

# Hazel Strauch Elementary

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2025-26 School Contact Information

School Name	Hazel Strauch Elementary
Street	3141 Northstead Drive
City, State, Zip	Sacramento, CA, 95833
Phone Number	(916) 566-2745
Principal	Cheryl Chandler
Email Address	Cheryl.Chandler@trusd.net
School Website	<a href="https://strauch.trusd.net/">https://strauch.trusd.net/</a>
Grade Span	K-6
County-District-School (CDS) Code	34765056033419

## 2025-26 District Contact Information

District Name	Twin Rivers Unified School District
Phone Number	916.566.1600
Superintendent	Steve Martinez
Email Address	Steve.Martinez@trusd.net
District Website	<a href="https://www.trusd.net/">https://www.trusd.net/</a>

## 2025-26 School Description and Mission Statement

### ABOUT TWIN RIVERS UNIFIED SCHOOL DISTRICT

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

## 2025-26 School Description and Mission Statement

Twin Rivers is comprised of 44 schools— 28 elementary schools, four comprehensive high schools, five middle schools, two alternative high schools, one special education center, a K-12 independent study school, preschools, three dependent charter schools on eight sites, and Twin Rivers Adult School.

### OUR MISSION

To inspire each student to extraordinary achievement every day.

### OUR VISION

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

### TWIN RIVERS UNIFIED SCHOOL DISTRICT GOALS

1. In 2025-26, TR will have 55% of all graduating seniors meeting A-G criteria, with each high school increasing rates by 3.55% each year.
2. In 2025-26, TR will have a 93% cohort graduation rate, with each high school increasing by 2% each year or maintaining 95% or higher.
3. In 2025-26, TR will be a 40/30 district in SBAC results with each Tk-6 and TK-8 school growing no less than 4% (ELA) and 4% (math) and each 7-8 and 9-12 school growing no less than 5% (ELA) and 5% (math).
4. For 2021-22 and beyond, TR will have a budget that does not include a structural deficit.
5. For 2021-22 and beyond, the retention rate for all employees will remain above 95%.

### OUR CORE BELIEFS

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

### Principal's Message

Hazel Strauch Elementary School is unwavering in its commitment to cultivating a culture of academic excellence. We ensure every student has access to the resources, guidance, and support necessary to reach ambitious levels of achievement. Our campus is intentionally designed to be welcoming, safe, and nurturing, creating an environment where all students can thrive. Alongside high academic expectations and a rigorous curriculum, we place a powerful emphasis on character development. Students are explicitly taught what it means to be respectful, caring, responsible, trustworthy, and fair. Each month, we spotlight a new character trait through stories, discussions, and activities that push students to reflect on their choices and grow into productive, engaged members of our school and our greater community.

A central priority of our school is building strong, meaningful partnerships with families and the broader community. We work hard to keep everyone connected and informed about school events, updates, and initiatives. Communication is ongoing and multifaceted—through electronic newsletters, fliers, phone calls, our website, parent meetings, and conferences. We deeply value collaboration with families, recognizing that active parent involvement is essential to shaping confident, capable young scholars and ensuring their long-term success.

We take great pride in the work we do at Hazel Strauch. Our dedicated, highly skilled staff brings passion and expertise to the classroom every day, and we believe wholeheartedly that our school is an exceptional place for students to learn, grow, and thrive.

### 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.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	136
Grade 1	95
Grade 2	88
Grade 3	93
Grade 4	82
Grade 5	76
Grade 6	80
Total Enrollment	650

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	47.1
Male	52.9
Asian	7.1
Black or African American	11.2
Filipino	0.3
Hispanic or Latino	66.3
Native Hawaiian or Pacific Islander	3.1
Two or More Races	5.1
White	4.3
English Learners	24.8
Foster Youth	0.3
Homeless	14
Socioeconomically Disadvantaged	88.5
Students with Disabilities	11.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26.3	96.35	1155.6	80.01	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	1	3.65	17.1	1.19	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	36.8	2.55	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	94	6.51	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	140.5	9.73	15831.9	5.67
<b>Total Teaching Positions</b>	27.3	100	1444.2	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.1	88.09	1131.8	75.05	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	30.7	2.04	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	3.97	122	8.09	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	3.97	110.3	7.32	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	1	3.97	113	7.5	14303.8	5.15
<b>Total Teaching Positions</b>	25.1	100	1508.1	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.8	96.14	1159.2	71.79	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	32.8	2.04	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	3.86	219.4	13.59	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	141.8	8.78	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	61.4	3.8	13705.8	4.91
<b>Total Teaching Positions</b>	25.8	100	1614.8	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	1	0
<b>Misassignments</b>	0.00	0	1
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	1	1

