Julien Elementary

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Julien Elementary
Street	1924 East Canal Dr.
City, State, Zip	Turlock, CA 95380-4222
Phone Number	(209) 667-0891
Principal	Jenny Henderson
Email Address	jhenderson@turlock.k12.ca.us
School Website	https://www.turlock.k12.ca.us/domain/1422
Grade Span	TK-6th
County-District-School (CDS) Code	50757396053177

2025-26 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

2025-26 School Description and Mission Statement

The Mission of Julien Elementary School is to ensure all students develop a strong academic foundation and essential social skills to become responsible citizens. Julien Elementary School was established in 1954 and named after Eric Julien and Albert Julien, two brothers who were prominent doctors in Turlock in the 1950s. Julien Elementary School is a Professional Learning Community that strives to ensure academic and social successes for all of our students. We accomplish this through effective instruction of refined essential standards within every classroom, frequent and ongoing assessments, and regular intervention and enrichment through the three tiers of instruction.

Collaborative teams meet regularly to identify essential standards and skills, create common formative assessments, analyze data, and develop interventions and enrichments based upon students' proficiency of essential standards. We provide an outstanding educational environment through positive behavior supports that encourage strong character traits and citizenship. The staff at Julien Elementary focus upon academic and social-emotional well-being of students through three tiers of support within the Multi-Tiered System of Support, including daily social-emotional lessons.

We also have two site PBIS teams that are focused upon refining site behavior expectations and reward, in addition to analyzing behavior data.

Staff at Julien also focus upon 21st Century learning and educational technology within our instruction, and provide the resources and skills for our students to be successful in their academic futures and careers. We have a variety of activities for students to participate in which highlight College and Career Readiness (e.g. Math Blast, Science Olympiad, the School Garden, Spelling Bee, NGSS, STEM, and weekly art and music instruction). Julien Elementary's population is 807 students, 147 of whom receive Special Education Services. We offer Transitional Kindergarten – 6th grade, 4th – 6th grade Gifted And Talented Education (GATE), the Pod, which is an open classroom consisting of kindergarten through third grade, Resource, Speech and Language therapy, three Moderate to Severe special day classes, and two Resource-Inclusion teachers for Transitional Kindergarten through sixth grade students. Julien has 30 general education classroom teachers, three special-day classrooms with educational specialists, four additional educational specialists who support special education students, an Elementary Counselor, a Mental Health Clinician, an art teacher, a music teacher, three speech therapists, a school psychologist, and three intervention teachers.

2025-26 School Description and Mission Statement

Enrollment by grade:
Transitional Kindergarten – 47
Kindergarten - 65
First Grade – 94
Second Grade – 96
Third Grade – 131
Fourth Grade – 133
Fifth Grade – 126
Sixth Grade – 115

Of Julien's enrolled students, 49 (6%) are in Special Education self-contained classes

Student population groups listed below.
English Learners – 110 (13.6%)
GATE – 95 (11.7%)
Special Education 147 (18%)
Socio-Economically Disadvantaged – 349 (43.2%)
Homeless - 13 (1.6%)
Ethnicity
Hispanic 52%
White 39.5%
Other 8.5%

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	112
Grade 1	99
Grade 2	120
Grade 3	123
Grade 4	130
Grade 5	131
Grade 6	111
Total Enrollment	826

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.9
American Indian or Alaska Native	0.1
Asian	3.8
Black or African American	0.5
Filipino	0.1
Hispanic or Latino	51.7
Native Hawaiian or Pacific Islander	0.4
Two or More Races	2.5
White	40.1
English Learners	17.8
Homeless	1.6
Migrant	0.2
Socioeconomically Disadvantaged	56.8
Students with Disabilities	18.5

A. Conditions of Learning

State Priority: Basic

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

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

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)	33.7	89.42	562.3	88.04	234405.2	84
Intern Credential Holders Properly Assigned	1	2.65	8.6	1.35	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	2.65	7.7	1.21	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	24.7	3.87	11953.1	4.28
Unknown/Incomplete/NA	2	5.29	35.3	5.53	15831.9	5.67
Total Teaching Positions	37.7	100	638.7	100	279044.8	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.

