

## 2017 SARC Input Form

**THIS IS NOT THE FULL SARC TEMPLATE.**


Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).


### School Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
School Name	Roosevelt Elementary School
Street	2600 N. Garfield Ave.
City, State, Zip	Fresno, CA 93723
Phone Number	(559) 276-5257
Principal	Brandi Fleming
E-mail Address	bffleming@centralusd.k12.ca.us
School Website	ro.centralunified.org
CDS Code	10-73965-6006951
School Logo	<div><p>Click the button to upload your school's logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by <a href="#">clicking here</a>.</p></div>

### District Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Central Unified School District
Street	4605 North Polk Ave.
City, State, Zip	Fresno, CA 93722
Phone Number	(559) 274-4700
Superintendent	Mr. Mark G. Sutton
Web Site	www.centralunified.org
E-mail Address	msutton@centralusd.k12.ca.us
District Logo	<div></div> <p>Click the button to upload your district logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by <a href="#">clicking here</a>.</p>

### **District Governing Board**

Please review and update the information below as needed. This section should include **current** contact District Governing Board information for your district.

District Governing Board (in the order to be listed)	
Member 1	Mr.Cesar Granda, Area 1
Member 2	Mr. Ruben Coronado, Area 2
Member 3	Mr. Phillip Cervantes, Area 3
Member 4	Mr. Richard Atkins, Area 4
Member 5	Mr. Richard A. Solis, Area 5
Member 6	Mrs. Terry Cox, Area 6
Member 7	Mr. Rama Dawar, Area 7
Member 8	
Member 9	
Member 10	
Member 11	
Member 12	

## District Administration

Please review and update the information below as needed. This section should include **current** District Administration information for your district.

District Administration (in the order to be listed)	
<b>Superintendent</b>	Mr. Mark G. Sutton
<b>Administrator 1</b>	
<b>Administrator 2</b>	Mr. Kelly Porterfield Assistant Superintendent, Chief Business Officer
<b>Administrator 3</b>	Mrs. Ketti Davis Assistant Superintendent, Educational Services
<b>Administrator 4</b>	Mr. Jack Kelejian Assistant Superintendent, Human Resources
<b>Administrator 5</b>	Mrs. Andrea Valadez Administrator, Special Education & Support Service
<b>Administrator 6</b>	Mr. Paul Birrell Director, 7-12 & Adult Education
<b>Administrator 7</b>	Dr. Tami Boatright Director, K-8 Education
<b>Administrator 8</b>	
<b>Administrator 9</b>	
<b>Administrator 10</b>	
<b>Administrator 11</b>	
<b>Administrator 12</b>	
<b>Administrator 13</b>	

### School Description and Mission Statement (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Roosevelt Elementary School is a TK- 6th grade school in the relative center of Central Unified School District. Roosevelt Elementary is a wonderfully unique school located in a rural area though a majority of our students live in urban and suburban communities about four miles from our school site. Roosevelt is located in a rural portion of our school district and serves approximately five hundred students. We are given the opportunity due to our location and numbers to run our organization as a good old country school, our staff and students are tight knit and all have a voice here at Roosevelt. Students, parents, teachers, principal, adjunct faculty and staff have a growing sense of continuous improvement & shared responsibility. Our mission is to engage every student in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning.

Roosevelt has a focused climate and a determination of student achievement and to educate every student so that he/she is continually advancing his/her level of character, leadership, innovation and continuous improvement. Our vision is to inspire and be inspired by our student's diverse gifts and strengths. Staff, students and parents will develop a love of learning as well as set rigorous academic goals. The Roosevelt community will demonstrate respect, responsibility, and safety.

