

# Turlock Junior High School

## 2021 School Accountability Report Card



### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Turlock Junior High School
<b>Street</b>	3951 North Walnut Rd.
<b>City, State, Zip</b>	Turlock, CA 95382
<b>Phone Number</b>	(209) 667-0881
<b>Principal</b>	Robert Ruiz
<b>Email Address</b>	rruiz@turlock.k12.ca.us
<b>School Website</b>	<a href="https://www.turlock.k12.ca.us/domain/1422">https://www.turlock.k12.ca.us/domain/1422</a>
<b>County-District-School (CDS) Code</b>	50757396053136

## 2021-22 District Contact Information

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

## 2021-22 School Overview

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

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

The educational needs of the diverse student population are met through a range of program offerings and differentiated instruction. In addition to the core curriculum, a wide range of exploratory electives are offered to provide opportunities for students to focus on areas of special interest. Turlock Junior High School also offers a STEM Pathway for both 7th and grade students that uses the PLTW curriculum and professional development. Students also have a variety of options for extracurricular activities, including athletics and music. Students may choose to participate in after-school clubs, tutoring, and student government. Noontime intramural sports also increase opportunities for students to participate and engage in extracurricular activities.

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

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	689
Grade 8	696
Total Enrollment	1,385

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.9
Asian	7
Black or African American	3.5
Filipino	0.1
Hispanic or Latino	53.5
Native Hawaiian or Pacific Islander	0.9
Two or More Races	1.2
White	31.3
English Learners	22.8
Foster Youth	1.2
Homeless	0.5
Socioeconomically Disadvantaged	54.7
Students with Disabilities	13.7

## 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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	44.9	70.7	551.8	86.4	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	1.0	1.6	3.7	0.6	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.0	6.3	13.6	2.1	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	5.0	7.9	35.9	5.6	12115.8	4.4
<b>Unknown</b>	8.6	13.5	33.3	5.2	18854.3	6.9
<b>Total Teaching Positions</b>	63.6	100.0	638.4	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	4.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	4.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.4
<b>Local Assignment Options</b>	4.6
<b>Total Out-of-Field Teachers</b>	5.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.1
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grades 7-8: SpringBoard/2016; Grades 7-8 Intervention: Read 180/2008	Yes	0%
<b>Mathematics</b>	Grades 7-8: Eureka Math/2015	Yes	0%
<b>Science</b>	Grades 7-8: Amplify Science/2020	Yes	0%
<b>History-Social Science</b>	Grade 7: World History: Medieval and Early Modern Times/2019; Grade 8: United States History American Stories: Beginnings to World War 1/2019	Yes	0%
<b>Foreign Language</b>	Grades 7-8: Spanish, Descubre, Vista Higher Learning/2017; Portuguese, Bom Dia! Level 1, Spinner Publications/2002		
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## School Facility Conditions and Planned Improvements

An assessment was done in October 2021 using the Facility Inspection Tool (FIT), which was selected by TUSD staff as a suitable tool for our bi-annual safety inspections to determine that a school facility is in 'good repair'. The school buildings and grounds of Turlock Junior High School have been deemed to be 'clean, safe and functional', having no condition that poses an emergency or urgent threat to the health and safety of pupils or staff. Copies of the District Safety Inspections and Williams Inspections are maintained on file in the Turlock Unified School District Maintenance and Operations office. Safety: A safety plan is in effect. Certificated and classified staffs are vigilant in maintaining student safety. All staff wear identification badges and all visitors check in and out at the school office. Cleanliness: Turlock Junior High School employees 1 Head Custodian and 4 Custodians; they also receive weekly assistance on grounds from the Pitman High School staff. All state and district guidelines governing custodial tasks have been implemented and are followed in accordance with all applicable laws. Improvements: Turlock Junior High School was constructed in 1992. This campus is listed in the top 5 schools on our Capital Facilities plan and is eligible for Modernization funds under the new state bond; construction is began in June 2020 and will continue through August 2022. Adequacy: The Turlock Unified School District prides itself in offering clean, safe and adequate school facilities. Our buildings offer adequate heat and air and are maintained in accordance with stringent state and district guidelines. FIT Results: The FIT form dated October 2021 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

October 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			

## School Facility Conditions and Planned Improvements

<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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).

