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Twin Rivers Unified School District Hazel Strauch Elementary School

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2015-16 School Accountability Report Card Published in 2016-17 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

Welcome to Hazel Strauch Elementary School! The staff here is committed to building a culture of academic excellence. We provide our students with the resources and support they need so they can achieve high levels of success. We strive to maintain a welcoming, safe and nurturing learning environment for all students.

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.

One of our most important goals is to keep our families informed about activities, news and happenings at our school. We inform our families through newsletters, phone calls and parent-teacher conferences throughout the year, in addition to our monthly Coffee and Conversation with the Principal.

Parents are always welcome at our school. There are many ways for you to be involved in your children's education. Volunteering in a classroom, being a member of the School Site Council or PTA, chaperoning a field trip and helping teachers and staff with projects are just a few of the ways you can become involved.

Thank you for entrusting your students to us. We take pride in the work that we do at Hazel Strauch and I know you will find our school to be a wonderful place for your student to learn and grow.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

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 2016-17)

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	
2015-16	
	Percentage
Black or African American	13.2%
American Indian or Alaska Native	0.8%
Asian	5.0%
Filipino	1.2%
Hispanic or Latino	67.4%
Native Hawaiian or Pacific Islander	1.0%
White	6.0%
Two or More Races	2.0%
EL Students	41.2%
Socioeconomically Disadvantaged	87.9%
Students with Disabilities	7.4%
Foster Youth	1.0%

School Enrollment & Attendance (School Year 2015-16)

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.

Hazel Strauch Elementary School had a beginning enrollment of 605 students in grades kindergarten through six for the 2015-16 school year.

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

Enrollment Trend by Grade Level			
	2013-14	2014-15	2015-16
K	109	112	107
1st	95	98	90
2nd	112	96	97
3rd	92	115	96
4th	96	110	110
5th	107	99	105

A. 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 2016-17)

Federal law 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.

Highly Qualified Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	96.4%	3.6%
All Schools in District	79.1%	20.9%
High-Poverty Schools in District	79.1%	20.9%
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
	14-15	15-16	16-17	16-17
Fully Credentialed	28	27	25	1257
Without Full Credentials	0	0	0	46
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	52

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			
	14-15	15-16	16-17
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Instructional Materials (School Year 2016-17)

Twin Rivers Unified held a public hearing on October 4, 2016, 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 2016, 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
TK	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%
TK	Mathematics	Pearson Scott Foresman	2012	Yes	0.0%
K-5	Science	Pearson Scott Foresman	2007	Yes	0.0%

School Facilities & Safety (School Year 2016-17)

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: 03/21/2016				
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 Room 35 - dirty vents, blowing dust.
Interior			X	Admin. Bldg. - water stained ceiling tiles in workroom; P Room 3/Preschool - water stained ceiling tiles in restroom; Room 2/Kinder - carpet has waves, trip hazard; Room 36/Preschool - carpet has waves, trip hazard; P Room 31 - carpet is worn and stained; P Room 32 - carpet is torn at the seam, trip hazard; Room 9 - water stained ceiling tiles and ceiling tiles are missing; Room 26 - water stained ceiling tiles; Room 23 - water stained ceiling tiles; Room 21 - water stained ceiling tiles; Room 13/After School Programs - water stained ceiling tiles; Room 17 - wallpaper is torn; Multipurpose Room/Cafeteria - water stained ceiling tiles.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			Room 8 - clock is missing/exposed wires; Room 17 - 2 light panels are out.
Restrooms/Fountains	X			Room 36/Preschool - handle is broken on toilet. P Room 6/7 - 1st drinking fountain is not working; Room 29 - handle is loose on drinking fountain; Room 13/After School Programs - handle is missing on drinking fountain; Kitchen - faucet is leaking.
Safety (Fire Safety, Hazardous Materials)	X			Room 10 - fire extinguisher is missing. Storage - paint is peeling on walls; Storage - paint chipping on ceiling.
Structural (Structural Damage, Roofs)	X			P Room 3/Preschool - dry rot on ramp; P Room 30 - dry rot on siding; Room 18/ After School Programs - dry rot on ramp.
External (Grounds, Windows, Doors, Gates, Fences)	X			Room 1/Kinder - trip hazard/cracks in asphalt; P Room 30 - trip hazard at ramp entry; Room 8 - trip hazard/water cover missing on walkway; Room 13/After School Programs - trip hazard/hole in asphalt on walkway. Room 8 - dry rot on room 6 door; Playfields - fence is bent, broken and rusted.

