



Roosevelt Elementary School

401 S. Walnut Grove Avenue • San Gabriel, CA 91776 • (626) 287-0512 • Grades K-5

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



San Gabriel

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Principal's Message:

At Roosevelt Elementary School, the faculty, students, and parents work together in order to provide a safe and caring environment for all students to learn. We provide opportunities for students to develop positive self-image and a positive attitude toward school and their education. Roosevelt students work towards a Positive Behavior Intervention and Support (PBIS) and each month staff and students focus on a positive character trait. Student achievement and success are celebrated during our monthly Student of the Month assemblies, "Caught Being A Rock Star" drawings, and our Trimester Award Assemblies. Teachers challenge their students to be problem solvers and critical thinkers by providing interesting, creative and challenging lessons aligned with the Common Core State Standards. Roosevelt also offers students a high quality comprehensive music education experience, TK - 5th grade, through our Music Immersion Experience (MIE) program. MIE is offered as an extension of the school day, every day, for all students.

School Mission Statement:

The Roosevelt Elementary School Community is committed to providing, all students, a strong foundation of educational and social experiences for future success.

Community & School Profile:

Located in Southern California's San Gabriel Valley, ten miles east of downtown Los Angeles, San Gabriel Unified School District educates more than 5,200 Transitional kindergarten through twelfth grade students on a traditional calendar schedule. Established in 1781, the San Gabriel Mission was the fourth California mission and is considered the birthplace of the Los Angeles region. San Gabriel Unified School District was founded in 1868 and is proud of its long tradition of academic excellence. The district is currently comprised of five elementary schools, one middle school, one traditional high school, and one continuation high school.

Roosevelt Elementary School is dedicated to ensuring the academic success of all students, and provides a comprehensive educational experience. All programs at the school are founded on the principle that students come first. Roosevelt Elementary School served 386 students in grades transitional kindergarten through five during the 2018-19 school year.

Types of Services Funded

Through Title I and LCAP base, supplemental and concentration funds, Roosevelt provides students with interventions, extra-curricular and co-curricular opportunities. Based on student academic achievement and/or recommendations through the Student Success Team (SST) process, student are selected to participate in pull-out interventions support in Reading from Grades K - 5. Students in 2nd - 5th grade, are also selected to participate in before school Math Intervention. Site funds support the Roosevelt Award winning Speech & Debate Team. Roosevelt also benefits from LCFF funding of the Music Immersion Experience program for all of our students.

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 the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	60
Grade 2	64
Grade 3	71
Grade 4	56
Grade 5	62
Total Enrollment	386

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.3
Asian	19.9
Filipino	1
Hispanic or Latino	74.1
White	2.6
Two or More Races	0.3
Socioeconomically Disadvantaged	91.2
English Learners	49.2
Students with Disabilities	10.1
Foster Youth	0.3

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 for Roosevelt Elementary	17-18	18-19	19-20
With Full Credential	18	19	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Gabriel	17-18	18-19	19-20
With Full Credential	♦	♦	245
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Roosevelt Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated every year and tenured teachers are evaluated every other year. Evaluations are conducted by the principal and Assistant Principal, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:

- Engaging and Supporting All Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Developing as a Professional Educator

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the District has sponsored three Professional Development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies, and social emotional learning. Grade level teams meet each trimester to review testing data, State assessments, differentiated instruction, and curriculum.

For additional support in their profession, teachers may enlist the services of the District's instructional coaches and new teachers participate in the Induction program.

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

The school district held a public hearing on September 11, 2018 and determined that each school within the district had sufficient textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. Roosevelt past their Williams Instruction visit on September 17, 2019, and received a sufficient rating. All students are given their own individual standards-aligned textbooks or instructional materials, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw-Hill Wonders, adopted in 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Macmillian McGraw-Hill, My Math, adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Pearson Scott Foresman Adopted in 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Scott Foresman History/Social Studies K-3 Houghton Mifflin History/Social Studies 4-5 Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Roosevelt Elementary School was originally constructed between 1948 and 1950. Situated on 6.65 acres, the campus is currently comprised of 27 classrooms, a library, a computer lab, science lab, playgrounds, a cafeteria/all purpose room, an administrative office, and a staff lounge.

