Turlock Junior High School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Turlock Junior High School
Street	3951 North Walnut Rd.
City, State, Zip	Turlock, CA 95382
Phone Number	(350) 206-3550
Principal	Agustin Arreola
Email Address	AArreola@turlock.k12.ca.us
School Website	https://www.turlock.k12.ca.us/domain/1422
Grade Span	
County-District-School (CDS) Code	50757396053136

2025-26 District Contact Information

District Name	Turlock Unified School District
Phone Number	209.667.0633
Superintendent	David Lattig
Email Address	dlattig@turlock.k12.ca.us
District Website	www.turlock.k12.ca.us

2025-26 School Description and Mission Statement

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

Turlock Junior High School provides a comprehensive middle-grade education based on the California state content standards for approximately 1,300 seventh and eighth-grade students. Instruction is supported by strong PLC structures and a multi-tiered system of supports that promote academic success, positive behavior, and social-emotional well-being.

The educational needs of the diverse student population are met through a range of program offerings and differentiated instruction. In addition to the core curriculum, a wide range of exploratory electives are offered to provide opportunities for students to focus on areas of particular interest. The school provides a STEM Pathway for both seventh and eighth-grade students that utilizes PLTW curriculum and training. Students also have a variety of co-curricular and extracurricular options, including athletics, music, after-school clubs, tutoring, student government, and noontime intramural sports. The Wellness Room offers additional support for students needing a structured, calm space during the school day.

Turlock Junior High School administration and staff firmly believe successful education involves the cooperative efforts of the school, the home, and the community in addressing the multiple needs of junior high students. Parent engagement, community partnerships, and volunteer involvement continue to contribute to the success of Turlock Junior High School.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	648
Grade 8	646
Total Enrollment	1,294

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
American Indian or Alaska Native	0.7
Asian	9.2
Black or African American	2.6
Filipino	0.1
Hispanic or Latino	52.1
Native Hawaiian or Pacific Islander	1
Two or More Races	1.5
White	31.2
English Learners	25.1
Foster Youth	0.2
Homeless	1
Socioeconomically Disadvantaged	72.6
Students with Disabilities	14.3

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	53.2	85.66	562.3	88.04	234405.2	84
Intern Credential Holders Properly Assigned	0	0	8.6	1.35	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0.06	7.7	1.21	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.3	5.39	24.7	3.87	11953.1	4.28
Unknown/Incomplete/NA	5.5	8.89	35.3	5.53	15831.9	5.67
Total Teaching Positions	62.1	100	638.7	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	51.8	86.15	536.1	87.6	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	10.5	1.72	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	4.98	12.8	2.09	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.1	3.59	20.7	3.39	11746.9	4.23
Unknown/Incomplete/NA	3.1	5.25	31.8	5.2	14303.8	5.15
Total Teaching Positions	60.2	100	612	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	53.4	87.99	543.4	87.97	230039.4	100
Intern Credential Holders Properly Assigned	0	0	3.5	0.57	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	7.6	1.24	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.4	4	22.2	3.59	12112.8	4.34
Unknown/Incomplete/NA	4.8	7.99	40.9	6.63	13705.8	4.91
Total Teaching Positions	60.7	100	617.8	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	2	0
Misassignments	0.00	1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	3	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	3.30	2.1	2.4
Total Out-of-Field Teachers	3.30	2.1	2.4

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	1.4	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.1	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 7-8: SpringBoard/2016; Grades 7-8 READ 180 Core Intensive Intervention/2008	0%
Mathematics	Grades 7-8: Great Minds Eureka Math/2015	0%
Science	Grades 7-8: Amplify Science/2020	0%
History-Social Science	Grade 7: National Geographic, World History: Medieval and Early Modern Times/2019; Grade 8: National Geographic, United States History American Stories: Beginnings to World War I /2019	0%
Foreign Language	Grades 7-8: Spanish, Descubre, Vista Higher Learning/2017;	

