

# Osborn Two-Way Immersion Academy

## 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Osborn Two-Way Immersion Academy
<b>Street</b>	201 North Soderquist Rd.
<b>City, State, Zip</b>	Turlock, CA 95380-3723
<b>Phone Number</b>	(350) 206-3200
<b>Principal</b>	Juan D. Garcia
<b>Email Address</b>	Juadgarcia@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-5
<b>County-District-School (CDS) Code</b>	50757396053185

### 2024-25 District Contact Information

<b>District Name</b>	Turlock Unified School District (TUSD)
<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>	www.turlock.k12.ca.us

### 2024-25 School Description and Mission Statement

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

## 2024-25 School Description and Mission Statement

### TWO-WAY BILINGUAL IMMERSION PROGRAM

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

Total Enrollment: 830 students

Osborn no longer has a strand of English Only instruction at the TK through 1st grade. A total of 39 students were enrolled in the English Only program in 2023-24

TK/Kindergarten through Second Grade:

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

Second grade 80% of instruction is in Spanish.

Literacy skills are taught in Spanish.

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

Third and Fourth Grade:

Third grade 70% of instruction is in Spanish.

Fourth grade 60% of instruction is in Spanish.

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

Fifth Grade:

Instructional time is evenly divided between English and Spanish.

Literacy instruction is provided in both languages.

### MISSION

Empowering global citizens to achieve linguistic and academic excellence.

### GOALS

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

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

### OBJECTIVES

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

### TACTICS

1. We will use research-validated instructional strategies to meet the standards-based linguistic and academic needs of all students.

## 2024-25 School Description and Mission Statement

2. We will develop a graduated system that will support students in setting positive personal and academic goals.
3. We will teach, model and reward civility, positive character traits and a respect for individual differences.
4. We will consistently expose students to positive cross-cultural experiences.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	184
Grade 1	139
Grade 2	132
Grade 3	134
Grade 4	122
Grade 5	113
<b>Total Enrollment</b>	<b>824</b>

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51
Male	49
American Indian or Alaska Native	0.5
Asian	0.6
Black or African American	0.2
Hispanic or Latino	92.7
Two or More Races	1
White	4
English Learners	45.9
Foster Youth	0.1
Homeless	0.1
Migrant	0.2
Socioeconomically Disadvantaged	61
Students with Disabilities	9.6

## **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>	34.10	97.15	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>	1.00	2.85	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>	35.10	100.00	638.40	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	34.20	100.00	562.30	88.04	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	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>	34.20	100.00	638.70	100.00	279044.80	100.00

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

## 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>	34.00	100.00	536.10	87.60	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	10.50	1.72	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	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>	34.00	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	0
<b>Vacant Positions</b>	1.00	0.00	0
<b>Total Teachers Without Credentials and</b>	1.00	0.00	0

### 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)	2.20	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: Benchmark Adelante/2016	Yes	0
<b>Mathematics</b>	Grades TK-5: Eureka Math/2015	Yes	0
<b>Science</b>	Grades TK-5: Amplify Science CA/2021;	Yes	0
<b>History-Social Science</b>	Grade TK: We Need and What Does; Grades K-5: IMPACT California Social Studies/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 Osborn Elementary have been deemed to be 'clean, safe and functional', having no condition that poses an emergency or urgent threat to the health and safety of pupils or staff. Copies of the District Safety Inspections and Williams Inspections are maintained on file in the Turlock Unified School District Maintenance and Operations office. Safety: A safety plan is in effect. Certificated and classified staffs are vigilant in maintaining student safety. All staff wear identification badges, and all visitors check in and out at the school office. Cleanliness: Osborn Elementary employs one full-time Lead Custodian who provides students and staff with a clean and safe school environment throughout the day. Our district additionally employs two full time night custodians who are responsible for cleaning all facilities on a daily basis. All state and district guidelines governing the custodian tasks have been implemented and are followed in accordance with all applicable laws. Improvements: Osborn Elementary was modernized over the course of a 2 year period. The modernization included 10 new classrooms, two sets of student and staff restrooms a completely remodeled office and new parking lot. 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)	28	27	38	37	46	47
<b>Mathematics</b> (grades 3-8 and 11)	20	22	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>	363	359	98.90	1.10	27.02
<b>Female</b>	181	178	98.34	1.66	28.65
<b>Male</b>	182	181	99.45	0.55	25.41
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	341	338	99.12	0.88	25.15
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	12	12	100.00	0.00	58.33
<b>English Learners</b>	157	157	100.00	0.00	12.74
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	271	271	100.00	0.00	23.99
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	60	60	100.00	0.00	11.67

## 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>	363	357	98.35	1.65	22.41
<b>Female</b>	181	178	98.34	1.66	20.79
<b>Male</b>	182	179	98.35	1.65	24.02
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	341	336	98.53	1.47	21.13
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	12	12	100.00	0.00	33.33
<b>English Learners</b>	157	155	98.73	1.27	10.97
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	271	269	99.26	0.74	17.84
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	60	58	96.67	3.33	12.07

