

# Crowell Elementary School

## 2021 School Accountability Report Card

### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Crowell Elementary School
<b>Street</b>	118 North Ave.
<b>City, State, Zip</b>	Turlock, CA 95382
<b>Phone Number</b>	209.667.0885
<b>Principal</b>	Stephen Valgos
<b>Email Address</b>	mosmer@turlock.k12.ca.us
<b>School Website</b>	<a href="https://www.turlock.k12.ca.us/domain/1422">https://www.turlock.k12.ca.us/domain/1422</a>
<b>County-District-School (CDS) Code</b>	50757396053151

## 2021-22 District Contact Information

<b>District Name</b>	Turlock Unified School District
<b>Phone Number</b>	209.667.0633
<b>Superintendent</b>	Dana Trevethan
<b>Email Address</b>	dtrevethan@turlock.k12.ca.us
<b>District Website Address</b>	www.turlock.k12.ca.us

## 2021-22 School Overview

Crowell Elementary School is a Transitional Kindergarten through Sixth Grade school. There are six Autism Classes and we host 3 State Pre School and 3 Head Start classes. Our TK-6 enrollment is 643. Our School Theme is R.E.A.C.H. (Research/Technology, Engineering, Arts, Collaboration, Health).

### **Crowell School's Mission:**

The mission of Crowell Elementary is to prepare all students socially, emotionally, and academically for college and career success.

We are committed to ensuring students receive high quality, engaging instruction so all students will be college and career ready. We believe all students are unique and can be successful. We believe in high expectations, the vital importance of family, the foundation of strong character, and that all students should be provided the academic foundation necessary for future academics in order to pursue any career or pathway they choose. We believe in the importance of strong partnerships with families and the community to engage students and families in their education.

The Turlock Unified School District is committed to developing strong character traits in our students. Our school embraces these efforts by teaching character lessons, celebrating student achievements in character education, and promoting positive interactions among the community, staff and students. We strive to teach, model and reinforce positive character traits with all our stakeholders.

Crowell's Mascot is the Cougar. Our School Motto is "Cougars are Kind."

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	111
Grade 1	80
Grade 2	88
Grade 3	97
Grade 4	98
Grade 5	84
Grade 6	83
Total Enrollment	641

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.6
Asian	5.1
Black or African American	4.5
Hispanic or Latino	61.8
Native Hawaiian or Pacific Islander	0.5
Two or More Races	1.4
White	24
English Learners	35.3
Foster Youth	0.3
Homeless	1.9
Socioeconomically Disadvantaged	84.4
Students with Disabilities	18.6

#### 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	28.3	91.9	551.8	86.4	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	3.7	0.6	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.0	3.2	13.6	2.1	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	35.9	5.6	12115.8	4.4
<b>Unknown</b>	1.5	4.9	33.3	5.2	18854.3	6.9
<b>Total Teaching Positions</b>	30.8	100.0	638.4	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	1.0
<b>Total Teachers Without Credentials and Misassignments</b>	1.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	0.0
<b>Total Out-of-Field Teachers</b>	0.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.5

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent 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	Yes	0
Mathematics	Grades TK-6: Eureka Math/2015	Yes	0
Science	Grades K-5: Amplify Science CA/2021; Grade 6: Amplify Science/2020	Yes	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	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

## School Facility Conditions and Planned Improvements

An assessment was done in September 2021 using the Facility Inspection Tool (FIT), Crowell Elementary is currently a Williams School; as such this inspection was completed by SCOE representative John Cicinato. The school buildings and grounds of Crowell 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: Crowell 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: Crowell School was modernized between 2011 & 2012. The campus has a new Fire Alarm System, new Public Address System, new Phone System and many other infrastructure items. In addition to this the whole campus received a phase lift with new Paint and Color Scheme. Approximately 20 classrooms were completely remodeled inside as well as 3 sets of Student Restrooms; this campus is in very good condition. In 2018 new fencing was installed around the entire perimeter of the site to enhance safety and security as well as create a single point of entry. 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 2021 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 2021	
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X				

## School Facility Conditions and Planned Improvements

<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	371	345	92.99	7.01	21.28
<b>Female</b>	172	161	93.6	6.4	26.71
<b>Male</b>	199	184	92.46	7.54	16.48
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	13	12	92.31	7.69	25
<b>Black or African American</b>	15	13	86.67	13.33	25
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	238	224	94.12	5.88	20.18
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	87	78	89.66	10.34	24.36
<b>English Learners</b>	126	119	94.44	5.56	7.56
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	16	16	100	0	12.5
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	305	285	93.44	6.56	20.49
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	57	45	78.95	21.05	13.33

