

# Roseland Charter

## 2024–25 School Accountability Report Card

### Reported Using Data from the 2024–25 School Year

#### California Department of Education

<b>Address:</b>	1691 Burbank Ave. Santa Rosa, CA , 95407-6928	<b>Principal:</b>	Dr. Jason Lea, Director
<b>Phone:</b>	(707) 545-0102	<b>Grade Span:</b>	K-12

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.

## 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/>.

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## About This School

### Dr. Jason Lea, Director

📍 Principal, Roseland Charter

### Contact

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

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Email: [jlea@roselandsd.org](mailto:jlea@roselandsd.org)

## Contact Information (School Year 2025–26)

### District Contact Information (School Year 2025–26)

<b>District Name</b>	Roseland
<b>Phone Number</b>	(707) 545-0102
<b>Superintendent</b>	Lea, Jason
<b>Email Address</b>	<a href="mailto:jlea@roselandsd.org">jlea@roselandsd.org</a>
<b>Website</b>	<a href="http://www.roselandsd.org">www.roselandsd.org</a>

### School Contact Information (School Year 2025–26)

<b>School Name</b>	Roseland Charter
<b>Street</b>	1691 Burbank Ave.
<b>City, State, Zip</b>	Santa Rosa, CA , 95407-6928
<b>Phone Number</b>	(707) 545-0102
<b>Principal</b>	Dr. Jason Lea, Director
<b>Email Address</b>	<a href="mailto:jlea@roselandsd.org">jlea@roselandsd.org</a>
<b>Website</b>	<a href="http://www.roselandsd.org">http://www.roselandsd.org</a>
<b>Grade Span</b>	K-12
<b>County-District-School (CDS) Code</b>	49709040101923

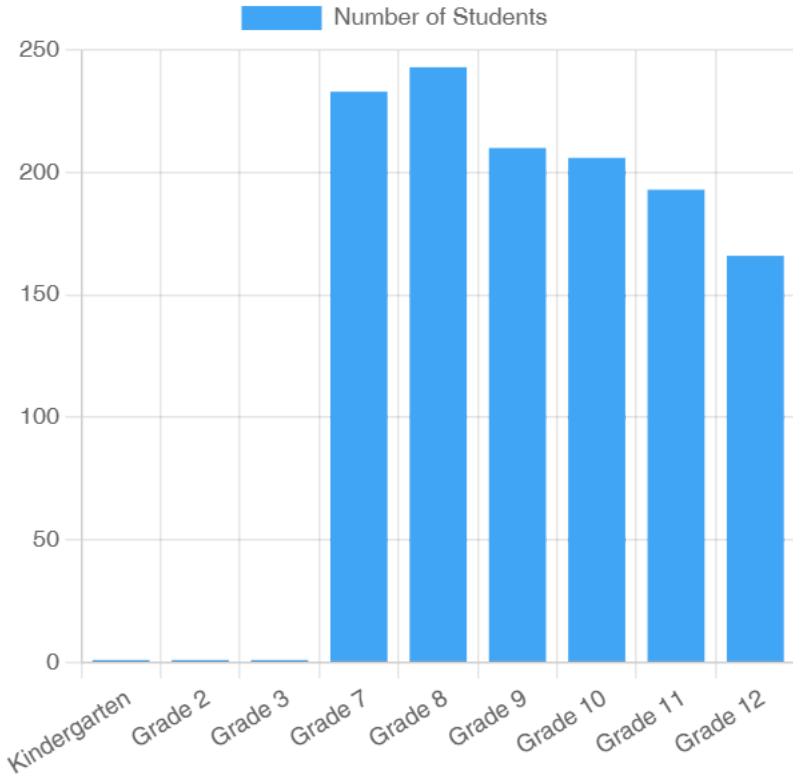
## School Description and Mission Statement (School Year 2025–26)

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 8-12. 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 2024–25)

Grade Level	Number of Students
Kindergarten	1
Grade 2	1
Grade 3	1
Grade 7	233
Grade 8	243
Grade 9	210
Grade 10	206
Grade 11	193
Grade 12	166
Total Enrollment	1254



## Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	48.50%
Male	51.40%
Non-Binary	0.20%
American Indian or Alaska Native	0.70%
Asian	1.00%
Black or African American	0.70%
Filipino	0.30%
Hispanic or Latino	94.30%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.40%
White	1.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	30.20%
Foster Youth	0.20%
Homeless	1.80%
Migrant	4.90%
Socioeconomically Disadvantaged	91.10%
Students with Disabilities	10.90%

## 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 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	83.24%
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%	277698.00	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 2023–24)

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)	57.20	83.67%	135.00	89.50%	230039.40	100.00%
Intern Credential Holders Properly Assigned	2.50	3.68%	2.50	1.67%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.10	1.61%	3.10	2.05%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.30	6.36%	5.30	3.55%	12112.80	4.34%
Unknown/Incomplete/NA	3.10	4.66%	4.80	3.21%	13705.80	4.91%
Total Teaching Positions	68.30	100.00%	150.80	100.00%	278927.10	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.

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	1.90	0.7	0.00
Misassignments	1.20	0.4	1.10
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	3.20	1.1	1.10

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	2.70	1.5	1.10
Local Assignment Options	3.10	3	3.20
Total Out-of-Field Teachers	5.80	4.6	4.30

## Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.9%	0.4%	1.90%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.2%	0.5%	0.00%

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 2025–26)

Year and month in which the data were collected: October 2025

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)  SAVVAS (grades 7-8) (2024)  Literature & Language Arts, Holt (9-12) (2010) (2023) ELD: English 3D, (11-12) (2019) (2023) 7-8 (2025)	0
Mathematics	Houghton Mifflin Harcourt Math Expressions, Student Activity Book Collection (grades K-5) (2014)  Go Math!, Houghton Mifflin Harcourt (grades 6-8) (2014) (2023)  Open Up Resources (grades 9-12) (2024)  Big Ideas (grades 7-8) (2018)	0
Science	Amplify Science (grades K-6) (2018)  SAVVAS HMH Pearson (grades 7-8) (2023)  Physical Science: Learning by Making (2018)  Biology: SAVVAS (2024)  Chemistry: SAVVAS (2023)	0
History-Social Science	TCI Social Studies Alive (grades K-5) (2023)  TCI History Alive (grades 6-8) (2006)  World History, Glencoe (2006)  American History, Glencoe (2006)  APUSH: American Pageant 13ed, (2007)  Self America's History, For the AP® Course, James A. Henretta: Eric Hinderaker: Rebecca Edwards:	0

Robert O. (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) (2017)</p> <p>TCI Economics (grade 12) (2017)</p> <p>AP Macroeconomics (grade 12) (2017)</p> <p>We the People, 10th ed, (grade 12) (2015)</p>	
Foreign Language	<p>AP Spanish Language: Abriendo puertas Ampliando perspectivas by Bowen y Bowen (2013)</p> <p>Spanish 1L: En Voz Alta 1 Spanish 2L: En Voz Alta 2</p> <p>AP Spanish Language: Temas AP Spanish Literature: Abriendo puertas ampliando perspectivas</p>	0
Health	Health Connected, Teen Talk	0
Visual and Performing Arts		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. 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 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	RCP needs touch up paint in a several locations and a few ceiling tiles that need to be replaced. RAMS needs a little touch up paint and some spot cleaning on the carpets.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	RCP has one sink that isn't working
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: October 2025

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**

<b>Subject</b>	<b>School 2023– 24</b>	<b>School 2024– 25</b>	<b>District 2023– 24</b>	<b>District 2024– 25</b>	<b>State 2023– 24</b>	<b>State 2024– 25</b>
English Language Arts / Literacy (grades 3-8 and 11)	35%	40%	34%	36%	47%	48%
Mathematics (grades 3-8 and 11)	21%	25%	24%	27%	35%	37%

