

Mid-cycle Visiting Committee Summary Report

**ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

FOR

ROSELAND CHARTER

ROSELAND UNIVERSITY PREP

1931 BIWANA DRIVE
SANTA ROSA, CA 95407

ROSELAND COLLEGIATE PREP

80 URSULINE DRIVE
SANTA ROSA, CA 95403

Roseland School District

March 2-4, 2020

May 17, 2023

Visiting Committee Members

Elizabeth Oberreiter
Vice-President, ACS WASC

SUMMARY

Roseland Charter School (RCS) consists of three sites: Roseland Accelerated Middle School (RAMS) with 7th and 8th grade students, Roseland University Preparatory (RUP) with 9th - 12th grade students, and Roseland Collegiate Preparatory (RCP) servicing 7th - 12th grade students.

According to the report the school serves 1,293 students from all three campuses. Of the 1,293 students, 807 represent the combined 9th - 12th grade students at RUP and RCP, and the remaining 486 are 7th and 8th grade students enrolled at RAMS, RCP or being served through the Home Study Program. Roseland Charter provides choices for all families for the most optimal learning experience a student can have.

The mission of Roseland Charter School is to create a positive learning environment where all students are encouraged and assisted with preparing themselves for high school graduation, college completion, and ultimately leadership positions within the community. To that end the charter sites were designed as small, learner-centered college preparatory schools offering a unique opportunity for students who lack the resources, but not the desire, to successfully graduate from high school and go on to college.

Since the last self-study visit there have been changes in leadership, school staff and district personnel. According to the school and report staffing changes have been a challenge like many schools throughout the United States. The effects of the Pandemic caused the charter to hire additional staff to help with students' needs. A Student Services Manager was hired for RCP, additional Instructional Assistants, Counselors and a Sports/Enrichment Coordinator have been added. The Walbridge Fire and Glass Fire in August and September of 2020 also devastated nearby communities.

According to data and conversations during the midcycle visit the charter has seen SBAC scores in ELA slightly decrease, but Math has seen a much larger decrease. The charter noted the following:

- High school ELA scores improved by 3%
- 2019 eighth graders (2022 Juniors) maintained or improved in ELA (from 2019-2022)
- Overall Math Standard Met/Exceeded has decreased by 15% (from 2019 to 2022)
- Students with Disabilities are scoring lower than all other subgroups in ELA and math.
- English learners are scoring significantly lower on the CAASPP compared to all students in ELA and math.

The Roseland has created a plan with additional tiered support for all students, especially the subgroups who have scored significantly lower. The staff is working diligently to ensure that students are receiving the extra support. The charter has implemented Illuminate as the assessment data platform. This has allowed them to run reports that are inclusive of the following scores: CAASPP, STAR, ELPAC, and individual teacher developed assessments. Administration shared that they are in the early stages of implementing Illuminate and additional training of staff and teachers will be forthcoming. Additional "refresher" training for Renaissance STAR will be added to the PD plan for the coming year. The staff is excited about developing/implementing PLSs and/or data analysis cycles to inform curriculum and instruction.

The VC met with administrators, teachers, and staff during the midcycle visit and reviewed the

prior recommendations from the last Self-Study visit. Each of the recommendations and critical had to be adjusted but were satisfactorily completed.

The administration ensured that all stakeholders will be part of the annual review of the action plan goals. The VC commends the schools within Roseland Charter for the collaborative work that took part to prepare for the midcycle visit and the progress report.

Schoolwide Strengths

- The Administration and Staff are committed to the Mission and the Vision of the school. This promotes a safe, healthy, and nurturing environment that fosters student growth and achievement.
- The Administration and Staff are dedicated to all students learning at their highest level. They provide an engaging curriculum and set realistic, differentiated and challenging intellectual and social goals for each student.
- There is strong leadership that provides multiple opportunities for distributed leadership and the necessary resources to improve student achievement.
- All staff are highly dedicated to all students achieving at their highest level.

Growth Areas for Continuous Improvement: The visiting committee concurs with the school's identified areas for growth:

1. Increase student Math Literacy, confidence, and competence to be prepared for post-secondary success.
2. Continue to provide and refine support systems for students who are English Learners, and for students with IEPs or 504s, to improve their academic and social-emotional development.
3. Increase parent communication, collaboration, and engagement