

# Roosevelt Junior High School

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2023-24 School Contact Information

<b>School Name</b>	Roosevelt Junior High School
<b>Street</b>	1330 College Ave.
<b>City, State, Zip</b>	Modesto, CA, 95350
<b>Phone Number</b>	(209) 574-1930
<b>Principal</b>	Shaun Pelter
<b>Email Address</b>	Pelter.S@monet.k12.ca.us
<b>School Website</b>	roosevelt.mcs4kids.com
<b>County-District-School (CDS) Code</b>	50711676052807

## 2023-24 District Contact Information

<b>District Name</b>	Modesto City School District
<b>Phone Number</b>	(209) 574-1500
<b>Superintendent</b>	Sara Noguchi, Ed.D
<b>Email Address</b>	MummaSolorio.L@monet.k12.ca.us
<b>District Website</b>	www.mcs4kids.com

## 2023-24 School Description and Mission Statement

**Mission:** All students and staff will learn at the maximum academic level possible.

**Vision:** Roosevelt Junior High will be the highest performing junior high in Stanislaus County. It will be a safe environment, free of disciplinary distractions, and composed of students and staff who are encouraging and positive. To do so students will speak, listen, read, and write daily.

**School Description:**

The student population is very diverse, ethnically and linguistically at Roosevelt Junior High School where we currently have a student population of roughly 815 students. Currently Roosevelt's student population is 57% Hispanic or Latino of any race, 23% White, Asian 4%, 3% Black or African American, 7% two or more races, Native Hawaiian or other Pacific Islander 1%. 157 students at Roosevelt are designated English Learners, 7 IFEP and 114 RFEP. Roosevelt serves students enrolled in the "newcomers" program. These students have been enrolled in the United States schools for 12 months or less. The site currently serves roughly 37 students in the "New Commers" program. Academic Language Development classes, or ALD, are offered to support our English Language Learners. To support students enrolled in the "Newcomers" program RJHS offers a series of intensive language acquisition classes to support in English language development i.e. Foundations of Literature and Foundations of Language. Students enrolled in the "Newcomers" program are mainstreamed for Math, Science, History and PE.

In addition to general education courses RJHS offers two self-contained Functional Skills classes and two self-contained Parallel classes. All of the special education classes have credentialed teachers along with multiple instructional paraprofessionals to support the students.

Roosevelt also offers an Honor courses for students who show potential for moving on to advanced placement classes in high school. Elective choices include: Band, Chorus, String Orchestra, Art, Computers, Robotics, Spanish, Yearbook, Leadership, Drama, AVID (Advancement Via Individual Determination), Project Lead the Way, STEM, and PAL's (Peer Assisted Learning) courses. Roosevelt has made many strides to keep up with the technology movements in our society. In order to keep up with the needs of these many portable devices the school has wireless capabilities throughout and all students are provided with a laptop to utilize during the school years. Additionally, both English Language Arts, Social Science, Science, and Math have adopted digital curriculum.

## 2023-24 School Description and Mission Statement

Roosevelt has a dedicated staff of both veteran and newer teachers. They do everything they can to make sure the students are learning. After school tutoring is offered Monday, Tuesday, Thursday, and Friday for any students by a credentialed teacher. There are also a variety of after school clubs for students to become involved with. For a more committed after school experience Roosevelt also houses a free After School Program where more than 120 students attend up to 6:00 P.M. Students have the opportunity to do homework and become involved in many activities ranging from sports to cooking club.

Roosevelt prides itself in our academics. Students are rewarded as much as possible for their hard work and dedication. With our Renaissance program students with good grades and good behavior in all of their classes are rewarded. Staff and students both enjoy being at Roosevelt. An emphasis is placed on students being Respectful, Kind, and Honest. These are the foundational character traits of Roosevelt's PBIS program.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	391
Grade 8	386
Total Enrollment	777

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.6%
Male	54.4%
American Indian or Alaska Native	0.3%
Asian	4.5%
Black or African American	2.3%
Filipino	0.5%
Hispanic or Latino	59.7%
Native Hawaiian or Pacific Islander	1%
Two or More Races	5.7%
White	22.9%
English Learners	20.8%
Homeless	1%
Migrant	0.1%
Socioeconomically Disadvantaged	76.4%
Students with Disabilities	15.1%

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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	34.00	85.64	614.30	89.07	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	11.60	1.69	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	2.52	13.70	1.99	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.10	5.52	31.90	4.64	12115.80	4.41
<b>Unknown</b>	2.50	6.30	17.90	2.61	18854.30	6.86
<b>Total Teaching Positions</b>	39.70	100.00	689.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	32.00	92.87	608.70	88.15	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	14.20	2.06	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.10	0.46	20.90	3.03	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.20	3.71	32.70	4.75	11953.10	4.28
<b>Unknown</b>	1.00	2.90	13.90	2.01	15831.90	5.67
<b>Total Teaching Positions</b>	34.50	100.00	690.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	0.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	2.10	1.20
Total Out-of-Field Teachers	2.10	1.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.7	0.7
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.7	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

### 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Governing Board recognizes that students' educational opportunities are enhanced when they have sufficient access to high-quality textbooks, equipment and other instructional materials for each of the subjects they are studying. To adequately support the Board-approved curriculum, instructional materials must also be up to date. For further information about the selection and adoption of instructional materials at all Modesto City Schools, please reference Board Policies 6161, 6161.1, and 6161.11. All board policies are located at <https://www.mcs4kids.com/district/board/board-policies/board-policies>.

