

Turlock High School

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Turlock High School
Street	1600 East Canal Dr.
City, State, Zip	Turlock, CA 95380
Phone Number	(209) 667-2055
Principal	Gabe Ontiveros
Email Address	gontiveros@turlock.k12.ca.us
School Website	https://www.turlock.k12.ca.us/domain/1422
County-District-School (CDS) Code	50757395037700

2022-23 District Contact Information

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

2022-23 School Overview

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), 20 Advanced Placement (AP) courses, in addition to 11 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.

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 36 student generated clubs and 38 co-curricular clubs for a total of 74 clubs available to students on campus. Many are very diverse and inclusive clubs such as HYLIC, BSU, LGBTQ, 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: We will promote positive character, ensure academic rigor and hold all individuals accountable in order to graduate college & career-ready students.

THS Mantra: Bulldogs are... Thinkers, Hard Workers and Self-Motivators.

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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	657
Grade 10	632
Grade 11	663
Grade 12	560
Total Enrollment	2,512

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.4
American Indian or Alaska Native	0.7
Asian	2.5
Black or African American	1.6
Filipino	0.1
Hispanic or Latino	63.5
Native Hawaiian or Pacific Islander	0.5
Two or More Races	1.1
White	29.2
English Learners	20.2
Foster Youth	0.6
Homeless	0.3
Migrant	1.3
Socioeconomically Disadvantaged	58.0
Students with Disabilities	13.0

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	101.00	86.08	551.80	86.43	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.70	0.58	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	1.73	13.60	2.13	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	8.30	7.11	35.90	5.63	12115.80	4.41
Unknown	5.90	5.06	33.30	5.22	18854.30	6.86
Total Teaching Positions	117.30	100.00	638.40	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

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

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.40	
Misassignments	1.60	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.00	

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	8.30	
Total Out-of-Field Teachers	8.30	

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.10	

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

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

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

Year and month in which the data were collected

September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 9-11: Edge Reading, Writing & Language (Level A, Level B, and Level C) English Intensive Intervention Program & ELD/2014, Grade 9: MyPerspectives ELA/2019, Grades 10&11: MyPerspectives ELA/2003 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;	Yes	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/2015	Yes	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/ 2012,2015Grades 9-12 Hole's Anatomy/2015; Grades 9-12 Conceptual Physics/2002, 2009; Grades 9-12 College Physics/2014 Grades 9-12 AP Physics/2002	Yes	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	Yes	0%
Foreign Language	Spanish: Grades 9-12 Descubre Level 1 - 3, Vista Higher Learning/2017; Espanol Escrito 5, Pearson/2005; Reflexiones, AP Edition Pearson/2013; Mundo Real, Mundo Real 2, Cambridge/2015; Abriendo Paso: Lecturas, Abriendo Paso: Gramatica, Pearson/2014; Imagina: Espanol sin b./2014; Portuguese: Ponto De Encontro, Prentice Hall/2007 German: Geni@!Klick German Level 1 & 2, Klett-Langenscheidt/2013; French: Discovering French Today! Levels 1-3, McDougal Littell/2013	Yes	0%

School Facility Conditions and Planned Improvements

An assessment was done in September 2022 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 began in June of 2019 and is scheduled to be on-going for the next 3 years; project includes, 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 October 2022 may list some items found during the site inspection. These items should not be confused as 'Non-functioning' or affect the overall statement of the school site that it is 'clean, safe and functional.' Work orders are input on a regular basis and are usually addressed within a two week period of time.

Year and month of the most recent FIT report

September 2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	47	N/A	40	N/A	47
Mathematics (grades 3-8 and 11)	N/A	20	N/A	25	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	630	606	96.19	3.81	46.70
Female	319	308	96.55	3.45	52.27
Male	309	297	96.12	3.88	41.08
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00	0.00	66.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	373	360	96.51	3.49	41.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	10	76.92	23.08	--
White	205	197	96.10	3.90	54.31
English Learners	111	107	96.40	3.60	2.80
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	290	278	95.86	4.14	37.05
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	80	70	87.50	12.50	5.71