Roosevelt Elementary School was fully modernized in 2000 which included air conditioning and heat to all classrooms. In 2006 a two story 24,000 square foot building, housing administrative offices, classrooms, a library, and restrooms were added to the campus. Also in 2006, a 7,300 square foot cafeteria/all purpose room with a performance stage and an outdoor covered lunch area were added. In 2008, the remodeling of existing kindergarten classrooms and adding new grass play fields and playground equipment was completed. The construction of asphalt ramps were completed March of 2009.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake and lockdown drills, are held on a rotating basis.

Cleaning Process

Roosevelt Elementary School provides a safe and clean environment for students, staff, and families. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The Principal works with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by Roosevelt Elementary School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by San Gabriel Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program 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 the following: Roofing, Plumbing, Heating, Air conditioning, Electrical systems, Floor systems, and Interior or exterior painting.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: November, 2019

System Inspected	Repair Status	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	Exemplary	

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	43	37	58	60	50	50
Math	33	31	44	49	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	11.5	18.0	4.9

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	179	177	98.88	36.72
Male	92	91	98.91	34.07
Female	87	86	98.85	39.53
Black or African American	--	--	--	--
Asian	39	38	97.44	55.26
Filipino	--	--	--	--
Hispanic or Latino	132	131	99.24	31.30
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	167	165	98.80	35.15
English Learners	126	124	98.41	36.29
Students with Disabilities	23	23	100.00	13.04
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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	179	178	99.44	31.46
Male	92	92	100.00	35.87
Female	87	86	98.85	26.74
Black or African American	--	--	--	--
Asian	39	39	100.00	53.85
Filipino	--	--	--	--
Hispanic or Latino	132	131	99.24	25.19
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	167	166	99.40	30.72
English Learners	126	125	99.21	31.20
Students with Disabilities	23	23	100.00	13.04
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.

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 educational programs at Roosevelt Elementary School. The Roosevelt Parent Teacher Association (PTA) provide student focused events, assemblies, and field trips. Parents are also encourage to be engaged in our School Site Council (SSC) and English Learner Advisory Committee (ELAC). The San Gabriel Educational Foundation (SEF) provides educational and cultural assemblies and supports school programs. Roosevelt Elementary offers support and educational opportunities to our parents by providing parent workshops, which may include, but not limited to, the following topics: Helping Your Child With Homework, Motivation and Self-esteem, Reading With Your Child, Accessing the Curriculum, On-line Resources, Family Literacy Program, and more.

Contact Information

Parents who wish to participate in Roosevelt Elementary School's leadership teams, school committees, activities, or to become a volunteer, may contact the school office at (626) 287-0512, to complete a Volunteer Packet. The school's website (<http://www.roosevelt.sgusd.k12.ca.us/home.aspx>) also provides a variety of resources and helpful information for parents, students, and the community.

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.

School Safety Plan

Last annual review, February 19, 2019

The safety of students and staff is a primary concern of Roosevelt Elementary School. All guests to the campus must sign in at the office and wear a visitor's badge at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a shared responsibility among teachers, support staff, and school administrators.

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed, with updates occurring annually. Any revisions made to the plan are reviewed by school faculty and staff, School Site Council, the English Language Advisory Committee, San Gabriel Police and Fire Departments, and approved by the San Gabriel Board of Education.

Key elements of the Safety Plan focus on the following:

- Disaster response procedures
- School wide dress code
- Child abuse reporting procedures
- Bullying components
- Sexual harassment policy
- Teacher notification of dangerous pupils procedures
- Safe ingress and egress of pupils, parents, and school employees

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.2	1.1	1.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	2.2

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

Average Class Size and Class Size Distribution (Elementary)

Grade 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		4		22	3	2		18	4		
1	20	2	1		25		2		30		2	
2	27		2		25		3		26		2	
3	27		2		26		2		21	1	3	
4	30		2		28		2		27		2	
5	27		2		22	1	2		29		2	
Other**	3	1							8	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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,252	\$49,084
Mid-Range Teacher Salary	\$74,562	\$76,091
Highest Teacher Salary	\$92,119	\$95,728
Average Principal Salary (ES)	\$121,737	\$118,990
Average Principal Salary (MS)	\$132,996	\$125,674
Average Principal Salary (HS)	\$132,318	\$137,589
Superintendent Salary	\$230,592	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	6%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	8657.22	1539.28	7117.94	73861
District	N/A	N/A	6199.07	\$77,895.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	13.8	1.6
School Site/ State	7.9	-0.8

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.