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 ensure 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 2016-17 school year, the district has budgeted \$1,896,380.00 for the deferred maintenance program. This represents 0.61% of the district's general fund budget

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. The paper-pencil assessments include the Science assessments for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	23	36	--	28	31	--	44	48
Mathematics (Grades 3-8 and 11)	--	26	32	--	23	25	--	34	36
Science (Grades 5, 8, and 10)	61	57	50	47	43	40	60	56	54

The following table displays school-wide data for all students who took the Science assessment in grade eight broken down by student group.

California Assessment of Student Performance and Progress - Science				
Science				
Student Groups	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	113	107	94.69	49.53
Male	44	41	93.18	53.66
Female	69	66	95.65	46.97
Black or African American	19	18	94.74	38.89
Asian	14	14	100	85.71
Hispanic or Latino	63	59	93.65	50.85
Socioeconomically Disadvantaged	102	97	95.1	48.45
English Learners	25	23	92	8.7
Students with Disabilities	12	10	83.33	10

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven.

California Assessment of Student Performance and Progress - Grade 3

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	101	101	100	27.72	99	99	31.63
Male	58	58	100	27.59	57	100	31.58
Female	43	43	100	27.91	42	97.67	31.71
Black or African American	18	18	100	27.78	17	94.44	17.65
Hispanic or Latino	65	65	100	23.08	64	100	31.75
Socioeconomically Disadvantaged	92	92	100	23.91	90	98.9	26.97
English Learners	32	32	100	12.5	32	100	12.9
Students with Disabilities	12	12	100	--	11	100	--

California Assessment of Student Performance and Progress - Grade 4

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	122	120	98.36	29.17	121	100	28.1
Male	61	59	96.72	22.03	60	100	25
Female	61	61	100	36.07	61	100	31.15
Black or African American	16	16	100	31.25	16	100	25
Hispanic or Latino	85	83	97.65	31.33	84	100	32.14
Socioeconomically Disadvantaged	115	113	98.26	27.43	114	100	26.32
English Learners	38	37	97.37	5.41	37	100	16.22
Students with Disabilities	17	17	100	17.65	17	100	5.88

California Assessment of Student Performance and Progress - Grade 5

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	113	109	96.46	50.46	110	97.35	35.45
Male	44	40	90.91	42.5	41	93.18	36.59
Female	69	69	100	55.07	69	100	34.78
Black or African American	19	18	94.74	33.33	18	94.74	11.11
Asian	14	14	100	64.29	14	100	71.43
Hispanic or Latino	63	60	95.24	51.67	61	96.83	39.34
Socioeconomically Disadvantaged	102	99	97.06	50.51	100	98.04	34
English Learners	25	24	96	16.67	24	96	4.17
Students with Disabilities	12	11	91.67	9.09	11	91.67	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2015-16)

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 2015-16			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.0%	22.2%	9.3%

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

C. 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 2016-17)

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.

Additional opportunities for parent involvement at Hazel Strauch include:

- School Site Council
- English Language Advisory Committee
- Student Study Team Meetings
- Field Trip Chaperones
- Parent Coffees and Conversation
- Family Reading Night and Family Math Night
- Parent/Guardian Conferences
- Parent University classes
- Parent Computer Literacy classes

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 and 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		
	13-14	14-15	15-16	13-14	14-15	15-16
School	5.0%	2.0%	3.0%	0.0%	0.0%	0.0%
District	9.0%	8.0%	8.0%	0.0%	0.0%	0.0%
State	4.0%	4.0%	4.0%	0.0%	0.0%	0.0%

Safe School Plan (School Year 2016-17)

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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city and county of Sacramento, which contain numerous computer workstations. Visit www.saclibrary.org for more information and directions to the nearest branch.

Federal Intervention Program (School Year 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals. 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	2011-2012	2010-2011
Year in PI	Year 3	Year 3
# of Title I Schools Currently In PI	-	48
% of Title I Schools Currently In PI	-	90.6%

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		
	14	15	16	14	15	16	14	15	16	14	15	16
By Grade Level												
K	27	19	24	-	2	1	4	4	4	-	-	-
1	24	25	23	-	-	-	4	4	3	-	-	-
2	28	24	24	-	-	-	4	4	4	-	-	-
3	31	29	24	-	-	-	3	4	4	-	-	-
4	32	28	28	-	-	-	2	4	4	1	-	-
5	27	25	26	-	-	-	4	4	4	-	-	-

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.

