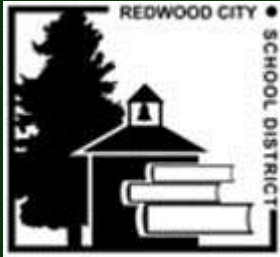


# Roosevelt School

2223 Vera Avenue • Redwood City, CA 94061 • (650) 369-5597 • Grades K-8  
Patricia Girardi, Principal  
pgirardi@rcsdk8.net

## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### Redwood City School District

750 Bradford Street  
Redwood City, CA 9406  
(650) 482-2200  
www.rcsdk8.net

#### District Governing Board

Alisa MacAvoy, President  
Hilary Paulson, Vice President  
María Díaz-Slocum, Clerk  
Dennis McBride, Member  
Janet Lawson, Member

#### District Administration

Dr. John Baker  
**Superintendent**  
Dr. Linda Montes  
**Executive Director, Educational  
Services, Grades TK-5**  
Wendy Kelly  
**Executive Director, Educational  
Services, Grades 6-8**  
Wael Saleh  
**Chief Business Official**  
Leslie Crane  
**Director of Human Resources**

### School Mission Statement

The mission of Roosevelt School is to inspire students to DREAM of their futures, BELIEVE in themselves and ACHIEVE their goals. (Dream it, Believe it, Achieve It)

### School Profile

Roosevelt School is a well-established Project Based Learning school rooted in a tradition of excellence and delivering a 21st century education based on critical thinking, problem-solving, using technology and working together. In a Project Based Learning classroom, students are challenged to work cooperatively, think critically and present their work in front of an audience. A variety of engagement strategies are used to engage students and encourage their participation in a rigorous curriculum. Since 2008, Roosevelt students have been challenged and engaged in an award-winning Project Based Learning curriculum that helps them develop skills for living in a knowledge-based, highly technological society. Our supportive community of teachers, staff, and parents ensure that students are successful in all aspects of their learning. Roosevelt School's growing accomplishments are evident in its student academic gains, the innovative projects that students lead and produce each year, and its award-winning reading program and curriculum. Roosevelt School is the only school in the RCSD that utilizes the project based learning curriculum in all grade levels.

## 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 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 at (650) 369-5597 or the district office.

2014-15 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	113
Grade 1	60
Grade 2	84
Grade 3	90
Grade 4	63
Grade 5	59
Grade 6	91
Grade 7	53
Grade 8	45
<b>Total Enrollment</b>	<b>658</b>

2014-15 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.4
Asian	2.1
Filipino	0.8
Hispanic or Latino	76.4
Native Hawaiian or Pacific Islander	1.8
White	15.5
Two or More Races	1.8
Socioeconomically Disadvantaged	75.4
English Learners	49.8
Students with Disabilities	14.3

## 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 School	13-14	14-15	15-16
<b>With Full Credential</b>	28	26	28
<b>Without Full Credential</b>	1	3	2
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Redwood City School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	29
<b>Without Full Credential</b>	♦	♦	3
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School

Roosevelt School	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	1

\* "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

2014-15 Percent of Classes In Core Academic Subjects  
Core Academic Classes Taught by Highly Qualified Teachers

Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	97.9	2.1
Districtwide		
<b>All Schools</b>	99.5	0.6
<b>High-Poverty Schools</b>	99.5	0.5
<b>Low-Poverty Schools</b>	99.4	0.6

\* 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 2015-16)**

All Redwood City School District students have equal access to state adopted, standards aligned textbooks and instructional materials. Funds are appropriated according to the textbook adoption cycle.

Additionally, EngageNY, <http://www.engageny.org> and elementary mathematics from Public Schools of North Carolina State Board of Education, <http://maccss.ncdpi.wikispaces.net> will be utilized in grades 6 – 8 math and ELA instruction to supplement the current district adopted programs as the district transitions to Common Core State Standards. Assessment of student’s mathematical progress in grades 3 – 8 will be measured using the Mathematics Assessment Resource Service (MARS), <http://mathshell.org>.

Pursuant to the settlement of Williams vs. the State of California, Redwood City School District thoroughly inspected each of its school sites at the start of the 2015-2016 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in the four core subject areas: English language arts, mathematics, history/social studies and science), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the State Board of Education.

The Redwood City School District Textbook selection is done by a District, grade level and subject area committees coordinated by Executive Directors of Educational Services. The final textbook selections for grades TK-8 from the current approved State lists are then selected and the recommendation goes before the School Board for final approval.

The chart below displays data collected during the August 2015 District Textbook Audit, in regards to student editions in use at Roosevelt School during the current school year (2015-16).

