

Desert Sands Unified School District Theodore Roosevelt Elementary School

Grades TK through 5
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2018-19 School Accountability Report Card *Published January 2020*

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Principal's Message

Theodore Roosevelt Elementary School provides a warm, stimulating environment where students are actively involved in learning rigorous curriculum as well as positive values. There is a high level of commitment and motivation at Roosevelt which creates high expectations for students in a nurturing environment. At Roosevelt, we believe that educational excellence for students can best be achieved when there is total involvement of teachers, students, parents, administrators, and community members. Our learning community works together to ensure students succeed. Our Positive Action Program, contributes to an increase in academic achievement levels by focusing on the importance of positive behavior and creating an optimum learning environment. Our dedication to improving the lives of our students is demonstrated through our Healthy Schools Program, where health, nutrition, and physical activity are essential to daily routines. Our staff is actively involved in data-driven decision making, participates in trainings on current resources and trends in education, and work in Professional Learning Communities to meet individual students' needs. The teacher's role at Roosevelt is that of a "coach," providing small chunks of learning with practice and immediate feedback. Collectively, we work to provide the best to all our children making Roosevelt Elementary School a special place for students to learn and grow together. We want to ascertain that all of our students are prepared for the academic rigor of the Common Core State Standards, as well as taking positive strides in becoming healthy, college and career ready students. Roosevelt stakeholders believe that each day is a new educational opportunity, with a chance to further the academic successes of every student.

The philosophy that guides decision-making at Roosevelt includes:

- Appropriate time allotted for effective instruction, all children can learn.
- We have the ability to teach all students
- Achieving mastery requires practice, with multiple opportunities throughout the year.
- Students have all year to master the grade level standards.
- Effective instruction includes explicit instruction in problem solving strategies.
- Student success is increased with engaging, student-focused, fast paced lessons that include "whole brain teaching," and checking for understanding every few minutes.

I encourage your participation and welcome any suggestions, ideas, or comments that will assist us in maintaining our level of excellence.

Mission Statement

The mission of the Desert Sands Unified School District is to inspire and nurture every student ... one opportunity at a time.

School Description

Theodore Roosevelt Elementary School is located in the southwestern region of Indio and serves students in grades transitional kindergarten through five following a traditional calendar. At the beginning of the 2018-19 school year, 529 students were enrolled, including 11.5% in special education, 61.8% qualifying for English Language Learner support, and 95.5% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African-Amer.	1.30%	Transitional Kindergarten	23
Amer. Indian or Alaska Native	0.20%	Kindergarten	78
Asian	0.80%	Grade 1	85
Filipino	0.20%	Grade 2	99
Hisp. or Latino	91.10%	Grade 3	88
Native Hawaiian or Pacific Islander	0.00%	Grade 4	84
White	1.50%	Grade 5	72
Two or More Races	0.80%	Ungraded	0
Students with Disabilities	11.50%		
Socioeconomically Disadvantaged	95.50%		
English Learners	61.80%		
Foster Youth	0.60%		
Homeless	2.10%		
Total Enrollment			529

Student Achievement

Physical Fitness

In the spring of each year, Theodore Roosevelt Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart reported in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2018-19			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Fifth	9.9	12.7	64.8

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy (grades 3-8 and 11)	37.0	33.0	48.0	49.0	50.0	50.0
Mathematics (grades 3-8 and 11)	29.0	34.0	35.0	35.0	38.0	39.0

Note: 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 Test Results in ELA by Student Group (2018-19)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	241	237	98.34	1.66	32.91
Male	129	126	97.67	2.33	28.57
Female	112	111	99.11	0.89	37.84
Black or African-Amer.	--	--	--	--	--
Amer. Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	224	220	98.21	1.79	34.09
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
English Learners	165	163	98.79	1.21	32.52
Socioeconomically Disadvantaged	229	225	98.25	1.75	32.44
Students with Disabilities	42	42	100.00	0.00	0.00
Students Receiving Migrant Ed. Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

