in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 30 elementary schools, 5 middle schools, and four high schools. Our district also offers families the option of two alternative schools, a special education center, an independent learning center, two adult education centers, one community day school, one opportunity school, preschools and three dependent charter schools.

## Enrollment By Ethnicity Or Student Group (School Year 2015-16)

This chart illustrates the enrollment trend by ethnicity or student group.

| Enrollment by Student Group         |            |
|-------------------------------------|------------|
| 2014-15                             |            |
|                                     | Percentage |
| Black or African American           | 15.4%      |
| American Indian or Alaska Native    | 0.8%       |
| Asian                               | 4.4%       |
| Filipino                            | 1.0%       |
| Hispanic or Latino                  | 69.3%      |
| Native Hawaiian or Pacific Islander | 1.3%       |
| White                               | 5.5%       |
| Two or More Races                   | 2.2%       |
| English Learners                    | 43.3%      |
| Socioeconomically Disadvantaged     | 93.8%      |
| Students with Disabilities          | 7.6%       |
| Foster Youth                        | 2.0%       |

## School Enrollment & Attendance (School Year 2014-15)

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.

This chart illustrates the enrollment trend by grade level for the past three

| Enrollment Trend by Grade Level |         |         |         |
|---------------------------------|---------|---------|---------|
|                                 | 2012-13 | 2013-14 | 2014-15 |
| K                               | 92      | 109     | 112     |
| 1st                             | 114     | 95      | 98      |
| 2nd                             | 91      | 112     | 96      |
| 3rd                             | 95      | 92      | 115     |
| 4th                             | 101     | 96      | 110     |
| 5th                             | 112     | 107     | 99      |

school years.

## Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

## Highly Qualified Teachers (School Year 2015-16)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

| NCLB Compliant Teachers          |  |  |
|----------------------------------|--|--|
|                                  | % of Core Academic Courses Taught By Highly Qualified Teachers | % of Core Academic Courses Taught By Non-Highly Qualified Teachers |
| School                           | 100.0%   | 0.0%   |
| All Schools in District          | 78.5%  | 21.5%  |
| High-Poverty Schools in District | 78.5%  | 21.5%  |
| Low-Poverty Schools in District  | N/A  | N/A  |

## Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

| Teacher Credential Status  |        |       |       |          |
|--|--------|-------|-------|----------|
|  | School |       |       | District |
|  | 13-14  | 14-15 | 15-16 | 15-16    |
| Fully Credentialed   | 0      | 28    | 27    | 1270     |
| Without Full Credentials   | 0      | 0     | 0     | 21       |
| Teaching Outside Subject Area of Competence (with full credential) | 0      | 0     | 0     | 43       |

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

| Misassignments/Vacancies                       |          |          |          |
|--|----------|----------|----------|
|  | 13-14    | 14-15    | 15-16    |
| Misassignments of Teachers of English Learners | 0        | 0        | 0        |
| Misassignments of Teachers (other)             | 0        | 0        | 0        |
| <b>Total Misassignments of Teachers</b>        | <b>0</b> | <b>0</b> | <b>0</b> |
| Vacant Teacher Positions                       | 0        | 0        | 0        |

## Instructional Materials (School Year 2015-16)

Twin Rivers Unified held a public hearing on October 6, 2015, 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 June 2015, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

| District-Adopted Textbooks |                        |                                     |               |            |           |
|----------------------------|------------------------|-------------------------------------|---------------|------------|-----------|
| Grade Levels               | Subject                | Publisher                           | Adoption Year | Sufficient | % Lacking |
| Pre K & K                  | English/ Language Arts | MacMillan/ McGraw Hill              | 2012          | Yes        | 0.0%      |
| K-5                        | English/ Language Arts | MacMillan/ McGraw-Hill CA Treasures | 2010          | Yes        | 0.0%      |
| K-5                        | History/Social Studies | Pearson Scott Foresman              | 2006          | Yes        | 0.0%      |
| K-5                        | Mathematics            | Houghton Mifflin                    | 2015          | Yes        | 0.0%      |
| Pre K & K                  | Mathematics            | Pearson Scott Foresman              | 2012          | Yes        | 0.0%      |
| K-5                        | Science                | Pearson Scott Foresman              | 2007          | Yes        | 0.0%      |

