

# Roosevelt School

## 2020-21 School Accountability Report Card



Upload of your logo is optional.

### 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/](http://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/fq/aa/lc/](http://www.cde.ca.gov/fq/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/](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).

## California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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

<b>School Name</b>	Roosevelt School
<b>Street</b>	2223 Vera Avenue
<b>City, State, Zip</b>	Redwood City, CA 94061
<b>Phone Number</b>	(650) 482-2413
<b>Principal</b>	Tina Mercer
<b>Email Address</b>	tmercer@rcsdk8.net
<b>School Website</b>	<a href="https://www.rcsdk8.net/roosevelt">https://www.rcsdk8.net/roosevelt</a>
<b>County-District-School (CDS) Code</b>	41-69005-6044531

## 2021-22 District Contact Information

<b>District Name</b>	Redwood City School District
<b>Phone Number</b>	(650) 482-2200
<b>Superintendent</b>	Dr. John Baker
<b>Email Address</b>	jbaker@rcsdk8.net
<b>District Website Address</b>	www.rcsdk8.net

## 2021-22 School Overview

### School Mission Statement

The mission of Roosevelt School is to inspire students to DREAM of their futures, BELIEVE in themselves, and ACHIEVE their goals. (Dream it, Believe it, Achieve It)

### School Profile

Roosevelt School is a well-established Project Based Learning school rooted in a tradition of excellence and delivering a 21st century education based on critical thinking, problem-solving, using technology, and working together. In a Project Based Learning classroom, students are challenged to work cooperatively, think critically, and present their work in front of an audience. A variety of engagement strategies are used to engage students and encourage their participation in a rigorous curriculum. Since 2008, Roosevelt students have been challenged and engaged in an award-winning Project Based Learning curriculum that helps them develop skills for living in a knowledge-based, highly technological society. Our supportive community of teachers, staff, and parents ensure that students are successful in all aspects of their learning. Roosevelt School's growing accomplishments are evident in its student academic gains, the innovative projects that students lead and produce each year, and its award-winning reading program and curriculum. Roosevelt School is the only school in the RCSD that utilizes the project based learning curriculum in all grade levels.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	100
Grade 1	100
Grade 2	73
Grade 3	75
Grade 4	87
Grade 5	82
Grade 6	75
Grade 7	57
Grade 8	69
Total Enrollment	718

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	2.1
Black or African American	1.5
Filipino	0.8
Hispanic or Latino	73.8
Native Hawaiian or Pacific Islander	1.1
Two or More Races	4.2
White	16.4
English Learners	34.3
Homeless	1.3
Socioeconomically Disadvantaged	62
Students with Disabilities	14.9

## 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>

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.2	78.1	264.4	71.8	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	4.5	1.2	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.0	9.7	33.9	9.2	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.4	1.4	30.2	8.2	12115.8	4.4
<b>Unknown</b>	3.3	10.8	35.0	9.5	18854.3	6.9
<b>Total Teaching Positions</b>	30.9	100.0	368.2	100.0	274759.1	100.0

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.

### 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.9
<b>Misassignments</b>	2.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	3.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	0.4
<b>Total Out-of-Field Teachers</b>	0.4

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.6
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

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

All Redwood City School District students have equal access to state adopted, standards aligned textbooks and instructional materials. Funds are appropriated according to the textbook adoption cycle.

Additionally, the district is using EngageNY <http://www.engageny.org> to support English language arts instruction as we transition to the Common Core State Standards.

Pursuant to the settlement of Williams vs. the State of California, Redwood City School District thoroughly inspected each of its school sites at the start of the 2021-2022 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in the four core subject areas: English language arts, mathematics, history/social studies and science), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the State Board of Education.

The Redwood City School District Textbook selection is done by a District, grade level and subject area committees coordinated by Executive Directors of Educational Services. The final textbook selections for grades TK-8 from the current approved State lists are then selected and the recommendation goes before the School Board for final approval.

The chart below displays data collected during the August 2021 District Textbook Audit, in regards to student editions in use at Roosevelt School during the current school year (2021-2022).