CAASPP Test Results in Mathematics by Student Group (2018-19)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	241	238	98.76	1.24	33.61
Male	129	127	98.45	1.55	33.86
Female	112	111	99.11	0.89	33.33
Black or African-Amer.	--	--	--	--	--
Amer. Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	224	221	98.66	1.34	34.39
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
English Learners	165	164	99.39	0.61	31.10
Socioeconomically Disadvantaged	229	226	98.69	1.31	33.63
Students with Disabilities	42	42	100.00	0.00	4.76
Students Receiving Migrant Ed. Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA/Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3 – Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested

is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students						
Science (grades 5, 8, and 10)	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for including in the 2018-19 SARC posting due February 1, 2020. These data will be included in the SARC 2019-20 posting due February 1, 2021.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments chart; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in *Parent Involvement*.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in *Dropout &*

Graduation Rates, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in *Physical Fitness*, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through principal newsletters, the school marquee, the school website, and School Messenger (automated telephone message delivery system). Contact the school office at (760) 775-3860 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips
Classroom Helper
Supervision

Committees

District Advisory Committee (DAC)
District English Learner Advisory Council
English Learner Advisory Council
Parent Teacher Organization
School Advisory Committee (SAC)
School Site Council

School Activities

Adult School
Back to School Night
Cinco de Mayo Celebration
Citizenship Class
Harvest Festival
Latino Family Literacy
Meet the Principal
Open House
Parent Club
Parent Workshops
Ran Mile Club (walking club)
Walk-A-Thon

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Theodore Roosevelt Elementary School's original facilities were built in 1968; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Creation of a door to each classroom (currently open campus and architect drawing plans to create doors on rooms)
- Earthquake retrofit for campus
- Replacement of asphalt throughout campus and stripes repainted
- Painting projects
- Addition of misters to outside cafeteria
- Addition of a buzz-in system for front entry

2019-20 Campus Improvements in Progress:

- Addition of the Raptor security system

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Theodore Roosevelt Elementary School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- Office area cleaning
- Restroom cleaning
- Trash removal
- MPR setup/cleanup

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Restroom cleaning
- Upstairs lounge area cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1968
Acreage	10.1
Square Footage	75,855
Quantity	
Permanent Classrooms	32
Portable Classrooms	0
Restrooms (sets)	4
Staff Lounge(s)	1
Multipurpose Room(s)	1
Library/Media Center	1
Indoor Kitchen	1
Media Center	1
Outdoor Cafeteria	1

Facilities Inspection

The district's maintenance department inspects Theodore Roosevelt Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Theodore Roosevelt Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Friday, October 19, 2018. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Friday, October 19, 2018			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
✓			

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators, a parent volunteer, and school site monitors are strategically assigned to designated entrance areas and the playground. During recess, administrators, teachers, and school site monitors supervise playground activity. Administrators and school site monitors supervise lunch time activity in the cafeteria and on the playground. At the

end of the day when students are dismissed, administrators, teachers, school site monitors, and counselors supervise student behavior to ensure a safe and orderly departure.

Theodore Roosevelt Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office with a valid state issued identification to be scanned through the Raptor Security System and wear an identification sticker while on school grounds. They must then check out at the school office upon exit from the school site. This system is being implemented at all school sites within the Desert Sands Unified School District during the 2019-20 school year.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Theodore Roosevelt Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan will be reviewed, updated, and discussed with school staff by March 1, 2020.

Classroom Environment

Discipline & Climate for Learning

Theodore Roosevelt Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	16-17	17-18	18-19
	School		
% Students Suspended	1.4	0.5	1.5
% Students Expelled	0.0	0.0	0.0
	District		
% Students Suspended	4.8	4.2	4.6
% Students Expelled	0.1	0.1	0.1
	State		
% Students Suspended	3.6	3.5	3.5
% Students Expelled	0.1	0.1	0.1

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
Grade	2016-17			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	22.0	1	4	
1	23.0		4	
2	27.0		3	
3	16.0	3	2	
4	23.0		3	
5	27.0	1	3	
Other**	5.0	1		
Grade	2017-18			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	18.0	5	1	
1	25.0		4	
2	22.0	1	3	
3	21.0	1	3	
4	25.0		3	
5	31.0	1		3
Grade	2018-19			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	25.0		4	
1	21.0		4	
2	31.0		3	
3	21.0	1	3	
4	21.0		1	1
5	25.0	1	3	
Other**	10.0	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

***Other" category is for multi-grade level classes.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Theodore Roosevelt Elementary School revolve around the California State Content Standards and Frameworks. During the 2018-19 school year, Theodore Roosevelt Elementary School held staff development training devoted to:

- Google Summit
- Benchmark Advance Training
- English Language Development (ELD) Instruction
- ESGI Training
- Response to Intervention (Rtl)
- Physical & Mental Health Training
- CUE Conference
- Advancement Via Individual Determination (AVID)
- Kagan Strategies

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom

instruction and increase student achievement levels. Theodore Roosevelt Elementary School supports ongoing professional growth throughout the year on early release days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2017-18, 2018-19 and 2019-20 school years, Theodore Roosevelt Elementary School's teachers were invited to participate in one day of Team Response through Collaboration (TRAC) in a particular subject area such as English, Math, Science or Social Science by grade level at least three times per year.

