



Roosevelt Elementary School

2600 N. Garfield Ave. • Fresno, CA 93723 • (559) 276-5257 • Grades K-6

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



Central Unified School District

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School Description

Roosevelt Elementary School is a TK- 6th grade school in the relative center of Central Unified School District. Roosevelt Elementary is a wonderfully unique school; Roosevelt is located in a rural area though a majority of our students live in urban and suburban communities about four miles from our school site. Roosevelt is located in a rural portion of our school district and serves approximately five hundred students. We are given the opportunity due to our location and numbers to run our organization as a good old country school, our staff and students are tight knit and all have a voice here at Roosevelt. Students, parents, teachers, principal, adjunct faculty and staff have a growing sense of continuous improvement & shared responsibility. Our mission is to engage every student in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning.

Roosevelt has a focused climate and a determination of student achievement and to educate every student so that he/she is continually advancing his/her level of character, leadership, innovation and continuous improvement.

Our vision is to inspire and be inspired by our student's diverse gifts and strengths. Staff, students and parents will develop a love of learning as well as set rigorous academic goals. The Roosevelt community will demonstrate respect, responsibility, and safety.

Our school's primary learning goals for the 2016-2017 school year are:

- 1.) Reading Proficiency: By June 2017, 80% of all K-2 students will be on grade level, as evidenced by End of Year Fountas & Pinnell Reading Levels.
- 2.) By June 2017 the percentage of 3rd-6th grade students meeting or exceeding standard in English Language Arts based on Smarter Balanced Assessment will be at 80%.
- 3.) Mathematics Proficiency: By June 2017, all students will demonstrate continuous improvement in the Eight Math Practices as part of the CCSS.
- 4.) By June 2017 the school wide average of students that are performing at meeting or exceeding standards will be at 55%
- 5.) Every English Learner student will increase by at least one EL proficiency level as measured by CELDT.
- 6.) We will increase the percentage of our parents who feel their child's teacher and/or principal provides them with ideas on how to help their child at home from 81.4 % to 90%.
- 7.) We will increase the percentage of our parents who believe that their child feels safe when he/she is at school from 90.4 % to 97%.
- 8.) Increase parent participation in school meetings, events, and in collaboration with school staff to better support their child's success.
- 9.) Roosevelt staff will gain increased knowledge and increase their capacity to prepare and provide instruction by incorporating curriculum maps, aligned assessments and data analysis team.

Roosevelt's progress indicators are:

- 1.) Progress indicators to gauge the success of our goal is teacher, student and parent surveys that are administered twice a year.

2.) Progress indicators to gauge the success of our goal are the Fountas & Pinnell scores that are analyzed by teachers and administration at least three times a year.

3.) Progress indicators to gauge the success of our goal is anecdotal notes from weekly professional learning community meetings.

4.) Progress indicators to gauge the success of our goal is the progress monitoring meeting that are held with grade level, instructional coach, intervention teacher and administration.

5.) Attendance at Parent Education Classes

6.) Anecdotal feedback from parents

7.) Information provided for parents at Parent Conferences as well on an ongoing basis throughout the school year

8.) Amount of and level of information and communication sent home from principal/office

9.) Amount of expressed parent concerns regarding their child's safety and wellbeing while at school

10.) Amount of documented behavioral incidents concerning bullying and/or similar offenses

11.) Attendance rates and sign-in sheets for Parent Conferences, Annual Title I Meeting, Parent Engagement Classes, EL Parent Engagement Saturdays, IEP Meetings, SST Meetings, SSC meetings, ELAC meetings

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	76
Grade 1	54
Grade 2	58
Grade 3	65
Grade 4	87
Grade 5	76
Grade 6	70
Total Enrollment	486

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.3
American Indian or Alaska Native	1.6
Asian	10.5
Filipino	0.4
Hispanic or Latino	68.7
Native Hawaiian or Pacific Islander	0
White	8.6
Two or More Races	0.8
Socioeconomically Disadvantaged	92.2
English Learners	31.5
Students with Disabilities	9.9
Foster Youth	0.6

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	22	20	25
Without Full Credential	0	1	
Teaching Outside Subject Area of Competence	0	0	
Central Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	737
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Roosevelt Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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 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	95.8	4.2
High-Poverty Schools	95.8	4.2
Low-Poverty Schools	0.0	0.0

* 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)

Central Unified Schools maintain current and standards-aligned instructional materials in good repair, for all students. Materials are locally adopted and reflect programs currently approved by the State Board of Education. All materials currently adopted reflect the most recent SBE adoptions and support the current California Frameworks.

Every student, including English Learners, Special Education, and other special populations have their own textbook. In the case of class sets, those sets augment individual texts that have been issued to individual students. These class sets are made based on a commitment of the district administration and the governing board and are not the product of any state requirement.

All instructional materials are subject to a school and district review process. Materials may be piloted and all materials that are selected and recommended for local adoption are reviewed by teachers, administration, and any parents who wish to review the materials. The Central Unified Board of Trustees review and adopt based on the recommendation of the district adoption committees and Educational Services.

