



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Turlock High School	50757395037700	May 14, 2024	June 4, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate

with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Turlock High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program  
Additional Targeted Support and Improvement  
Based on 2023 California School Dashboard

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

# Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Turlock High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program  
Additional Targeted Support and Improvement  
Based on 2023 California School Dashboard

Turlock High School meets ESSA requirements in alignment with: School Leadership Teams (i.e. Bulldog Council, MTSS Committee, PBIS Committee, Department Chair Meetings, School Site Council, English Learner Advisory Council, Professional Learning Communities, Stanislaus County of Education, Solution Tree, Site Cabinet Meetings) and ACS WASC/CDE Progress Report.

## Educational Partner Involvement

How, when, and with whom did Turlock High School consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The Principal's Cabinet meets once a week and reviews the SPSA plan to identify the needs of students. The Bulldog Council is composed of all the Professional Learning Community (PLC) Leads for each subject content and meets once a month. The Multi-Tiered System of Support (MTSS) Committee meets once a month as well. Both Bulldog Council and MTSS aspects of the SPSA as they both focus on student learning. The PBIS Committee meets once per quarter and Department Chair meetings occur quarterly. Also, the School Site Council, which has parents as committee members, reviews and approves the SPSA.

#### Timeline:

School Site Council meetings: 11/2/23, 2/1/24, 4/18/24, 5/14/24  
Bulldog Council meetings: 7/31/23, 8/28/23, 9/25/23, 10/30/23, 1/22/24, 3/25/24, 4/22/24  
WASC: October 9-11, 2023  
School Site Council approval date: 5/14/24  
2023 Dashboard staff presentation: 2/12/2024  
2023 SBAC staff presentation: 2/12/2024

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Parent participation in the realm of academics and school improvement continues to increase slowly. We completed the PIQE Program administering parent workshops, on education and resources on higher education, virtually to our Spanish-speaking families. We had higher parent participation in these workshops, The "Final Destination - The University," and we graduated 41 parent participants. We continue to recruit and retain qualified Career Technical Education teachers.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

English Language Arts (Orange), English Learner Progress (Orange), Suspension Rate (Red).

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

ELA - Orange

- English Learners - Orange
- Students with Disabilities - Orange

English Learner Progress - Orange

Suspension Rate - Red

- English Learners - Red
- Socioeconomically disadvantaged - Red
- Students with disabilities - Red
- African American - Red
- Hispanic - Red

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Reading and Math - iReady data - MTSS/RTI Pyramid, Refining Tier II intervention with "Bulldog Boost."

SBAC ELA % met/exceeded = 46.65%

SBAC math % met/exceeded = 18.74%

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Turlock High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.6%	0.68%	0.61%	15	17	15
African American	1.5%	1.59%	1.9%	37	40	47
Asian	3.0%	2.55%	2.42%	75	64	60
Filipino	0.2%	0.12%	0.12%	5	3	3
Hispanic/Latino	61.8%	63.50%	63.72%	1,552	1595	1577
Pacific Islander	0.5%	0.52%	0.4%	12	13	10
White	30.7%	29.22%	28.85%	771	734	714
Multiple/No Response	1.0%	1.07%	1.05%	24	27	26
<b>Total Enrollment</b>				2,510	2512	2475

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	642	657	616
Grade 10	671	632	643
Grade 11	601	663	589
Grade 12	596	560	627
<b>Total Enrollment</b>	2,510	2,512	2,475

#### Conclusions based on this data:

1. Turlock High School benefits by having a diverse population of students with over 70% being from a non-white subgroup.
2. The data reveals since 22 - 23 we are over 63% Latino student enrollment
3. The 3-year data reveals the student enrollment reveals that enrollment has slightly dropped.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	460	507	558	18.30%	20.2%	22.5%
Fluent English Proficient (FEP)	747	684	654	29.80%	27.2%	26.4%
Reclassified Fluent English Proficient (RFEP)	38	47	633	8.3%	9.5%	25.60%

### Conclusions based on this data:

1. The 3-year data reveals our English Learners (EL) student enrollment percentage continues to increase.
2. The data reveals our FEP student population decreased over the past 3 years.
3. The data reveals our RFEP student population has increased from 20-21 to 21-22.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	567	626	539	470	604	523	469	604	523	82.9	96.5	97.0
<b>All Grades</b>	567	626	539	470	604	523	469	604	523	82.9	96.5	97.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	2568.	2564.	2565.	17.48	18.87	19.12	30.92	27.98	27.53	24.09	23.51	24.67	27.51	29.64	28.68
<b>All Grades</b>	N/A	N/A	N/A	17.48	18.87	19.12	30.92	27.98	27.53	24.09	23.51	24.67	27.51	29.64	28.68

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	19.62	24.01	20.08	60.13	53.64	57.17	20.26	22.35	22.75
<b>All Grades</b>	19.62	24.01	20.08	60.13	53.64	57.17	20.26	22.35	22.75

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	20.99	20.23	21.03	46.25	43.28	50.48	32.76	36.48	28.49
<b>All Grades</b>	20.99	20.23	21.03	46.25	43.28	50.48	32.76	36.48	28.49

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	10.23	12.42	11.09	73.13	70.86	73.61	16.63	16.72	15.30
<b>All Grades</b>	10.23	12.42	11.09	73.13	70.86	73.61	16.63	16.72	15.30

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	20.47	16.06	15.30	63.97	64.40	66.92	15.57	19.54	17.78
<b>All Grades</b>	20.47	16.06	15.30	63.97	64.40	66.92	15.57	19.54	17.78

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**Conclusions based on this data:**

1. The 3-year data indicates our test participation rates in English assessment has increased each year to a high of 97.0% in 22-23.
2. The data indicates in writing, that students at or near standard (50.48%) & students above standard (21.03%) are at a three-year high.
3. The data indicates students reading above standard and at or near standard has decreased over a three-year period (79.75% in 20-21, 77.65% in 21-22, 77.25% in 22-23)



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	567	625	540	462	603	523	461	602	523	81.5	96.5	96.9
<b>All Grades</b>	567	625	540	462	603	523	461	602	523	81.5	96.5	96.9

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	2542.	2520.	2525.	6.07	3.82	4.59	14.97	16.28	14.15	27.77	23.75	22.37	51.19	56.15	58.89
<b>All Grades</b>	N/A	N/A	N/A	6.07	3.82	4.59	14.97	16.28	14.15	27.77	23.75	22.37	51.19	56.15	58.89

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	9.98	9.47	8.22	42.73	37.38	34.61	47.29	53.16	57.17
<b>All Grades</b>	9.98	9.47	8.22	42.73	37.38	34.61	47.29	53.16	57.17

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<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 11</b>	8.68	5.48	6.12	64.43	62.62	65.39	26.90	31.89	28.49
<b>All Grades</b>	8.68	5.48	6.12	64.43	62.62	65.39	26.90	31.89	28.49

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<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 11</b>	7.81	5.32	5.54	67.68	64.12	63.67	24.51	30.56	30.78
<b>All Grades</b>	7.81	5.32	5.54	67.68	64.12	63.67	24.51	30.56	30.78

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**Conclusions based on this data:**

1. The data reveals that the participation rate in mathematics has steadily risen over the past three years to be at 96.9% for 22-23.
2. The data reveals the percentage of students in overall achievement in mathematics continues to increase in students not meeting standard, presently at 58.9% in 22 - 23.
3. The data reveals students not meeting the standard struggle significantly greater in applying mathematical concepts and procedures in 22 - 23.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	1538.6	1520.2	1528.2	1530.4	1514.5	1522.1	1546.3	1525.3	1533.7	135	167	157
<b>10</b>	1541.0	1547.5	1534.6	1540.5	1546.9	1532.5	1541.0	1547.7	1536.2	118	132	135
<b>11</b>	1520.6	1541.0	1536.9	1508.1	1537.4	1532.4	1532.6	1544.2	1540.7	76	110	118
<b>12</b>	1525.9	1543.5	1537.1	1527.3	1545.6	1525.5	1524.0	1540.9	1548.1	64	72	99
<b>All Grades</b>										393	481	509

