

# **Roosevelt Elementary Learning Community**

## **School Accountability Report Card**

### **Reported Using Data from the 2018-19 School Year**

#### **Published During 2019-20**

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

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

#### **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.

## **About This School**

#### **School Contact Information (School Year 2019-20)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Roosevelt Elementary Learning Community
<b>Street</b>	461 West Hickory
<b>City, State, Zip</b>	Lindsay, CA 93247
<b>Phone Number</b>	(559) 562-7208
<b>Principal</b>	Debra Warner
<b>Email Address</b>	dwarner@lindsay.k12.ca.us
<b>Website</b>	<a href="http://roosevelt.lindsay.k12.ca.us">http://roosevelt.lindsay.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	54-71993-0123646

Entity	Contact Information
District Name	Lindsay Unified School District
Phone Number	(559) 562-5111
Superintendent	Thomas Rooney
Email Address	trooney@lindsay.k12.ca.us
Website	www.lindsay.k12.ca.us

## School Description and Mission Statement (School Year 2019-20)

### Description of District

In 2018-19, Lindsay Unified School District (LUSD) was comprised of six elementary schools, one comprehensive high school, and three alternative education schools. During the 2018-19 school year, the district served approximately 4,121 students (source: CALPADS) in grades K-12. The LUSD Mission Statement is "Empowering and Motivating for Today and Tomorrow."

### Description of School

Roosevelt Learning Community served approximately 500 students in grades K-8 in 2018-19. Our teachers and staff are dedicated to providing a positive learning environment and student-centered learning experience for all students. In addition to Roosevelt Learning Community's core academic program, a wide range of support services were available to students. All programs, practices, interventions, and supplemental activities were focused on ensuring student academic achievement and personal success.

The entire Roosevelt Learning Community followed GRR: Growth Mindset, Respect, Responsibility to drive our academic success and social interactions. As all staff, learners, and stakeholders strive to reach the highest implementation of the GRR philosophy, we strive to "Be the Difference" in all aspects, academic and social. This practice aligns with LUSD's mission statement, "Empowering and MOTivating for Today and Tomorrow". During the 2019-2020 academic year, Roosevelt Learning Community will tackle the task of developing its own unique vision and mission statement guided by the site's Internal Coherence team.

## Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	54
Grade 1	54
Grade 2	54
Grade 3	53
Grade 4	54
Grade 5	55
Grade 6	55
Grade 7	65
Grade 8	44
Total Enrollment	488

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.2
Asian	1
Hispanic or Latino	94.7
White	3.9
Socioeconomically Disadvantaged	84
English Learners	40.6
Students with Disabilities	3.9
Foster Youth	0.4
Homeless	2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	21	22		
Without Full Credential	1	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	

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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6: MacMillan/McGraw Hill: Treasures (Core)/2009 7-8: Holt/2009	Yes	0%
Mathematics	K-8: Ready Mathematics – Curriculum & Associates/2018	Yes	0%
Science	STEMscopes Digital Curriculum K-8	Yes	0%
History-Social Science	K-5: Scott-Foresman/2006 6-8: Pearson Prentice Hall/2006	Yes	0%

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

Roosevelt Learning Community takes great efforts to ensure that site facilities are clean and safe. School custodial staff and administrators work with the district Maintenance and Operations staff throughout the year to ensure proper maintenance and coordinate campus improvements. During the 2019-2020 school year, the primary improvements made to our site included:

- Replacement of three faucets in learning environments which were leaking or non-functioning,
- Replacement of four sinks and counters damaged as a result of leaking faucet.
- The replacement of some projectors and document cameras
- Refreshing the painting of the parking lots, handicap areas, and curbs.
- The creation of a math lab on the backstage using temporary walls in a combination a large storage area with backstage space
- The reconfiguration of room 2 to house STARS after school office and a "quiet room" for our challenged learners to take a break.