#### 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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1392	1161	83.41	16.59	43.06
<b>Female</b>	663	561	84.62	15.38	47.36
<b>Male</b>	729	600	82.3	17.7	39.09
<b>American Indian or Alaska Native</b>	11	8	--	27.27	--
<b>Asian</b>	94	90	95.74	4.26	66.29
<b>Black or African American</b>	45	33	73.33	26.67	21.21
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	747	598	80.05	19.95	32.99
<b>Native Hawaiian or Pacific Islander</b>	13	13	100	0	61.54
<b>Two or More Races</b>	40	34	85	15	47.06
<b>White</b>	440	383	87.05	12.95	53.81
<b>English Learners</b>	310	242	78.06	21.94	7.59
<b>Foster Youth</b>	18	15	83.33	16.67	20
<b>Homeless</b>	14	8	57.14	42.86	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	753	602	79.95	20.05	31.41
<b>Students Receiving Migrant Education Services</b>	18	14	77.78	22.22	23.08
<b>Students with Disabilities</b>	172	141	81.98	18.02	5.76

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1392	1098	78.88	21.12	26.06
<b>Female</b>	663	531	80.09	19.91	26.73
<b>Male</b>	729	567	77.78	22.22	25.44
<b>American Indian or Alaska Native</b>	11	8	--	27.27	--
<b>Asian</b>	94	87	92.55	7.45	50.57
<b>Black or African American</b>	45	33	73.33	26.67	12.12
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	747	553	74.03	25.97	15.53
<b>Native Hawaiian or Pacific Islander</b>	13	12	92.31	7.69	25.00
<b>Two or More Races</b>	40	33	82.50	17.50	27.27
<b>White</b>	440	370	84.09	15.91	36.34
<b>English Learners</b>	310	226	72.90	27.10	3.64
<b>Foster Youth</b>	18	15	83.33	16.67	0.00
<b>Homeless</b>	14	6	42.86	57.14	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	753	560	74.37	25.63	16.52
<b>Students Receiving Migrant Education Services</b>	18	11	61.11	38.89	10.00
<b>Students with Disabilities</b>	172	131	76.16	23.84	3.13

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	25.92	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	682	NT	NT	NT	NT
<b>Female</b>	332	NT	NT		
<b>Male</b>	350	NT	NT		
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	42	NT	NT	NT	NT
<b>Black or African American</b>	21	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	367	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	24	NT	NT	NT	NT
<b>White</b>	216	NT	NT	NT	NT
<b>English Learners</b>	154	NT	NT	NT	NT
<b>Foster Youth</b>	11	NT	NT	NT	NT
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	376	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	74	NT	NT	NT	NT

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

Turlock Junior High encourages parent involvement at a variety of levels, including the Parent Institute for Quality Education Education (PIQE), School Site Council, English Learner Advisory Committee (Site ELAC), District English Learner Advisory Committee (DELAC), STEM, School Site Council, STEM parent volunteer program, and Virtual COVID training. Parents also actively serve as chaperones for educational study trips and dances. The performing arts programs of band, orchestra, and choir and the STEM program benefit from a high level of parental involvement. For more information please contact the school office at 209-667-0881. TJHS hosts a Back to School Night for parents and students in the Fall and an Open House Night in the spring.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1485	1443	161	11.2
Female	706	685	67	9.8
Male	779	758	94	12.4
American Indian or Alaska Native	14	12	0	0.0
Asian	99	97	1	1.0
Black or African American	53	50	13	26.0
Filipino	2	2	0	0.0
Hispanic or Latino	798	777	111	14.3
Native Hawaiian or Pacific Islander	15	13	0	0.0
Two or More Races	17	17	2	11.8
White	466	454	28	6.2
English Learners	338	329	39	11.9
Foster Youth	25	24	8	33.3
Homeless	9	9	3	33.3
Socioeconomically Disadvantaged	828	808	131	16.2
Students Receiving Migrant Education Services	23	21	5	23.8
Students with Disabilities	210	206	45	21.8

### 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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	8.74	3.30	5.19	0.99	3.47	0.20
<b>Expulsions</b>	0.12	0.00	0.04	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	6.32	3.07	2.45
<b>Expulsions</b>	0.00	0.01	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	3.30	0.00
<b>Female</b>	2.41	0.00
<b>Male</b>	4.11	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	7.55	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	4.14	0.00
<b>Native Hawaiian or Pacific Islander</b>	6.67	0.00
<b>Two or More Races</b>	5.88	0.00
<b>White</b>	2.15	0.00
<b>English Learners</b>	2.96	0.00
<b>Foster Youth</b>	20.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>	8.70	0.00
<b>Students with Disabilities</b>		

## 2021-22 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 were approved by the site council on March 11, 2021.

- 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

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	28	11	36	6
Mathematics	25	20	34	8
Science	28	8	46	5
Social Science	29	7	23	20

