Roseland Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Roseland Elementary School
Street	950 Sebastopol Road
City, State, Zip	Santa Rosa, CA 95407
Phone Number	707-545-0100
Principal	Michelle Leisen
Email Address	mleisen@roselandsd.org
Website	www.roselandsd.org/RE
County-District-School (CDS) Code	49-70904-6052088

Entity	Contact Information
District Name	Roseland School District
Phone Number	707-545-0102
Superintendent	Amy Jones-Kerr
Email Address	ajones-kerr@roselandsd.org
Website	www.roselandsd.org

School Description and Mission Statement (School Year 2019-20)

Roseland Elementary is a transitional-kindergarten through sixth-grade elementary school located in southwest Santa Rosa. We are a diverse community of learners with staff, students and parents learning, growing and improving in relentless support of the academic and social success of all of our students. As with all schools in our district, we participate in the Accelerated Schools Plus Project. This school-governance system and model allows us to make systemic schoolwide improvements through the collaboration of teachers, students, parents and the local community alike. We believe that all of our students are gifted and talented, and we strive to give them meaningful, powerful learning experiences. We provide a rigorous, differentiated and standards based curriculum that is suited to meet each student's individual needs. We have the highest expectations of our entire school community, and we are working together to further close the achievement gap for our English learners.

HEART Vision
Healthy Choices: We make the right choices to build healthy bodies and minds.
Empowerment: We control our own path to success.
Academic Achievement: We put forth our best effort to reach our individual learning goals.
Respect and Responsibility: We are respectful and responsible leaders.
Teamwork: We work together to be our best.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	74
Grade 1	62
Grade 2	69
Grade 3	84
Grade 4	89
Grade 5	81
Grade 6	90
Total Enrollment	549

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.7
Asian	1.3
Filipino	0.4
Hispanic or Latino	92.3
White	2.6
Two or More Races	2.4
Socioeconomically Disadvantaged	95.4
English Learners	79.2
Students with Disabilities	10.7
Foster Youth	0.4
Homeless	1.6

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 Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	26	25	23	69
Without Full Credential	0	0	2	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: November 2019

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading/Language Arts-- Pearson Reading Street (grades K-2) (2013) Pearson ReadyGen (grades 2-5) (2015) Springboard English Language Arts Common Core, Student Edition (grade 6) (2014) Yes 0%	Yes	0%
Mathematics	Mathematics Houghton Mifflin Harcourt Math Expressions, Student Activity Book Collection (grades K-5) (2014) Houghton Mifflin Harcourt Go Math!, Student Edition (grade 6) (2014) Yes 0%	Yes	0%
Science	Scott Foresman Science, Student Textbook (grades K-2) (2007) McGraw Hill Science, Student Textbook (grades 3-6) (2007)	Yes	0%
History-Social Science	Scott Foresman History-Social Science for California, Consumable Student Text (grades K-5) (2005) Prentice Hall, California Student Edition (grade 6) (2005)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school campus is a parklike setting, with a Super Toy structure and large play area built by community volunteers. We employ custodians who clean the classrooms and school daily. They do a wonderful job ensuring the school is in good repair and that the grounds are safe, clean and welcoming.

Roseland School was built in 1906. The school has numerous regular classrooms, portables, a library, a computer lab, a multipurpose room, and two special-education rooms. Athletic facilities include a multipurpose room/gymnasium and a large field for sports. During the time students are on school grounds before school, at recess time, during class time and directly after school, they are under the supervision of their classroom teacher and/or instructional assistants.

In the fall of 2007, the cafeteria kitchen was remolded with all new appliances and interior furnishings. In addition, the school office was expanded and remodeled. These projects were funded by the general fund and the cafeteria fund. In 2009, the new library for students and families was built and opened. All classrooms have air-conditioning, new phone systems, and two-way safety door locks. In addition, many classrooms were updated with energy-efficient windows and blinds.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** 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 overall rating

Year and month of the most recent FIT report: 11/5/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- 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
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	32	32	41	43	50	50
Mathematics (grades 3-8 and 11)	26	29	37	38	38	39

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

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	343	325	94.75	5.25	31.69
Male	177	166	93.79	6.21	32.53
Female	166	159	95.78	4.22	30.82
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	317	299	94.32	5.68	31.10
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	321	307	95.64	4.36	30.62
English Learners	296	278	93.92	6.08	28.42
Students with Disabilities	47	45	95.74	4.26	11.11
Students Receiving Migrant Education Services	19	17	89.47	10.53	23.53
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	343	337	98.25	1.75	29.08
Male	177	174	98.31	1.69	32.18
Female	166	163	98.19	1.81	25.77
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	317	311	98.11	1.89	27.65
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	321	317	98.75	1.25	28.71
English Learners	296	290	97.97	2.03	26.55
Students with Disabilities	47	45	95.74	4.26	11.11
Students Receiving Migrant Education Services	19	19	100.00	0.00	5.26

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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 Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	28.6	19.5	13.0

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Roseland Elementary's active parent involvement program includes an English Learner Advisory Committee (ELAC), a School Site Council (SSC), family nights, a monthly Parent Club, classroom volunteers, and parent classes and family literacy classes are available within the district and community. We also have numerous student events throughout the year for parents to volunteer for, including; Move-a-thon, Harvest Festival, Multicultural Day, movie nights and dances, and various classroom field trips and activities. For more information on how to become involved, please contact Student Services Manager Elba Rodriquez at 707-545-0100

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.6	1.5	2.0	3.2	2.8	3.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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, updated, and discussed with school faculty in November 2019. Safety Plans will go before the board in February 2020 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)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	18	2	3		15	3	2		15	3	2	
1	22		4		23		3		21	1	2	
2	21		4		22		4		23		3	
3	21	1	3		21	1	3		21	1	3	
4	30		3		29		3		30		3	
5	26		3		28		3		27		3	
6	31		3		27		3		30		3	
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	549.0

*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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.6
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12,170	$3,047	$8,639	$65,660
District	N/A	N/A	9,240	$65,829.00
Percent Difference - School Site and District	N/A	N/A	-6.7	0.4
State	N/A	N/A	$7,506.64	$77,619.00
Percent Difference - School Site and State	N/A	N/A	25.1	-16.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

These programs and services are provided at the school either through categorical funds or other sources that support and assist students: • School psychologist • Counselors • Special-education teachers • Technological support • Library assistant • Family advocate • Academic deans • Student service managers • Instructional assistants

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$49,445	$49,378
Mid-Range Teacher Salary	$69,869	$77,190
Highest Teacher Salary	$86,928	$96,607
Average Principal Salary (Elementary)	$121,877	$122,074
Average Principal Salary (Middle)	$116,395	$126,560
Average Principal Salary (High)	$123,477	$126,920
Superintendent Salary	$177,705	$189,346
Percent of Budget for Teacher Salaries	32%	36%
Percent of Budget for Administrative Salaries	8%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Offering ongoing professional development for our teachers is a priority for the Roseland School District. Teachers 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, Technology and Maker education. Workshops provided by the Sonoma County Office of Education have also provided 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 twelve 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 agreements and focus areas is supported through grade level collaboration meetings, teacher-principal meetings and by the academic deans.