

# Walter M. Brown Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

## 2023-24 School Contact Information

<b>School Name</b>	Walter M. Brown Elementary School
<b>Street</b>	1400 Georgetown St.
<b>City, State, Zip</b>	Turlock, CA 95382-0756
<b>Phone Number</b>	(209) 226-6800
<b>Principal</b>	Luisa Power
<b>Email Address</b>	lpower@turlock.k12.ca.us
<b>School Website</b>	<a href="https://www.turlock.k12.ca.us/domain/1422">https://www.turlock.k12.ca.us/domain/1422</a>
<b>County-District-School (CDS) Code</b>	50757396102743

## 2023-24 District Contact Information

<b>District Name</b>	Turlock Unified School District
<b>Phone Number</b>	209.667.0633
<b>Superintendent</b>	Dana Trevethan
<b>Email Address</b>	dtrevethan@turlock.k12.ca.us
<b>District Website</b>	<a href="http://www.turlock.k12.ca.us">www.turlock.k12.ca.us</a>

## 2023-24 School Description and Mission Statement

"The mission of Walter Brown Elementary School is to ensure OUR students achieve success in academics, health, well being, and positive character traits." Our school includes Transitional Kindergarten to sixth grade general education classrooms that serve our neighborhood students, two mild-moderate special education classrooms, four continuum autism classrooms, a resource classroom, a resource-inclusion classroom and a speech and language classroom. We have just over 630 scholars which includes 193 English Learners, 43 Newcomers, and 140 students with IEP's. Each grade level has three general education classrooms excluding Transitional Kindergarten with only 2 classrooms and 2nd grade with 4 classrooms. Brown School's Mascot is the Bobcat and our school motto is "Be Respectful, Responsible and Safe".

We are committed to ensuring that our scholars receive high quality, engaging instruction so that our scholars will be college and career ready. We believe that our bobcats are unique and can be successful. We believe in high expectations, the vital importance of family, the foundation of positive character traits, and that our scholars be provided the academic foundation necessary for future academics and to pursue any career or pathway they choose. We believe in the importance of strong partnerships with families and the wider community to engage scholars and families in their health and overall well being. Walter M. Brown Elementary received the California PBIS Coalition Silver Medal Implementation Award in 2022.

Turlock Unified School District will deliver effective instruction in a safe, equitable, supportive environment in partnership with our families and diverse community. Our school embraces these efforts by teaching social emotional lessons, celebrating achievements and diversities, and promoting positive interactions among the community, staff and scholars. We follow our district goals of Academic Achievement & Social-Emotional Learning, Equity & Access, Curriculum & Instruction, Parent Engagement, and Safety & Security and have specific actions to achieve these goals.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	107
Grade 1	85
Grade 2	74
Grade 3	102
Grade 4	85
Grade 5	86
Grade 6	99
Grade 7	4
Total Enrollment	642

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4%
Male	51.6%
American Indian or Alaska Native	0.9%
Asian	8.4%
Black or African American	3.4%
Filipino	0.2%
Hispanic or Latino	55.6%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	1.2%
White	27.4%
English Learners	28.7%
Foster Youth	0.6%
Homeless	0.3%
Migrant	0.6%
Socioeconomically Disadvantaged	67.8%
Students with Disabilities	19.6%

## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26.60	89.87	551.80	86.43	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.70	0.58	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	13.60	2.13	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	35.90	5.63	12115.80	4.41
<b>Unknown</b>	3.00	10.13	33.30	5.22	18854.30	6.86
<b>Total Teaching Positions</b>	29.60	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.60	86.06	562.30	88.04	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	3.49	8.60	1.35	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	7.70	1.21	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	24.70	3.87	11953.10	4.28
<b>Unknown</b>	3.00	10.46	35.30	5.53	15831.90	5.67
<b>Total Teaching Positions</b>	28.60	100.00	638.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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
<b>Total Out-of-Field Teachers</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade TK: World of Wonders/2016-17; Grades K-5: Wonders/2016-17; Grade 6: SpringBoard/2016	Yes	0
Mathematics	Grades TK-6: Eureka Math/2015	Yes	0

<b>Science</b>	Grades K-5: Amplify Science CA/2021; Grade 6: Amplify Science/2020	Yes	0
<b>History-Social Science</b>	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 of the campus facilities was done in November 2023 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 Brown 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: Brown School 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 daily. All state and district guidelines governing the custodian tasks have been implemented and are followed in accordance with all applicable laws. Improvements: Brown School was modernized in 2012-13 which included the complete remodel of all classrooms, restrooms, office and many other campus features. In addition to the modernization the M&O department oversaw a complete replacement of all playground asphalt during the summer of 2015. In the summer of 2017 and 18 perimeter fence was completely replaced and, in the Fall of 2019, a new office building was completed and opened to enhance safety and security with a single point of entry. 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 November 2023 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 inputted on a regular basis and are usually addressed within a two-week period of time.