## 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	26	12	42	1
Mathematics	24	18	41	1
Science	26	13	42	1
Social Science	28	9	38	5

## 2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	10	39	5
Mathematics	25	13	39	3
Science	24	17	36	5
Social Science	24	17	38	2

## 2020-21 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	395.7

## 2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0.5



## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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	12,226	4,127	8,099	83,823
District	N/A	N/A	8,739	\$87,777
Percent Difference - School Site and District	N/A	N/A	-7.6	-4.6
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-4.2	-3.0

## 2020-21 Types of Services Funded

Turlock Junior High utilizes a wide variety of services available that support and assist students in our school. Some of these services include GATE/Honors classes in ELA, English Language Development and Specially Designed Academic Instruction for English Language Learners, paraprofessional support in our General Education and Special Education classes, the STEM (Science, Technology, Engineering, Math) Pathway, SES (Supplemental Education Services), an ASES (After School Educational and Safety) program, and on-site mental health clinicians, Jessica's House Grief Support, Associated Student Body, college mentors, tutoring programs through CSU Stanislaus, instructional coach support, and summer school.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$52,562
Mid-Range Teacher Salary	\$81,321	\$83,575
Highest Teacher Salary	\$109,390	\$104,166
Average Principal Salary (Elementary)	\$143,498	\$131,875
Average Principal Salary (Middle)	\$147,401	\$137,852
Average Principal Salary (High)	\$157,179	\$150,626
Superintendent Salary	\$238,130	\$260,243
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	5%	5%

## Professional Development

### Professional Development

The Turlock Unified School District Local Control Accountability Plan prioritized district-wide professional development opportunities for TK-12 to include social-emotional learning, equity, subject matter, English language development, technology, best practices, PLC's, and leadership. TUSD's initiatives and staff input continue to drive the professional development offerings.

Due to the COVID-19 pandemic, the District offered virtual PD for teachers. PD formats for teachers were made available in the following ways: live on Zoom, webinars, video recordings, podcasts, and newsletter releases. Topics included: trauma informed strategies, Amplify Science, number talks, culturally responsive teaching, math intervention, reading intervention, and reciprocal teaching.

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	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	3	3

# Turlock Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

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

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	7145	6474	90.61	9.39	38.35
<b>Female</b>	3461	3167	91.51	8.49	43.27
<b>Male</b>	3683	3306	89.76	10.24	33.66
<b>American Indian or Alaska Native</b>	45	39	86.67	13.33	33.33
<b>Asian</b>	369	354	95.93	4.07	59.49
<b>Black or African American</b>	141	121	85.82	14.18	25.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	4213	3798	90.15	9.85	29.91
<b>Native Hawaiian or Pacific Islander</b>	40	40	100.00	0.00	55.00
<b>Two or More Races</b>	178	155	87.08	12.92	40.00
<b>White</b>	2150	1959	91.12	8.88	51.07
<b>English Learners</b>	1764	1599	90.65	9.35	9.67
<b>Foster Youth</b>	46	37	80.43	19.57	13.89
<b>Homeless</b>	56	44	78.57	21.43	13.64
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3980	3581	89.97	10.03	26.73
<b>Students Receiving Migrant Education Services</b>	69	65	94.20	5.80	15.63
<b>Students with Disabilities</b>	956	813	85.04	14.96	10.74

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	7145	6396	89.52	10.48	23.31
<b>Female</b>	3461	3125	90.29	9.71	22.82
<b>Male</b>	3683	3270	88.79	11.21	23.79
<b>American Indian or Alaska Native</b>	45	39	86.67	13.33	23.08
<b>Asian</b>	369	353	95.66	4.34	42.49
<b>Black or African American</b>	141	120	85.11	14.89	11.67
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	4213	3736	88.68	11.32	15.16
<b>Native Hawaiian or Pacific Islander</b>	40	39	97.50	2.50	30.77
<b>Two or More Races</b>	178	157	88.20	11.80	24.20
<b>White</b>	2150	1944	90.42		35.76
<b>English Learners</b>	1764	1587	89.97	10.03	5.26
<b>Foster Youth</b>	46	37	80.43	19.57	2.78
<b>Homeless</b>	56	42	75.00	25.00	0.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3980	3523	88.52	11.48	14.10
<b>Students Receiving Migrant Education Services</b>	69	62	89.86	10.14	6.56
<b>Students with Disabilities</b>	956	794	83.05	16.95	6.20

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.