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	371	343	92.45	7.55	8.48
<b>Female</b>	172	158	91.86	8.14	8.23
<b>Male</b>	199	185	92.96	7.04	8.70
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	13	12	92.31	7.69	8.33
<b>Black or African American</b>	15	13	86.67	13.33	0.00
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	238	223	93.70	6.30	8.11
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	87	77	88.51	11.49	12.99
<b>English Learners</b>	126	116	92.06	7.94	1.74
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	16	16	100.00	0.00	0.00
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	305	283	92.79	7.21	8.16
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	57	44	77.19	22.81	4.65

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	8.11	N/A	25.92	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	85	74	87.06	12.94	8.11
<b>Female</b>	41	37	90.24		
<b>Male</b>	44	37	84.09		
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	55	49	89.09	10.91	6.12
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	21	17	80.95	19.05	11.76
<b>English Learners</b>	29	26	89.66	10.34	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	71	62	87.32	12.68	8.06
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

All parents are welcomed and encouraged to support their children in the school setting. Parents must complete a volunteer packet to to participate in classroom or field trip activities. Parents are invited to participate in our Parent Teacher Association (PTA), School Site Council (SSC), English Learner Advisory Committee (ELAC), Latino Literacy Program, Virtual COVID Trainings, and attend family education nights. We encourage parents to chaperone study trips and to volunteer in classrooms as much as possible within current state and district guidelines with regard to mitigating spread of COVID 19 and its variants. We invite parents to Back to School Night, Open House, and Parent Teacher conferences. We encourage regular parent/teacher conferences and phone calls home. Teachers use a variety of communications to keep parents engaged in their child's learning, such as Class Dojo, Remind, Talking Points, and a variety of others. Parents are encouraged to track their child's academics and attendance on Aeries Family link, can be kept abreast of district communications via Peach Jar, and receive site and district communications via BB Comms. For information please contact our school office at (209) 667-0885 or visit the Crowell School website: [turlock.k12.ca.us/crowell](http://turlock.k12.ca.us/crowell)

COVID protocols notwithstanding, Crowell School has active staff committees which coordinate efforts throughout the year to encourage parent participation in social-emotional, service, health, and academic functions. Crowell administration and staff strongly support school programs and events that offer volunteers to the school.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	757	711	264	37.1
Female	350	331	129	39.0
Male	407	380	135	35.5
American Indian or Alaska Native	11	11	6	54.5
Asian	39	37	4	10.8
Black or African American	33	31	13	41.9
Filipino	0	0	0	0.0
Hispanic or Latino	478	447	185	41.4
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	10	10	3	30.0
White	176	165	48	29.1
English Learners	260	249	76	30.5
Foster Youth	5	4	3	75.0
Homeless	15	15	12	80.0
Socioeconomically Disadvantaged	648	612	240	39.2
Students Receiving Migrant Education Services	12	12	6	50.0
Students with Disabilities	150	142	63	44.4

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	6.81	0.66	5.19	0.99	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.04	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.93	3.07	2.45
<b>Expulsions</b>	0.00	0.01	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.66	0.00
<b>Female</b>	0.57	0.00
<b>Male</b>	0.74	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	1.05	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.77	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	6.67	0.00
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>		

## 2021-22 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, when approved by each site council. These components were approved by the site council on February 23, 2021.

- 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.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	20	2	3	
1	16	4	1	
2	23		4	
3	22	1	3	
4	27		3	
5	28		3	
6	29		3	
Other	8	3		

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	21	1	3	
2	20	3	1	
3	23		4	
4	28		3	
5	24		3	
6	28		3	
Other	9	6		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	19	2	3	
1	15	2	3	
2	16	2	3	
3	18	1	4	
4	18	2	3	
5	21	1	3	
6	20	1	3	
Other	10	5		

## 2020-21 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	



## 2020-21 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	2
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	2.2

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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
<b>School Site</b>	12,432	4,353	8,079	86,748
<b>District</b>	N/A	N/A	8,739	\$87,777
<b>Percent Difference - School Site and District</b>	N/A	N/A	-7.8	-1.2
<b>State</b>			\$8,444	\$86,376
<b>Percent Difference - School Site and State</b>	N/A	N/A	-4.4	0.4

