Roosevelt Elementary School
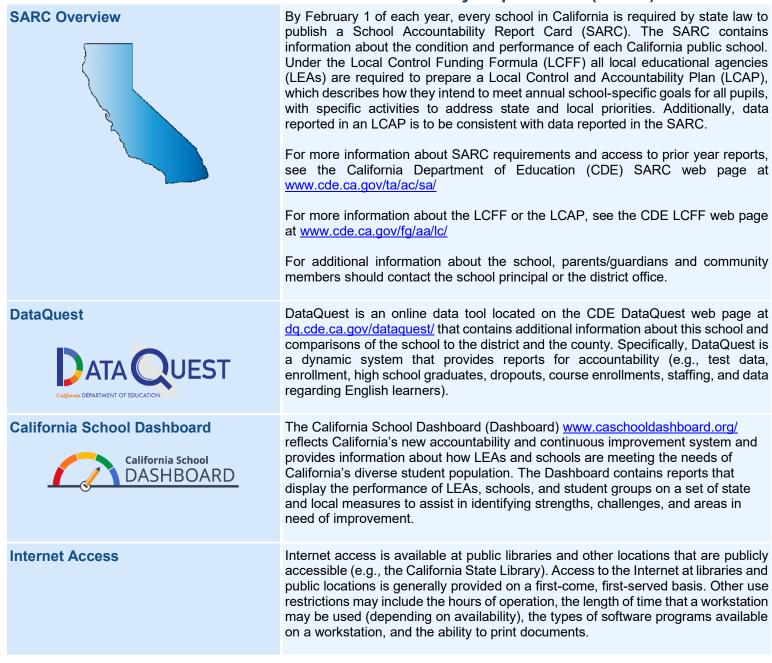## 2021 School Accountability Report Card

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	Roosevelt Elementary School
Street	1311 Euclid Avenue
City, State, Zip	Dinuba, CA 93618
Phone Number	(559) 595-7295
Principal	Elizabeth Gonzalez
Email Address	lizg@dinuba.k12.ca.us
School Website	https://www.dinuba.k12.ca.us/Domain/17
County-District-School (CDS) Code	54-75531-6107650

2021-22 District Contact Information

District Name	Dinuba Unified School District
Phone Number	(559) 595-7200
Superintendent	Joe Hernandez, Ed.D.
Email Address	jhernandez@dinuba.k12.ca.us
District Website Address	dusd.dinuba.k12.ca.us

2021-22 School Overview

A Message from the Principal:

Roosevelt Elementary School has 623 students in transitional kindergarten through grade six. We have one full-time academic program improvement (API) coach and one Learning Director.

Our teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. The school holds high expectations for the academic and social development of all students. Curriculum planning, staff development, and assessment activities are focused on assisting students in mastering the state academic content standards, as well as increasing the overall student achievement of all subgroups. In addition, we teach students to be students of character. We believe that excellence in academics and respectful attitudes and behaviors are the key to success now and for the future. We believe that there is no limit to what our students can become or achieve.

Parents and community members are important to our academic program. We welcome your participation in school activities and encourage you to join our PTO, Parenting Engagement Groups, School Site Council (SSC), and English Language Learner Advisory Council (ELAC). Our staff looks forward to working with you and our students on another year of academic success.

Focus for Improvement:

Teachers monitor student progress through data analysis results from SBAC results, EL Assessments, district benchmarks, Achieve 3000, and STAR reading during weekly collaboration times.

2021-22 School Overview

Students are taught Common Core using the design of Launch, Explore, Summarize. Teachers are conscious of time on task, alignment of standards, breadth of standards, and instructional effectiveness. Students are taught grade level standards every day.

To address the urgent needs of our English Language Learners, Roosevelt implements the District adopted Journeys ELD embedded curriculum and close reading strategies, Achieve 3000, and best practices in English Language Development. This specific instruction is designed to accelerate the language skills of our EL students.