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	1	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	1	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	4.1
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Twin Rivers Unified held a public hearing on October 7, 2025, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in October 2025, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

<b>Year and month in which the data were collected</b>	October, 2025
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grade TK: McGraw Hill - World of Wonders, 2017 Grades K-6: Houghton Mifflin - Journeys, 2017	0.0%
<b>Mathematics</b>	Grade TK: Swun Math - Student Materials, Domains 1, 2, 3, 4, 5 2012 Grades K-6: Swun Math - Student Journal Trimester 1, 2, 3, 2018	0.0%
<b>Science</b>	Grades TK-6: Amplify Science - Student Edition, 2019	0.0%
<b>History-Social Science</b>	Grade TK: McGraw Hill - World of Wonders, 2017 Grades K-5: Studies Weekly - Weeks 1-36 Newsprint, 2020 Grade 6: TCI - Student Edition, 2017	0.0%

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

## School Facility Conditions and Planned Improvements

The current facilities were built in 1958 and consists of 15 permanent classrooms, one multipurpose room, one library, one administrative building, one staff room, and three playgrounds.

Cleaning Process and Schedule

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report02/12/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Room 17: 2 lights out room 1: ceiling tiles, sheet vinyl in girls rr seam room 30 skunk smell/ siding/ ceiling tiles room 23 peeling wallpaper, ceiling tile stained, floor needs to be mopped room 13 Stained Ceiling Tiles
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Boys urinal need work room 17 adjust drinking fountain/ Trees between buildings
<b>Safety:</b> Fire Safety, Hazardous Materials		X		
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			room 5/4 siding on south side of building room 37 Siding West Wall

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven.

2. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven.

3. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP						
This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.						
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.						
ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.						
Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	48	50	33	36	47	48
Mathematics (grades 3-8 and 11)	40	43	23	26	35	37

2024-25 CAASPP Test Results in ELA by Student Group
This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.
ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

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the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	331	322	97.28	2.72	50.00
Female	149	147	98.66	1.34	51.70
Male	182	175	96.15	3.85	48.57
American Indian or Alaska Native	0	0	0	0	0
Asian	22	22	100.00	0.00	68.18
Black or African American	33	33	100.00	0.00	42.42
Filipino	--	--	--	--	--
Hispanic or Latino	219	211	96.35	3.65	49.76
Native Hawaiian or Pacific Islander	13	12	92.31	7.69	41.67
Two or More Races	26	26	100.00	0.00	34.62
White	16	16	100.00	0.00	75.00
English Learners	82	75	91.46	8.54	24.00
Foster Youth	--	--	--	--	--
Homeless	64	60	93.75	6.25	40.00
Military	25	25	100.00	0.00	56.00
Socioeconomically Disadvantaged	301	293	97.34	2.66	48.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	44	97.78	2.22	9.09

### 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	331	327	98.79	1.21	42.51
Female	149	148	99.33	0.67	41.89
Male	182	179	98.35	1.65	43.02
American Indian or Alaska Native	0	0	0	0	0
Asian	22	22	100.00	0.00	54.55
Black or African American	33	33	100.00	0.00	30.30
Filipino	--	--	--	--	--
Hispanic or Latino	219	215	98.17	1.83	44.19
Native Hawaiian or Pacific Islander	13	13	100.00	0.00	23.08
Two or More Races	26	26	100.00	0.00	34.62
White	16	16	100.00	0.00	56.25
English Learners	82	80	97.56	2.44	20.00
Foster Youth	--	--	--	--	--
Homeless	64	63	98.44	1.56	34.92
Military	25	25	100.00	0.00	48.00
Socioeconomically Disadvantaged	301	297	98.67	1.33	41.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	43	95.56	4.44	4.65

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	20.25	22.97	14.63	15.6	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	76	74	97.37	2.63	22.97
Female	40	39	97.50	2.50	30.77
Male	36	35	97.22	2.78	14.29
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	47	45	95.74	4.26	22.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	16	15	93.75	6.25	0.00
Foster Youth	0	0	0	0	0
Homeless	15	15	100.00	0.00	13.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	66	64	96.97	3.03	20.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99%	95%	95%	95%	99%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parents and the community are very supportive of the educational programs in the Twin Rivers Unified School District.