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 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	660	654	99.09%	0.91%	40.28%
Female	321	318	99.07%	0.93%	41.51%
Male	337	334	99.11%	0.89%	38.74%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	617	611	99.03%	0.97%	39.51%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	12	12	100.00%	0.00%	41.67%
White	11	11	100.00%	0.00%	63.64%
English Learners	179	177	98.88%	1.12%	4.55%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	599	595	99.33%	0.67%	39.56%
Students Receiving Migrant Education Services	24	24	100.00%	0.00%	12.50%
Students with Disabilities	84	82	97.62%	2.38%	7.32%

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 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	660	652	98.79%	1.21%	24.69%
Female	321	316	98.44%	1.56%	22.15%
Male	337	334	99.11%	0.89%	26.95%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	617	609	98.70%	1.30%	24.30%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	12	12	100.00%	0.00%	33.33%
White	11	11	100.00%	0.00%	27.27%
English Learners	179	176	98.32%	1.68%	6.82%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	599	593	99.00%	1.00%	23.61%
Students Receiving Migrant Education Services	24	24	100.00%	0.00%	20.83%
Students with Disabilities	84	82	97.62%	2.38%	3.66%

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.

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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**

<b>Subject</b>	<b>School 2023–24</b>	<b>School 2024–25</b>	<b>District 2023–24</b>	<b>District 2024–25</b>	<b>State 2023–24</b>	<b>State 2024–25</b>
Science (grades 5, 8, and high school)	19.29%	21.10%	19.35%	11.44%	30.73%	32.52%

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 2024–25)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	429	419	97.67%	2.33%	21.10%
Female	212	207	97.64%	2.36%	17.39%
Male	215	210	97.67%	2.33%	24.04%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	400	392	98.00%	2.00%	20.77%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	96	93	96.88%	3.12%	4.40%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	395	385	97.47%	2.53%	20.63%
Students Receiving Migrant Education Services	12	12	100.00%	0.00%	8.33%
Students with Disabilities	53	52	98.11%	1.89%	1.92%

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 2024–25)**

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

**Career Technical Education (CTE) Participation (School Year 2024–25)**

<b>Measure</b>	<b>CTE Program Participation</b>
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**

<b>UC/CSU Course Course Measure</b>	<b>Percent</b>
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	39.35%

**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 2024–25)**

**Percentage of Students Participating in each of the five Fitness Components**

<b>Grade</b>	<b>Component 1: Aerobic Capacity</b>	<b>Component 2: Abdominal Strength and Endurance</b>	<b>Component 3: Trunk Extensor and Strength and Flexibility</b>	<b>Component 4: Upper Body Strength and Endurance</b>	<b>Component 5: Flexibility</b>
5	98.9%	99.5%	99.5%	98.9%	99.5%
7	100%	100%	100%	100%	100%
9	93.4%	92%	92%	92%	92.5%

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 2025–26)

Roseland Charter families attend Parent Advisory Committees, Parent Club meetings, Parent University events, PIQE (Parent Institute for Quality Education) 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), Sean Kerr at (707) 528-1764 (RCP), or Gabriel Albavera at (707) 566-9990 (RUP).

