

Roselawn High School

350 N. Kilroy Rd • Turlock, CA 95380 • (209) 634-9311 • Grades 9-12

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Turlock Unified School District

Turlock Unified School District

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Anthony Silva, Clerk

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School Description

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 technological 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 Districts continuation high school, providing an alternative learning setting in the district for high school students in grades 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 180-200 students which provides alternative educational services to students who have been transferred from the traditional high schools: Turlock High, Pitman High and e-Cademy Charter. Students transfer to RHS for a number of 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 discipline reasons such as a second fight or other on-going behavior problems and 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 given the opportunity 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, emotional, personal, and they are often economically disadvantaged. The number of English Learners being referred to Roselawn has been steady at approximately 30%-35% of its total population. Additionally, all teaching staff receive on-going staff development on best teaching practices.

Roselawn offers two sessions daily, which includes four, forty-seven minute classes per session. Each session's instructional program is 180 minutes long. There are nine full-time teachers assigned to Roselawn and one full-time Resource Specialist. As of January 9, 218, RHS started offering Business class and a Culinary Arts classes under the Career and Technical Educations 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. Roselawn also has three part-time paraprofessionals and one full time paraprofessional serving the needs of our Resource students during the AM and PM sessions. We have a full-time district custodian who works in the evenings. Our campus has eight classrooms for regular education. The Resource Class is located in a very small-sized classroom limiting enrollment. The cafeteria is also used as a classroom as needed.

As of December 14, 2020, Roselawn High School has been relocated to a new facility. As opposed to our old facility, the new facility offers the possibilities of expanding our programs and creating partnerships with several business located near the new school site. The new facility is located at 350 N. Kilroy in Turlock CA.

About the SARC

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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	89
Grade 12	106
Total Enrollment	195

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.5
Asian	1
Filipino	0.5
Hispanic or Latino	77.4
White	17.4
Two or More Races	0.5
Socioeconomically Disadvantaged	71.8
English Learners	26.7
Students with Disabilities	9.2
Foster Youth	3.6

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

Teacher Credentials for Roselawn High School	18-19	19-20	20-21
With Full Credential	11	11	12
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	4	5	4

Teacher Credentials for Turlock Unified School	18-19	19-20	20-21
With Full Credential	♦	♦	689
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	60

Teacher Misassignments and Vacant Teacher Positions at Roselawn High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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/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; The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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 Algebra & Trig Book 2/1997; Grades 9-12 Advanced Mathematics/2000; Grades 9-12 Calculus of a Single Variable/2014; Grades 9-12 Practice of Statistics/2011; Grade 12 Finite Mathematics/2004, 2011; The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Grades 9-12 Biology California/2008; Grades 9-12 Honors Campbell Essential Biology with Physiology/2010; Grades 11-12 AP Biology Eighth Edition/2011,2014; Grades 9-12 Chemistry California 2007; Grades 9-12 Honors Basic Chemistry 5th Edition/2017; Grades 9-12 Hole's Anatomy/2015; Grades 9-12 Conceptual Physics/2014; Grades 9-12 College Physics/2014 Grades 9-12 AP Physics/2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Grade 10 World History-Modern Times Ca Edition/2006; Grade 10 Western Civilization/2016; Grade 10 Ways of the World/2013 Grades 9-12 Discovering World Geography/2014; Grade 11 United States History/Geo./2013; Grade 11 The American Pageant/2012,2016; Grade 12 US Government Democracy in Action/2010,2013; Grade 12 American Government & Politics Today 2012; Grade 12 AP American Politics Today/2017 Grade 12 American Government Readings & Cases/1998,2003; Grade 12 Economics Today & Tomorrow/2012; The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Spanish: McDougal Littell - En Español 1 - En Español 2 - En Español 3 2004 Pearson Reflexiones, AP Edition 2013 Prentice Hall - Abriendo Paso Gramática - Abriendo Paso Lectura 2005 Pearson Español Escrito 5 2005 French: The Discovery French Today? Levels I & II The textbooks listed are from most recent adoption: Yes

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

School Facility Conditions and Planned Improvements (Most Recent Year)

An assessment was done in November 2020 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 Turlock High School. The Turlock High School employees 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: 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 November 2020 may list some items found during the site inspection. These items should not be confused as 'Non-functioning' or affect the overall statement of the school site that it is 'clean, safe and functional.' Work orders are input on a regular basis and are usually addressed within a two week period of time.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: November 2020

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

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	11	N/A	45	N/A	50	N/A
Math	1	N/A	31	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	6	N/A	29	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

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 Nights for Seniors and Senior Awards Nights, Career Day Invitations, COVID-19 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 209-634-9311..

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.

School Safety Plan (School Year 2020-2021)

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 12, 2020.