Our school's primary learning goals for the 2017-2018 school year are:

- 1.) Reading Proficiency: By June 2018, 80% of all K-2 students will be on grade level, as evidenced by End of Year Fountas & Pinnell Reading Levels.
- 2.) By June 2018 the percentage of 3rd-6th grade students meeting or exceeding standard in English Language Arts based on Smarter Balanced Assessment will be at 80%.
- 3.) Mathematics Proficiency: By June 2018, all students will demonstrate continuous improvement in the Eight Math Practices as part of the CCSS.
- 4.) By June 2018 the school wide average of students that are performing at meeting or exceeding standards will be at 55%
- 5.) Every English Learner student will increase by at least one EL proficiency level as measured by ELPAC.
- 6.) We will increase the percentage of our parents who feel their child's teacher and/or principal provides them with ideas on how to help their child at home from 81.4 % to 90%.
- 7.) We will increase the percentage of our parents who believe that their child feels safe when he/she is at school from 90.4 % to 97%.
- 8.) Increase parent participation in school meetings, events, and in collaboration with school staff to better support their child's success.
- 9.) Roosevelt staff will gain increased knowledge and increase their capacity to prepare and provide instruction by incorporating curriculum maps, aligned assessments and data analysis team.

Roosevelt's progress indicators are:

- 1.) Progress indicators to gauge the success of our goal is teacher, student and parent surveys that are administered twice a year.
- 2.) Progress indicators to gauge the success of our goal are the Fountas & Pinnell scores that are analyzed by teachers and administration at least three times a year.
- 3.) Progress indicators to gauge the success of our goal is anecdotal notes from weekly professional learning community meetings.
- 4.) Progress indicators to gauge the success of our goal is the progress monitoring meeting that are held with grade level, instructional coach, intervention teacher and administration.

- 5.) Attendance at Parent Education Classes
- 6.) Anecdotal feedback from parents
- 7.) Information provided for parents at Parent Conferences as well on an ongoing basis throughout the school year
- 8.) Amount of and level of information and communication sent home from principal/office
- 9.) Amount of expressed parent concerns regarding their child's safety and well being while at school
- 10.) Amount of documented behavioral incidents concerning bullying and/or similar offenses
- 11.) Attendance rates and sign-in sheets for Parent Conferences, Annual Title I Meeting, Parent Engagement Classes, EL Parent Engagement Saturdays, IEP Meetings, SST Meetings, SSC meetings, ELAC meetings

#### Opportunities for Parental Involvement (School Year 2017-18)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

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The opportunities our school provides for parents and community to be involved in are:

Volunteer (library, cafeteria, parking lot, classroom, playground, clubs)

Parent conferences

Family Events (Grandparent Luncheon, Donuts with Dads, Muffins with Mom, Kindergarten Christmas Program, etc.)

Student Success Team (SST) Meetings

Back to School Night

Open House

Awards Ceremony

Parent Weekly Homework and Behavior packets (grades K-2)

Home-School Compact

Weekly Blackboard Connect Phone Messages

Classroom/School Volunteer

Co-curricular activities (History Day, Science Fair, Young Authors Fair, Peach Blossom, Spelling Bee, field trip chaperons, etc.)

School Site Council (SSC) Meetings

English Learner Advisory Council (ELAC) Meetings

English Learner Saturday School

PTA

Parent Coffee Hour

Fresno County Office of Education Parenting Classes

Family College Field Trip

Science Family Night

Math Family Night

Title One Meetings

Translation and interpretations services are provided

Contact Person Name: Brandi Fleming

Contact Person Phone Number: 559-276-5257

### School Safety Plan (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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The Site Emergency Response Plan was reviewed, updated, and discussed with faculty December 7th, 2017. This annual review of our Site Emergency Resonse Plan allows for us to strongly consider the overall aspects of our school site, while focusing on the key elements of our plan. The key elements of our plan include the properties of the physical features and nature of our entire school site, the daily routines and practices the adults commit to and adhere to, as well as the consistent procedures and protocols we take with our students in the event of man-made and/or natural safety hazards. This annual review and update allowed us to identify and make decisions about our specific school needs to help ensure we have instituted the effective safety measures needed to safeguard our school community, as well as meet our safety compliance standards. Drills are conducted on a regular basis. Two-way radios and surveillance cameras are provided.

