Roseland Elementary
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School Year
California Department of Education

Address:	950 Sebastopol Rd. Santa Rosa, CA , 95407-6829	**Principal:**	Principal Amy Eng, Principal
Phone:	(707) 545-0100	**Grade Span:**	K-6

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/.

About This School

Principal Amy Eng, Principal

 Principal, Roseland Elementary

About Our School

Contact

Roseland Elementary
950 Sebastopol Rd.
Santa Rosa, CA 95407-6829

Phone: (707) 545-0100
Email: aeng@roselandsd.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Roseland
Phone Number	(707) 545-0102
Superintendent	Guerrero, Raúl
Email Address	rguerrero@roselandsd.org
Website	www.roselandsd.org

School Contact Information (School Year 2024–25)

School Name	Roseland Elementary
Street	950 Sebastopol Rd.
City, State, Zip	Santa Rosa, CA , 95407-6829
Phone Number	(707) 545-0100
Principal	Principal Amy Eng, Principal
Email Address	aeng@roselandsd.org
Website	www.roselandsd.org/schools/roselandes/
Grade Span	K-6
County-District-School (CDS) Code	49709046052088

School Description and Mission Statement (School Year 2024–25)

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.

Additionally, we have a full time PE teacher as well as many enrichment opportunities including weekly music and library time.

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 2023–24)

Grade Level	Number of Students
Kindergarten	85
Grade 1	58
Grade 2	64
Grade 3	71
Grade 4	43
Grade 5	63
Grade 6	57
Total Enrollment	441
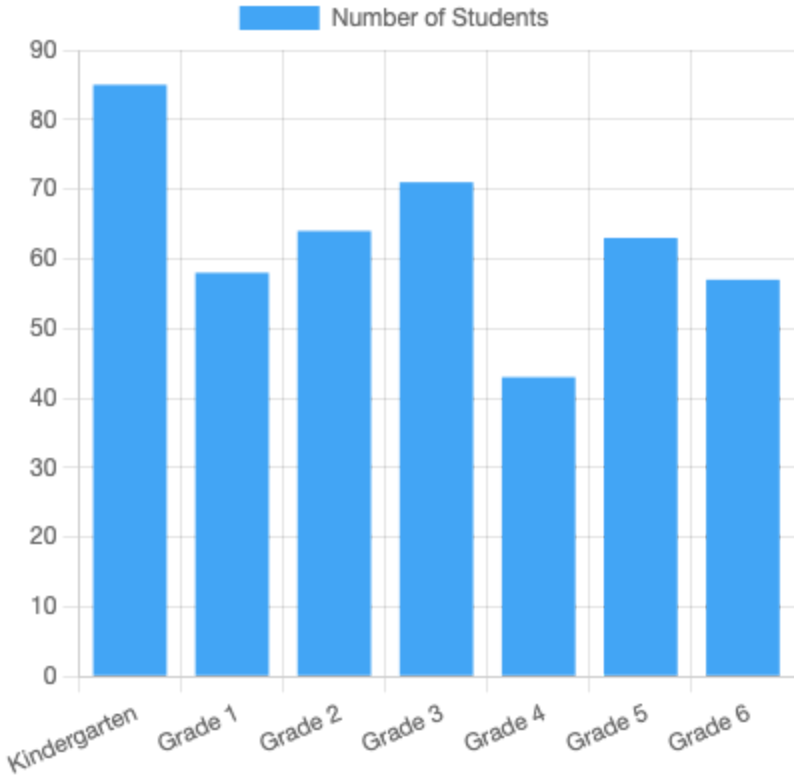
Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	51.00%
Male	49.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.70%
Asian	0.70%
Black or African American	0.20%
Filipino	0.20%
Hispanic or Latino	95.90%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.90%
White	1.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	78.90%
Foster Youth	0.20%
Homeless	6.80%
Migrant	10.40%
Socioeconomically Disavantaged	91.80%
Students with Disabilities	14.70%

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 2020–21)

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/Incomplete/NA	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.