<b>Year and month of the most recent FIT report</b>	November 2023
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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			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<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			

## 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	26		40		47	
<b>Mathematics</b> (grades 3-8 and 11)	16		25		33	



## 2022-23 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
<b>All Students</b>	379	364	96.04	3.96	21.70
<b>Female</b>	181	173	95.58	4.42	23.70
<b>Male</b>	198	191	96.46	3.54	19.90
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	31	30	96.77	3.23	40.00
<b>Black or African American</b>	13	13	100.00	0.00	7.69
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	204	199	97.55	2.45	18.59
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	18	17	94.44	5.56	29.41
<b>White</b>	107	99	92.52	7.48	22.22
<b>English Learners</b>	108	97	89.81	10.19	13.40
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	288	279	96.88	3.12	20.43
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	66	65	98.48	1.52	6.15

## 2022-23 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
<b>All Students</b>	379	375	98.94	1.06	14.13
<b>Female</b>	180	177	98.33	1.67	10.17
<b>Male</b>	199	198	99.50	0.50	17.68
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	31	31	100.00	0.00	35.48
<b>Black or African American</b>	13	13	100.00	0.00	15.38
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	204	203	99.51	0.49	12.81
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	18	17	94.44	5.56	17.65
<b>White</b>	107	105	98.13	1.87	9.52
<b>English Learners</b>	108	108	100.00	0.00	7.41
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	288	286	99.31	0.69	13.29
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	66	65	98.48	1.52	6.15

## 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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	12.5		22.84		29.47	

## 2022-23 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	89	87	97.75	2.25	14.94
Female	42	40	95.24	4.76	5.00
Male	47	47	100.00	0.00	23.40
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	43	42	97.67	2.33	16.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	32	31	96.88	3.12	9.68
English Learners	24	24	100.00	0.00	4.17
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	70	98.59	1.41	11.43
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	18	17	94.44	5.56	0.00

## 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.

#### 2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	98.88%	98.88%	98.88%	97.75%	98.88%

## 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.

#### 2023-24 Opportunities for Parental Involvement

Brown School is committed to fostering and sustaining a strong partnership with parents and provides opportunities for parental involvement at our school. Some of these include: School Site Council, English Learner Advisory Committee (Site ELAC), parent nights on our TUSD Initiatives (Title I, PIQE, Book Fair, Carnival) and opportunities for classroom and study trip volunteers. Our parents also partner with our school district by representing Brown at TUSD's District English Learners Advisory Committee (DELAC), Superintendent Parent Advisory Council, and LCAP Steering Committee. These opportunities give parents a voice in school and district decision making which include but not limited to nominations and voting for committee members and funds being used specifically for academic progress and social emotional wellness. We believe that parents are part of the solution.

Brown School posts a daily Bobcat Bulletin video for students and parents to watch. We utilized Parent Square, PeachJar, our website, our digital sign, Twitter, Facebook, and Instagram promoting events like but not limited to Back to School Night, Parent Teacher Conferences, and Open House. Administrators make daily phone calls to parents as an opportunity to seek parental input along with home visits when required. Teachers utilize Parent Square, digital classroom platforms like Class Dojo, Remind, and emails along with personal phone calls. We partner with Parent Institute for Quality Education (PIQE) in providing a variety of hands-on workshops, seminars, and ongoing supports for parents, staff, and administrators to participate in. This year TUSD added a Family Resource Center to support our families with community resources and support.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	708	684	212	31.0
Female	334	326	103	31.6
Male	374	358	109	30.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	6	6	3	50.0
Asian	62	58	16	27.6
Black or African American	23	23	10	43.5
Filipino	1	1	0	0.0
Hispanic or Latino	388	376	121	32.2
Native Hawaiian or Pacific Islander	5	2	1	50.0
Two or More Races	11	10	3	30.0
White	193	191	51	26.7
English Learners	212	205	51	24.9
Foster Youth	4	4	0	0.0
Homeless	7	3	1	33.3
Socioeconomically Disadvantaged	559	539	188	34.9
Students Receiving Migrant Education Services	4	4	0	0.0
Students with Disabilities	153	152	45	29.6

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.58	1.67		0.99	6.47		0.20	3.17	
Expulsions	0.00	0.00		0.00	0.03		0.00	0.07	

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.41	0
Female	0.6	0
Male	2.14	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.06	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	9.09	0
White	0.52	0
English Learners	0.47	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.61	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 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. Board approved: June 6, 2023.

- 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.

