

Carta de Roseland

Informe de rendición de cuentas de la escuela 2023-24

Informe elaborado con datos del año escolar 2023-24

Departamento de Educación de California

DIRECCIÓN: 1691 Burbank Ave.
Santa Rosa, CA, 95407-6928

Principal: Director Raúl Guerrero, Director

Teléfono: (707) 545-0102

Rango de grados: K-12

Cada año, antes del 1 de febrero, todas las escuelas de California deben publicar, según la ley estatal, un Informe de Responsabilidad Escolar (SARC, por sus siglas en inglés). El SARC contiene información sobre la condición y el desempeño de cada escuela pública de California. Según la Fórmula de Financiamiento de Control Local (LCFF, por sus siglas en inglés), todas las agencias educativas locales (LEA, por sus siglas en inglés) deben preparar un Plan de Control y Responsabilidad Local (LCAP, por sus siglas en inglés), que describe cómo pretenden cumplir con los objetivos anuales específicos de la escuela para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos informados en un LCAP deben ser coherentes con los datos informados en el SARC.

- Para obtener más información sobre los requisitos del SARC y el acceso a los informes de años anteriores, consulte la página web del SARC del Departamento de Educación de California (CDE) en <https://www.cde.ca.gov/ta/ac/sa/>.
- Para obtener más información sobre el LCFF o el LCAP, consulte la página web del LCFF del CDE en <https://www.cde.ca.gov/fg/aa/lc/>.
- Para obtener información adicional sobre la escuela, los padres/tutores y miembros de la comunidad deben comunicarse con el director de la escuela o la oficina del distrito.

Búsqueda de datos

DataQuest es una herramienta de datos en línea ubicada en la página web DataQuest del CDE en <https://dq.cde.ca.gov/dataquest/> que contiene información adicional sobre esta escuela y comparaciones de la escuela con el distrito y el condado. Específicamente, DataQuest es un sistema dinámico que proporciona informes para la rendición de cuentas (por ejemplo, datos de pruebas, inscripción, graduados de la escuela secundaria, deserción escolar, inscripción en cursos, dotación de personal y datos sobre estudiantes de inglés).

Panel de control de las escuelas de California

El Panel de Control de Escuelas de California (Dashboard) <https://www.caschooldashboard.org/> refleja el nuevo sistema de rendición de cuentas y mejora continua de California y brinda información sobre cómo las LEA y las escuelas están satisfaciendo las necesidades de la diversa población estudiantil de California. El Panel de Control contiene informes que muestran el desempeño de las LEA, las escuelas y los grupos de estudiantes en un conjunto de medidas estatales y locales para ayudar a identificar fortalezas, desafíos y áreas que necesitan mejoras.

Acceso a Internet

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/>.

About This School

Director Raúl Guerrero, Director

📍 Principal, Roseland Charter

About Our School

Contact

Roseland Charter
1691 Burbank Ave.
Santa Rosa, CA 95407-6928

Phone: [\(707\) 545-0102](tel:(707)545-0102)

Email: rguerrero@roselandsd.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Roseland
Phone Number	(707) 545-0102
Superintendent	Guerrero, Raúl
Email Address	rguerrero@roselandsd.org
Website	www.roselandsd.org

School Contact Information (School Year 2024–25)

School Name	Roseland Charter
Street	1691 Burbank Ave.
City, State, Zip	Santa Rosa, CA , 95407-6928
Phone Number	(707) 545-0102
Principal	Director Raúl Guerrero, Director
Email Address	rguerrero@roselandsd.org
Website	www.roselandsd.org
Grade Span	K-12
County-District-School (CDS) Code	49709040101923

