Roosevelt Elementary School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

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.

Admission Requirements for the University of California (UC)	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 https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	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 https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Roosevelt Elementary School
Street	1311 Euclid Ave.
City, State, Zip	Dinuba, CA 93618
Phone Number	(559) 595-7290
Principal	Dr. Cherie Solian
Email Address	cherie.solian@dinuba.k12.ca.us
School Website	roosevelt.dinuba.k12.ca.us
Grade Span	K-6
County-District-School (CDS) Code	54-75531-6107650

2025-26 District Contact Information

District Name	Dinuba Unified School District
Phone Number	(559) 595-7200
Superintendent	Marti Kochevar
Email Address	marti.kochevar@dinuba.k12.ca.us
District Website	dinuba.k12.ca.us

2025-26 School Description and Mission Statement

A Message from the Principal:

Roosevelt Elementary School has 575 students in Transitional Kindergarten through Grade Six. We have one full-time academic 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

2025-26 School Description and Mission Statement

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 Learner Advisory Committee (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 Learners, Roosevelt implements English 3D in grades 4-6, 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), 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	35
Kindergarten	80
Grade 1	71
Grade 2	63
Grade 3	69
Grade 4	77
Grade 5	90
Grade 6	90
Total Enrollment	575

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.2
American Indian or Alaska Native	0.5
Asian	1.5
Black or African American	0.2
Filipino	2
Hispanic or Latino	90.4
Native Hawaiian or Pacific Islander	0.2
White	5.1
English Learners	19.5
Foster Youth	0.3
Migrant	2.5
Socioeconomically Disadvantaged	80
Students with Disabilities	6.8

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.

2021-22 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)	21	95.45	225	80.95	234405.2	84
Intern Credential Holders Properly Assigned	1	4.55	13.1	4.71	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	4.1	1.5	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	14.1	5.08	11953.1	4.28
Unknown/Incomplete/NA	0	0	21.5	7.76	15831.9	5.67
Total Teaching Positions	22	100	277.9	100	279044.8	100

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21	95.45	227	81.84	231142.4	83.24
Intern Credential Holders Properly Assigned	1	4.55	11.6	4.21	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	5.9	2.15	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	15.4	5.58	11746.9	4.23
Unknown/Incomplete/NA	0	0	17.2	6.21	14303.8	5.15
Total Teaching Positions	22	100	277.4	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	21	91.3	227.7	82.45	230039.4	100
Intern Credential Holders Properly Assigned	1	4.35	11.5	4.17	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	4.35	4.4	1.61	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	16.8	6.1	12112.8	4.34
Unknown/Incomplete/NA	0	0	15.6	5.66	13705.8	4.91
Total Teaching Positions	23	100	276.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	1
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0

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

2025-26 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	10/2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All in good condition. Into Reading is the adopted English Language Arts Curriculum. Adopted in 2023	0
Mathematics	All in good condition. Illustrative Mathematics is the adopted Math Curriculum. Adopted in 2021.	0
Science	All in good condition. TWIG Science is the adopted Science Curriculum. Adopted in 2019.	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.	0
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	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	7/8/2025

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

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X			BOYS RR NEAR 1: the base board tile is falling apart, first sink has a drip (work order submitted)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			GIRLS RR NEAR 1: toilet paper wads stuck on ceiling
Electrical	X			1: electrical panel access blocked 2: stained ceiling tiles (work order submitted) electrical panel blocked
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			22: drinking fountain doesn't work (work order submitted) paint to cabinet doors & countertop is peeling 24: black cabinets paint is peeling 3: paint is peeling on exterior of the door, stained ceiling tiles need to be replaced (work order submitted)
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			BOYS RR: rusty door frame, transition at door needs crack filled in

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	49	52	47	50	47	48
Mathematics (grades 3-8 and 11)	32	39	29	31	35	37

2024-25 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	342	339	99.12	0.88	51.92
Female	157	156	99.36	0.64	53.21
Male	185	183	98.92	1.08	50.82
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	310	308	99.35	0.65	51.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	13	12	92.31	7.69	50.00
English Learners	72	70	97.22	2.78	24.29
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	281	279	99.29	0.71	48.39
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	23	100.00	0.00	13.04

2024-25 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	342	340	99.42	0.58	39.23
Female	157	157	100.00	0.00	35.67
Male	185	183	98.92	1.08	42.31
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	310	309	99.68	0.32	38.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	13	12	92.31	7.69	33.33
English Learners	72	71	98.61	1.39	16.90
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	281	280	99.64	0.36	36.92
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	23	100.00	0.00	8.70

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	20.43	31.03	17.17	17.58	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	87	87	100.00	0.00	31.03
Female	42	42	100.00	0.00	23.81
Male	45	45	100.00	0.00	37.78
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	76	76	100.00	0.00	27.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	13	13	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	70	70	100.00	0.00	24.29
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.

2024-25 California Physical Fitness Test Participation Rates

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	99%	100%	99%	98%	98%

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.

2025-26 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), Community Schools partnerships, and our Parenting Engagement Group. Additional opportunities for parental involvement also exist at the district level, such as District English Learner Advisory Committee (DLAC) and Community Stakeholders group.

If you would like more information about parent engagement activities, please contact Anabel Rubalcaba, Community Liaison, at 559-595-7290.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	615	610	115	18.9
Female	304	303	52	17.2
Male	311	307	63	20.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	12	12	0	0.0
Hispanic or Latino	555	552	104	18.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	32	31	7	22.6
English Learners	132	132	24	18.2
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	519	515	101	19.6
Students Receiving Migrant Education Services	19	19	4	21.1
Students with Disabilities	48	47	12	25.5

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.47	0.16	0.65	3.37	3.3	2.16	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0.16	0.19	0.15	0.27	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.65	0.16
Female	0.00	0.00
Male	1.29	0.32
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	0.72	0.18
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.52	0.76
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.58	0.19
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.08	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.

2025-26 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 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 title.

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.

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	0	3	0
2	29	0	3	0
3	30	0	3	0
4	30	0	3	0
5	29	0	3	0
6	31	0	3	0
Other	0	0	0	0

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	21	0	3	0
1	24	0	3	0
2	26	0	3	0
3	28	0	3	0
4	30	0	3	0
5	30	0	3	0
6	28	0	3	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	25		3	
1	21	1	2	
2	25		3	
3	26		3	
4	30		3	
5	30		3	
6	30		3	

2024-25 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

2024-25 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	3

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$7,449	$745	$6,704	$105,883
District	N/A	N/A	$ 13,443	$99,885
Percent Difference - School Site and District	N/A	N/A	-4.3	5.8
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	-49.8	5.6

Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$64,153	$62,145
Mid-Range Teacher Salary	$93,336	$97,088
Highest Teacher Salary	$124,810	$120,436
Average Principal Salary (Elementary)	$149,900	$151,343
Average Principal Salary (Middle)	$157,395	$159,514
Average Principal Salary (High)	$182,204	$177,261
Superintendent Salary	$236,500	$294,805
Percent of Budget for Teacher Salaries	27.18%	29.95%
Percent of Budget for Administrative Salaries	5.14%	5.4%

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2