### 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	16	4	1	
1	20	1	3	
2	15	2	3	
3	20	1	3	
4	24	1	3	
5	23	1	3	
6	15	2	3	
Other	12	4		

### 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	16	2	3	
1	16	3	1	
2	22		4	
3	15	2	3	
4	24		3	
5	23	1	3	
6	24	1	3	
Other	11	5		

### 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
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## 2022-23 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
<b>Pupils to Academic Counselor</b>	642

## 2022-23 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	1
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	2.2

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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
<b>School Site</b>	\$15,497	\$6,437	\$9,059	\$91,664
<b>District</b>	N/A	N/A	\$10,201	\$91,585
<b>Percent Difference - School Site and District</b>	N/A	N/A	-11.9	0.1
<b>State</b>	N/A	N/A	\$7,607	\$90,632
<b>Percent Difference - School Site and State</b>	N/A	N/A	17.4	1.1



## Fiscal Year 2022-23 Types of Services Funded

Brown School utilizes a wide variety of services available that support and assist scholars in academics and social-emotional learning. Some of these include: class-size reduction, ELD Push-In, Pull-Out, and services for English Learners, and Para-professional support in our Special Education classes. We also provide instructional best practice such as; Guided Reading for TK-3rd grade at the Tier II level, Block scheduling including designated Tier III intervention in Reading, Math, and ELD. This year we have two reading and one math intervention teacher that support our scholars who are performing two or more years below grade level. As a site we offer; ASES (After School Educational and Safety) program, ELOP (Expanded Learning Opportunity Program), a School-Site Counselor, a CARE clinician on campus three days a week, Jessica's House for Grief Support, Tree House and other small group social-emotional learning activities and support. We offer a variety of Study Trips that include visiting college campuses, local community organizations and theaters to provide enrichment opportunities for scholars. We welcome CSU Stanislaus State Mentors and volunteers to support our scholars with academics and social-emotional learning. Our academic programs include; APDAR, Summer School Enrichment programs in science and Eureka math training for staff. Our students have the opportunity to participate in Student Council, Superintendent Scholar Senate, and leadership groups that take place during the school day. Most recently, we have added a Community Liaison to our staff. Our Community Liaison supports students and families in accessing resources in the community. She serves as a bridge for families from the school site to community agencies in order to best support the family dynamic. Our Community Liaison also supports families with positive school attendance and accessing resources to ensure that students attend school daily. Digital Citizenship is taught throughout the year and Brown School's digital platforms include: iReady, Lexia English, Epic!, Mystery Science, NearPod, Seesaw, Typing Agent, Amplify, McGraw Hill, Ellevation, Zearn Math, Renaissance, Scholastic, Discovery Education, Paper Launch, Reflex Math, Prodigy, and Peardeck. Monthly educational rounds are made in classrooms by administration, Professional Learning Communities meet weekly focusing on the four essential questions and three big ideas, outside contractual time compensation is offered to teachers for professional learning opportunities or additional PLC time, Solution Tree Coach training, and Guiding Coalition monthly meetings with the focus on learning, collaborative culture, and results orientation.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>	\$60,657	\$55,550
<b>Mid-Range Teacher Salary</b>	\$85,467	\$84,645
<b>Highest Teacher Salary</b>	\$114,969	\$111,284
<b>Average Principal Salary (Elementary)</b>	\$147,533	\$139,860
<b>Average Principal Salary (Middle)</b>	\$148,961	\$146,440
<b>Average Principal Salary (High)</b>	\$163,560	\$158,447
<b>Superintendent Salary</b>	\$262,788	\$278,268
<b>Percent of Budget for Teacher Salaries</b>	35.87%	32.21%
<b>Percent of Budget for Administrative Salaries</b>	4.98%	4.89%

## Professional Development

### Professional Development

The Turlock Unified School District Local Control Accountability Plan prioritized district-wide professional development opportunities for TK-12 to include subject matter, English language development, technology, best practices, equity, and social emotional learning. Multiple measures including CAASPP results, ELPAC achievement data, common formative assessments, and data from site walk through/educational rounds are utilized to prioritize needs. Additionally, TUSD's initiatives and staff input continue to drive the professional development offerings.

## Professional Development

Staff is provided with weekly embedded collaboration time in addition to opportunities for extended collaboration outside of the school day. The collaboration time allows teachers to focus on the four essential questions of a PLC, 1.) What do we expect students to learn? 2.) How do we know if students have learned? 3.) What will we do if they don't learn it? 4.) What will we do if they do learn it?

Year one and year two teachers are enrolled in TUSD's Induction Program which is in the fifth year of implementation. 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.

Professional development and support is provided in the following areas: Professional Learning Communities; Math Instruction; ELA/ELD Instruction; Advanced Placement; Technology; Small Group Instruction; Social Emotional Learning, Biliteracy, and Next Generation Science Standards. Professional development opportunities occur during a combination of the regular school day, after hours, and during the summer. TUSD has reading and math intervention teachers at all nine elementary sites to accelerate student learning.

There are several formal Special Education administrative, teacher, and parent 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	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3