Textbooks and Instructional Materials Year and month in which data were collected: August 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Houghton Mifflin Harcourt, Splash Into Pre-K Program ©2012, Transitional Kindergarten, Board Adopted August 2012</p> <p>Houghton Mifflin California Reading Medallion Edition ©2010, Kindergarten through 5th Grade – State Approved, Board Adopted in 2009</p> <p>Pearson Literature for California &amp; Language Central ©2010, 6th grade through 8th grade – State Approved, Board Adopted in 2009</p> <p>Inside Language, Literacy and Content ©2006, (4th grade through 8th grade Intervention / English Language Development) – State Approved 2008</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Mathematics	<p>Pearson Scott Foresman, enVision Math ©2015, Kindergarten through 2nd grade – State Approved, Board Adopted 2014</p> <p>Pearson Scott Foresman, enVision Math ©2015, 3rd through 5th grade – State Approved, Board Adopted 2015</p> <p>Macmillan / McGraw – Hill California Mathematics, Concepts Skills and Problem Solving ©2009, 6th grade – State Approved, Board Adopted 2009</p> <p>Glencoe / McGraw – Hill California Mathematics Concepts, Skills &amp; Problem Solving ©2008, Pre-Algebra – State Approved, Board Adopted 2009</p> <p>Pearson Prentice Hall Algebra 1 Classic, Smith Charles ©2008 – State Approved, Board Adopted 2009</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: August 2015**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Science</b>	<p>Full Option Science System (FOSS) Delta Education, Inc. ©2007, Kindergarten through 5th grade – State Approved, Board Adopted 2008</p> <p>CPO Science - Focus on Earth/Life/Physical ©2007, 6th grade through 8th grade – State Approved, Board Adopted 2007</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>History-Social Science</b>	<p>Macmillan / McGraw – Hill California Vistas ©2005, Kindergarten through 5th Grade – State Approved, Board Adopted 2006</p> <p>Teachers' Curriculum Institute, History Alive! ©2004/2005, 6th grade through 8th grade – State Approved, Board Adopted 2006</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0%</p>

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

Roosevelt School was originally constructed in 1953 and is currently comprised of 31 classrooms, a preschool facility, one computer lab, one library, two multipurpose rooms, two staff rooms, a playground, and a play field.

The school was completely modernized in 1995, and further renovated in 2000 and 2002 as the result of two separate bond projects (Measures A & B). Measure A renovations were completed by November 2001 and included the addition of two new classrooms, two reclaimed classrooms, and a new library/ media center. Measure B projects have been completed at variable times over the past three years and have included/will include: improvements to play field; construction of a 4,500 square foot multi-purpose room and asphalt pathway from new classrooms to upper playground; installation of energy efficient lighting in older buildings; resurfacing of upper and lower playgrounds; rebuilding of drainage systems, the upper parking lot, and the entrance road; replacing of window coverings, areas behind play field backstops, and fencing; and campus-wide American Disabilities Act (ADA) improvements. In 2014, an additional classroom was reclaimed as a middle school classroom and updated for the 2014.15 school year. The school was painted in 2013.

#### School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: September 19, 2011

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Room 25, HVAC vent blocked. To be corrected by 2-29-12 by Principal. Room 22, HVAC vent blocked. To be corrected by 2-29-12 by Principal. Room 32, HVAC vent blocked. To be corrected by 2-29-12 by Principal.
<b>Interior:</b> Interior Surfaces	X			Room 20, Correct carpet transition strip at linoleum. Work Order 22518 to be completed by 2-29-12.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			No Issues
<b>Electrical:</b> Electrical			X	Room 16, 2 lights out. Work Order 22514 to be completed by 2-29-12. Room 17, Plug in air fresheners not allowed. To be corrected by 2-29-12 by Principal. Upper Kinder Office, Electrical panel blocked. To be corrected by 2-29-12 by Principal. Room 23, extension cord to surge protector not allowed. To be corrected by 2-29-12 by Principal. Room 25, one light out. Work Order 22514 to be completed by 2-29-12. Room 27, one light out. Work Order 22514 to be completed by 2-29-12. Room 12, electrical cord running behind sink not allowed. To be corrected by 2-29-12 by Principal. Utility Room 5, Electrical Panel Blocked. To be corrected by 2-29-12 by Principal. Room 32, 2 lights out. Work Order 22514 to be completed by 2-29-12.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Boys' RR by Room 8, soap dispenser clogged or missing soap. WO 22524 to be completed by 2-29-12. Upper Drinking Fountain by Restrooms clogged, corrected 9-19-11. Upper Drinking Fountain by Kinder Office, pressure low. WO 22521 to be completed by 2-29-12.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: September 19, 2011

