

Osborn Two-Way Immersion Academy

2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Osborn Two-Way Immersion Academy
Street	201 North Soderquist Rd.
City, State, Zip	Turlock, CA 95380-3723
Phone Number	(209) 667-0893
Principal	Agustin Arreola
Email Address	aarreola@turlock.k12.ca.us
School Website	https://www.turlock.k12.ca.us/domain/1422
County-District-School (CDS) Code	50757396053185

2022-23 District Contact Information

District Name	Turlock Unified School District
Phone Number	209.667.0633
Superintendent	Dana Trevethan
Email Address	dtrevethan@turlock.k12.ca.us
District Website Address	www.turlock.k12.ca.us

2022-23 School Overview

DESCRIPTION

Osborn Two-Way Immersion Academy is a Transitional Kindergarten (TK) through Fifth Grade school of choice featuring Two-Way Bilingual Immersion (TWBI) education. Students at Osborn have the opportunity to acquire a second language as they strengthen their primary language. The languages of instruction at Osborn are English and Spanish. Two Way Bilingual Immersion education (TWBI) is based on extensive research which indicates cognitive, academic, linguistic and social benefits of immersion education for English Learners and native English speakers.

TWO-WAY BILINGUAL IMMERSION PROGRAM

Two Way Bilingual Immersion (TWBI) Programs integrate speakers of different languages in the same classes. All students acquire a second language as they learn grade level content. The TWBI program at Osborn follows a 90/10 Immersion Model wherein Spanish is the primary language of instruction in the early grades and English is gradually introduced until there is a 50/50 balance in fifth grade.

Total Enrollment: 821 students

Osborn now has a strand of English Only instruction at the TK and Kindergarten levels. A total of 32 students are enrolled in the English Only program.

TK/Kindergarten through Second Grade:

TK/Kindergarten and First grade 90% of instruction is in Spanish.

Second grade 80% of instruction is in Spanish.

Literacy skills are taught in Spanish.

English Language Development is focused primarily on developing oral English proficiency.

Third and Fourth Grade:

Third grade 70% of instruction is in Spanish.

Fourth grade 60% of instruction is in Spanish.

English literacy instruction formally begins in third grade, as students continue to advance their literacy in Spanish.

Fifth Grade:

2022-23 School Overview

Instructional time is evenly divided between English and Spanish.
Literacy instruction is provided in both languages.

MISSION

Empowering global citizens to achieve linguistic and academic excellence.

GOALS

The goals of the Two-Way Bilingual Immersion Program at Osborn are:

1. Academic Achievement - All students are expected to master or exceed the rigorous content standards set forth by the California Department of Education.
2. Proficiency in English - All students are expected to demonstrate grade level understanding, oral fluency and academic literacy in English by fifth grade.
3. Proficiency in Spanish - All students are expected to demonstrate grade level understanding, oral fluency and academic literacy in Spanish by fifth grade.
4. Cross-Cultural Understanding - All students develop an understanding of their own cultural background, the cultural backgrounds of their classmates as well as other cultures and a general empathy towards others.

OBJECTIVES

- Each student will demonstrate linguistic and academic excellence in both Spanish and English.
- Each student will develop and consistently demonstrate cross-cultural understanding necessary to contribute and succeed in our global society.
- Each student will choose civility and consistently demonstrate positive character traits while recognizing individual differences.
- Each student will set and achieve positive personal and academic goals.

