

Roseland Charter School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	Roseland Charter School
Street	1691 Burbank Avenue
City, State, Zip	Santa Rosa, CA 95407
Phone Number	707-545-0102
Principal	Haley Piazza
Email Address	hpiazza@roselandsd.org
School Website	www.roselandsd.org
County-District-School (CDS) Code	49 70904 0101923

2023-24 District Contact Information

District Name	Roseland Charter School
Phone Number	707-545-0102
Superintendent	Raul Guerrero
Email Address	rguerrero@roselandsd.org
District Website	www.roselandsd.org

2023-24 School Description and Mission Statement

Roseland Charter School is located in Santa Rosa, California. Roseland Charter School includes: Roseland Accelerated Middle School (RAMS) serving grades 7-8, Roseland University Prep (RUP) serving grades 9-12, and Roseland Collegiate Prep (RCP) serving grades 7-12. Roseland Charter also operates a Home Study program for students in grades TK-8. Roseland Charter School participates in the Accelerated Schools Process, which empowers students and teachers to make decisions about our educational programs. Our school's principles include Building on Strengths, Empowerment Coupled with Responsibility, and Unity of Purpose. We address the California State Standards through the five components of Powerful Learning: authentic, interactive, continuous, inclusive, and learner-centered lessons. All Roseland Charter School sites have high standards, energetic teachers, a culture of learning, and a commitment to provide a seamless transition from middle school to high school and on to college. The charter school is strongly supported by the community and several agency partnerships, including Sonoma State University and Santa Rosa Junior College.

The mission of Roseland Charter School is to create a positive learning environment where all students are encouraged and assisted in preparing themselves for high school graduation, post-secondary plan completion, a marketable career and ultimately leadership positions within the community.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	1
Grade 2	1
Grade 4	2
Grade 7	235
Grade 8	235
Grade 9	204
Grade 10	201
Grade 11	197
Grade 12	217
Total Enrollment	1,293

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48%
Male	52%
American Indian or Alaska Native	0.4%
Asian	0.6%
Black or African American	0.9%
Filipino	0.3%
Hispanic or Latino	95.6%
Two or More Races	0.9%
White	1%
English Learners	33.2%
Foster Youth	0.4%
Homeless	2.2%
Migrant	4.6%
Socioeconomically Disadvantaged	79.3%
Students with Disabilities	10.8%

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)	61.00	90.87	120.80	92.85	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	1.49	1.00	0.77	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.24	0.10	0.12	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.40	2.22	2.40	1.91	12115.80	4.41
Unknown	3.40	5.15	5.60	4.33	18854.30	6.86
Total Teaching Positions	67.10	100.00	130.10	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)	57.50	85.10	126.40	88.97	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	1.48	3.00	2.11	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.20	4.79	4.20	2.98	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.80	8.63	6.60	4.67	11953.10	4.28
Unknown	0.00	0.00	1.70	1.26	15831.90	5.67
Total Teaching Positions	67.60	100.00	142.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.90
Misassignments	0.10	1.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.10	3.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.30	2.70
Local Assignment Options	0.10	3.10
Total Out-of-Field Teachers	1.40	5.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.3	5.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.2	1.2

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Textbooks utilized at all grade levels in all core curriculum areas are those approved by the State Board of Education or aligned to California state teaching standards. Students have access to standards based textbooks and instructional materials in all core areas. Each student has access to their own textbooks and instructional materials to use in class and to take home.

Year and month in which the data were collected	October 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	<p>Pearson Reading Street (grades K-2) (2015) Pearson Ready Gen (grades 2-5) (2015) Springboard English Language Arts Common Core, Student Edition (grade 6-8) (2015) Springboard English Language Development, Student Edition (grade 6-8) (2014)</p> <p>Literature & Language Arts, Holt (9-12) (2010) ELD: English 3D, (11-12) (2019)</p>	Yes	0%
Mathematics	<p>Houghton Mifflin Harcourt Math Expressions, Student Activity Book Collection (grades K-5) (2014)</p> <p>Go Math!, Houghton Mifflin Harcourt (grades 6-8) (2014)</p> <p>Big Ideas (grades 7-8) (2018)</p> <p>Big Ideas Integrated Math (grades 9-12)</p> <p>Math IXL (grades 7-12) (2015)</p> <p>Math XL (grades 9-12) (2016)</p>	Yes	0%
Science	<p>Amplify Science (grades K-6) (2018)</p> <p>Pearson Focus on Life Science (grade 7) with additional NGSS lessons, Zingy, and IXL Science (2023)</p> <p>Pearson Focus on Physical Science (grade 8) with additional NGSS lessons, Zingy, and IXL Science (2023)</p> <p>Physical Science, Prentice Hall (grade 9) (2008)</p> <p>Biology: Glencoe Science (2023)</p> <p>Chemistry: Experience Chemistry (2023)</p>	Yes	0%
History-Social Science	<p>TCI Social Studies Alive (grades K-5) (2023)</p> <p>TCI History Alive (grades 6-8) (2023)</p> <p>World History, Glencoe (2006)</p> <p>American History, Glencoe (2006)</p> <p>APUSH: American Pageant 13ed, (2007)</p> <p>Self America's History, For the AP® Course, James A. Henretta; Eric Hinderaker; Rebecca Edwards; Robert O. (2017)</p> <p>TCI Government (grade 12) (2017)</p> <p>TCI Economics (grade 12) (2017)</p> <p>AP Macroeconomics (grade 12) (2017)</p>	Yes	0%

