

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	1802 Floral Ave.
City, State, Zip	Selma, Ca, 93662-2808
Phone Number	559-898-6700
Principal	Mrs. Linda Turpin
Email Address	lturpin@selmausd.org
Website	http://selmausd.org
County-District-School (CDS) Code	10-62430-6007314

Entity	Contact Information
District Name	Selma Unified School District
Phone Number	(559) 898-6500
Superintendent	Tanya Fisher
Email Address	tfisher@selmausd.org
Website	http://www.selmausd.org/

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

Roosevelt Elementary School is a K-6 elementary school rich in both history and tradition. Roosevelt is located in the center of the city of Selma in Fresno County and is mainly an urban family setting. Theodore Roosevelt School was first built in 1921 to house 7th and 8th grade students. The thirty year old main school building was demolished due to an earthquake in 1952 and rebuilt in 1955. In 1993, the middle school was moved to a newly constructed facility at another site and Roosevelt became a K-6th grade elementary school. Most of our parents who have lived in Selma attended Roosevelt as a junior high school, which has created a family atmosphere, a sense of pride, and ownership within the whole community.

Roosevelt enrollment is 690 students, kindergarten thru 6th grade. The children of our school are of a culturally diverse background with approximately 9.90% being of minority race. Hispanic students comprise 90.10% of the total student population, while Asians represent 3.35%. All other minority races are less than 1%. The income of our families can be characterized as low to middle income. 100% of our students receive free meals due to a grant. Of the 90% that are of the minority race, 31% are enrolled in the English Language Learners Program. Roosevelt Elementary School has 216 EL students.

Our mission at Roosevelt Elementary School is to empower students to develop a desire to learn and be resilient in the face of challenges. We will develop intellectual curiosity and a passion for high achievement through rigorous and diverse curriculum while embracing individual differences. We commit to work collaboratively with parents and the school community to ensure student learning.

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

Grade Level	Number of Students
Kindergarten	99
Grade 1	113
Grade 2	110
Grade 3	101
Grade 4	96
Grade 5	97
Grade 6	99
Total Enrollment	715

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.1
Asian	2.7
Hispanic or Latino	90.8
Native Hawaiian or Pacific Islander	0.3
White	6
Two or More Races	0.1
Socioeconomically Disadvantaged	83.9
English Learners	31.3
Students with Disabilities	12
Foster Youth	0.4
Homeless	0.8

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	33	34	36.5	324
Without Full Credential	0	0	1	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

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	0	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: January 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	State-adopted textbooks are supplied to each student at Roosevelt School, including English Learners. In addition, a teacher resource kit is provided to each classroom teacher to provide additional instructional materials that support the use of the textbook. Selma Unified has adopted the state approved program, Benchmark Advance, published by Benchmark Education, as its Reading/Language Arts/ELD core curriculum in grades TK-5; and Study Sync, published by McGraw-Hill Education has been adopted for grades 6-8. Textbooks and supplemental instructional materials were purchased in 2017 for use in the 2017-2018 school year and subsequent school years.	Yes	0.0 %
Mathematics	State adopted textbooks are supplied to each student at Roosevelt School, including English Learners. In addition, a teacher resource kit is provided to each classroom teacher to provide additional instructional materials that support the use of the textbook. Selma Unified has adopted the state approved program, Go Math! as its Mathematics core curriculum in grades K-6. The K-6 curriculum is published by Houghton-Mifflin/Harcourt. This textbook series is aligned to the California Common Core State Standards (CCSS). Textbooks and supplemental instructional materials were purchased in 2014 for use in the 2014-15 school year and subsequent school years.	Yes	0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	State adopted textbooks are supplied to each student at Roosevelt School, including English Learners. In addition, a teacher resource kit is provided to each classroom teacher to provide additional instructional materials that support the use of the textbook. Selma Unified has adopted the state approved program, California Science, published by Scott-Foresman, for its TK-6 core Science curriculum. Textbooks and supplemental instructional materials were purchased in 2007 for use in the 2007-08 school year and subsequent school years.	Yes	0.0 %
History-Social Science	State adopted textbooks are supplied to each student at Roosevelt School, including English Learners. In addition, a teacher resource kit is provided to each classroom teacher to provide additional instructional materials that support the use of the textbook. Selma Unified has adopted the state approved programs History Social Studies for California in grades TK-5, published by Scott-Foresman and My World History published by Pearson for 6th grade. For grades TK-5, textbooks and supplemental instructional materials were purchased in 2006 for use in the 2006-2007 school year and subsequent years; for Grade 6, textbooks were purchased in 2016 for use in the 2016-2017 school year and subsequent school years.	Yes	0.0 %

School Facility Conditions and Planned Improvements (Most Recent Year)

Safety issues include lack of proper bracing on a water heater; obstructed exit sign in cafeteria; partially blocked classroom doors.

The District will be installing a new parking and student dropoff area this year.