## School Facilities & Safety (School Year 2015-16)

The current facilities were built in 1958 and consists of 15 permanent classrooms, one multipurpose room, one library, one administrative building, one computer lab, one fitness center, one staff room, and one playground.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

| School Facility Conditions                                 |                                  |      |      |  |
|--|----------------------------------|------|------|--|
| Date of Last Inspection: 03/18/2015                        |                                  |      |      |  |
| Overall Summary of School Facility Conditions: Good        |                                  |      |      |  |
| Items Inspected  | Facility Component System Status |      |      | Deficiency & Remedial Actions Taken or Planned   |
|  | Good                             | Fair | Poor |  |
| Systems (Gas Leaks, Mech/HVAC, Sewer)                      | X                                |      |      | P RM 35 - dirty vents/blowing dust.  |
| Interior   | X                                |      |      | P RM 3/PRESCHOOL - water stains ceiling tiles in restroom; P RM 31 - injury hazard/pencil sharpener cover is missing; P RM 30- carpet is worn/stained; RM 13/AFTER SCHOOL PROGRAMS - water stains ceiling tiles; MPR/ CAFETERIA - ceiling tiles are stained at east entry.   |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X                                |      |      |  |
| Electrical   | X                                |      |      | STAFF RR - light switch cover is cracked; RM 1/KINDER - light motion detector is not working correctly; RM 26 - inadequate lighting/3 bulbs out.   |
| Restrooms/Fountains  | X                                |      |      | P RM 6/7 - 1st drinking leaking on counter top; BOYS RR - drinking fountain is leaking at walkway; RM 26 - drinking fountain is sticking/remains on.   |
| Safety (Fire Safety, Hazardous Materials)                  | X                                |      |      | RM 10 - fire extinguisher is missing; STORAGE - item is blocking main electrical panels. CUSTODIAN - paint chipping on walls; STORAGE - paint chipping on ceiling.   |
| Structural (Structural Damage, Roofs)                      | X                                |      |      | P RM 38 - dry rot on west siding; P RM 66/7 - gutter is disconnected at downspout; RM 11/FITNESS CTR - piece of skirting is missing on ramp; RM 18/AFTER SCHOOL PROGRAMS - dry rot on ramp; PLAYGROUNDS - injury hazard/boards are broken/nails/bolts are protruding on wood burm (see pics). RM 28 - paint chipping on eaves. |
| External (Grounds, Windows, Doors, Gates, Fences)          | X                                |      |      | RM 8 - trip hazard on water cover missing on walkway; RM 13/AFTER SCHOOL PROGRAMS - trip hazard/hole in asphalt on walkway P RM 6/7 - door stop is broken on room 7.   |

### ***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 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 2015-16 school year, the district has budgeted \$1,775,000.00 for the deferred maintenance program. This represents 0.60% of the district's general fund budget.

## **Pupil Outcomes**

### **State Priority: Pupil Achievement**

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
- The percentage of pupils 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.

### **California Standards Test**

The California Standards Test (CST), a component of the CAASPP Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

| <b>California Standards Test Percentage of Students Meeting or Exceeding State Standards</b> |               |             |             |                 |             |             |              |             |             |
|--|---------------|-------------|-------------|-----------------|-------------|-------------|--------------|-------------|-------------|
| <b>Subject</b>   | <b>School</b> |             |             | <b>District</b> |             |             | <b>State</b> |             |             |
|  | <b>2013</b>   | <b>2014</b> | <b>2015</b> | <b>2013</b>     | <b>2014</b> | <b>2015</b> | <b>2013</b>  | <b>2014</b> | <b>2015</b> |
| Science (Grades 5, 8, and 10)  | 56            | 61          | 57          | 43              | 47          | 43          | 59           | 60          | 56          |