The Tulare County Office of Education (TCOE) sends visitation teams to schools to review facility conditions. According to the Facility Inspection Tool (FIT) completed by this team in August 2019, Roosevelt Learning Community's facilities are in "Exemplary" condition. There were no repairs identified in the FIT, however ongoing maintenance and improvements continue.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 8/19/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
<b>Interior:</b> Interior Surfaces	Good	N/A
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	N/A
<b>Electrical:</b> Electrical	Good	N/A
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	N/A
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	N/A
<b>Structural:</b> Structural Damage, Roofs	Good	N/A
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	N/A
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	34	41	40	47	50	50
Mathematics (grades 3-8 and 11)	20	23	24	29	38	39

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.

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	334	327	97.90	2.10	40.67
Male	167	164	98.20	1.80	33.54
Female	167	163	97.60	2.40	47.85
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	314	307	97.77	2.23	40.39
Native Hawaiian or Pacific Islander					
White	14	14	100.00	0.00	50.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	282	275	97.52	2.48	39.27
English Learners	167	164	98.20	1.80	32.32
Students with Disabilities	23	22	95.65	4.35	4.55
Students Receiving Migrant Education Services	31	31	100.00	0.00	29.03
Foster Youth	--	--	--	--	--
Homeless	16	15	93.75	6.25	13.33

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

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 Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	334	326	97.60	2.40	22.70
Male	167	163	97.60	2.40	22.09
Female	167	163	97.60	2.40	23.31
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	314	306	97.45	2.55	22.22
Native Hawaiian or Pacific Islander					
White	14	14	100.00	0.00	42.86
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	282	274	97.16	2.84	21.90
English Learners	167	163	97.60	2.40	17.79
Students with Disabilities	23	22	95.65	4.35	0.00
Students Receiving Migrant Education Services	31	31	100.00	0.00	25.81

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	16	15	93.75	6.25	6.67

Note: 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

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	5.6	25.9	13.0
7	17.2	14.1	10.9

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.



## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

Roosevelt Learning Community welcomes and celebrates all parent, guardian, and family member involvement. We recognize that their participation and support are vital to learners' success in school; it is a partnership. As such, Roosevelt Learning Community maintains a priority to communicate regularly with parents, guardians, and family members regarding learner academic performance, assemblies, Parent Nights, and other school activities. Parents, guardians, and family members are notified of school programs and events through handbooks, fliers, automated telephone messages, marquee notices, and the district webpage. Parents, guardians, and family members are encouraged to be actively involved in their child's education through opportunities such as attending school functions, Parent & Learner Education Nights, parent conferences, chaperoning field trips, volunteering, and more. Parents are invited to serve on various advisory committees such as School Site Council, English Language Advisory Committee and School Safety Committee. Additionally, all parents, guardians, and family members are invited and encouraged to join the Parent Teacher Organization, which assists the Roosevelt Learning Community in providing special extra-curricular activities, assemblies and field trips to the learners.

Roosevelt Learning Community has traditional activities in which parents, guardians, and stakeholders play a vital role. such as the annual can food drive to feed the hungry of Lindsay and Toys for Tots to help support our community. Other traditional activities for learners that the parents support are Turkey Trot, Winter Sing, and Christmas Tree Lane, Bunny Hop and the three Awards Assemblies-Trimester and SBAC celebration assembly. All stakeholders are encouraged to participate in family nights such as movies, dances, reptile or bird shows in which they can enjoy spending time with their learners with the Learning Community. Additionally, Roosevelt provides educational sessions for parents for example: to learn about safety procedures at school, Empower, math strategies, requirements for high school matriculation, math and literacy. During the 2018-2019 school year, there were 28 varied opportunities, including 4 Emergency Response presentations, 4 high school matriculation sessions and 3 Empower sessions offered. Also, there were 7 SSC and 4 ELAC meetings for parent involvement

Parents, guardians, and family members who would like more information on how to become involved may contact Roosevelt Learning Community at (559) 562-7208 and speak to Debbie Warner (Principal), Megan Beltran ( Learning Director), Melissa Villa ( Counselor), Lisa Villalobos (Attendance), or Dawn Phajit (Office Manager).

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	4.9	1.8	1.5	7.6	3.4	2.0	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

The safety of learners and staff is of utmost importance to Roosevelt Learning Community. Supervision is provided to ensure learner safety on school grounds before, during, and after school. School entrances are secured or monitored during school hours and visitors report to the office first. Emergency and evacuation procedures are posted within each learning environment and across the campus and practiced regularly.

