

**STAFF ANALYSIS, RECOMMENDATIONS, AND PROPOSED FINDINGS OF FACT  
REGARDING REVIEW OF ROSELAND CHARTER SCHOOL RENEWAL PETITION  
AND REQUEST FOR MATERIAL REVISIONS**

POSTED APRIL 1ST, 2026

Roseland Charter School seeks approval of the renewal of its Roseland Charter School petition, serving students in grades TK-12. Roseland Charter School was initially approved in 2001. Roseland Charter School's current term expires June 30, 2026, as its current term was extended by operation of law by two years in 2021 and an additional year in 2023, pursuant to AB 130 and SB 114. Roseland Charter School has requested renewal for a term of five years from July 1, 2026 through June 30, 2031, due to its designation by the California Department of Education (CDE) as a school in the middle performing category.

**PROCEDURAL STATUS**

The Roseland School District received a renewal charter petition from Roseland Charter School on February 18, 2026. Education Code (“*EC*”) Sections 47607 and 47607.2 determine the length of charter renewal based on a charter school’s placement in the high, middle, or low performance categories established by AB 1505. Pursuant to criterion in *EC* Sections 47607, subdivision (c) and 47607.2, Roseland Charter School is in the middle performing category, and the school qualifies for a five-year renewal term (see further analysis below). If renewed by the Roseland School District Board, the new term of the Charter would begin on July 1, 2026, and run through and including June 30, 2031. Renewals and material revisions of district authorized charter schools are governed by the standards and criteria set forth in *EC* Sections 47605, 47607 and 47607.2.

On March 11, 2026, the Roseland School District School Board held a public hearing on the Roseland Charter Renewal Petition in accordance with the requirement to do so within 60 days of receipt of submission of the Renewal Petition. Pursuant to *EC* Sections 47607, 47607.2 and 47605, the School Board has 90 days from receipt of the renewal application and request for material revisions to act, which may be extended by an additional 30 days by mutual agreement. Roseland School District Board will hold the decision hearing April 15th, 2026, to act on the Roseland Charter School request for renewal.

The complete Renewal Petition is attached to the agenda item.

**CRITERIA FOR RENEWAL OF A CHARTER PETITION**

Effective July 1, 2020, the legal standards for determining whether a charter petition should be renewed were updated. *EC* Section 47607, subdivision (b) specifies that charter renewals and material revisions “are governed by the standards and criteria described in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.”

Pursuant to *EC* Section 47605, a charter renewal petition and/or a request for material revisions may not be denied by the Board unless it makes written factual findings to support one or more of the following:

1. The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain an affirmation of each of the conditions required by statute.
4. The petition does not contain a reasonably comprehensive description of certain elements in its program and operations as set forth in Education Code section 47605, subdivision (c)(5)(A)-(O), including any new requirements for charter schools enacted into law after the charter was originally granted or last renewed..
5. The petition does not contain a declaration of whether the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of the Educational Employment Relations Act (EERA).

### Material Revision

A charter school seeking to expand its operations to additional sites or grade levels concurrently with its renewal must request a material revision to its charter. Any material revision to the provisions of a charter requires approval from the chartering authority.

The procedures for reviewing and approving a material revision are governed by the standards and criteria set forth in Education Code Section 47605. Additionally, for a material revision proposing to expand operations to one or more additional locations or grade levels, the chartering authority may make written factual findings setting forth specific facts to support one of the following:

- The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate, including the extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings and whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.
- The school district is not positioned to absorb the fiscal impact of the proposed charter school.

These additional bases on which a material revision may be denied are not pertinent to Roseland Charter School.

### Renewal

As an “additional criterion” for determining whether a charter should be renewed, the chartering authority is required to consider the charter school’s performance on the state and local indicators included in the California School Dashboard. For this purpose, charter schools are now divided into high, middle, and low performance categories, plus Dashboard Alternative Status Schools (“DASS”), based on their performance during the two consecutive years immediately preceding the renewal decision. The pertinent renewal standards and the available length of the renewal term are dependent on this categorization. (Ed. Code, §§ 47607, 47607.2.)

