

# Roosevelt Elementary School

951 Dowling Blvd. • San Leandro, CA 94577 • (510) 618-4350 • Grades K-5

Soraya Sablo Sutton, Principal

ssablo-sutton@slusd.us

<http://www.sanleandro.k12.ca.us/site/Default.aspx?PageID=494>

## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### San Leandro Unified School District

835 E. 14th Street

San Leandro, CA 94577

(510) 895-4199

<http://www.sanleandro.k12.ca.us/Page/1>

#### District Governing Board

Monique Tate, Vice-President

Lance James, Clerk

Evelyn Gonzalez, Member

Leo Sheridan, Member

Diana J. Prola, President

Victor Aguilar, Jr., Member

Peter Oshinski, Member At Large

#### District Administration

Dr. Michael McLaughlin  
Superintendent

Dr. Rosanna Mucetti  
Deputy Superintendent  
Educational Services

Dr. John Thompson  
Assistant Superintendent  
Human Resources

Dr. Kevin Collins  
Assistant Superintendent  
Business & Operations

### Principal's Message

Roosevelt is a community of learners who share a commitment to ensuring that every child who comes into our school receives a fair and equitable education within a nurturing and safe environment. Our staff and parent groups continually work to make Roosevelt a safe, respectful and responsible place to for all children to learn and grow.

We teach Common Core Standards which require our students to learn concepts deeply and be able to explain their thinking. Our classroom instruction is rich and engaging with a strong focus on 21st Century Skills: Collaboration, Critical Thinking, Creativity and Communication. By ensuring that our students are proficient in the 4 C's, we move closer to closing the achievement gap and helping all students reach their full potential. We continue to engage in courageous conversations about race and its impact on students. Closing the achievement gap will take time, energy, and a commitment by all as we restructure how we've done things and realign resources to support success. In the past few years, we have made a huge push towards integrating technology into our classrooms. Our blended learning model will help ensure that our children are college and career ready when they leave SLUSD. At Roosevelt, every child has a face and a name. At Roosevelt, every child has the potential to achieve, to learn, and to excel.

### District Vision Statement

The mission of the San Leandro Unified School District is to educate students to achieve and demonstrate academic excellence and become confident, collaborative and competitive in a global society, by utilizing state-of-the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming change.

### School Mission Statement

Roosevelt's mission is to provide a safe environment where high expectations, standards-based differentiated curriculum, and life-long learning are the norm for all students, as well as adults. We are working towards improving all students' scores on high-stakes assessments, as well as narrowing and eventually closing the achievement gap through culturally responsive teaching, a rigorous academic program, and equitable practices. We believe this can be accomplished through a practice of open and honest communication, high expectations for every child, courageous conversations around race, partnerships with our families, and a commitment by all that values each child's voice. We invite our families and community members to partner with us and join us on this exciting journey.

### District Profile

San Leandro Unified School District is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. San Leandro is a friendly and diverse city with a colorful heritage and numerous cultural amenities including a 450-berth Marina, two golf courses, and a large community library center. San Leandro is well-known for its quiet, well-defined neighborhoods full of charming and unique older houses on tree-lined streets. San Leandro residents are proud of both their neighborhoods and their city, which can be seen in their active involvement in the city's numerous neighborhood and homeowner's associations.

## About the SARC

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

| 2015-16 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Kindergarten                              | 105                |
| Grade 1                                   | 81                 |
| Grade 2                                   | 80                 |
| Grade 3                                   | 83                 |
| Grade 4                                   | 81                 |
| Grade 5                                   | 82                 |
| <b>Total Enrollment</b>                   | <b>512</b>         |

| 2015-16 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 13.7                        |
| American Indian or Alaska Native    | 0.8                         |
| Asian                               | 9.4                         |
| Filipino                            | 2.5                         |
| Hispanic or Latino                  | 32.4                        |
| Native Hawaiian or Pacific Islander | 1.4                         |
| White                               | 29.1                        |
| Two or More Races                   | 10.7                        |
| Socioeconomically Disadvantaged     | 34.8                        |
| English Learners                    | 12.9                        |
| Students with Disabilities          | 9.4                         |
| Foster Youth                        | 0                           |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