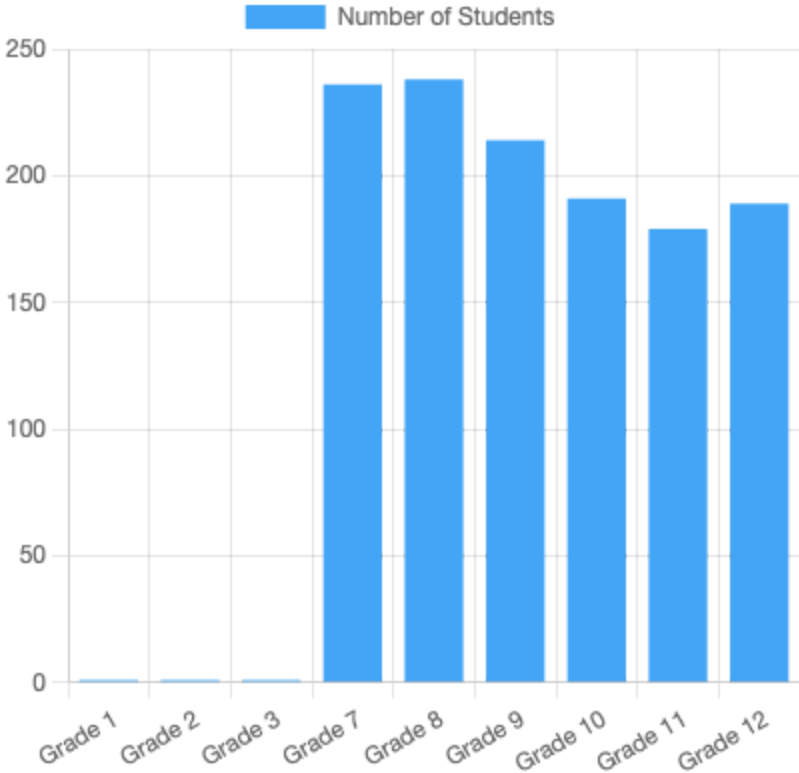
School Description and Mission Statement (School Year 2024–25)

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.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 1	1
Grade 2	1
Grade 3	1
Grade 7	236
Grade 8	238
Grade 9	214
Grade 10	191
Grade 11	179
Grade 12	189
Total Enrollment	1250



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	48.60%
Male	51.30%
Non-Binary	0.20%
American Indian or Alaska Native	0.60%
Asian	0.60%
Black or African American	1.00%
Filipino	0.30%
Hispanic or Latino	95.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.00%
White	1.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	33.00%
Foster Youth	0.40%
Homeless	2.80%
Migrant	4.20%
Socioeconomically Disadvantaged	86.30%
Students with Disabilities	10.20%

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 Preparation and Placement (School Year 2020–21)

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/Incomplete/NA	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.

Teacher Preparation and Placement (School Year 2021–22)

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/Incomplete/NA	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%

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.

Teacher Preparation and Placement (School Year 2022–23)

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)	55.20	85.80%	130.20	90.80%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.90	1.54%	0.90	0.69%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	1.77%	3.10	2.19%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.60	7.18%	5.60	3.92%	11746.90	4.23%
Unknown/Incomplete/NA	2.30	3.68%	3.40	2.37%	14303.80	5.15%
Total Teaching Positions	64.40	100.00%	143.40	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 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0.00	1.90	0.7
Misassignments	0.10	1.20	0.4
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.10	3.20	1.1

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.30	2.70	1.5
Local Assignment Options	0.10	3.10	3
Total Out-of-Field Teachers	1.40	5.80	4.6

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.30%	5.9%	0.4%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.20%	1.2%	0.5%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: October 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders (2024)/Yes SAVVAS (grades 7-8)/Yes/ (2024) Literature & Language Arts, Holt (9-12) /Yes/ (2010) (2023) ELD: English 3D, (11-12) /Yes/ (2019) (2023)	0
Mathematics	Houghton Mifflin Harcourt Math Expressions, Student Activity Book Collection (grades K-5)/Yes/ (2014) Go Math!, Houghton Mifflin Harcourt (grades 6-8)/Yes/ (2014) (2023) Open Up Resources (grades 9-12) /Yes/ (2024) Big Ideas (grades 7-8) /Yes/ (2018)	0
Science	Amplify Science (grades K-6)/Yes/ (2018) SAVVAS HMH Pearson (grades 7-8)/Yes/ (2023) Physical Science: Learning by Making/Yes/ (2018) Biology: SAVVAS/Yes/ (2024) Chemistry: SAVVAS/Yes/ (2023)	0
History-Social Science	TCI Social Studies Alive (grades K-5)/Yes/ (2023) TCI History Alive (grades 6-8)/Yes/ (2006) World History, Glencoe /Yes/ (2006) American History, Glencoe /Yes/ (2006) APUSH: American Pageant 13ed, /Yes/ (2007) Self America's History, For the AP® Course, /Yes	0