We use Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words, Achieve 3000, and Learning A to Z for students reading below grade level. In addition, a credentialed teacher and instructional assistants are now trained in the LLI approach to implement an additional layer of instructional support for students who are below basic in reading.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	95
Grade 1	92
Grade 2	88
Grade 3	86
Grade 4	93
Grade 5	83
Grade 6	113
Total Enrollment	650

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.8
Asian	1.1
Black or African American	0.2
Filipino	1.7
Hispanic or Latino	89.1
White	7.2
English Learners	31.1
Foster Youth	1.1
Homeless	0.3
Socioeconomically Disadvantaged	79.4
Students with Disabilities	4.3

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.0	87.0	235.3	86.4	228366.1	83.1
Intern Credential Holders Properly Assigned	3.0	13.0	11.0	4.0	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	6.9	2.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	8.8	3.2	12115.8	4.4
Unknown	0.0	0.0	10.2	3.8	18854.3	6.9
Total Teaching Positions	23.0	100.0	272.3	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
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

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

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

2020-21 Class Assignments

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

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

All adopted text books are aligned with state standards for each content area. There are sufficient copies of all text books for each child to have an individual copy of the text.

Year and month in which the data were collected	10/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All in good condition. Houghton Mifflin Journeys– Houghton Mifflin is the adopted English Language Arts Curriculum. Adopted in 2016.	Yes	0
Mathematics	All in good condition. Illustrative Mathematics is the adopted Mathematics Curriculum. Adopted in 2021.	Yes	0
Science	All in good condition. TWIG Science is the adopted Science Curriculum. Adopted in 2019	Yes	0
History-Social Science	All in good condition. History Social Science - Studies Weekly is the adopted Social Science Curriculum for K-6. Adopted in 2020.	Yes	0

School Facility Conditions and Planned Improvements

Roosevelt School demolished one older wing that will not be replaced at this time. We have placed new dining benches and umbrellas in our newly vacated lot. We have also installed new kindergarten picnic tables. We have four new kindergarten classrooms on our grounds.

Year and month of the most recent FIT report	6/10/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			MENS REST ROOM (ADMIN): 2. DIRTY VENT. 8. TOILET SEAT IS LOOSE. WOMENS REST ROOM (ADMIN): 2. DIRTY VENT.
Interior: Interior Surfaces			X	17: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. 7. OUTLET COVER IS MISSING (SOUTH WALL) 10. FIRE EXTINGUISHER IS MISSING. 19: 4. CEILING TILE HAS A HOLE. 9. DRINKING FOUNTAIN HAS NO FLOW. 22: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER. 23: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 9. DRINKING FOUNTAIN HAS NO FLOW. 24: 4. CEILING TILE IS BROKEN. CEILING TILES HAVE WATER STAINS. CEILING TILE IS LOOSE. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HAS NO FLOW.

School Facility Conditions and Planned Improvements

			3: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 5: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. RUBBER MOLDING IS CHIPPING/LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. 6: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN/CUT. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER. 8: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 9. FAUCET HAS A LOW FLOW. ADMIN: 4. CEILING TILE IS BROKEN. CEILING TILE HAS A WATER STAIN. CAFETERIA: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS TORN. CEILING TILE IS BROKEN. CEILING TILES HAVE HOLES. 7. LIGHT DIFFUSER IS MISSING. CONFERENCE (ADMIN): 4. CEILING TILE HAS A WATER STAIN AND IS BROKEN. LIBRARY: 4. CEILING TILES HAVE WATER STAINS. NURSE: 4. CEILING TILE IS BROKEN. UNISEX REST ROOM (MPR): 4. CEILING TILE HAS A WATER STAIN. 10. FIRE SPRINKLER ESCUTCHEON IS MISSING.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		3: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 5: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. RUBBER MOLDING IS CHIPPING/LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. 6: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN/CUT. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER.
Electrical		X	17: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. 7. OUTLET COVER IS MISSING (SOUTH WALL) 10. FIRE EXTINGUISHER IS MISSING. 22: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER. 24: 4. CEILING TILE IS BROKEN. CEILING TILES HAVE WATER STAINS. CEILING TILE IS LOOSE. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HAS NO FLOW.