	We the People, 10th ed, (grade 12) (2015)		
Foreign Language	AP Spanish Language: Abriendo puertas Ampliando perspectivas by Bowen y Bowen (2013) Spanish 1L: En Voz Alta 1 (2023) Spanish 2L: En Voz Alta 2 (2023) AP Spanish Language: Temas (2023) AP Spanish Literature: Abriendo puertas ampliando perspectivas (2023)	Yes	0%

School Facility Conditions and Planned Improvements

Roseland Accelerated Middle School, Roseland Collegiate Prep, and Roseland University Prep High School rarely have a visitor who does not remark upon our welcoming campuses. Our campuses are a source of pride among students and staff. We have custodians dedicated to maintaining and cleaning all of the campuses daily. They are also responsible for overseeing all repairs, which are handled in a timely manner. A work order process is utilized to ensure efficient service and that emergency repairs are given the highest priority.

Roseland University Prep is located in a beautiful building that serves grades 9-12 and is located on the same campus as Sheppard Accelerated Elementary School. Roseland Accelerated Middle School (RAMS) opened their brand new campus in the Winter of 2021 and it serves grades 7-8. RAMS shares a campus with Roseland Creek Elementary School. Roseland Collegiate Prep is back at their original campus after losing eight classrooms, the gym, and poolhouse in the Tubbs Fire in 2017.

A middle and high school gym opened during the 2006-07 school year and is located at the Sheppard/Roseland University Prep campus. The gym hosts sporting events as well as community-based activities and meetings. All classrooms and offices on all campuses are connected for Internet usage that supports the use of technology for all staff and students. Additionally, the RAMS Multi-Purpose Room opened in the Fall of 2023. This very important space is dedicated to student activities including meetings, sporting events, practices, rallies, and so much more.

Year and month of the most recent FIT report	11/16/2023 (RUP), 11/15/2023 (RAMS), 11/21/2023 (RCP)
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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		replace lights/lamps
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			RCP is outdated and needs many repairs.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

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.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	47	45	39	37	47	46
Mathematics (grades 3-8 and 11)	25	23	22	25	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	670	659	98.36	1.64	44.68
Female	320	317	99.06	0.94	45.43
Male	349	341	97.71	2.29	44.12
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	642	634	98.75	1.25	45.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	212	210	99.06	0.94	13.81
Foster Youth	--	--	--	--	--
Homeless	19	17	89.47	10.53	23.53
Military	--	--	--	--	--
Socioeconomically Disadvantaged	570	563	98.77	1.23	42.88
Students Receiving Migrant Education Services	28	28	100.00	0.00	29.63
Students with Disabilities	76	73	96.05	3.95	11.11

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	670	659	98.36	1.64	23.37
Female	320	318	99.38	0.62	18.55
Male	349	340	97.42	2.58	27.94
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	642	632	98.44	1.56	23.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	212	208	98.11	1.89	5.77
Foster Youth	--	--	--	--	--
Homeless	19	18	94.74	5.26	5.56
Military	--	--	--	--	--
Socioeconomically Disadvantaged	570	563	98.77	1.23	22.56
Students Receiving Migrant Education Services	28	28	100.00	0.00	10.71
Students with Disabilities	76	72	94.74	5.26	5.56

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	21.73	19.54	11.74	14.52	29.47	30.29

2022-23 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	657	650	98.93	1.07	19.54
Female	323	321	99.38	0.62	16.20
Male	334	329	98.50	1.50	22.80
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	633	627	99.05	0.95	19.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	162	160	98.77	1.23	1.88
Foster Youth	0	0	0	0	0
Homeless	12	11	91.67	8.33	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	572	565	98.78	1.22	18.58
Students Receiving Migrant Education Services	29	28	96.55	3.45	17.86
Students with Disabilities	69	67	97.10	2.90	2.99

2022-23 Career Technical Education Programs

Roseland Charter School does not offer a Career Technical Education program.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.76
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	46.81

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	98%	98%	98%	98%	98%
Grade 9	95%	97%	96%	97%	95%

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.

2023-24 Opportunities for Parental Involvement

Roseland Charter families attend Parent Advisory Committees, Parent Club meetings, Parent University events, and other family events on campus or virtually. Parents also participate in the school's ELAC (English Language Learner Committee) and DELAC (District English Learner Committee.) Roseland Charter families are surveyed annually to inform our LCAP (Local Control and Accountability Plan) process, and to foster continuous school improvement.