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

AAn assessment was done in September 2025 using the Facility Inspection Tool (FIT), TJHS is currently a Williams School; as such this inspection was completed by SCOE representative John Cicinato. The school buildings and grounds of TJHS have been deemed to be 'clean, safe and functional', having no condition that poses an emergency or urgent threat to the health and safety of pupils or staff. Copies of the District Safety Inspections and Williams Inspections are maintained on file in the Turlock Unified School District Maintenance and Operations office. Safety: A safety plan is in effect. Certificated and classified staffs are vigilant in maintaining student safety. All staff wear identification badges, and all visitors check in and out at the school office. Cleanliness: Turlock Junior High School employees 1 Head Custodian and 4 Custodians; they also receive weekly assistance on grounds from the Pitman High School staff. All state and district guidelines governing custodial tasks have been implemented and are followed in accordance with all applicable laws. Improvements: Turlock Junior High School was constructed in 1992. This campus has been under construction for modernization since 2021, in August of 2023 all work was complete. Every building, classrooms and restrooms were remodeled and the entire HVAC system replaced. Adequacy: The Turlock Unified School District prides itself in offering clean, safe, and adequate school facilities. Our buildings offer adequate heat and air and are maintained in accordance with stringent state and district guidelines. FIT Results: The FIT form dated September 30, 2025 may list some items found during the site inspection. These items should not be confused as 'Non-functioning' or affect the overall statement of the school site that it is 'clean, safe and functional.' Work orders are input on a regular basis and are usually addressed within a two week period of time.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	September 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	32	43	37	40	47	48
Mathematics (grades 3-8 and 11)	25	27	25	27	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1284	1208	94.08	5.92	43.20
Female	615	581	94.47	5.53	45.52
Male	669	627	93.72	6.28	41.05
American Indian or Alaska Native	11	10	--	9.09	--
Asian	117	114	97.44	2.56	63.72
Black or African American	34	30	88.24	11.76	43.33
Filipino	--	--	--	--	--
Hispanic or Latino	654	624	95.41	4.59	33.81
Native Hawaiian or Pacific Islander	12	11	91.67	8.33	72.73
Two or More Races	70	61	87.14	12.86	34.43
White	385	357	92.73	7.27	54.21
English Learners	322	302	93.79	6.21	11.96
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	936	885	94.55	5.45	33.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	195	182	93.33	6.67	13.26

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1284	1216	94.70	5.30	27.49
Female	615	588	95.61	4.39	23.30
Male	669	628	93.87	6.13	31.42
American Indian or Alaska Native	11	10	--	9.09	--
Asian	117	116	99.15	0.85	46.55
Black or African American	34	30	88.24	11.76	33.33
Filipino	--	--	--	--	--
Hispanic or Latino	653	622	95.25	4.75	18.04
Native Hawaiian or Pacific Islander	12	11	91.67	8.33	27.27
Two or More Races	71	68	95.77	4.23	16.18
White	385	358	92.99	7.01	39.66
English Learners	322	313	97.20	2.80	5.77
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	935	892	95.40	4.60	17.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	195	181	92.82	7.18	8.29

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	20.37	25.04	22.32	23.83	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	646	605	93.65	6.35	25.00
Female	317	297	93.69	6.31	21.89
Male	329	308	93.62	6.38	28.01
American Indian or Alaska Native	--	--	--	--	--
Asian	62	61	98.39	1.61	44.26
Black or African American	14	13	92.86	7.14	7.69
Filipino	--	--	--	--	--
Hispanic or Latino	334	316	94.61	5.39	15.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	34	94.44	5.56	29.41
White	185	168	90.81	9.19	36.31
English Learners	159	152	95.60	4.40	1.32
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	462	437	94.59	5.41	15.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	88	81	92.05	7.95	8.64

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	65.3%	64.5%	64.5%	62.7%	66.4%

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Turlock Junior High encourages parent involvement at a variety of levels, including the Parent Institute for Quality Education (PIQE) offered in both English and Spanish, the School Site Council, the English Learner Advisory Committee (Site ELAC), the District English Learner Advisory Committee (DELAC), and the STEM parent volunteer program. Parents also actively serve as chaperones for educational study trips and dances. The performing arts programs, including band, orchestra, choir, and STEM, continue to benefit from strong parent support.