The CDE annually creates a list of all charter schools and ranks their academic performance indicators from the California School Dashboard, specifying whether each school is in the high, middle, or low performing category, or is a DASS program school. This list was intended to relieve the burden on chartering authorities and provide a starting place for the renewal process. The CDE has designated Roseland Charter School as a “middle” performing charter school for purposes of this renewal request.

Pursuant to California Education Code (EC) Section 47607(c), as an additional criterion for

determining whether to grant a charter renewal, the chartering authority shall consider a charter school's placement under the performance categories, which is based on the charter school's performance under the California School Dashboard (Dashboard).

Under this criterion, a charter school is placed into one of the three performance level categories: high, middle, or low. Roseland Charter School is placed at the Middle Performance Level. A charter school in this category is eligible for a five-year renewal term.

For middle-performing schools, a chartering authority must consider the following in its renewal petition review process, while providing "greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal":

1. The schoolwide performance and performance of all subgroups on the Dashboard, providing; and,
2. Clear and convincing evidence, demonstrated by verified data, showing either: (a) the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or (b) strong postsecondary outcomes equal to similar peers, as defined by college enrollment, persistence, and completion rates.

(Ed. Code, § 47607.2, subd. (b).)

Pursuant to Education Code section 47607.2(b)(6), a chartering authority may deny the renewal of a middle-performing charter school only upon making written findings, setting forth specific facts to support the finding, that:

1. The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school; and
2. Closure of the charter school is in the best interest of pupils; and
3. The decision not to renew gave "greater weight" to the charter school's performance on measurements of academic performance.

In addition, pursuant to Education Code 47607(e), irrespective of the performance criteria, a chartering authority **may deny** renewal for a charter school if:

1. The charter school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors; or
2. The charter school is not serving the pupils who wish to attend, as documented by aggregate data reflecting pupil enrollment patterns at the charter school.

Also, a chartering authority may deny renewal of a charter school in any of the performance categories if it finds (1) the school is demonstrably unlikely to successfully implement the program due to substantial fiscal or governance factors, or (2) the charter school is not serving all pupils who wish to attend. (Ed. Code, § 47607, subd. (e).)

In such cases, the chartering authority must provide the charter school at least 30 days' notice of the alleged violation(s) and provide the charter school with a reasonable opportunity to cure the violation(s), including a corrective action plan proposed by the charter school. Pursuant to *EC* Section 47607(e), the County Board of Education may then deny renewal on these bases only if it makes either of the following findings:

- a. *The corrective action proposed by the charter school has been unsuccessful.*
- b. *The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.*

The District does not assert findings to deny renewal of Roseland Charter School based on either sections 47607.2, subdivision (b) or 47607, subdivision (e).

**DETERMINATION CRITERIA FOR RENEWAL OF ROSELAND CHARTER SCHOOL**

As stated above, CDE has designated Roseland Charter School as a school in the middle performance category for purposes of this renewal. In its Renewal Petition, Roseland Charter School states it meets the minimum required academic performance standards, and its academic performance supports Charter renewal.

The data below represents key data provided by Roseland Charter School and/or available for consideration of Roseland Charter’s academic performance.

***School Academics***

***California School Dashboard Data***

In 2017, the State of California instituted the California School Dashboard (<https://www.caschooldashboard.org/>) to help parents and educators identify strengths and areas for improvement. The Dashboard reports how districts, schools (including charter and DASS schools), and student groups are performing across state and local measures. For state measures, performance is based on two factors: (1) current year results, or Status; and (2) whether results improved or declined from the prior year, or Change. Performance on state measures, using comparable statewide data, is represented by one of five colors with Red being lowest and Blue being highest (see Object 1 below). A performance level, or color is not provided on the Dashboard when a student group has fewer than 30 students. However, the Status and Change data will be displayed. Further, when a student group has fewer than 11 students, the group does not receive a performance level (color) and the group’s Status and Change are not displayed to protect the anonymity of the students. This information is represented by using a grey color gauge with the words “No Performance Color.”