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Safety:</b> Fire Safety, Hazardous Materials		X			Rooms 3,4,7,8,9,15,18,19,20,23,25,28,30 and 31 have high storage issues. To be corrected by 2-29-12 by Principal. Room 2, art display cord too low. Work Order 22522 to be completed by 2-29-12. Room 28, access to fire extinguisher blocked. To be corrected by 2-29-12 by Principal. Room 6B, egress obstructed at doorway. To be corrected by 2-29-12 by Principal. Room 9 & 18, bookcases need anchoring. Work Order 22515 to be completed by 2-29-12. Room 12, fire extinguisher needs mounted. Work Order 22523 to be completed by 2-29-12. Room 21, rear egress door obstructed. To be corrected by 2-29-12 by Principal. Room 30. exit door obstructed. To be corrected by 2-29-12 by Principal. Room 13, no tag on fire extinguisher. Work Order 22523 to be completed by 2-29-12. MUR, Piano blocked exit door. Corrected 9-19-11.
<b>Structural:</b> Structural Damage, Roofs	X				No Issues
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				No Issues
<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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	32	39	44
Math	26	31	33

\* 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	34	49	40	52	55	49	59	60	56

\* Results are for grades 5, 8, and 10. 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.40	12.50	14.30
7	30.00	24.00	8.00

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	49
All Student at the School	40
Male	43
Female	36
Black or African American	--
Asian	--
Hispanic or Latino	34
Native Hawaiian or Pacific Islander	--
White	--

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	29
Students Receiving Migrant Education Services	--
Foster Youth	--

\* 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 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	85	83	97.6	42	34	20	4
	4	60	60	100.0	35	30	18	17
	5	58	53	91.4	38	32	28	2
	6	81	79	97.5	29	44	20	6
	7	49	49	100.0	39	20	37	4
	8	46	44	95.7	18	36	45	0
Male	3		42	49.4	50	36	12	2
	4		31	51.7	45	42	6	6
	5		31	53.4	42	32	26	0
	6		41	50.6	34	39	22	5
	7		25	51.0	48	12	40	0
	8		22	47.8	23	36	41	0
Female	3		41	48.2	34	32	29	5
	4		29	48.3	24	17	31	28
	5		22	37.9	32	32	32	5
	6		38	46.9	24	50	18	8
	7		24	49.0	29	29	33	8
	8		22	47.8	14	36	50	0
Black or African American	4		1	1.7	--	--	--	--
	5		1	1.7	--	--	--	--
	6		1	1.2	--	--	--	--
	7		2	4.1	--	--	--	--
	8		2	4.3	--	--	--	--

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	3		2	2.4	--	--	--	--
	4		4	6.7	--	--	--	--
	6		2	2.5	--	--	--	--
	8		1	2.2	--	--	--	--
Filipino	3		2	2.4	--	--	--	--
	7		1	2.0	--	--	--	--
Hispanic or Latino	3		64	75.3	45	33	19	3
	4		44	73.3	41	32	20	7
	5		41	70.7	46	32	20	2
	6		62	76.5	35	47	15	3
	7		39	79.6	36	26	33	5
	8		37	80.4	19	43	38	0
Native Hawaiian or Pacific Islander	3		2	2.4	--	--	--	--
	4		1	1.7	--	--	--	--
	5		2	3.4	--	--	--	--
	6		1	1.2	--	--	--	--
	7		1	2.0	--	--	--	--
White	3		10	11.8	--	--	--	--
	4		7	11.7	--	--	--	--
	5		9	15.5	--	--	--	--
	6		11	13.6	0	27	45	27
	7		6	12.2	--	--	--	--
	8		4	8.7	--	--	--	--
Two or More Races	3		3	3.5	--	--	--	--
	4		2	3.3	--	--	--	--
	6		2	2.5	--	--	--	--
Socioeconomically Disadvantaged	3		66	77.6	47	32	18	3
	4		42	70.0	43	33	19	5
	5		38	65.5	42	37	21	0
	6		62	76.5	34	45	16	5
	7		40	81.6	43	23	30	5
	8		35	76.1	23	43	34	0