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: 11/25/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	boys RR: paint peeling; missing tiles; very old, rusted fixtures
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	boys RR: paint peeling; missing tiles; very old, rusted fixtures
Electrical: Electrical	Fair	14: fire extinguisher blocked; cords across floor 15: cords across floor 19: cords across floor 29: fire extinguisher blocked, cords across floor 4: cords across floor library: cords across floor
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	boys RR: paint peeling; missing tiles; very old, rusted fixtures
Safety: Fire Safety, Hazardous Materials	Good	14: fire extinguisher blocked; cords across floor 29: fire extinguisher blocked, cords across floor
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 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)	42	46	44	44	50	50
Mathematics (grades 3-8 and 11)	30	31	23	24	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	389	385	98.97	1.03	46.23
Male	194	192	98.97	1.03	42.19
Female	195	193	98.97	1.03	50.26
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	349	347	99.43	0.57	44.38
Native Hawaiian or Pacific Islander					
White	27	27	100.00	0.00	59.26

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	341	337	98.83	1.17	43.32
English Learners	164	161	98.17	1.83	38.51
Students with Disabilities	51	51	100.00	0.00	17.65
Students Receiving Migrant Education Services	12	11	91.67	8.33	27.27
Foster Youth	--	--	--	--	--
Homeless					

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	389	386	99.23	0.77	30.83
Male	194	192	98.97	1.03	30.73
Female	195	194	99.49	0.51	30.93
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	349	348	99.71	0.29	28.74
Native Hawaiian or Pacific Islander					
White	27	27	100.00	0.00	48.15
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	341	338	99.12	0.88	28.70
English Learners	164	162	98.78	1.22	25.31
Students with Disabilities	51	51	100.00	0.00	13.73
Students Receiving Migrant Education Services	12	12	100.00	0.00	16.67

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless					

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	35.4	24.0	11.5

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)

We encourage all parents to take an active part in their child's education by volunteering or visiting their child's classroom and teacher whenever possible. All classrooms volunteers and field trip chaperones are required to complete a Volunteer Application Form and obtain the Principal's approval prior to working in the classroom or attending a field trip.

The Roosevelt Parent Club meet on the second Wednesday of every month. All parents are welcomed and encouraged to attend. There are no club dues. Translation and babysitting are provided as needed at all meetings. Parents interested in participating or would like more information may call the school at 559-898-6700.

Members of the School Site Council are elected for a two-year term. Nominations and elections are held in the fall. A notice of this meeting is sent home with each student and a phone message is sent out days prior to the meeting.

We encourage parents to volunteer in the classroom and/or in the library. You will find this to be an excellent way to know what's going at your child's school and at the same time helping to meet the schools needs. If you have a special skill, craft or talent that you would like to share, please contact your child's teacher. Our library teacher and library tech are always looking for parent volunteers to work on special projects. If parents are interested in volunteering in the library, please contact Anne Robles, Roosevelt Library Tech at 559-898-6700 ext. 47525 or Deborah Spencer, Library teacher, ext. 47552.

Roosevelt offers at least 6 weeks of parent classes throughout the school year. Notices and phone messages are sent home to invite parents to the classes. We also provide dinner and babysitting. The content of the classes are posted in the school bulletin board in front of the school office. In addition, parents are encouraged to participate in our Literacy Night, Title 1 meeting, Clothing Drive, Santa's Workshop, Pastries for Parents, Back to School Night, Open House, Father Daughter Dance, and School Carnival.

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	1.9	3.0	2.7	5.7	5.6	6.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The safe school plan will be presented and approved by SSC and ELAC on February 25, 2019.

An effective safe school plan requires the delineation of various measures to ensure children's physical, mental and emotional well being. All staff, parents, and members of the community must be part of creating a safe school plan. In addition to consulting parents and staff, Roosevelt School consults with the Selma Police Department to ensure all safety components are adequately addressed in the plan. An analysis of suspension and Healthy Kids Survey data also contribute to the development of the plan. Staff is trained on the prevention, interventions and crisis responses delineated in this plan.

Safe School Plan Basics:

- Crisis Management Plan: An effective plan involves all school, district, and emergency personnel. On-going training and input from staff throughout the year.
- Student participation: Student involvement is essential in solving and preventing violent acts on school campuses.
- Parent Participation: Parents should be encouraged to participate as volunteers for all school functions.
- Partnership between the school and local law enforcement: Law enforcement and school officials should work together to ensure the safety of the school environment.
- Crime prevention through environmental design: Conduct an annual safety assessment of the school facility and provide a detailed diagram of the facility to all personnel.
- Drug and alcohol prevention programs: Utilize and promote to the community the programs available.
- School crime reporting and tracking mechanism: Develop a method to report, track, and monitor any crime committed on the school campus.
- School security: Supervision of the students and campus as a whole is an essential component.
- Training for school personnel: Annual training is recommended prior to the beginning of school and throughout the course of the year.
- Concise discipline code for all students: Strictly enforce the attendance policy and all other school policies.
- Conflict Resolution model.