### State Priority: Pupil Engagement

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

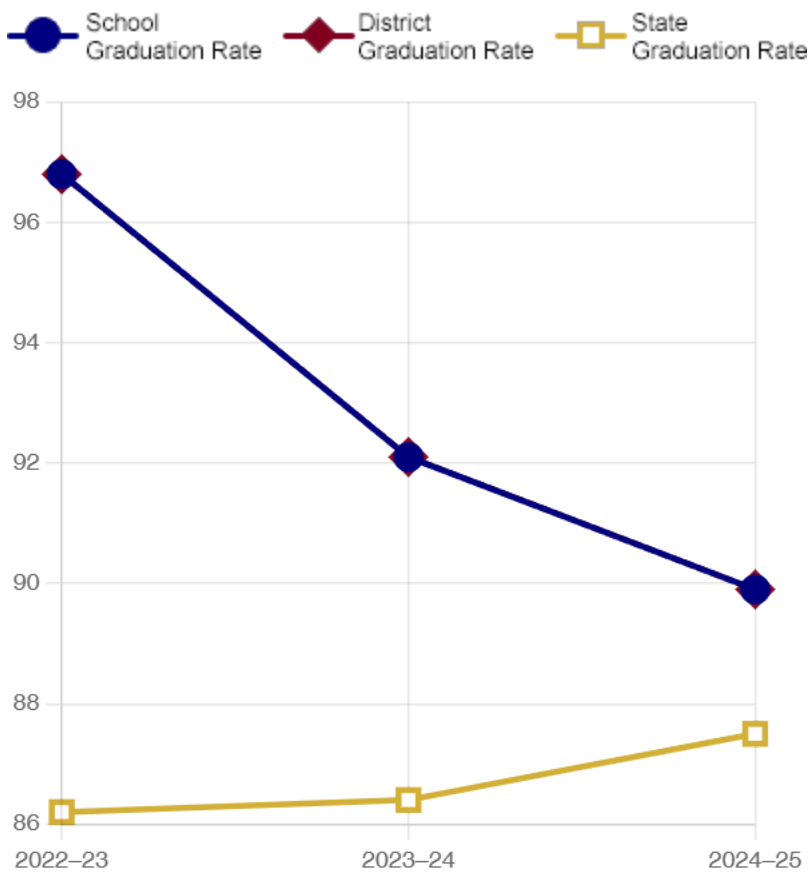
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

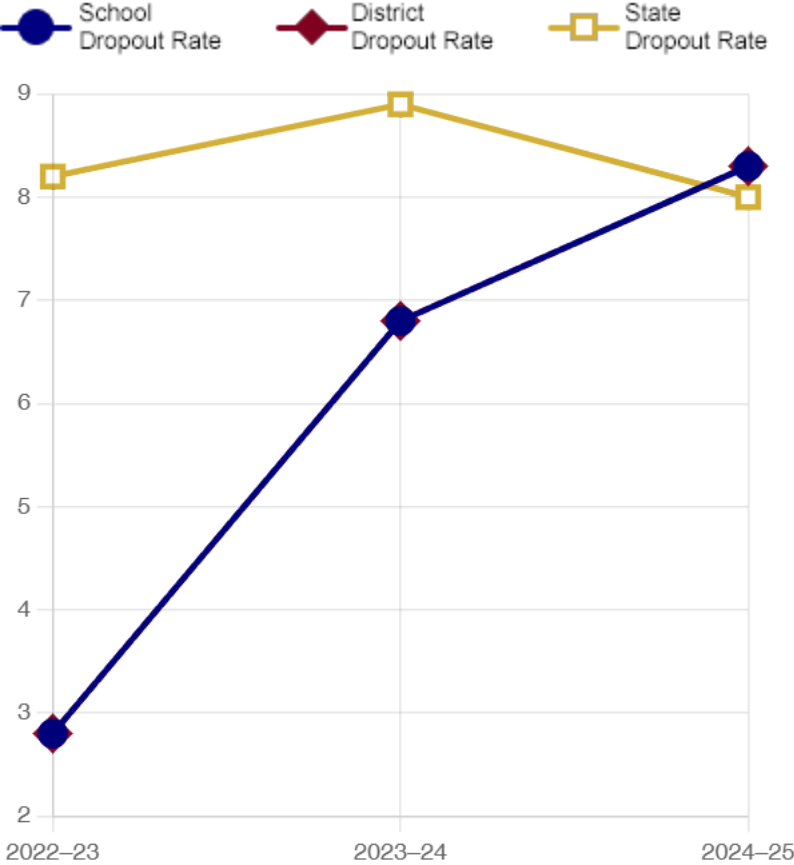
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	96.8%	92.1%	89.9%	96.8%	92.1%	89.9%	86.2%	86.4%	87.5%
Dropout Rate	2.8%	6.8%	8.3%	2.8%	6.8%	8.3%	8.2%	8.9%	8.0%

