

Cunningham Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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/ .

2024-25 School Contact Information

School Name	Cunningham Elementary School
Street	324 West Linwood Ave.
City, State, Zip	Turlock, CA 95380-6220
Phone Number	(350) 206-2700
Principal	Anna Ellerson
Email Address	aellerson@turlock.k12.ca.us
School Website	https://www.turlock.k12.ca.us/domain/1422
Grade Span	TK-6
County-District-School (CDS) Code	50757396053169

2024-25 District Contact Information

District Name	Turlock Unified School District
Phone Number	209.667.0633
Superintendent	David Lattig
Email Address	dlattig@turlock.k12.ca.us
District Website	www.turlock.k12.ca.us

2024-25 School Description and Mission Statement

The mission of Cunningham Elementary School: We at Cunningham Elementary School we will ensure ALL students learn at high levels in a safe and supportive environment.

We proudly serve an average of 599 students in our regular TK-6th grade program. In addition, we have six Autism classes, two Mild-Moderate classes, and two HeadStart classes. Our current student population includes: White-9.7% Hispanic-79.5%; Our Significant Subgroups include 0.3% Foster, 32.9% English Learners, and 33.2% Socio-economically Disadvantaged, and 22.5% students in special education.

2024-25 School Description and Mission Statement

At Cunningham, we take great pride in celebrating student achievements and recognizing students for good character through daily positive incentive cards, Student of the Month awards, Character Trait of the Month awards, and Rotary awards. We celebrate students every Friday morning at our school outside assembly. Opportunities for student leadership and extracurricular activities include: Toolbox Club, Sandy Hook Promise Club, student council, orchestra, band, and choir. We have daily social emotional learning block built into our daily schedule so that teachers teach Toolbox lessons in every classroom. All students in grades TK-6 receive music instruction each week.

Cunningham teachers continue to seek more effective ways to differentiate their curriculum and provide appropriate academic support for each individual child. At our monthly faculty, leadership, and Professional Learning Community meetings, teachers regularly discuss summative and formative assessment data, develop common formative assessments to measure student work, and plan interventions to better meet the learning needs of all students.

Our goals for the current year:

Goal 1: We will Utilize a multi-tiered system of supports to increase academic achievement & social-emotional learning to enhance student success & well-being & promote college & career readiness among all students.

Goal 2: We will create equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.

Goal 3: We will provide guaranteed & viable learning from highly qualified teachers who use adopted materials & effective instructional practices to implement standards.

Goal 4: We will expand opportunities to increase parent & family involvement to support District initiatives.

Goal 5: We will uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	115
Grade 1	82
Grade 2	79
Grade 3	83
Grade 4	78
Grade 5	86
Grade 6	86
Total Enrollment	609

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5
Male	53.5
American Indian or Alaska Native	0.7
Asian	6.1
Black or African American	2.5
Hispanic or Latino	75.2
Native Hawaiian or Pacific Islander	0.5
Two or More Races	2
White	11.3
English Learners	35.1
Foster Youth	0.8
Homeless	1.1
Migrant	0.7
Socioeconomically Disadvantaged	82.4
Students with Disabilities	21.8

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.

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)	25.60	96.25	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	3.75	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/Incomplete/NA	0.00	0.00	33.30	5.22	18854.30	6.86
Total Teaching Positions	26.60	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.90	88.43	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)	1.00	3.86	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/Incomplete/NA	2.00	7.71	35.30	5.53	15831.90	5.67
Total Teaching Positions	25.90	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.

2022-23 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)	25.00	96.15	536.10	87.60	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.50	1.72	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	12.80	2.09	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	20.70	3.39	11746.90	4.23
Unknown/Incomplete/NA	1.00	3.85	31.80	5.20	14303.80	5.15
Total Teaching Positions	26.00	100.00	612.00	100.00	277698	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	1.00	1.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	1.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.20	3.4	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	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>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: September 2024

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
Science	Grades TK-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: National Geographic, World History: Ancient Civilizations/2019	Yes	0

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

School Facility Conditions and Planned Improvements

An assessment of the campus facilities was done in October 2024 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 Cunningham School 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: Cunningham 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: Cunningham School was modernized between 2011 & 2013 which included many campus wide upgrades as well as interior remodel of approximately 20 classrooms and student restrooms. In 2019 the site received new fencing along the front of the school to enhance safety and security as well as create a single point of entry. Maintenance improvement projects continue to be done on this campus, including concrete, asphalt, and landscaping. Cunningham school is in very good condition considering its age. 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 1,2024 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.

Year and month of the most recent FIT report

October 2024

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			
External: 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.

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 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	20	21	38	37	46	47
Mathematics (grades 3-8 and 11)	16	17	24	25	34	35

2023-24 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 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	346	342	98.84	1.16	21.35
Female	177	175	98.87	1.13	31.43
Male	169	167	98.82	1.18	10.78
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	52.38
Black or African American	11	11	100.00	0.00	27.27
Filipino	0	0	0	0	0
Hispanic or Latino	273	269	98.53	1.47	17.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	30	30	100.00	0.00	30.00
English Learners	130	126	96.92	3.08	8.73
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	294	292	99.32	0.68	22.60
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	72	72	100.00	0.00	2.78

2023-24 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	346	345	99.71	0.29	17.39
Female	177	176	99.44	0.56	20.45
Male	169	169	100.00	0.00	14.20
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	38.10
Black or African American	11	11	100.00	0.00	27.27
Filipino	0	0	0	0	0
Hispanic or Latino	273	272	99.63	0.37	15.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	30	30	100.00	0.00	23.33
English Learners	130	129	99.23	0.77	6.20
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	294	293	99.66	0.34	16.38
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	72	72	100.00	0.00	1.39

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	10.98	10.47	23.56	22.32	30.29	30.73

2023-24 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	87	86	98.85	1.15	10.47
Female	40	39	97.50	2.50	15.38
Male	47	47	100.00	0.00	6.38
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	69	68	98.55	1.45	8.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	34	33	97.06	2.94	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	74	73	98.65	1.35	12.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	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.