### School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

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**Year and month of the most recent FIT report:** 06/17/2017

This section should be kept to 1-2 paragraphs.

Roosevelt sits on 11.3 acres and 45,279 square feet. It contains 32 classrooms at 31,036 sq ft, and 13 restrooms at 2,134 sq ft. The oldest main building was built in 1955. Current enrollment is 549.

### School Facility Good Repair Status (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

**This data should match the most recent inspection/FIT report for your school.**

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Damaged & stained ceiling tiles. Cabinet door hinge is broken.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical		X		Electrical conduit end cap is missing.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Rusted sinks. Exterior drinking fountain has button missing.
<b>Safety:</b> Fire Safety, Hazardous Materials		X		Fire extinguisher is missing.
<b>Structural:</b> Structural Damage, Roofs	X			Holes in exterior wall.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Window screen is ripped.

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
<b>Overall Rating</b>		X		



### Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2015-16	2016-17	2017-18	2017-18
<b>With Full Credential</b>	20	20	19	649
<b>Without Full Credential</b> Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	1	0	1	22
<b>Teaching Outside Subject Area of Competence</b> CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2015-16	2016-17	2017-18
<b>Misassignments of Teachers of English Learners</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
<b>Total Teacher Misassignments</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
<b>Vacant Teacher Positions</b> 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

### Academic Counselors and Other Support Staff (School Year 2016-17)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.00	526
Counselor (Social/Behavioral or Career Development)	0.00	♦
Library Media Teacher (Librarian)	0.00	♦
Library Media Services Staff (paraprofessional)	1.00	♦
Psychologist	0.60	♦
Social Worker	0.00	♦
Nurse	0.40	♦
Speech/Language/Hearing Specialist	0.70	♦
Resource Specialist (non-teaching)	1.00	♦
Other	1.00	♦

♦ means data is not required. The fields are intentionally not provided.

### Textbooks and Instructional Materials (School Year 2017-18)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in core subjects (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials\*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

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**This data should match the most recent adoption of textbooks for your LEA.**

**Year and month in which the data were collected:** September 2017

This section should be kept to 1-2 paragraphs.

Central Unified Schools maintain current and standards-aligned instructional materials in good repair, for all students. Materials are locally adopted and reflect programs currently approved by the State Board of Education. All materials currently adopted reflect the most recent SBE adoptions and support the current California Frameworks.

Every student, including English Learners, Special Education, and other special populations have their own textbook. In the case of class sets, those sets augment individual texts that have been issued to individual students. These class sets are made based on a commitment of the district administration and the governing board and are not the product of any state requirement.

All instructional materials are subject to a school and district review process. Materials may be piloted and all materials that are selected and recommended for local adoption are reviewed by teachers, administration, and any parents who wish to review the materials. The Central Unified Board of Trustees review and adopt based on the recommendation of the district adoption committees and Educational Services.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill Wonders, TK-6 Adopted 2016-2017  McGraw Hill Wonders, ELD Adopted 2016-17	Yes	0%
<b>Mathematics</b>	Pearson Envisions K-6 Adopted 2016-2017  Pearson Math Investigations, K-5, (Online Supplementary) Adopted 2016-17	Yes	0%
<b>Science</b>	Scott Foresman: Science California Adopted 2007-2008	Yes	0%
<b>History-Social Science</b>	Houghton-Mifflin Adopted 2006-2007	Yes	0%
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12 schools only)</b>	♦	♦	

♦ means data is not required. The fields are intentionally not provided.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$4,553.17	\$209.22	\$4,343.94	\$67,841.33
District	♦	♦	\$7,062.53	\$69,635
Percent Difference: School Site and District	♦	♦	-38.5	-2.5
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site and State	♦	♦	-23.5	-8.6