***Object 1: California Dashboard Performance Color Chart***



There was no data in 2019-20 or 2020-21 due to the cancellation of statewide testing as a result of COVID-19. The 2022 Dashboard (based on 2021-22 data) did not have any prior year data for comparison and, therefore, only included Status levels, which was represented by purple “cell phone bars.” No Change was included. The 2023 Dashboard (based on 2022-23 data) had prior year data for comparison. Thus, Change was reinstated. The following data is based on 2024 and 2025 Dashboard data which shows the performance level colors, or the Status from 2024-25, and the Change, or the difference (growth or decline), from 2024-25.

**Object 2: Roseland Charter School Performance on California School Dashboard (2024-2025)**

Student Group	Chronic Absenteeism				Suspension Rate				English Language Arts				Math			
	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
All Students	27%	24%	22%	22%	6%	8%	6%	7%	13	19	42	31	75	74	86	78
Socioeconomically Disadvantaged	25%	24%	27%	22%	6%	9%	5%	7%	16	22	43	34	79	77	87	86
Students with Disabilities	36%	40%	38%	33%	8%	15%	9%	16%	125	119	140	141	170	164	192	178
Hispanic	27%	23%	20%	22%	6%	8%	6%	7%	14	19	42	32	76	72	86	79
English Learners	28%	28%	20%	20%	11%	12%	8%	11%	43	47	65	57	95	98	108	100
Long-term English Learners	N/A	N/A	23%	20%	N/A	N/A	9%	10%	N/A	N/A	93	77	N/A	N/A	135	119

*\*No performance level (NPL) given for groups of less than 30 students. Status rates are not given for groups of less than 11 students.*

*\*\*No performance color (NPC) given for groups of less than 30 students.*

**CAASPP Data**

The tables below reflect the CAASPP data while determining Roseland Charter School’s schoolwide student performance and progress relative to the district and schools with the largest student populations enrolled at Roseland Charter School. As charter schools need to demonstrate verified data, Roseland Charter School data was compared to the data from neighboring districts, Sonoma County and the state of California. The tables below constitute the most recent academic data available for review with comparison data.

**Object 3: Percentage of all students at or above standard on CAASPP in ELA and Math at Roseland Charter Middle School, similar schools in Sonoma County, Sonoma County overall, and Statewide for 2024-25.**

*We have defined “similar schools” as >50% Economically Disadvantaged and >50% Ever-ELs (EL + RFEP). Roseland Charter is 86% Economically Disadvantaged and 89% Ever-EL.*

English Language Arts		Mathematics	
School	Spring 2025	School	Spring 2025
Similar Middle School	53%	State of CA Average (all students)	37%
State of CA Average (all students)	49%	Similar Middle School	31%
<b>Roseland Charter (Hispanic, SED)</b>	<b>39%</b>	<b>Roseland Charter (Hispanic, SED)</b>	<b>24%</b>
<b>Roseland Charter (7-8)</b>	<b>37%</b>	<b>Roseland Charter (7-8)</b>	<b>24%</b>
State of CA (Hispanic, SED)	35%	State of CA (Hispanic, SED)	22%
Similar Middle School	34%	*Sonoma County- Hispanic, SED	17%
Similar Middle School	29%	Similar Middle School	16%
*Sonoma County- Hispanic, SED	27%	Similar Middle School	14%
Similar Middle School	23%	Similar Middle School	9%
Similar Middle School	21%	Similar Middle School	9%
Similar Middle School	14%	Similar Middle School	9%