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 2024–25)**

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
All Students	169	152	89.9%
Female	79	73	92.4%
Male	90	79	87.8%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	160	144	90.0%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	63	53	84.1%
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	166	149	89.8%
Students Receiving Migrant Education Services	14	13	92.9%
Students with Disabilities	22	20	90.9%

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 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1294	1279	312	24.4%
Female	628	623	149	23.9%
Male	664	654	161	24.6%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	0	0.0%
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	1219	1205	285	23.7%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	18	18	10	55.6%
White	22	21	11	52.4%
English Learners	441	433	110	25.4%
Foster Youth	--	--	--	--
Homeless	26	26	7	26.9%
Socioeconomically Disadvantaged	1183	1169	283	24.2%
Students Receiving Migrant Education Services	45	45	6	13.3%
Students with Disabilities	158	155	62	40.0%

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 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	7.92%	5.52%	6.88%	4.92%	3.40%	3.66%	3.60%	3.28%	2.94%
Expulsions	0.22%	0.53%	0.39%	0.10%	0.24%	0.17%	0.08%	0.07%	0.06%

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 2024–25)**

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	6.88%	0.39%
Female	5.41%	0.32%
Male	8.28%	0.45%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	8.33%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	6.64%	0.33%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	5.56%	0.00%
White	13.64%	4.55%
English Learners	10.66%	0.23%
Foster Youth	0.00%	0.00%
Homeless	7.69%	0.00%
Socioeconomically Disadvantaged	7.02%	0.42%
Students Receiving Migrant Education Services	8.89%	0.00%
Students with Disabilities	15.82%	0.63%

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 2025–26)

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 2025. It will be discussed with school faculty in the Fall/Winter of 2025-26. Safety Plans will go before the board in February 2026 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 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)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
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 (Elementary) (School Year 2024–25)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	1.00	1		
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 2022–23)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes*</b> <b>1-22</b>	<b>Number of Classes*</b> <b>23-32</b>	<b>Number of Classes*</b> <b>33+</b>
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)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes*</b> <b>1-22</b>	<b>Number of Classes*</b> <b>23-32</b>	<b>Number of Classes*</b> <b>33+</b>
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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes*</b> <b>1-22</b>	<b>Number of Classes*</b> <b>23-32</b>	<b>Number of Classes*</b> <b>33+</b>
English Language Arts	24.00	30	52	
Mathematics	26.00	18	53	2
Science	25.00	13	30	1
Social Science	23.00	18	34	

\* 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 2024–25)**

<b>Title</b>	<b>Ratio</b>
Pupils to Academic Counselor*	208.33

\* 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 2024–25)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.80
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
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 2023–24)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$19979.07	\$5282.89	\$14696.18	\$88288.00
District	N/A	N/A	--	\$90111.00
Percent Difference – School Site and District	N/A	N/A	3367.19%	84187.00%
State	N/A	N/A	\$11146.18	\$100089.00
Percent Difference – School Site and State	N/A	N/A	30.80%	-6.40%

