

Sandra Tovar Medeiros Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 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	Anna Ellerson
Email Address	aellerson@turlock.k12.ca.us
School Website	https://www.turlock.k12.ca.us/domain/1422
County-District-School (CDS) Code	50757390108175

2022-23 District Contact Information

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

2022-23 School Overview

Our school is a beautifully designed campus. It is named after Sandra Tovar Medeiros who was a former teacher in the Turlock Unified School District. She was born on September 5, 1959 and died 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 a variety of community functions during the evenings and weekends.

The mission of Sandra Tovar Medeiros Elementary School: All Medeiros Stars will excel academically and socially in collaboration with families and the community. Our No Bully Motto: Medeiros Stars are Respectful and Kind!

We proudly serve an average of 750 students in our regular TK-6th grade program. In addition, we have four Autism classes, three Emotional Disturbed classes, and one State Preschool class. Our current student population includes: White-61.1% Hispanic-44.5%; Our Significant Subgroups include 0.1% Foster, 13.6% English Learners, and 26% Socio-economically Disadvantaged, and 17.6% students in special education.

At Medeiros, we take great pride in celebrating student achievements and recognizing students for good character through daily positive incentive cards, Student of the Month awards, Character Trait of the Month awards, and Rotary awards. We celebrate students virtually on Friday mornings and have an all school outside assembly once a month. Opportunities for student leadership and extra curricular activities include: Toolbox Club, Sandy Hook Promise Club, student council, orchestra, band, and choir. We have daily social emotional learning block built in to our daily schedule so that teacher teach Toolbox lesson in every classroom. All students in grades 1-6 receive music instruction each week.

Medeiros teachers continue to seek more effective ways to differentiate their curriculum and provide appropriate academic support for each individual child. At our monthly faculty, leadership, and Professional Learning Community meetings, teachers regularly discuss summative and formative assessment data, develop common formative assessments to measure student work, and plan interventions to better meet the learning needs of all students. Teachers also enlist the support of our district Instructional Coaches to observe lessons and provide feedback on how to improve their lesson delivery.

Our goals for the current year:

2022-23 School Overview

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.

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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	103
Grade 1	91
Grade 2	109
Grade 3	116
Grade 4	112
Grade 5	99
Grade 6	134
Total Enrollment	764

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.7
Male	56.3
American Indian or Alaska Native	0.9
Asian	8.8
Black or African American	3.4
Filipino	0.0
Hispanic or Latino	43.1
Native Hawaiian or Pacific Islander	0.4
Two or More Races	3.7
White	37.6
English Learners	16.6
Foster Youth	0.8
Homeless	0.0
Migrant	0.1
Socioeconomically Disadvantaged	46.1
Students with Disabilities	15.3

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.90	97.37	551.80	86.43	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	2.63	3.70	0.58	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	13.60	2.13	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	35.90	5.63	12115.80	4.41
Unknown	0.00	0.00	33.30	5.22	18854.30	6.86
Total Teaching Positions	37.90	100.00	638.40	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

September 2022

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

School Facility Conditions and Planned Improvements

An assessment was done in October 2022 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 October 2022 may list some items found during the site inspection. These items should not be confused as 'Non-functioning' or affect the overall statement of the school site that it is 'clean, safe and functional.' Work orders are input on a regular basis and are usually addressed within a two-week period of time.

Year and month of the most recent FIT report

October 2022

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			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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).
4. **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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated 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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	48	N/A	40	N/A	47
Mathematics (grades 3-8 and 11)	N/A	39	N/A	25	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	456	447	98.03	1.97	48.43
Female	196	194	98.98	1.02	53.89
Male	260	253	97.31	2.69	44.27
American Indian or Alaska Native	--	--	--	--	--
Asian	35	35	100.00	0.00	54.29
Black or African American	11	11	100.00	0.00	36.36
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	192	187	97.40	2.60	39.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	25	100.00	0.00	44.00
White	184	180	97.83	2.17	57.78
English Learners	76	76	100.00	0.00	25.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	166	163	98.19	1.81	42.33
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	77	73	94.81	5.19	18.06

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	455	444	97.58	2.42	38.83
Female	196	194	98.98	1.02	33.16
Male	259	250	96.53	3.47	43.20
American Indian or Alaska Native	--	--	--	--	--
Asian	35	35	100.00	0.00	48.57
Black or African American	11	11	100.00	0.00	27.27
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	191	185	96.86	3.14	26.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	25	100.00	0.00	36.00
White	184	179	97.28	2.72	51.40
English Learners	76	75	98.68	1.32	18.92
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	165	161	97.58	2.42	26.71
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	76	70	92.11	7.89	21.74

