Escuela primaria Sheppard
Informe de rendición de cuentas de la escuela 2023-24
Informe elaborado con datos del año escolar 2023-24
Departamento de Educación de California

DIRECCIÓN:	1777 West Ave. Santa Rosa, CA, 95407-7449	**Principal:**	Erinn Mackey, directora
Teléfono:	(707) 546-7050	**Rango de grados:**	K-6

Cada año, antes del 1 de febrero, todas las escuelas de California deben publicar, según la ley estatal, un Informe de Responsabilidad Escolar (SARC, por sus siglas en inglés). El SARC contiene información sobre la condición y el desempeño de cada escuela pública de California. Según la Fórmula de Financiamiento de Control Local (LCFF, por sus siglas en inglés), todas las agencias educativas locales (LEA, por sus siglas en inglés) deben preparar un Plan de Control y Responsabilidad Local (LCAP, por sus siglas en inglés), que describe cómo pretenden cumplir con los objetivos anuales específicos de la escuela para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos informados en un LCAP deben ser coherentes con los datos informados en el SARC.

- Para obtener más información sobre los requisitos del SARC y el acceso a los informes de años anteriores, consulte la página web del SARC del Departamento de Educación de California (CDE) en https://www.cde.ca.gov/ta/ac/sa/ .

- Para obtener más información sobre el LCFF o el LCAP, consulte la página web del LCFF del CDE en https://www.cde.ca.gov/fg/aa/lc/ .

- Para obtener información adicional sobre la escuela, los padres/tutores y miembros de la comunidad deben comunicarse con el director de la escuela o la oficina del distrito.

Búsqueda de datos

DataQuest es una herramienta de datos en línea ubicada en la página web DataQuest del CDE en https://dq.cde.ca.gov/dataquest/ que contiene información adicional sobre esta escuela y comparaciones de la escuela con el distrito y el condado. Específicamente, DataQuest es un sistema dinámico que proporciona informes para la rendición de cuentas (por ejemplo, datos de pruebas, inscripción, graduados de la escuela secundaria, deserción escolar, inscripción en cursos, dotación de personal y datos sobre estudiantes de inglés).

Panel de control de las escuelas de California

El Panel de Control de Escuelas de California (Dashboard) https://www.caschooldashboard.org/ refleja el nuevo sistema de rendición de cuentas y mejora continua de California y brinda información sobre cómo las LEA y las escuelas están satisfaciendo las necesidades de la diversa población estudiantil de California. El Panel de Control contiene informes que muestran el desempeño de las LEA, las escuelas y los grupos de estudiantes en un conjunto de medidas estatales y locales para ayudar a identificar fortalezas, desafíos y áreas que necesitan mejoras.

Acceso a Internet

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

Erinn Mackey, Principal

📍 Principal, Sheppard Elementary

About Our School

Contact

Sheppard Elementary
1777 West Ave.
Santa Rosa, CA 95407-7449

Phone: (707) 546-7050
Email: emackey@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	Sheppard Elementary
Street	1777 West Ave.
City, State, Zip	Santa Rosa, CA , 95407-7449
Phone Number	(707) 546-7050
Principal	Erinn Mackey, Principal
Email Address	emackey@roselandsd.org
Website	www.roselandsd.org/schools/sheppardaes/
Grade Span	K-6
County-District-School (CDS) Code	49709046052096

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

Sheppard Accelerated Elementary School is located in southwest Santa Rosa, California. We are one of three elementary schools in the Roseland School District. Our students reflect a diverse student population with the majority of our students being English language learners (ELLs), Spanish being the dominant home language. Our students love their school and come to school each day excited and enthusiastic about learning.
Additionally, we have a full time PE teacher as well as many enrichment opportunities including weekly music and library time.

Sheppard Accelerated Elementary is a partnership between students, their families, staff, volunteers, student alumni, and community members. Our learning community is enriched with pride, respect, and high expectations. We believe all students are gifted and talented and incorporate Powerful Learning components in our daily teaching to motivate, challenge, and achieve the highest possible levels of learning through meaningful, purposeful experiences.

As an Accelerated School, our school's principles include Building on Strengths, Empowerment Coupled with Responsibility, and Unity of Purpose. We address the Common Core Standards through the five components of Powerful Learning: authentic, interactive, continuous, inclusive, and learner-centered lessons.