- 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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	21.5	22.3	5.6	5.2	3.5	3.5
Expulsions	0.0	0.4	0.1	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	195

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1

*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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	11	18	1		14	12	3		19	7	5	
Mathematics	8	12			10	11			12	10		
Science	14	7			12	5	1		19	6		
Social Science	11	12	2		13	8	5		10	17	3	

*Number of classes indicates how many classrooms 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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3

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, technology, digital citizenship, best practices, PLC's and leadership. Multiple measures including CAASPP results, CELDT achievement data, common formative assessments, and data from site educational rounds were utilized to prioritize needs. Additionally, TUSD's initiatives and staff input continue to drive the professional development offerings.

Staff is provided with weekly embedded collaboration time in addition to opportunities for extended collaboration 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 which is in the second year of implementation. 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.

Professional development and support has been provided in the following areas: Professional Learning Communities; Math Instruction; ELA/ELD Instruction; Special Education; Instructional Best Practices; Guided Language Acquisition and Design (GLAD); Advanced Placement; Technology; Digital Citizenship, Small Group Instruction; and Next Generation Science Standards. Professional development opportunities occur during a combination of the regular school day, after hours, and during the summer. TUSD has a network of nineteen content specialist instructional coaches that are utilized to support staff in classroom implementation as a follow up to all professional development events.

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.

Due to COVID 19 in the 2019-2020 school year, the District offered virtual PD for teachers. PD formats for teachers were made available in the following ways: Live on Zoom, Video Recordings, Podcasts, Slide Shows, Video Shorts (short videos), Weekly Newsletter Releases/ EdTech Bytes, and Instagram Tech Bytes. PD topics included: Distance Learning Tips, Blended Learning Tips, Google Classroom navigation, Zoom features, Screencastify, assembling Bitmoji classroom, engaging students online, supporting students during distance learning and blended learning, navigating a chromebook. A PD schedule was posted on the EdTech in TUSD website.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,527	\$52,484
Mid-Range Teacher Salary	\$79,648	\$81,939
Highest Teacher Salary	\$107,141	\$102,383
Average Principal Salary (ES)	\$140,703	\$129,392
Average Principal Salary (MS)	\$144,369	\$136,831
Average Principal Salary (HS)	\$150,928	\$147,493
Superintendent Salary	\$233,232	\$254,706

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	34.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	18,009	4,218	13,790	88,036
District	N/A	N/A	8,720	\$85,120
State	N/A	N/A	\$7,750	\$84,577

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	45.0	3.4
School Site/ State	56.1	4.0

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

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 enroll 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. 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 Bilingual Aides, best practices, in-school interventions, lunchtime interventions, extended day interventions, Center for Human Services, Mentor programs through the local University, Work Experience, and Math 1 support classes. We also have access to Instructional Coaches housed throughout the districts in a wide variety of subject areas.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Rate for Roselawn High School	2016-17	2017-18	2018-19
Dropout Rate	19.8	11.3	13.5
Graduation Rate	77.7	85.6	84.9

Rate for Turlock Unified School District	2016-17	2017-18	2018-19
Dropout Rate	5.6	5.4	6.1
Graduation Rate	91.5	91.7	91.2

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	165
% of pupils completing a CTE program and earning a high school diploma	14.3

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.96
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

Career Technical Education Programs

Roselawn High School offers CTE courses in culinary arts and business. The Culinary Arts course at is a 2 period block course for students interested in learning more about the Food Service industry. In addition to covering the California Career and Technical Education standards for Hospitality, Tourism, and Recreation, students are also exposed to the California Restaurant Association Work-ready Workplace Competencies.

Throughout the course a strong emphasis is placed on using safe and sanitary kitchen procedures. Culinary Arts students earn their e-food handlers certification card during the course. This certification can be used in future food service employment.

Students have the opportunity to demonstrate the food service skills they are learning by actively participating in cooking lab activities. Students earn their course grades by written assignments, written assessments as well as practicum assessments.

Introduction to Business is intended as a course that exposes students to the major functional areas of a modern business and leads into the pathway programs offered in the school district. Students develop in-depth knowledge and useful skills in the main functional areas of business.

The aim of the course is to provide immediate enhancement to the set of skills that each student takes into the workplace and to inspire most of the students to continue to pursue the study of business or business-related topics in college and beyond.

This course also explores leadership styles and economics, personal finance, and soft skills. Students engage with their peers, business professionals, and their community to actively practice the 21st Century skills of communication, collaboration, creativity and critical thinking. Microsoft Office programs (Word, Excel, PowerPoint, and Publisher) will be practiced.

The Career Technical Education Advisory Committee validates current courses and provides additional recommendations to the program in order to maintain a relevant CTE program. The committee is comprised of teachers, administrators, business & industry leaders, and regional employment development representatives. The industries represented on the advisory committee include the following:

- Agriculture and Natural Resources
- Art, Media, and Entertainment
- Business and Finance
- Education, Child Development, and Family Services
- Engineering and Architecture
- Health Science and Medical Technology
- Hospitality, Tourism, and Recreation
- Public Services
- Transportation

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.