James A. Henretta; Eric Hinderaker; Rebecca Edwards; Robert O. /Yes/ (2017)

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>TCI Government (grade 12)/Yes/ (2017)</p> <p>TCI Economics (grade 12) /Yes/ (2017)</p> <p>AP Macroeconomics (grade 12) /Yes/ (2017)</p> <p>We the People, 10th ed, (grade 12) /Yes/ (2015)</p>	
Foreign Language	<p>AP Spanish Language: Abriendo puertas Ampliando perspectivas by Bowen y Bowen/Yes/ (2013)</p> <p>Spanish 1L: En Voz Alta 1/Yes Spanish 2L: En Voz Alta 2/Yes</p> <p>AP Spanish Language: Temas/Yes AP Spanish Literature: Abriendo puertas ampliando perspectivas/Yes</p>	0
Health		0
Visual and Performing Arts	Lab science equipment and materials are adequate.	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

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 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.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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 of the most recent FIT report: October 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	RCP needs touch up paint in a several locations.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	replace lights/lamps, RCP is outdated and needs many repairs.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	RAMS Girls restroom water keeps running. RUP sink push button not working. RCP has a couple classrooms sinks not working. RCP boys restroom broken window.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	RAMS lunch area needs power washing

Overall Facility Rate

Year and month of the most recent FIT report: October 2024

Overall Rating	Good
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

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)	45%	35%	37%	34%	46%	47%
Mathematics (grades 3-8 and 11)	23%	21%	25%	24%	34%	35%

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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	657	630	95.89%	4.11%	35.08%
Female	326	313	96.01%	3.99%	36.10%
Male	329	316	96.05%	3.95%	34.18%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	622	597	95.98%	4.02%	35.01%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	12	11	91.67%	8.33%	54.55%
English Learners	220	209	95.00%	5.00%	5.74%
Foster Youth	--	--	--	--	--
Homeless	23	18	78.26%	21.74%	22.22%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	565	541	95.75%	4.25%	34.57%
Students Receiving Migrant Education Services	35	35	100.00%	0.00%	37.14%
Students with Disabilities	74	66	89.19%	10.81%	7.58%

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

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.

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 Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	657	640	97.41%	2.59%	21.13%
Female	326	320	98.16%	1.84%	18.81%
Male	329	318	96.66%	3.34%	23.58%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	622	606	97.43%	2.57%	20.99%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	12	12	100.00%	0.00%	25.00%
English Learners	220	215	97.73%	2.27%	2.34%
Foster Youth	--	--	--	--	--
Homeless	23	22	95.65%	4.35%	13.64%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	565	550	97.35%	2.65%	20.95%
Students Receiving Migrant Education Services	35	35	100.00%	0.00%	20.00%
Students with Disabilities	74	68	91.89%	8.11%	4.41%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

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.

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 Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

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)	19.54%	19.29%	14.52%	19.35%	30.29%	30.73%

Note: 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.

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.

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 Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	608	591	97.20%	2.80%	19.29%
Female	294	289	98.30%	1.70%	14.53%
Male	313	301	96.17%	3.83%	23.92%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	578	563	97.40%	2.60%	19.72%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	160	156	97.50%	2.50%	0.64%
Foster Youth	--	--	--	--	--
Homeless	15	14	93.33%	6.67%	14.29%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	517	503	97.29%	2.71%	19.28%
Students Receiving Migrant Education Services	30	30	100.00%	0.00%	16.67%
Students with Disabilities	67	60	89.55%	10.45%	1.67%

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.

Career Technical Education (CTE) Programs (School Year 2023–24)

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

Career Technical Education (CTE) Participation (School Year 2023–24)

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 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	99.87%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	50.57%

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

California Physical Fitness Test Results (School Year 2023–24)

Percentage of Students Participating in each of the five Fitness Components

Grade	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
7	96%	95%	95%	95%	95%
9	97%	96%	97%	95%	97%

Note: The administration of the PFT requires only participation results for these five fitness areas.

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: 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

Opportunities for Parental Involvement (School Year 2024–25)

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 Jason Lea at (707) 566-9990 (RUP).