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

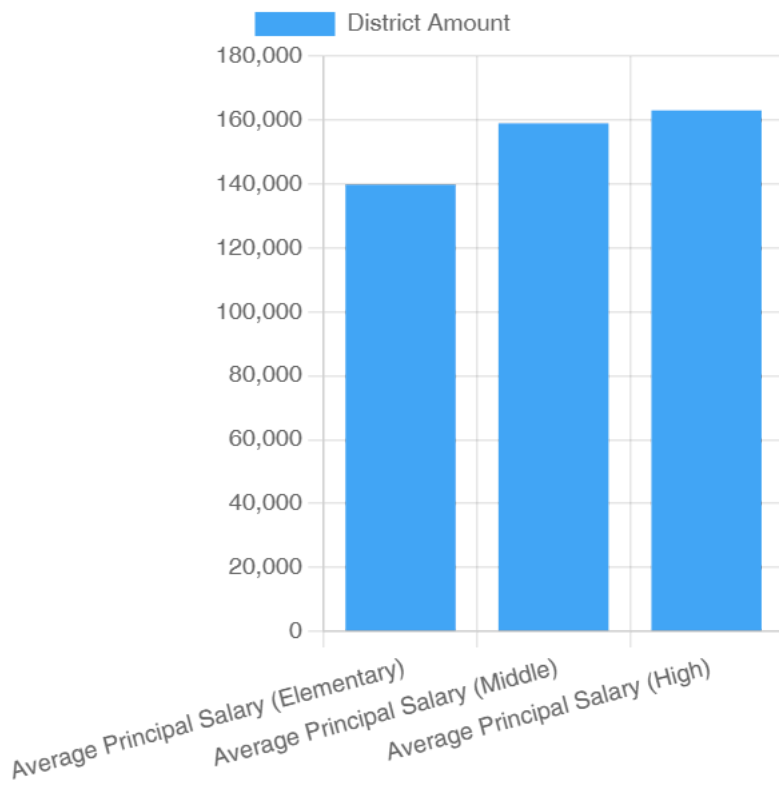
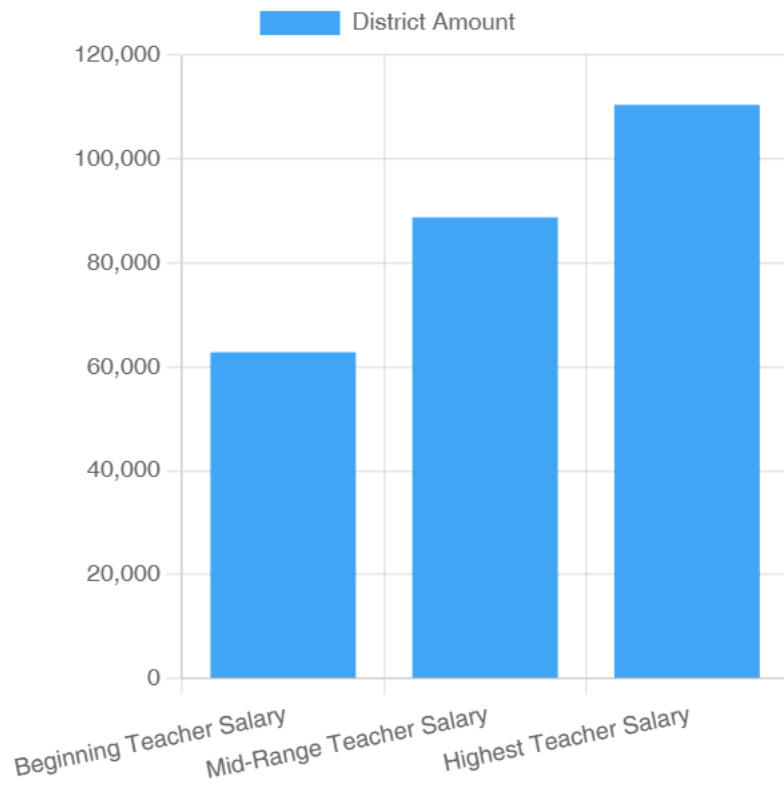
**Types of Services Funded (Fiscal Year 2024–25)**

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 2023–24)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	\$62809.00	\$61516.32
Mid-Range Teacher Salary	\$88752.00	\$95478.69
Highest Teacher Salary	\$110421.00	\$125207.90
Average Principal Salary (Elementary)	\$139790.00	\$152668.30
Average Principal Salary (Middle)	\$158944.00	\$156487.16
Average Principal Salary (High)	\$162999.00	\$165427.38
Superintendent Salary	\$229800.00	\$242780.63
Percent of Budget for Teacher Salaries	27.96%	29.76%
Percent of Budget for Administrative Salaries	7.01%	5.74%

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 2024–25)

Percent of Students in AP Courses 23 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	4
Fine and Performing Arts	0
Foreign Language	4
Mathematics	1
Science	0
Social Science	3
Total AP Courses Offered*	12

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

### 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 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.

Measure	2023– 24	2024– 25	2025– 26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5