School Vision Statement: SUCCESS

Student as a whole: We are healthy in our hearts, bodies, and minds.

Universal Goals: We all work together to achieve our goals.

Community: We all help each other.

Commitment: We promote to create a safe environment to learn and grow.

Excellence: We ALWAYS do our best.

Service: We give back every day.

Students As Our Future Leaders: We are the Future!

At Sheppard, all students achieve high levels of learning for a lifetime of SUCCESS!

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	104
Grade 1	89
Grade 2	71
Grade 3	72
Grade 4	84
Grade 5	80
Grade 6	72
Total Enrollment	572
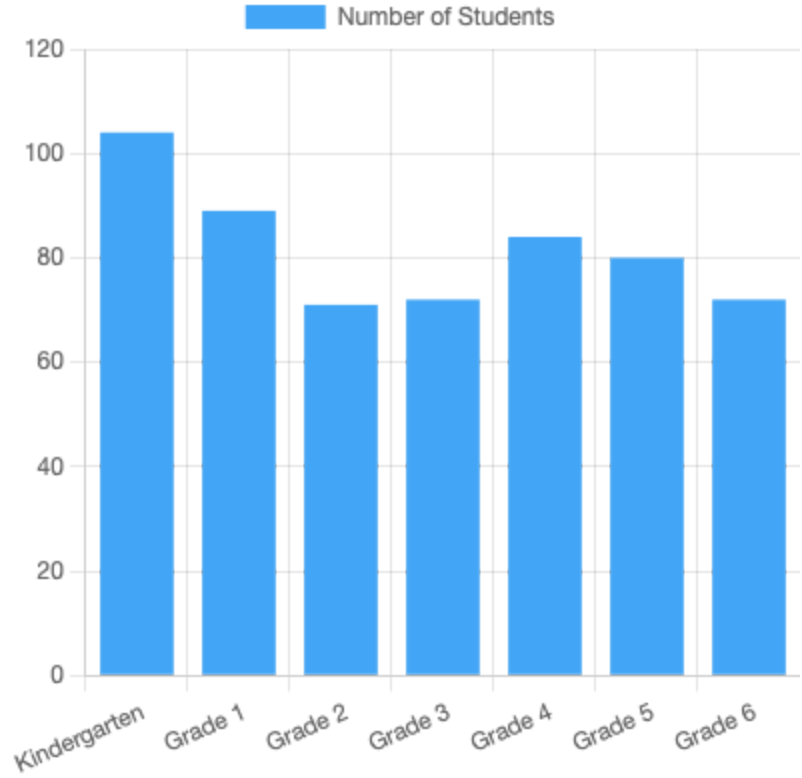
Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	47.60%
Male	52.40%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.70%
Black or African American	0.20%
Filipino	0.00%
Hispanic or Latino	96.50%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.50%
White	1.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	69.10%
Foster Youth	0.30%
Homeless	4.70%
Migrant	7.30%
Socioeconomically Disadvantaged	86.20%
Students with Disabilities	11.20%

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)	20.00	90.91%	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)	1.00	4.55%	2.40	1.91%	12115.80	4.41%
Unknown/Incomplete/NA	1.00	4.55%	5.60	4.33%	18854.30	6.86%
Total Teaching Positions	22.00	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)	25.00	100.00%	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)	0.00	0.00%	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	0.00	0.00%	1.70	1.26%	15831.90	5.67%
Total Teaching Positions	25.00	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)	26.60	95.37%	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)	1.30	4.66%	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	0.00	0.00%	3.40	2.37%	14303.80	5.15%
Total Teaching Positions	27.80	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	0.00	1
Misassignments	0.00	0.00	0.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	1.3

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	1.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	1.00	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)/Yes/ (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

We take pride in our campus and overall school environment. Our custodial and grounds-keeping staff does a wonderful job maintaining our roses, seasonal flowers, and trees that surround our buildings. The employs school custodians who are responsible for ensuring school facilities and classrooms are cleaned and maintained on a regular basis. They also help to ensure that the school is in good repair. Visitors frequently comment on the cleanliness and beauty of our campus. Our campus is very active. Students, families, and community members utilize our welcoming and safe-school environment. With the academic classes, sports programs, and enrichment classes, there's a positive buzz on our campus throughout the day.