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

| <b>California Standards Test Percentage of Students Meeting or Exceeding State Standards</b> |                |
|--|----------------|
| <b>Subgroups</b>   |                |
| <b>Subject</b>   | <b>Science</b> |
| District   | 43             |
| School   | 57             |
| Hispanic or Latino   | 55             |
| Males  | 60             |
| Females  | 54             |
| Socioeconomically Disadvantaged  | 56             |
| English Learners   | 46             |

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

## California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

| California Assessment of Student Performance and Progress    |        |          |       |
|--|--------|----------|-------|
| Percent of Students Meeting or Exceeding the State Standards |        |          |       |
| Subject  | School | District | State |
| English Language Arts/Literacy (Grades 3-8 and 11)           | 23     | 26       | 44    |
| Mathematics (Grades 3-8 and 11)                              | 26     | 21       | 33    |

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

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.

| California Assessment of Student Performance and Progress - Grade 3 |                  |               |                |                           |     |       |      |               |                |                           |     |       |      |
|---|------------------|---------------|----------------|---------------------------|-----|-------|------|---------------|----------------|---------------------------|-----|-------|------|
| Student Groups  | Total Enrollment | Number Tested | Percent Tested | English-Language Arts     |     |       |      | Number Tested | Percent Tested | Mathematics               |     |       |      |
|   |                  |               |                | Percent Achievement Level |     |       |      |               |                | Percent Achievement Level |     |       |      |
|   |                  |               |                | One                       | Two | Three | Four |               |                | One                       | Two | Three | Four |
| All Students  | 118              | 116           | 98.3           | 59                        | 30  | 5     | 4    | 116           | 98.3           | 44                        | 30  | 18    | 7    |
| Male  | 118              | 64            | 54.2           | 69                        | 22  | 5     | 3    | 64            | 54.2           | 42                        | 38  | 14    | 5    |
| Female  | 118              | 52            | 44.1           | 48                        | 40  | 6     | 6    | 52            | 44.1           | 46                        | 21  | 23    | 10   |
| Black or African American   | 118              | 15            | 12.7           | 73                        | 20  | 7     | 0    | 15            | 12.7           | 53                        | 20  | 27    | 0    |
| American Indian or Alaska Native                                    | --               | --            | --             | --                        | --  | --    | --   | --            | --             | --                        | --  | --    | --   |
| Asian   | 118              | 4             | 3.4            | --                        | --  | --    | --   | 4             | 3.4            | --                        | --  | --    | --   |
| Filipino  | 118              | 1             | 0.8            | --                        | --  | --    | --   | 1             | 0.8            | --                        | --  | --    | --   |
| Hispanic or Latino  | 118              | 81            | 68.6           | 57                        | 33  | 5     | 5    | 81            | 68.6           | 41                        | 35  | 16    | 9    |
| Native Hawaiian or Pacific Islander                                 | 118              | 2             | 1.7            | --                        | --  | --    | --   | 2             | 1.7            | --                        | --  | --    | --   |
| White   | 118              | 5             | 4.2            | --                        | --  | --    | --   | 5             | 4.2            | --                        | --  | --    | --   |
| Two or More Races   | 118              | 1             | 0.8            | --                        | --  | --    | --   | 1             | 0.8            | --                        | --  | --    | --   |
| Socioeconomically Disadvantaged                                     | 118              | 107           | 90.7           | 60                        | 31  | 6     | 3    | 107           | 90.7           | 43                        | 33  | 18    | 6    |
| English Learners  | 118              | 53            | 44.9           | 72                        | 23  | 4     | 0    | 53            | 44.9           | 55                        | 30  | 13    | 0    |
| Students with Disabilities  | 118              | 9             | 7.6            | --                        | --  | --    | --   | 9             | 7.6            | --                        | --  | --    | --   |
| Students Receiving Migrant Education Services                       | --               | --            | --             | --                        | --  | --    | --   | --            | --             | --                        | --  | --    | --   |
| Foster Youth  | --               | --            | --             | --                        | --  | --    | --   | --            | --             | --                        | --  | --    | --   |