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	629	605	96.18	3.82	20.03
Female	318	307	96.54	3.46	18.24
Male	309	297	96.12	3.88	21.96
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	372	357	95.97	4.03	11.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	11	84.62	15.38	36.36
White	205	198	96.59	3.41	30.81
English Learners	111	106	95.50	4.50	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	289	277	95.85	4.15	13.77
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	80	70	87.50	12.50	0.00

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	29.21	25.15	25.92	22.84	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1212	1185	97.77	2.23	25.15
Female	626	611	97.6	2.4	24.55
Male	582	570	97.94	2.06	25.79
American Indian or Alaska Native	--	--	--	--	--
Asian	37	37	100	0	37.84
Black or African American	13	12	92.31	7.69	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	728	711	97.66	2.34	17.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	22	91.67	8.33	36.36
White	398	391	98.24	1.76	36.57
English Learners	189	186	98.41	1.59	0.54
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	544	526	96.69	3.31	17.68
Students Receiving Migrant Education Services	11	11	100	0	18.18
Students with Disabilities	136	127	93.38	6.62	2.36

2021-22 Career Technical Education Programs

Turlock High School
CTE Sectors, Pathways & Courses
2022-2023

Sector: Agriculture & Natural Resources

Pathways:

- Ag Mechanics

2021-22 Career Technical Education Programs

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

- Agriscience

Courses: Ag Biology, Ag Chemistry, Advanced Interdisciplinary Science, Adv Animal & Plant Physiology

- Ornamental Horticulture

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

- Ag Business

Course: Ag Business Leadership

Sector: Arts, Media & Entertainment

Pathways:

- Performing Arts

Course: Dance & Choreography, Intermediate Dance & Choreography

- Production & Managerial Arts

Courses: Video Arts, Broadcast & Video Production I & 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: Food & Nutrition, 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 THS: 9 Sectors, 13 Pathways, 33 Courses

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1483
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.85
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	48.62

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	86.1%	85.5%	86.9%	77.8%	88.3%

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

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

1. School Site Council (SSC)
2. English Learner Advisory Committee (ELAC)
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 Institute for Quality Education (PIQE): Parent workshops
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 (Faire)
18. Career Faire
19. AP Parent Night
20. Bulldog Challenge (NJROTC) Parent Volunteers
21. WASC Committee Meetings

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 (209) 667-2055.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		1.4	4.2		3.2	5.2		8.9	7.8
Graduation Rate		96.6	94.8		94.2	93.1		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	572	542	94.8
Female	301	286	95.0
Male	269	254	94.4
American Indian or Alaska Native	--	--	--
Asian	13	10	76.9
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	348	328	94.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	186	180	96.8
English Learners	117	106	90.6
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	387	364	94.1
Students Receiving Migrant Education Services	11	10	90.9
Students with Disabilities	62	54	87.1

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2684	2626	1022	38.9
Female	1316	1285	482	37.5
Male	1362	1335	534	40.0
American Indian or Alaska Native	20	19	5	26.3
Asian	71	68	21	30.9
Black or African American	47	44	27	61.4
Filipino	3	3	1	33.3
Hispanic or Latino	1691	1660	677	40.8
Native Hawaiian or Pacific Islander	16	14	8	57.1
Two or More Races	30	28	12	42.9
White	774	760	259	34.1
English Learners	599	587	251	42.8
Foster Youth	32	28	17	60.7
Homeless	27	23	14	60.9
Socioeconomically Disadvantaged	1645	1604	714	44.5
Students Receiving Migrant Education Services	45	44	17	38.6
Students with Disabilities	361	349	190	54.4

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.59	3.07	2.45
Expulsions	0.00	0.01	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.30	9.35	0.99	6.47	0.20	3.17
Expulsions	0.00	0.11	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.35	0.11
Female	5.32	0.00
Male	13.22	0.22
American Indian or Alaska Native	5.00	0.00
Asian	8.45	0.00
Black or African American	17.02	0.00
Filipino	0.00	0.00
Hispanic or Latino	10.05	0.12
Native Hawaiian or Pacific Islander	31.25	0.00
Two or More Races	13.33	0.00
White	6.98	0.13
English Learners	14.36	0.33
Foster Youth	37.50	0.00
Homeless	11.11	0.00
Socioeconomically Disadvantaged	11.73	0.12
Students Receiving Migrant Education Services	15.56	0.00
Students with Disabilities	16.62	0.28

2022-23 School Safety Plan

Key Elements of the Comprehensive School Safety Plan: In the Turlock Unified School District, components satisfying each of the following items have been developed and are included in the Comprehensive School Safety Plan, when approved by each site council. These components will be reviewed and up for approval by the school site council on March 17, 2022.

