

Roselawn High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Roselawn High School
Street	350 N. Kilroy Rd
City, State, Zip	Turlock, CA 95380
Phone Number	(209) 634-9311
Principal	Michelle Bliss
Email Address	mbliss@turlock.k12.ca.us
School Website	https://www.turlock.k12.ca.us/domain/1422
Grade Span	9-12
County-District-School (CDS) Code	50757395036884

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

The mission of Roselawn High School is committed to providing a positive, safe, supportive, and academically comprehensive student-centered program that accommodates the varied learning styles of all students. In partnership with our families and diverse community, our goal is to empower students to think critically, develop positive character traits, and acquire the technical skills necessary to achieve their fullest potential, becoming college and career-ready.

Turlock is in the center of the San Joaquin Valley with a population of approximately 70,000. Roselawn High School is Turlock Unified School District's continuation high school, providing an alternative learning setting for high school students in grades

2024-25 School Description and Mission Statement

eleven through twelve. The community's economy is primarily based on agriculture and related industries.

Roselawn High School has remained a small high school of approximately 200 students which provides alternative educational services to students who have been transferred from the traditional high schools: Turlock High School, Pitman High School, and e-Cademy Charter. We also receive students moving into Turlock from surrounding districts. Students transfer to RHS for multiple reasons, credit recovery being the main reason.

Board policy and regulations are in place and students may be referred to Roselawn by the THS, PHS, and e-Cademy administration. Students may be referred for violations such as excessive absences. Attendance is a challenge for students who are behind in credits and RHS enrolls a large number of students who have attendance problems. The majority of the students who move into the Turlock attendance area and are behind in credits or have been out of school for a while are allowed to enroll at Roselawn to get back on track.

Roselawn serves a diverse population. Roselawn High School students are considered an at-risk population. Students' needs are academic, social-emotional, and personal, and they are often economically disadvantaged. The number of English Learners being referred to Roselawn has been steady at approximately 25% of its total population. Additionally, all teaching staff receives ongoing staff development on best teaching practices.

Roselawn offers two sessions daily, which include four, forty-eight-minute classes per session. Each session's instructional program is 180 minutes long. There are ten full-time teachers assigned to Roselawn with one full-time Resource Specialist and one part time Criminal Justice teacher. This school year we added 2 sessions of computer science classes and 4 sessions of Medical Health Care Careers these classes fall under Technical Education Program. Roselawn High School has one full-time Counselor and one Principal. There is one Administrative Secretary, one School Secretary/Attendance clerk, and two campus supervisors. At Roselawn this year a career navigator was added to the classified staff to develop student connections to career goals. Roselawn also has a full time mental health Clinician and three part-time paraprofessionals and one full-time paraprofessional serving the needs of our Resource students. We have a full-time district custodian who works in the evenings. Our campus has nine classrooms for regular education. The Resource Class is located in a very small classroom. The cafeteria is located on campus and has a dual function as a classroom as needed during inclement weather.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	59
Grade 12	135
Total Enrollment	194

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	39.2
Male	60.8
American Indian or Alaska Native	1.5
Asian	2.6
Black or African American	2.1
Hispanic or Latino	79.9
Native Hawaiian or Pacific Islander	0.5
White	12.9
English Learners	32
Homeless	1
Migrant	1
Socioeconomically Disadvantaged	78.4
Students with Disabilities	8.8

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)	6.30	61.22	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)	0.00	0.00	13.60	2.13	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.00	38.68	35.90	5.63	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	33.30	5.22	18854.30	6.86
Total Teaching Positions	10.30	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)	7.80	68.88	562.30	88.04	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.60	1.35	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	7.70	1.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.40	30.16	24.70	3.87	11953.10	4.28
Unknown/Incomplete/NA	0.10	0.87	35.30	5.53	15831.90	5.67
Total Teaching Positions	11.40	100.00	638.70	100.00	279044.80	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.

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)	7.90	72.35	536.10	87.60	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.50	1.72	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	12.80	2.09	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.80	25.82	20.70	3.39	11746.90	4.23
Unknown/Incomplete/NA	0.20	1.82	31.80	5.20	14303.80	5.15
Total Teaching Positions	10.90	100.00	612.00	100.00	277698	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	4.00	3.40	2.8
Total Out-of-Field Teachers	4.00	3.40	2.8

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	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>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected September 2024

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, Grades 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 AP 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; Grades 9-12 Calculus of a Single Variable/2014; Grades 9-12 Practice of Statistics 6th Edition/2015; Grade 12 Transition to College Level Math/2020,	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: 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	Yes	0%
History-Social Science	Grade 10 Impact: World History, Culture & Geography-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	Yes	0%

	Democracy/ 2019; Grade 12 Impact: Principles of Economics/ 2019; Grade 12 AP Krugman's Economics for AP/ 2011		
Foreign Language	Grades 9-12 Spanish: Descubre Levels 1-3, Vista Higher Learning/2017; Espanol Escrito 5,Vista Higher Learning/2017; Reflexiones, AP Edition Pearson/2005; Mundo Real, Mundo Real 2, Cambridge/2015; Abriendo Paso Lectura,Abriendo Paso Gramática, Pearson/2014; Imagina: Espanol Sin Barreras,Pearson 2014; Grades 9-12 Portuguese: Ponto De Encontro, Prentice Hall/2017; Grades 9-12 German: Geni@! Klick German Textbook Levels 1 &2, Klett-Langenscheidt/2013; Grades 9-12 French: The Discovery French Levels 1-3, McDougal Littell/2013	Yes	