For more information on how to become involved, please contact: Ricardo Alcala at (707) 546-7089 (RAMS), Danielle Yount at (707) 528-1764 (RCP), or Connie Lopez-Marx at (707) 566-9990 (RUP).

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	3.3	1.6	2.8	3.3	1.6	2.8	9.4	7.8	8.2
Graduation Rate	87.8	97.3	96.8	87.8	96.8	96.8	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	217	210	96.8
Female	117	114	97.4
Male	100	96	96.0
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	211	204	96.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	58	54	93.1
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	207	200	96.6
Students Receiving Migrant Education Services	14	13	92.9
Students with Disabilities	28	25	89.3

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1338	1307	346	26.5
Female	648	630	170	27.0
Male	689	676	175	25.9
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	5	5	3	60.0
Asian	9	8	0	0.0
Black or African American	11	11	3	27.3
Filipino	4	4	3	75.0
Hispanic or Latino	1278	1249	323	25.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	13	12	6	50.0
White	14	14	7	50.0
English Learners	448	438	124	28.3
Foster Youth	6	6	0	0.0
Homeless	28	28	4	14.3
Socioeconomically Disadvantaged	1139	1123	285	25.4
Students Receiving Migrant Education Services	62	62	15	24.2
Students with Disabilities	151	149	58	38.9

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.34	6.08	7.92	0.17	4.19	4.92	0.20	3.17	3.60
Expulsions	0.00	0.00	0.22	0.00	0.00	0.10	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.92	0.22
Female	4.48	0
Male	11.18	0.44
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	7.9	0.23
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	14.29	0
English Learners	12.05	0.67
Foster Youth	0	0
Homeless	7.14	0
Socioeconomically Disadvantaged	8.6	0.26
Students Receiving Migrant Education Services	8.06	1.61
Students with Disabilities	15.23	0.66

2023-24 School Safety Plan

A comprehensive School Safety Plan has been developed and includes provisions for fire, earthquakes, and unsafe neighborhood conditions. Teachers are trained yearly regarding universal procedures and other school safety issues.

The School Safety Plan was most recently reviewed and updated in October 2023. It will be discussed with school faculty in the Fall/Winter of 2023-24. Safety Plans will go before the board in February 2024 for approval.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	1		
5	19	1	2	
6	32		2	

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	30		2	

2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	1	0	0
1	0	0	0	0
2	1	1	0	0
3	0	0	0	0
4	2	1	0	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	0

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	23	27	44	2
Mathematics	25	17	53	2
Science	24	16	32	2
Social Science	26	6	35	4

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	21	22	30	
Mathematics	24	11	33	
Science	25	6	26	
Social Science	22	11	24	

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	26	15	53	1
Mathematics	26	11	58	0
Science	27	2	31	0
Social Science	25	12	31	0

2022-23 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	172.4

2022-23 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)	7.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	4.4

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$15,614	\$4,155	\$11,459	\$75,603
District	N/A	N/A	\$1,857	\$77,877
Percent Difference - School Site and District	N/A	N/A	144.2	1.0
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	53.9	-11.2

Fiscal Year 2022-23 Types of Services Funded

These school programs and services are provided through state and federal funding sources to support and assist students: school psychologists, counselors, special education teachers, math intervention teachers, academic deans, student service managers, Long-Term English Learner Support Teacher, instructional assistants, and nurse assistants.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$55,905	\$54,046
Mid-Range Teacher Salary	\$78,996	\$84,515
Highest Teacher Salary	\$98,283	\$110,867
Average Principal Salary (Elementary)	\$147,190	\$136,841
Average Principal Salary (Middle)	\$144,303	\$141,477
Average Principal Salary (High)	\$145,081	\$137,985
Superintendent Salary	\$207,800	\$217,473
Percent of Budget for Teacher Salaries	32.03%	32.43%
Percent of Budget for Administrative Salaries	8.2%	5.62%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	25
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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	3
Fine and Performing Arts	0
Foreign Language	3
Mathematics	1
Science	0
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	11

Professional Development

Offering ongoing professional development for our staff is a top priority for the Roseland School District. Staff members participate in trainings and workshops throughout the school year. Focus areas have been a result of "District/School as a Whole" decisions made through the Accelerated Schools Process and the LCAP, and have included multiple trainings on Common Core implementation and instructional practices that support student achievement with a focus on Language Arts/Literacy, Mathematics, Social- Emotional Learning, English Language Development, Technology and Science education. Workshops provided by the Sonoma County Office of Education also provide a wide array of choices to support teachers in

Professional Development

their ongoing professional development. Teachers new to the profession participate in the North Coast Teacher Induction Program (NCTIP), and are provided with on-site support.

There have been 15 days provided for professional development and continuous professional growth in the most recent three-year period. Professional development is delivered during staff development days, Wednesday staff meeting time, online, after school, or at conferences. Implementation of district/schoolwide agreements and focus areas is supported through grade level collaboration meetings, teacher-principal meetings and by the ASP coaches/academic deans/assistant principals.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5