

School Accountability Report Card

School Year 2015-16

(Published during 2016-17)

Roosevelt Middle School

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The School Accountability Report Card (SARC) is required by law to be published annually, by Feb 1st each year. It 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For more information about the school, parents and community members should contact the school principal or district office.

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

Internet access is available at public libraries and other locations that are publicly accessible.

About This School

School Description and Mission Statement

This section provides information about the school's goals and programs.

Roosevelt Middle School, a historic landmark building opened in 1930, has evolved over the years to embrace multiple learning styles and offer diverse, inclusive academic opportunities. Standards are high. All students, including those identified as gifted, inclusion, resource specialist and learning disabled, are provided a stimulating and challenging learning experience. ESL core groups provide specialized focus for English Language Learners in academic content areas. Strategic classes and tutoring, both during the day and after school, provide opportunities for students to maximize their proficiency in literacy and math.

Our vision is that all students will grow emotionally, socially and academically within a safe, respectful and supportive environment. Students will be inspired to become successful, technologically literate and globally minded, as our staff prepares them to participate as socially responsible citizens in the 21st century world.

Our mission is to enable students to become independent, critical thinkers as well as productive, concerned and engaged citizens. We will prepare students to achieve proficient or advanced status on the state's assessment tests and enter high school academically prepared.

Roosevelt Middle School was proud to be recognized with the California Distinguished School Award for its continued commitment to academic excellence in the spring of 2009, and to receive the Title 1 Academic Achievement Award in the spring of 2010 and again in 2011.

Student Enrollment By Grade Level (School Year 2015-16)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Enrollment
K	0
1	0
2	0
3	0
4	0
5	0
6	232
7	232
8	234
Ungraded Elem	0

Grade Level	Enrollment
9	0
10	0
11	0
12	0
Ungraded Sec	0
Total Enrollment	698

Student Enrollment By Group (School Year 2015-16)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	6.4
American Indian or Alaska Native	0.6
Asian	48
Filipino	4.7
Hispanic or Latino	13.5
Pacific Islander	1.3
White (Not Hispanic)	18.6
Two or More Races	2.9
Socioeconomically Disadvantaged	61.6
English Learners	13.8
Students with Disabilities	13
Foster Youth	0

Section A (Conditions of Learning) begins on next page.

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	37	43	39	3384
Without Full Credential	1	0	2	169
Teaching Outside Subject Area of Competence	1	4	2	149

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments	2	4	2
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers, 2015-16

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are 39 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

See table on next page.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by non-NCLB Compliant Teachers
This School	96	4
All Schools in District	92	8
High-Poverty Schools in District	91	9
Low-Poverty Schools in District	95	5

Quality, Currency, and Availability of Textbooks and Instructional Materials

For High Schools (grades 9-12)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. Class sets of health instructional materials were provided for high school health teachers. In addition, other Board-adopted core curriculum materials were provided to remedy all insufficiencies identified through a survey and other activities at the annual Instructional Materials Hearing at the September 27, 2016 meeting of the Board of Education. All adopted high school instructional materials have been evaluated and determined locally to meet state standards for grades 9-12. Appropriate science laboratory equipment is available for all laboratory science courses.

For Elementary and Middle Schools (grades K-8)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and adopts K-8 materials from the list of standards-aligned materials that have been adopted by the State Board of Education. The district provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. For 2016-2017, instructional materials were provided for all students in grades K-8. Replacements were provided for core curriculum areas as identified through a survey and other activities preceding the annual Instructional Materials Hearing at the September 27, 2016 meeting of the Board of Education.

For complete lists of adopted textbooks, go to:

<http://www.sfusd.edu/en/curriculum-standards/instructional-resources.htm>

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

<i>Item Inspected</i>	<i>Repair Status</i>			<i>Repair Needed and Action Taken or Planned</i>
	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall and Pest Infestation	X			
Electrical	X			
Restrooms/Sinks/Fountains	X			
Safety: Fire and Hazardous Materials	X			
Structural: Damage, Roofs	X			
External: School Grounds, Windows, Doors	X			Main Entrance door not closing all the way.

WO - Work Order. DM - Deferred Maintenance.

