

William Kaseberg Elementary School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	William Kaseberg Elementary School
Street	1040 Main Street
City, State, Zip	Roseville, CA 95678
Phone Number	916-771-1790
Principal	Melissa Duncan
Email Address	mduncan@rcsdk8.org
School Website	www.rcsdk8.org
County-District-School (CDS) Code	31669106031256

2021-22 District Contact Information

District Name	Roseville City School District
Phone Number	(916) 771-1600
Superintendent	Derk Garcia
Email Address	
District Website Address	www.rcsdk8.org

2021-22 School Overview

Mission:

H -we teach High Levelled Instruction
A -we teach Adaptability
W -we teach Work Ethic
K -we teach Kindness

The Mission of Kaseberg School is to produce lifelong learners by providing learning opportunities for students to reach their fullest potential, both academically and socially, by meeting student individual needs.

Vision:

All Children Can Learn at High Levels

A -All
C -Children
C -Can
L -Learn
A -And
I -Improve
M -Measurably

Kaseberg School will be an interdependent community of professional learners that is:
Focused on Learning
Committed to continuous growth for all students and staff members
Encourage life long learners

2021-22 School Overview

Kaseberg Staff has Collective Commitments where we agree that:

- We will operate as a professional learning community
- We will share accountability for communicating our Mission and fulfilling our Vision
- We will utilize and share data to inform our decisions to maximize student achievement
- We will actively participate and engage in research, discussions, training and support needed to increase our capacity to fulfill our Mission and reach our Vision
- We will celebrate successes
- We will be supportive, trusting, positive and collaborative in our interactions
- We will evaluate all initiatives for alignment with our current Mission, Vision, Collective Commitments and goals
- We will always focus on students first and do whatever necessary to ensure learning for ALL

Kaseberg Elementary School opened in 1957 and is located in Roseville City School District in the City of Roseville. It is one of 20 schools in the District. The school serves approximately 300 students in Kindergarten through fifth grade as well as three Autism Special Day Classes for Kindergarten through Second Grade. Kaseberg has 11% English Language Learners and 60% Low-Income students.

During the 2018-2019 school year Kaseberg receive a Silver Award from the California Positive Behavior Interventions and Supports (PBIS) Coalition for our work in creating a safe and structured, positive school environment and providing strong interventions for students and families that need the extra support. Also during the 2010 school year, Kaseberg Elementary received its most prestigious honors. The California Department of Education selected Kaseberg Elementary as a Title 1 Academic Achievement Award School for the dedicated work helping our Low Income (LI) and English Learner (EL) populations of students.

Kaseberg also has strong ties with the community by participating, on a yearly basis, with local organizations to donate toward and work with local causes. Some of these organizations that Kaseberg has ties with are the Foodbank of Roseville, California Emergency Foodlink Kids Can Food Drive, the Leukemia & Lymphoma Society Pennies for Patients Drive, CalFresh, KidsFirst, Boys and Girls Club of Roseville, Life Community Church, Destiny Community Services, and the Woodcreek High School National Honors Society. These community partnerships are critical in meeting the many diverse and demanding needs of the families in the Kaseberg community.

Kaseberg offers classes that fit the needs of a diverse student population through MTSS (Multi-Tiered Systems of Support) by having a strong PLC (Professional Learning Community) that provides strong academic supports through strong programs such as our Response to Intervention (RtI) program that provides support to students when they struggle in the academic content. Part of our MTSS (Multi-Tiered Systems of Support) Kaseberg also offers before school music enrichment and other lab activities that are centered around STEAM (Science, Technology, Engineering, Arts and Math). Student Council provides students opportunities to contribute to the positive culture of the school.

STEAM continues to develop into a strength in our daily instruction here at Kaseberg. Teachers receive ongoing training and accessibility to professional development to implement highly engaging and interactive learning opportunities for their students using many different types of technology. Each teacher has an interactive television in their classroom, where the teacher uses a connected iPad tablet to provide dynamic learning interaction for students. Additionally, the students have daily access to Chromebook computers and iPads throughout their school day. Each grade level has access to a class set of Chromebook laptops and the lower grades has access to iPads to enhance learning opportunities for students. These technological devices and the high level instructional strategies by our incredibly dedicated and caring staff, make Kaseberg an amazing place to explore and learn.

Kaseberg School's academic and socioeconomic diversity creates unique needs and challenges. The committed staff strives to meet individual needs so that students reach their fullest academic and social potential to become productive citizens. Every staff member is considered a valued member of a team and works closely in spirit of dedication, enthusiasm, and collaboration by:

- Helping students feel accepted and secure
- Clarifying, enriching and providing models for success
- Encouraging students to think, work hard, and develop confidence and responsibility
- Seeking ways to develop professionally and providing optimum services to students

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	60
Grade 1	56
Grade 2	43
Grade 3	53
Grade 4	46
Grade 5	44
Total Enrollment	302

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53
Male	47
American Indian or Alaska Native	0.7
Asian	2.6
Black or African American	2.3
Filipino	3
Hispanic or Latino	36.4
Two or More Races	8.6
White	46
English Learners	10.6
Foster Youth	0.3
Homeless	3
Socioeconomically Disadvantaged	50.3
Students with Disabilities	17.2

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Roseville City Elementary held a public hearing on September 9, 2021 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards- aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Year and month in which the data were collected

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark 2016	Yes	0
Mathematics	Houghton Mifflin - Expressions 2015	Yes	0
Science	Discovery Education 2020	Yes	0
History-Social Science	Pearson Scott Foresman 2007	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

General

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Maintenance Office.