TACTICS

1. We will use research-validated instructional strategies to meet the standards-based linguistic and academic needs of all students.
2. We will develop a graduated system that will support students in setting positive personal and academic goals.
3. We will teach, model and reward civility, positive character traits and a respect for individual differences.
4. We will consistently expose students to positive cross-cultural experiences.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	167
Grade 1	142
Grade 2	129
Grade 3	128
Grade 4	131
Grade 5	117
Total Enrollment	814

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.2
Male	47.8
American Indian or Alaska Native	0.4
Asian	0.5
Black or African American	0.1
Filipino	0.0
Hispanic or Latino	93.1
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.5
White	4.3
English Learners	50.7
Foster Youth	0.0
Homeless	0.0
Migrant	0.5
Socioeconomically Disadvantaged	61.9
Students with Disabilities	7.5



A. Conditions of Learning State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.10	97.15	551.80	86.43	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.70	0.58	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.85	13.60	2.13	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	35.90	5.63	12115.80	4.41
Unknown	0.00	0.00	33.30	5.22	18854.30	6.86
Total Teaching Positions	35.10	100.00	638.40	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.20	100.00	562.30	88.04	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.60	1.35	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	7.70	1.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	24.70	3.87	11953.10	4.28
Unknown	0.00	0.00	35.30	5.53	15831.90	5.67
Total Teaching Positions	34.20	100.00	638.70	100.00	279044.80	100.00

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	1.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.00

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.20	0.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade TK: Grades K-5: Benchmark Adelante/2016	Yes	0
Mathematics	Grades TK-5: Eureka Math/2015	Yes	0
Science	Grades K-5: Amplify Science CA/2021; Grade 6: Amplify Science/2020	Yes	0
History-Social Science	Grade TK: We Need and What Does; Grades K-5: IMPACT California Social Studies/2019; Grade 6: World History: Ancient Civilizations/2019	Yes	0

School Facility Conditions and Planned Improvements

An assessment was done in October 2022 using the Facility Inspection Tool (FIT), which was selected by TUSD staff as a suitable tool for our bi-annual safety inspections to determine that a school facility is in 'good repair'. The school buildings and grounds of Osborn Elementary have been deemed to be 'clean, safe and functional', having no condition that poses an emergency or urgent threat to the health and safety of pupils or staff. Copies of the District Safety Inspections and Williams Inspections are maintained on file in the Turlock Unified School District Maintenance and Operations office. Safety: A safety plan is in effect. Certificated and classified staffs are vigilant in maintaining student safety. All staff wear identification badges, and all visitors check in and out at the school office. Cleanliness: Osborn Elementary employs one full-time Lead Custodian who provides students and staff with a clean and safe school environment throughout the day. Our district additionally employs two full time night custodians who are responsible for cleaning all facilities on a daily basis. All state and district guidelines governing the custodian tasks have been implemented and are followed in accordance with all applicable laws. Improvements: Osborn Elementary is currently under modernization and scheduled to be complete in August 2023. Adequacy: The Turlock Unified School District prides itself in offering clean, safe and adequate school facilities. Our buildings offer adequate heat and air and are maintained in accordance with stringent state and district guidelines. FIT Results: The FIT form dated October 2022 may list some items found during the site inspection. These items should not be confused as 'Non-functioning' or affect the overall statement of the school site that it is 'clean, safe and functional.' Work orders are input on a regular basis and are usually addressed within a two week period of time.

Year and month of the most recent FIT report

October 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	21	N/A	40	N/A	47
Mathematics (grades 3-8 and 11)	N/A	11	N/A	25	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	368	365	99.18	0.82	20.55
Female	192	190	98.96	1.04	23.68
Male	176	175	99.43	0.57	17.14
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	339	336	99.12	0.88	19.05
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	22	22	100.00	0.00	36.36
English Learners	197	197	100.00	0.00	10.66
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	204	203	99.51	0.49	15.76
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	34	34	100.00	0.00	17.65

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	368	365	99.18	0.82	11.23
Female	192	190	98.96	1.04	8.95
Male	176	175	99.43	0.57	13.71
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	339	336	99.12	0.88	9.23
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	22	22	100.00	0.00	27.27
English Learners	197	197	100.00	0.00	5.08
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	204	203	99.51	0.49	5.42
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	34	34	100.00	0.00	14.71

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	19.42	3.42	25.92	22.84	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	118	117	99.15	0.85	3.42
Female	57	56	98.25	1.75	3.57
Male	61	61	100	0	3.28
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	110	109	99.09	0.91	2.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	59	59	100	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	79	79	100	0	3.8
Students Receiving Migrant Education Services	--	--	--	--	--
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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96.6%	97.5%	96.6%	91.5%	97.5%

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.