State Priority: Pupil Engagement

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

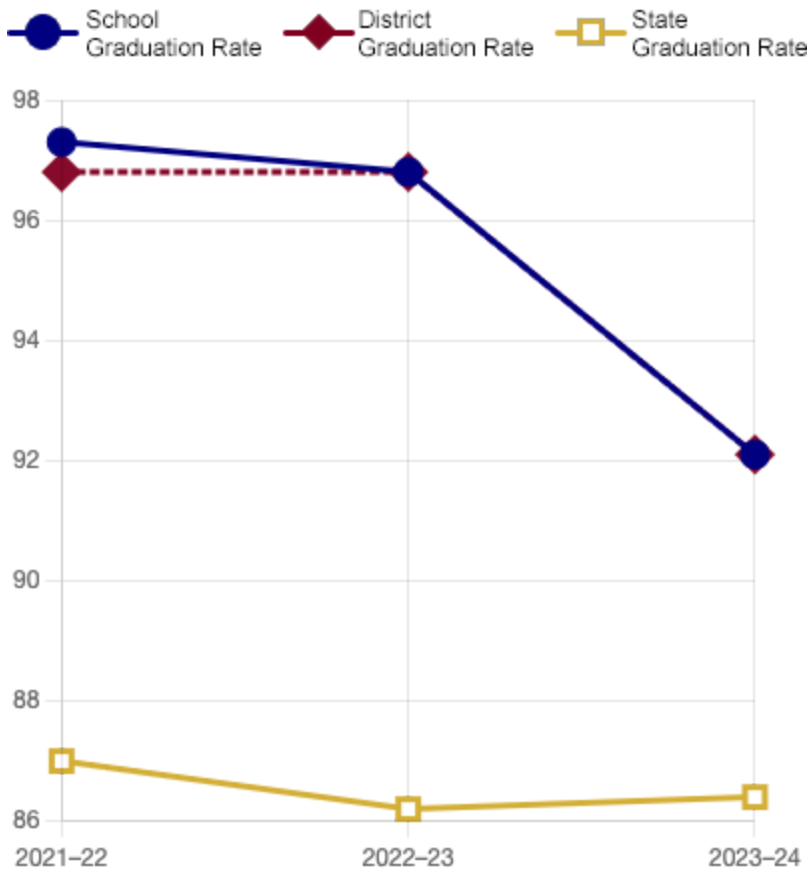
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

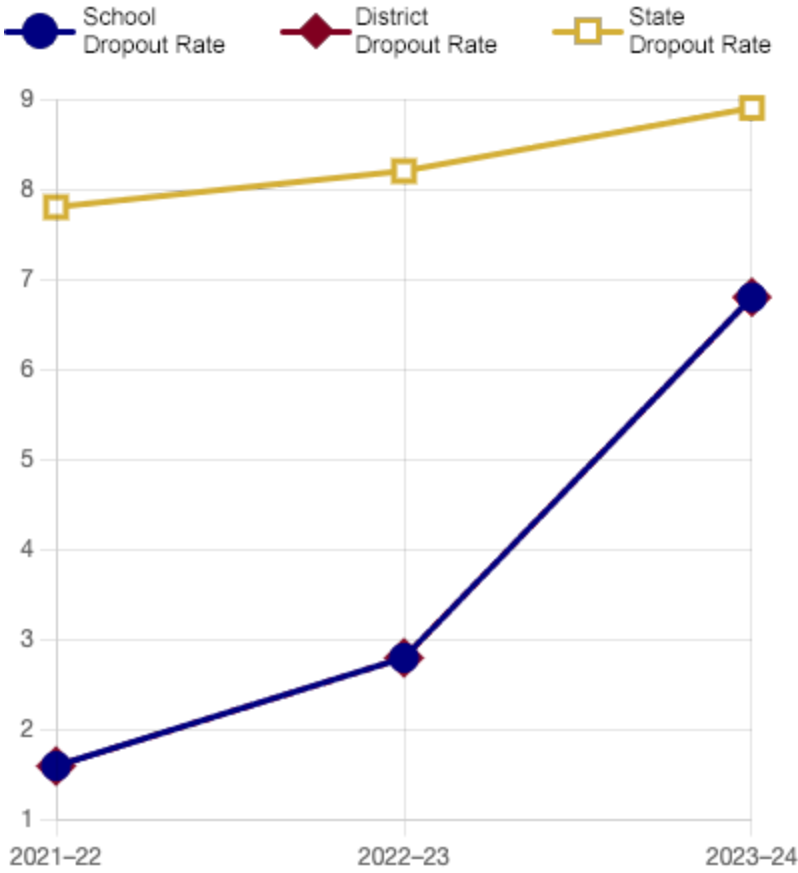
Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate	97.3%	96.8%	92.1%	96.8%	96.8%	92.1%	87%	86.2%	86.4%
Dropout Rate	1.6%	2.8%	6.8%	1.6%	2.8%	6.8%	7.8%	8.2%	8.9%

