

William Kaseberg Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	William Kaseberg Elementary School
Street	1040 Main St.
City, State, Zip	Roseville, CA 95678
Phone Number	916-771-1790
Principal	Marc Welty M.Ed.
E-mail Address	mwelty@rcsdk8.org
Web Site	http://www.rcsdk8.org
CDS Code	31669106031256

District Contact Information	
District Name	Roseville City School District
Phone Number	(916) 771-1600
Superintendent	Derk Garcia
E-mail Address	dgarcia@rcsdk8.org
Web Site	www.rcsdk8.org

School Description and Mission Statement (School Year 2017-18)

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

Kaseberg School's vision is to bring all students reading to grade level or above grade level. Both criterion will be used to measure the fulfillment of our vision:

- By the end of 5th grade students will be reading at or above 5th grade level.
- All students below grade level will grow at least two grade levels in reading yearly.

Collective Commitments of Kaseberg Staff is 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 19 schools in the District. The school serves approximately 315 students in Kindergarten through fifth grade as well as three Autism Special Day Classes for Kindergarten through Third Grade. It has 35% Low Income students and is one of three Title 1 Elementary schools in the District.

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. The Salvation Army, California Emergency Foodlink Kids Can Food Drive, The Leukemia & Lymphoma Society Pennies for Patients Drive, CalFresh, and with KidsFirst, Excel Roseville, Life Community Church, Destiny Community Services, and Woodcreek High School National Honors Society, and the TEAM Tutoring Program. These community partnerships are critical in meetings 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 such programs as our Response to Intervention (RtI) program that provides support to students when they struggle in the academic content. Kaseberg also offers before and after school music enrichment and 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 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 White Board in their classroom, which is a teaching tool to deliver a more dynamic learning interaction. Additionally, the students have daily access to 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. This combined with a fully functioning and up-to-date computer lab create a campus where technology is infused into everything we learn here at Kaseberg.

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

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	73
Grade 1	52
Grade 2	56
Grade 3	43
Grade 4	55
Grade 5	45
Total Enrollment	324

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.9
Asian	4
Filipino	2.5
Hispanic or Latino	41.7
Native Hawaiian or Pacific Islander	0
White	38.3
Two or More Races	7.1
Socioeconomically Disadvantaged	59
English Learners	13.3
Students with Disabilities	13.6
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	18	19	17	470
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 9/7/17

Roseville City Elementary held a public hearing on September 7, 2017 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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark	Yes	0
Mathematics	Houghton Mifflin 2015	Yes	0
Science	Science MacMillan/ McGraw Hill 2008	Yes	0
History-Social Science	History/ Social Science Pearson Scott Foresman 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: 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			Kindergarten playground

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/2017				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	44	54	63	63	48	48
Mathematics (grades 3-8 and 11)	40	43	53	51	36	37

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	143	142	99.3	53.52
Male	77	76	98.7	59.21
Female	66	66	100	46.97
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	61	61	100	50.82
White	50	50	100	54
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	96	95	98.96	42.11
English Learners	25	25	100	60
Students with Disabilities	23	23	100	21.74

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	143	143	100	43.36
Male	77	77	100	51.95
Female	66	66	100	33.33
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	61	61	100	42.62
White	50	50	100	44
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	96	96	100	35.42
English Learners	25	25	100	48
Students with Disabilities	23	23	100	13.04

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	45	55	73	73	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	6.5	34.8	37

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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/>

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.3	2.3	3.8	3.0	2.7	3.2	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Evacuation and lock down drills are practiced on a regular basis at Kaseberg Elementary School. Staff and students are updated on safety practices. The School Safety Committee meets twice yearly to review school safety items and develop the Comprehensive School Safety Plan (CSSP). Along with our dedicated crossing guard, our staff assists with parking lot 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.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2012-2013
Year in Program Improvement*	Year 1	Year 2
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	100

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	1	3		17	4	4		17	8	12	
1	25		2		25		4		24		12	
2	25		2		21		4		19	6	12	
3	27		2		24		4		22		12	
4	29		2		21	2	2		28		12	
5	26		4		28		4		23		12	
Other					9	1						

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.3	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	1	N/A
Other	2.2	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,217	\$3,324	\$6,893	\$81,893
District	N/A	N/A	\$6,508	\$80,553
Percent Difference: School Site and District	N/A	N/A	5.9	1.2
State	N/A	N/A	\$6,574	\$78,363
Percent Difference: School Site and State	N/A	N/A	2.6	6.1

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

Types of Services Funded (Fiscal Year 2016-17)

The district funds a School Counselor, Community Liaison, and an Intervention Teacher at Kaseberg Elementary School. These extra positions allow the availability for additional services which help promote the social, academic and emotional learning and safety for all Kaseberg students.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,775	\$48,678
Mid-Range Teacher Salary	\$81,529	\$78,254
Highest Teacher Salary	\$94,924	\$96,372
Average Principal Salary (Elementary)	\$110,722	\$122,364
Average Principal Salary (Middle)	\$125,320	\$125,958
Average Principal Salary (High)		\$126,758
Superintendent Salary	\$197,499	\$212,818
Percent of Budget for Teacher Salaries	45%	38%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

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.

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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)