Turlock 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 High School
Street	1600 East Canal Dr.
City, State, Zip	Turlock, CA 95380
Phone Number	(350) 206-6400
Principal	Dave Kline
Email Address	Dkline@turlock.k12.ca.us
School Website	https://www.turlock.k12.ca.us/domain/1422
Grade Span	
County-District-School (CDS) Code	50757395037700

2025-26 District Contact Information

District Name	Turlock Unified School District
Phone Number	209.667.0632
Superintendent	David Lattig
Email Address	dlattig@turlock.k12.ca.us
District Website	www.turlock.k12.ca.us

2025-26 School Description and Mission Statement

Turlock High School (THS) was established in 1906 and for over 100 years has been a campus rich in “blue and gold” tradition and has benefited from an extensive history of “Bulldog” community support. We serve a socially and ethnically diverse student body of approximately 2,500 with a focus on getting students both college and career ready. Our overall academic program is exceptional, and provides many college and career education opportunities, co-curricular opportunities, competitive athletics, and various clubs to reach many students’ proper social endeavors, to best prepare students for post-secondary education, and to help students become productive employed citizens. At THS we offer an extensive selection of programs. We offer the following: 123 college prep “a-g” course offerings, 36 Career Technical Education (CTE) courses and 10 different CTE pathways (e.g. Agriculture, Auto, Business, Computer Programming, Engineering, Foods, Health, Family Studies, Video Arts, etc. and a very strong Agriculture Program), 19 Advanced Placement (AP) courses, in addition to 12 courses offered during “0” period, beginning at 7:30 AM each day, to provide students with additional opportunities to take courses during the regular school day. New course added to THS this year is the Leadership class, Leaders for Today and Tomorrow. This class is designed to empower students by exploring the fundamental principles of leadership and promote inclusiveness and support fostering a sense of belonging within the school community.

Furthermore, we are fortunate to compete at a high level in Division I high school athletics and we have recognized programs such as in volleyball, football and baseball. The majority of our competitive Varsity sports teams finish in 1st and/or 2nd place in our league standings and often proceed to play-off rounds. We have a high ranked Navy Junior Reserve Officers Training Corps Program in the state in which we excel in Air Rifle Shooting and Orienteering competitions. We offer extensive Special Education Programs, Transitional Program (TP) for Special Education students, and a Bridge Program for struggling 10th grade students. Student leadership groups like Link Crew and Associated Student Body (ASB) are very active and help support the 44 student generated clubs and 29 co-curricular clubs for a total of 73 clubs available to students on campus. Many are very diverse and inclusive clubs such as HYLC, GSA, Drama, Speech & Debate Team, Mock Trial Team, and this list continues. This list covers the essence of the type of opportunities offered at THS for students to prepare for the future.

The overall goal of THS is to focus on student learning, prepare students for the future and help students become caring and productive 21st Century citizens. THS believes and practices the following to reach our goals:

THS Mission: THS is a diverse, inclusive and collaborative learning community that engages all students in opportunities for

2025-26 School Description and Mission Statement

future success.

THS Mantra: Bulldogs Believe, Bulldogs Belong and Bulldogs Become, Go Dogs!

THS Expected Schoolwide Learning Outcomes: Demonstrate; Ethical Behavior, Opt-In; Participate in Activities, Go For Goals; Become College And Career Ready, Succeed; As Critical Thinker And Problem Solvers.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	657
Grade 10	642
Grade 11	561
Grade 12	619
Total Enrollment	2,479

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.6
Non-Binary	0.2
American Indian or Alaska Native	0.4
Asian	2.8
Black or African American	1.5
Filipino	0.2
Hispanic or Latino	64.4
Native Hawaiian or Pacific Islander	0.4
Two or More Races	1.1
White	27.6
English Learners	23.7
Foster Youth	0.4
Homeless	0.7
Migrant	0.2
Socioeconomically Disadvantaged	60.9
Students with Disabilities	14.1