TJHS hosts Back to School Night in the fall and an Open House event in the spring. The school also offers regular Coffee with the Principal gatherings to strengthen communication and build partnerships with families. In collaboration with the TUSD Family Resource Center, TJHS provides evening Parent Empowerment Nights that offer workshops, resources, and training opportunities for families.

Parents are encouraged to stay connected with the TUSD Family Resource Center, which provides assistance, training, and a range of services to families throughout our district. For more information, please contact us at (350) 206-3550.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1405	1357	339	25.0
Female	675	654	184	28.1
Male	730	703	155	22.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	12	11	4	36.4
Asian	120	120	12	10.0
Black or African American	40	36	14	38.9
Filipino	--	--	--	--
Hispanic or Latino	739	715	209	29.2
Native Hawaiian or Pacific Islander	13	13	4	30.8
Two or More Races	21	20	2	10.0
White	431	417	86	20.6
English Learners	369	350	92	26.3
Foster Youth	--	--	--	--
Homeless	29	26	11	42.3
Socioeconomically Disadvantaged	1042	1006	300	29.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	212	211	64	30.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
12.08	8.16	6.48	6.93	4.05	2.2	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.01	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.48	0.00
Female	6.81	0.00
Male	6.16	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	8.33	0.00
Asian	6.67	0.00
Black or African American	7.50	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.55	0.00
Native Hawaiian or Pacific Islander	7.69	0.00
Two or More Races	0.00	0.00
White	8.12	0.00
English Learners	7.86	0.00
Foster Youth	0.00	0.00
Homeless	10.34	0.00
Socioeconomically Disadvantaged	7.87	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.32	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Turlock Junior High School maintains a Comprehensive School Safety Plan that is reviewed annually, aligned with Turlock Unified School District requirements, and updated in collaboration with site administration, staff, and district safety personnel. The plan was Board approved in June 17,2025 and is designed to ensure a safe, orderly, and supportive environment for all students and staff.

Key Elements of the Comprehensive School Safety Plan: In the Turlock Unified School District, components satisfying each of the following items have been developed and are included in the Comprehensive School Safety Plan.
1. Disaster procedures, both routine and emergency, including fire, earthquake, lockdown, and evacuation protocols
2. Policies pursuant to subdivision (d) of Section 48915 for pupils who commit acts listed in subdivision (c) of Section 48915, along with other serious offenses that may result in suspension, expulsion, or mandatory expulsion recommendations pursuant to Section 48900
3. Procedures to notify teachers of dangerous pupils pursuant to Section 49070
4. A sexual harassment policy pursuant to subdivision (b) of Section 212.6
5. Provisions of the school-wide dress code pursuant to Section 35183, including definitions related to gang-related apparel
6. Procedures for safe ingress and egress for students, parents, and staff during arrival, dismissal, and school events
7. Maintenance of a safe and orderly environment conducive to learning, supported by supervision plans and PBIS practices
8. Rules and procedures on school discipline adopted pursuant to Sections 35391 and 35291.5
9. Assessment of the current status of school crime on campus and at school-related functions, informed by site discipline data and regular safety reviews
10. Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Title 1 of Part 4 of the Penal Code

The plan is reviewed with staff annually, practiced through required safety drills, and supported by ongoing collaboration with the School Resource Officer, district safety teams, and community partners to maintain a safe campus environment.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	8	39	0
Mathematics	24	18	34	2
Science	24	22	31	0
Social Science	25	19	33	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	43	20	
Mathematics	26	7	40	2
Science	28	5	41	
Social Science	29	4	39	2

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	33	24	1
Mathematics	28	5	36	5
Science	29	4	38	3
Social Science	28	5	37	4

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	370.57

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.8

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$17,774	$7,245	$10,529	$102,516
District	N/A	N/A	$11,072	$104,970
Percent Difference - School Site and District	N/A	N/A	-5.0	-2.4
State	N/A	N/A	$11,146	$103,743
Percent Difference - School Site and State	N/A	N/A	-5.7	-1.2