The Comprehensive School Safety Plan, developed by the school in partnership with the School Site Council (SSC), provides additional information regarding maintaining a safe environment and preparing for emergencies. The plan contains the Incident Command System procedures and grid, which is activated in case of emergencies. This plan includes data to support our school climate, policies and procedures in regards to the safety of all members of the learning community, action plans to continuously evaluate and improve our plan and accountability to ensure the plan procedures are in place and active. The plan is revised and approved by the school board each year. It was last reviewed/updated/approved by the School Site Council on February 9, 2018, and is scheduled for review January 15, 2019. The emergency procedure and plan is discussed with staff monthly after emergency drills in order to improve practices and recognize weaknesses throughout the academic year.

This document is reviewed and revisited periodically throughout the school year by Administration and staff to ensure the safety of the learners. The public is welcomed to provide feedback on the School Safety Plan at all School Site Council and District Board meetings during public comments and concerns.

## 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.

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

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	26		2		27		2		27		2	
1	27		2		27		2		27		2	
2	21	1	1		24		2		27		2	
3	20	1	2		19	3			16	3		
4	29		2		29		2		30		2	
5	31		2		30		2		28		2	
6	24		2		32		2		28		2	
Other**												

\*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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	488.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.5
Other	1.0

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,088.73	\$334.59	\$6,754.14	\$84,170
District	N/A	N/A	\$1628.74	\$76,738.00
Percent Difference - School Site and District	N/A	N/A	122.3	9.2
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-10.6	14.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

Roosevelt Elementary School provides a wide variety of supplemental services funded through categorical and other resources. These include: intervention programs scheduled during and after school and between sessions; specialists who provide additional instruction to students; coaches who provide training to teachers; counseling and family support services; and supplemental educational materials. These services are described in more detail in the school's School Plan for Student Achievement.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,363	\$46,208
Mid-Range Teacher Salary	\$73,201	\$72,218
Highest Teacher Salary	\$102,813	\$92,742
Average Principal Salary (Elementary)	\$173,137	\$134,864
Average Principal Salary (Middle)	\$0	\$118,220

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (High)	\$184,317	\$127,356
Superintendent Salary	\$233,946	\$186,823
Percent of Budget for Teacher Salaries	26%	33%
Percent of Budget for Administrative Salaries	9%	6%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	

In 2019-19, the district offered early release/late start Staff Development meetings on Wednesdays, as well as 6 days of Professional Development.

Professional development at Roosevelt Learning Community is focused on providing learning facilitators, coaches, and administrators with the necessary training to ensure quality classroom environments, curricula, instruction, and assessment at all content levels. Specific topics are identified through a review of student academic achievement data, observation records, and self-identification of needs. Professional development also addresses issues specific to the performance-based system (PBS). Professional development opportunities include district-wide in-services (6 full days); designated site-specific in-services (34 early release days 1.5 hours each); observations and training by site or district coaches; grade-level or department meetings; and more. The Beginning Teachers Support and Assessment (BTSA) and Peer Assistance and Review (PAR) programs also provide assistance to beginning and veteran teachers, as necessary.

Additionally, extra professional development opportunities were offered by the District through a TSL grant. These opportunities, offered on non-learner attendance days, included 1-2 day institutes, 4-5 day Academies with certification and 4-5 day Micro-credential sessions. Roosevelt staff took advantage of Content Literacy, Designated ELD, Integrated ELD, Word Work, Guided Reading, Empower, and Math Big 5. Learning Facilitators chose the opportunities that best served their needs for improvement and growth in order to meet the needs of their learners. In addition to the self-chosen TSL opportunities, Roosevelt participated in a site-based academy of Balanced Literacy and English Language Development. This academy was designed with one extended Wednesday training until 5:00 PM monthly, four Saturdays of intensive training and sixteen days of intensive coaching with the consultant. The TSL funding also allowed Roosevelt to participate in the Welty Internal coherence training in order to create a site leadership team to drive academic initiatives and positive culture.