### California Assessment of Student Performance and Progress - Grade 4

| Student Groups                                | Total Enrollment | Number Tested | Percent Tested | English-Language Arts     |     |       |      | Number Tested | Percent Tested | Mathematics               |     |       |      |
|---|------------------|---------------|----------------|---------------------------|-----|-------|------|---------------|----------------|---------------------------|-----|-------|------|
|   |                  |               |                | Percent Achievement Level |     |       |      |               |                | Percent Achievement Level |     |       |      |
|   |                  |               |                | One                       | Two | Three | Four |               |                | One                       | Two | Three | Four |
| All Students                                  | 113              | 112           | 99.1           | 57                        | 21  | 13    | 9    | 112           | 99.1           | 36                        | 38  | 22    | 4    |
| Male  | 113              | 44            | 38.9           | 64                        | 18  | 9     | 9    | 44            | 38.9           | 39                        | 39  | 20    | 2    |
| Female  | 113              | 68            | 60.2           | 53                        | 24  | 15    | 9    | 68            | 60.2           | 34                        | 38  | 24    | 4    |
| Black or African American                     | 113              | 17            | 15             | 82                        | 6   | 6     | 6    | 17            | 15             | 47                        | 41  | 12    | 0    |
| American Indian or Alaska Native              | --               | --            | --             | --                        | --  | --    | --   | --            | --             | --                        | --  | --    | --   |
| Asian   | 113              | 10            | 8.8            | --                        | --  | --    | --   | 10            | 8.8            | --                        | --  | --    | --   |
| Filipino                                      | --               | --            | --             | --                        | --  | --    | --   | --            | --             | --                        | --  | --    | --   |
| Hispanic or Latino                            | 113              | 68            | 60.2           | 53                        | 22  | 15    | 10   | 68            | 60.2           | 35                        | 37  | 22    | 6    |
| Native Hawaiian or Pacific Islander           | 113              | 1             | 0.9            | --                        | --  | --    | --   | 1             | 0.9            | --                        | --  | --    | --   |
| White   | 113              | 6             | 5.3            | --                        | --  | --    | --   | 6             | 5.3            | --                        | --  | --    | --   |
| Two or More Races                             | 113              | 3             | 2.7            | --                        | --  | --    | --   | 3             | 2.7            | --                        | --  | --    | --   |
| Socioeconomically Disadvantaged               | 113              | 100           | 88.5           | 58                        | 21  | 12    | 9    | 100           | 88.5           | 36                        | 38  | 22    | 4    |
| English Learners                              | 113              | 47            | 41.6           | 55                        | 30  | 11    | 4    | 47            | 41.6           | 34                        | 40  | 23    | 2    |
| Students with Disabilities                    | 113              | 13            | 11.5           | 92                        | 0   | 8     | 0    | 13            | 11.5           | 77                        | 15  | 8     | 0    |
| Students Receiving Migrant Education Services | --               | --            | --             | --                        | --  | --    | --   | --            | --             | --                        | --  | --    | --   |
| Foster Youth                                  | --               | --            | --             | --                        | --  | --    | --   | --            | --             | --                        | --  | --    | --   |