2022-23 Opportunities for Parental Involvement

Parents play a key role in the educational program offered at Osborn Two-Way Immersion Academy. Parents and staff work hand-in-hand to support students' linguistic, academic, and social/emotional/cultural development. Families are provided with a variety of opportunities to involve themselves within our Osborn school community, including:

- Superintendent's Parent Advisory Committee
- Parent Teacher Association (PTA)
- Back to School Night
- Red Ribbon Week
- Cafecito (monthly morning meeting with parents)
- PIQE Classes (Parent Institute for Quality Education)
- Latino Literacy Program
- Parent Empowerment Night
- Open House
- Family events sponsored by the PTA
- Parent/Teacher Conferences
- Volunteering in classrooms and for school activities (following TUSD Volunteer Procedures)

Parental input on decision-making is also sought out to enhance our school's mission. Such decision-making opportunities include:

- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- District English Learner Advisory Committee (DELAC)
- Surveys seeking input on the TUSD Local Control Accountability Plan (LCAP)
- Surveys seeking input on the Osborn School Plan for Student Achievement (SPSA)

A Community Liaison is employed to support parent outreach and involvement. Additionally, a School Counselor is implementing semi-monthly parent communications on topics related to student and family social-emotional well-being.

2022-23 Opportunities for Parental Involvement

Parents are kept informed of school activities and opportunities through monthly calendars, Principal Newsletters, other notes sent home by backpack or mail, Blackboard Communication telephone notification system, the school website, and the school Facebook & Instagram pages.

Parents are welcomed and encouraged to participate in school activities. Please feel free to contact the Osborn office at (209) 667-0893 if you have any questions about involvement in school activities.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	843	834	284	34.1
Female	437	433	150	34.6
Male	406	401	134	33.4
American Indian or Alaska Native	3	3	0	0.0
Asian	4	4	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	785	777	276	35.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	0	0.0
White	37	36	7	19.4
English Learners	432	427	156	36.5
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	541	535	204	38.1
Students Receiving Migrant Education Services	5	5	1	20.0
Students with Disabilities	96	96	33	34.4

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.11	3.07	2.45
Expulsions	0.00	0.01	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.95	0.99	6.47	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.95	0.00
Female	0.92	0.00
Male	0.99	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.89	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.70	0.00
English Learners	1.16	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.29	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Key Elements of the Comprehensive School Safety Plan: In the Turlock Unified School District, components satisfying each of the following items have been developed and are included in the Comprehensive School Safety Plan, when approved by each site council. These components were approved by the site council on February 24, 2022.

1. Disaster procedures, routine and emergency
2. Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27
3. Procedures to notify teachers of dangerous pupils pursuant to Section 49070
4. A sexual harassment policy, pursuant to subdivision (b) of Section 212.6
5. The provisions of any school-wide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel" if the school has adopted a dress code. For these purposes, the safety plan defines "gang-related apparel"
6. Procedures for safe ingress and egress of pupils, parents, and school employees to and from school
7. A safe and orderly environment conducive to learning at school
8. The rules and procedures on school discipline adopted pursuant to Sections 35391 and 35291.5
9. Assessment of the current status of school crime committed on school campuses and at school related functions
10. Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Title 1 of Part 4 of the Penal Code

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		7	
1	23		6	
2	24		6	
3	23		6	
4	29		5	
5	28		5	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3	6	
1	17	2	6	
2	22		6	
3	18	2	6	
4	25	1	4	
5	18	3	5	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		7	
1	24		6	
2	18	2	5	
3	18	3	4	
4	22	1	5	
5	23	1	4	

2021-22 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	814

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.2

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12,473	4,876	7,597	89,833
District	N/A	N/A	8,280	\$87,264
Percent Difference - School Site and District	N/A	N/A	-8.6	2.9
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	14.1	1.7

