Sandra Tovar Medeiros Elementary School

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	Sandra Tovar Medeiros Elementary School
Street	651 West Springer Dr.
City, State, Zip	Turlock, CA 95382-7314
Phone Number	(209) 668-9600
Principal	Sumeet Singh
Email Address	ssingh@turlock.k12.ca.us
School Website	https://www.turlock.k12.ca.us/domain/1422
Grade Span	
County-District-School (CDS) Code	50757390108175

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

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!

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 29.4% whites, 48% Hispanics, 0.8% Foster Youth, 13.2% English Learners, 29%, Socio-economically Disadvantaged, and 23.1% 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.

2025-26 School Description and Mission Statement

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	158
Grade 1	89
Grade 2	96
Grade 3	107
Grade 4	79
Grade 5	99
Grade 6	125
Total Enrollment	753

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6
Male	53.4
American Indian or Alaska Native	0.8
Asian	10.1
Black or African American	2.9
Filipino	0.1
Hispanic or Latino	47.3
Native Hawaiian or Pacific Islander	0.1
Two or More Races	5.2
White	31.7
English Learners	17.1
Foster Youth	0.4
Homeless	1.2
Migrant	0.1
Socioeconomically Disadvantaged	59.6
Students with Disabilities	19.9

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)	34	91.89	562.3	88.04	234405.2	84
Intern Credential Holders Properly Assigned	3	8.11	8.6	1.35	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	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	0	0	35.3	5.53	15831.9	5.67
Total Teaching Positions	37	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)	30	90.91	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	0	0	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)	28	82.35	543.4	87.97	230039.4	100
Intern Credential Holders Properly Assigned	0	0	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	6	17.65	40.9	6.63	13705.8	4.91
Total Teaching Positions	34	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	0	0
Misassignments	0.00	1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	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)	0	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 Science/2020	0
History-Social Science	Grade TK: We Need and What Does; Grades K-5: IMPACT California Social Studies/2019; Grade 6: World History: Ancient Civilizations/2019	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 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 September 25, 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.

School Facility Conditions and Planned Improvements

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)	44	45	37	40	47	48
Mathematics (grades 3-8 and 11)	36	40	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	415	396	95.42	4.58	45.32
Female	188	176	93.62	6.38	50.00
Male	227	220	96.92	3.08	41.55
American Indian or Alaska Native	--	--	--	--	--
Asian	41	39	95.12	4.88	48.72
Black or African American	16	15	93.75	6.25	20.00
Filipino	0	0	0	0	0
Hispanic or Latino	176	169	96.02	3.98	41.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	37	90.24	9.76	43.24
White	135	130	96.30	3.70	53.85
English Learners	77	71	92.21	7.79	22.54
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	265	253	95.47	4.53	36.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	84	79	94.05	5.95	19.23

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	414	400	96.62	3.38	39.60
Female	187	178	95.19	4.81	38.76
Male	227	222	97.80	2.20	40.27
American Indian or Alaska Native	--	--	--	--	--
Asian	41	40	97.56	2.44	47.50
Black or African American	16	15	93.75	6.25	13.33
Filipino	0	0	0	0	0
Hispanic or Latino	175	169	96.57	3.43	30.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	40	97.56	2.44	45.00
White	135	130	96.30	3.70	50.00
English Learners	76	75	98.68	1.32	12.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	264	257	97.35	2.65	28.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	84	79	94.05	5.95	12.82

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)	28.18	36.56	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	98	93	94.90	5.10	36.56
Female	45	41	91.11	8.89	29.27
Male	53	52	98.11	1.89	42.31
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	39	38	97.44	2.56	34.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	35	32	91.43	8.57	37.50
English Learners	11	11	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	66	64	96.97	3.03	28.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	17	85.00	15.00	11.76

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	95.9%	95.9%	95.9%	94.8%	95.9%

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

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 four times a year 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.Additionally, our community liaison supports families with any resources they need. Our district has a new Family Resource Center to support families, as well.

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.

The Medeiros PTA is very active on our campus, and helps raise funds to support various school activities. Their funds support study trips and provide teachers with classroom supplies. It is also another way parents get to be active on our campus.

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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	842	803	181	22.5
Female	387	370	87	23.5
Male	455	433	94	21.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	85	82	11	13.4
Black or African American	28	28	15	53.6
Filipino	--	--	--	--
Hispanic or Latino	394	383	109	28.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	40	40	3	7.5
White	268	247	37	15.0
English Learners	147	139	23	16.5
Foster Youth	--	--	--	--
Homeless	13	13	4	30.8
Socioeconomically Disadvantaged	548	528	148	28.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	203	192	54	28.1

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
2.57	0.94	0.59	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	0.59	0.00
Female	0.00	0.00
Male	1.10	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	3.57	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.25	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.12	0.00
English Learners	0.68	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.73	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.48	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	5	0
1	20	2	2	0
2	20	3	1	0
3	23	0	4	0
4	28	0	4	0
5	25	0	4	0
6	32	0	3	0
Other	9	4	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	16	5	0	0
1	21	1	3	0
2	23	0	4	0
3	20	2	2	0
4	30	0	3	0
5	28	0	4	0
6	32	0	2	0
Other	9	5	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	2	
1	25		3	
2	21	2	2	
3	25		4	
4	25		3	
5	32		2	
6	31		4	
Other	9	6		

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	359.5

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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3.5

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	$17,417	$7,611	$9,806	$110,371
District	N/A	N/A	$11,072	$104,970
Percent Difference - School Site and District	N/A	N/A	-12.1	5.0
State	N/A	N/A	$11,146	$103,743
Percent Difference - School Site and State	N/A	N/A	-12.8	6.2

Fiscal Year 2024-25 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 2024-25 Types of Services Funded

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 following topics: Service delivery for special education students with disabilities, the referral process for students with needs,

Professional Development

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