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
<b>Reading/Language Arts</b>	Benchmark Advance/ Adelante California Edition - Benchmark Education Company ©2015, Kindergarten through 5th Grade – State Approved, Board Adopted in 2017  Amplify Education Inc. ©2015, 6th grade through 8th grade – State Approved, Board Adopted 2015	Yes	0%

<b>Mathematics</b>	Pearson Scott Foresman, enVision Math ©2015, Kindergarten through 2nd grade – State Approved, Board Adopted 2014  Pearson Scott Foresman, enVision Math ©2015, 3rd through 5th grade – State Approved, Board Adopted 2015  CPM Educational Program, Core Connections, Courses 1-3 ©2013, 6th through 8th grade. – State Approved, Board Adopted in 2016	Yes	0%
<b>Science</b>	Full Option Science System (FOSS) Delta Education, Inc. ©2007, Kindergarten through 5th grade – State Approved, Board Adopted 2008  Amplify Science ©2018, 6th grade through 8th grade – State Approved, Board Adopted 2021	Yes	0%
<b>History-Social Science</b>	Macmillan / McGraw – Hill California Vistas ©2005, Kindergarten through 5th Grade – State Approved, Board Adopted 2006  Teachers' Curriculum Institute, History Alive! ©2004/2005, 6th grade through 8th grade – State Approved, Board Adopted 2006	Yes	0%
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## School Facility Conditions and Planned Improvements

Roosevelt School was originally constructed in 1953 and is currently comprised of 33 classrooms, a preschool facility, one computer lab, one library, two multipurpose rooms (one acting as a cafeteria), one staff room, two staff workrooms, three blacktops, three play structures (two downstairs and two upstairs), and a field. One of the staff workrooms is to be converted into two speech classrooms.

The school was completely modernized in 1995, and further renovated in 2000 and 2002 as the result of two separate bond projects (Measures A & B). Measure A renovations were completed by November 2001 and included the addition of two new classrooms, two reclaimed classrooms, and a new library/ media center. Measure B projects have been completed at variable times over the past three years and have included/will include: improvements to play field; construction of a 4,500 square foot multi-purpose room and asphalt pathway from new classrooms to upper playground; installation of energy efficient lighting in older buildings; resurfacing of upper and lower playgrounds; rebuilding of drainage systems, the upper parking lot, and the entrance road; replacing of window coverings, areas behind play field backstops, and fencing; and campus-wide American Disabilities Act (ADA) improvements. The school was painted in 2013. Solar panels were added to the upper campus blacktop in 2019. The upper campus blacktop was resurfaced due to cracking in 2019. The recent bond measure redesigned the main office and modernized classrooms.

**Year and month of the most recent FIT report**

8/4/2021

**System Inspected**

**Rate**

**Rate**

**Rate**

**Repair Needed and Action Taken or Planned**

## School Facility Conditions and Planned Improvements

	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Rm 2: high Storage (WO# 90033) Rm 17: High Storage (WO# 90033)
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		Rm 12: Needs wire mold (WO# 90038) Rm 13: Needs wall blank (WO# 90038) Rm 19: Wire mold (WO# 90038) Rm 24: Cord Protector (WO# 90039) Rm 29: Blocked Vent (WO# 90034)
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Boy's RR: Needs soap (WO# 90035) Girl's RR--Rm14_: Toilet running (WO# 90040) Boy"s RR-31-: Needs soap (WO# 90036) Boys RR-31_: Urinal slow WO# 90037)
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Rm 5: Blocked vent (WO# 90034)
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (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
<b>All Students</b>	438	NT	NT	NT	NT
<b>Female</b>	202	NT	NT	NT	NT
<b>Male</b>	236	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	357	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	51	NT	NT	NT	NT
<b>English Learners</b>	151	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	16	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	302	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	12	NT	NT	NT	NT
<b>Students with Disabilities</b>	81	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	438	NT	NT	NT	NT
Female	202	NT	NT	NT	NT
Male	236	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	357	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	51	NT	NT	NT	NT
English Learners	151	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	16	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	302	NT	NT	NT	NT
Students Receiving Migrant Education Services	12	NT	NT	NT	NT
Students with Disabilities	81	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.

iREADY Student Groups	iREADY Total Enrollment	iREADY Number Tested	iREADY Percent Tested	iREADY Percent Not Tested	iREADY Percent At or Above Grade Level
All Students	435	402	92%	8%	29%
Female	200	188	94%	6%	32%
Male	235	214	91%	9%	27%
American Indian or Alaska Native	2	*	*	*	*
Asian	15	15	100%	0%	67%

<b>Black or African American</b>	6	*	*	*	*
<b>Hispanic or Latino</b>	355	325	92%	8%	23%
<b>Native Hawaiian or Pacific Islander</b>	6	*	*	*	*
<b>White</b>	51	48	94%	6%	60%
<b>English Learners</b>	151	136	90%	10%	4%
<b>Students with Disabilities</b>	80	76	95%	5%	9%