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)	103.5	86.53	562.3	88.04	234405.2	84
Intern Credential Holders Properly Assigned	1	0.84	8.6	1.35	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.8	0.69	7.7	1.21	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.8	3.2	24.7	3.87	11953.1	4.28
Unknown/Incomplete/NA	10.4	8.73	35.3	5.53	15831.9	5.67
Total Teaching Positions	119.6	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)	101.6	87.37	536.1	87.6	231142.4	83.24
Intern Credential Holders Properly Assigned	2.2	1.97	10.5	1.72	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.5	3.04	12.8	2.09	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2	1.8	20.7	3.39	11746.9	4.23
Unknown/Incomplete/NA	6.7	5.82	31.8	5.2	14303.8	5.15
Total Teaching Positions	116.3	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)	102.5	86.97	543.4	87.97	230039.4	100
Intern Credential Holders Properly Assigned	1.3	1.1	3.5	0.57	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.8	2.39	7.6	1.24	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.3	2.83	22.2	3.59	12112.8	4.34
Unknown/Incomplete/NA	7.8	6.67	40.9	6.63	13705.8	4.91
Total Teaching Positions	117.9	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	0	0.3
Misassignments	0.80	3.5	2.4
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.80	3.5	2.8

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	3.80	2	3.3
Total Out-of-Field Teachers	3.80	2	3.3

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)	1.2	3	1.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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 9-11: Edge Reading, Writing & Language (Level A, Level B, and Level C) English Intensive Intervention Program & ELD/2014, Grade 9: MyPerspectives ELA/2017, Grades 10&11: MyPerspectives ELA/2017 Grade 11 AP The Language of Composition/2018; Grade 11 AP THe Norton Reader/2016 Grade 12 AP The Bedford Intro to Lit/2008; Grade 12: Expository Reading and Writing Course/2013; Grade 12 They Say, I Say/2013;	0%
Mathematics	Grades 9-10 Integrated Math 1/2015; Grades 9-10 Integrated Math 1 Honors/2015; Grade 10 Integrated Math II/2016; Grade 10 Integrated Math II Honors/2016; Grade 11 Integrated Math III/2017 Grade 11 Integrated Math III Honors/2017; Grade 12 Transition to College Level Math/2020; Grades 9-12 Calculus of a Single Variable/2014; Grades 9-12 Practice of Statistics 6th Edition/2015	0%
Science	Grades 9-12 Biology California/2008; Grades 9-12 Honors Campbell Essential Biology with Physiology/2010; Grades 11-12 AP Biology 12th Edition/2020; Grades 9-12 Chemistry California 2007; Grades 9-12 Honors Basic Chemistry 5th Edition/2017; Grades 9-12 AP Chemistry: The Central Science, 15th Edition/2022; Grades 9-12 Hole's Anatomy/2015; Grades 9-12 Conceptual Physics/2002, 2009; Grades 9-12 College Physics/2018 Grades 9-12 AP Physics/2002	0%
History-Social Science	Grade 10 Impact: World History-Modern World Ca Edition/2019; Grade 10 Western Civilization/2016; Grade 10 Ways of the World/2020; Grade 11 Impact: United States History/Geo./2019; Grade 11 The American Pageant/2012,2016; Grade 12 American Government & Politics Today 2012; Grade 12 AP American Politics Today/2017 Grade 12 Impact: Principles of American Democracy/2019; Grade 12 Impact: Principles of Economics/2019; Grade 12 AP Krugman's Economics for AP/2011	0%
Foreign Language	Spanish: Grades 9-12 Descubre Level 1 - 3, Vista Higher Learning/2017; Espanol Escrito 5, Vista Higher Learning/2017;	0%

	Reflexiones, AP Edition Pearson/20Sin Barreras, Pearson,/2014; Portuguese: Ponto De Encontro, Prentice Hall/2017 German: Geni@!Klick German Level 1 & 2, Klett-Langenscheidt/2013; French: Discovering French Today! Levels 1-3, McDougal Littell/2013	