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

<i>Item Inspected</i>	<i>Facility Condition</i>			
	<i>Exemplary</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
Overall Summary	X			
Inspection Date	FALL 2016			

Additional Comments: Facilities will schedule repair of deficiency

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The school building, completed in 1930, was retrofitted for earthquake safety in the 1970s. In 2001 the electrical and technological systems were upgraded and the school continues to provide every classroom with at least one computer, cable TV and printer capacity. LCD projectors, are available for classroom use and a mobile laptop lab is available for student use. During the summer of 2006, the exterior mortar on the brick facade was sealed and the following summer, 2007, all classrooms, common areas, hallways and offices were freshly painted. New hall lockers provide access for each student. The boys locker room was equipped with new lockers during summer, 2006. Restrooms are in need of minor repairs. Our school community recycles & maintains a facility that is safe, clean and functional. Finally, the school is scheduled to receive additional upgrades and repairs as a result of the passage of Prop A in the fall of 2011.

Part B (Pupil Outcomes) begins on the next page.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress Results for All Students

Subject	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy (grades 3-8 and 11)	56	60	52	53	44	48
Mathematics (grades 3-8 and 11)	53	59	47	49	34	36

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.

See Grade Level / Subject / Subgroup results on next pages:

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups and Grade Level (School Year 2015-16)

Grade: 05

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female				
African American				
American Indian/Alaskan				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander/Hawaiian				
White				
Two or More Races				
Economically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Migrant Education Services				
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups and Grade Level (School Year 2015-16)

Grade:

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	231	227	98.27	62.39
Male	118	117	99.15	51.72
Female	113	110	97.35	73.64
African American	14	14	100.00	7.14
American Indian/Alaskan	--	--	--	--
Asian	103	102	99.03	68.63
Filipino	--	--	--	--
Hispanic or Latino	25	25	100.00	40.00
Pacific Islander/Hawaiian	--	--	--	--
White	57	55	96.49	77.78
Two or More Races	--	--	--	--
Economically Disadvantaged	59	58	98.31	37.93
English Learners	43	43	100.00	16.28
Students with Disabilities	29	28	96.55	14.81
Migrant Education Services				
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups and Grade Level (School Year 2015-16)

Grade:

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	228	226	99.12	61.95
Male	130	128	98.46	56.25
Female	98	98	100.00	69.39
African American	13	13	100.00	30.77
American Indian/Alaskan				
Asian	118	116	98.31	70.69
Filipino	13	13	100.00	38.46
Hispanic or Latino	32	32	100.00	28.13
Pacific Islander/Hawaiian	--	--	--	--
White	33	33	100.00	90.91
Two or More Races	--	--	--	--
Economically Disadvantaged	83	83	100.00	48.19
English Learners	30	30	100.00	13.33
Students with Disabilities	33	33	100.00	6.06
Migrant Education Services				
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups and Grade Level (School Year 2015-16)

Grade:

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	237	234	98.73	56.22
Male	126	126	100.00	52.38
Female	111	108	97.30	60.75
African American	16	16	100.00	6.67
American Indian/Alaskan	--	--	--	--
Asian	115	114	99.13	68.42
Filipino	13	12	92.31	33.33
Hispanic or Latino	37	37	100.00	32.43
Pacific Islander/Hawaiian	--	--	--	--
White	36	36	100.00	66.67
Two or More Races	--	--	--	--
Economically Disadvantaged	65	64	98.46	46.03
English Learners	24	23	95.83	13.04
Students with Disabilities	29	29	100.00	10.71
Migrant Education Services				
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups and Grade Level (School Year 2015-16)

Grade:

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female				
African American				
American Indian/Alaskan				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander/Hawaiian				
White				
Two or More Races				
Economically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Migrant Education Services				
Foster Youth	--	--	--	--

Note: Math 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups and Grade Level (School Year 2015-16)

Grade:

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	231	227	98.27	56.64
Male	118	117	99.15	56.03
Female	113	110	97.35	57.27
African American	14	14	100.00	
American Indian/Alaskan	--	--	--	--
Asian	103	102	99.03	66.67
Filipino	--	--	--	--
Hispanic or Latino	25	25	100.00	40.00
Pacific Islander/Hawaiian	--	--	--	--
White	57	55	96.49	62.96
Two or More Races	--	--	--	--
Economically Disadvantaged	59	58	98.31	37.93
English Learners	43	43	100.00	23.26
Students with Disabilities	29	28	96.55	7.41
Migrant Education Services				
Foster Youth	--	--	--	--