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	24		5		19	1	5		20	1	4	
1	20	2	3		24		5		19	1	5	
2	19	1	5		18	5			18	2	4	
3	23		5		22		5		20	4	1	
4	25	1	3		25	1	3		32		3	
5	24	1	3		25	1	3		32		3	
6	32		3		25	1	3		20	2	3	
Other**	2	1							2	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.

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

Title	Ratio
Academic Counselors*	.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)	
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	5.0
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	13629	2828	10800	84196
District	N/A	N/A	10020	80543
Percent Difference - School Site and District	N/A	N/A	7.5	4.4
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	36.0	7.6

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)

Reading Intervention for students reading below grade level will be provided by reading intervention teachers and classroom teachers. They will work with students in small groups and target areas of deficiency in order to meet the individual needs of students.

Teacher Librarian:

The Teacher Librarian works in collaboration with classroom teachers and the Library Technician to integrate research, literature, informational text, and technology across the curriculum.

School Health Staff:

Roosevelt School has a part time Nurse and Health Aides. As mandated by state law, the Health Staff does pediculosis (lice) checks. State mandated vision and hearing screening tests are done by a District team. Other programs are offered with parent permission.

Support for English Language Learners:

All classroom teachers provide focused English Language Development (ELD) for ELL students a minimum of 30 minutes a day in addition to integrating ELD strategies throughout the instructional day. Newly arrived immigrant students who do not speak English at the intermediate grades are referred to the district's Newcomers Program for a year for supplemental services in the core curriculum.

Speech and Language Program:

This program provides screening diagnosis and remediation of speech and language-related problems. Qualification in this program is determined by referral and assessment.

Resource Specialist Program (RSP):

Also known as Special Education, students who qualify are provided the services of a RSP teacher in the child's classroom or as a pull-out program. Discuss any concerns you have with your child's classroom teacher who can discuss the program and qualification procedures.

School Psychologist:

A District psychologist is scheduled at Roosevelt School three and a half days per week. Their primary job is to provide assessment of students to determine how the school can best meet a child's educational needs. They are not available for emotional / social counseling.

Reading Buddies:

This is a highly effective and motivating program where intermediate grade students "adopt" a primary grade student and provide encouragement and assistance in learning to read.

Instrumental and Vocal Music:

Choral Hawks is open to all 4th-6th grade students under the direction of our vocal music teacher. Choral Hawks meets once a week during the lunch recess. They perform at school assemblies and during the district's Song Fest. Students in grades 5-6 may learn to play an instrument under our instrumental music teacher and also play for assemblies and special district performances.

After School Program:

- The After School Program at Roosevelt School provides a safe and healthy learning environment for Roosevelt School children between the hours of 2:45 and 6:00 p.m. (1:45-6:00 p.m. Tuesday). There are four components to our program: Intervention, Character Development/Social Skills, Enrichment and Homework Center.
- Intervention includes skill building in areas designated by the California English-Language Arts and Mathematics Common Core Standards. It is provided by credentialed teachers.
- Character Development/Social Skills will include activities that promote the Roosevelt PBIS expectations.
- The Homework Center is designed to provide an orderly and supportive environment for students to complete assigned homework. Every effort will be made to provide students with adequate time to complete their assignments. However, there are times when work may not be completed while in the program due to various circumstances.
- Enrichment activities include Literature units, Arts and Crafts, cultural enrichment, Peer Helpers, Sports, Music and Dance, and end of year Talent Show.
- This program is provided free to all families with children attending Roosevelt School, grades 1-6. Students are selected through a lottery process on a yearly basis with At-risk students given priority. The program is currently full. However, if you are interested in adding your child to the waiting list, please pick up an application from the office. If space becomes available during the school year, we will contact the parents of students at the top of the waiting list. At the end of the school year, those students on the waiting list who have not been called will receive forms with information for the following year.
- All parents are required to attend an informational meeting at the beginning of the year in order for their child to participate in our program. It is required for returning and new students to the program.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$49,084
Mid-Range Teacher Salary	\$	\$76,091
Highest Teacher Salary	\$	\$95,728
Average Principal Salary (Elementary)	\$	\$118,990
Average Principal Salary (Middle)	\$	\$125,674
Average Principal Salary (High)	\$	\$137,589
Superintendent Salary	\$	\$230,096
Percent of Budget for Teacher Salaries	35%	35%
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	3	3

Selma Unified School District supports and builds teacher capacity throughout the year through a Site Based Coaching model. This model allows for job embedded Professional learning by implementing the tenets of the Professional Learning Community framework. The district maintains a ELA/ELD, Math and Science coaching team that in turn support and provide instructional support for our site level coaching team. In collaboration with both teams, professional learning for teachers is provided to assist all students in achieving the State academic standards, with an emphasis on addressing and supporting student groups requiring additional resources; groups such as Foster Youth, English Learners, and Students with Disabilities.

The District also provides all teachers with three professional learning days throughout the year. These are non-student days that are planned and facilitated by site leaders and site coaches. For the last couple of years, these days focus on allowing teachers time for instructional planning as they apply to the California Standards for the Teacher Profession (CSTPs 3, 4, & 5).