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

School Facility Conditions and Planned Improvements

An assessment was done in September 2025 using the Facility Inspection Tool (FIT), THS is currently a Williams School; as such this inspection was completed by SCOE representative John Cicinato. The school buildings and grounds of THS 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. All Certificated and Classified staffs wear identification badges and are vigilant in maintaining student safety. All visitors check in and out at the school office. Cleanliness: Turlock High School employs 1 Operations Manager, 1 Head Custodian, 9 Custodians and 4 Groundskeepers. All state and district guidelines governing the custodian tasks have been implemented and are followed in accordance with all applicable laws. Improvements: Turlock High School has been undergoing modernization since 2006 which has included the removal of a chiller system, installation of new HVAC systems to 35 classrooms, renovation of the Agriculture Building, air-conditioning/roofing of the main gym, and movement of the PE portable classrooms and relocation of tennis courts completed in Fall, 2012. The final phase of Modernization was completed in August 2016 which included a remodeled Performing Arts, Music and Gymnasium. Modernization from 2019 to 2022 this campus received a major facelift which included; fencing, science, parking lot, crosswalks and classroom improvements. 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 most recent FIT form dated September 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.

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)	47	54	37	40	47	48
Mathematics (grades 3-8 and 11)	20	24	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	554	529	95.49	4.51	53.60
Female	255	246	96.47	3.53	57.14
Male	298	282	94.63	5.37	50.35
American Indian or Alaska Native	--	--	--	--	--
Asian	25	24	96.00	4.00	66.67
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	334	323	96.71	3.29	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	19	79.17	20.83	47.37
White	160	153	95.63	4.37	62.75
English Learners	121	110	90.91	9.09	10.09
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	346	326	94.22	5.78	44.92
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	78	68	87.18	12.82	11.94

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	557	548	98.38	1.62	24.45
Female	256	253	98.83	1.17	20.95
Male	300	294	98.00	2.00	27.55
American Indian or Alaska Native	--	--	--	--	--
Asian	25	25	100.00	0.00	48.00
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	336	331	98.51	1.49	16.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	25	100.00	0.00	20.00
White	160	156	97.50	2.50	39.74
English Learners	123	122	99.19	0.81	3.28
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	349	341	97.71	2.29	17.01
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	78	72	92.31	7.69	2.78

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)	23.08	24.71	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	1143	1126	98.51	1.49	24.60
Female	526	520	98.86	1.14	26.35
Male	614	603	98.21	1.79	23.05
American Indian or Alaska Native	--	--	--	--	--
Asian	38	38	100.00	0.00	36.84
Black or African American	20	20	100.00	0.00	10.00
Filipino	--	--	--	--	--
Hispanic or Latino	703	695	98.86	1.14	20.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	41	100.00	0.00	19.51
White	326	317	97.24	2.76	35.02
English Learners	251	249	99.20	0.80	1.61
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	694	685	98.70	1.30	19.42
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	166	157	94.58	5.42	5.10

2024-25 Career Technical Education Programs

Turlock High School
CTE Sectors, Pathways & Courses
2025-2026

Sector: Agriculture & Natural Resources
Pathways:

- Ag Mechanics

Courses: Ag Engineering; Ag Welding, Welding & Fabrication; Ag Wood Construction

- Agriscience

Courses: Biology & Sustainable Ag; Chemistry & Agriscience; Adv Animal & Plant Physiology; Adv. Interdisciplinary Science in Ag.

- Ornamental Horticulture

Courses: Environmental Horticulture, History or Floral Art, Advanced Floral

2024-25 Career Technical Education Programs

- Ag Business

Courses: Ag Business Leadership

Sector: Arts, Media & Entertainment
Pathways:

- Multimedia Production

Courses: Digital Media; Broadcast & Video Production I; Broadcast & Video Prod. II

Sector: Ed, Child Development & Family Services
Pathways:

- Education

Courses: Child Development & Guidance; Educational Psychology; Early Childhood Ed.