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)	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/Incomplete/NA	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%

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)	23.90	95.12%	130.20	90.80%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.90	0.69%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.40	1.59%	3.10	2.19%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	5.60	3.92%	11746.90	4.23%
Unknown/Incomplete/NA	0.80	3.29%	3.40	2.37%	14303.80	5.15%
Total Teaching Positions	25.10	100.00%	143.40	100.00%	277698	100%

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 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0.00	1.00	0
Misassignments	0.00	0.00	0.4
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	1.00	0.4

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

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	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)	0.00%	0%	0%

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 2024–25)

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 2024

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/Yes/ (2024)	0
Mathematics	Houghton Mifflin Harcourt Math Expressions, Student Activity Book Collection (grades K-5)/Yes/ (2014) Houghton Mifflin Harcourt Go Math!, Student Edition (grade 6) (2014)	0
Science	Amplify Science (grades K-6)/Yes/ (2018)	0
History-Social Science	TCI Social Studies Alive (grades K-5)/Yes/ (2023) TCI History Alive (grade 6)/Yes/ (2023)	0
Foreign Language		0
Health		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

Our school campus is a parklike setting, with a Super Toy structure and large play area built by community volunteers. The school employs custodians who are responsible for ensuring school facilities and classrooms are cleaned and maintained on a regular basis. 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.

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 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	several ceiling tiles need to be replaced, touch up paint
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	replace a few lights, lamps, and light covers
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	several water fountains need repair
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: October 2024

Overall Rating	Good

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

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
English Language Arts / Literacy (grades 3-8 and 11)	28%	34%	37%	34%	46%	47%
Mathematics (grades 3-8 and 11)	28%	27%	25%	24%	34%	35%

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 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	242	221	91.32%	8.68%	33.94%
Female	127	119	93.70%	6.30%	40.34%
Male	115	102	88.70%	11.30%	26.47%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	232	211	90.95%	9.05%	33.65%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	165	147	89.09%	10.91%	21.09%
Foster Youth	0	0	0%	0%	0%
Homeless	22	16	72.73%	27.27%	25.00%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	224	203	90.63%	9.37%	30.05%
Students Receiving Migrant Education Services	23	21	91.30%	8.70%	9.52%
Students with Disabilities	37	33	89.19%	10.81%	3.03%

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 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	242	237	97.93%	2.07%	27.35%
Female	127	127	100.00%	0.00%	24.00%
Male	115	110	95.65%	4.35%	31.19%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	232	227	97.84%	2.16%	26.34%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	165	163	98.79%	1.21%	18.75%
Foster Youth	0	0	0%	0%	0%
Homeless	22	22	100.00%	0.00%	23.81%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	224	219	97.77%	2.23%	25.93%
Students Receiving Migrant Education Services	23	22	95.65%	4.35%	22.73%
Students with Disabilities	37	33	89.19%	10.81%	6.06%

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.

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 for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	14.55%	19.05%	14.52%	19.35%	30.29%	30.73%

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 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	64	63	98.44%	1.56%	19.05%
Female	38	38	100.00%	0.00%	13.16%
Male	26	25	96.15%	3.85%	28.00%
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	--	--	--	--	--
Hispanic or Latino	61	61	100.00%	0.00%	18.03%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	45	45	100.00%	0.00%	4.44%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	58	57	98.28%	1.72%	15.79%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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: 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 2023–24)
Percentage of Students Participating in each of the five Fitness Components

Grade	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
5	97%	97%	98%	98%	98%

Note: The admistration 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 2024–25)

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, 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, 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.

Our principal team also participates in the Principals' Support Network at SCOE which is guiding our PLC work as a school.

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

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	485	481	53	11.0%
Female	247	246	18	7.3%
Male	238	235	35	14.9%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	461	457	45	9.8%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	385	383	38	9.9%
Foster Youth	--	--	--	--
Homeless	37	36	7	19.4%
Socioeconomically Disadvantaged	449	445	47	10.6%
Students Receiving Migrant Education Services	56	56	5	8.9%
Students with Disabilities	85	83	16	19.3%

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 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Suspensions	4.72%	2.09%	0.82%	4.19%	4.92%	3.40%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.24%	0.07%	0.08%	0.07%

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 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.82%	0%
Female	0.4%	0%
Male	1.26%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0.87%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0.52%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0.67%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	1.18%	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.

