

Turlock Junior High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Turlock Junior High School
Street	3951 North Walnut Rd.
City, State, Zip	Turlock, CA 95382
Phone Number	(209) 667-0881
Principal	Doreen Castillo
Email Address	dcastillo@turlock.k12.ca.us
School Website	https://www.turlock.k12.ca.us/domain/1422
County-District-School (CDS) Code	50757396053136

2023-24 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	www.turlock.k12.ca.us

2023-24 School Description and Mission Statement

The mission of Turlock Junior High School is to increase student achievement and to prepare students academically and socially in a safe environment through teacher collaboration and effectiveness. To achieve this mission, staff and students will work collaboratively to model: Preparation, Respect, Innovation, Determination, and Excellence. Turlock Junior High School has been designated a "California School to Watch" and a "National School to Watch" by the California Department of Education and the National Schools to Watch Program. Turlock Junior High School has also received recognition from the California PBIS Coalition for our implementation of the PBIS program at the Silver level.

Turlock Junior High School provides a comprehensive middle-grade education based on the California state content standards for approximately 1,300 seventh and eighth-grade students.

The educational needs of the diverse student population are met through a range of program offerings and differentiated instruction. In addition to the core curriculum, a wide range of exploratory electives are offered to provide opportunities for students to focus on areas of particular interest. Turlock Junior High School also provides a STEM Pathway for both 7th and

2023-24 School Description and Mission Statement

8th-grade students which uses the PLTW curriculum and PLTW professional development. Students also have a variety of options for co-curricular and extracurricular activities, including athletics and music. Students may choose to participate in after-school clubs, tutoring, and student government. Noontime intramural sports also increase opportunities for students to participate and engage in co-curricular activities.

Turlock Junior High School administration and staff firmly believe successful education involves the cooperative efforts of the school, the home, and the community in addressing the multiple needs of junior high school students. We welcome the help and active involvement of parents and community volunteers. Such involvement contributes to the success of Turlock Junior High School.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	656
Grade 8	601
Total Enrollment	1,257

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7%
Male	52.2%
American Indian or Alaska Native	0.5%
Asian	7.2%
Black or African American	2.6%
Filipino	0.3%
Hispanic or Latino	55%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	1.6%
White	30.8%
English Learners	21.2%
Foster Youth	0.6%
Homeless	0.9%
Migrant	0.6%
Socioeconomically Disadvantaged	63.3%
Students with Disabilities	13.4%

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)	44.90	70.70	551.80	86.43	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	1.57	3.70	0.58	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.00	6.29	13.60	2.13	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.00	7.87	35.90	5.63	12115.80	4.41
Unknown	8.60	13.55	33.30	5.22	18854.30	6.86
Total Teaching Positions	63.60	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)	53.20	85.66	562.30	88.04	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.60	1.35	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.06	7.70	1.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.30	5.39	24.70	3.87	11953.10	4.28
Unknown	5.50	8.89	35.30	5.53	15831.90	5.67
Total Teaching Positions	62.10	100.00	638.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	4.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.40	0.00
Local Assignment Options	4.60	3.30
Total Out-of-Field Teachers	5.00	3.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	8.1	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)	7	1.1

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 7-8: SpringBoard/2016; Grades 7-8 Intervention: Read 180/2008	Yes	0%
Mathematics	Grades 7-8: Eureka Math/2015	Yes	0%

Science	Grades 7-8: Amplify Science/2020	Yes	0%
History-Social Science	Grade 7: World History: Medieval and Early Modern Times/2019; Grade 8: United States History American Stories: Beginnings to World War I /2019	Yes	0%
Foreign Language	Grades 7-8: Spanish, Descubre, Vista Higher Learning/2017; Portuguese, Bom Dia! Level 1, Spinner Publications/2002		

School Facility Conditions and Planned Improvements

An assessment was done in August 2023 using the Facility Inspection Tool (FIT), TJHS is currently a Williams School; as such this inspection was completed by SCOE representative John Cicinato. The school buildings and grounds of TJHS 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: Turlock Junior High School employees 1 Head Custodian and 4 Custodians; they also receive weekly assistance on grounds from the Pitman High School staff. All state and district guidelines governing custodial tasks have been implemented and are followed in accordance with all applicable laws. Improvements: Turlock Junior High School was constructed in 1992. This campus has been under construction for modernization since 2021, in August of 2023 all work was complete. Every building, classrooms and restrooms were remodeled and the entire HVAC system replaced. 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 August 2023 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

August 2023

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	45		40		47	
Mathematics (grades 3-8 and 11)	26		25		33	

2022-23 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	1276	1205	94.44	5.56	43.15
Female	609	571	93.76	6.24	48.51
Male	666	633	95.05	4.95	38.39
American Indian or Alaska Native	--	--	--	--	--
Asian	98	90	91.84	8.16	62.22
Black or African American	34	32	94.12	5.88	31.25
Filipino	--	--	--	--	--
Hispanic or Latino	698	659	94.41	5.59	33.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	46	43	93.48	6.52	39.53
White	386	368	95.34	4.66	58.15
English Learners	277	255	92.06	7.94	10.98
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	856	800	93.46	6.54	33.38
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	169	158	93.49	6.51	9.49