## 2020-21 Types of Services Funded

Crowell Elementary utilizes a wide variety of personnel and/or services to support students' academic and social-emotional needs in our school. Some of these include class-size reduction, programs for English Learners, which includes classroom support and extra-hour tutorials, academic support opportunities before and after school, and W.I.N. (What I Need) Time. Crowell has a District Itinerant ELD Teacher housed at Crowell, and has recently added an EL support para. Crowell offers Supplemental Educational Services (SES), ASES (After School Educational and Safety) programs, Mentor programs through the local University, summer learning opportunities, Instructional Coaches to support teachers, and the opportunity to work with CSU Stanislaus Science Methods students on campus. Students are supported with an Acculturation and Intervention teacher, themed workshops through our R.E.A.C.H. school theme, and theme-related field trips and/or activities. Newcomer-support is provided by the district and done virtually. To address student stress and/or anxiety, we have added a school counselor to provide staff training and Tier I student support. For students with more serious concerns, we have added a school mental health clinician. In the lower grades we support students with a reading intervention teacher, and in the upper grades, both a reading intervention teacher as well as a math intervention teacher. We provide our students with a music program that includes Choir, Orchestra, and Band. All students have a dedicated (1:1) touch screen Chromebook, headphones, and academic programs to support reading fluency and math.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$57,714	\$52,562
<b>Mid-Range Teacher Salary</b>	\$81,321	\$83,575
<b>Highest Teacher Salary</b>	\$109,390	\$104,166
<b>Average Principal Salary (Elementary)</b>	\$143,498	\$131,875
<b>Average Principal Salary (Middle)</b>	\$147,401	\$137,852
<b>Average Principal Salary (High)</b>	\$157,179	\$150,626
<b>Superintendent Salary</b>	\$238,130	\$260,243
<b>Percent of Budget for Teacher Salaries</b>	36%	34%
<b>Percent of Budget for Administrative Salaries</b>	5%	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 social-emotional learning, equity, subject matter, English language development, technology, best practices, PLC's, and leadership. TUSD's initiatives and staff input continue to drive the professional development offerings.

Due to the COVID-19 pandemic, the District offered virtual PD for teachers. PD formats for teachers were made available in the following ways: live on Zoom, webinars, video recordings, podcasts, and newsletter releases. Topics included: trauma informed strategies, Amplify Science, number talks, culturally responsive teaching, math intervention, reading intervention, and reciprocal teaching.

Staff is provided with weekly embedded collaboration time in addition to opportunities for extended collaboration at site determined periods throughout the school year. The collaboration time allows teachers to apply new learning and make strategic decisions regarding the use of curriculum and assessments. 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. New administrators are supported through their participation in the Stanislaus County Office of Education Administrator Induction Program.

There are several formal Special Education administrative and teacher trainings scheduled each year that include the following topics: Service delivery for special education students with various handicapping conditions, the referral process for students with special education needs, how to accurately complete the IEP documents, how to maintain legally defensible reports/IEP documents/meetings, behavioral tools/strategies for district staff, case law and disability awareness. At sites, training specific to the students and programs at each site occurs throughout the school year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	3	3

# Turlock Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Turlock Unified School District
<b>Phone Number</b>	209.667.0633
<b>Superintendent</b>	Dana Trevethan
<b>Email Address</b>	dtrevethan@turlock.k12.ca.us
<b>District Website Address</b>	www.turlock.k12.ca.us

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	7145	6474	90.61	9.39	38.35
<b>Female</b>	3461	3167	91.51	8.49	43.27
<b>Male</b>	3683	3306	89.76	10.24	33.66
<b>American Indian or Alaska Native</b>	45	39	86.67	13.33	33.33
<b>Asian</b>	369	354	95.93	4.07	59.49
<b>Black or African American</b>	141	121	85.82	14.18	25.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	4213	3798	90.15	9.85	29.91
<b>Native Hawaiian or Pacific Islander</b>	40	40	100.00	0.00	55.00
<b>Two or More Races</b>	178	155	87.08	12.92	40.00
<b>White</b>	2150	1959	91.12	8.88	51.07
<b>English Learners</b>	1764	1599	90.65	9.35	9.67
<b>Foster Youth</b>	46	37	80.43	19.57	13.89
<b>Homeless</b>	56	44	78.57	21.43	13.64
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3980	3581	89.97	10.03	26.73
<b>Students Receiving Migrant Education Services</b>	69	65	94.20	5.80	15.63
<b>Students with Disabilities</b>	956	813	85.04	14.96	10.74

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	7145	6396	89.52	10.48	23.31
Female	3461	3125	90.29	9.71	22.82
Male	3683	3270	88.79	11.21	23.79
American Indian or Alaska Native	45	39	86.67	13.33	23.08
Asian	369	353	95.66	4.34	42.49
Black or African American	141	120	85.11	14.89	11.67
Filipino	--	--	--	--	--
Hispanic or Latino	4213	3736	88.68	11.32	15.16
Native Hawaiian or Pacific Islander	40	39	97.50	2.50	30.77
Two or More Races	178	157	88.20	11.80	24.20
White	2150	1944	90.42		35.76
English Learners	1764	1587	89.97	10.03	5.26
Foster Youth	46	37	80.43	19.57	2.78
Homeless	56	42	75.00	25.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	3980	3523	88.52	11.48	14.10
Students Receiving Migrant Education Services	69	62	89.86	10.14	6.56
Students with Disabilities	956	794	83.05	16.95	6.20

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.