Fiscal Year 2024-25 Types of Services Funded

Turlock Junior High utilizes a wide variety of services that support and assist students. These include GATE and Honors classes in ELA, English Language Development (ELD), and Specially Designed Academic Instruction in English (SDAIE). Newcomer services provide targeted language and academic support for recently arrived English Learners, with paraprofessionals assisting newcomers in core classes in addition to their work in General Education, ELD, and Special Education settings. Turlock Junior High offers a Foods class that meets CTE graduation requirements, and students may earn one year of foreign language credit by taking Spanish 1/2 or enroll in Heritage Spanish for native speakers. The school also provides two sections of the ninth-grade Integrated Math 1 course, along with math intervention classes for students needing additional support.

Under Proposition 28, TJHS has expanded elective opportunities to include Media Arts, Photography, and a Guitar music class. The Wellness Room and additional social-emotional supports help students manage stress and build coping skills as part of the school's broader MTSS framework. Community partnerships include CSU Stanislaus STEM programs, the City of Turlock ASES after-school program, on-site mental health clinicians, Jessica's House grief support services, college mentors, and CSU

Fiscal Year 2024-25 Types of Services Funded

Stanislaus tutoring programs.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$69,264	$62,783
Mid-Range Teacher Salary	$97,595	$97,783
Highest Teacher Salary	$131,283	$128,020
Average Principal Salary (Elementary)	$168,526	$160,224
Average Principal Salary (Middle)	$170,158	$166,992
Average Principal Salary (High)	$186,834	$180,971
Superintendent Salary	$300,299	$313,465
Percent of Budget for Teacher Salaries	33.24%	30.05%
Percent of Budget for Administrative Salaries	4.65%	5%

Professional Development

Professional Development
The Turlock Unified School District Local Control Accountability Plan prioritized district-wide professional development opportunities for TK-12 to include subject matter, English language development, best practices, equity, and social emotional learning. Multiple measures including CAASPP results, ELPAC achievement data, common formative assessments, and data from site walk through/educational rounds are utilized to prioritize needs. Additionally, TUSD's initiatives and staff input continue to drive the professional development offerings.

Staff is provided with weekly embedded collaboration time in addition to opportunities for extended collaboration outside of the school day. The collaboration time allows teachers to focus on the four essential questions of a PLC, 1.) What do we expect students to learn? 2.) How do we know if students have learned? 3.) What will we do if they don't learn it? 4.) What will we do if they do learn it?

Year one and year two teachers are enrolled in TUSD's Induction Program. The Induction Program activities are based on the California Standards for the Teaching Profession which outlines the numerous interconnected skills that comprise the professional practices of teaching.

Professional development and support is provided in the following areas: Professional Learning Communities; Math Instruction; ELA/ELD Instruction; Advanced Placement; Small Group Instruction; Social Emotional Learning, Biliteracy, and Next Generation Science Standards. Professional Development for secondary teachers included: inclusive practices, AI literacy, Next Generation Science Standards, essential standards and assessment targets, math instructional practices and deepening understanding of math framework, Ellevation, Interim Assessment implementation in ELA and math. TUSD has invested in training teachers in LETRS-Language Essentials for the Teachers of Reading and Spelling. Three cohorts have completed the two-year course work and another two cohorts are in progress. Professional development opportunities occur during a combination of the regular school day, after hours, and during the summer. TUSD has reading and math intervention teachers at all nine elementary sites to accelerate student learning. Also, continued professional development in PBIS, Restorative Practices, and Behavior Academies.

There are several formal Special Education administrative, teacher, and parent trainings scheduled each year that include the following topics: Service delivery for special education students with disabilities, the referral process for students with needs,

Professional Development

how to accurately complete the IEP documents, how to maintain legally defensible reports/IEP documents/meetings, behavioral tools/strategies for district staff, case law and disability awareness. At sites, training specific to the students and programs at each site occurs throughout the school year.

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

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