Note: Math 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups and Grade Level (School Year 2015-16)

Grade:

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	228	226	99.12	63.72
Male	130	128	98.46	65.63
Female	98	98	100.00	61.22
African American	13	13	100.00	23.08
American Indian/Alaskan				
Asian	118	116	98.31	81.03
Filipino	13	13	100.00	46.15
Hispanic or Latino	32	32	100.00	21.88
Pacific Islander/Hawaiian	--	--	--	--
White	33	33	100.00	81.82
Two or More Races	--	--	--	--
Economically Disadvantaged	83	83	100.00	49.40
English Learners	30	30	100.00	20.00
Students with Disabilities	33	33	100.00	12.12
Migrant Education Services				
Foster Youth	--	--	--	--

Note: Math 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups and Grade Level (School Year 2015-16)

Grade:

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	237	234	98.73	56.71
Male	126	126	100.00	56.00
Female	111	108	97.30	57.55
African American	16	16	100.00	6.25
American Indian/Alaskan	--	--	--	--
Asian	115	114	99.13	76.99
Filipino	13	12	92.31	41.67
Hispanic or Latino	37	37	100.00	16.67
Pacific Islander/Hawaiian	--	--	--	--
White	36	36	100.00	62.86
Two or More Races	--	--	--	--
Economically Disadvantaged	65	64	98.46	49.21
English Learners	24	23	95.83	21.74
Students with Disabilities	29	29	100.00	3.57
Migrant Education Services				
Foster Youth	--	--	--	--

Note: Math 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Test Results in Science for All Students

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Gr 5,8 and 10)	82	75	75	62	58	57	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternative Performance Assessment (CAPA) in grades five, eight, and ten.

Scores are not shown 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.

California Standards Test by Student Groups in Science (School Year 2015-16)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. Science assessments include CSTs, CMA and CAPA in grades 5, 8 and 10.

Group	Total Enrollment	Number of Students With Valid Scores	Percent of Students With Valid Scores	Percent Proficient or Advanced
All Students at the School	237	227	95.78	75.33
Male	126	124	98.41	78.23
Female	111	103	92.79	71.84
African American	16	16	100.00	25.00
American Indian or Alaska Native	--	--	--	--
Asian	115	110	95.65	90.91
Filipino	13	12	92.31	75.00
Hispanic or Latino	37	35	94.59	51.43
Pacific Islander	--	--	--	--
White (not Hispanic)	36	36	100.00	77.78
Two or More Races	--	--	--	--
Economically Disadvantaged	65	59	90.77	67.80
English Learners	24	21	87.50	38.10
Students with Disabilities	29	26	89.66	19.23
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	15
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (8)
 - Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
Grade 5			
Grade 7	16	24.4	41.8
Grade 9			

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Part C (Engagement) begins on the next page.

C. Engagement

State Priority: School Climate

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

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

School Safety Plan - Most Recent Year

This section provides information about the school's comprehensive safety plan.

Roosevelt continues to update and refine its comprehensive school safety plan covering all the necessary aspects of planning for emergency response, staff training and student safety. Regular drills and practices are held for various emergency events: fire, earthquake, lock-down. The school community partners with community agencies such as Beacon After-School Program and the San Francisco Police and Fire Departments. Many of our staff have also received instruction in CPR and first aid. Our Crisis Response Team is trained and aware of role responsibilities during a crisis. All classrooms are provided with an emergency procedures manual, evacuation plan and first aid supplies. Students receive instruction on diverse cultures, school and District rules and personal responsibility.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Subject	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions	3.74	2.03	1.53	1.53	1.58	1.28	4.36	3.80	3.65
Expulsions	0.00	0.00		0.01	0.01	0.01	0.10	0.09	0.09