### California Assessment of Student Performance and Progress - Grade 5

| Student Groups                                | Total Enrollment | Number Tested | Percent Tested | English-Language Arts     |     |       |      | Number Tested | Percent Tested | Mathematics               |     |       |      |
|---|------------------|---------------|----------------|---------------------------|-----|-------|------|---------------|----------------|---------------------------|-----|-------|------|
|   |                  |               |                | Percent Achievement Level |     |       |      |               |                | Percent Achievement Level |     |       |      |
|   |                  |               |                | One                       | Two | Three | Four |               |                | One                       | Two | Three | Four |
| All Students                                  | 104              | 102           | 98.1           | 37                        | 22  | 31    | 10   | 102           | 98.1           | 37                        | 35  | 14    | 14   |
| Male  | 104              | 51            | 49             | 43                        | 24  | 29    | 4    | 51            | 49             | 33                        | 37  | 14    | 16   |
| Female  | 104              | 51            | 49             | 31                        | 20  | 33    | 16   | 51            | 49             | 41                        | 33  | 14    | 12   |
| Black or African American                     | 104              | 8             | 7.7            | --                        | --  | --    | --   | 8             | 7.7            | --                        | --  | --    | --   |
| American Indian or Alaska Native              | 104              | 1             | 1              | --                        | --  | --    | --   | 1             | 1              | --                        | --  | --    | --   |
| Asian   | 104              | 2             | 1.9            | --                        | --  | --    | --   | 2             | 1.9            | --                        | --  | --    | --   |
| Filipino                                      | --               | --            | --             | --                        | --  | --    | --   | --            | --             | --                        | --  | --    | --   |
| Hispanic or Latino                            | 104              | 77            | 74             | 42                        | 17  | 31    | 10   | 77            | 74             | 39                        | 30  | 17    | 14   |
| Native Hawaiian or Pacific Islander           | 104              | 3             | 2.9            | --                        | --  | --    | --   | 3             | 2.9            | --                        | --  | --    | --   |
| White   | 104              | 5             | 4.8            | --                        | --  | --    | --   | 5             | 4.8            | --                        | --  | --    | --   |
| Two or More Races                             | 104              | 2             | 1.9            | --                        | --  | --    | --   | 2             | 1.9            | --                        | --  | --    | --   |
| Socioeconomically Disadvantaged               | 104              | 92            | 88.5           | 39                        | 22  | 32    | 8    | 92            | 88.5           | 39                        | 35  | 12    | 14   |
| English Learners                              | 104              | 40            | 38.5           | 55                        | 25  | 15    | 5    | 40            | 38.5           | 43                        | 43  | 8     | 8    |
| Students with Disabilities                    | 104              | 6             | 5.8            | --                        | --  | --    | --   | 6             | 5.8            | --                        | --  | --    | --   |
| Students Receiving Migrant Education Services | --               | --            | --             | --                        | --  | --    | --   | --            | --             | --                        | --  | --    | --   |
| Foster Youth                                  | --               | --            | --             | --                        | --  | --    | --   | --            | --             | --                        | --  | --    | --   |

## State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### Physical Fitness (School Year 2014-15)

In the spring of each year, Twin Rivers Unified schools are required by the state to administer a physical fitness test to all students in fifth, seventh and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ).

| Percentage of Students in Healthy Fitness Zone |                       |                       |                      |
|--|-----------------------|-----------------------|----------------------|
| 2014-15  |                       |                       |                      |
| Grade Level                                    | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5  | 26.3%                 | 16.2%                 | 8.1%                 |

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

## Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Parent & Community Involvement (School Year 2015-16)

Parents and the community are very supportive of the educational programs in the Twin Rivers Unified School District. The Parent Teacher Association (PTA) plays an active role in the community and at each school site through fundraising and special activities. Contributions by Mimi's Café, Starbucks, In-n-Out, and Subway add to the programs available at Strauch Elementary School.

Additional opportunities for parent involvement include:

- School Site Council
- Student Study Team
- Parent Coffees and Conversation
- Parent/Guardian Conferences
- Parent Room
- English Language Advisory Committee
- Safety Committee
- PTA Family Night
- Parent Workshops

### Contact Information

Parents who wish to participate in Hazel Strauch Elementary School's leadership teams, school committees, school activities, or become a volunteer, may contact the school's office at (916) 566--2745.

## State Priority: School Climate

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

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

### Discipline & Climate for Learning

Strauch Elementary School believes that meaningful learning must occur in a safe, disciplined, and positive environment. Students at Strauch Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Strauch Elementary School's "Fantastic Falcon" program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through a school handbook, classroom orientation and school newsletters. The wearing of student uniforms contributes to the school's learning environment, and helps remove distractions that may deter students from focusing on class work.

