Roosevelt Elementary School

2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Roosevelt Elementary School
Street	1311 Euclid Avenue
City, State, Zip	Dinuba, CA 93618
Phone Number	(559) 595-7290
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

2023-24 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	dusd.dinuba.k12.ca.us

2023-24 School Description and Mission Statement

A Message from the Principal:

Roosevelt Elementary School has 604 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.

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.

2023-24 School Description and Mission Statement

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	86
Grade 1	79
Grade 2	87
Grade 3	89
Grade 4	89
Grade 5	87
Grade 6	92
Total Enrollment	609

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3%
Male	52.7%
American Indian or Alaska Native	1%
Asian	1.6%
Black or African American	0.2%
Filipino	2%
Hispanic or Latino	87.8%
White	7.4%
English Learners	27.1%
Foster Youth	0.3%
Homeless	0.5%
Migrant	2.3%
Socioeconomically Disadvantaged	76.5%
Students with Disabilities	6.2%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.00	86.96	235.30	86.41	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	13.04	11.00	4.04	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	6.90	2.54	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	8.80	3.24	12115.80	4.41
Unknown	0.00	0.00	10.20	3.76	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.00	95.45	225.00	80.95	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.55	13.10	4.71	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	4.10	1.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	14.10	5.08	11953.10	4.28
Unknown	0.00	0.00	21.50	7.76	15831.90	5.67
Total Teaching Positions	22.00	100.00	277.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
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)	12.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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

Reading/Language Arts	All in good condition. Into Reading is the adopted English Language Arts Curriculum. Adopted in 2023.	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
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

Roosevelt School has installed a permanent shade structure in the center of our campus. New security cameras have been installed across the site as well.

Year and month of the most recent FIT report	12/5/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			BOYS REST ROOM (NEAR 19):
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			14:00 15:00
Safety: Fire Safety, Hazardous Materials	X			17:00 KITCHEN: MENS REST ROOM (MPR):
Structural: Structural Damage, Roofs	X			 BOYS REST ROOM (NEAR 19): GIRLS REST ROOM (NEAR 19):
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).

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.

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	44	43	46	44	47	46
Mathematics (grades 3-8 and 11)	29	32	25	27	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	356	353	99.16	0.84	43.34
Female	167	166	99.40	0.60	46.39
Male	189	187	98.94	1.06	40.64
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	306	303	99.02	0.98	40.92
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	32	32	100.00	0.00	53.13
English Learners	89	87	97.75	2.25	25.29
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	217	215	99.08	0.92	35.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	28	96.55	3.45	3.57

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	356	353	99.16	0.84	32.29
Female	167	166	99.40	0.60	31.33
Male	189	187	98.94	1.06	33.16
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	306	303	99.02	0.98	30.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	32	32	100.00	0.00	37.50
English Learners	89	87	97.75	2.25	13.79
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	217	215	99.08	0.92	26.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	28	96.55	3.45	7.14

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	29.03	29.76	19.58	22.47	29.47	30.29

2022-23 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	85	84	98.82	1.18	29.76
Female	36	36	100.00	0.00	27.78
Male	49	48	97.96	2.04	31.25
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	0	0	0	0	0
Hispanic or Latino	77	76	98.70	1.30	28.95
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	26	26	100.00	0.00	11.54
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	50	50	100.00	0.00	26.00
Students Receiving Migrant Education Services	0	0	0	0	0
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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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	100	100	100	100	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.

2023-24 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 the school at 559-595-7290.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	634	627	125	19.9
Female	300	297	49	16.5
Male	334	330	76	23.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	6	6	0	0.0
Asian	10	10	1	10.0
Black or African American	1	1	1	100.0
Filipino	12	12	0	0.0
Hispanic or Latino	555	549	110	20.0
Native Hawaiian or Pacific Islander	1	0	0	0.0
Two or More Races	0	0	0	0.0
White	49	49	13	26.5
English Learners	194	192	34	17.7
Foster Youth	8	7	0	0.0
Homeless	3	3	2	66.7
Socioeconomically Disadvantaged	495	491	106	21.6
Students Receiving Migrant Education Services	19	19	5	26.3
Students with Disabilities	54	54	21	38.9

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.47	0.04	3.13	3.37	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.33	0.19	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.47	0
Female	0.67	0
Male	0.3	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.54	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.52	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.61	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 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. Most recently our site has ten newly installed security cameras.

The school safety plan is reviewed and approved by our school site council annually. The 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.

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	

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	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

2022-23 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	609

2022-23 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$6,083	$222	$5,861	$85,389
District	N/A	N/A	$6,120	$85,389
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2022-23 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 new state funding model.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$54,014	$54,190
Mid-Range Teacher Salary	$78,586	$85,111
Highest Teacher Salary	$105,086	$104,999
Average Principal Salary (Elementary)	$126,210	$132,492
Average Principal Salary (Middle)	$132,521	$140,987
Average Principal Salary (High)	$153,409	$153,884
Superintendent Salary	$215,000	$255,503
Percent of Budget for Teacher Salaries	27.19%	32.09%
Percent of Budget for Administrative Salaries	4.76%	5.25%

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 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 the instructional focus of

Professional Development

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2