| Teacher Credentials                         |       |       |       |
|---|-------|-------|-------|
| Roosevelt Elementary School                 | 14-15 | 15-16 | 16-17 |
| With Full Credential                        | 25    | 24    | 26    |
| Without Full Credential                     | 0     | 0     | 0     |
| Teaching Outside Subject Area of Competence | 0     | 0     | 0     |
| San Leandro Unified School District         | 14-15 | 15-16 | 16-17 |
| With Full Credential                        | ♦     | ♦     |       |
| Without Full Credential                     | ♦     | ♦     |       |
| Teaching Outside Subject Area of Competence | ♦     | ♦     |       |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--|-------|-------|-------|
| Roosevelt Elementary School  | 14-15 | 15-16 | 16-17 |
| Teachers of English Learners                                       | 0     | 0     |       |
| Total Teacher Misassignments                                       | 0     | 0     |       |
| Vacant Teacher Positions   | 0     | 0     |       |

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

| 2015-16 Percent of Classes In Core Academic Subjects<br>Core Academic Classes Taught by Highly Qualified Teachers |                                     |   |
|---|-------------------------------------|---|
| Location of Classes   | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School   | 94.7                                | 5.3                                     |
| Districtwide  |                                     |   |
| All Schools   | 96.4                                | 3.6                                     |
| High-Poverty Schools  | 96.4                                | 3.6                                     |
| Low-Poverty Schools   | 94.7                                | 5.3                                     |

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on September 20th, 2011 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California.

All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks are illustrated in the chart.

| Textbooks and Instructional Materials<br>Year and month in which data were collected: December, 2012 |   |
|--|---|
| Core Curriculum Area   | Textbooks and Instructional Materials/Year of Adoption  |
| Reading/Language Arts  | <p>Hampton Brown<br/>Adopted 2002</p> <p>Houghton Mifflin<br/>Adopted 2002</p> <p>Hampton Brown<br/>Adopted 2011</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/><b>Percent of students lacking their own assigned textbook:</b> 0.0%</p> |
| Mathematics  | <p>Pearson Scott Foresman<br/>Adopted 2008</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/><b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>   |
| Science  | <p>MacMillan/ McGraw Hill<br/>Adopted 2007</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/><b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>   |
| History-Social Science   | <p>Scott Foresman<br/>Adopted 2006</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/><b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>   |

### School Facility Conditions and Planned Improvements (Most Recent Year)

#### Age & Condition of Facilities

Roosevelt Elementary School was originally constructed in 1937 and is currently comprised of 23 permanent classrooms, a library, a staff lounge, multi-purpose/cafeteria, a computer lab, two playgrounds, a preschool SDC room, a third through fifth grade SDC room, a music room, an art room, a speech room, a RSP room, a counseling room, and an ACE (After-School Enrichment) room. Recent renovations include the installation of a new outdoor classroom shade structure and a new reading garden..

#### Cleaning Process

The principal works daily with two full-time custodial staff members to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

#### Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority to emergency repairs.

#### Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating/air conditioning, interior/exterior painting, electrical systems, and flooring. For the 2012-2013 school year, the district allocated \$164,000 for the deferred maintenance program. This represents .22% of the district's general fund budget.

At the time of publication 100% of Roosevelt Elementary School's restrooms were in good working order. The chart displays the results of the most recent school facilities inspection provided by the district. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been scheduled for repair or are in the process of remediation.

With the passage of Measure B, modernization and renovation of the San Leandro schools has begun. Measure B allowed renovations to the lighting, paint, and bathrooms in the Summer of 2011. For more information about Measure B, please visit the district's web site: [www.sanleandro.k12.ca.us](http://www.sanleandro.k12.ca.us).