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton-Mifflin Adopted 2008-2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Pearson Envisions K-6 Adopted 2016-2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Scott Foresman: Science California Adopted 2007-2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Houghton-Mifflin Adopted 2006-2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Roosevelt sits on 11.3 acres and 45,279 square feet. It contains 32 classrooms at 31,036 sq ft, and 13 restrooms at 2,134 sq ft. The oldest main building was built in 1955. Current enrollment is 549.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/5/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Damaged & stained ceiling tiles replaced.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		exhaust fan not working (repaired). Lighting ballast has been replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			leaks and fountains were fixed
Safety: Fire Safety, Hazardous Materials		X		Plug in air fresheners have been removed. Boxes stacked above 6' high (removed). Faucet has low flow (repaired)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/5/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			Work orders were submitted to address needed repairs
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Work orders were submitted to address needed repairs
Overall Rating	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, 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	23	27	31	39	44	48
Math	19	20	22	26	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	52	55	39	48	41	41	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	28.4	28.4	29.7

* 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 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	76	76	100.0	39.5
Male	40	40	100.0	47.5
Female	36	36	100.0	30.6
Asian	11	11	100.0	36.4
Hispanic or Latino	48	48	100.0	41.7
Socioeconomically Disadvantaged	73	73	100.0	37.0
English Learners	16	16	100.0	18.8

* 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	69	67	97.1	25.4
	4	89	86	96.6	20.9
	5	76	74	97.4	29.7
	6	69	69	100.0	34.8
Male	3	33	32	97.0	18.8
	4	48	47	97.9	27.7
	5	40	39	97.5	25.6
	6	31	31	100.0	32.3
Female	3	36	35	97.2	31.4
	4	41	39	95.1	12.8
	5	36	35	97.2	34.3
	6	38	38	100.0	36.8
Asian	5	11	10	90.9	20.0
Hispanic or Latino	3	46	46	100.0	26.1
	4	64	62	96.9	14.5
	5	48	48	100.0	35.4
	6	52	52	100.0	32.7
Socioeconomically Disadvantaged	3	68	66	97.1	25.8
	4	83	81	97.6	19.8
	5	73	72	98.6	27.8
	6	63	63	100.0	31.8
English Learners	3	15	14	93.3	7.1
	4	21	19	90.5	5.3
	5	16	15	93.8	13.3
	6	12	12	100.0	16.7

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	69	68	98.5	39.7
	4	89	87	97.8	13.8
	5	76	75	98.7	16.0
	6	69	69	100.0	11.6
Male	3	33	32	97.0	34.4
	4	48	47	97.9	25.5
	5	40	40	100.0	17.5
	6	31	31	100.0	6.5
Female	3	36	36	100.0	44.4
	4	41	40	97.6	
	5	36	35	97.2	14.3
	6	38	38	100.0	15.8
Asian	5	11	11	100.0	18.2
Hispanic or Latino	3	46	46	100.0	39.1
	4	64	63	98.4	11.1
	5	48	48	100.0	20.8
	6	52	52	100.0	11.5
Socioeconomically Disadvantaged	3	68	67	98.5	38.8
	4	83	82	98.8	14.6
	5	73	73	100.0	13.7
	6	63	63	100.0	11.1
English Learners	3	15	15	100.0	20.0
	4	21	20	95.2	10.0
	5	16	16	100.0	6.3
	6	12	12	100.0	

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)

The opportunities our school provides for parents and community to be involved in are:

Volunteer (library, cafeteria, parking lot, classroom, playground, clubs)

Parent conferences

Family Events (Grandparent Luncheon, Donuts with Dads, Muffins with Mom, Kindergarten Christmas Program, etc.)

Student Success Team (SST) Meetings

Back to School Night

Open House

Awards Ceremony

Parent Weekly Homework and Behavior packets (grades K-2)

Home-School Compact

Weekly Blackboard Connect Phone Messages

Classroom/School Volunteer

Co-curricular activities (History Day, Science Fair, Young Authors Fair, Peach Blossom, Spelling Bee, field trip chaperons, etc.)