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	14.39	4.19	9.55	32.58	28.74	31.21	28.79	37.13	33.12	24.24	29.94	26.11	132	167	157
<b>10</b>	17.39	14.39	11.11	33.91	37.12	33.33	26.09	31.06	32.59	22.61	17.42	22.96	115	132	135
<b>11</b>	10.67	13.76	12.71	21.33	31.19	31.36	32.00	32.11	27.97	36.00	22.94	27.97	75	109	118
<b>12</b>	9.84	14.08	12.12	31.15	26.76	34.34	27.87	33.80	24.24	31.15	25.35	29.29	61	71	99
<b>All Grades</b>	13.84	10.65	11.20	30.55	31.32	32.42	28.46	33.82	30.06	27.15	24.22	26.33	383	479	509

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	23.48	13.77	19.75	35.61	38.32	40.13	23.48	30.54	21.02	17.42	17.37	19.11	132	167	157
<b>10</b>	32.17	25.00	21.48	33.04	47.73	38.52	16.52	12.88	21.48	18.26	14.39	18.52	115	132	135
<b>11</b>	13.33	26.61	22.03	36.00	44.04	40.68	21.33	11.01	14.41	29.33	18.35	22.88	75	109	118
<b>12</b>	24.59	29.58	25.25	37.70	35.21	33.33	18.03	14.08	21.21	19.67	21.13	20.20	61	71	99
<b>All Grades</b>	24.28	22.13	21.81	35.25	41.75	38.51	20.10	18.79	19.65	20.37	17.33	20.04	383	479	509

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	6.82	4.79	1.91	18.18	8.38	19.11	45.45	40.72	37.58	29.55	46.11	41.40	132	167	157
<b>10</b>	5.22	9.85	3.70	22.61	18.94	20.00	38.26	38.64	39.26	33.91	32.58	37.04	115	132	135
<b>11</b>	5.33	0.92	2.54	13.33	19.27	20.34	32.00	43.12	35.59	49.33	36.70	41.53	75	109	118
<b>12</b>	0.00	4.23	5.05	14.75	11.27	19.19	39.34	43.66	37.37	45.90	40.85	38.38	61	71	99
<b>All Grades</b>	4.96	5.22	3.14	18.02	14.20	19.65	39.69	41.13	37.52	37.34	39.46	39.69	383	479	509

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	4.55	3.59	9.55	68.94	66.47	63.06	26.52	29.94	27.39	132	167	157
<b>10</b>	9.57	8.33	9.63	61.74	75.76	66.67	28.70	15.91	23.70	115	132	135
<b>11</b>	2.67	3.67	4.24	56.00	60.55	61.02	41.33	35.78	34.75	75	109	118
<b>12</b>	0.00	9.86	4.04	60.66	52.11	60.61	39.34	38.03	35.35	61	71	99
<b>All Grades</b>	4.96	5.85	7.27	62.92	65.55	63.06	32.11	28.60	29.67	383	479	509

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	58.59	56.10	62.34	23.23	31.71	22.73	18.18	12.20	14.94	99	164	154
<b>10</b>	62.63	61.72	65.93	20.20	25.00	19.26	17.17	13.28	14.81	99	128	135
<b>11</b>	46.77	68.22	62.39	32.26	19.63	17.09	20.97	12.15	20.51	62	107	117
<b>12</b>	59.57	66.67	62.89	27.66	17.39	19.59	12.77	15.94	17.53	47	69	97
<b>All Grades</b>	57.65	61.97	63.42	24.76	25.00	19.88	17.59	13.03	16.70	307	468	503

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	10.08	6.59	8.28	53.49	30.54	42.04	36.43	62.87	49.68	129	167	157
<b>10</b>	14.78	11.36	5.93	43.48	45.45	45.93	41.74	43.18	48.15	115	132	135
<b>11</b>	9.33	5.56	4.24	33.33	45.37	36.44	57.33	49.07	59.32	75	108	118
<b>12</b>	3.28	8.45	7.07	45.90	36.62	45.45	50.82	54.93	47.47	61	71	99
<b>All Grades</b>	10.26	7.95	6.48	45.26	38.91	42.44	44.47	53.14	51.08	380	478	509

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	0.00	1.80	0.64	78.46	66.47	73.25	21.54	31.74	26.11	130	167	157
<b>10</b>	3.51	3.79	2.22	74.56	71.21	77.78	21.93	25.00	20.00	114	132	135
<b>11</b>	11.11	8.26	11.11	61.11	65.14	61.54	27.78	26.61	27.35	72	109	117
<b>12</b>	3.28	7.04	18.18	62.30	67.61	54.55	34.43	25.35	27.27	61	71	99
<b>All Grades</b>	3.71	4.59	6.89	71.35	67.64	68.11	24.93	27.77	25.00	377	479	508

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

- From 20-21 to 22-23, the 3-year data indicates we have had an increase of 196 EL students tested.
- The 3-year data, from 20-21 to 22-23 indicates students have increased from 3.71 to 6.89 in the Well Developed area.

3. The 3-year data in the writing domain indicates students in the written language domain has increased in level three from 18.02 to 19.65.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>2475</b>	<b>58.5</b>	<b>22.5</b>	<b>0.8</b>
Total Number of Students enrolled in Turlock High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	558	22.5
Foster Youth	20	0.8
Homeless	6	0.2
Socioeconomically Disadvantaged	1448	58.5
Students with Disabilities	359	14.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	47	1.9
American Indian	15	0.6
Asian	60	2.4
Filipino	3	0.1
Hispanic	1577	63.7
Two or More Races	26	1.1
Pacific Islander	10	0.4
White	714	28.8

**Conclusions based on this data:**

1. The 22-23 data indicates a high enrollment percentage of Socioeconomically Disadvantaged at 58.5%.
2. The 22-23 data indicates a significant level of Students with Disabilities 14.5%.
3. The 22-23 data indicates a significant level of English Learners 22.5%.



# School and Student Performance Data

## Overall Performance







The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Graduation Rate</b>  Green	<b>Suspension Rate</b>  Red
<b>Mathematics</b>  Yellow	<b>Chronic Absenteeism</b>  No Performance Color	
<b>English Learner Progress</b>  Orange		
<b>College/Career High</b>		

**Conclusions based on this data:**

1. The 2023 Dashboard data indicates the Graduation rate is the highest indicator on the Dashboard at the Green level.
2. The 2023 Dashboard data indicates the Suspension rate is the lowest indicator on the Dashboard at the Red level.
3. The 2023 Dashboard data indicates the College/Career indicator remains high.

# School and Student Performance Data

## Academic Performance English Language Arts

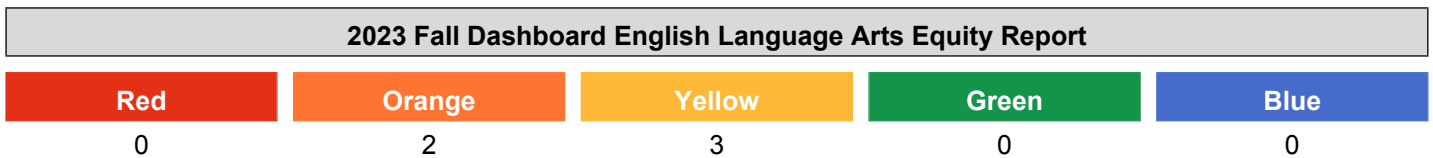
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Orange 11.3 points below standard Maintained +2.7 points 503 Students	<b>English Learners</b>  Orange 92 points below standard Increased Significantly +16.8 points 134 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> Less than 11 Students 1 Student	<b>Socioeconomically Disadvantaged</b>  Yellow 30.2 points below standard Increased +5.7 points 340 Students	<b>Students with Disabilities</b>  Orange 139.1 points below standard Increased Significantly +24.4 points 59 Students

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  8 Students	 No Performance Color 0 Students	26.3 points above standard Decreased -8.1 points  13 Students	Less than 11 Students  1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 17.3 points below standard Increased +10.7 points  333 Students	Less than 11 Students  5 Students	Less than 11 Students  2 Students	 Yellow 6.7 points above standard Maintained -0.1 points  137 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
115.9 points below standard Increased +14.5 points  94 Students	35.8 points below standard Increased +6 points  40 Students	6.3 points above standard Maintained -0.8 points  249 Students

#### Conclusions based on this data:

1. The 2023 Dashboard data for English/Language Arts indicates English Learners has increased significantly (16.8).
2. The 2023 Dashboard data for English/Language Arts indicates socioeconomically disadvantage students have increased marginally (5.7).
3. The 2023 Dashboard data for English/Language Arts indicates students with disabilities have increased significantly (24.4).