| School Facility Good Repair Status (Most Recent Year)                      |                  |             |             |  |
|--|------------------|-------------|-------------|--|
| Year and month in which data were collected: 1/22/2014                     |                  |             |             |  |
| System Inspected   | Repair Status    |             |             | Repair Needed and Action Taken or Planned                |
|  | Good             | Fair        | Poor        |  |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | X                |             |             |  |
| <b>Interior:</b><br>Interior Surfaces                                      | X                |             |             | A4: repair carpet. Cafeteria: ceiling tiles are missing. |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation       | X                |             |             |  |
| <b>Electrical:</b><br>Electrical   | X                |             |             |  |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | X                |             |             | Pre K RR: Stuck toilet flapper.                          |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | X                |             |             |  |
| <b>Structural:</b><br>Structural Damage, Roofs                             | X                |             |             |  |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X                |             |             | 6A: Door closer doesn't work.                            |
| <b>Overall Rating</b>  | <b>Exemplary</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b>  |
|  |                  | 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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

| 2015-16 CAASPP Results for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject                                 | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 14-15  | 15-16 | 14-15    | 15-16 | 14-15 | 15-16 |
| ELA                                     | 57   | 58    | 34       | 38    | 44    | 48    |
| Math                                    | 47   | 49    | 22       | 24    | 34    | 36    |

\* 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.

| CAASPP Results for All Students - Three-Year Comparison |  |       |       |          |       |       |       |       |       |
|---|--|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject   | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |       |          |       |       |       |       |       |
|   | School   |       |       | District |       |       | State |       |       |
|   | 13-14  | 14-15 | 15-16 | 13-14    | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| Science   | 67   | 63    | 48    | 51       | 43    | 44    | 60    | 56    | 54    |

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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 | 2015-16 Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |
| 5           | 10.3  | 23.1   | 24.4   |

\* 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.

| 2015-16 CAASPP Results by Student Group<br>Science (grades 5, 8, and 10) |                    |                   |                     |                        |
|--|--------------------|-------------------|---------------------|------------------------|
| Group  | Number of Students |                   | Percent of Students |                        |
|  | Enrolled           | with Valid Scores | w/ Valid Scores     | Proficient or Advanced |
| All Students   | 85                 | 77                | 90.6                | 48.1                   |
| Male   | 45                 | 43                | 95.6                | 51.2                   |
| Female   | 40                 | 34                | 85.0                | 44.1                   |
| Black or African American  | 14                 | 14                | 100.0               | 42.9                   |
| Hispanic or Latino   | 31                 | 29                | 93.6                | 31.0                   |
| White  | 20                 | 15                | 75.0                | 86.7                   |
| Two or More Races  | 11                 | 11                | 100.0               | 45.5                   |
| Socioeconomically Disadvantaged  | 29                 | 29                | 100.0               | 31.0                   |
| English Learners   | 11                 | 10                | 90.9                |                        |
| Students with Disabilities   | 16                 | 15                | 93.8                | 33.3                   |

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                       | Grade | Number of Students |        | Percent of Students |                          |
|-------------------------------------|-------|--------------------|--------|---------------------|--------------------------|
|                                     |       | Enrolled           | Tested | Tested              | Standard Met or Exceeded |
| All Students                        | 3     | 82                 | 80     | 97.6                | 65.0                     |
|                                     | 4     | 81                 | 80     | 98.8                | 51.3                     |
|                                     | 5     | 85                 | 76     | 89.4                | 56.6                     |
| Male                                | 3     | 43                 | 43     | 100.0               | 58.1                     |
|                                     | 4     | 47                 | 46     | 97.9                | 52.2                     |
|                                     | 5     | 45                 | 42     | 93.3                | 52.4                     |
| Female                              | 3     | 39                 | 37     | 94.9                | 73.0                     |
|                                     | 4     | 34                 | 34     | 100.0               | 50.0                     |
|                                     | 5     | 40                 | 34     | 85.0                | 61.8                     |
| Black or African American           | 3     | 11                 | 11     | 100.0               | 81.8                     |
|                                     | 4     | 13                 | 13     | 100.0               | 46.1                     |
|                                     | 5     | 14                 | 14     | 100.0               | 35.7                     |
| American Indian or Alaska Native    | 3     | --                 | --     | --                  | --                       |
| Asian                               | 3     | --                 | --     | --                  | --                       |
|                                     | 4     | --                 | --     | --                  | --                       |
|                                     | 5     | --                 | --     | --                  | --                       |
| Filipino                            | 3     | --                 | --     | --                  | --                       |
|                                     | 4     | --                 | --     | --                  | --                       |
|                                     | 5     | --                 | --     | --                  | --                       |
| Hispanic or Latino                  | 3     | 22                 | 20     | 90.9                | 50.0                     |
|                                     | 4     | 28                 | 28     | 100.0               | 28.6                     |
|                                     | 5     | 31                 | 29     | 93.5                | 51.7                     |
| Native Hawaiian or Pacific Islander | 3     | --                 | --     | --                  | --                       |
|                                     | 4     | --                 | --     | --                  | --                       |
| White                               | 3     | 32                 | 32     | 100.0               | 78.1                     |
|                                     | 4     | 21                 | 21     | 100.0               | 71.4                     |
|                                     | 5     | 20                 | 15     | 75.0                | 80.0                     |
| Two or More Races                   | 3     | --                 | --     | --                  | --                       |
|                                     | 4     | --                 | --     | --                  | --                       |
|                                     | 5     | 11                 | 11     | 100.0               | 45.5                     |
| Socioeconomically Disadvantaged     | 3     | 28                 | 28     | 100.0               | 46.4                     |
|                                     | 4     | 25                 | 25     | 100.0               | 12.0                     |
|                                     | 5     | 29                 | 28     | 96.5                | 39.3                     |
| English Learners                    | 3     | 13                 | 12     | 92.3                | 8.3                      |
|                                     | 4     | --                 | --     | --                  | --                       |
|                                     | 5     | 11                 | 9      | 81.8                | 11.1                     |