Whether it's creating a homework routine, reading with their child at home, volunteering in a classroom, participating in family events, or helping teachers and staff with projects, each member of our school community is a valued participant. Additional opportunities for parent involvement at Hazel Strauch include:

- School Site Council/ English Language Advisory Committee
- Student Study Team (SST) Meetings/ Individualized Education Plan (IEP) Meetings
- Back to School Night

Field Trip Chaperones

- Parent Meetings
- Family Reading Night
- Fall Festival & Field Day
- Jog-A-thon & Fundraisers
- Santa Pancake Breakfast
- Trimester Awards Assemblies
- Student Performances
- Parent/Guardian Conferences

Open House

Helping Hands

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	720	699	225	32.2
Female	335	325	110	33.8
Male	385	374	115	30.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	57	54	14	25.9
Black or African American	79	77	22	28.6
Filipino	--	--	--	--
Hispanic or Latino	461	453	148	32.7
Native Hawaiian or Pacific Islander	22	22	7	31.8
Two or More Races	39	38	16	42.1
White	38	32	8	25.0
English Learners	197	189	57	30.2
Foster Youth	--	--	--	--
Homeless	118	113	34	30.1
Socioeconomically Disadvantaged	655	634	211	33.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	95	95	30	31.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.23	4.4	3.06	5.32	3.87	4.11	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.29	0	0.18	0.12	0.12	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.06	0.00
Female	2.09	0.00
Male	3.90	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.75	0.00
Black or African American	5.06	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.60	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	10.26	0.00
White	0.00	0.00
English Learners	3.05	0.00
Foster Youth	0.00	0.00
Homeless	2.54	0.00
Socioeconomically Disadvantaged	3.21	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.37	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

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

To safeguard the well-being of students and staff, our school has a comprehensive School Site Safety Plan, which is reviewed and updated annually by the Site Safety Committee. The plan is also presented to our School Site Council. Any revisions made to the plan are reviewed immediately with the staff. School staff also review the plan annually at the beginning of the school year. The plan was last reviewed with school staff in December 2025.

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

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

## D. Other SARC Information

### Information Required in the SARC

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

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	5	0	0
1	27	0	3	0
2	27	0	3	0
3	26	0	3	0
4	27	0	3	0
5	29	0	3	0
6	28	0	3	0
Other	14	1	0	0

### 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	4	0	0
1	20	4	0	0
2	28	0	3	0
3	25	0	3	0
4	31	0	2	0
5	32	0	2	0
6	28	0	3	0
Other	22	1	1	0

### 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	2	
1	20	1	3	
2	19	1	3	
3	28		3	
4	32		2	
5	32		2	
6	32		2	
Other	23	1	3	

### 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	590

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,081	\$2,112	\$7,969	\$91,298
District	N/A	N/A	\$9,356	\$95,120
Percent Difference - School Site and District	N/A	N/A	-16.0	-1.2
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-29.9	-3.6

## Fiscal Year 2024-25 Types of Services Funded

Based on 2022-23 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state. In addition to general state funding, Twin Rivers Unified School District receives state and federal funding for the following categorical funds and other support programs:

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$62,084	\$60,863
Mid-Range Teacher Salary	\$87,809	\$93,575
Highest Teacher Salary	\$121,028	\$125,548
Average Principal Salary (Elementary)	\$143,033	\$157,645
Average Principal Salary (Middle)	\$150,730	\$165,341
Average Principal Salary (High)	\$159,546	\$182,580
Superintendent Salary	\$367,038	\$357,064
Percent of Budget for Teacher Salaries	24.17%	30.36%
Percent of Budget for Administrative Salaries	4.75%	4.88%

Professional Development

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

Teachers and Certificated support personnel work to build skills and develop educational concepts through their participation in conferences and after school workshops throughout the year. In the 2025-2026 school year, Twin Rivers Unified School District offered 3 to 5 non-student professional development days for teachers depending on the grade level assignments. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during early release days. Professional development sessions were focused on high quality first instruction, early literacy instruction, literacy in all content areas, math, English Language Arts Lesson Design and leadership development, as well as other numerous curricular support programs necessary to support student's continued growth. During the Fall of the 2025-26 school year, the district also supported over 165 beginning teachers through our partnership with the Sacramento County Office of Education's Teacher Induction Program and local University Intern programs.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5