Theodore Roosevelt Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2017-18	2018-19	2019-20
2	2	2

Instructional Materials

All textbooks used in the core curriculum at Theodore Roosevelt Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's eight-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, October 15, 2019, the Desert Sands Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 15/2019-2020 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2019-20 school year, Desert Sands Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2017	Benchmark Education, <i>Benchmark Advance</i>	0 %
Health		
2006	McGraw, <i>Health & Wellness</i>	0 %
History-Social Science		
2007	Harcourt, <i>Reflections</i>	0 %
Mathematics		
2015	HMH, <i>Go Math</i>	0 %
2015	Pearson, <i>EnVision Math</i>	0 %
Science		
2008	Harcourt School Publishers, <i>California Science</i>	0 %

Professional Staff

Counseling & Support Staff

Theodore Roosevelt Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Theodore Roosevelt Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2018-19		
	No. of Staff	FTE
Academic Counselor	0	0
Attendance Facilitator	1	0.2
Counselor	1	1.0
Library Media Technician	1	1.0
Nurse	1	0.2
Psychologist	1	0.3
Speech/Language/Hearing Specialist	1	0.5
Student Assistance Program (SAP) Counselor	1	0.2

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment

During the 2018-19 school year, Theodore Roosevelt Elementary School had 22 teachers who met all credential requirements in accordance with state guidelines. The

chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials & Assignments				
	School			District
	17-18	18-19	19-20	19-20
Total Teachers	25	22	27	1320
Teachers With Full Credentials	25	22	27	1297
Teachers Without Full Credentials	0	0	0	23
Teachers Teaching Outside Subject Area of Competence (With Full Credential)	0	0	0	38
Misassignments of Teachers of English Learners	0	0	0	0
Total Teacher Misassignments*	0	0	0	38
Vacant Teacher Positions	0	0	0	5

Note: "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.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2017-18		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$52,598	\$48,612
Mid-Range Teacher Salary	\$85,197	\$74,676
Highest Teacher Salary	\$104,503	\$99,791
Superintendent Salary	\$251,500	\$275,796
Average Principal Salaries:		
Elementary School	\$125,087	\$125,830
Middle School	\$131,397	\$131,167
High School	\$159,708	\$144,822
Percentage of Budget:		
Teacher Salaries	34%	34%
Administrative Salaries	4%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Student

For the 2017-18 school year, Desert Sands Unified School District spent an average of \$12,513 of total general funds to educate each student (based on 2017-18 audited financial statements and in accordance with calculations

defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Desert Sands Unified School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- California Clean Energy Jobs Act
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Education Protection Account
- Governor's CTE Initiative: CA Partnership Academies
- Head Start Program
- Indian Education
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Partnership Academies Program
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I
- Title II
- Title III
- Tobacco-Use Prevention Education

Expenditures Per Pupil and School Site Teacher Salaries 2017-18					
	Dollars Spent per Student				
			% Diff. School & Dist.	% Diff. School & State	
	School	District			
Total**	\$8,198	N/A	N/A	N/A	N/A
Restricted	\$1,238	N/A	N/A	N/A	N/A
Unrestricted	\$6,960	\$7,758	89.70	\$7,507	92.71
Average Teacher Salary	\$87,229	\$89,889	97.04	\$82,403	105.86

Note: Cells with N/A values do not require data.

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Theodore Roosevelt Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location

Parents may access Theodore Roosevelt Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Theodore Roosevelt Elementary School is Max T. McCandless Branch Library Indio, a branch of Riverside County Library System.

Address: 200 Civic Center Mall, Indio

Phone Number: (760) 347-2383

WebSite: <http://rivlib.com>

Number of Computers Available: 15

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Desert Sands Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in November 2019. Data to prepare the school facilities section were acquired in December 2019.