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Roosevelt Middle School has established various organizations and activities to support and encourage active parent participation. There are monthly meetings of the Parent Teacher Student Organization (PTSO), the School Site Council (SSC), the English Learner Advisory Committee (ELAC) and the Roosevelt Music Booster Organization (RMBO). The Student Council, PTSO, SSC, ELAC, Music and P.E. Departments, counselors and administration all provide a variety of activities

throughout the year for parents, including: Back to School Night, themed assemblies, concerts, sports competitions, and parent-student-teacher conferences. Additionally, throughout the year various parent-volunteer opportunities are offered, such as field trips, student dances, fundraising activities or working at the site's Food Pantry. Onsite translators, weekly newsletters, the PTSSO monthly bulletin and the school's SchoolLoop website contribute to home-school contact and communication. Finally, incoming 5th grade parents are invited to participate in the Step-Up to Roosevelt workshop in the summer.

If you are interested in parental involvement opportunities, please contact the principal at the school:

Stachon, Michael

415-750-8446

Section D (Other SARC Information) begins on next page.

Section 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.

Federal Intervention Program (School Year 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2006-07
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	----	84
Percent of Title 1 Schools Currently in Program Improvement	----	79%

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	Avg Class Size	2012-13			Avg Class Size	2013-14			Avg Class Size	2014-15		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6	29	7	14	22	30	7	9	22	28	8	21	16
Other												

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and number of classrooms that fall into each size category (a range of total students per classroom).

Subject	Avg Class Size	2012-13			Avg Class Size	2013-14			Avg Class Size	2014-15		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21	12	6	8	20	14	9	4	22	12	6	6
Math	25	6	8	6	24	6	10	4	23	6	11	3
Science	30	1	8	7	27	3	9	5	29	2	7	7
Social Science	29	3	6	8	28	2	7	7	30	2	4	9

Academic Counselors and Other Support Staff (School Year 2015-16)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time. Note: For various reasons, including funding sources and employees serving multiple locations, many of the staff in these positions are listed as working at central administrative offices, and so, will not show up under a particular school's staffing count. This includes the following FTE: Counselors - 13.6, Librarians - 27.5, Nurses - 55.8, Psychologists/Social Workers - 169.4 and Resource Specialists - 130.5. If additional information is needed regarding staffing in these particular support roles, please contact the school.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	233
Library Media Teacher (Librarian)	1	----
Library Media Services Staff (Paraprofessional)		----
Psychologist / Social Worker		----
Nurse		----
Speech/Language/Hearing Specialist		----
Resource Specialist (non-teaching)	1	----
Other		----

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. The option to report expenditures and salaries for the benefit of all schools in the district equally has been used. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil Supplemental	Expenditures Per Pupil Basic	Average Teacher Salary
School Site	\$5,252	\$265	\$4,987	\$65,238
District	----	----	\$4,987	\$65,238
Percent Difference - School Site and District	----	----	0%	0%
State	----	----	\$5,677	\$75,837
Percent Difference - School Site and State	----	----	-12%	-14%

Types of Services Funded (Fiscal Year 2015-16)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

A multi-faceted afterschool program, Roosevelt Beacon, offers safe, supported learning-oriented and recreational programs to all students who elect to participate. The AACE program provides high quality, daily tutoring in classrooms, at lunchtime and after school. Roosevelt students participate in the SFUSD's Healthy Schools program, which provides positive alternative physical activities, Red Ribbon Week activities and other educational programs addressing health issues & effective decision-making skills. The School Assistance Program (CARE Team) meets twice monthly to discuss students identified for specific areas of need. Peer resources and conflict mediation services are offered by counselors as necessary. Our library/media center is open three days a week during the regular school day for students, and every day after school. Additionally the library is open to parents during morning and afternoon sessions weekly for SchoolLoop use.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at:

<http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,380	\$45,092
Mid-Range Teacher Salary	\$66,584	\$71,627
Highest Teacher Salary	\$83,576	\$93,288
Average Principal Salary (Elementary)	\$99,735	\$115,631
Average Principal Salary (Middle)	\$104,512	\$120,915
Average Principal Salary (High)	\$108,727	\$132,029
Superintendent Salary	\$282,800	\$249,537
Percent of Budget for Teacher Salaries	30	37
Percent of Budget for Administrative Salaries	6	5

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional development is a part of every site plan and a major component of instructional support to departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and for educators and parents each school continues to provide some full days of professional development during the academic year.

End of SARC Document.