# Marvin A. Dutcher Middle

## 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** | Marvin A. Dutcher Middle |
| **Street** | 1441 Colorado Ave. Turlock |
| **City, State, Zip** | CA 95380-2709 |
| **Phone Number** | (305)206-3400 |
| **Principal** | Robert Ruiz |
| **Email Address** | rruiz@turlock.k12.ca.us |
| **School Website** | https://dms.turlock.k12.ca.us/ |
| **Grade Span** | 6-8 |
| **County-District-School (CDS) Code** | 50757396118814 |

## 2025-26 District Contact Information

| | |
|---|---|
| **District Name** | Turlock Unified School District |
| **Phone Number** | 209.667.0632 |
| **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 Dutcher Middle School is to provide opportunities for all students to develop their intellectual, creative, and physical potential to contribute positively to society. Dutcher's Vision statement is: Empowering students with knowledge and logic to become lifelong learners and productive citizens.

Dutcher Middle School is on a traditional school calendar with an enrollment of approximately 850 students for grades 6, 7, and 8. Dutcher Middle School is a Two-Way Bilingual Immersion, lottery school. 7th-grade parents submit applications, and a lottery draw determines acceptance. Students who are not accepted for the program are placed on a waiting list. The only students exempt from the lottery are students enrolled in the TUSD Two-Way Bilingual Immersion program, students whose parents are employed by TUSD and/or a TUSD board member, students who have siblings attending Dutcher at the same time, and students placed in the Mild/Moderate and Moderate/Severe special education programs at Dutcher per their IEP. Our significant student subgroups are Hispanic, White, English Learners, Socio-Economically Disadvantaged, and Students with Disabilities. We have approximately thirteen language groups represented in the school's student population.

Dutcher Middle School has a reputation in the community for having a very strong educational program, a quality teaching staff, and an active parent population. In addition to hosting our district's Two-Way Bilingual Immersion program, Dutcher also has a Visual Performing Arts theme, which consists of Art, Drama, and Speech and Debate elective classes. DMS teachers collaborate weekly in their professional learning communities and focus on the 4 questions of a PLC: What do we want our students to learn? How do we know that they've learned it? What do we do for students who still haven't learned it? What do we do for students who have already learned it? Through collaborative planning, our teachers focus on increasing academic achievement and work to ensure that all students are presented with a rich, multi-faceted educational experience.

Although our school is not a typical neighborhood school where kids walk to school each day, it is a dynamic, close-knit school comprised of students, parents, and staff. Our families are dedicated and committed to the success of our students.

Dutcher Middle School is a highly successful school due to the collaborative efforts of our stakeholders: students, parents, and staff. Each segment of our school community displays the vision of our school and holds steadfast to the premise that all Dutcher students can learn at high levels. Dutcher Middle School is a mark of excellence and has been recognized at the state and national level as a California School to Watch.

## 2025-26 School Description and Mission Statement

# About this School

## 2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| **Grade 6** | 158 |
| **Grade 7** | 331 |
| **Grade 8** | 321 |
| **Total Enrollment** | 810 |

## 2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| **Female** | 49.5 |
| **Male** | 50.5 |
| **American Indian or Alaska Native** | 0.4 |
| **Asian** | 2.2 |
| **Black or African American** | 0.4 |
| **Hispanic or Latino** | 76.5 |
| **Two or More Races** | 1.1 |
| **White** | 18.5 |
| **English Learners** | 36 |
| **Foster Youth** | 0.4 |
| **Socioeconomically Disadvantaged** | 64.9 |
| **Students with Disabilities** | 13.6 |

# 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.

## 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)** | 30 | 79.5 | 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)** | 2.9 | 7.68 | 24.7 | 3.87 | 11953.1 | 4.28 |
| **Unknown/Incomplete/NA** | 2.8 | 7.5 | 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)** | 28.8 | 79.71 | 536.1 | 87.6 | 231142.4 | 83.24 |
| **Intern Credential Holders Properly Assigned** | 0 | 0 | 10.5 | 1.72 | 5566.4 | 2 |
| **Teachers Without Credentials and Misassignments (“ineffective” under ESSA)** | 0 | 0 | 12.8 | 2.09 | 14938.3 | 5.38 |
| **Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)** | 3.8 | 10.59 | 20.7 | 3.39 | 11746.9 | 4.23 |
| **Unknown/Incomplete/NA** | 3.5 | 9.68 | 31.8 | 5.2 | 14303.8 | 5.15 |
| **Total Teaching Positions** | 36.1 | 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)** | 32.5 | 89.86 | 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)** | 1.6 | 4.58 | 22.2 | 3.59 | 12112.8 | 4.34 |
| **Unknown/Incomplete/NA** | 2 | 5.52 | 40.9 | 6.63 | 13705.8 | 4.91 |
| **Total Teaching Positions** | 36.2 | 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** | 1.00 | 0 | 0 |
| **Vacant Positions** | 0.00 | 0 | 0 |
| **Total Teachers Without Credentials and Misassignments** | 1.00 | 0 | 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** | 1.00 | 0 | 0 |
| **Local Assignment Options** | 1.90 | 3.8 | 1.6 |
| **Total Out-of-Field Teachers** | 2.90 | 3.8 | 1.6 |