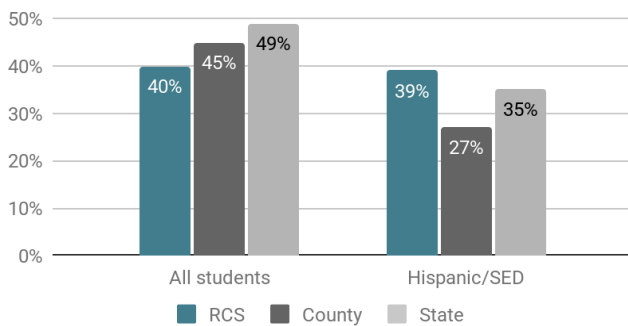
**Object 4: Percentage of all students at or above standard on CAASPP in ELA and Math at Roseland Charter High School, similar schools in Sonoma County, Sonoma County overall, and Statewide for 2024-25.**

*We have defined “similar schools” as >50% Economically Disadvantaged and >50% Ever-ELs (EL + RFEP). Roseland Charter is 86% Economically Disadvantaged and 89% Ever-EL.*

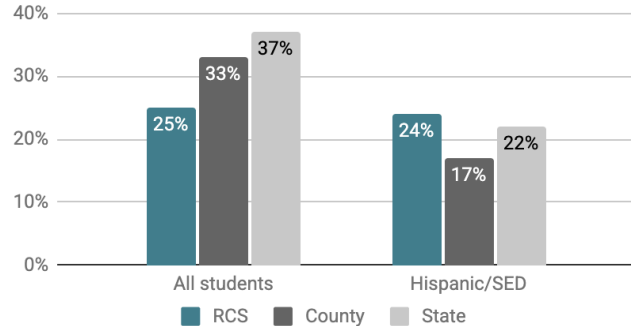
English Language Arts		Mathematics	
School	Spring 2025	School	Spring 2025
Similar High School	53%	State of CA (all students)	37%
State of CA Average (all students)	49%	<b>Roseland Charter (11th grade)</b>	<b>28%</b>
<b>Roseland Charter (11th grade)</b>	<b>48%</b>	Similar High School	17%
State of CA (Hispanic, SED, Grade 11)	46%	State of CA (Hispanic, SED, Grade 11)	17%
Similar High School	40%	Similar High School	16%
Similar High School	34%	Similar High School	4%

**Object 5: Percentage of students meeting or exceeding grade-level standards on the 2024–25 CAASPP assessments in English Language Arts and Mathematics at Roseland Charter Middle School and High School, with comparative analysis to Sonoma County and statewide performance, specifically for Hispanic students and socioeconomically disadvantaged (SED) student groups.**

ELA Subgroup Comparison to County & State



Math Subgroup Comparison to County & State



The data reflect that Roseland Charter School’s Hispanic and Socioeconomically Disadvantaged (SED) student groups are performing above County and State averages in both ELA and Math, and above most comparable secondary schools in the county.

**Verified Data**

Pursuant to Education Code section 47607.2(b), for a charter school in the middle performance category seeking renewal, the chartering authority must consider clear and convincing evidence of either measurable increases in academic achievement or strong postsecondary outcomes, which must be demonstrated by verifiable data. The verified data above demonstrates sufficient academic achievement, including:

- Percentage of all **middle school** students at or above standard on CAASPP in ELA and math at Roseland Charter Middle School **exceeds** that of almost all similar schools identified.
- Percentage of all **high school** students at or above standard on CAASPP in ELA and math at Roseland Charter Middle School **exceeds** that of almost all similar schools identified.
- Percentage of all students in the **Hispanic and Socio-Economically Disadvantaged subgroups** meeting or exceeding grade-level standards on the 2024-2025 CASSP assessments **exceed** the county and state in both ELA and math.

## ***Finances***

Roseland Charter School regularly reports its finances to the Roseland School District Board, including Interim reporting and LCAP.

The Roseland District Staff are not aware of any significant financial concerns for Roseland Charter School which would preclude renewal. The Multi Year Budget Projections and Assumptions are reasonable. The District makes no findings in this area.