Sheppard School was built in 1962. We have numerous classrooms, a library, computer lab, multipurpose room, counseling room, and special-education rooms. Our athletic facilities include a gymnasium, track, and large playground area and sports field. While 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.

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	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	repair/replace lamps and lights,
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	loose faucet, button on boys' bathroom sink not working
Safety: Fire Safety, Hazardous Materials	Good	one fire extinguisher missing
Structural: Structural Damage, Roofs	Good	replace stained ceiling tiles
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)	37%	36%	37%	34%	46%	47%
Mathematics (grades 3-8 and 11)	30%	28%	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	321	303	94.39%	5.61%	35.64%
Female	152	144	94.74%	5.26%	43.75%
Male	169	159	94.08%	5.92%	28.30%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	306	290	94.77%	5.23%	35.17%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	179	163	91.06%	8.94%	13.50%
Foster Youth	0	0	0%	0%	0%
Homeless	14	12	85.71%	14.29%	25.00%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	288	271	94.10%	5.90%	35.42%
Students Receiving Migrant Education Services	24	20	83.33%	16.67%	30.00%
Students with Disabilities	36	34	94.44%	5.56%	2.94%

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	321	317	98.75%	1.25%	27.85%
Female	152	151	99.34%	0.66%	29.14%
Male	169	166	98.22%	1.78%	26.67%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	306	302	98.69%	1.31%	27.57%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	179	178	99.44%	0.56%	14.04%
Foster Youth	0	0	0%	0%	0%
Homeless	14	14	100.00%	0.00%	7.14%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	288	284	98.61%	1.39%	25.44%
Students Receiving Migrant Education Services	24	24	100.00%	0.00%	29.17%
Students with Disabilities	36	34	94.44%	5.56%	5.88%

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)	18.18%	23.81%	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	85	84	98.82%	1.18%	23.81%
Female	39	38	97.44%	2.56%	28.95%
Male	46	46	100.00%	0.00%	19.57%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	81	80	98.77%	1.23%	21.25%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	48	47	97.92%	2.08%	6.38%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	79	78	98.73%	1.27%	23.08%
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	95%	96%	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)

Sheppard Accelerated Elementary School is proud of the positive relationships and collaboration we have with our parents and families. We have strong parent involvement and support. Our monthly Parent Club meetings have high attendance. In addition, we have a consistent group of dedicated families that attend our English Learner Advisory Committee (ELAC) and School Site Council (SSC). Whether it's chaperoning on field trips, helping with a fundraiser, or attending a school sponsored event, Sheppard parent involvement is an important part of our overall school and student success.

For more information on how to become involved, please contact the principal, Erinn Mackey at (707) 546-7050 or emackey@roselandsd.org.

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	603	594	93	15.7%
Female	288	286	46	16.1%
Male	315	308	47	15.3%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	577	568	89	15.7%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	13	13	3	23.1%
English Learners	420	414	57	13.8%
Foster Youth	--	--	--	--
Homeless	28	28	4	14.3%
Socioeconomically Disadvantaged	520	513	81	15.8%
Students Receiving Migrant Education Services	46	46	1	2.2%
Students with Disabilities	82	82	17	20.7%

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	0.18%	2.17%	1.99%	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	1.99%	0%
Female	0.35%	0%
Male	3.49%	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	2.08%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	2.14%	0%
Foster Youth	0%	0%
Homeless	3.57%	0%
Socioeconomically Disadvantaged	2.31%	0%
Students Receiving Migrant Education Services	2.17%	0%
Students with Disabilities	7.32%	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 was discussed with school faculty in the 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	17.00	2	3	
1	24.00		3	
2	20.00	3	1	
3	23.00		3	
4	23.00	1	2	
5	27.00	1	3	
6	32.00		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.

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	17.00	5	1	0
1	22.00	0	3	0
2	24.00	0	3	0
3	21.00	0	4	0
4	24.00	1	2	0
5	23.00	1	2	0
6	27.00	0	4	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	18.00	1	3	
1	22.00		4	
2	24.00		3	
3	24.00		3	
4	28.00		3	
5	27.00		3	
6	24.00		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.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	286

* 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	0.40
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
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	$9362.00	$1486.00	$7875.00	$80761.00
District	N/A	N/A	$1857.00	$84817.00
Percent Difference – School Site and District	N/A	N/A	123.70%	-4.90%
State	N/A	N/A	$10770.62	$94129.00
Percent Difference – School Site and State	N/A	N/A	-31.10%	-15.30%

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/.