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)	29	87.88	536.1	87.6	231142.4	83.24
Intern Credential Holders Properly Assigned	2	6.06	10.5	1.72	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	3.03	12.8	2.09	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	20.7	3.39	11746.9	4.23
Unknown/Incomplete/NA	1	3.03	31.8	5.2	14303.8	5.15
Total Teaching Positions	33	100	612	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	31	88.57	543.4	87.97	230039.4	100
Intern Credential Holders Properly Assigned	1	2.86	3.5	0.57	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	7.6	1.24	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	22.2	3.59	12112.8	4.34
Unknown/Incomplete/NA	3	8.57	40.9	6.63	13705.8	4.91
Total Teaching Positions	35	100	617.8	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	0
Misassignments	1.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	1	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.8	0	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	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.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	0%
Mathematics	Grades TK-6: Eureka Math/2015	0%
Science	Grades TK-5: Amplify Science CA/2021; Grade 6: Amplify/2020	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	0%
Foreign Language		0%
Health		0%
Visual and Performing Arts		0%
Science Laboratory Equipment (grades 9-12)		0%

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

School Facility Conditions and Planned Improvements

An assessment was done in September 2025 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 Julien 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. All Certificated and Classified staffs wear identification badges and are vigilant in maintaining student safety. Visitors and volunteers check in and out at the school office and wear tags that identify their visit. Cleanliness: Julien School employs one full-time Lead Custodian who provides students and staff with a clean and safe school environment throughout the day. Our district additionally employs two full time night custodians who are responsible for cleaning all facilities 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: Julien Elementary completed a $7 Million dollar modernization project in August 2014.

School Facility Conditions and Planned Improvements

This campus received many interior and exterior upgrades including a new parking lot/student drop off and playground facilities. In 2020 a new office was constructed, and three classrooms were modernized. 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 September 2025 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	September 2025

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	40	38	37	40	47	48
Mathematics (grades 3-8 and 11)	31	33	25	27	35	37

2024-25 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	506	486	96.05	3.95	38.07
Female	253	242	95.65	4.35	42.15
Male	253	244	96.44	3.56	34.02
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	47.62
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	259	255	98.46	1.54	32.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	28	73.68	26.32	28.57
White	183	178	97.27	2.73	46.63
English Learners	89	79	88.76	11.24	11.39
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	308	297	96.43	3.57	30.30
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	109	103	94.50	5.50	11.65

2024-25 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	506	496	98.02	1.98	32.66
Female	253	247	97.63	2.37	29.55
Male	253	249	98.42	1.58	35.74
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	47.62
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	259	255	98.46	1.54	27.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	37	97.37	2.63	27.03
White	183	179	97.81	2.19	40.22
English Learners	89	89	100.00	0.00	6.74
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	308	305	99.03	0.97	23.61
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	109	104	95.41	4.59	10.58

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	27.03	31.86	22.32	23.83	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	131	127	96.95	3.05	28.35
Female	64	61	95.31	4.69	26.23
Male	67	66	98.51	1.49	30.30
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	66	64	96.97	3.03	26.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	46	45	97.83	2.17	35.56
English Learners	17	17	100.00	0.00	5.88
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	78	76	97.44	2.56	15.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	27	93.10	6.90	18.52

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.

2024-25 California Physical Fitness Test Participation Rates

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	99.2%	100.0%	100.0%	100.0%	100.0%

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.

2025-26 Opportunities for Parental Involvement

Julien has a variety of groups and organizations to foster our partnership with our families and the larger community. These groups aid school officials in seeking input from parents/guardians in school and district decision making. Parent and guardian participation is promoted in groups such as the following: School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), Superintendent's Advisory Council, Gifted and Talented Education (GATE) program, Parent Institute for Quality Education (PIQE), Principal's Parent Forums, Open House, Back to School Night, music ensemble performances, Parent-Teacher Conferences, and our Parent Teacher Association (PTA). Julien's Principal hosts parent information events to support parents in partnering with the school in the education of their children. In addition, Julien's PTA regularly sponsors a variety of activities to support students and their families. For more information please call the school office at (209) 667-0891.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	911	866	138	15.9
Female	451	434	68	15.7
Male	460	432	70	16.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	40	40	5	12.5
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	474	445	92	20.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	22	21	1	4.8
White	353	343	36	10.5
English Learners	168	159	29	18.2
Foster Youth	--	--	--	--
Homeless	32	29	6	20.7
Socioeconomically Disadvantaged	569	533	108	20.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	181	174	41	23.6