## 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) | 3.7 | 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** | Grades 6-8: SpringBoard/2016; Grades 7-8: Scholastic READ 180 Core Intensive Intervention/2008 | 0% |
| **Mathematics** | Grades 6-8: Eureka Math/2015 | 0% |
| **Science** | Grades 6-8: Amplify Science/2020 | 0% |
| **History-Social Science** | Grade 6: National Geographic, World History: Ancient Civilizations/2019; Grade 7: National Geographic, World History: Medieval and Early Modern Times/2019; Grade 8: National Geographic, United States History American Stories: Beginnings to World War I /2019 | 0% |
| **Foreign Language** | Grades 7-8 Spanish: Descubre, Vista Higher Learning/2017; Portuguese: Bom Dia! Levels 1 & 2, Spinner Publications/2002 | 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 of the campus facilities 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 Dutcher Middle School have been deemed to be "clean, safe and functional", having no condition that poses an emergency or urgent threat to the health and safety of pupils or staff. Copies of the District Safety Inspections and Williams Inspections are maintained on file in the Turlock Unified School District Maintenance and Operations office. Safety: A safety plan is in effect. Certificated and classified staffs are vigilant in maintaining student safety. All staff wear identification badges, and all visitors check in and out at the school office. Cleanliness: Dutcher employs one full-time Head 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

## School Facility Conditions and Planned Improvements

guidelines governing custodial tasks have been implemented and are followed in accordance with all applicable laws. Improvements: In 2019 a large project was completed which included a brand-new parking lot and parent drop off zone, new cafeteria severing area, new outdoor dining area and new security fencing around the entire site. Additionally, in 2022 8 new classrooms and student restrooms were replaced with new facilities. 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 30, 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 put in 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 | 50 | 37 | 40 | 47 | 48 |
| **Mathematics** (grades 3-8 and 11) | 23 | 24 | 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** | 822 | 797 | 96.96 | 3.04 | 49.81 |
| **Female** | 404 | 389 | 96.29 | 3.71 | 56.04 |
| **Male** | 418 | 408 | 97.61 | 2.39 | 43.87 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | 19 | 18 | 94.74 | 5.26 | 83.33 |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 625 | 608 | 97.28 | 2.72 | 44.08 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 20 | 20 | 100.00 | 0.00 | 55.00 |
| **White** | 153 | 147 | 96.08 | 3.92 | 68.71 |
| **English Learners** | 257 | 256 | 99.61 | 0.39 | 14.45 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | 0 | 0 | 0 | 0 | 0 |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 549 | 535 | 97.45 | 2.55 | 40.93 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 115 | 110 | 95.65 | 4.35 | 19.09 |

## 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** | 822 | 793 | 96.47 | 3.53 | 24.21 |
| **Female** | 404 | 386 | 95.54 | 4.46 | 22.54 |
| **Male** | 418 | 407 | 97.37 | 2.63 | 25.80 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | 19 | 18 | 94.74 | 5.26 | 50.00 |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 625 | 605 | 96.80 | 3.20 | 18.51 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 20 | 20 | 100.00 | 0.00 | 35.00 |
| **White** | 153 | 146 | 95.42 | 4.58 | 42.47 |
| **English Learners** | 257 | 254 | 98.83 | 1.17 | 5.12 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | 0 | 0 | 0 | 0 | 0 |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 549 | 534 | 97.27 | 2.73 | 18.16 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 115 | 109 | 94.78 | 5.22 | 9.17 |

## 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) | 23.78 | 30.26 | 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** | 317 | 308 | 97.16 | 2.84 | 29.87 |
| **Female** | 148 | 143 | 96.62 | 3.38 | 23.78 |
| **Male** | 169 | 165 | 97.63 | 2.37 | 35.15 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | 0 | 0 | 0 | 0 | 0 |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 221 | 215 | 97.29 | 2.71 | 22.79 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **White** | 75 | 74 | 98.67 | 1.33 | 45.95 |
| **English Learners** | 76 | 74 | 97.37 | 2.63 | 2.70 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | 0 | 0 | 0 | 0 | 0 |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 216 | 212 | 98.15 | 1.85 | 25.00 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 54 | 51 | 94.44 | 5.56 | 9.80 |