\*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.

iREADY Student Groups	iREADY Total Enrollment	iREADY Number Tested	iREADY Percent Tested	iREADY Percent Not Tested	iREADY Percent At or Above Grade Level
<b>All Students</b>	435	435	100%	0%	21%
<b>Female</b>	201	201	100%	0%	21%
<b>Male</b>	235	234	100%	0%	21%
<b>American Indian or Alaska Native</b>	2	*	*	*	*
<b>Asian</b>	15	15	100%	0%	53%
<b>Black or African American</b>	6	*	*	*	*
<b>Hispanic or Latino</b>	355	355	100%	0%	17%
<b>Native Hawaiian or Pacific Islander</b>	6	*	*	*	*
<b>White</b>	51	51	100%	0%	41%
<b>English Learners</b>	151	149	99%	1%	3%
<b>Students with Disabilities</b>	80	77	96%	4%	10%

\*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
<b>Science</b> (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	149	NT	NT	NT	NT
Female	69	NT	NT		
Male	80	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	127	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	13	NT	NT	NT	NT
English Learners	49	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	100	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	31	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 play an important role at Roosevelt School through active participation and involvement in the School Site Council, Parent Teacher Association (PTA), Positive Behavior Interventions and Supports (PBIS) Committee, English Language Advisory Committee (ELAC), and other support committees. During in-person instruction, parents and community members are extremely involved in Roosevelt classrooms and can be found throughout the day instructing, mentoring, tutoring, working in the garden, and working alongside teachers to support student learning. All parents are asked to volunteer their time and talents during the school year. Several times a year, families are invited to attend Project Based Learning (PBL) presentations. Both parents and community members have also acted as guest speakers in some of our classes.

Parent Engagement Nights are typically held multiple times a year covering literacy, math, and science when gatherings are permitted. Family Fun Nights bring our families and staff together to interact together during the year, even in a virtual environment.

Parents who wish to participate in Roosevelt School's activities and school committees or become a volunteer may contact the school at (650) 482-2413. The school's website, [www.rcsdk8.net/roosevelt](http://www.rcsdk8.net/roosevelt), also provides a variety of resources and helpful information for parents, students, and community members. The parent PTA website is: [www.roosevelt-pta.com](http://www.roosevelt-pta.com).

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	757	741	158	21.3
Female	364	356	75	21.1
Male	393	385	83	21.6
American Indian or Alaska Native	0	0	0	0.0
Asian	17	17	1	5.9
Black or African American	11	11	9	81.8
Filipino	8	8	0	0.0
Hispanic or Latino	553	543	137	25.2
Native Hawaiian or Pacific Islander	8	8	2	25.0
Two or More Races	30	30	0	0.0
White	130	124	9	7.3
English Learners	263	261	77	29.5
Foster Youth	0	0	0	0.0
Homeless	14	14	12	85.7
Socioeconomically Disadvantaged	462	455	126	27.7
Students Receiving Migrant Education Services	14	14	2	14.3
Students with Disabilities	122	118	24	20.3

### 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
<b>Suspensions</b>	3.53	0.00	1.63	0.07	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	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
<b>Suspensions</b>	2.79	1.92	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

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



## 2021-22 School Safety Plan

The School Site Safety Plan is evaluated and revised annually in the fall by members of the School Site Council. Revisions to the Safety Plan are communicated to staff members annually. Key elements of the safety plan focus on emergency procedures and disaster preparedness. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire drills are held monthly, lock-down drills twice a year, and earthquake drills are held once a year.

Safety of students and staff is a primary importance for Roosevelt School. To ensure student safety, supervision is provided on campus at all times when students are present. Teachers, administrators, and paid yard duty personnel supervise students before and after school and during breaks. All visitors to the school must sign in and out at the office, wear a visitor badge, and must receive prior authorization for classroom visits. This year, all visitors to campus must also complete a wellness survey. All staff wear name badges for identification purposes. Signs to remind families to sign in at the office prior to entering the classroom can be found posted inside classrooms, the front office, and around campus. During the instructional day, students are only released to family members and identified adults over the age of 18 who are listed in the Powerschool system and who show picture identification. Signs are posted in the office and at the front school entrance reminding families and text messages are sent out regularly reminding families to make sure their emergency contacts and phone numbers are updated in our school system by coming into the office.