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.19	0.89	0.55	6.93	4.05	2.2	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.01	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.55	0.00
Female	0.00	0.00
Male	1.09	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.84	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.28	0.00
English Learners	0.60	0.00
Foster Youth	0.00	0.00
Homeless	3.13	0.00
Socioeconomically Disadvantaged	0.70	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.10	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.

2025-26 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 17,2025.

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.

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	4	0
1	24	0	4	0
2	21	1	3	0
3	25	0	4	0
4	28	1	4	0
5	28	0	4	0
6	30	0	4	0
Other	11	3	0	0

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	23	0	4	0
1	23	0	5	0
2	22	1	4	0
3	23	0	4	0
4	29	0	4	0
5	27	1	3	0
6	28	0	4	0
Other	10	4	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	25		4	
2	23		5	
3	22		5	
4	30		4	
5	29		4	
6	26	1	3	
Other	12	4		

2024-25 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	806

2024-25 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	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	3
Resource Specialist (non-teaching)	
Other	4.2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$16,737	$7,421	$9,315	$104,727
District	N/A	N/A	$11,072	$104,970
Percent Difference - School Site and District	N/A	N/A	-17.2	-0.2
State	N/A	N/A	$11,146	$103,743
Percent Difference - School Site and State	N/A	N/A	-17.9	0.9

Fiscal Year 2024-25 Types of Services Funded

Julien Elementary School utilizes a multi-tiered system of support to assist students and provide for their varied academic and social-emotional needs. These include: Tier 1 academic instruction utilizing District-adopted core curriculum and best instructional practices to ensure students learn essential standards and skills; Tier 1 daily social-emotional instruction, Tier II academic supports with extended time for students to access the essential standards; Tier II small-group social-emotional supports focused on skill-building; Tier III small group reading or math instruction in the classroom and/or as pull-out support; Tier III individual mental health supports. Julien's MTSS Tier II team meets with teachers to make instructional, intervention, and social-emotional recommendations to support students who are struggling. Students who are not making consistent progress with interventions have a Student Study Team meeting (SST) scheduled to plan for further supports with the parent(s).

Additional programs and services for students and their families include an elementary counselor, Community Liaison, English language Paraprofessional, Math Intervention Teacher, two Reading Intervention Teachers, online academic support programs, 4th - 6th grade Gifted and Talented Education (GATE) classes, English Language Development support in the classroom, tutoring [by some teachers], summer school offerings, Student Support Clinicians, professional development, part-

Fiscal Year 2024-25 Types of Services Funded

time 2nd-6th Newcomer supports, ELOP program, Music classes for all K-4th grade students and choir/orchestra/band ensembles for 5th & 6th grade students, and weekly art classes for all TK - 6th grade students.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$69,264	$62,783
Mid-Range Teacher Salary	$97,595	$97,783
Highest Teacher Salary	$131,283	$128,020
Average Principal Salary (Elementary)	$168,526	$160,224
Average Principal Salary (Middle)	$170,158	$166,992
Average Principal Salary (High)	$186,834	$180,971
Superintendent Salary	$300,299	$313,465
Percent of Budget for Teacher Salaries	33.24%	30.05%
Percent of Budget for Administrative Salaries	4.65%	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. Professional Development for secondary teachers included: inclusive practices, AI literacy, Next Generation Science Standards, essential standards and assessment targets, math instructional practices and deepening understanding of math framework, Ellevation, Interim Assessment implementation in ELA and math. TUSD has invested in training teachers in LETRS-Language Essentials for the Teachers of Reading and Spelling. Three 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. Also, continued professional development in PBIS, Restorative Practices, and Behavior Academies.

There are several formal Special Education administrative, teacher, and parent trainings scheduled each year that include the

Professional Development

following topics: Service delivery for special education students with disabilities, the referral process for students with 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3