# School and Student Performance Data

## Academic Performance Mathematics

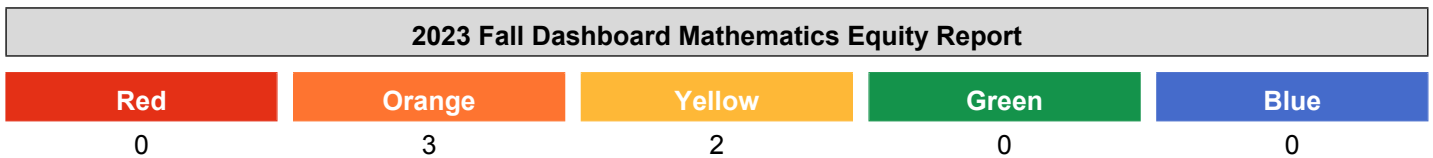
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Yellow</p> <p>97.1 points below standard</p> <p>Increased +8.6 points</p> <p>502 Students</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>171.1 points below standard</p> <p>Increased Significantly +15.6 points</p> <p>133 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>115.6 points below standard</p> <p>Increased +11.9 points</p> <p>340 Students</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>186 points below standard</p> <p>Increased Significantly +52 points</p> <p>60 Students</p>

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  8 Students	 No Performance Color 0 Students	54.6 points below standard Decreased Significantly - 55.2 points 13 Students	Less than 11 Students  1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 108.5 points below standard Increased Significantly +20.2 points 332 Students	Less than 11 Students  5 Students	Less than 11 Students  2 Students	 Yellow 66.6 points below standard Increased +9.3 points 137 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
183.4 points below standard Increased Significantly +20.5 points  93 Students	142.6 points below standard Decreased -8.6 points  40 Students	77.2 points below standard Increased +7.8 points  248 Students

#### Conclusions based on this data:

1. The 2023 Dashboard data indicates overall the student score has increased 8.6 points from the previous year.
2. The 2023 Dashboard data indicates the English Learners score has increased 15.6 points from the previous year.
3. The 2023 Dashboard data indicates the students with disabilities has increased 52 points from the previous year.

# School and Student Performance Data

## Academic Performance English Learner Progress

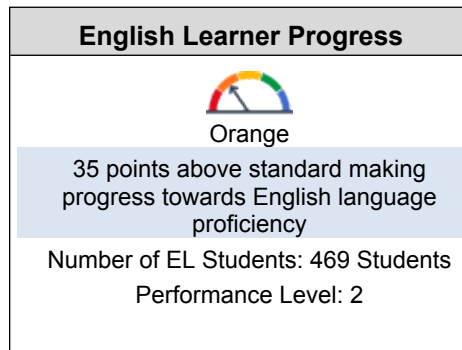
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
135	167	14	147

#### Conclusions based on this data:

1. The 2023 Dashboard data indicates 135 students have decreased one ELPI level from the previous year.
2. The 2023 Dashboard data indicates 181 students have maintained their ELPI level from the previous year.
3. The 2023 Dashboard data indicates 147 students have progressed at least one ELPI level from the previous year.

# School and Student Performance Data

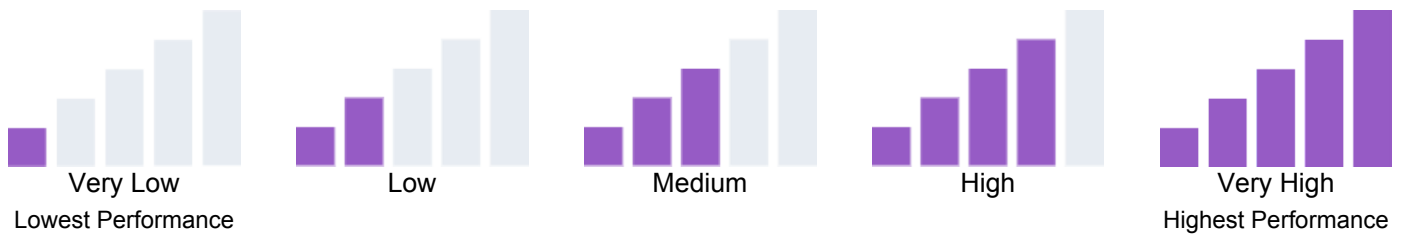
## Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

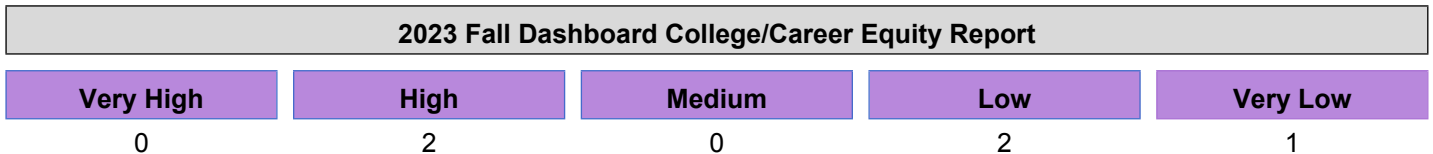
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



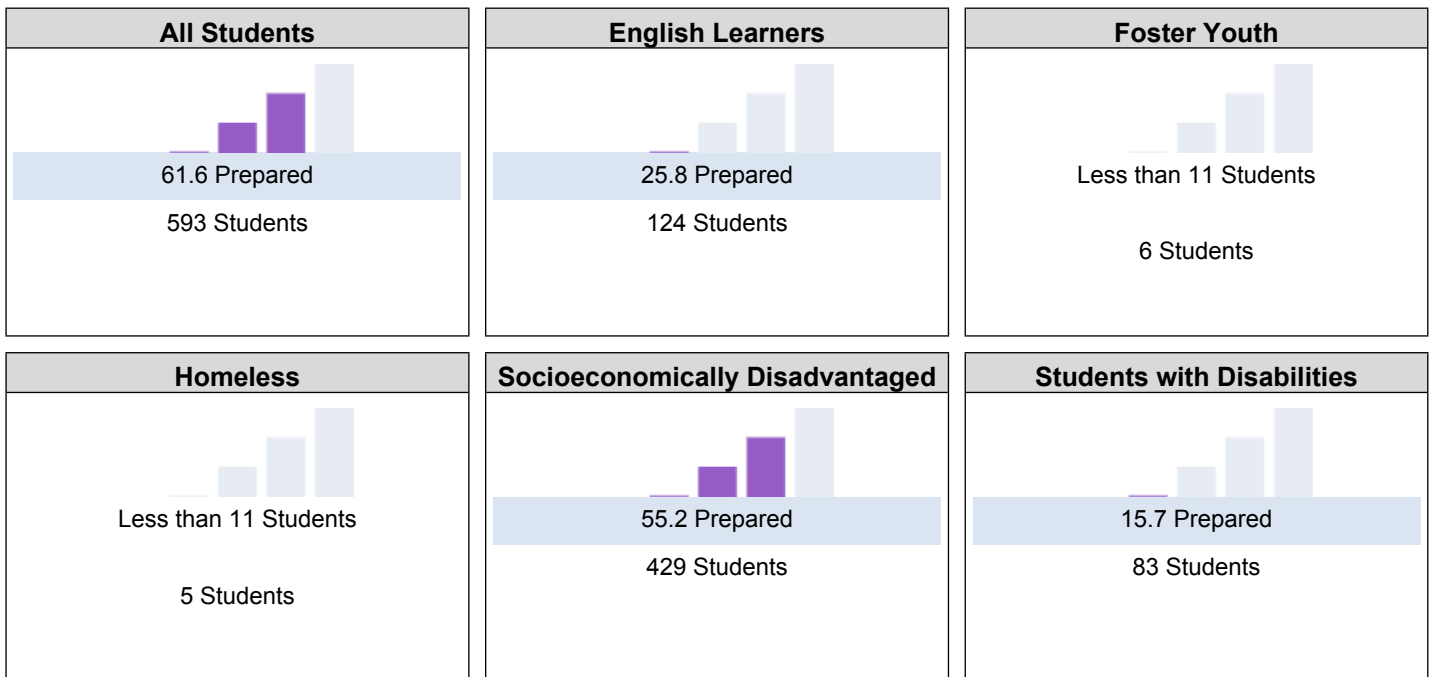
This section provides number of student groups in each level.