School Safety Plan (School Year 2024–25)

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 2024. It will be discussed with school faculty in Fall/Winter 2024-25. Safety Plans will go before the board in February 2025 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 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	14.00	3	3	
1	17.00	1	3	
2	13.00	4		
3	17.00	1	3	
4	27.00		2	
5	30.00		2	
6	29.00		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.

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	11.00	7	0	0
1	17.00	1	3	0
2	16.00	2	2	0
3	13.00	4	0	0
4	17.00	2	2	0
5	26.00	0	2	0
6	28.00	0	2	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)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	15.00	2	2	
1	15.00	4		
2	21.00		3	
3	18.00	1	3	
4	14.00	2	1	
5	16.00	3	1	
6	29.00		2	
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 Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	220.5

* 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 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.60
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.10
Resource Specialist (non-teaching)	
Other**	0.00

* 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 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11684.00	$3587.00	$8096.00	$78649.00
District	N/A	N/A	$1857.00	$84817.00
Percent Difference – School Site and District	N/A	N/A	125.40%	-7.50%
State	N/A	N/A	$10770.62	$94129.00
Percent Difference – School Site and State	N/A	N/A	-28.40%	-17.90%

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

### Types of Services Funded (Fiscal Year 2023–24)

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

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$59818.00	$57838.62
Mid-Range Teacher Salary	$84526.00	$90040.10
Highest Teacher Salary	$105163.00	$118647.40
Average Principal Salary (Elementary)	$129718.00	$144638.98
Average Principal Salary (Middle)	$157493.00	$148269.55
Average Principal Salary (High)	$152191.00	$161275.33
Superintendent Salary	$211706.00	$229985.85
Percent of Budget for Teacher Salaries	29.77%	30.79%
Percent of Budget for Administrative Salaries	8.00%	5.71%

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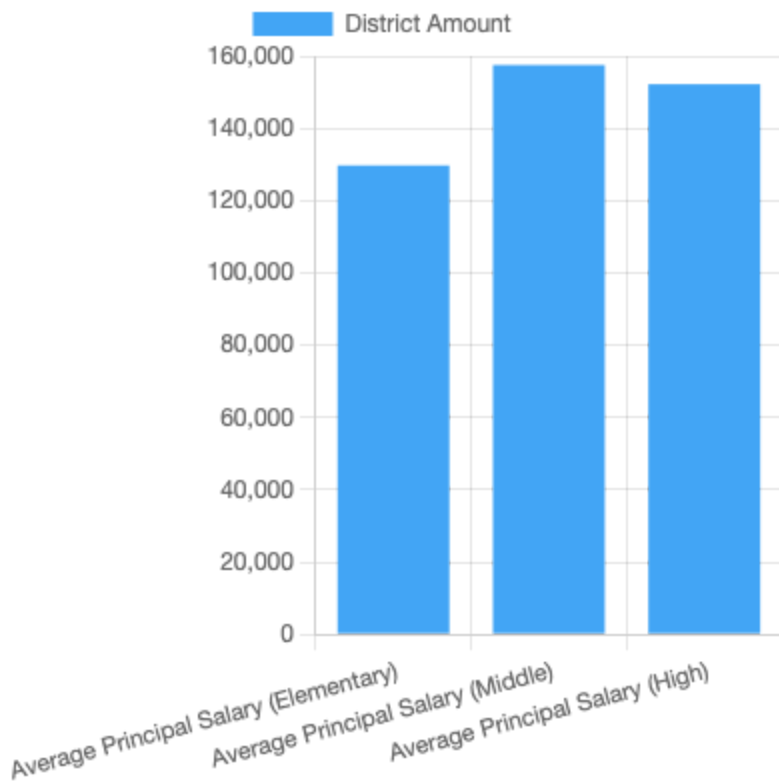
Professional Development

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, 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, 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.

Our principal team also participates in the Principals' Support Network at SCOE which is guiding our PLC work as a school.

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5