♦ means data is not required. The fields are intentionally not provided.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

### Types of Services Funded (Fiscal Year 2016-17)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

The programs and supplemental services provided at Roosevelt and funded through our categorical budget are: academic intervention and support programs (Literacy Academy, Lexia Reading, Accelerated Reader, ST Math, Positive Behavior Interventions and Support (PBIS), BrainPOP; technology (computers, printers, document cameras, projectors, Promethean boards); student academic incentives and rewards (medallions, certificates); parent meetings; production materials to supplement instruction; staff development; and personnel (Intervention Teacher, Teaching Fellows, and English language interpreters). We have also implemented after school tutoring by site teachers to tutor students twice a week. Teachers will be pulling

small groups as well as assisting in the tutoring program.

### **Professional Development (2015-16, 2016-17 and 2017-18)**

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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We will support our teachers with professional development in the following areas:

Provide instructional coach support and expertise, identifying best instructional practices and effective differentiated instruction to support teacher instruction and planning, as it applies to meeting the learning needs and goals of every student.

Our grade level lead teachers are receiving in- depth and comprehensive training in the development of and the methods and structures of using Visible Learning by attending district meetings. The grade level leads then return to the school site and lead on site professional development as well and carry out action plans that they plan with their grade levels.

Roosevelt Elementary has a staff development schedule that consist of weekly early dismissal days. Every other Wednesday is used for Professional Development or Staff Development, on the coinciding Wednesday teachers meet in their PLC's. Professional development is focusing on reading, writing, EL interventions and data teams. Grade levels meet weekly on Mondays, our instructional coach attends the meeting for support. Notes are kept and turned in weekly to administration that is then reviewed and feedback is given to the grade level head. The Principal and the GIA have weekly observations through the classrooms and leave feedback via email and in person.

#### **GATE**

Our GATE cluster teachers, along with our GATE coordinator has received training specific to teaching GATE students.

#### **EL**

Based upon the assessed student performance of our English Learners, we have provided and will continue to provide targeted professional development on research-based effective instructional strategies to improve the level of learning for EL students. This will include training provided by the district, as well as professional development during our site staff meetings.

#### **ST Math**

This is year eight of implementation of this mathematical conceptual understanding program involving 85% of our students. First through sixth grade level has a variety of levels which students work through independently until they complete the entire grade level program. All math concepts are directly related to grade level standards. Professional development in the most effective methods to monitor and elicit the best student

results is provided a once a year. Progress reports are sent to the administration on a weekly basis.

#### Accelerated Reader (AR)

The AR program targets the improvement and the consistent monitoring of every students' reading comprehension. Our effort is to have every child average at least 85% on AR quizzes since the research shows performance at this level directly impacts student improvement with reading comprehension. Students are able to take these AR quizzes in our computer lab and/or on the student lap tops in the classrooms. Teaching faculty receive a minimum of an annual training on the most effective use of and monitoring practices of AR. Progress reports are sent to the administration on a weekly basis.

#### Illuminate, grades K-6

Training will be offered, as needed, for teachers so they can learn how to navigate the Illuminate data management system. The specific purpose is to analyze STAR, Benchmark, Fountas & Pinnell, and DIBELS data in order to determine differentiation of instruction for improved student learning.

#### Lexia Reader

This year we are using Lexia Reader as a way to provide personalized learning on fundamental literacy skills for students in grades TK–6 and delivers real-time performance data without testing.

### School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.  
If your school does not serve grades 9-12, simply skip and leave this section blank.  
It will not be included in the full SARC.**

#### Career Technical Education Programs (School Year 2016-17)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

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### Career Technical Education Participation (School Year 2016-17)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct.

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	
<b>% of pupils completing a CTE program and earning a high school diploma</b> The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	
<b>% of CTE courses sequenced/articulated between the school/institutions of postsecondary education</b> The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	