## 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)	13.68	16.82	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	107	96.40	3.60	16.82
Female	55	52	94.55	5.45	21.15
Male	56	55	98.21	1.79	12.73
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	99	96	96.97	3.03	11.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	52	52	100.00	0.00	3.85
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	78	78	100.00	0.00	10.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	6.25

### 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	98.2%	98.2%	98.2%	98.2%	99.1%

## 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

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

- Superintendent's Parent Advisory Committee
- Parent Teacher Association (PTA)
- Back to School Night
- Parent Visitation Visits
- Red Ribbon Week
- Cafecito (Principal monthly morning meeting with parents)
- PIQE Classes (Parent Institute for Quality Education)
- Latino Literacy Program
- Open House
- Family events sponsored by the PTA
- Parent/Teacher Conferences
- Volunteering in classrooms and for school activities (following TUSD Volunteer Procedures)
- California Healthy Kids Survey (CHKS) - parent version (every 2 years)

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

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

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

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

Parents are welcomed and encouraged to participate in school activities. Please feel free to contact the Osborn office at (350) 206-3200 if you have any questions about involvement in school activities.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	854	835	74	8.9
Female	437	427	37	8.7
Male	417	408	37	9.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	791	773	68	8.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	35	34	4	11.8
English Learners	395	382	36	9.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	621	607	56	9.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	118	110	8	7.3

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	0.95	0.83	0.35	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	0.35	0.00
Female	0.00	0.00
Male	0.72	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	0.38	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.51	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.48	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.69	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	24		7	
1	24		6	
2	18	2	5	
3	18	3	4	
4	22	1	5	
5	23	1	4	

### 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	7	
1	24		6	
2	23		6	
3	21	3	3	
4	29		4	
5	31		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	21	1	5	
1	23	1	5	
2	22		6	
3	22		6	
4	31		4	
5	28		4	

## 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	824

## 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	\$17,105	\$6,704	\$10,401	\$101,539
District	N/A	N/A	\$10,859	\$98,370
Percent Difference - School Site and District	N/A	N/A	-4.3	3.2
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-3.5	3.8

## Fiscal Year 2023-24 Types of Services Funded

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

- Student Study Team (SST) - Identifies students failing to meet academic expectations and collaborates to develop action plans to support students in closing their achievement gap.
- Two Literacy Specialists - Providing tier 3 intervention to primary grade students and upper elementary grade students struggling with literacy skills. Provides coaching to teachers to help them improve instructional practices related to literacy instruction.
- Mathematics Intervention Teacher - Provides tier 3 intervention to upper elementary grade students struggling with mathematics.
- Structured Intervention and Enrichment - Provided for students during the school day by teachers troubleshooting concerns while collaborating within their grade level Professional Learning Communities (PLCs).
- Literacy Support Paraprofessionals - Work with the Literacy Specialist in providing intervention for students struggling with literacy skills.
- English Language Development Paraprofessionals - Work with students identified as potential Long-Term English Learners (LTEL) to advance their academic English in listening, speaking, reading and writing.
- Community Liaison - Provides support to parents, students, and families in a number of areas including improving school attendance, providing information regarding community resources, and teaching a parent class, "Cuentos Familiares," to give parents an

understanding of early literacy instruction so that they may support their children at home.

- Primary Language Instruction - Provided to Spanish-dominant students to support the academic development of their stronger language as they are provided integrated and designated English Language Development (ELD). English-dominant students are provided

the opportunity to acquire a second language, Spanish, as they continue to develop their academic English. This may require the use of Spanish Language Development (SLD) techniques.

- School Attendance Review Team (SART) - Monitors students' attendance and meets with parents of children with attendance concerns to provide support and encouragement to improve school attendance. The SART team is made up of the school assistant

principal, health technician, community liaison, and clerical staff.

- After School Educational and Safety (ASES) - Parents of qualifying students may apply to have their student selected for the ASES program. ASES provides homework support and supervised activities after school until 6:00 p.m. each school day.
- Mental Health Clinician - Provides support and intervention for students in need of mental health services.
- School Counselor - Provides whole class lessons on Social-Emotional Learning, provides group and individual counseling, and collaborates with the Mental Health Clinician and the School Psychologist in providing student support and conducting risk assessments.
- Supplemental Materials to support student mastery of content standards.

## 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
<b>Beginning Teacher Salary</b>	\$65,018	\$59,551
<b>Mid-Range Teacher Salary</b>	\$91,612	\$93,855
<b>Highest Teacher Salary</b>	\$123,236	\$120,219
<b>Average Principal Salary (Elementary)</b>	\$158,303	\$151,525
<b>Average Principal Salary (Middle)</b>	\$159,835	\$158,215
<b>Average Principal Salary (High)</b>	\$175,500	\$171,087
<b>Superintendent Salary</b>	\$281,971	\$300,043
<b>Percent of Budget for Teacher Salaries</b>	32%	31%
<b>Percent of Budget for Administrative Salaries</b>	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
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**Professional Development**

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