Sector: Engineering & Architecture
Pathways:

- Engineering Technology

Courses: Integrated Engineering Technology, Physics of Electronic Robotics, Industrial Engineering Tech

Sector: Business & Finance
Pathways:

- Business Management

Courses: Business Communication

Sector: Health Science & Medical Technology
Pathways:

- Patient Care

Courses: Intro to Health Care & Careers; Anatomy & Physiology; Medical Chemistry; Sports Medicine I & II

Sector: Hospitality, Tourism & Recreation
Pathways:

- Food Service & Hospitality

Courses: Foods; Culinary Arts

Sector: Transportation
Pathways:

- Systems Diagnostics, Services & Repair

Courses: General Auto Mechanics I-IV; Auto Service Technician

Sector: Public Service
Pathways:

- Public Safety

Courses: Criminal Justice; Criminal Investigation

CTE Program Totals for Turlock High School: 9 Sectors, 12 Pathways, 32 Courses

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1440
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	35
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	47.4

2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	96.43
Graduates Who Completed All Courses Required for UC/CSU Admission	39.28

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 9	70.2%	73.3%	74.4%	71.7%	72.0%

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Opportunities for parental involvement at Turlock High School (THS) include the following:

1. School Site Council (SSC)
2. English Learner Advisory Committee (ELAC)

2025-26 Opportunities for Parental Involvement

3. Immersion Parent Advisory
4. District English Learner Advisory Committee (DELAC)
5. District GATE Committee
6. Superintendent's Parent Advisory Committee
7. Freshman Orientation
8. Back-to-School Night
9. Freshman Registration Nights
10. Athletic Team Parent Meetings (respective sport)
11. Parent Square - up to date information and communication between parent and school/club/teacher
12. College and Career Counseling Meetings
13. Booster Club Membership
14. CTE Advisory Committees
15. Health Education Meetings
16. Study Trip Chaperones (Clubs, Sports, Co-Curricular Activities)
17. College Night (Fair)
18. Career Fair
19. AP Parent Night
20. Bulldog Challenge (NJROTC) Parent Volunteers
21. LCAP Parent Advisory Committee
22. Principal's Positive Outreach (Principal/parent positive student reports)
23. Parent Institute for Quality Education (PIQE)

Parents are always welcome to participate in the opportunities listed above. THS does afford parents the opportunity to participate in a variety of school-related curricular and co-curricular activities, and we encourage and promote parental support in meeting the needs of all students. For more information please contact the school office at (350) 206-6400.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 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
Dropout Rate	2.4	3.3	3.9	4.7	5.2	4.2	8.2	8.9	8
Graduation Rate	94.9	94.9	94.5	93.5	93.3	93.4	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	583	551	94.5
Female	272	261	96.0
Male	309	288	93.2
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	14	11	78.6
Black or African American	11	11	100.0
Filipino	--	--	--
Hispanic or Latino	367	350	95.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	160	152	95.0
English Learners	160	145	90.6
Foster Youth	--	--	--
Homeless	22	17	77.3
Socioeconomically Disadvantaged	443	420	94.8
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	97	82	84.5

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2692	2573	588	22.9
Female	1248	1200	259	21.6
Male	1439	1368	327	23.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	12	12	5	41.7
Asian	82	81	13	16.0
Black or African American	51	43	18	41.9
Filipino	--	--	--	--
Hispanic or Latino	1722	1647	397	24.1
Native Hawaiian or Pacific Islander	12	11	5	45.5
Two or More Races	35	32	6	18.8
White	728	700	131	18.7
English Learners	674	645	166	25.7
Foster Youth	27	15	2	13.3
Homeless	41	40	19	47.5
Socioeconomically Disadvantaged	1767	1672	441	26.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	402	379	139	36.7

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
11	8.1	3.08	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	0.04	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	3.08	0.00
Female	1.12	0.00
Male	4.73	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	8.33	0.00
Asian	0.00	0.00
Black or African American	9.80	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.25	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.75	0.00
English Learners	3.12	0.00
Foster Youth	18.52	0.00
Homeless	7.32	0.00
Socioeconomically Disadvantaged	3.57	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.72	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

Key Elements of the Comprehensive School Safety Plan: In the Turlock Unified School District, components satisfying each of the following items have been developed and are included in the Comprehensive School Safety Plan. Board approved: June 17,2025.