**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>English Learners</b>	<b>3</b>		38	44.7	74	21	5	0
	<b>4</b>		20	33.3	70	20	10	0
	<b>5</b>		13	22.4	100	0	0	0
	<b>6</b>		23	28.4	74	22	4	0
	<b>7</b>		15	30.6	87	13	0	0
	<b>8</b>		5	10.9	--	--	--	--
<b>Students with Disabilities</b>	<b>3</b>		8	9.4	--	--	--	--
	<b>4</b>		6	10.0	--	--	--	--
	<b>5</b>		10	17.2	--	--	--	--
	<b>6</b>		11	13.6	82	0	18	0
	<b>7</b>		13	26.5	77	15	8	0
	<b>8</b>		8	17.4	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	<b>3</b>		1	1.2	--	--	--	--
	<b>4</b>		1	1.7	--	--	--	--
	<b>5</b>		1	1.7	--	--	--	--
	<b>6</b>		1	1.2	--	--	--	--
	<b>8</b>		2	4.3	--	--	--	--
<b>Foster Youth</b>	<b>3</b>		--	--	--	--	--	--
	<b>4</b>		--	--	--	--	--	--
	<b>5</b>		--	--	--	--	--	--
	<b>6</b>		--	--	--	--	--	--
	<b>7</b>		--	--	--	--	--	--
	<b>8</b>		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>All Students</b>	3	85	83	97.6	40	29	29	2
	4	60	60	100.0	25	35	30	10
	5	58	53	91.4	57	30	13	0
	6	81	80	98.8	45	36	11	8
	7	49	49	100.0	49	22	20	8
	8	46	44	95.7	36	39	18	7
<b>Male</b>	3		42	49.4	36	33	26	5
	4		31	51.7	32	35	29	3
	5		31	53.4	61	29	10	0
	6		42	51.9	40	33	17	10
	7		25	51.0	56	16	20	8
	8		22	47.8	41	32	18	9
<b>Female</b>	3		41	48.2	44	24	32	0
	4		29	48.3	17	34	31	17
	5		22	37.9	50	32	18	0
	6		38	46.9	50	39	5	5
	7		24	49.0	42	29	21	8
	8		22	47.8	32	45	18	5
<b>Black or African American</b>	4		1	1.7	--	--	--	--
	5		1	1.7	--	--	--	--
	6		1	1.2	--	--	--	--
	7		2	4.1	--	--	--	--
	8		2	4.3	--	--	--	--
<b>Asian</b>	3		2	2.4	--	--	--	--
	4		4	6.7	--	--	--	--
	6		2	2.5	--	--	--	--
	8		1	2.2	--	--	--	--
<b>Filipino</b>	3		2	2.4	--	--	--	--
	7		1	2.0	--	--	--	--
<b>Hispanic or Latino</b>	3		64	75.3	45	25	28	2
	4		44	73.3	34	36	25	5
	5		41	70.7	61	32	7	0
	6		62	76.5	55	37	5	3
	7		39	79.6	49	23	18	10
	8		37	80.4	38	43	16	3

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Native Hawaiian or Pacific Islander	3		2	2.4	--	--	--	--
	4		1	1.7	--	--	--	--
	5		2	3.4	--	--	--	--
	6		1	1.2	--	--	--	--
	7		1	2.0	--	--	--	--
White	3		10	11.8	--	--	--	--
	4		7	11.7	--	--	--	--
	5		9	15.5	--	--	--	--
	6		12	14.8	8	25	42	25
	7		6	12.2	--	--	--	--
	8		4	8.7	--	--	--	--
Two or More Races	3		3	3.5	--	--	--	--
	4		2	3.3	--	--	--	--
	6		2	2.5	--	--	--	--
Socioeconomically Disadvantaged	3		66	77.6	47	26	26	2
	4		42	70.0	33	38	26	2
	5		38	65.5	61	29	11	0
	6		62	76.5	53	35	6	5
	7		40	81.6	53	23	15	10
	8		35	76.1	46	40	11	3
English Learners	3		38	44.7	66	29	5	0
	4		20	33.3	70	10	20	0
	5		13	22.4	92	8	0	0
	6		23	28.4	96	4	0	0
	7		15	30.6	87	13	0	0
	8		5	10.9	--	--	--	--
Students with Disabilities	3		8	9.4	--	--	--	--
	4		6	10.0	--	--	--	--
	5		10	17.2	--	--	--	--
	6		11	13.6	82	9	9	0
	7		13	26.5	92	8	0	0
	8		8	17.4	--	--	--	--
Students Receiving Migrant Education Services	3		1	1.2	--	--	--	--
	4		1	1.7	--	--	--	--
	5		1	1.7	--	--	--	--
	6		1	1.2	--	--	--	--
	8		2	4.3	--	--	--	--

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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**

Parents play an important role at Roosevelt School through active participation and involvement in the School Site Council, Parent Teacher Association (PTA), English Language Advisory Committee (ELAC), and other support committees. Parents and community members are extremely involved in Roosevelt classrooms and can be found throughout the day; instructing, mentoring, tutoring, working in the garden, and working along side teachers to support student learning. All parents are asked to volunteer their time and talents during the school year.