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group              | Grade | Number of Students |        | Percent of Students |                          |
|----------------------------|-------|--------------------|--------|---------------------|--------------------------|
|                            |       | Enrolled           | Tested | Tested              | Standard Met or Exceeded |
| Students with Disabilities | 3     | --                 | --     | --                  | --                       |
|                            | 4     | 15                 | 14     | 93.3                | 35.7                     |
|                            | 5     | 16                 | 15     | 93.8                | 26.7                     |
| Foster Youth               | 3     | --                 | --     | --                  | --                       |
|                            | 4     | --                 | --     | --                  | --                       |
|                            | 5     | --                 | --     | --                  | --                       |

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 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                    | Grade | Number of Students |        | Percent of Students |                          |
|----------------------------------|-------|--------------------|--------|---------------------|--------------------------|
|                                  |       | Enrolled           | Tested | Tested              | Standard Met or Exceeded |
| All Students                     | 3     | 82                 | 81     | 98.8                | 66.7                     |
|                                  | 4     | 81                 | 80     | 98.8                | 46.3                     |
|                                  | 5     | 85                 | 77     | 90.6                | 33.8                     |
| Male                             | 3     | 43                 | 43     | 100.0               | 62.8                     |
|                                  | 4     | 47                 | 46     | 97.9                | 56.5                     |
|                                  | 5     | 45                 | 43     | 95.6                | 32.6                     |
| Female                           | 3     | 39                 | 38     | 97.4                | 71.0                     |
|                                  | 4     | 34                 | 34     | 100.0               | 32.4                     |
|                                  | 5     | 40                 | 34     | 85.0                | 35.3                     |
| Black or African American        | 3     | 11                 | 11     | 100.0               | 63.6                     |
|                                  | 4     | 13                 | 13     | 100.0               | 46.1                     |
|                                  | 5     | 14                 | 14     | 100.0               | 7.1                      |
| American Indian or Alaska Native | 3     | --                 | --     | --                  | --                       |
| Asian                            | 3     | --                 | --     | --                  | --                       |
|                                  | 4     | --                 | --     | --                  | --                       |
|                                  | 5     | --                 | --     | --                  | --                       |
| Filipino                         | 3     | --                 | --     | --                  | --                       |
|                                  | 4     | --                 | --     | --                  | --                       |
|                                  | 5     | --                 | --     | --                  | --                       |
| Hispanic or Latino               | 3     | 22                 | 21     | 95.5                | 47.6                     |
|                                  | 4     | 28                 | 28     | 100.0               | 32.1                     |
|                                  | 5     | 31                 | 29     | 93.5                | 24.1                     |