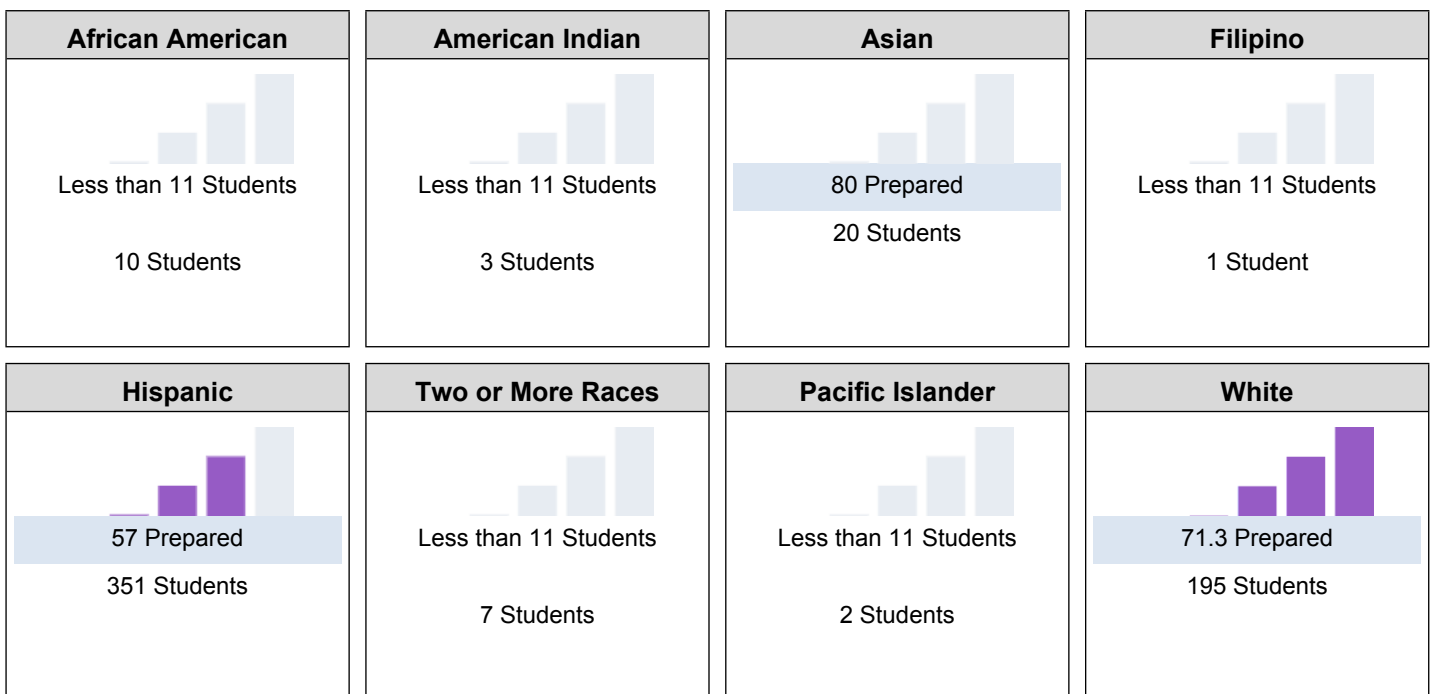
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



## 2023 Fall Dashboard College/Career Report for All Students/Student Group



## 2023 Fall Dashboard College/Career Report by Race/Ethnicity



### Conclusions based on this data:

1. The College & Career Report 2023 data indicates that 61.6% of all the students were College/Career ready which is at the High-level of the preparedness indicator.
2. The College & Career Report 2023 data indicates that 55.2% of the socioeconomically disadvantaged students were College/Career ready which is at the High-level of the preparedness indicator.
3. The College & Career Report 2023 data indicates that 25.% of the socioeconomically disadvantaged students were College/Career ready which is at the Low-level of the preparedness indicator.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”











This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th>All Students</th> </tr> <tr> <td>                       No Performance Color                      0 Students                 </td> </tr> </table>	All Students	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>English Learners</th> </tr> <tr> <td>                       No Performance Color                      0 Students                 </td> </tr> </table>	English Learners	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Foster Youth</th> </tr> <tr> <td>                       No Performance Color                      0 Students                 </td> </tr> </table>	Foster Youth	 No Performance Color 0 Students
All Students								
 No Performance Color 0 Students								
English Learners								
 No Performance Color 0 Students								
Foster Youth								
 No Performance Color 0 Students								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Homeless</th> </tr> <tr> <td>                       No Performance Color                      0 Students                 </td> </tr> </table>	Homeless	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Socioeconomically Disadvantaged</th> </tr> <tr> <td>                       No Performance Color                      0 Students                 </td> </tr> </table>	Socioeconomically Disadvantaged	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Students with Disabilities</th> </tr> <tr> <td>                       No Performance Color                      0 Students                 </td> </tr> </table>	Students with Disabilities	 No Performance Color 0 Students
Homeless								
 No Performance Color 0 Students								
Socioeconomically Disadvantaged								
 No Performance Color 0 Students								
Students with Disabilities								
 No Performance Color 0 Students								

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

**Conclusions based on this data:**

1. N/A
2. N/A
3. N/A

# School and Student Performance Data

## Academic Engagement Graduation Rate

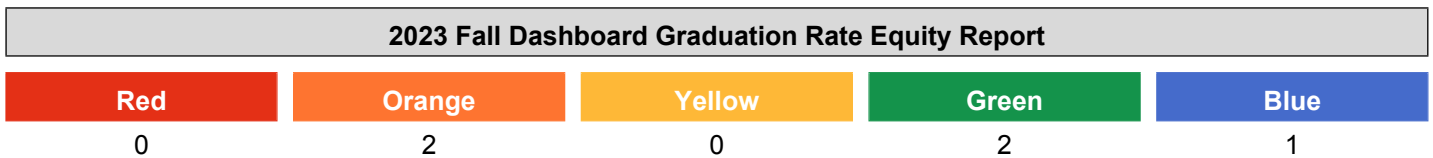
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>  Green 94.9% graduated Maintained 0.2 594 Students	<b>English Learners</b>  Orange 86.3% graduated Decreased -4.5 124 Students	<b>Foster Youth</b> Less than 11 Students 6 Students
<b>Homeless</b> Less than 11 Students 5 Students	<b>Socioeconomically Disadvantaged</b>  Green 94.4% graduated Maintained 0.3 430 Students	<b>Students with Disabilities</b>  Orange 81% graduated Decreased Significantly -6.7 84 Students

**2023 Fall Dashboard Graduation Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  10 Students	Less than 11 Students  3 Students	100% graduated Increased Significantly 23.1  20 Students	Less than 11 Students  1 Student
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Green 94.6% graduated Maintained 0.3  351 Students	Less than 11 Students  7 Students	Less than 11 Students  2 Students	 Blue 95.9% graduated Maintained -0.9  196 Students