The Suspensions and Expulsions table illustrates the unduplicated number of students suspended as well as the percentage of enrollment (students suspended divided by enrollment). Expulsions occur only when required by law or when all other alternatives are exhausted.

|          | Suspensions & Expulsions |       |       |            |       |       |
|----------|--------------------------|-------|-------|------------|-------|-------|
|          | Suspensions              |       |       | Expulsions |       |       |
|          | 12-13                    | 13-14 | 14-15 | 12-13      | 13-14 | 14-15 |
| School   | 3.2%                     | 4.5%  | 2.0%  | 0.1%       | 0.0%  | 0.0%  |
| District | 9.3%                     | 8.8%  | 7.7%  | 0.0%       | 0.1%  | 0.0%  |
| State    | 5.1%                     | 4.4%  | 3.8%  | 0.1%       | 0.1%  | 0.1%  |

## Safe School Plan (School Year 2015-16)

Teachers supervise students on campus before and after school and during recess. Noon duty supervisors monitor students during lunchtime. All visitors to the campus must sign in at the front office and receive proper authorization to be at the school. Visitors are asked by school site staff to display their pass at all times.

Strauch Elementary School strives to maintain a safe, healthy nurturing, and orderly learning environment. The Site Safety Plan is revised annually each fall by the Site Safety Committee. The revisions are then shared with the entire staff. Emergency drills are held on a regular basis; fire drills are held once a month; earthquake and lockdown drills are held at least twice a year. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

## 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.

## Adequate Yearly Progress (School Year 2014-15)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school, district, and state performance are displayed in the chart.

| Adequate Yearly Progress (AYP) |                         |             |                         |             |                         |             |
|--------------------------------|-------------------------|-------------|-------------------------|-------------|-------------------------|-------------|
|                                | School                  |             | District                |             | State                   |             |
| Made AYP Overall               | Yes                     |             | Yes                     |             | Yes                     |             |
| Met AYP Criteria               | English - Language Arts | Mathematics | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Participation Rate             | Yes                     | Yes         | Yes                     | Yes         | Yes                     | Yes         |
| Percent Proficient             | N/A                     | N/A         | N/A                     | N/A         | N/A                     | N/A         |
| Met Attendance Rate            | Yes                     |             | Yes                     |             | Yes                     |             |
| Met Graduation Rate            | N/A                     |             | Yes                     |             | Yes                     |             |

## Federal Intervention Program (School Year 2015-16)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

| Federal Intervention Programs        |         |          |
|--------------------------------------|---------|----------|
|                                      | School  | District |
| Program Improvement (PI) Status      | In PI   | In PI    |
| First Year in PI                     | 2011-12 | 2010-11  |
| Year in PI (2015-16)                 | Year 3  | Year 3   |
| # of Title I Schools Currently In PI | -       | 51       |
| % of Title I Schools Currently In PI | -       | 100%     |



## Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

| Class Size Distribution |    |    |    |                        |    |    |                |    |    |              |    |    |
|-------------------------|----|----|----|------------------------|----|----|----------------|----|----|--------------|----|----|
| Average Class Size      |    |    |    | Classrooms Containing: |    |    |                |    |    |              |    |    |
|                         |    |    |    | 1-20 Students          |    |    | 21-32 Students |    |    | 33+ Students |    |    |
| 13                      | 14 | 15 |    | 13                     | 14 | 15 | 13             | 14 | 15 | 13           | 14 | 15 |
| By Grade Level          |    |    |    |                        |    |    |                |    |    |              |    |    |
| K                       | 23 | 27 | 19 | -                      | -  | 2  | 4              | 4  | 4  | -            | -  | -  |
| 1                       | 29 | 24 | 25 | -                      | -  | -  | 4              | 4  | 4  | -            | -  | -  |
| 2                       | 30 | 28 | 24 | -                      | -  | -  | 3              | 4  | 4  | -            | -  | -  |
| 3                       | 32 | 31 | 29 | -                      | -  | -  | 3              | 3  | 4  | -            | -  | -  |
| 4                       | 34 | 32 | 28 | -                      | -  | -  | -              | 2  | 4  | 3            | 1  | -  |
| 5                       | 28 | 27 | 25 | -                      | -  | -  | 4              | 4  | 4  | -            | -  | -  |

## School Leadership

Leadership at Strauch Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. Primary leadership duties are assumed by Principal Marlisa Rodriguez and Vice Principal Michael Amparo.