District Amount

Average Principal Salary (Elementary)
Average Principal Salary (Middle)
Average Principal Salary (High)
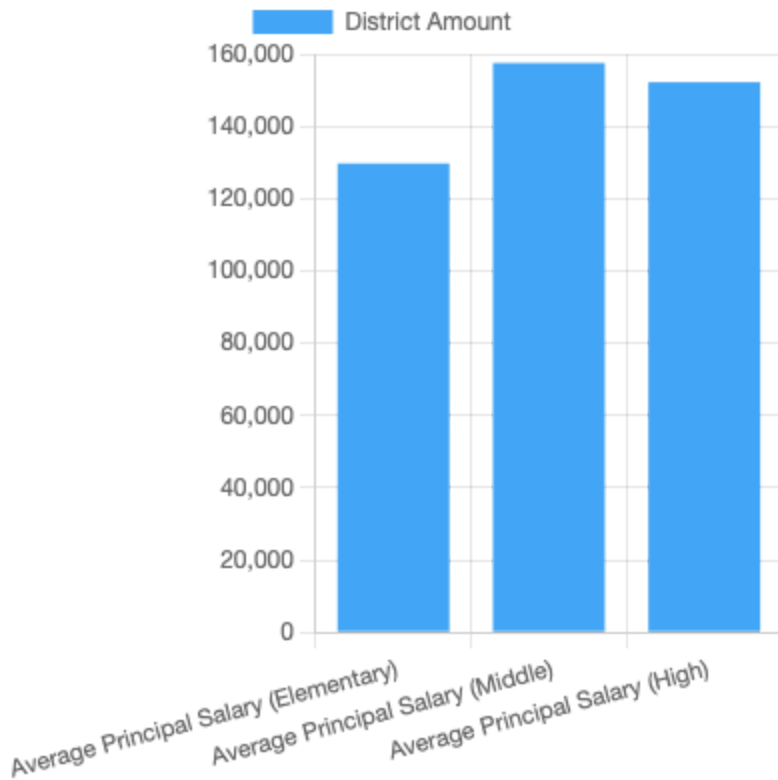
Professional Development

Ofrecer desarrollo profesional continuo para nuestro personal es una prioridad principal para el Distrito Escolar de Roseland. Los miembros del personal participan en capacitaciones y talleres durante todo el año escolar. Las áreas de enfoque han sido el resultado de decisiones del "Distrito/Escuela en su conjunto" tomadas a través del Proceso de Escuelas Aceleradas y el LCAP, y han incluido múltiples capacitaciones sobre la implementación de Common Core y prácticas instructivas que apoyan el rendimiento de los estudiantes con un enfoque en Artes del lenguaje/Alfabetización, Matemáticas, Aprendizaje socioemocional, Desarrollo del idioma inglés y educación científica. Los talleres proporcionados por la Oficina de Educación del Condado de Sonoma también brindan una amplia gama de opciones para apoyar a los maestros en su desarrollo profesional continuo. Los maestros nuevos en la profesión participan en el Programa de inducción de maestros de la Costa Norte (NCTIP) y reciben apoyo en el lugar.

Se han proporcionado 15 días para el desarrollo profesional y el crecimiento profesional continuo en el período de tres años más reciente. El desarrollo profesional se brinda durante los días de desarrollo del personal, el tiempo de reunión del personal los miércoles, después de la escuela o en conferencias. La implementación de los acuerdos y áreas de enfoque del distrito y de toda la escuela se apoya mediante reuniones de colaboración por nivel de grado, reuniones entre maestros y directores y por los capacitadores del ASP, los decanos académicos y otro personal.

Nuestro equipo de directores también participa en la Red de apoyo de directores de la SCOE, que guía nuestro trabajo de PLC como escuela.

Medida	2022–23	2023–24	2024–25
Número de días escolares dedicados al Desarrollo del Personal y la Mejora Continua	5	5	5