

Roosevelt Elementary School

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)

Entity	Contact Information
School Name	Roosevelt Elementary School
Street	1185 10th Street
City, State, Zip	Kingsburg, CA 93631
Phone Number	(559) 897-5193
Principal	Shawn Marshall
Email Address	smarshall@kesd.org
Website	http://www.kesd.org
County-District-School (CDS) Code	10-62240-6006712

Entity	Contact Information
District Name	Kingsburg Elementary Charter School District
Phone Number	(559) 897-2331
Superintendent	Dr. Wes Sever
Email Address	wsever@kesd.org
Website	http://www.kesd.org

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

District Vision

It is the vision for each student to become a life-long learner and productive citizen, leading a fulfilled life. Included in the vision of the Charter is the drive to enable students to become educated citizens, who will be literate, have problem solving skills, be self-motivated, able to utilize technology, and become socially responsible.

Principal's Message

Linking community traditions to our continuously evolving educational goals of providing universal access is the core of Roosevelt School's philosophy. The first Roosevelt School established in 1921 was the third school built in Kingsburg. The Works Project Administration under Franklin D. Roosevelt constructed the current building in 1938. We are currently an all First Grade School. Roosevelt was initially established as a sixth, seventh, and eighth grade school and was restructured into a fifth and sixth grade school in 1992. In 1996, the staff of the Kingsburg Elementary School District, in conjunction with the citizens of the community, adopted a charter school compact. This allowed Roosevelt School to become a charter school within the Kingsburg Elementary School District, the second in the State. Through this living document, the charter, Roosevelt, has been able to adopt creative methods of educating, using researched-based best practices, while maintaining the traditional high standards expected by the Kingsburg Community.

Roosevelt is a family of 223 students and 31 staff members with a commitment to excellence. With the unique grade configuration of the schools in our District, there is a common thread that unites the students as they transition into and out of the schools throughout the years. Together, they develop strong friendships where diversity is welcomed. The staff takes pride in knowing generations of families. Roosevelt has developed a strong partnership with the community it serves, where high expectations for academic standards, citizenship, community service, recreation, and traditional values are embraced in the framework of a caring community. The parent community who works alongside our students on a regular basis are evidence of this fact.

The Roosevelt staff is a highly-qualified and enthusiastic group of professionals, who are dedicated to bringing out the best qualities in our students, ourselves, and in the work that we do together. We are truly an organization that respects learning, honors teaching, and teaches for understanding. The staff collaborates in many ways, with a focus on the academic success of each student embedded into every aspect of planning, organization, and use of resources—materials, fiscal and personnel. The maintenance staff is an important part of the learning community, taking pride in making this historical building a place where students and staff are honored to attend. In addition to maintaining grounds and facilities, it is not uncommon to find this staff assisting students, decorating Christmas trees, and enjoying each other's company. Roosevelt is proud to be a member of the Kingsburg Elementary Community Charter District.

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

Grade Level	Number of Students
Grade 1	196
Total Enrollment	196

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Asian	4.1
Hispanic or Latino	66.3
White	26
Two or More Races	3.1
Socioeconomically Disadvantaged	63.3
English Learners	16.3
Students with Disabilities	9.2
Foster Youth	1
Homeless	16.3

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	10	10	12	95
Without Full Credential	1	0	0	8
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	0	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: September 2019

Roosevelt utilizes McGraw Hill math, Houghton Mifflin for English Language Arts and for our English Learner (EL) instruction. All textbooks are adopted from the most recent State-approved list and consistent with the content of the California Frameworks. All students, including English Learners, have equal access to their own textbooks and instructional materials, to use in class and to take home.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt Adopted in 2016	Yes	0%
Mathematics	McGraw Hill Adopted in 2014	Yes	0%
Science	District Developed Units of Study 2017		0%
History-Social Science	District Developed Units of Study 2017		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Roosevelt Elementary School was originally constructed in 1938 and is comprised of 22 classrooms, an auditorium, a cafeteria, a library, computer lab, staff room, and a playground.

Cleaning Process: The principal works daily with the custodial staff of two to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District Office for review.

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

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

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: December 2, 2019

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

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 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.

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)

Parents and the community are very supportive of the education program at Roosevelt Elementary School, and participate on the School Site Council/English Learner Advisory Council. The Roosevelt Parent Club benefits all children and is open for all parents to participate. Roosevelt Elementary School's students in need receive assistance from Kingsburg Community Assistance Programs (KCAPS). KCAPS provides students from needy families with backpacks, clothes, food, and counseling services. We do also have several staff members that when they see a need take care of it themselves out of the kindness of their heart.

Parents who wish to participate in Roosevelt Elementary School's Site Council, English Learner Advisory Council, school committees, school activities, or become a volunteer may contact the school at (559) 897-5193

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
Suspensions	0.0	1.3	1.4	4.1	3.0	1.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.2	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Roosevelt Elementary School provides a safe and clean environment for students, staff, and volunteers. Safety of students and staff is a primary concern of Roosevelt Elementary School.

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. At the beginning of the year the staff and school site council review the safety plan. Key elements of the safety plan include identifying the level of a potential threat, protective options, staff initial action/response, incident coordinator, and incident management team. We practice fire drills once a month and earthquake as well as lockdown drills at least twice a year.

The teachers, paraprofessionals, and the principal supervise students continuously throughout the day. There are designated areas for student drop-off and pick-up. Visitors must register at the office and receive a visitor's pass that must be displayed at all times. Kingsburg Elementary Charter School District encourages volunteers in the classroom, field trips, and with special projects. All school volunteers in direct contact with students are required to complete a District application form, provide evidence of a clear tuberculosis (TB) screening, and receive a Megan's Law check. The District clears all volunteers with the local police department through an automated record check. Volunteers working more than 10 days per month will need to fill out additional forms and submit to fingerprinting.

The Safety Plan was reviewed with staff on: August 2019

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+
1	25		9	0	24		9	0	22	1	8	0
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*	1960.0

*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
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	

Title	Number of FTE* Assigned to School
Social Worker	
Speech/Language/Hearing Specialist	.3
Resource Specialist (non-teaching)	

*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	\$5,307	\$133	\$5,174	71253
District	N/A	N/A	\$6,348	63303
Percent Difference - School Site and District	N/A	N/A	-20.4	11.8
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-31.7	-6.4

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)

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- LCFF
- Title I
- Lottery Prop 20
- ESEA (ESSA) T IV P

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,062	\$49,378
Mid-Range Teacher Salary	\$59,695	\$77,190
Highest Teacher Salary	\$93,833	\$96,607
Average Principal Salary (Elementary)	\$100,924	\$122,074
Average Principal Salary (Middle)	\$106,147	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$164,461	\$189,346
Percent of Budget for Teacher Salaries	31%	36%
Percent of Budget for Administrative Salaries	6%	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	3	4	4.5

Staff members build teaching skills and concepts through participation in professional learning communities (PLCs) and workshops throughout the year such as SIOP, ELD, Guided Reading, and ELA training. This includes district wide, two professional development days.

Kingsburg Elementary Charter School District's Beginning Teacher Support and Assessment (BTSA) program provides new teachers (those with less than three years of full-time teaching experience) and affected veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. In addition, the District also provides time and resources for collaboration, planning, and professional development for all staff.

We have had ongoing PD for our Writing Units of Study to deepen our understanding and delivery of the writing framework with whole staff training and then individual coaching offered for all teachers. We are currently piloting two science curricula with PD before we started.