Maintenance and Repairs:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District annually inspects wheelchair lifts, tests fire extinguishers, inspects and services all playground backboards, replaces bark on playgrounds and landscaping, and services HVAC units.

School Facility Repair Status:

Overall Summary of School Facilities Repair Status – Exemplary

The inspection included a check of possible gas leaks, mechanical systems, interior and exterior doors and windows, interior surface areas, structural damage, electrical, playground equipment, and hazardous materials. In all areas this school passed inspection.

Cleaning Process and Schedule:

The District has adopted cleaning standards for all schools in the District. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget:

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repairs or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Since 2008- 2009 the State has suspended the program due to State Budget Reductions. The District still maintains its own program.

Year and month of the most recent FIT report

12/2021

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			replace MPR flooring
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	145	NT	NT	NT	NT
Female	72	NT	NT	NT	NT
Male	73	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	60	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	NT	NT	NT	NT
White	65	NT	NT	NT	NT
English Learners	16	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	20	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	76	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	22	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	145	NT	NT	NT	NT
Female	72	NT	NT	NT	NT
Male	73	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	60	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	NT	NT	NT	NT
White	65	NT	NT	NT	NT
English Learners	16	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	20	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	76	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	22	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	146	142	97.26	2.74	59.15
Female	73	71	97.26	2.74	64.79
Male	73	71	97.26	2.74	53.52
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--

Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	61	58	95.08	4.92	53.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	58.33
White	65	65	100.00	0.00	66.15
English Learners	16	16	100.00	0.00	31.25
Foster Youth	--	--	--	--	--
Homeless	11	10	90.91	9.09	70.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	74	73	98.65	1.35	50.68
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	25	24	96.00	4.00	20.83

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	146	143	97.95	2.05	45.45
Female	73	72	98.63	1.37	37.50
Male	73	71	97.26	2.74	53.52
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	61	59	96.72	3.28	37.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	50.00
White	65	65	100.00	0.00	49.23
English Learners	16	16	100.00	0.00	31.25
Foster Youth	--	--	--	--	--
Homeless	11	10	90.91	9.09	40.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	74	73	98.65	1.35	43.84
Students Receiving Migrant Education Services	--	--	--	--	--

Students with Disabilities	25	24	96.00	4.00	25.00
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*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	45	NT	NT	NT	NT
Female	26	NT	NT	NT	NT
Male	19	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	18	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	22	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	22	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Parents, and anyone involved in the care of the child, play a critical role at Kaseberg School through: serving and participating as an active member of School Site Council, Parent-Teacher Club (PTC), library volunteers, Art Docents, district task force volunteers, District English Language Advisory Team member, and as volunteers in classrooms. Kaseberg is very grateful for the many parents that have and continue to serve our Kaseberg Parent Teacher Club (PTC). Through our very active PTC, students are provided opportunities for enrichment in their school program. PTC supports a variety of programs through volunteer work and fund-raising. All families are encouraged to join and become active members of the Kaseberg School Parent-Teacher Club. Please visit our PTC's website to stay informed with school events and activities at:

<http://kasebergptc.com/> and on Facebook at: <https://www.facebook.com/groups/kasebergptc/>

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	328	320	52	16.3
Female	170	166	26	15.7
Male	158	154	26	16.9
American Indian or Alaska Native	3	2	0	0.0
Asian	11	11	2	18.2
Black or African American	7	7	1	14.3
Filipino	9	9	1	11.1
Hispanic or Latino	118	116	28	24.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	26	26	4	15.4
White	154	149	16	10.7
English Learners	34	34	5	14.7
Foster Youth	2	2	2	100.0
Homeless	12	11	3	27.3
Socioeconomically Disadvantaged	163	159	31	19.5
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	65	64	11	17.2

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.54	0.61	2.44	0.50	3.47	0.20
Expulsions	0.00	0.00	0.03	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.41	1.15	2.45
Expulsions	0.00	0.03	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.61	0.00
Female	0.00	0.00
Male	1.27	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.30	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.23	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.08	0.00