**Conclusions based on this data:**

1. The 2023 Dashboard data indicates for overall students we had a 94.9% graduation rate level, which is maintained from the previous year.
2. The 2023 Dashboard data indicates the Hispanic group of students had a 94.6% graduation rate, which is maintained from the previous year.
3. The 2023 Dashboard data indicates the White student group had a 95.9% graduation rate, which is maintained from the previous year.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

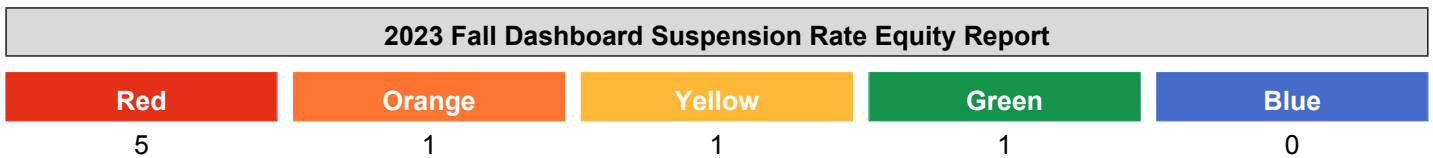
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Red 11% suspended at least one day Increased 1.6 2655 Students	<b>English Learners</b>  Red 17.3% suspended at least one day Increased 2.9 620 Students	<b>Foster Youth</b> 34.5% suspended at least one day Declined -3 29 Students
<b>Homeless</b> Less than 11 Students 10 Students	<b>Socioeconomically Disadvantaged</b>  Red 13.1% suspended at least one day Increased 1.3 1831 Students	<b>Students with Disabilities</b>  Red 18.1% suspended at least one day Increased 1.5 398 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 Red 27.3% suspended at least one day Increased 10.3 55 Students	28.6% suspended at least one day Increased 23.6 14 Students	 Green 5.7% suspended at least one day Declined -2.7 70 Students	Less than 11 Students 3 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Red 11.9% suspended at least one day Increased 1.8 1691 Students	 Yellow 9.1% suspended at least one day Declined -2.2 55 Students	18.2% suspended at least one day Declined -13.1 11 Students	 Orange 8.1% suspended at least one day Increased 1.1 756 Students

**Conclusions based on this data:**

1. The 2023 Dashboard data indicates overall all student groups were suspended at least one day at the High-level indicator at 11%.
2. The 2023 Dashboard data indicates that many subgroups are being suspended at the High-level indicator.
3. The 2023 Dashboard data indicates that the Foster Youth population, the Asian population, the Pacific Islander population, and the population of two or more races being suspended declined from the previous year.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Academic Achievement & Social-Emotional Learning: 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.**

Academic Achievement & Social-Emotional Learning: 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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement & Social-Emotional Learning: 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.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our District and school vision and fundamental belief is that all students can learn and grow academically and social-emotionally with school-wide and classroom supports.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Dashboard Indicator	2023 School-wide Dashboard ELA Data - 11.3 points below standard. 2023 SBAC ELA %c met/exceeded = 46.65%.	By May 2024, School-wide CAASPP ELA Data - 6.3 points below standard
English Learners - Dashboard	2023 School-wide Dashboard EL Data - 92 points below standard	By May 2024, English Learners CAASPP ELA Data - 87 points below standard
Math - Dashboard	School-wide Dashboard Math Data - 171.1 points below standard. 2023 SBAC Math %c met/exceeded = 18.74%.	By May 2024, School-wide CAASPP Math Data - 161.1 points below standard
iReady Reading	9th - 22%; 10th - 22%; 11th -20% on grade level	Increase the percentage on grade level by at least five percentage points.
iReady Math	9th - 25%; 10th - 8%; 11th 5% on grade level	Increase the percentage on grade level to by least five percentage points.
College/Career	61.6% prepared.	Increase percentage prepared to 68.6%.



Percentage of Students Earning a C or higher	78% of ALL the students are earning a C or higher. SED = 76% of the students are earning a C or higher. FY = 72% of the students are earning a C or higher. Homeless = 84% of the students are earning a C or higher. ELs = 68% of the students are earning a C or higher.	Increase the percentage of students earning a C or higher to 87.3%
Graduation Rate	94.9% of our students graduated in 2023	Increase graduation rate by 2%.
Reclassification Rate	19/650 English learners have been reclassified as English Proficient	Increase number of reclassified students by 10%
AP Data	67.78 of our students scored an average of 3 or higher on AP Exams	Increase average of scoring 3 or higher by 7%
CAST Data	22.47% of our students are meeting or exceeding the standards on the CAST test	Increase the percentage of students meeting or exceeding standards on the CAST by 3.36%.
California Healthy Kid Survey	School Connectedness: 54% of 9th-grade students feel connected, and 48% of 11th-grade students feel connected. Caring Adult Relationships: 49% of 9th-grade students believe they have an adult who cares about them, and 45% of 11th-grade students believe they have an adult who cares about them. Parent Involvement: 46% of 9th-grade students believe parents are involved, and 42% of 11th-grade students believe parents are involved. Safety: 55% of the 9th-grade students feel safe, and 46% of the 11th grade students feel safe.	
Counseling Data	Approximately 3200 counseling referrals were made this year.	
Summative ELPAC data	35% of students (469 total) are making progress towards English language proficiency.	-

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Instruction: 9th - 11th grade students will be assessed through iReady testing to determine reading level. All students will be given math instruction with a focus on academic discourse. English learners will be identified for extra support during Tier I instruction.	All students will be assessed throughout the year through the following measures: <ul style="list-style-type: none"> <li>iReady Testing</li> </ul>	42000 ESS Materials and Supplies Supplemental Materials to Support Core Curriculum 122100.0 General Fund Materials and Supplies

	<p>All students will have the opportunity to enroll in Career Technical Education courses to complete pathways toward college/career.  All students will be provided extra time and support for all enrolled courses through Bulldog Boost intervention/enrichment.  Tier I Instruction - First Dose Instruction  Tier II Instruction - Differentiated Instruction during first dose and Bulldog Boost.  Tier III Instruction - Bulldog Boost Tutorial/Support classes  CFAs developed by collaborative teams.  Educational Rounds  Plan for differentiation during first-dose instruction.  College and Career Counselor targets each grade level with specific supports for college and career; college/career field trips.  Special education support for students with qualifying disabilities  Annual 504 meetings for students who qualify for and/or are on a 504 plan.  Edgenuity for college preparation courses not met during regular semester.  Edgenuity for credit recovery (both during the school day and after school hours)  Independent Study Program</p>	<ul style="list-style-type: none"> <li>• Interim Assessments</li> <li>• Collaborative Team/PLC Common Formative Assessments</li> <li>• State Testing (11th only)</li> </ul> <p>Students in special populations will be provided with intervention/enrichment instruction based on their individual needs.</p>	<p>Department Budgets (Art, Athletics, Business, Con./Family, Counseling, English, World Lang., Math, Music, Sped, PE, Science, Social Science)</p>
<p><b>1.2</b></p>	<p>Curriculum and Supplemental Supports;  Adopted Curriculum materials  Core supplemental materials  Programs to support student learning (e.g. Albert.io, Go Guardian)  Structured English learner classes based on proficiency levels  Specially Designed Academic Instruction in English (SDAIE) courses for core subjects  Articulation Agreements with local Junior Colleges  Zero period CSUS college course  Zero period course offerings - may change each year (Honors Math II/, AP Pre-Calculus, Spanish II, Strength and Conditioning, Resource/Tutorial, Jazz Band)</p>	<p>All students will have access to the adopted curriculum and supplemental supports.</p>	<p>20000  ESS  Materials and Supplies</p>
<p><b>1.3</b></p>	<p>Collaborative Team SMART Goals  Weekly collaborative team meetings  Collaborative teams will ensure that students are provided with systematic interventions/enrichment based on their mastery of essentials standards  Provide opportunities for teachers to observe one another  Analyze data from Enriching Students to determine the quality of labs, student attendance, and engagement  Strategically planned Homeroom lessons geared towards college and career  Collaborative Team observations to determine the next steps for leadership  Advanced Placement conferences  Professional Development - teacher, collaborative team, and site-specific (virtual/in-person outside of school day)</p>	<p>All students will benefit from PLCs and teacher/staff Professional Development</p>	<p>32000  Site Collaboration  Teacher Extra Duties  PLC Collaboration</p>

