

# Sandra Tovar Medeiros 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

<b>School Name</b>	Sandra Tovar Medeiros Elementary School
<b>Street</b>	651 West Springer Dr.
<b>City, State, Zip</b>	Turlock, CA 95382-7314
<b>Phone Number</b>	(209) 668-9600
<b>Principal</b>	Sumeet Singh
<b>Email Address</b>	ssingh@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>Grade Span</b>	TK-6
<b>County-District-School (CDS) Code</b>	50757390108175

## 2024-25 District Contact Information

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

## 2024-25 School Description and Mission Statement

Our beautifully designed school is named after Sandra Tovar Medeiros, a teacher in the Turlock Unified School District who passed on August 1, 1998, following a battle with cancer. She loved reading and providing books for children. Medeiros is designed to be a community-oriented campus where families enjoy recreational activities after school hours and on the weekends. Our multipurpose room is used extensively for various community functions during the evenings and weekends. The mission of Sandra Tovar Medeiros Elementary School is: All Medeiros Stars will excel academically and socially in collaboration with families and the community. Our No Bully Motto is Medeiros Stars are Respectful and Kind!

## 2024-25 School Description and Mission Statement

We proudly serve roughly 750 students in our regular TK-6th grade program. In addition, we house four SDC Autism classes, two Counseling-Enriched classes, and one State Preschool class. Our current student population includes 32.4% whites, 46.7% Hispanics, 0.4% Foster Youth, 14.7% English Learners, 32%, Socio-economically Disadvantaged, and 20% in special education.

At Medeiros, we take great pride in celebrating student achievement and recognizing students for good character through positive incentive cards, Character Trait awards, monthly Perfect Attendance awards, and Turlock Rotary awards. We celebrate students every Wednesday morning at our school assembly. Opportunities for student leadership and extracurricular activities include: Toolbox Club, Boys Empowerment Group, Sandy Hook Promise Club, student council, orchestra, band, and choir, among many other opportunities during the year. Embedded into the daily schedule is time for social-emotional learning. All students in grades TK-6 also receive classroom music instruction each week.

Medeiros teachers continuously work to find the most effective way to differentiate their curriculum and provide appropriate academic support for each child. At our monthly faculty, leadership, and Professional Learning Community collaboration, teachers discuss summative and formative assessment data, develop common formative assessments to measure student work, and plan interventions to 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	132
Grade 1	97
Grade 2	104
Grade 3	83
Grade 4	91
Grade 5	113
Grade 6	99
<b>Total Enrollment</b>	<b>719</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.9
Male	56.1
American Indian or Alaska Native	0.8
Asian	10.3
Black or African American	2.4
Filipino	0.3
Hispanic or Latino	46.3
Native Hawaiian or Pacific Islander	0.3
Two or More Races	4.9
White	33.2
English Learners	18.8
Foster Youth	0.4
Homeless	1
Migrant	0.1
Socioeconomically Disadvantaged	59
Students with Disabilities	18.4

### 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>	36.90	97.37	551.80	86.43	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	2.63	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/Incomplete/NA</b>	0.00	0.00	33.30	5.22	18854.30	6.86
<b>Total Teaching Positions</b>	37.90	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>	34.00	91.89	562.30	88.04	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	3.00	8.11	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/Incomplete/NA</b>	0.00	0.00	35.30	5.53	15831.90	5.67
<b>Total Teaching Positions</b>	37.00	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	30.00	90.91	536.10	87.60	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	2.00	6.06	10.50	1.72	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	3.03	12.80	2.09	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	20.70	3.39	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	31.80	5.20	14303.80	5.15
<b>Total Teaching Positions</b>	33.00	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
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.00	1
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.00	1

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

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

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	2.00	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
<b>Reading/Language Arts</b>	Grade TK: World of Wonders/2016-17; Grades K-5: Wonders/2016-17; Grade 6: SpringBoard/2016	Yes	0
<b>Mathematics</b>	Grades TK-6: Eureka Math/2015	Yes	0
<b>Science</b>	Grades TK-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

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

## School Facility Conditions and Planned Improvements

An assessment 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 Medeiros 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: Medeiros 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 daily. All state and district guidelines governing the custodian tasks have been implemented and are followed in accordance with all applicable laws. Improvements: In the summer of 2017 Medeiros received new perimeter fencing which directs all visitors to access the school through a single point of entry during school hours. Currently, it continues to be in very good condition. 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 15, 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 of time.

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
<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.