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	26.02	31.63	25.92	22.84	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	99	98	98.99	1.01	31.63
Female	48	48	100	0	33.33
Male	51	50	98.04	1.96	30
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	35	35	100	0	20
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	43	43	100	0	34.88
English Learners	16	16	100	0	12.5
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	39	97.5	2.5	17.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	12.5

2021-22 Career Technical Education Programs

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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	95.8%	98.9%	98.9%	98.9%	100.0%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 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) that meet every other month virtually and/or in person to discuss the various functions of the school. Our ELAC advises our SSC to help them make informed decisions regarding our budget, school site plan, safety

2022-23 Opportunities for Parental Involvement

of our campus, incentives for students and many other items that are discussed and approved by 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.

We promote parent participation through invitations via Parent Messenger, 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. Parents become stronger partners in the educational process by attending literacy functions that help them understand expectations for success.

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 monthly newsletter, and post parent information on our website, social media and Blackboard Messenger via text message, call and email. 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	828	807	305	37.8
Female	369	357	124	34.7
Male	459	450	181	40.2
American Indian or Alaska Native	7	7	3	42.9
Asian	72	70	21	30.0
Black or African American	29	27	18	66.7
Filipino	0	0	0	0.0
Hispanic or Latino	360	351	160	45.6
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	29	29	10	34.5
White	308	301	87	28.9
English Learners	137	135	56	41.5
Foster Youth	11	9	6	66.7
Homeless	5	5	2	40.0
Socioeconomically Disadvantaged	408	394	194	49.2
Students Receiving Migrant Education Services	2	2	1	50.0
Students with Disabilities	162	154	71	46.1

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.31	3.07	2.45
Expulsions	0.00	0.01	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	3.62	0.99	6.47	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.62	0.00
Female	1.08	0.00
Male	5.66	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	3.45	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.61	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.45	0.00
White	4.55	0.00
English Learners	2.19	0.00
Foster Youth	36.36	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.19	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.79	0.00

2022-23 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 24, 2022.

- 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.

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	23		6	
1	24		4	
2	22	1	4	
3	23		4	
4	27	1	3	
5	28		4	
6	32		2	
Other	9	5		

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	16	4	3	
1	22	1	4	
2	23		4	
3	20	1	4	
4	18	2	3	
5	27	1	4	
6	19	2	4	
Other	8	7		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	5	1	
1	17	3	2	
2	17	6		
3	21	1	4	
4	19	2	4	
5	24	1	3	
6	21	1	5	
Other	9	5		

2021-22 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	764

2021-22 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
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	11,892	4,824	7,068	90,267
District	N/A	N/A	8,280	\$87,264
Percent Difference - School Site and District	N/A	N/A	-15.8	3.4
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	6.9	2.1

2021-22 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 with 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 for English Learners. We have an English Learner para-professional who provides extra support for our English Learners. Instructional services include designated and integrated English Language Development and extra support for our "newcomer" students. 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 both 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. These supports are provided during the school day.

There are supplemental programs to support students outside of the school day in reading and math. We offer online programs that include Reflex, Zearn, Lexia English, and Lexia. We utilize para-professionals in our TK classrooms and our 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 also have academic support from content-area Instructional Coaches to support student achievement and provide professional development for teachers. Summer school is available to those students who meet the desired criteria.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$57,714	\$54,370
Mid-Range Teacher Salary	\$81,321	\$82,681
Highest Teacher Salary	\$109,390	\$106,610
Average Principal Salary (Elementary)	\$143,186	\$135,283
Average Principal Salary (Middle)	\$147,401	\$141,244
Average Principal Salary (High)	\$153,718	\$152,955
Superintendent Salary	\$238,130	\$264,367
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	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 coaching and mentoring of staff; programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas; social-emotional learning; English language development; PLC's; and leadership. TUSD's initiatives and staff input continue to drive the professional development offerings.

PD formats for teachers were made available in the following ways: In-person, live on Zoom, webinars, video recordings, podcasts, and newsletter releases. Topics included: Restorative Practices, Culturally Responsive School Leadership, and Foundational Skills.

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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3