2023-24 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 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	98.8%	95.3%	95.3%	96.5%	95.3%

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.

2024-25 Opportunities for Parental Involvement

At Cunningham Elementary School, we believe in the importance of parent involvement to help create a positive, productive, and safe learning environment for all students.

We offer a variety of activities for parents, including Reading and Math Literacy Nights, Cookies with Santa, Science Night, and other events. Parents can also participate in Open House, Family Academic Nights, School Site Council, English Language Advisory Council, Coffee with the Principal, Principal Meetings, Back to School Night, Golden Eagle Awards, student performances, student study trips, the School Safety Committee, and serve as classroom volunteers.

To enhance parent education, we provide English as a Second Language classes through our adult school. Our school counselor and mental health clinician offer support and education for parents through meetings, phone calls, and webinars.

Our community liaison and site administrators are available for walk-in meetings and appointments, and all communications are provided in both English and Spanish.

We actively seek parent input through surveys related to student and school site needs. Site administration uses Parent Square to share important school information via phone calls, text messages, and emails. Classroom teachers also utilize communication apps (such as ParentSquare, Class Dojo, Remind, etc.) to connect with families regularly. Site administrators and staff are available before and after school to meet with families in person to discuss student needs and suggestions for school improvements. Our community liaison collaborates with school community members, including parents, grandparents, and guardians, to identify specific needs and connect them with resources from our site counselor, clinician, and community organizations.

Follow our school's social media accounts on Facebook, Instagram, and Twitter to stay updated and receive information.

For more information, please contact the school office at (350) 206-2700 or visit our website at <https://www.turlock.k12.ca.us>.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	710	662	182	27.5
Female	329	309	73	23.6
Male	381	353	109	30.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	38	38	1	2.6
Black or African American	18	17	1	5.9
Filipino	--	--	--	--
Hispanic or Latino	546	508	148	29.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	79	72	25	34.7
English Learners	279	259	52	20.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	608	567	160	28.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	159	152	52	34.2

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 and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	6.66	2.31	1.69	6.47	6.93	4.05	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.03	0.00	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.69	0.00
Female	0.00	0.00
Male	3.15	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.56	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.65	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.53	0.00
English Learners	0.36	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.81	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.14	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.

2024-25 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 18, 2024.

- 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.

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	22		3	
1	19	1	3	
2	16	3	1	
3	16	5		
4	17	1	3	
5	24	1	3	
6	25	1	2	
Other	11	3		

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	22	1	3	
1	19	2	1	
2	20	4		
3	22		3	
4	28		3	
5	25		3	
6	31		3	
Other	10	3		

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	3		
1	25		3	
2	23		3	
3	20	4		
4	23		3	
5	27		3	
6	26		3	
Other	11	6		

2023-24 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	609

2023-24 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	
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	2.4

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$17,629	\$7,392	\$10,237	\$97,561
District	N/A	N/A	\$10,859	\$98,370
Percent Difference - School Site and District	N/A	N/A	-5.9	-0.8
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-5.1	-0.2

Fiscal Year 2023-24 Types of Services Funded

Cunningham School offers a variety of programs and services designed to support students, enhance their academic achievement, and prepare them for college and career pathways. Additionally, Cunningham Elementary has a Gifted and Talented program available for students in grades four through six.

Cunningham not only provides enriching educational opportunities for all students, but each grade level also includes an intervention block and English Language Development (ELD) groups. These initiatives ensure that students receive instructional support tailored to their individual needs. With the help of site support staff, teachers can meet with small groups to implement targeted intervention strategies.

Cunningham is also supported by a District-funded Early Literacy Instructional Teacher who assists students in grades 1 and 2 who require extra foundational reading skills. Furthermore, two Reading Specialists at Cunningham provide supplemental reading support to students in grades 3 through 6. A full-time Mathematics Intervention Coach is available for students in grades 3 to 6 as well.

Students identified as English learners in grades 3 to 6 receive supplementary designated ELD support from our part-time English Learner (EL) Paraprofessional, while ELD newcomers receive additional assistance from our part-time ELD specialist.

For students who are below grade level, we offer access to online educational applications that cater to specific academic and language needs, such as Lexia English and Reflex Math. We have partnerships with Jessica's House and mentoring programs at California State University, Sacramento (CSUS), including the CSUS Junior Scientist Program. Other opportunities include Running Club and classroom music for grades TK-4, while students in grades 5 and 6 can participate in orchestra, band, or choir.

The After School Education Program (ASES) provides tutoring and enrichment opportunities for eighty-six Cunningham students, and there is also an Expanded Learning Opportunity Program available for kindergartners.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$65,018	\$59,551
Mid-Range Teacher Salary	\$91,612	\$93,855
Highest Teacher Salary	\$123,236	\$120,219
Average Principal Salary (Elementary)	\$158,303	\$151,525
Average Principal Salary (Middle)	\$159,835	\$158,215
Average Principal Salary (High)	\$175,500	\$171,087
Superintendent Salary	\$281,971	\$300,043
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	4%	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 subject matter, English language development, 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.

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. 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; Small Group Instruction; Social Emotional Learning, Biliteracy, and Next Generation Science Standards. TUSD has invested in training teachers in LETRS-Language Essentials for the Teachers of Reading and Spelling. Two cohorts have completed the two year course work and another two cohorts are in progress. 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

