

# Roosevelt Elementary School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



### 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://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) <https://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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

2024-25 School Contact Information	
<b>School Name</b>	Roosevelt Elementary School
<b>Street</b>	1311 Euclid Avenue
<b>City, State, Zip</b>	Dinuba, CA 93618
<b>Phone Number</b>	(559) 595--7290
<b>Principal</b>	Dr. Cherie Solian
<b>Email Address</b>	cherie.solian@dinuba.k12.ca.us
<b>School Website</b>	<a href="https://www.dinuba.k12.ca.us/Domain/17">https://www.dinuba.k12.ca.us/Domain/17</a>
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	54-75531-6107650

2024-25 District Contact Information	
<b>District Name</b>	Dinuba Unified School District
<b>Phone Number</b>	(559) 595--7200
<b>Superintendent</b>	Joe Hernandez, Ed.D
<b>Email Address</b>	jhernandez@dinuba.k12.ca.us
<b>District Website</b>	dusd.dinuba.k12.ca.us

2024-25 School Description and Mission Statement
<p>A Message from the Principal:</p> <p>Roosevelt Elementary School has 604 students in transitional kindergarten through grade six. We have one full-time academic coach and one Learning Director.</p> <p>Our teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive</p>

2024-25 School Description and Mission Statement

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), English Language Learner Advisory Council (ELAC), and our Community Schools partners. 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.

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 English 3D in grades 5-6th as well as Fountas and Pinnell in all other grade levels, 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 (Heggerty), Phonics (UFLI), 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	103
Grade 1	72
Grade 2	78
Grade 3	84
Grade 4	91
Grade 5	91
Grade 6	85
Total Enrollment	604

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.5
American Indian or Alaska Native	0.3
Asian	1.2
Black or African American	0.2
Filipino	1.8
Hispanic or Latino	91.2
Native Hawaiian or Pacific Islander	0.2
White	5
English Learners	24.8
Foster Youth	1
Homeless	0.5
Migrant	3.1
Socioeconomically Disadvantaged	74.8
Students with Disabilities	7.8

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.

## 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>	20.00	86.96	235.30	86.41	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	3.00	13.04	11.00	4.04	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	6.90	2.54	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	8.80	3.24	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	10.20	3.76	18854.30	6.86
<b>Total Teaching Positions</b>	23.00	100.00	272.30	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 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>	21.00	95.45	225.00	80.95	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	4.55	13.10	4.71	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	4.10	1.50	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	14.10	5.08	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	21.50	7.76	15831.90	5.67
<b>Total Teaching Positions</b>	22.00	100.00	277.90	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 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>	21.00	95.45	227.00	81.84	231142.40	83.24
<b>Intern Credential Holders Properly Assigned</b>	1.00	4.55	11.60	4.21	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	5.90	2.15	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	15.40	5.58	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	17.20	6.21	14303.80	5.15
<b>Total Teaching Positions</b>	22.00	100.00	277.40	100.00	277698.00	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<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)	12.50	0	0

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

## 2024-25 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 10/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All in good condition. Into Reading is the adopted English Language Arts Curriculum. Adopted in 2023.	Yes	0
<b>Mathematics</b>	All in good condition. Illustrative Mathematics is the adopted Math Curriculum. Adopted in 2021.	Yes	0
<b>Science</b>	All in good condition. TWIG Science is the adopted Science Curriculum. Adopted in 2019	Yes	0
<b>History-Social Science</b>	All in good condition. History Social Science - Studies Weekly is the adopted Social Science Curriculum for K-6. Adopted in 2020.	Yes	0
<b>Foreign Language</b>	N/A		
<b>Health</b>	N/A		
<b>Visual and Performing Arts</b>	N/A		

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

## School Facility Conditions and Planned Improvements

Security cameras have been installed across the site, are maintained and kept online at all times.

Year and month of the most recent FIT report 6/28/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			

## School Facility Conditions and Planned Improvements

<b>Interior:</b> Interior Surfaces	X			19: carpet stains, paint peeling on door, tackboard has writing on it 23: drinking fountain has a low flow, faucet is unsecured, carpet is stained, paint peeling around doorframe, microwave daisy chained BOYS RR NEAR 1: tile cracking under sinks GIRLS RR: sanitary dispenser very rusted, tile is lifting, frp lifting, paint peeling around doorframe
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			:
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			23: drinking fountain has a low flow, faucet is unsecured, carpet is stained, paint peeling around doorframe, microwave daisy chained BOYS RR: constant drip from drinking fountain outside rr (work order submitted) BOYS RR: first sink not shutting off on its own
<b>Safety:</b> Fire Safety, Hazardous Materials	X			16: electrical panel blocked by a desk, 17: microwave blocking electrical panel 23: drinking fountain has a low flow, faucet is unsecured, carpet is stained, paint peeling around doorframe, microwave daisy chained
<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).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and 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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	43	49	44	47	46	47
Mathematics (grades 3-8 and 11)	32	32	27	29	34	35