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

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	25	31	50	24
Mathematics	29	20	53	16
Science	24	18	32	8
Social Science	24	28	38	24

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	53	49	24
Mathematics	23	44	46	14
Science	18	31	29	2
Social Science	20	54	36	19

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	77	68	3
Mathematics	23	43	60	7
Science	19	33	31	
Social Science	19	55	44	17

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	448.57

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,246	4,847	8,398	89,038
District	N/A	N/A	8,280	\$87,264
Percent Difference - School Site and District	N/A	N/A	1.4	2.0
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	24.1	0.8

2021-22 Types of Services Funded

Turlock High School offers an extensive array of college preparatory courses including 20 Advanced Placement courses. In our 2022 AP Test Results 71% 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 we most recently added Medical Chemistry to the pathway. Also, HOSA students are very active in community service and HOSA trainings.
- The ever growing CTE Video Production course now produces a prerecorded aired segment and one live segment per week on our "Turlock Today" broadcast. A full editing lab and a full shooting studio is part of this program.
- Criminal Justice pathway continues to grow with our new instructor out of industry with 25 years in law enforcement.
- Agriculture Program remains our largest CTE Program on site and we have now completed the Wood Construction and Wood Structures pathway as well. The Floral Program received a new walk - in floral fridge, installed by the classroom, and the metal shop received a new plasma cutting table and 3 new arc welders to keep our students up to industry standards.
- We have expanded 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.
- PBIS Committee has taken a very active role on campus to demonstrate expected behaviors via mini video clips in conjunction with media arts class. Several funding sources used here as at times we pull teachers out of class for training and prepping on PBIS items. PBIS Committee no longer wants to be recognized by the acronym and have adopted the name of Teachers for Change.
- MTSS Committee continues to work hard to gather support from faculty for an embedded academic time during the school day.
- Partnerships: We have many partnerships with outside services such as Jessica's House for grief and crisis management, and PIQE our parent institute for Spanish Speaking families. We offer 2 PIQE workshops per year, one each semester, for parents. One on the college pathway and another on social emotional well being.
- In person tutoring for math and English classes are provided before and after school, in addition to the electronic on-line version of Paper tutoring accessible 24/7 to students.

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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$57,714	\$54,370
Mid-Range Teacher Salary	\$81,321	\$82,681
Highest Teacher Salary	\$109,390	\$106,610
Average Principal Salary (Elementary)	\$143,186	\$135,283
Average Principal Salary (Middle)	\$147,401	\$141,244
Average Principal Salary (High)	\$153,718	\$152,955
Superintendent Salary	\$238,130	\$264,367
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	24.1
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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	2
English	9
Fine and Performing Arts	2
Foreign Language	8
Mathematics	7
Science	5
Social Science	13
Total AP Courses Offered Where there are student course enrollments of at least one student.	46

Professional Development

Professional Development

The Turlock Unified School District Local Control Accountability Plan prioritized district-wide professional development opportunities for TK-12 to include coaching and mentoring of staff; programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas; social-emotional learning; English language development; PLC's; and leadership. TUSD's initiatives and staff input continue to drive the professional development offerings.

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

Staff is provided with weekly embedded collaboration time in addition to opportunities for extended collaboration at site determined periods throughout the school year. The collaboration time allows teachers to apply new learning and make strategic decisions regarding the use of curriculum and assessments. Year one and year two teachers are enrolled in TUSD's Induction Program. The Induction Program activities are based on the California Standards for the Teaching Profession which outlines the numerous interconnected skills that comprise the professional practices of teaching. New administrators are supported through their participation in the Stanislaus County Office of Education Administrator Induction Program.

There are several formal Special Education administrative and teacher trainings scheduled each year that include the following topics: Service delivery for special education students with various handicapping conditions, the referral process for students with special education needs, how to accurately complete the IEP documents, how to maintain legally defensible reports/IEP documents/meetings, behavioral tools/strategies for district staff, case law and disability awareness. At sites, training specific to the students and programs at each site occurs throughout the school year.

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

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