2022-23 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	1275	1215	95.29	4.71	26.26
Female	609	577	94.75	5.25	24.44
Male	665	637	95.79	4.21	27.94
American Indian or Alaska Native	--	--	--	--	--
Asian	98	95	96.94	3.06	45.26
Black or African American	34	32	94.12	5.88	9.38
Filipino	--	--	--	--	--
Hispanic or Latino	698	661	94.70	5.30	16.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	45	44	97.78	2.22	27.27
White	386	370	95.85	4.15	40.27
English Learners	277	269	97.11	2.89	3.35
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	855	809	94.62	5.38	17.31
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	169	158	93.49	6.51	6.96

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	21.74		22.84		29.47	

2022-23 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	604	578	95.70	4.30	23.18
Female	283	271	95.76	4.24	22.51
Male	320	306	95.63	4.37	23.86
American Indian or Alaska Native	--	--	--	--	--
Asian	43	42	97.67	2.33	23.81
Black or African American	16	16	100.00	0.00	6.25
Filipino	--	--	--	--	--
Hispanic or Latino	333	316	94.89	5.11	16.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	12.50
White	189	181	95.77	4.23	37.02
English Learners	131	128	97.71	2.29	1.56
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	388	368	94.85	5.15	16.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	81	76	93.83	6.17	2.63

2022-23 Career Technical Education Programs

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	376
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	
2021-22 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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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 7	68.37%	70.78%	71.69%	70.63%	72.29%

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.

2023-24 Opportunities for Parental Involvement

Turlock Junior High encourages parent involvement at a variety of levels, including the Parent Institute for Quality Education Education (PIQE) program which is offered in both English and Spanish, the School Site Council, the English Learner Advisory Committee (Site ELAC), the District English Learner Advisory Committee (DELAC), and the STEM parent volunteer program. Parents also actively serve as chaperones for educational study trips and dances. The performing arts programs which include band, orchestra, choir, and the STEM program, benefit from a high level of parental involvement. TJHS hosts a Back to School Night for parents and students in the Fall and an Open House Night in the spring. Lastly, we encourage parents to connect with the TUSD Family Resource Center. They provide help and assistance, trainings, and a variety of services to all parents within our district. For more information please contact us at (209) 667-0881.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate				6.2	5.2		9.4	7.8	
Graduation Rate				90.0	93.1		83.6	87.0	

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary			
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1374	1338	369	27.6
Female	667	649	184	28.4
Male	706	688	184	26.7
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	7	7	4	57.1
Asian	98	96	10	10.4
Black or African American	39	38	17	44.7
Filipino	4	4	0	0.0
Hispanic or Latino	756	733	241	32.9
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	22	22	3	13.6
White	419	409	84	20.5
English Learners	303	295	80	27.1
Foster Youth	13	12	7	58.3
Homeless	16	15	10	66.7
Socioeconomically Disadvantaged	946	921	306	33.2
Students Receiving Migrant Education Services	9	7	2	28.6
Students with Disabilities	190	186	83	44.6

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	3.30	10.20		0.99	6.47		0.20	3.17	
Expulsions	0.00	0.00		0.00	0.03		0.00	0.07	

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.08	0
Female	9.15	0
Male	14.73	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	4.08	0
Black or African American	28.21	0
Filipino	0	0
Hispanic or Latino	14.29	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	18.18	0
White	7.16	0
English Learners	16.83	0
Foster Youth	69.23	0
Homeless	37.5	0
Socioeconomically Disadvantaged	15.64	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	20.53	0

2023-24 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 6, 2023.

- 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

2020-21 Secondary 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 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	26	10	39	5
Mathematics	25	13	39	3
Science	24	17	36	5
Social Science	24	17	38	2

2021-22 Secondary 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 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	22	20	42	
Mathematics	22	21	37	1
Science	23	20	37	
Social Science	23	23	34	

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				
Mathematics				
Science				
Social Science				

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	359.14

2022-23 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)	3.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3.6

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$16,226	\$6,198	\$10,028	\$87,628
District	N/A	N/A	\$10,201	\$91,585
Percent Difference - School Site and District	N/A	N/A	-1.7	-4.4
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	27.5	-3.4

Fiscal Year 2022-23 Types of Services Funded

Turlock Junior High utilizes a wide variety of services available that support and assist students in our school. Some of these services include GATE/Honors classes in ELA, English Language Development (ELD) and Specially Designed Academic Instruction for English Language Learners (SDAIE). Turlock Junior High offers a Foods class that meets the CTE graduation requirements. Students can also get 1 year of foreign language credit by taking Spanish 1/2 or Portuguese 1/2. Turlock Junior High also offers 2 sections of 9th-grade Integrated Math 1 course. Math intervention courses are also available to students identified as needing additional support. Our paraprofessionals also provide support in our General Education, ELD, and Special Education classes. Our community partnerships include the CSU Stanislaus STEM program, the city of Turlock ASES (After School Educational and Safety) program, on-site mental health clinicians, Jessica's House Grief Support, college mentors, and CSU Stanislaus tutoring programs.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$60,657	\$55,550
Mid-Range Teacher Salary	\$85,467	\$84,645
Highest Teacher Salary	\$114,969	\$111,284
Average Principal Salary (Elementary)	\$147,533	\$139,860
Average Principal Salary (Middle)	\$148,961	\$146,440
Average Principal Salary (High)	\$163,560	\$158,447
Superintendent Salary	\$262,788	\$278,268
Percent of Budget for Teacher Salaries	35.87%	32.21%
Percent of Budget for Administrative Salaries	4.98%	4.89%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

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, technology, 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.

Professional Development

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 which is in the fifth year of implementation. 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; Technology; Small Group Instruction; Social Emotional Learning, Biliteracy, and Next Generation Science Standards. 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.

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 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3