1.7	Academic counselor meetings Counselor support for emotional needs Student reports of bullying - NO Bully Jessica's House groups Bulldog Boost Groups (counselors) CARES Program CHS Substance Abuse Program Sewn to Grow during Bulldog Boost NAMI PBIS	All students will have social-emotional support provided to them.	8000 Other  NAMI Pamphlets and supplies for students.
1.8	Through PHAST clubs, students will engage in lessons, demonstrations, and assemblies and will learn strategies to handle real-life issues they are faced with drugs, alcohol, and positive relationships.	All students will be educated about the effect of tobacco and drugs and positive relationships.	5000 TUPE  Materials and Supplies Informational pamphlets, training, and supplies for students
1.9	Teacher Awards Student of the Month - Rotary Digital Citizenship/Cyber Security/Bullying/Social Media lessons Student Attendance Review Team (SART) Meetings CSUS Mentors Career Navigator TUSD Spring Character Recognition for students and staff AP Score Recognition Scholarship Night/Award's Night Jessica's House ASB/Cabinet	All students are academically and emotionally prepared to become responsible citizens after high school.	9000 General Fund Materials and Supplies
1.10	Visual and Performing Arts opportunities Multiple Clubs on Campus CTE Pathways TUPE Grant/PHAST Club Science Olympiad Math Superbowl Character and Health Education Course - 9th graders College and Career Seminar - 9th graders	All students will be provided academic supports through various avenues, which include enrichment opportunities.	75500 None Specified
1.12			None Specified

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The activities listed will be monitored through Educational Rounds, Collaboration observations, and leadership. The leadership team, along with the administration will determine the next steps to achieve these goals.

Social/emotional supports continue to improve each year. Our counselors and administration continue to stay updated on meeting the social emotional needs of students. We monitor email activity that picks up keywords that could mean that a student is having academic and/or social/emotional problems. We use an application called Stopit., where students can anonymously report any safety incidents. Both of these tools have been useful to quickly intervene in situations that arise. Programs like our CTE pathways, TUPE, drama, band, and extra-curricular supports have been successful programs to ensure students feel confident within a team. These programs have challenged them academically and also given them support to feel a sense of belonging, friendship, etc. The NAMI Clubs have really empowered many of our students to take a stand for their personal rights, feelings, and attitudes.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The ESS budget is to support eligible students. Over the past five years, we have strategically utilized ESS funds and General Education funds to support students' academic and emotional health. CARE Counselors received 121 referrals to service students over the year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Implementation of the Ed Rounds process, site administration had 175 formal math walks during the 23-24 school year. Addition walks, that were not tabulated took place as well. for 2024-2025, the site admin will comply with the required number of Ed. Rounds and use the data to improve instruction.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Equity & Access: Create equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.**

Equity & Access: Create equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Equity & Access: Create equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Create equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Clubs on Campus	2023-2024 76 Clubs on Campus	Continue to provide and increase student-based clubs on campus.
Number of Students Involved in Clubs	2023 - 2024 625 Students involved in one or more clubs	Continue to provide and increase inclusivity opportunities for students
Number of Students Involved in Sports	2023 - 2024 630 athletes	Continue to provide and increase athletic opportunities for students.
Number of Students Involved in Performing Arts	2023 - 2024 Data: Students involved in Performing Arts (Drama 73, Band 92, Choir 45, Orchestra 63)	Continue to provide and increase number of students in performing arts
Number of Students Involved in FFA	728 Students involved in FFA	Continue to provide and increase number of students in FFA
Number of Students Engaged in a Work Experience Related to School Coursework	110 Students engaged in work experience through the school.	Continue to provide work experience opportunities for students during the school day
Number of Students in Articulated Courses	931 enrolled in articulated courses.	Increase the number of students who complete articulation by 3%
Diversified staff that reflects student body composition	2023 - 2024 Staff Demographics: 74.2% White, 15.3% Latino, 1.1% Black, 4% Asian, 1.8% Filipino, 3.6% Multiple ethnicities	Continue to reflect our student demographics and continue to increase in staff needed in specific areas.

2023-2024 Percentage of students suspended	11% of students were suspended at least once during the school year for a total of 232 students suspended.	-To decrease number of suspended students by 5%.
2023-2024 Number of Office Referrals	For all categorical office referrals, a total 11,696 referrals were completed.	To decrease the number of office referrals by 5%.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Counselors work with their caseloads to support students' class needs and interests to build the greatest capacity in each student. All staff will engage in a collective effort to ensure that students have the curriculum, technology supports, and appropriate materials to learn at high levels.	All students will be provided an equitable experience at Turlock High School through course offerings, clubs on campus, athletic teams, and/or extracurricular opportunities.	4275 ESS Materials and Supplies Services Needed to support inequities 18444 Study Trips LCAP Goal 3/Action 11 Student Study Trips College and Career Student Trips
2.2	Students will have access to a variety of courses to meet their individual needs.	All students will have the opportunity to join clubs/groups on campus.	
2.3	Continue with Student-led Equity Council, Culturally Responsive School Leadership Team	All staff will observe and report any inequitable opportunities provided to all students with a focus on English learners, Special Education students, and students of various ethnic backgrounds.	

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

At THS we will continue to focus on providing a variety of courses and student initiated club opportunities to meet the needs of all learners.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This goal will be funded using Eligible Student Support (ESS) funding, CTE Grant Funding, and General Education Site Fund (Administration & Instructional). Approximately scheduled 3200 counseling referrals were made.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

THS will continue to find recruit and support students taking articulated students to increase the number of students who are enrolled in articulated classes now, 931.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Curriculum & Instruction: Provide guaranteed & viable learning from highly qualified teachers who use adopted materials & effective instructional practices to implement standards.**

Curriculum & Instruction: Provide guaranteed & viable learning from highly qualified teachers who use adopted materials & effective instructional practices to implement standards.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Curriculum & Instruction: Provide guaranteed & viable learning from highly qualified teachers who use adopted materials & effective instructional practices to implement standards.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our District and school vision and fundamental belief is that all students can learn and grow academically with schoolwide and classroom supports.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA - CAASPP	School-wide CAASPP ELA Data - 11.3 points below standard	By May 2024, School-wide CAASPP ELA Data - 30.3 points above standard
English Learners - ELA CAASPP	English Learners CAASPP ELA Data - 92 points below standard	By May 2024, English Learners CAASPP ELA Data - 59 points below standard
Math - CAASPP	School-wide CAASPP Math Data - 97.1 points below standard	By May 2024, School-wide CAASPP Math Data - 72 points below standard
iReady ELA	9th - 22%; 10th 22%, 11th - 20% on grade level	Increase the percentage on grade level to at least 32%.
iReady Math	9th - 37%; 10th - 7%; 11th 8% on grade level	Instructional materials provided to 100% of students in compliance with Williams Act
CTE Course Enrollment	1224 Students in Grades 9-12 are Enrolled in a CTE Course	Continuous growth in CTE course enrollment.
AP Course Enrollment	952 Students Grades 9-12 Enrolled in an AP Course	Continuous growth in AP course enrollment.
Physical Fitness	Grade 9 - Aerobic Capacity - 83.74% Met expectations Grade 9 - Abdominal Strength and Endurance - 85.71% Met expectations	Increase the percentage rate of those who meet expectations by 5%.