School Facility Conditions and Planned Improvements

				8: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 9. FAUCET HAS A LOW FLOW. BOYS REST ROOM (NEAR 19): 7. SWITCH COVER IS BROKEN. 9. TWO FAUCETS LEAK AT HANDLE. CAFETERIA: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS TORN. CEILING TILE IS BROKEN. CEILING TILES HAVE HOLES. 7. LIGHT DIFFUSER IS MISSING. GIRLS REST ROOM (NEAR 19): 7. SWITCH COVER IS BROKEN. 9. ALL FAUCETS LEAK AT HANDLE. TWO FAUCETS HAVE A LOW FLOW. 12. INTERIOR WALL IS BUCKLING AT ENTRY. KITCHEN: 7. OUTLET COVER IS MISSING (SOUTH WALL). 10. FOUR FIRE SPRINKLER ESCUTCHEONS ARE MISSING. OFFICE/ LEARNING DIRECTOR: 7. OUTLET COVER IS MISSING (WEST WALL). 10. PLUG IN CANDLE WARMER.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		19: 4. CEILING TILE HAS A HOLE. 9. DRINKING FOUNTAIN HAS NO FLOW. 22: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER. 23: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 9. DRINKING FOUNTAIN HAS NO FLOW. 24: 4. CEILING TILE IS BROKEN. CEILING TILES HAVE WATER STAINS. CEILING TILE IS LOOSE. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HAS NO FLOW. 7: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN/CUT. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER. BOYS REST ROOM (NEAR 19): 7. SWITCH COVER IS BROKEN. 9. TWO FAUCETS LEAK AT HANDLE. BOYS REST ROOM (NEAR 6): 9. EXTERIOR DRINKING FOUNTAIN HAS A HIGH FLOW AND DRIP. ALL FAUCETS LEAK AT HANDLE. GIRLS REST ROOM (NEAR 19): 7. SWITCH COVER IS BROKEN. 9. ALL FAUCETS LEAK AT HANDLE. TWO FAUCETS HAVE A LOW FLOW. 12. INTERIOR WALL IS BUCKLING AT ENTRY. GIRLS REST ROOM (NEAR 6): 9. ALL FAUCETS LEAK AT HANDLE. MENS REST ROOM (ADMIN): 2. DIRTY VENT. 8. TOILET SEAT IS LOOSE. UNISEX REST ROOM (MPR): 9. FAUCET LEAKS AT HANDLE.
Safety: Fire Safety, Hazardous Materials	X			17: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. 7. OUTLET COVER IS MISSING (SOUTH WALL) 10. FIRE EXTINGUISHER IS MISSING. 22: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS

School Facility Conditions and Planned Improvements

				ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER. 5: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. RUBBER MOLDING IS CHIPPING/LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. 7: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN/CUT. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER. KITCHEN: 7. OUTLET COVER IS MISSING (SOUTH WALL). 10. FOUR FIRE SPRINKLER ESCUTCHEONS ARE MISSING. OFFICE/ LEARNING DIRECTOR: 7. OUTLET COVER IS MISSING (WEST WALL). 10. PLUG IN CANDLE WARMER. OFFICE/ PRINCIPAL (ADMIN): 10. PLUG IN CANDLE WARMER. UNISEX REST ROOM (MPR): 4. CEILING TILE HAS A WATER STAIN. 10. FIRE SPRINKLER ESCUTCHEON IS MISSING.
Structural: Structural Damage, Roofs	X			GIRLS REST ROOM (NEAR 19): 7. SWITCH COVER IS BROKEN. 9. ALL FAUCETS LEAK AT HANDLE. TWO FAUCETS HAVE A LOW FLOW. 12. INTERIOR WALL IS BUCKLING AT ENTRY.
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	369	NT	NT	NT	NT
Female	171	NT	NT	NT	NT
Male	198	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	--	NT	NT	NT	NT
Hispanic or Latino	321	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	37	NT	NT	NT	NT
English Learners	98	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	312	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	19	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	369	NT	NT	NT	NT
Female	171	NT	NT	NT	NT
Male	198	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	--	NT	NT	NT	NT
Hispanic or Latino	321	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	37	NT	NT	NT	NT
English Learners	98	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	312	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	19	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.