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

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	191	176	92.1%
Female	94	87	92.6%
Male	97	89	91.8%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	181	167	92.3%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	--	--	--
English Learners	56	48	85.7%
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	179	165	92.2%
Students Receiving Migrant Education Services	13	11	84.6%
Students with Disabilities	24	20	83.3%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1323	1289	296	23.0%
Female	637	623	151	24.2%
Male	684	664	144	21.7%
Non-Binary	--	--	--	--
American Indian or Alaska Native	11	--	--	--
Asian	--	--	--	--
Black or African American	13	13	4	30.8%
Filipino	--	--	--	--
Hispanic or Latino	1255	1223	267	21.8%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	13	10	76.9%
White	19	18	9	50.0%
English Learners	450	441	116	26.3%
Foster Youth	--	--	--	--
Homeless	39	39	8	20.5%
Socioeconomically Disadvantaged	1140	1114	254	22.8%
Students Receiving Migrant Education Services	59	59	11	18.6%
Students with Disabilities	153	146	52	35.6%

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.

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

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	6.08%	7.92%	5.52%	4.19%	4.92%	3.40%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.22%	0.53%	0.00%	0.10%	0.24%	0.07%	0.08%	0.07%

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.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.52%	0.53%
Female	3.61%	0.16%
Male	7.31%	0.88%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	7.69%	0%
Filipino	0%	0%
Hispanic or Latino	5.58%	0.56%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	10.53%	0%
English Learners	8.44%	0.89%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	5.35%	0.61%
Students Receiving Migrant Education Services	6.78%	1.69%
Students with Disabilities	9.15%	1.31%

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.

School Safety Plan (School Year 2024–25)

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 2024. It will be discussed with school faculty in the Fall/Winter of 2024-25. Safety Plans will go before the board in February 2025 for approval.

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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	30.00		2	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	1.00	1	0	0
1	0.00	0	0	0
2	1.00	1	0	0
3	0.00	0	0	0
4	2.00	1	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1	1.00	1		
2	1.00	1		
3	1.00	1		
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	21.00	22	30	
Mathematics	24.00	11	33	
Science	25.00	6	26	
Social Science	22.00	11	24	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	26.00	15	53	1
Mathematics	26.00	11	58	0
Science	27.00	2	31	0
Social Science	25.00	12	31	0

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	26.00	22	51	1
Mathematics	27.00	17	58	
Science	25.00	14	30	
Social Science	26.00	13	29	

* 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.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	164.47

* 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 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7.60
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.40
Social Worker	
Nurse	0.50
Speech/Language/Hearing Specialist	0.30
Resource Specialist (non-teaching)	
Other**	1.00

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15614.00	\$4155.00	\$11459.00	\$75603.00
District	N/A	N/A	\$1857.00	\$84817.00
Percent Difference – School Site and District	N/A	N/A	144.20%	-11.50%
State	N/A	N/A	\$10770.62	\$94129.00
Percent Difference – School Site and State	N/A	N/A	6.20%	-21.80%

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

Types of Services Funded (Fiscal Year 2023–24)