School Site Council Meetings

English Learner Advisory Council Meetings

English Learner Saturday School

PTA

Parent Coffee Hour

Fresno County Office of Education Parenting Classes

Family College Field Trip

Science Family Night

Math Family Night

Title One Meetings

Translation and interpretations services are provided

Contact Person Name: Michelle Vargas

Contact Person Phone Number: 559-276-5257

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 Safety Plan was reviewed, updated, and discussed with faculty December 7th, 2016. This annual review of our School safety Plan allows for us to strongly consider the overall aspects of our school site, while focusing on the key elements of our plan. The key elements of our plan include the properties of the physical features and nature of our entire school site, the daily routines and practices the adults commit to and adhere to, as well as the consistent procedures and protocols we take with our students in the event of man-made and/or natural safety hazards. This annual review and update allowed us to identify and make decisions about our specific school needs to help ensure we have instituted the effective safety measures needed to safeguard our school community, as well as meet our safety compliance standards. Drills are conducted on a regular basis. Two-way radios and surveillance cameras are provided.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	1.6	1.8	4.1
Expulsions Rate	0.0	0.2	0.2
District	2013-14	2014-15	2015-16
Suspensions Rate	6.0	5.6	7.4
Expulsions Rate	0.5	0.3	0.4
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	In PI
First Year of Program Improvement	2007-2008	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	91.7	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.40
Social Worker	0.00
Nurse	1.00
Speech/Language/Hearing Specialist	0.60
Resource Specialist	1.00
Other	0
Average Number of Students per Staff Member	
Academic Counselor	526

* 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	29	29	25				3	3	3			
1	30	28	27				2	2	2			
2	31	27	29				3	3	2			
3	27	30	22			1	3	3	2			
4	34	25	34		1			1		2	1	3
5	35	33	31					1	2	1	1	
6	35	34	35							2	2	2
Other	35									1		

Professional Development provided for Teachers

We will support our teachers with professional development in the following areas:

Provide instructional coach support and expertise, identifying best instructional practices and effective differentiated instruction to support teacher instruction and planning, as it applies to meeting the learning needs and goals of every student.

Our grade level lead teachers are receiving in- depth and comprehensive training in the development of and the methods and structures of using Visible Learning by attending district meetings. The grade level leads then return to the school site and lead on site professional development as well and carry out action plans that they plan with their grade levels.

Roosevelt Elementary has a staff development schedule that consist of weekly early dismissal days. Every other Wednesday is used for Professional Development or Staff Development, on the coinciding Wednesday teachers meet in their PLC's. Professional development is focusing on reading, writing, EL interventions and data teams. Grade levels meet weekly on Mondays, our instructional coach attends the meeting for support. A binder is turned in weekly to administration that is then reviewed and feedback is given to the grade level head. The Principal and the GIA have weekly observations through the classrooms and leave feedback via email and in person.

GATE

Our GATE cluster teachers, along with our GATE coordinator, will be receiving training specific to teaching GATE students.

EL

Based upon the assessed student performance of our English Learners, we have provided and will continue to provide targeted professional development on research-based effective instructional strategies to improve the level of learning for EL students. This will include ELPD training provided by the district.

ST Math

This is year seven of implementation of this mathematical conceptual understanding program involving 85% of our students. First through fifth grade level has a variety of levels which students work through independently until they complete the entire grade level program. All math concepts are directly

related to grade level standards. Professional development in the most effective methods to monitor and elicit the best student results is provided a once a year.

Accelerated Reader

The AR program targets the improvement and the consistent monitoring of every students' reading comprehension. Our effort is to have every child average at least 85% on AR quizzes since the research shows performance at this level directly impacts student improvement with reading comprehension. Students are able to take these AR quizzes in our computer lab and/or on the student lap tops in the classrooms. Teaching faculty receive a minimum of an annual training on the most effective use of and monitoring practices of AR.

Illuminate, grades K-6

Training will be offered, as needed, for teachers so they can learn how to navigate the Illuminate data management system. The specific purpose is to analyze STAR, Benchmark, Fountas & Pinnell, and DIBELS data in order to determine differentiation of instruction for improved student learning.

Lexia Reader

This year we are using Lexia Reader as a way to provide personalized learning on fundamental literacy skills for students in grades TK-5 and delivers real-time performance data without testing.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,763	\$44,958
Mid-Range Teacher Salary	\$61,731	\$70,581
Highest Teacher Salary	\$81,368	\$91,469
Average Principal Salary (ES)	\$97,728	\$113,994
Average Principal Salary (MS)	\$102,715	\$120,075
Average Principal Salary (HS)	\$109,802	\$130,249
Superintendent Salary	\$201,759	\$218,315
Percent of District Budget		
Teacher Salaries	33%	38%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,553.17	\$209.22	\$4,343.94	\$67,841.33
District	♦	♦	\$7,062.53	\$69,563.60
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			-38.5	-2.5
Percent Difference: School Site/ State			-23.5	-8.6

* Cells with ♦ do not require data.

Types of Services Funded

The programs and supplemental services provided at Roosevelt and funded through our categorical budget are: academic intervention and support programs (Literacy Academy, Lexia Reading, Accelerated Math, Accelerated Reader, ST Math, Destination Math, Positive Behavior Interventions and Support (PBIS), BrainPOP, CELDT Testing); technology (computers, printers, document cameras, projectors, Promethean boards); student academic incentives and rewards (medallions, certificates, Radical Roosevelt Roadrunner); parent meetings; production materials to supplement instruction; staff development; and personnel (Intervention Teacher and English language interpreters). We have also implemented after school tutoring by site teachers to tutor students twice a week. Teachers will be pulling small groups as well as utilizing Student Nest to assist in the tutoring program.

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.