2023-24 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	351	349	99.43	0.57	48.71
Female	158	158	100.00	0.00	50.00
Male	193	191	98.96	1.04	47.64
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	319	317	99.37	0.63	48.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	19	19	100.00	0.00	36.84
English Learners	88	87	98.86	1.14	25.29
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	223	222	99.55	0.45	45.50
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	26	25	96.15	3.85	12.00

### 2023-24 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	351	349	99.43	0.57	32.47
Female	158	158	100.00	0.00	28.66
Male	193	191	98.96	1.04	35.60
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	319	317	99.37	0.63	31.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	19	19	100.00	0.00	31.58
English Learners	88	87	98.86	1.14	17.44
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	223	222	99.55	0.45	29.28
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	26	25	96.15	3.85	12.50

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	29.76	20.43	22.47	17.17	30.29	30.73

2023-24 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	93	100.00	0.00	20.43
Female	42	42	100.00	0.00	16.67
Male	51	51	100.00	0.00	23.53
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	87	87	100.00	0.00	18.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	20	20	100.00	0.00	5.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	63	63	100.00	0.00	22.22
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

**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.

2023-24 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	0	100	100	99	100

**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.

2024-25 Opportunities for Parental Involvement
<p>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.</p> <p>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), Community Schools partnerships, and our Parenting Engagement Group. Additional opportunities for parental involvement also exist at the district level.</p> <p>If you would like more information about parent engagement Activities please contact the school at 559-595-7290.</p>

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	631	626	114	18.2
Female	307	305	48	15.7
Male	324	321	66	20.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	11	11	1	9.1
Hispanic or Latino	574	569	100	17.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	33	33	11	33.3
English Learners	179	179	26	14.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	487	484	93	19.2
Students Receiving Migrant Education Services	24	24	3	12.5
Students with Disabilities	54	54	17	31.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: 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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.47	0.16	3.13	3.37	3.3	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.33	0.19	0.15	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.16	0.00
Female	0.00	0.00
Male	0.31	0.00
Non-Binary	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	0.17	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	0.21	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.85	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 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



2024-25 School Safety Plan

expectations with students, and we hold fire, lockdown/intruder on campus, and earthquake drills regularly.

We screen volunteers through our district office. Once volunteers have been cleared, they must sign in and out in the office when visiting the campus. 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. Most recently our site has ten newly installed security cameras.

The school safety plan includes the district emergency protocols D.I.R.E. and dates for such drills to be conducted. It also includes emergency response codes and responding personnel names and titles.

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.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	30	1	2	1
1	28		3	
2	29		3	
3	30		3	
4	29		3	
5	31		3	
6	29		3	

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	28	1	2	1
1	26		3	
2	29		3	
3	30		3	
4	30		3	
5	29		3	
6	31		3	

### 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	28		2	1
1	24		3	
2	26		3	
3	28		3	
4	30		3	
5	30		3	
6	28		3	

### 2023-24 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	604

## 2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.5

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher 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	\$6,966	\$ 563	\$6,403	\$88,346
District	N/A	N/A	\$ 22,771	\$95,194
Percent Difference - School Site and District	N/A	N/A	-4.3	-7.5
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-50.9	-6.9

## Fiscal Year 2023-24 Types of Services Funded

We use Federal Title I funds to assist students in the areas of Math, Reading, and Writing. One instructional tutor provides reading intervention to our students needing additional support in the area of phonics and phonemic awareness. We utilize such funds to also 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 state funding model.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,956	\$58,855
Mid-Range Teacher Salary	\$87,231	\$92,519
Highest Teacher Salary	\$116,645	\$114,665
Average Principal Salary (Elementary)	\$140,093	\$142,791
Average Principal Salary (Middle)	\$147,098	\$151,078
Average Principal Salary (High)	\$170,284	\$167,094
Superintendent Salary	\$215,000	\$281,086
Percent of Budget for Teacher Salaries	26.69	30.99
Percent of Budget for Administrative Salaries	4.82	5.37

## 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 the administration. In addition, staff is provided with release time to meet with TCOE Math 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 the instructional focus of ELD and ELA Unit planning. County Technology Coaches have been used throughout the year for virtual office hours to continue to support our teachers.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2