Star Reading Student Groups	Star Reading Total Enrollment	Star Reading Number Tested	Star Reading Percent Tested	Star Reading Percent Not Tested	Star Reading Percent At or Above Grade Level
All Students	369	343	97.56	2.44	30.35
Female	171	168	98.25	1.75	31.58
Male	198	192	96.97	3.03	29.29
American Indian or Alaska Native	10	0	100	0	30

Asian	3	3	100	0	33.33
Black or African American	1	1	100	0	100
Filipino	2	1	100	0	50
Hispanic or Latino	315	308	97.78	2.22	28.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	38	36	94.74	5.26	42.11
English Learners	98	94	95.92	4.08	7.14
Foster Youth	6	6	100	0	50
Homeless	1	1	100	0	0
Military	2	2	100	0	100
Socioeconomically Disadvantaged	307	299	97.39	2.61	25.73
Students Receiving Migrant Education Services	10	10	100	0	0
Students with Disabilities	21	19	90.48	9.52	0

*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.

Star Reading Student Groups	Star Reading Total Enrollment	Star Reading Number Tested	Star Reading Percent Tested	Star Reading Percent Not Tested	Star Reading Percent At or Above Grade Level
All Students	369	358	97.02	2.98	50.14
Female	171	166	97.08	2.92	48.54
Male	198	192	96.97	3.03	51.52
American Indian or Alaska Native	10	9	100	10	60
Asian	10	9	90	10	60
Black or African American	1	1	100	0	100
Filipino	2	2	100	0	50
Hispanic or Latino	315	306	97.14	2.86	49.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	38	37	97.37	2.63	50
English Learners	98	96	97.96	2.04	33.67
Foster Youth	6	6	100	0	66.67
Homeless	1	1	100	0	0
Military	2	2	100	0	100
Socioeconomically Disadvantaged	307	297	96.74	3.26	45.93

| Students Receiving Migrant Education Services | 10 | 10 | 100 | 0 | 50 |
| Students with Disabilities | 21 | 19 | 90.48 | 9.52 | 14.29 |

*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	81	NT	NT	NT	NT
Female	39	NT	NT		
Male	42	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	78	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	19	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	70	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

Parent involvement and communication are essential to our school success. Roosevelt Elementary School continually strives to involve parents by sharing information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities.

There are numerous and varied opportunities for parent involvement, including but not limited to, attending school functions, participating in parent-teacher conferences, volunteering in classrooms, and chaperoning field trips. Parents may also serve on advisory committees and leadership teams, including, but not limited to, the English Learner Advisory Committee (ELAC), Parent Teacher Organization (PTO), and School Site Council (SSC), and our Parenting Engagement Group. Additional opportunities for parental involvement also exist at the district level.

If you would like more information about Parent Engagement Activities please contact : Frances Agabo at 559-595-7290.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	665	659	71	10.8
Female	301	297	32	10.8
Male	364	362	39	10.8
American Indian or Alaska Native	5	5	0	0.0
Asian	7	7	0	0.0
Black or African American	1	1	0	0.0
Filipino	12	12	1	8.3
Hispanic or Latino	591	587	66	11.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	49	47	4	8.5
English Learners	205	202	16	7.9
Foster Youth	12	10	0	0.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	560	555	64	11.5
Students Receiving Migrant Education Services	14	14	2	14.3
Students with Disabilities	30	30	6	20.0

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	2.95	0.00	8.19	0.04	3.47	0.20
Expulsions	0.00	0.00	0.27	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	0.59	2.25	2.45
Expulsions	0.00	0.16	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

Our School Safety Plan is updated and approved by the School Site Council each school year. Our buildings and grounds are very safe. Staff members monitor our campus before school, after school, and during recess. Roosevelt's discipline policies and Positive Behavioral Interventions and Supports (PBIS) curtail fighting and bullying. We routinely review playground safety expectations with students, and we hold fire, lockdown/intruder on campus, and earthquake drills regularly.

We screen volunteers through our district office. Once they have been cleared, they must sign in and out in the office. Our south gates that run parallel to the main parking lot remain locked during the school day, facilitating a safer morning drop off and afternoon pick up procedure for our students. Locking building gates require that all individuals check in at the front office prior to proceeding onto campus. No one is allowed to bypass the front office when entering campus. After the school day begins, this is the only access to get onto the campus. All other gates/doors remain locked during the school day.