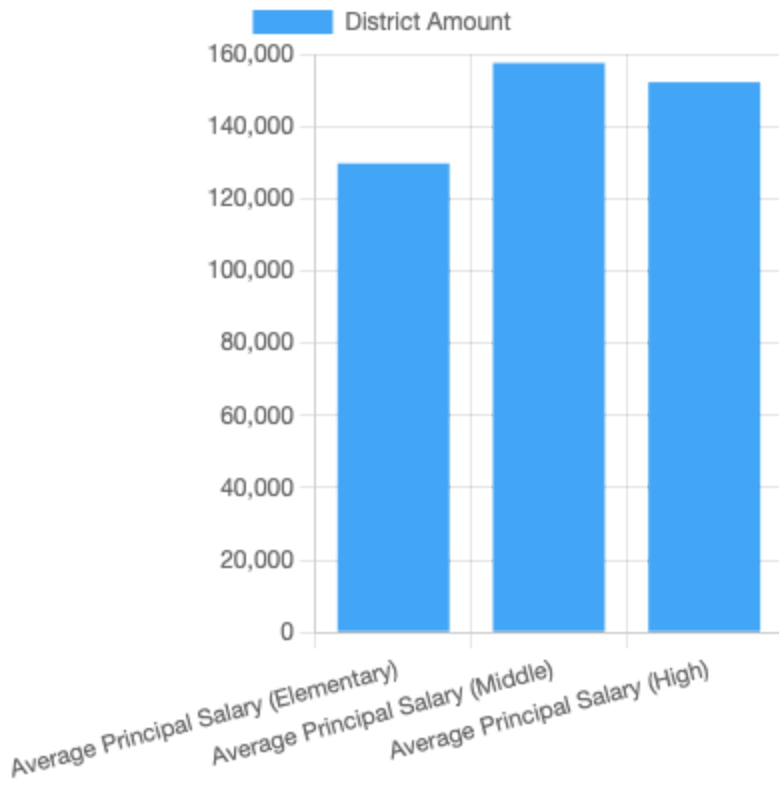
These school programs and services are provided through state and federal funding sources to support and assist students: school psychologists, counselors, special education teachers, math intervention teachers, academic deans, student service managers, Long-Term English Learner Support Teacher, instructional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

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$59818.00	\$57838.62
Mid-Range Teacher Salary	\$84526.00	\$90040.10
Highest Teacher Salary	\$105163.00	\$118647.40
Average Principal Salary (Elementary)	\$129718.00	\$144638.98
Average Principal Salary (Middle)	\$157493.00	\$148269.55
Average Principal Salary (High)	\$152191.00	\$161275.33
Superintendent Salary	\$211706.00	\$229985.85
Percent of Budget for Teacher Salaries	29.77%	30.79%
Percent of Budget for Administrative Salaries	8.00%	5.71%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.





Advanced Placement (AP) Courses (School Year 2023–24)

Percent of Students in AP Courses 21.9 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	4
Fine and Performing Arts	0
Foreign Language	3
Mathematics	0
Science	0
Social Science	3
Total AP Courses Offered*	10

* Where there are student course enrollments of at least one student.

Professional Development

Ofrecer desarrollo profesional continuo para nuestro personal es una prioridad principal para el Distrito Escolar de Roseland. Los miembros del personal participan en capacitaciones y talleres durante todo el año escolar. Las áreas de enfoque han sido el resultado de decisiones del "Distrito/Escuela en su conjunto" tomadas a través del Proceso de Escuelas Aceleradas y el LCAP, y han incluido múltiples capacitaciones sobre la implementación de Common Core y prácticas instructivas que apoyan el rendimiento de los estudiantes con un enfoque en Artes del lenguaje/Alfabetización, Matemáticas, Aprendizaje socioemocional, Desarrollo del idioma inglés, Tecnología y educación científica. Los talleres proporcionados por la Oficina de Educación del Condado de Sonoma también brindan una amplia gama de opciones para apoyar a los maestros en su desarrollo profesional continuo. Los maestros nuevos en la profesión participan en el Programa de inducción de maestros de la Costa Norte (NCTIP) y reciben apoyo en el lugar.

Se han proporcionado 15 días para el desarrollo profesional y el crecimiento profesional continuo en el período de tres años más reciente. El desarrollo profesional se brinda durante los días de desarrollo del personal, el tiempo de reunión del personal los miércoles, en línea, después de la escuela o en conferencias. La implementación de los acuerdos y áreas de enfoque del distrito y de toda la escuela se apoya a través de reuniones de colaboración a nivel de grado, reuniones entre maestros y directores y por los entrenadores del ASP, decanos académicos y subdirectores.

Medida	2022–23	2023–24	2024–25
Número de días escolares dedicados al Desarrollo del Personal y la Mejora Continua	5	5	5