## **REVIEW OF THE CHARTER PETITION**

The Roseland School District Staff reviewed the renewal Petition using the criteria established in California Education Code Sections 47605(c), 47607, and 47607.2, consistent with School Board Policy 0420.4 and found the following:

### **1. Sound Education Program**

Roseland Charter School follows a consistent educational model based on its Vision and Mission:

**Vision:** The vision of the Roseland Charter School is to provide a personalized learning environment for students that is based on a philosophy where learners construct knowledge and personal meaning from new experiences. The key to operationalizing these underlying principles is found in the Charter School's governance model and is based on community support and broad-based decision-making. Decisions are made by consensus through a process involving staff, parents and community members in discussion, reflection, prioritization of issues, assignment of tasks, date review, assessment, and implementation of improvements. Priorities for school improvement are identified through a self appraisal process and are defined by discrepancies between the vision and the circumstances that actually exist. Roseland Charter School will be based on an educational program for students who are interested and committed to participating in a rigorous core academic program, based upon the State Content Standards, with an educational experience that will support the intellectual, physical, social, and emotional development of a student of the 21<sup>st</sup> century.

**Mission:** 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. The Roseland Charter School will provide an academically rich curriculum and pursue excellence in K-12 education where students hold themselves to high academic and personal standards within a student-centered environment emphasizing a challenging core curriculum. The Charter School addresses the educational and personal needs of a culturally diverse student population in order to enable pupils to successfully graduate from high school and successfully complete the post-secondary educational program of their choice.

Roseland Charter School has consistently demonstrated a commitment to providing a rigorous, student-centered educational program for grades K-12, guided by its Vision to create personalized learning environments and its Mission to prepare students for high school graduation, postsecondary success, and leadership within the community. The school's governance model emphasizes broad-based community engagement, with decisions informed by staff, parents, and community members, and priorities for improvement identified through self-appraisal and data-driven reflection. Academic performance data, including California School Dashboard indicators and CAASPP results, show that Roseland Charter School's Hispanic and socioeconomically disadvantaged student groups outperform County and State averages in both English Language Arts and Mathematics, as well as

most comparable schools in the region. Financially, the school maintains stable and transparent reporting practices, with no significant concerns noted by the District. Overall, verified evidence demonstrates that Roseland Charter School is effectively implementing its educational program, achieving measurable academic progress, and providing a supportive, academically rich environment aligned with state standards and its charter goals.

### **Students Performing Below Grade Level:**

Roseland Charter School provides a rigorous, student-centered K-12 educational program grounded in its Vision of personalized learning and its Mission to prepare students for high school graduation, postsecondary success, and leadership within the community. The school implements a variety of supports for students performing below grade level, including in-class instructional assistance from Instructional Assistants in middle school, after-school tutoring for middle and high school students who opt in, and double-blocked instruction in English Language Arts and Mathematics for 9th and 10th graders. Additional structures such as Student Support Teams (SSTs), Coordinated Services Teams (CSTs), and Professional Learning Communities (PLCs) ensure targeted interventions, collaborative problem solving, and ongoing monitoring of student progress. Academic outcomes, as reflected in California School Dashboard and CAASPP data, demonstrate that Roseland Charter School's Hispanic and socioeconomically disadvantaged student groups consistently perform above County and State averages and outperform most comparable schools in the region. Financially and operationally, the school maintains stable reporting practices and transparent governance, with a demonstrated capacity to implement its educational program successfully while providing a supportive and academically rich environment for all students.

### **Special Education:**

Roseland Charter School's special education program is grounded in the principles of inclusion and tailored support for students with exceptional needs. Roseland Charter states it is committed to providing a free and appropriate public education to all students, regardless of disability, and to working collaboratively with the SELPA to meet these obligations. Roseland Charter also states it is committed to, and has plans and staffing to enable, compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Staffing at Roseland Charter includes a team of special education professionals, including special education teachers, paraprofessionals, and education specialists. These staff members participate in ongoing training to ensure they are equipped to meet the diverse needs of students. Roseland Charter also employs or contracts with itinerant staff such as speech therapists, occupational therapists, and behavioral therapists to provide necessary related services as indicated in students' Individualized Education Programs (IEPs).