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

School Facility Conditions and Planned Improvements

An assessment was done in October 2024 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 Roselawn 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: Roselawn High School is maintained in conjunction with Elementary Operations. 1 full time custodian is assigned to the campus and overseen by our Operations Supervisor; Elementary Grounds provides daytime support as needed. All state and district guidelines governing the custodian tasks have been implemented and are followed in accordance with all applicable laws. Improvements: Roselawn High was Modernized in 2011. 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 2024 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 2024
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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 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	7	16	38	37	46	47
Mathematics (grades 3-8 and 11)	0	0	24	25	34	35

2023-24 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	97	96	98.97	1.03	15.63
Female	40	40	100.00	0.00	25.00
Male	57	56	98.25	1.75	8.93
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	71	70	98.59	1.41	14.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	5.88
English Learners	42	42	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	87	86	98.85	1.15	15.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	8.33

2023-24 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	95	93	97.89	2.11	0.00
Female	40	39	97.50	2.50	0.00
Male	55	54	98.18	1.82	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	71	69	97.18	2.82	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	0.00
English Learners	42	41	97.62	2.38	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	85	83	97.65	2.35	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	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.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	5.32	2.67	23.56	22.32	30.29	30.73

2023-24 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	77	75	97.40	2.60	2.67
Female	29	28	96.55	3.45	3.57
Male	48	47	97.92	2.08	2.13
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	51	49	96.08	3.92	2.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	0.00
English Learners	27	27	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	70	68	97.14	2.86	2.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

Roselawn High School
CTE Sectors, Pathways & Courses
2024-2025

Sector: Business & Finance

Pathways:

- Business Management

Courses: Intro to Business & Technology

Sector: Public Services

Pathways:

- Public Safety

Courses: Criminal Justice

Sector : Health Science and Medical Technology

Pathways:

- Patient Care

2023-24 Career Technical Education Programs

Courses: Intro to Healthcare Careers

*Students attending Roselawn Continuation High School may concurrently enroll in CTE pathway courses at their comprehensive home site, depending on room in schedules and graduation credit needs.

CTE Program Totals for Roselawn: 3 Sectors, 3 Pathways, 3 Courses

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	113
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	1.03
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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.

2023-24 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. 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
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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.

2024-25 Opportunities for Parental Involvement

Opportunities for parental involvement at Roselawn High School include: Back to School Night, English Learner Advisory Committee (Site and District ELAC), School Site Council, WASC (accreditation committee), parent and student orientations, SART meetings, Career Day Invitations, TUSD Family Resource Center, Senior Night awards, Parent training and information provided for district and county offered workshops (i.e., parenting your teens, gang & drug awareness and information on special-needs students). For more information please contact the school office at 209-226-6450

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	12.3	5.7	10.1	5.2	4.7	5.2	7.8	8.2	8.9
Graduation Rate	87.7	94.3	89.9	93.1	93.5	93.3	87.0	86.2	86.4

2023-24 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	138	124	89.9
Female	61	58	95.1
Male	77	66	85.7
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	100	91	91.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	27	24	88.9
English Learners	46	44	95.7
Foster Youth	--	--	--
Homeless	11	10	90.9
Socioeconomically Disadvantaged	132	120	90.9
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	16	14	87.5

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	304	275	187	68.0
Female	125	110	85	77.3
Male	179	165	102	61.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	231	212	140	66.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	47	41	31	75.6
English Learners	107	98	66	67.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	262	239	166	69.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	34	30	22	73.3

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	9.79	13.31	11.18	6.47	6.93	4.05	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.03	0.00	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.18	0.00
Female	6.40	0.00
Male	14.53	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	11.69	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	10.64	0.00
English Learners	4.67	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	11.45	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.76	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.

2024-25 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 18, 2024.

- 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

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	19	8	8	
Mathematics	16	6	2	
Science	14	8		
Social Science	9	23	4	

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	15	13	9	
Mathematics	14	8		
Science	10	10		
Social Science	10	15	6	

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	13	13	5	
Mathematics	7	12		
Science	16	7		
Social Science	9	15	6	

2023-24 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	194

2023-24 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$21,744	\$7,754	\$13,990	\$99,110
District	N/A	N/A	\$10,859	\$98,370
Percent Difference - School Site and District	N/A	N/A	25.2	0.7
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	26.0	1.4

Fiscal Year 2023-24 Types of Services Funded

Roselawn High School utilizes a wide variety of services available that support and assist students in our school. Some of these include class-size reduction, Opportunities to enroll in enrichment (CTE) classes on campus, or concurrently enrolling at Roselawn and any of the two comprehensive sites. Students also have the opportunity to concurrently enroll at Roselawn and our two local community colleges, Modesto Junior College and Merced Junior College as well as UC Merced. We have established partnerships with both colleges. Both Community colleges provide workshops at the school site in the following areas: college orientation, college application, financial aid, placement testing, and course enrollment. English Learners' classroom instructional support through 3 part-time Bilingual paraprofessionals, ELD classes, best practices, in-school interventions, lunchtime interventions, Center for Human Services, Mentor programs through the local University, full-time Mental Health Clinician, Work Experience, and Math 1 support classes. We also have access to the Stanislaus County Office of Education for additional support and guidance. Mental Health Clinician for students that need ERMS services and Tier II interventions through staff referral or parent referral.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$65,018	\$59,551
Mid-Range Teacher Salary	\$91,612	\$93,855
Highest Teacher Salary	\$123,236	\$120,219
Average Principal Salary (Elementary)	\$158,303	\$151,525
Average Principal Salary (Middle)	\$159,835	\$158,215
Average Principal Salary (High)	\$175,500	\$171,087
Superintendent Salary	\$281,971	\$300,043
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	4%	5%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

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. TUSD has invested in training teachers in LETRS-Language Essentials for the Teachers of Reading and Spelling. Two 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.

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 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3