2021-22 Types of Services Funded

Osborn Two-Way Immersion Academy provides a variety of programs and services to support and assist students including the following:

- Student Study Team (SST) - Identifies students failing to meet academic expectations and collaborates to develop action plans to support students in closing their achievement gap.
- Literacy Specialist - Provides tier 2 intervention to primary grade students struggling with literacy skills. Provides coaching to teachers to help them improve instructional practices related to literacy instruction.
- Mathematics Intervention Teacher - Provides tier 2 intervention to upper elementary grade students struggling with mathematics.
- Structured Intervention and Enrichment - Provided for students during the school day by teachers working within their grade level Professional Learning Communities (PLCs).
- Literacy Support Paraprofessionals - Works with the Literacy Specialist in providing intervention for students struggling with literacy skills.
- English Language Development Paraprofessionals - Works with students identified as potential Long-Term English Learners (LTEL) to advance their academic English in reading, writing, listening, and speaking.
- Community Liaison - Provides support to parents, students, and families in a number of areas including improving school attendance, providing information regarding community resources, and teaching a parent class, "Cuentos Familiares," to give parents an understanding of early literacy instruction so that they may support their children at home.
- Primary Language Instruction - Provided to Spanish-dominant students to support the academic development of their stronger language as they are provided integrated and designated English Language Development (ELD). English-dominant students are provided the opportunity to acquire a second language, Spanish, as they continue to develop their academic English.
- School Attendance Review Team (SART) - Monitors students' attendance and meets with parents of children with attendance concerns to provide support and encouragement to improve school attendance. The SART team is made up of the school assistant principal, health technician, community liaison, and clerical staff.
- After School Educational and Safety (ASES) - Parents of qualifying students may apply to have their student selected for the ASES program. ASES provides homework support and supervised activities after school until 6:00 p.m. each school day.
- Student Support Clinician - A Student Support Clinician through the District CARES Program is provided daily to provide support and intervention for students in need of mental health services.
- School Counselor - Provides whole class lessons on Social-Emotional Learning, provides group and individual counseling, and collaborates with the Student Support Clinician in providing student support and conducting risk assessments.
- Supplemental Materials to support student mastery of content standards.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$57,714	\$54,370
Mid-Range Teacher Salary	\$81,321	\$82,681
Highest Teacher Salary	\$109,390	\$106,610
Average Principal Salary (Elementary)	\$143,186	\$135,283
Average Principal Salary (Middle)	\$147,401	\$141,244
Average Principal Salary (High)	\$153,718	\$152,955
Superintendent Salary	\$238,130	\$264,367
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Professional Development

The Turlock Unified School District Local Control Accountability Plan prioritized district-wide professional development opportunities for TK-12 to include coaching and mentoring of staff; programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas; social-emotional learning; English language development; PLC's; and leadership. TUSD's initiatives and staff input continue to drive the professional development offerings.

PD formats for teachers were made available in the following ways: In-person, live on Zoom, webinars, video recordings, podcasts, and newsletter releases. Topics included: Restorative Practices, Culturally Responsive School Leadership, and Foundational Skills.

Staff is provided with weekly embedded collaboration time in addition to opportunities for extended collaboration at site determined periods throughout the school year. The collaboration time allows teachers to apply new learning and make strategic decisions regarding the use of curriculum and assessments. Year one and year two teachers are enrolled in TUSD's Induction Program. The Induction Program activities are based on the California Standards for the Teaching Profession which outlines the numerous interconnected skills that comprise the professional practices of teaching. New administrators are supported through their participation in the Stanislaus County Office of Education Administrator Induction Program.

There are several formal Special Education administrative and teacher trainings scheduled each year that include the following topics: Service delivery for special education students with various handicapping conditions, the referral process for students with special education needs, how to accurately complete the IEP documents, how to maintain legally defensible reports/IEP documents/meetings, behavioral tools/strategies for district staff, case law and disability awareness. At sites, training specific to the students and programs at each site occurs throughout the school year.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3