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                       | Grade | Number of Students |        | Percent of Students |                          |
|-------------------------------------|-------|--------------------|--------|---------------------|--------------------------|
|                                     |       | Enrolled           | Tested | Tested              | Standard Met or Exceeded |
| Native Hawaiian or Pacific Islander | 3     | --                 | --     | --                  | --                       |
|                                     | 4     | --                 | --     | --                  | --                       |
| White                               | 3     | 32                 | 32     | 100.0               | 84.4                     |
|                                     | 4     | 21                 | 21     | 100.0               | 57.1                     |
|                                     | 5     | 20                 | 15     | 75.0                | 66.7                     |
| Two or More Races                   | 3     | --                 | --     | --                  | --                       |
|                                     | 4     | --                 | --     | --                  | --                       |
|                                     | 5     | 11                 | 11     | 100.0               | 27.3                     |
| Socioeconomically Disadvantaged     | 3     | 28                 | 28     | 100.0               | 39.3                     |
|                                     | 4     | 25                 | 25     | 100.0               | 24.0                     |
|                                     | 5     | 29                 | 29     | 100.0               | 10.3                     |
| English Learners                    | 3     | 13                 | 13     | 100.0               | 7.7                      |
|                                     | 4     | --                 | --     | --                  | --                       |
|                                     | 5     | 11                 | 10     | 90.9                |                          |
| Students with Disabilities          | 3     | --                 | --     | --                  | --                       |
|                                     | 4     | 15                 | 14     | 93.3                | 14.3                     |
|                                     | 5     | 16                 | 15     | 93.8                | 13.3                     |
| Foster Youth                        | 3     | --                 | --     | --                  | --                       |
|                                     | 4     | --                 | --     | --                  | --                       |
|                                     | 5     | --                 | --     | --                  | --                       |

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 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.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2016-17)

Parents and the community are very supportive of the educational program at Roosevelt Elementary School. Parents are invited to participate in a variety of groups such as the Parent Teacher Association (PTA), Dad's Club, ELAC (English Language Advisory Committee), DELAC (District English Language Advisory Committee), SSC (School Site Council), LGBTQS Alliance, AAPAG (African American Parent Advisory Group), Voces Unidas, Special Families Group, and After School Enrichment (ACE) programming. Parents are invited to attend monthly Coffee and Conversation meetings with the principal, School Site Beautification days, and Parent Education Workshops covering topics including Common Core Instruction, Student Safety, Anti-Bullying, and Adolescent Development. Parents are also involved in volunteering in classrooms, for field trips and fundraisers, and within the school garden.

#### Contact Information

Parents who wish to participate in Roosevelt Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (510) 618-4350.



### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

The safety of students and staff is a primary concern at Roosevelt Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is updated biannually at the beginning and end of the school year by the School Site Council and staff. This year's plan was reviewed, discussed and updated by the faculty in October 2016. The key element of the School Site Safety Plan encompasses student safety and evacuation procedures, if necessary. Fire, earthquake and lock down drills are conducted on a monthly basis throughout the school year, and intruder drills are conducted twice a year. To ensure student safety, staff members supervise students at all times before and after school, and during recess and lunch. Any visitors to the campus are required to check in at the school's office and wear the proper identification badge at all times. The designated areas for student drop off and pick up are at the front of the school and in the back of the school with a crossing guard. School Gates are locked on the Dutton side of campus in the morning after students arrive and are opened again at dismissal time. The front gate remains open at all times.

| Suspensions and Expulsions |         |         |         |
|----------------------------|---------|---------|---------|
| School                     | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate           | 1.7     | 3.5     | 2.3     |
| Expulsions Rate            | 0.0     | 0.0     | 0.0     |
| District                   | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate           | 7.6     | 5.9     | 6.4     |
| Expulsions Rate            | 0.0     | 0.1     | 0.1     |
| State                      | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate           | 4.4     | 3.8     | 3.7     |
| Expulsions Rate            | 0.1     | 0.1     | 0.1     |

### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

| 2016-17 Federal Intervention Program                |        |           |
|---|--------|-----------|
| Indicator   | School | District  |
| Program Improvement Status                          |        | In PI     |
| First Year of Program Improvement                   |        | 2009-2010 |
| Year in Program Improvement                         |        | Year 3    |
| Number of Schools Currently in Program Improvement  |        | 8         |
| Percent of Schools Currently in Program Improvement |        | 100.0     |

| Academic Counselors and Other Support Staff at this School |    |
|--|----|
| Number of Full-Time Equivalent (FTE)                       |    |
| Academic Counselor   | 0  |
| Counselor (Social/Behavioral or Career Development)        | 0  |
| Library Media Teacher (Librarian)                          | 0  |
| Library Media Services Staff (Paraprofessional)            | 1  |
| Psychologist   | .2 |
| Social Worker  | 0  |
| Nurse  | .2 |
| Speech/Language/Hearing Specialist                         | 1  |
| Resource Specialist  | 1  |
| Other  | 2  |
| Average Number of Students per Staff Member                |    |
| 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.