	Grade 9 - Trunk Extensor & Strength and Flexibility - 79.9% Met expectations Grade 9 - Upper Body Strength and Endurance - 87.36% Met expectations Grade 9 - Flexibility - 80.95% Met expectations	
Administrative Educational Round Data	175 Educational Rounds were made this year using the district Educational Round tool.	Continue to complete the required Educational Rounds and use the information gathered during staff, department and other meetings to improve instruction.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Best Instructional Practices:</p> <p>Tier I Instruction - First Dose Instruction</p> <p>Tier II Instruction - Differentiated Instruction during first dose and Bulldog Boost</p> <p>Tier III Instruction - Bulldog Boost/Tutorial/Support classes</p> <p>CFAs given at least 1 per two weeks of instruction or 2 per unit of study</p> <p>Daily opportunity for technology use that supports the 4Cs (collaboration, communication, creativity, critical thinking)</p> <p>Educational Rounds</p> <p>Study Trips (In person or Virtual)</p> <p>Edgenuity for credit recovery (both during the school day and after school hours)</p>	<p>9th - 11th grade students will be assessed through iReady testing to determine reading and math levels. All students enrolled in math will be given instruction with a focus on academic discourse. English learners will be identified for extra support during Tier I instruction. All students will have the opportunity to enroll in Career Technical Education courses to complete pathways toward college/career. All students will have the opportunity to enroll in Advanced Placement Courses</p> <p>All students will be provided extra time and support for all enrolled courses through Bulldog Boost.</p>	<p>14000</p> <p>Credit Recovery/Low Performing</p> <p>Teacher Extra Duties</p> <p>Teacher salary and supplies to support credit recovery students.</p> <p>48836</p> <p>Credit Recovery/Low Performing</p> <p>Service Contracts and Professional Services</p> <p>Edgenuity Program for Credit Recovery and Bridge Program</p> <p>20000</p> <p>District Funded Professional Service Contracts</p> <p>Enriching Students Contracts</p>
3.2	<p>Professional Development:</p> <p>Collaborative Team SMART Goals</p> <p>Weekly collaborative team meetings</p> <p>Provide opportunities for teachers to observe their colleagues</p> <p>Site collaboration</p> <p>Various PD that supports side/district goals</p>	<p>All students will benefit from teacher/staff professional development and programs.</p>	<p>22870</p> <p>Site Collaboration</p> <p>Professional Development</p>

3.3	Designated ELD courses  Standard Support Materials ELD paraprofessional support (3) Adopted Core Curriculum Supplemental materials to support adopted curriculum Substitutes	All students will be supported through adopted curriculum. English learners will be identified for extra support.	20000 ESS Materials and Supplies  15,000 LCFF Classified Support
3.4	Staffing:  ELD paraprofessional support (1 site funded) Special Education Teacher Support for IEPs	All English learners/Students on an IEP will receive support.	15742 SPED-LCAP Goal 3/Action 26 Substitutes Teacher IEP work 135350 ESS Classified Support ELD Paraprofessionals.

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Collaborative teams are continuing to engage in the right work as outlined in the Four Essential Questions of a PLC: What do we want students to learn? How do we know if they learned it? What do we do if they didn't learn it? What do we do if they did learn it? There is continued work being done on developing the capacity of our teams by strengthening their focus on ensuring all students learn the essential standards at high levels and are provided the extra time and support based on their needs.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The implementation of a guaranteed and viable curriculum will be supported through this goal. The funding used will support teachers' understanding of the curriculum, support for subgroups, and consistent opportunities for our English learners and students in Special Education. The master schedule for English learners was disrupted three times during the 23-24 school year to accommodate the growing number of newcomers on campus. This impacted students' schedules which impacted their educational well-being. For the upcoming 24-25 school year, THS will open with additional EL courses in anticipation of the number of English learners to prevent mass schedule changes during the school year. We will continue to provide support to our EL students (547 students), our Newcomers (95 students) and Long Term English Learners (LTELs - 405 students).

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Any changes that may affect this goal would be found under Academic Achievement & Social-Emotional Learning based on data. During Wednesday PLC meetings focused on the four essential questions: 1) What do we want our students to know; 2) How do we know the students know the information; 3) What do we do when the students do not know the information; and 4) What do we do when the students do know the information. For the 24-25 school year, PLCs will focus on addressing question 3, What do we do when students do not know the information? PLCs will continue to improve on utilizing Bulldog Boost as a Tier III intervention to strategically address student needs.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parent Engagement: Expand opportunities to increase parent & family involvement to support District initiatives.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Parent Engagement: Expand opportunities to increase parent & family involvement to support District initiatives.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Research has demonstrated that the higher the level of parent and community involvement and engagement, the higher the level of student success.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data from Parent Meetings	Continue to increase Parent Participation	10% parent participation growth from previous year.
Parent Institute for Quality Education (PIQE) Participation	41 parents completed the Parent Institute for Quality Education - Bridge to College (PIQE-BTC) program this year.	Increase parents completing PIQE by 10%
Parent communication on a regular basis.	Continue to inform parents of significant dates, activities or occurrences impacting our school community.	Continue to communicate with families with needed information. Increase communication beyond the necessities.
School Social media	Number of followers on social media: Facebook: 4.8 k Instagram: 3,78	Increase the number of followers each year by 5%.
Aeries Family Link Accounts	2578 Accounts	Increase Aeries Family Link Accounts by 5%.
California Healthy Kids Survey	2023-2024 Data: 88% of responded.	Increase response rate by 5% each year.
School Site Council Meetings	2023-2024 Data: Approximately 8-12 members attend the School Site Council meetings	Increase parent participation in SSC meetings.
English Learner Advisory Committee (ELAC)	2023-2024 Data: Approximately 5-10 members attend ELAC	Increase parent participation in the ELAC and District ELAC.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Opportunities (DELAC, ELAC, PIQE, Freshman Orientation, School Site Council, Parent Booster Clubs, AP Parent Night, CTE Advisory Committee, club, athletic, etc.).	All Students	9000 General Education Parent Engagement

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Parent Involvement: Continue to expand opportunities to increase parental involvement, collaboration, and partnerships with families and the community to support District initiatives. Listed above are many opportunities for parent involvement and we are always seeking new opportunities for parents to get involved.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The only difference from previous year is we have added PIQE - BTC to involve more Latino families in the education process of their students. We had 41 parents graduate from the PIQE - BTC program.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

THS will continue to implement strategies to encourage parent participation at our school. This year, parents had one survey related to a fine arts funding (Prop 28). Approximately 116 parents responded to the survey. This district will look for to implement additional surveys related to other aspects of school functions, including but not limited to overall parent perception of THS.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safety & Security: Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Safety & Security: Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kid Survey	School Connectedness - 54% (9th); 48% (11th)	Increase school connectedness by 20%
California Healthy Kid Survey	Caring Adult Relationships - 49% (9th); 59%(11th)	Increase caring adult relationships by 20%
California Healthy Kid Survey	Feel Safe at School - 55% (9th); 46%(11th)	Increase feeling safe at school by 20%
Stopit! 2023-current	15.3% Attack/Assault or Threat/Planned attack	Decrease the number of incidences of Attack/Assault or Threat/Planned attack by 5%.
Stopit! 2023-current	53.9% Drugs/Alcohol/Vaping	Decrease the number of incidences of Drugs/Alcohol/Vaping by 5%.
Stopit! 2023-current	7.7% Bullying/Cyberbullying	Decrease the number of incidences of bullying/cyberbullying by 5%.
Stopit! 2023-current	15.3% Suicide Ideation or Cutting Self-harm	Decrease the number of incidences of Suicide Ideation or Cutting Self-harm attack by 5%.
Suspensions 2022-2023	Unduplicated suspensions - 373 students	Decrease the number of suspensions by 10%
Suspension 2022-2023	Fighting/Mutual Combat - 83 students	Decrease the number of Fighting/Mutual Combat suspensions by 10%
Suspensions 2022-2023	Alcohol, Drugs, and Drug Paraphernalia - 71 students	Decrease the number of Alcohol, Drug and Paraphernalia suspensions by 10%.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Overall Safety (i.e. Security Cameras, PA system, Brinks Service, Golf Cart purchase and Maintenance & Updates, Safety Equipment, etc.)	All Students	75405 General Education Materials and Supplies Security Cameras, equipment, safety items, etc. 15000 General Education Additional Hours for Campus Supervisors Event Supervision as needed 20,000 General Education Service Contracts Misc. Safety Essentials, etc. 1,000 LCFF  Misc. Safety Needs
5.2	Transportation for athletic events.	Available for all students who participate in athletics.	170000 Unrestricted
5.3	Create safe and positive School Climate (i.e. Boomerang Project, Character Traits, Upkeep of monitoring camera system, Maintain full security staff, Campus Supervisor's on campus including a School Resource Officer, Use extra security staff as needed, etc.).	All Students	19000 General Education Security Misc. Security and Safety Needs 8000 Mandated Costs  Misc. Needs 8000 General Education Service Contracts Boomerang Project Link Crew
5.4	Monitor and reinforce the locked door and gate policy Check student IDs to teach expectations of the importance of carrying identification Monitor staff to ensure they are wearing a THS or TUSD badge Ensure adequate supervision at school events during school and non-school hours Behavior intervention and counseling support, if needed "Do Not Contact Contract" as a first step to prevent student to student confrontation Stopit Application for reporting safety issues Center for Human Services Substance Abuse Counselor	All students are provided with supports based on their emotional and academic needs to support and prepare them for post-secondary.	
5.5	Through PHAST clubs, students will engage in lessons, demonstrations, and learn strategies to	Educate students about the effects of tobacco	5000 TUPE