2021-22 School Safety Plan

Evacuation and lock down drills are practiced on a monthly basis at Kaseberg Elementary School. Staff and students are updated on safety practices during monthly reviews at staff meetings. The School Safety Committee meets yearly to review school safety items and develop the Comprehensive School Safety Plan (CSSP). The Kaseberg Elementary Safety Plan was last reviewed and approved by our School Site Council in January of 2021. Along with our dedicated crossing guard, our staff assists with parking lot duty, after-school duty, and recess duty. The Roseville City School District has developed a Crisis Response Plan that outlines procedures to be followed in the event of an emergency. The plan includes procedures for coordinating resources to respond to any emergency including natural disasters, environmental health issues, accidents, or intruders. School staff members have been assigned roles, and are trained to work efficiently with each other and with public service officers to ensure the safety of students and staff. This plan is reviewed annually by Kaseberg School Site Council. The next annual review by our Safety Committee and our current School Site Council will be in January 2022.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	13	20	6	
1	21	6	12	
2	17	5	12	
3	23		12	
4	26		12	
5	22		12	
6				
Other	8	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	19	8	12	1
1	20	3	12	1
2	21	19		6
3	25		12	1
4	35		7	6
5	28		12	1
6				

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	26		2	
1	24		2	
2	21		1	
3	22		2	
4	30		1	
5	29		1	
6				
Other	27		2	

2020-21 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	302

2020-21 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)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	0
Other	4.1

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$12,847	\$5,199	\$7,649	\$82,698
District	N/A	N/A	\$7,557	\$87,187
Percent Difference - School Site and District	N/A	N/A	1.2	-5.3
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-9.9	-3.8

2020-21 Types of Services Funded

The district funds a full-time School Counselor, a full-time Intervention Teacher, and a part-time Community Liaison at Kaseberg Elementary School. This year the district is also funding a full time Teacher on Special Assignment to support our site-wide MTSS model. The School Counselor provides additional services to students, which help promote social, academic, and emotional learning and safety for all Kaseberg students. The Intervention Teacher coordinates, monitors, organizes and deploys support for students that need additional academic supports in order to succeed academically. The Community Liaison works closely with staff, students, and parents to help ensure productive engagement of families and the success of students at Kaseberg School. The Teacher on Special Assignment. supports PBIS Tiers of Support, Math Instructional best practices in our K-5th classrooms, and an afterschool math intervention program. The District also supports reduced class sizes in Kindergarten, 4th grade, and 5th grade at Kaseberg School.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$45,217	\$52,060
Mid-Range Teacher Salary	\$88,246	\$84,043
Highest Teacher Salary	\$102,743	\$107,043
Average Principal Salary (Elementary)	\$127,087	\$133,582
Average Principal Salary (Middle)	\$137,638	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$225,264	\$240,628
Percent of Budget for Teacher Salaries	41%	35%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

In alignment with the Roseville City School District board goals, the Professional Development Advisory Committee (PDAC) plan was developed to create a comprehensive three-year professional development plan for the District. Training is provided to administrators and teachers that align with this plan during four professional development days. In addition, the school sites are provided three additional professional development days to focus on school site goals.

In addition school sites are provided three additional professional development days to focus on school site goals.

Other areas of professional development provided to Kaseberg staff include:

- in-class coaching, guided reflection on instruction, teacher observations with feedback
- attending professional conferences
- working collaboratively with outside organizations to provide training and coaching on-site
- effective implementation of site-based Professional Learning Communities
- monitoring reading comprehension and progress monitoring
- innovation and technology with STEAM (Science, Technology, Engineering, Arts, and Math)

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	7

Roseville City School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Roseville City School District
Phone Number	(916) 771-1600
Superintendent	Derk Garcia
Email Address	
District Website Address	www.rcsdk8.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	7310	76	1.04	98.96	6.58
Female	3538	20	0.57	99.43	10.00
Male	3772	56	1.48	98.52	5.36
American Indian or Alaska Native	33	0	--	100.00	--
Asian	621	9	1.45	98.55	--
Black or African American	196	2	1.02	98.98	--
Filipino	413	16	3.87	96.13	0.00
Hispanic or Latino	1759	14	0.80	99.20	14.29
Native Hawaiian or Pacific Islander	36	1	2.78	97.22	--
Two or More Races	628	8	1.27	98.73	--
White	3624	26	0.72	99.28	11.54
English Learners	542	8	1.48	98.52	--
Foster Youth	30	3	10.00	90.00	--
Homeless	180	2	1.11	98.89	--
Military	80	1	1.25	98.75	--
Socioeconomically Disadvantaged	2042	20	0.98	99.02	15.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	957	76	7.94	92.06	6.58

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	7310	75	1.03	98.97	4.00
Female	3538	20	0.57	99.43	5.00
Male	3772	55	1.46	98.54	3.64
American Indian or Alaska Native	33	0	--	100.00	--
Asian	621	9	1.45	98.55	--
Black or African American	196	2	1.02	98.98	--
Filipino	413	16	3.87	96.13	12.50
Hispanic or Latino	1759	14	0.80	99.20	0.00
Native Hawaiian or Pacific Islander	36	1	2.78	97.22	--
Two or More Races	628	7	1.11	98.89	--
White	3624	26	0.72		3.85
English Learners	542	8	1.48	98.52	--
Foster Youth	30	3	10.00	90.00	--
Homeless	180	2	1.11	98.89	--
Military	80	1	1.25	98.75	--
Socioeconomically Disadvantaged	2042	20	0.98	99.02	5.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	957	75	7.84	92.16	4.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.