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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	52	44	38	37	46	47
<b>Mathematics</b> (grades 3-8 and 11)	39	36	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
<b>All Students</b>	387	371	95.87	4.13	44.20
<b>Female</b>	163	154	94.48	5.52	41.56
<b>Male</b>	224	217	96.88	3.12	46.08
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	32	29	90.63	9.37	51.72
<b>Black or African American</b>	12	12	100.00	0.00	33.33
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	174	170	97.70	2.30	38.82
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	21	19	90.48	9.52	36.84
<b>White</b>	140	133	95.00	5.00	51.13
<b>English Learners</b>	72	63	87.50	12.50	17.46
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	245	230	93.88	6.12	37.39
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	78	74	94.87	5.13	18.92

## 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
<b>All Students</b>	387	379	97.93	2.07	36.41
<b>Female</b>	163	159	97.55	2.45	29.56
<b>Male</b>	224	220	98.21	1.79	41.36
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	32	32	100.00	0.00	53.13
<b>Black or African American</b>	12	12	100.00	0.00	25.00
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	174	170	97.70	2.30	27.06
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	21	20	95.24	4.76	35.00
<b>White</b>	140	137	97.86	2.14	44.53
<b>English Learners</b>	72	71	98.61	1.39	12.68
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	245	238	97.14	2.86	25.63
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	78	74	94.87	5.13	14.86

## 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
<b>Science</b> (grades 5, 8 and high school)	35.24	28.18	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	111	110	99.10	0.90	28.18
Female	45	44	97.78	2.22	29.55
Male	66	66	100.00	0.00	27.27
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	48	48	100.00	0.00	18.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	40	39	97.50	2.50	35.90
English Learners	20	20	100.00	0.00	5.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	63	62	98.41	1.59	16.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	17.65

### 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	97.3%	98.2%	97.3%	98.2%	97.3%

## 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

Medeiros Elementary is committed to fostering and sustaining a strong partnership with parents and provide many opportunities for parental involvement at our school. We have the following advisory groups: English Learner Advisory Council (ELAC) and School Site Council (SSC). Each meet every other month in person to discuss the various functions of the school. The SSC makes informed decisions regarding our budget, school site plan, the safety of our campus, incentives for students, and many other items that are discussed and approved by the SSC. During our SSC/ELAC meetings, we seek input from parents and guardians on school and district decision-making. All our representatives for ELAC and SSC are voted on by our parents and/or guardians. Parents have opportunities for support and involvement as well. We offer the opportunity to participate in literacy and academic content area parent workshops. This year, we have a new community liaison that supports families with any resources they need. Our district has a new Family Resource Center to support families.

We promote parent participation through invitations via Parent Square, social media and Peachjar. We also extend invitations through teacher electronic platforms. Additionally, both the school and district utilize Parent Surveys to elicit feedback on several topics including safety and school climate, spending public funds and programs/services for students. Two times a year the site hosts the Medeiros Parent University (MU) open to all parents. The mission of MU is to partner with Medeiros families and community on topics relevant to supporting student success. It allows parents to chose from five different course topics.

In order to better communicate with parents regarding essential student learning and expectations that focus on academic, physical and mental needs; parents have the opportunity to attend several parent nights throughout the year. Additionally, we provide a parent compact, an online newsletter each trimester, and post parent information on our website, social media and Parent Square. Those parents interested in any of the above mentioned parent involvement activities are encouraged to contact the Medeiros School office at (209) 668-9600 for additional information.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	852	782	164	21.0
Female	372	344	75	21.8
Male	480	438	89	20.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	88	78	10	12.8
Black or African American	33	24	13	54.2
Filipino	--	--	--	--
Hispanic or Latino	394	360	98	27.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	38	38	7	18.4
White	273	260	34	13.1
English Learners	162	149	32	21.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	529	490	128	26.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	200	178	48	27.0

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	3.62	2.57	0.94	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	0.94	0.00
Female	0.27	0.00
Male	1.46	0.00
Non-Binary		
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	1.02	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.47	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.95	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.50	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	16	5	1	
1	17	3	2	
2	17	6		
3	21	1	4	
4	19	2	4	
5	24	1	3	
6	21	1	5	
Other	9	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
K	23	1	5	
1	20	2	2	
2	20	3	1	
3	23		4	
4	28		4	
5	25		4	
6	32		3	
Other	9	4		

## 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	16	5		
1	21	1	3	
2	23		4	
3	20	2	2	
4	30		3	
5	28		4	
6	32		2	
Other	9	5		

## 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	719

## 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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.2

## 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	\$16,443	\$6,699	\$9,744	\$104,496
District	N/A	N/A	\$10,859	\$98,370
Percent Difference - School Site and District	N/A	N/A	-10.8	6.0
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-10.0	6.7

## Fiscal Year 2023-24 Types of Services Funded

Medeiros Elementary utilizes a wide variety of services available that support and assist students in our school. We provide counseling services through our school site counselor and TUSD Mental Health Clinicians. We also provide grief and loss counseling through Jessica's House. Medeiros offers English language support to newcomer English learners through a paraprofessional that provides extra support. Instructional services include designated and integrated English Language Development and extra support for all English learners. Additionally, all students may receive academic support through mentor programs through the local university, cross-age tutoring, and reading tutoring from the local university students. We have an intervention block during the school day to provide strategic and enrichment support on essential grade-level standards. We have two reading intervention specialists working with students who are reading below their grade level. We have one math intervention teacher that provides support to students in grades 1-6.

Supplemental programs support students in reading and math outside of the school day. We offer online programs that include Reflex and i-Ready personalized instruction in reading and math. We utilize paraprofessionals in our TK and severe special education classrooms. We have mental health clinicians, interns, and community support groups to provide one-on-one intervention and small group social skills development. We have ELOP, music, summer school, and STEAM theme days.

## 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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3