	handle real-life issues they are faced with drugs, alcohol, and positive relationships.	and drugs and positive relationships.	Materials and Supplies Informational pamphlets, training, and supplies for students
5.6	Overtime for Athletic Trainer at various sporting events	Most sport events will be provided with an Athletic Trainer.	5114 General Fund Classified Support Athletic Trainer Overtime
5.7	Data entry efficiency/clerical support to ensure updated data on school systems	All students will have updated data for efficiency and safety.	9222 Clerical-LCAP Goal 3/Action 10/C Clerical Data Entry
5.8	Administrators, Campus Supervisors, and School Staff at school events (e.g. sports, dances, trips)	All students provided with extra supervision at school events.	
5.9	Homeroom lessons based on current issues with digital citizenship	All students will engage in Digital Citizenship	
5.10	Reduce the number of students who vape in the school bathrooms with vape sensor monitors	All bathrooms will have vape sensors installed.	District Funded Security Purchase of vape sensors.
5.11	All students and staff will engage in site-created videos to learn rules, routines, and expectations in all areas on campus.	PBIS Training Videos for Students	

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We will continue to establish and maintain a safe environment and positive school climate for our students, staff, families and community. We will continue our efforts at increasing campus safety and security with an emphasis on additional monitoring and increased vigilance of all adults on campus. Effectiveness of strategies will be measured as follows:

- Analysis of procedures Emergency Drills
- Analysis of student discipline pertaining to issues jeopardizing student safety.
- Assess staff and student safety needs in regards to school equipment and school materials.
- Assess safety of students during drop-off and pick-up times
- Analyze CHKS.
- Maintain proper and safe equipment.
- Abide and enforce Health safety protocols.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Prioritizing site funding and working with district funding continues to meet basic safety needs. This year, THS achieved a bronze implementation rating with respect to PBIS. This rating indicates that PBIS at THS has achieved the 50% implementation threshold. This was the site's expected level of implementation. Using new teacher meetings, staff meetings, and MTSS meetings, the PBIS team will look to meet the 70% threshold (silver rating) for the 24-25 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Temporary funding for additional campus supervisors at THS has ceased at the end of the 23-24 school year. THS will have three less campus supervisors to start the 24-25 school year. THS will initiate the school year, by focusing on strategic areas related to student safety. This will include placement of campus supervisors near gates and fenced areas and near bathrooms where specific activity has occurred (fighting and illegal substance use). Parents will be contacted via ParentSquare related to tardies, absences, and other conduct code violations.



# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$972,858.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
Clerical-LCAP Goal 3/Action 10/C	\$9,222.00
Credit Recovery/Low Performing	\$62,836.00
District Funded	\$20,000.00
ESS	\$221,625.00
General Education	\$146,405.00
General Fund	\$136,214.00
LCFF	\$16,000.00
Mandated Costs	\$8,000.00
None Specified	\$75,500.00
Other	\$8,000.00
Site Collaboration	\$54,870.00
SPED-LCAP Goal 3/Action 26	\$15,742.00
Study Trips LCAP Goal 3/Action 11	\$18,444.00
TUPE	\$10,000.00
Unrestricted	\$170,000.00

Subtotal of state or local funds included for this school: \$972,858.00

Total of federal, state, and/or local funds for this school: \$972,858.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
	0.00
Clerical-LCAP Goal 3/Action 10/C	9,222.00
Credit Recovery/Low Performing	62,836.00
District Funded	20,000.00
ESS	221,625.00
General Education	146,405.00
General Fund	136,214.00
LCFF	16,000.00
Mandated Costs	8,000.00
None Specified	75,500.00
Other	8,000.00
Site Collaboration	54,870.00
SPED-LCAP Goal 3/Action 26	15,742.00
Study Trips LCAP Goal 3/Action 11	18,444.00
TUPE	10,000.00
Unrestricted	170,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
	178,000.00
Additional Hours for Campus Supervisors	15,000.00
Classified Support	155,464.00
Clerical Data Entry	9,222.00
Materials and Supplies	297,780.00
Parent Engagement	9,000.00

Professional Development	22,870.00
Professional Service Contracts	20,000.00
Security	19,000.00
Service Contracts	28,000.00
Service Contracts and Professional Services	48,836.00
Student Study Trips	18,444.00
Substitutes	15,742.00
Teacher Extra Duties	46,000.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
Clerical Data Entry	Clerical-LCAP Goal 3/Action 10/C	9,222.00
Service Contracts and Professional Services	Credit Recovery/Low Performing	48,836.00
Teacher Extra Duties	Credit Recovery/Low Performing	14,000.00
Professional Service Contracts	District Funded	20,000.00
Classified Support	ESS	135,350.00
Materials and Supplies	ESS	86,275.00
Additional Hours for Campus Supervisors	General Education	15,000.00
Materials and Supplies	General Education	75,405.00
Parent Engagement	General Education	9,000.00
Security	General Education	19,000.00
Service Contracts	General Education	28,000.00
Classified Support	General Fund	5,114.00
Materials and Supplies	General Fund	131,100.00
	LCFF	1,000.00
Classified Support	LCFF	15,000.00
	Mandated Costs	8,000.00
	None Specified	75,500.00
	Other	8,000.00

Professional Development	Site Collaboration	22,870.00
Teacher Extra Duties	Site Collaboration	32,000.00
Substitutes	SPED-LCAP Goal 3/Action 26	15,742.00
Student Study Trips	Study Trips LCAP Goal 3/Action 11	18,444.00
	TUPE	5,000.00
Materials and Supplies	TUPE	5,000.00
	Unrestricted	170,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	313,600.00
Goal 2	22,719.00
Goal 3	291,798.00
Goal 4	9,000.00
Goal 5	335,741.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Dave Kline	Principal
Tim Oldenburg	Classroom Teacher
Jenn Cullum	Classroom Teacher
Amber Lugo	Classroom Teacher
Shadi Safi	Other School Staff
Cassidee Dermonde	Classroom Teacher
Eric Swanson	Other School Staff
Tristan Blase	Parent or Community Member
Victoria Mora	Parent or Community Member
Mandi Smith	Parent or Community Member
Jasmine Sanchez Gr. 12	Secondary Student
Timothy Flucas Gr. 11	Secondary Student
Prabhjot Kaur Gr. 10	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 14, 2024.

Attested:



Principal, Dave Kline on May 14, 2024



SSC Chairperson, Victoria Mora on May 14, 2024