School Leadership

Leadership at Strauch Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Primary leadership duties are assumed by Principal Marlisa Rodriguez and Vice Principal Michael Amparo. Staff members and parents participate on various committees that make decision regarding the priorities and direction of the school plan to ensure instructional programs are consistent with students' needs and the school plan complies with district goals.

Opportunities for leadership include:

- School Site Council
- Instructional Leadership Team
- English Language Advisory Committee
- Parent Teacher Association (PTA)

The school Leadership Team meets twice monthly to monitor progress on school goals 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 during the school year to advise the School Site Council and administration on the needs of our English Language Learners and ensure that all English Language Learners. 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.

Counseling & Support Staff (School Year 2015-16)

In addition to focusing on the academic success of our students, Strauch Elementary School strives to assist students in their social and personal development. The school values the importance of counseling and has procedures in place to ensure that students receive the services they need. When students require additional assistance, the support staff are available according to the full-time equivalent indicated in the table.

Some students have exceptional academic needs that can be met through the Resource Specialist Program (RSP). RSP students receive additional instruction in identified academic areas based on Individualized Education Plans (IEPs). The school employs a full-time RSP teacher who provided instruction within the general education classroom and through small group pull-outs

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.

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
Nurse	1	0.167
Psychologist	1	0.20
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 that are formal, non-formal, and non-evaluative observations are designed to promote high quality instruction for our students. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by trained administrators, and criteria is adapted from the California Standards for the Teaching Profession and addressing 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 Certificated support personnel work to build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2015-2016 school year, Twin Rivers Unified School District offered 3 to 5 non-student professional development days for teachers depending on the grade level assignments. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during late-start days. Professional development sessions were focused on high quality instruction, restorative practices, 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. For the 2015-2016 year, the district also supported over 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 schoolwide awards. Student body assemblies are held each trimester to recognize students who exhibit academic achievement, perfect attendance and good citizenship. Character Trait award ceremonies are held monthly to recognize students demonstrating the trait of the month. Individual classroom teachers provide students with incentives and awards throughout the school year. Staff members who witness students following school rules and displaying good citizenship skills will issue students Fantastic Falcon tickets which are used weekly for drawings.

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
- After School Computer Labs
- GATE
- Cheerleading
- Library Club
- MASTERS Afterschool Program
- Art Club
- Tennis
- Girls and Boys Soccer
- Accelerated Reader
- Basketball
- Garden Club
- Art and Music

School Site Teacher Salaries (Fiscal Year 2014-15)

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	\$68,647
District	\$71,399
Percentage of Variation	-3.9%
School & State	
All Unified School Districts	\$75,837
Percentage of Variation	-9.5%

Teacher & Administrative Salaries (Fiscal Year 2014-2015)

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.

Average Salary Information		
Teachers - Principal - Superintendent		
2014-15		
	District	State
Beginning Teachers	\$41,616	\$45,092
Mid-Range Teachers	\$54,748	\$71,627
Highest Teachers	\$88,311	\$93,288
Elementary School Principals	\$100,647	\$115,631
Middle School Principals	\$104,639	\$120,915
High School Principals	\$111,719	\$132,029
Superintendent	\$240,000	\$249,537
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.0%	37.0%
Administrative Salaries	6.0%	5.0%

District Expenditures (Fiscal Year 2014-15)

Based on 2014-15 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	\$5,431
From Supplemental/Restricted Sources	\$634
From Basic/Unrestricted Sources	\$4,797
District	
From Basic/Unrestricted Sources	\$5,756
Percentage of Variation between School & District	-16.7%
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	-15.5%

District Revenue Sources (Fiscal Year 2015-16)

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:

- Elementary and Secondary School Counseling Program
- Targeted Instruction Improvement Block Grant**
- School and Library Improvement Block Grant**
- Quality Education Investment Act
- After School Education & Safety
- Gifted and Talented Education
- Pupil Retention Block Grant
- CA Partnership Academies
- Sustain Meaningful Arts
- Charter School Fund
- Special Education
- Arts in Education
- Healthy Start
- State Lottery
- Carl Perkins
- Head Start
- Medi-Cal
- EIA-SCE
- EIA-LEP
- Title I
- Title II
- Title III