**Average Class Size and Class Size Distribution (Elementary)**

| Grade | Average Class Size |         |         | Number of Classrooms* |         |         |         |         |         |         |         |         |
|-------|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
|       |                    |         |         | 1-20                  |         |         | 21-32   |         |         | 33+     |         |         |
|       | 2013-14            | 2014-15 | 2015-16 | 2013-14               | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| K     | 25                 | 27      | 27      |                       |         |         | 4       | 4       | 4       |         |         |         |
| 1     | 29                 | 27      | 27      |                       |         |         | 3       | 3       | 3       |         |         |         |
| 2     | 29                 | 28      | 28      |                       |         |         | 3       | 3       | 3       |         |         |         |
| 3     | 27                 | 27      | 27      |                       |         |         | 3       | 3       | 3       |         |         |         |
| 4     | 31                 | 31      | 31      |                       |         |         | 3       | 2       | 3       |         |         |         |
| 5     | 25                 | 31      | 31      | 1                     |         |         | 3       | 4       | 3       |         |         |         |
| Other |                    | 9       | 9       |                       | 1       | 1       |         |         |         |         |         |         |

**Professional Development provided for Teachers**

Staff development is focused on becoming a Professional Learning Community and building capacity around the use of technology in the classroom as well as helping teacher implement our new Math Curriculum and Project Based Learning. Our teachers meet every Wednesday in PLCs to discuss curriculum and student work. The Instructional Leadership Team (ILT) meets once per month to assess the professional development needs of the school and plan future staff meeting agenda items. One day per month, teachers are offered optional after-school technology based professional development, led by our Technology Education Consultants (TECs). The TECs are specially trained classroom teachers who are available to support tech integration across the school. We continue to include equity as an ongoing staff development focus area. Staff development is supported for classroom implementation through BTSA (Beginning Teachers Support and Assessment) Support Providers and District Instructional Coaches. Teachers participate in District Professional Development days 2 times per year where they can choose training courses to meet their individual development needs. Teachers also participate in professional development after-school at the district and site level. Teachers are also released for full day collaboration with their grade level several times per year. These planning days allow teachers to continually improve their craft and calibrate their teaching techniques with their colleagues.

| FY 2014-15 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$55,852        | \$43,821                                     |
| Mid-Range Teacher Salary                       | \$77,121        | \$69,131                                     |
| Highest Teacher Salary                         | \$101,967       | \$89,259                                     |
| Average Principal Salary (ES)                  | \$120,214       | \$108,566                                    |
| Average Principal Salary (MS)                  | \$117,248       | \$115,375                                    |
| Average Principal Salary (HS)                  | \$148,670       | \$125,650                                    |
| Superintendent Salary                          | \$245,544       | \$198,772                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 46%             | 37%  |
| Administrative Salaries                        | 6%              | 6%   |

| FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | 4846                   | 78         | 4383         | 85652                  |
| District   | ♦                      | ♦          | 5167         | \$83,516               |
| State  | ♦                      | ♦          | \$5,677      | \$71,517               |
| Percent Difference: School Site/District                           |                        |            | -15.2        | 2.6                    |
| Percent Difference: School Site/ State                             |                        |            | -22.8        | 19.8                   |

\* Cells with ♦ do not require data.

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Types of Services Funded**

- Title I Every Student Succeeds Act
- Title II Teacher Quality
- Title III English Learners
- Supplemental and Concentration Grant
- K-3 Grade Span Adjustment
- 9-12 Career Technical Education
- Regional Occupational Program
- Career Pathways
- College Readiness Grant
- Special Education Services (state and federal)
- Pre-School (Special Education)
- Special Education Transportation
- Mental Health
- Homeless Children
- Medi-Cal Billing
- After School Safety

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**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.