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	23	1	4	
1	25		4	
2	28		3	
3	29		3	
4	28		4	
5	31		3	
6	25		3	

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	26	1	3	1
1	29		3	
2	30		3	
3	30		3	
4	27		3	
5	28		4	
6	31		3	

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	31	1	2	1
1	31		3	
2	29		3	
3	29		3	
4	31		3	
5	28		3	
6	28		4	

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
Other	3.5

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	$6,152	$594	$5,558	$84,017
District	N/A	N/A	$9,682	$80,841
Percent Difference - School Site and District	N/A	N/A	-54.1	5.1
State			$8,444	$81,044
Percent Difference - School Site and State	N/A	N/A	-41.2	5.9

2020-21 Types of Services Funded

We use federal Title I funds to assist students in the areas of Math, Reading, and Writing. One instructional tutor provided vitual services to our students while on distance learning. We purchase supplemental materials and pay instructional assistants. Federal Title II funds pay for staff training activities and materials. We also use LCAP to fund efforts in accordance with the new state funding model.

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	$51,413	$51,029
Mid-Range Teacher Salary	$74,802	$78,583
Highest Teacher Salary	$100,025	$99,506
Average Principal Salary (Elementary)	$120,132	$124,576
Average Principal Salary (Middle)	$126,138	$131,395
Average Principal Salary (High)	$146,021	$144,697
Superintendent Salary	$196,414	$240,194
Percent of Budget for Teacher Salaries	32%	34%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Staff development activities at Roosevelt School focus on providing excellent instruction to students through the implementation of the common core, Launch, Explore, Summarize lesson design, integrating technology, and common core task creation. All teachers have ongoing learning opportunities to expand their knowledge of lesson design through our district on site support days. Lesson feedback and coaching is provided by county consultants, on site coaches, and by administration. In addition, staff is provided with release time to meet with TCOE Mathematics and English Language Arts coaches to improve achievement in those areas and also to focus on grade level collaboration.

During the current year Teachers had 2 preservice days of training on the use of technologies for Distance learning. County Technology Coaches have been used throughout the year for virtual office hours to continue to support our teachers with the challenges of Distance Learning.

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	2	2	2

Dinuba Unified 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	Dinuba Unified School District
Phone Number	(559) 595-7200
Superintendent	Joe Hernandez, Ed.D.
Email Address	jhernandez@dinuba.k12.ca.us
District Website Address	dusd.dinuba.k12.ca.us

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	3509	498	14.19	85.81	61.54
Female	1696	258	15.21	84.79	64.84
Male	1813	240	13.24	86.76	57.98
American Indian or Alaska Native	20	0	--	100.00	--
Asian	38	4	10.53	89.47	--
Black or African American	15	2	13.33	86.67	--
Filipino	21	5	23.81	76.19	--
Hispanic or Latino	3277	463	14.13	85.87	60.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	135	24	17.78	82.22	75.00
English Learners	1153	98	8.50	91.50	28.13
Foster Youth	26	2	7.69	92.31	--
Homeless	40	6	15.00	85.00	--
Military	18	4	22.22	77.78	--
Socioeconomically Disadvantaged	3161	435	13.76	86.24	59.63
Students Receiving Migrant Education Services	152	9	5.92	94.08	--
Students with Disabilities	296	42	14.19	85.81	9.52

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	3508	504	14.37	85.63	25.65
Female	1696	260	15.33	84.67	26.15
Male	1812	244	13.47	86.53	25.10
American Indian or Alaska Native	20	0	--	100.00	--
Asian	38	4	10.53	89.47	--
Black or African American	15	2	13.33	86.67	--
Filipino	21	5	23.81	76.19	--
Hispanic or Latino	3276	467	14.26	85.74	24.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	135	26	19.26		42.31
English Learners	1153	96	8.33	91.67	6.32
Foster Youth	26	2	7.69	92.31	--
Homeless	40	6	15.00	85.00	--
Military	18	4	22.22	77.78	--
Socioeconomically Disadvantaged	3160	441	13.96	86.04	23.64
Students Receiving Migrant Education Services	152	9	5.92	94.08	--
Students with Disabilities	296	42	14.19	85.81	2.38