Opportunities for leadership include:

- School Site Council
- Instructional Leadership Team
- English Language Advisory Committee
- Student Study Team
- Parent Teacher Association (PTA).
- Safety Committee
- Grade Level Leaders
- Technology Committee

The school Leadership Team meets twice monthly to determine the direction of the school and promote positive professional development for all staff. The School Site Council meets 5-6 times per year to give input towards the School Plan and allocation of resources, and approves the School Plan and budget. The English Language Advisory Council meets 3-4 times to advise the School Site Council and Administration on the needs of our English Language Learners and ensure that all English Language Learners at the site are being provided with what they need to be supported in becoming proficient in English and academically successful. Every member of the staff and community are welcome to add their voice to the discussions about best practices and make essential contributions to the success of Hazel Strauch Elementary.

## Homework

At Strauch School homework is a fundamental part of the learning process, which helps to develop basic academic and study skills as well as promotes student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas, and each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability.

Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child. After-school tutoring programs are available at Strauch Elementary School for students who are performing below grade level.

## Counseling & Support Staff (School Year 2014-15)

It is the goal of Strauch Elementary School to assist students in their social and personal development as well as academics. The goal is to help students deal with problems and assist them to reach positive goals. When students require additional assistance the support staff are available according to the full-time equivalent indicated in the table.

Strauch Elementary School utilizes the Comprehensive Integrated Reading Program and Resource Specialists for students with special needs. A Speech & Language Therapist provides additional support outside of traditional classrooms.

Students needing assistance in learning English receive special instruction from classroom teachers and Bilingual Para-professionals.

A Gifted and Talented Education (GATE) program is available for those students that qualify, where students receive challenging supplemental instruction.

Note: 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.

| Counseling & Support Services Staff       |                 |                      |
|---|-----------------|----------------------|
|   | Number of Staff | Full Time Equivalent |
| Bilingual Paraeducators                   | 2               | 1.0                  |
| English Language Resource Teacher         | 1               | 0.90                 |
| Library Technician                        | 1               | 0.625                |
| Nurse                                     | 1               | 0.20                 |
| Psychologist                              | 1               | 0.40                 |
| Resource Specialist Program (RSP) Teacher | 1               | 1.0                  |
| RSP Aide                                  | 1               | 0.75                 |
| SDC Aide                                  | 1               | 0.75                 |
| Speech and Language Specialist            | 1               | 0.50                 |

## Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and both formal and non-formal, non-evaluative observations are designed to promote high quality instruction as well as comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by an administrator, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are adapted from the California Standards for the Teaching Profession and address the following domains: 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 other certificated staff build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2014-2015 school year, Twin Rivers Unified School District offered 5 non-student professional development days for teachers. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during late-start days. Professional development sessions were focused on Transitioning/Implementation of the Common Core Standards for all grade levels, 21st Century Learning Skills, and Implementation of PLCs. For the 2014-2015 year, the district supported approximately 100 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification of Teachers) candidates.

## Curriculum Development

The writing and implementation of the Twin Rivers Unified School District's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

All curriculum development at Strauch Elementary School revolves around the Common Core State Standards. Teachers work collaboratively to align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Curriculum planning is accomplished through a careful analysis of the state frameworks, district policies, the needs of students, assessment results, and research. Special curricula utilized at Strauch Elementary School include a Bilingual Paraprofessional, Special Education Teacher, and English Language Development instruction by classroom teachers certified with Crosscultural, Language and Academic Development credentials.

