

Roseland Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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.

2023-24 School Contact Information

School Name	Roseland Elementary School
Street	950 Sebastopol Road
City, State, Zip	Santa Rosa, CA 95407
Phone Number	707-545-0100
Principal	Amy Eng
Email Address	aeng@roselandsd.org
School Website	https://roselandsd.org/RE
County-District-School (CDS) Code	49-70904-6052088

2023-24 District Contact Information

District Name	Roseland School District
Phone Number	707-545-0102
Superintendent	Raul Guerrero
Email Address	rguerrero@roselandsd.org
District Website	www.roselandsd.org

2023-24 School Description and Mission Statement

Roseland Elementary is a PreK 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 have the highest expectations of our entire school community, and we are working together to further close the achievement gap for our English learners. We provide a rigorous, differentiated and standards based curriculum that is suited to meet each student's individual needs.

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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	68
Grade 2	65
Grade 3	50
Grade 4	67
Grade 5	51
Grade 6	55
Total Enrollment	431

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2%
Male	50.8%
American Indian or Alaska Native	0.2%
Asian	0.7%
Black or African American	0.5%
Hispanic or Latino	95.6%
Two or More Races	0.5%
White	2.6%
English Learners	79.8%
Foster Youth	0.5%
Homeless	4.4%
Migrant	13%
Socioeconomically Disadvantaged	90%
Students with Disabilities	11.1%

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

2020-21 Teacher Preparation and Placement

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)	21.00	97.67	120.80	92.85	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.77	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.10	0.12	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.40	1.91	12115.80	4.41
Unknown	0.50	2.33	5.60	4.33	18854.30	6.86
Total Teaching Positions	21.50	100.00	130.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

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)	24.30	93.61	126.40	88.97	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	2.11	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.85	4.20	2.98	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.60	4.67	11953.10	4.28
Unknown	0.60	2.54	1.70	1.26	15831.90	5.67
Total Teaching Positions	25.90	100.00	142.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected October 2021

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) (2015) Pearson ReadyGen (grades 2-5) (2015) Springboard English Language Arts Common Core, Student Edition (grade 6) (2015)	Yes	0%
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%
Science	Amplify Science (grades K-6) (2018)	Yes	0%
History-Social Science	TCI Social Studies Alive (grades K-5) (2023) TCI History Alive (grade 6) (2023)	Yes	0%

School Facility Conditions and Planned Improvements

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 remodeled 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.

Year and month of the most recent FIT report

11/19/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		replace lights
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs		X		replace ceiling tiles, baseboard, gutters
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	29	28	39	37	47	46
Mathematics (grades 3-8 and 11)	18	28	22	25	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	225	216	96.00	4.00	28.24
Female	118	116	98.31	1.69	28.45
Male	107	100	93.46	6.54	28.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	218	210	96.33	3.67	27.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	154	146	94.81	5.19	15.07
Foster Youth	0	0	0	0	0
Homeless	11	11	100.00	0.00	18.18
Military	0	0	0	0	0
Socioeconomically Disadvantaged	207	198	95.65	4.35	27.27
Students Receiving Migrant Education Services	29	28	96.55	3.45	25.00
Students with Disabilities	27	22	81.48	18.52	4.55

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	226	220	97.35	2.65	27.73
Female	118	116	98.31	1.69	21.55
Male	108	104	96.30	3.70	34.62
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	219	214	97.72	2.28	27.10
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	155	150	96.77	3.23	19.33
Foster Youth	0	0	0	0	0
Homeless	11	11	100.00	0.00	36.36
Military	0	0	0	0	0
Socioeconomically Disadvantaged	208	202	97.12	2.88	25.74
Students Receiving Migrant Education Services	29	29	100.00	0.00	27.59
Students with Disabilities	27	22	81.48	18.52	13.64

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	8.62	14.55	11.74	14.52	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	55	55	100.00	0.00	14.55
Female	27	27	100.00	0.00	3.70
Male	28	28	100.00	0.00	25.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	53	53	100.00	0.00	13.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	34	34	100.00	0.00	2.94
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	51	100.00	0.00	11.76
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	98%	100%	98%	100%

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.

2023-24 Opportunities for Parental Involvement

Roseland Elementary's active parent involvement program includes an English Learner Advisory Committee (ELAC), a School Site Council (SSC), family nights, and a monthly Parent Club. Parenting classes and family literacy classes are available within the district and community. We also typically 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 the Principal, Amy Eng at 707-545-0100.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	479	462	111	24.0
Female	235	226	48	21.2
Male	244	236	63	26.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	1	0	0.0
Asian	3	3	1	33.3
Black or African American	2	2	2	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	457	441	105	23.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	0	0.0
White	13	13	3	23.1
English Learners	376	366	76	20.8
Foster Youth	3	3	1	33.3
Homeless	28	28	9	32.1
Socioeconomically Disadvantaged	443	429	104	24.2
Students Receiving Migrant Education Services	59	58	8	13.8
Students with Disabilities	77	73	27	37.0

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	4.72	2.09	0.17	4.19	4.92	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.10	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.09	0
Female	1.28	0
Male	2.87	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.75	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	7.69	0
English Learners	1.6	0
Foster Youth	0	0
Homeless	7.14	0
Socioeconomically Disadvantaged	2.03	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.6	0

2023-24 School Safety Plan

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 2023. It will be discussed with school faculty in Fall/Winter 2023. Safety Plans will go before the board in February 2024 for approval.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	4	2	0
1	15	2	2	0
2	15	2	2	0
3	20	3	0	0
4	30	0	2	0
5	29	0	3	0
6	30	0	3	0

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	3	3	0
1	17	1	3	0
2	13	4	0	0
3	17	1	3	0
4	27	0	2	0
5	30	0	2	0
6	29	0	3	0

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	431

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,684	\$3,587	\$8,096	\$78,649
District	N/A	N/A	\$1,857	\$77,877
Percent Difference - School Site and District	N/A	N/A	125.4	5.0
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	20.4	-7.3

Fiscal Year 2022-23 Types of Services Funded

- These school programs and services are provided through state and federal funding sources to support and assist students: School psychologists Counselors Special education teachers Technology assistants Library assistants Family advocate Academic deans Student service managers Instructional assistants Newcomer Support Teacher

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,905	\$54,046
Mid-Range Teacher Salary	\$78,996	\$84,515
Highest Teacher Salary	\$98,283	\$110,867
Average Principal Salary (Elementary)	\$147,190	\$136,841
Average Principal Salary (Middle)	\$144,303	\$141,477
Average Principal Salary (High)	\$145,081	\$137,985
Superintendent Salary	\$207,800	\$217,473
Percent of Budget for Teacher Salaries	32.03%	32.43%
Percent of Budget for Administrative Salaries	8.2%	5.62%

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, and other staff.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5