Roseland Charter School's approach to inclusion involves both push-in and pull-out support strategies. Push-in support allows special education staff to work alongside general education teachers in the classroom, providing targeted assistance to students with special needs. Pull-out support is available for students requiring more intensive, small-group instruction to make academic progress. This support can focus on accessing grade level content or addressing foundational skill gaps. Related services, including speech therapy, counseling, and occupational therapy, are provided based on the specific needs outlined in each student's IEP.

IEP teams at Roseland Charter include special education teachers, general education teachers, parents, SELPA representatives (if necessary), and other relevant professionals. These teams work with parents and guardians to ensure their participation, providing interpreters and alternative meeting methods, as necessary. IEPs are reviewed annually to assess their effectiveness and are reassessed

every three years as part of a comprehensive reevaluation. Roseland Charter ensures all accommodations, modifications, and services outlined in the IEPs are implemented by qualified personnel and progress is communicated to parents.

### **Ability to successfully implement the program set forth in the Petition**

Staff found facts demonstrating the Petitioners are likely to successfully implement the program.

### **Affirmation of each of the conditions required by statute**

The Roseland School District Staff found the Petition contains the required affirmations.

### **Reasonably comprehensive description of the required elements**

The description of each element is considered “reasonably comprehensive”.

### **Required Supplemental Information**

The Roseland School District Staff reviewed the Roseland Charter Renewal Petition, which includes the budget information. Staff has also reviewed supplemental documents throughout the school years that provide clarification on Roseland Charter's financial position. The supplemental documents include, but are not limited to, financial audits, monthly financial statements, state-required financial reports, and annual LCAP.

### **Enrollment & Average Daily Attendance (ADA)**

Roseland Charter School currently serves approximately 1,150 students. With the planned closure of Roseland Collegiate Prep at the end of the current school year, the Roseland Charter organization will consolidate to two schools: Roseland Accelerated Middle School and Roseland University Prep. Total enrollment is projected to be just under 1,000 students moving forward. Both schools have historically maintained full enrollment with healthy waitlists each year, and both are fully enrolled for the upcoming school year. This consolidation supports a more sustainable enrollment structure while continuing to meet strong community demand. Average Daily Attendance (ADA) rates have historically remained consistent and are expected to remain stable.

### **Revenues & Expenses**

The Renewal Petition presents financial projections for Roseland Charter over the next three fiscal years (FY 2025-26, 2026-27, and 2027-28), with budget assumptions extending through FY 2029-30. During this period, Roseland Charter projects a positive net income annually, resulting in consistent growth of its net assets. The multi-year budget projections presented in the Renewal Petition include a reasonably comprehensive description of anticipated revenues and expenses and satisfactorily demonstrate Roseland Charter’s ability to meet its financial obligations.

### **Exclusive Public Employer**

As required by the Charter Schools Act, the Charter specifies the Roseland School District shall be deemed the exclusive public employer of the employees of the Charter School for the purposes of Educational Employment Relations Act (“EERA”).

### **Requirements for Grade-Levels Served, Facility Location, and Students Served**

Roseland Charter School will serve students in grades 7-12 . It is located within the boundaries of the Roseland School District. Roseland Charter School plans to remain at that location throughout the renewal term. The Charter Schools Department Staff found Roseland Charter School is able to meet the requirements for grade levels served, facility location, and students served.

**Any Other Criteria Set Forth in the Statute**

Since Roseland Charter School's Charter was last renewed, several new laws have gone into effect, including but not limited to AB 1505, AB 1507, AB 1219, SB 126, SB 820, and SB 98, which enacted broad changes to the Charter Schools Act. Roseland Charter School is prepared to comply with the changes to the law.

**CONCLUSION**

As a middle-performing charter, Roseland Charter School's charter may be renewed for 5 years. (Ed. Code, § 47607.2(b)(7).)

The Roseland School District School staff reviewed Roseland Charter School's Renewal Petition and its appendices based on the above-described renewal criteria for a middle performing charter school in accordance with Education Code section 47607.2, subdivision (b).

The Roseland School District Staff recommends to the District Board that the Roseland Charter School's Charter be renewed for a five year term. Staff further recommends that the material revision to the charter be approved.