## Recognition Programs

Strauch Elementary School's student recognition program contributes to the positive environment of the school and includes classroom and school wide awards. Academic awards assemblies are held each trimester to recognize students for High Honor Roll, Honor Roll and Perfect Attendance and Citizenship. In addition, various programs are used to recognize students for behavior, attendance and academics.

A Classroom Attendance Award is given each month to the primary and intermediate class with the highest attendance rate. The primary and intermediate classes with the highest monthly attendance receive the Popcorn Celebration. Students with perfect attendance each trimester will also receive a ribbon or pencil during the awards assembly. Strauch Elementary School also issues the Golden Lunch Pail award to the best behaved classes in the cafeteria during lunch time. Staff members who witness students displaying good citizenship skills will issue students Fantastic Falcon tickets and a drawing is held every Friday to reward those students whose names are drawn.

## Extracurricular Activities

Strauch Elementary School recognizes that extracurricular activities enrich the educational and social development and experiences of students. The district encourages and supports student participation in extracurricular activities without compromising the integrity and purpose of the educational program.

Extracurricular activities at Strauch Elementary School include:

- Student Council
- Flag Football
- Cheerleading
- MASTERS Afterschool Program
- Tennis
- Accelerated Reader
- Garden Club
- Art and Music
- Computer Labs
- GATE
- Library Club
- Choir
- Girls and Boys Soccer
- Basketball
- Science Fair

## School Site Teacher Salaries (Fiscal Year 2013-14)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

| Average Teacher Salaries     |          |
|------------------------------|----------|
| School & District            |          |
| School                       | \$70,269 |
| District                     | \$71,162 |
| Percentage of Variation      | -1.3%    |
| School & State               |          |
| All Unified School Districts | \$72,971 |
| Percentage of Variation      | -3.7%    |

## Teacher & Administrative Salaries (Fiscal Year 2013-14)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, [www.cde.ca.gov](http://www.cde.ca.gov).

| Average Salary Information<br>Teachers - Principal - Superintendent<br>2013-14 |           |           |
|--|-----------|-----------|
|  | District  | State     |
| Beginning Teachers   | \$40,800  | \$43,165  |
| Mid-Range Teachers   | \$55,607  | \$68,574  |
| Highest Teachers   | \$84,942  | \$89,146  |
| Elementary School Principals   | \$100,560 | \$111,129 |
| Middle School Principals   | \$105,080 | \$116,569 |
| High School Principals   | \$114,809 | \$127,448 |
| Superintendent   | \$205,358 | \$234,382 |
| Salaries as a Percentage of Total Budget                                       |           |           |
| Teacher Salaries   | 32.0%     | 38.0%     |
| Administrative Salaries  | 5.0%      | 5.0%      |

## Expenditures & Services Funded (Fiscal Year 2013-14)

Based on 2013-14 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.

Supplemental/Restricted expenditures come from money that is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

| Expenditures per Pupil                            |         |
|---|---------|
| School  |         |
| Total Expenditures Per Pupil                      | \$5,119 |
| From Supplemental/Restricted Sources              | \$856   |
| From Basic/Unrestricted Sources                   | \$4,263 |
| District  |         |
| From Basic/Unrestricted Sources                   | \$5,201 |
| Percentage of Variation between School & District | -18.0%  |
| State   |         |
| From Basic/Unrestricted Sources                   | \$5,348 |
| Percentage of Variation between School & State    | -20.3%  |

## District Revenue Sources (Fiscal Year 14-15)

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:

- Targeted Instruction Improvement Block Grant\*\*
- PE Block Grant\*\*
- School and Library Improvement Block Grant\*\*
- EIA-LEP
- Gifted and Talented Education
- EIA-SCE
- Carl Perkins
- Healthy Start
- Quality Education Investment Act
- Medi-Cal
- After School Education & Safety
- Head Start
- State Lottery
- English Language Acquisition Program
- Title II
- CA Partnership Academies
- Title I
- Charter School Fund
- Title III
- Special Education
- Pupil Retention Block Grant