Parent Education Nights are held 2-3 times a year covering literacy, math and science. Family Fun Nights bring our families and staff together to interact together.

Parents who wish to participate in Roosevelt School’s activities and school committees, or become a volunteer may contact the school at (650) 369-5597. The school’s website (<http://www.rcsdk8.net/roosevelt>.) also provides a variety of resources and helpful information for parents, students, and community members. The parent blog website is: <http://www.rooseveltparents.com>.

**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 School Site Safety Plan is evaluated and revised annually in the fall by members of the School Site Council. Revisions to the Safety Plan are communicated to staff members annually. Key elements of the safety plan focus on emergency procedures and disaster preparedness. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school’s disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire drills are held monthly, lock-down drills twice a year and earthquake drills are held once a year.

Safety of students and staff is a primary concern of Roosevelt School. To ensure student safety, supervision is provided on campus at all times. Teachers and administrators supervise students before and after school and during breaks. All visitors to the school must sign in and out at the office, wear a visitor badge, and must receive prior authorization for classroom visits. All staff wear name badges for identification purposes.

The School Site Council (SSC) has been working for the past six years to improve student safety during drop off and pick up times. In 2011-12, speed bumps and a drop off zone were added on Vera Avenue to improve traffic flow and speed. The Roosevelt SSC continues to work on improving safety on Euclid and McGarvey and in 2013/14 a drop-off zone and crosswalk was added to the Euclid Avenue side of the school. Cones are now placed on McGarvey to prohibit cars from turning left leaving the school parking lot on the upper campus. With the LCAP funding, we now have a custodian to assist with drop off in the mornings on the upper campus. The SSC is working with the District to add fencing behind the library to ensure limited access during the school day and safe guard students.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	3.34	3.65	2.91
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	4.48	4.17	3.60
Expulsions Rate	0.01	0.01	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

#### 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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	11	
Percent of Schools Currently in Program Improvement	84.6	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	18	22	24	2	1	1	3	3	4			
1	26	26	29				4	3	2			
2	28	30	28				2	3	3			
3	25	28	29				2	2	3			
4	28	23	30				3	2	2			
5	27	21	28		1		2	3	2			
6	21	19	25	7	6	1	6	10	15			
Other	8			1								

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	27	19	23		4	1	4	6	3			
Math	27	15	23		5	1	2	1	3			
Science	27	18	23		3	1	2	2	3			
SS	27	20	23		5	2	4	4	6			

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### 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)	0.7
Psychologist	1.0
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.6
Resource Specialist	0
Other	0

#### Average Number of Students per Staff Member

Academic Counselor	0
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\* 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.

### FY 2013-14 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,415	\$43,091
Mid-Range Teacher Salary	\$69,483	\$70,247
Highest Teacher Salary	\$88,384	\$89,152
Average Principal Salary (ES)	\$119,441	\$112,492
Average Principal Salary (MS)	\$119,441	\$116,021
Average Principal Salary (HS)		\$117,511
Superintendent Salary	\$180,390	\$192,072
Percent of District Budget		
Teacher Salaries	36%	41%
Administrative Salaries	7%	6%

\* 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

#### FEDERAL:

- Title I: Basic Grants Low Income
- Title I: Migrant Education
- Special Education
- Title II: Part A Teacher Quality
- Title IV: Part B 21st Century Community Learning Centers
- Title III: Limited English Proficiency
- Medi-Cal Billing Option

### 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, the county, and the state. 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.

### Professional Development provided for Teachers

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the District has sponsored three staff development days, where teachers and principals are offered a variety of growth opportunities. Topics for staff development during the 2014-15 school year included: Instructional Strategies for the Common Core Standards, Technology Integration and Digital Safety in the classroom, Nutrition, Fitness and Well Being, Social and Emotional Learning, Working with Students with Special Needs, and English Language Development strategies.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) program and/or the Peer Assistance and Review (PAR) program.

### FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8697.118734	3494.767337	5202.351396	63294.82428
District	◆	◆	\$5,150	\$70,822
State	◆	◆	\$5,348	\$72,993
Percent Difference: School Site/District			-3.3	-4.0
Percent Difference: School Site/ State			-10.0	-3.8

\* Cells with ◆ do not require data.

#### STATE:

- After School Education and Safety ("ASES")
- Lottery: Instructional Materials
- Targeted Instructional Improvement Block Grant
- Special Education
- Common Core