1) Disaster procedures, routine and emergency
2) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27
3) Procedures to notify teachers of dangerous pupils pursuant to Section 49070
4) A sexual harassment policy, pursuant to subdivision (b) of Section 212.6
5) The provisions of any school-wide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel" if the school has adopted a dress code. For these purposes, the safety plan defines "gang-related apparel"
6) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school
7) A safe and orderly environment conducive to learning at school
8) The rules and procedures on school discipline adopted pursuant to Sections 35391 and 35291.5
9) Assessment of the current status of school crime committed on school campuses and at school related functions
10) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Title 1 of Part 4 of the Penal Code

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	22	47	46	23
Mathematics	25	22	60	7
Science	21	25	28	4
Social Science	22	33	36	16

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	19	68	61	14
Mathematics	24	26	59	6
Science	18	34	36	1
Social Science	17	62	38	16

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	43	56	21
Mathematics	23	29	53	8
Science	19	25	26	1
Social Science	22	35	42	15

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	308.13

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)	8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	4

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	$19,732	$7,022	$12,711	$107,487
District	N/A	N/A	$11,072	$104,970
Percent Difference - School Site and District	N/A	N/A	13.8	2.4
State	N/A	N/A	$11,146	$103,743
Percent Difference - School Site and State	N/A	N/A	13.1	3.5

Fiscal Year 2024-25 Types of Services Funded

Turlock High School offers an extensive array of college preparatory courses including 20 Advanced Placement courses. In our 2024 AP Test Results 73% of our test takers scored a 3 or higher. We offer many services for our students. Here are some examples:
-We continue to support a thriving and robust fine and performing arts program that provides a venue for students' creative expression.
-Our Naval Junior Reserve Officer Training Corps (NJROTC) is an innovative partnership that allows those students interested in a possible career in the military to get a head start on this experience while still in high school.
-The CTE Health pathway continues to expand as Medical Chemistry is also in this pathway. Also, HOSA students are very active in community service and HOSA trainings.
-The ever growing CTE Video Production course produces daily multimedia productions. These productions like "Turlock Today" and podcasts are available for viewing via Youtube and social media platforms.
-Criminal Justice pathway continues to grow.
-Agriculture Program remains our largest CTE Program on site with the Wood Construction and Wood Structures pathway as well, Metal shop and Floral Program r
-We continue our credit recovery options for students during the school day via our Success Skills course using the Edgenuity Program for credit deficient 11th and 12th graders.
-EL Newcomer Academy continues to be a model of programs for high school students who come to us with no English speaking skills to very little. This program emphasises English language acquisition and earning a high school diploma regardless of student English language level when they enroll.
-MTSS Committee continues to work hard to gather support from faculty for an embedded academic time during the school day.
-As part of MTSS, PBIS continues with two separate committees: a Tier 1 team that consists of an administrator, counselor, school psychologist, and general education teachers, and a Tier 2 team that consists of several administrators, mental health clinicians, counselors, school psychologist, and the district's attendance specialist. The Tier 1 team has worked to develop Tier 1 campus-wide and classroom behavior expectations including an award system with positive incentives. The Tier 2 team works collaboratively to address higher needs of certain students at an academic, behavioral, attendance, and social-emotional level, and implement researched-based Tier 2 interventions that are monitored for progress and effectiveness by the team.
-Partnerships: We have many partnerships with outside services such as Jessica's House for grief and crisis management.
-Tutoring for math and English classes are provided during Bulldog Boost.
Obviously, many more services are funded to provide our students with the best education attainable. Also know athletics is a great expense at our school especially since most of our teams make it into the playoffs and we fully support our student athletes.

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%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	25.8

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

Subject	Number of AP Courses Offered
Computer Science	0
English	8
Fine and Performing Arts	2
Foreign Language	8
Mathematics	11
Science	6
Social Science	15
Total AP Courses Offered Where there are student course enrollments of at least one student.	81

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.

Professional Development

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

Year one and year two teachers are enrolled in TUSD's Induction Program. 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, 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