The School Site Council (SSC) has been working for the past eight years to improve student safety during drop-off and pick-up times. In 2011-12, speed bumps and a drop off zone were added on Vera Avenue to improve traffic flow and speed. In 2013/14 a drop-off zone and crosswalk was added to the Euclid Avenue side of the school. Roosevelt School administration collaborates with the CDC pre-school program and the Rainbow program to make sure that issues in the parking lot are addressed swiftly. We have a parent volunteer who supports a safe drop-off in the upper parking lot.

## 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	22	1	3	
1	23		3	
2	29		2	
3	14	2	2	
4	27		2	
5	24		2	
6	24	1	8	
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	24	1	6	
1	20	1	3	
2	19	3	4	
3	18	3	3	
4	28		3	
5	22	1	4	
6	13	19	8	1

## 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	20	1	4	
1	20	1	4	
2	18	1	3	
3	25		3	
4	22	1	3	
5	27		3	
6	19	9	27	

## 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	

## 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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

## 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	\$12,780	\$5,050	\$7,730	\$70,046
District	N/A	N/A	\$8,336	\$84,874
Percent Difference - School Site and District	N/A	N/A	-7.5	-19.1
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-8.8	-20.3

## 2020-21 Types of Services Funded

### Federal Funding:

Title I: Basic Grants Low Income

Title I: Migrant Education

Special Education

Title II: Part A Teacher Quality

Title III: Limited English Proficiency

Medi-Cal Billing Option

### State Funding:

After School Education and Safety ("ASES")

Lottery: Instructional Materials

Special Education

## 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
<b>Beginning Teacher Salary</b>	\$53,140	\$52,060
<b>Mid-Range Teacher Salary</b>	\$81,301	\$84,043
<b>Highest Teacher Salary</b>	\$103,420	\$107,043
<b>Average Principal Salary (Elementary)</b>	\$139,760	\$133,582
<b>Average Principal Salary (Middle)</b>	\$139,760	\$138,803
<b>Average Principal Salary (High)</b>	\$0	\$133,845
<b>Superintendent Salary</b>	\$226,071	\$240,628
<b>Percent of Budget for Teacher Salaries</b>	29%	35%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## Professional Development

### 2021-22

The focus for districtwide Professional Development (PD) has been the connection of teaching strategies to our evolving “Student Learner” profile: Students as knowledge constructors, effective communicators, and empowered learners. Three days of PD were offered to all teachers prior to the beginning of the school year, and each topic was explicitly linked to one of these attributes.

In addition, with close to 95% of our students returning to in-person instruction, the social emotional health and wellbeing of our students, staff and community have been a focus in engaging outside resources for training and workshops.

The development of teacher leadership is highlighted this year through “Lead Learner” structures, bringing together teachers from across the district to delve deeply into subject areas with an equity lens.

Underlying and fortifying all of this work continues to be our commitment to equitable practices and our systemic approach to analyzing our current system for biases and inequities. This work is currently being undertaken by the Multi Tiered Systems of Support (MTSS) District Leadership Team (DLT).

With a focus on Project Based Learning (PBL), all classroom teachers are provided with professional development through PBL Works.

### 2020-21

The focus for PD during a school year in which the majority of instruction took place virtually, was on providing excellent distance learning opportunities for all students, regardless of grade level. All students were provided with the necessary devices and hot spots to be able to participate in daily synchronous and asynchronous instruction. Teachers received 5 days of training at the beginning of the school year in a variety of online tools and applications. Throughout the year, Doug Fisher, of Corwin Press, presented key aspects of designing high quality distance learning lessons: clarity, engaging, feedback, and supporting the students as drivers of their own learning.

National Urban Alliance (NUA) mentors and coaches worked with teachers in grades 4-8 across the district to develop rigorous, student-centered instruction through opportunities for collaboration, creativity, communication, and critical thinking.

### 2019-20

In the beginning of the 2019-20 school year, school staff were trained in the implementation of the Multi-Tiered System of Supports (MTSS) framework, accompanied by Positive Behavior Interventions and Support. Each school developed an MTSS Leadership Team, designed to develop leveled supports for students in the academics, behavior, and social-emotional domains. While this work began during this school year, it was interrupted in 2020-21 by the pandemic, but has been renewed in 2021-22.

The Sobrato Early Academic Language (SEAL) initiative continued for part of this school year (interrupted by the pandemic). The focus of this training was to promote language and literacy development through integrated units of study.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	7	6	4