# 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 7** | 98.0% | 96.5% | 98.8% | 96.8% | 98.8% |

## 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

Opportunities for parent involvement include:

* 6th and 7th grade Parent Orientation Night
* Back to School Night
* 8th Grade Parent Night
* Open House
* Career Education Day
* School Site Council
* ELAC - English Learner Advisory Committee
* PIQE - Parent Institute for Quality Education
* Pre-approved classroom and club volunteers
* Dance chaperone
* Hispanic Heritage Celebration
* Coffee with the Principal
* The PBIS Student Store

For more information regarding opportunities for parent involvement, call the school: (350)206-3400.

## 2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| **All Students** | 847 | 837 | 115 | 13.7 |
| **Female** | 420 | 413 | 56 | 13.6 |
| **Male** | 427 | 424 | 59 | 13.9 |
| **Non-Binary** | -- | -- | -- | -- |
| **American Indian or Alaska Native** | -- | -- | -- | -- |
| **Asian** | 19 | 19 | 2 | 10.5 |
| **Black or African American** | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- |
| **Hispanic or Latino** | 643 | 636 | 86 | 13.5 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- |
| **Two or More Races** | -- | -- | -- | -- |
| **White** | 161 | 158 | 22 | 13.9 |
| **English Learners** | 298 | 294 | 41 | 13.9 |
| **Foster Youth** | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 574 | 566 | 94 | 16.6 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- |
| **Students with Disabilities** | 122 | 120 | 25 | 20.8 |

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 |
| 14.01 | 3.6 | 2.01 | 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** | 2.01 | 0.00 |
| **Female** | 2.38 | 0.00 |
| **Male** | 1.64 | 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** | 2.18 | 0.00 |
| **Native Hawaiian or Pacific Islander** | 0.00 | 0.00 |
| **Two or More Races** | 0.00 | 0.00 |
| **White** | 1.24 | 0.00 |
| **English Learners** | 2.68 | 0.00 |
| **Foster Youth** | 0.00 | 0.00 |
| **Homeless** | 0.00 | 0.00 |
| **Socioeconomically Disadvantaged** | 2.79 | 0.00 |
| **Students Receiving Migrant Education Services** | 0.00 | 0.00 |
| **Students with Disabilities** | 4.10 | 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

## 2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **English Language Arts** | 29 | 5 | 8 | 12 |
| **Mathematics** | 26 | 7 | 12 | 7 |
| **Science** | 26 | 5 | 20 | 1 |
| **Social Science** | 28 | 2 | 15 | 7 |

## 2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **English Language Arts** | 30 | 2 | 15 | 6 |
| **Mathematics** | 27 | 3 | 21 | 1 |
| **Science** | 25 | 6 | 20 | 1 |
| **Social Science** | 29 | 2 | 18 | 3 |

## 2024-25 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **English Language Arts** | 28 | 4 | 16 | 4 |
| **Mathematics** | 23 | 7 | 19 | 2 |
| **Science** | 24 | 9 | 13 | 5 |
| **Social Science** | 26 | 4 | 20 | 1 |

## 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** | 433 |

## 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** | |
| **Resource Specialist (non-teaching)** | |
| **Other** | 3 |

## 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** | $16,959 | $6,996 | $9,963 | $101,112 |
| **District** | N/A | N/A | $11,072 | $104,970 |
| **Percent Difference - School Site and District** | N/A | N/A | -10.5 | -3.7 |
| **State** | N/A | N/A | $11,146 | $103,743 |
| **Percent Difference - School Site and State** | N/A | N/A | -11.2 | -2.6 |

## Fiscal Year 2024-25 Types of Services Funded

Dutcher Middle School utilizes a wide variety of services available that support and assist students at our school. Services include:

* GATE/Honors ELA classes,
* Two-Way Bilingual Immersion Program
* Daily ELD (D-Back Time)
* After-school Homework Labs by Grade Level
* After School Math Lab
* ELOP - Extended Learning Opportunity Program
* Mentor programs through our partnership with CSU Stanislaus
* Grief Counseling through our partnership with Jessica's House
* Parent Engagement Program, PIQE, through our partnership with UC Merced
* MTSS for both academics and classroom behavior
* MTSS Group Counseling (Behavior Academies)
* PBIS Program
* Bilingual paraprofessional
* Community Liaison (Spanish speaking)
* Mental health CARE clinician

## 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, 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.

## Professional Development

| Subject | 2023-24 | 2024-25 | 2025-26 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 3 | 3 | 3 |