Year and month in which the data were collected	November 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
<b>Reading/Language Arts</b>	<p>StudySync, 2018</p> <p>Read 180: HMH rBook and HMH LBook, Stage B Next Generation; HMH 44Book, Stage B HMH Next Generation (paperback and audio) Book Collection; HMH Topic Software, Next Generation, 2021</p> <p>Designated ELD Course: StudySync, 2018</p>	Yes	0
<b>Mathematics</b>	<p>Math 7/Math 7 Honors: enVision Mathematics, Savvas Learning, 2021</p> <p>Math 8/Math 8 Honors: enVision Mathematics, Savvas Learning, 2021</p> <p>Pre Secondary Math I Honors: Accelerated Grade 7 Math, Savvas Learning, 2021</p> <p>Algebra Honors 1 JH: enVision Algebra 1, Savvas Learning, 2020</p>	Yes	0
<b>Science</b>	Discovery Ed, 2019	Yes	0
<b>History-Social Science</b>	McGraw-Hill, California IMPACT, 2019	Yes	0
<b>Foreign Language</b>	Advanced Spanish 7th: Temas, Vista Higher Learning, 2020 AP Spanish Language & Culture, 8th: Temas, Vista Higher Learning, 2020 Spanish I:	Yes	0

## School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are included within this report. The results of this survey are available at the district office and on the internet at [mcs4kids.com](http://mcs4kids.com).

Roosevelt is proud to use a state-of-the-art digital marquee to the northwest side of the campus to keep students and parents informed of everything Roosevelt.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

### Age of School/Buildings:

This school has classrooms, laboratories, a cafeteria, gymnasium, library, locker-rooms, and an administration office. The main campus was built in 1951 and opened in 1951.

### Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority. The school facility is in overall good repair. During the 2019-2020 school year, the entire exterior of the school was painted, HVHC was added to the gymnasium, and a security camera system was installed school wide.

### Cleaning Process and Schedule:

The Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### Deferred Maintenance:

The District participated in the State School Deferred Maintenance Program, which provided flexible state matching funds to assist school districts with expenditures for major repair or replacement of existing school facilities components. State contributions to this Program ended in the 2012-13 school year. Deferred Maintenance typically includes paving, roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. Identified needed repairs are weighed against all other District site repairs and the most urgent repairs are addressed first.

Data provided by LEA. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

**Year and month of the most recent FIT report**

7/14/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer			X	:
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			37: Blocked electrical panel 40: Blocked electrical panel
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			



## School Facility Conditions and Planned Improvements

<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	35	31	28	27	47	46
Mathematics (grades 3-8 and 11)	22	22	18	19	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	782	747	95.52	4.48	30.83
<b>Female</b>	357	337	94.40	5.60	33.63
<b>Male</b>	425	410	96.47	3.53	28.54
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	38	37	97.37	2.63	37.84
<b>Black or African American</b>	16	15	93.75	6.25	6.67
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	475	452	95.16	4.84	26.33
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	69	66	95.65	4.35	30.77
<b>White</b>	169	163	96.45	3.55	44.17
<b>English Learners</b>	175	157	89.71	10.29	3.18
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	16	10	62.50	37.50	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	604	575	95.20	4.80	25.78
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	115	110	95.65	4.35	10.91

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	782	760	97.19	2.81	21.84
<b>Female</b>	357	344	96.36	3.64	20.64
<b>Male</b>	425	416	97.88	2.12	22.84
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	38	38	100.00	0.00	21.05
<b>Black or African American</b>	16	15	93.75	6.25	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	475	463	97.47	2.53	18.14
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	69	67	97.10	2.90	19.40
<b>White</b>	169	162	95.86	4.14	35.19
<b>English Learners</b>	175	173	98.86	1.14	2.89
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	16	16	100.00	0.00	12.50
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	604	588	97.35	2.65	16.33
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	115	110	95.65	4.35	10.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	24.01	22.34	15.01	15.26	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	388	377	97.16	2.84	22.81
<b>Female</b>	185	179	96.76	3.24	20.11
<b>Male</b>	203	198	97.54	2.46	25.25
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	18	18	100.00	0.00	5.56
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	241	234	97.10	2.90	20.51
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	35	34	97.14	2.86	17.65
<b>White</b>	79	77	97.47	2.53	36.36
<b>English Learners</b>	87	86	98.85	1.15	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	294	285	96.94	3.06	16.84
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	48	47	97.92	2.08	10.64

**B. Pupil Outcomes**

**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.

2022-23 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	92.90%	92.90%	92.40%	91.60%	91.10%

**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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement
Parents/Guardians are constantly informed through Roosevelt quarterly newsletters, website, social media, activities calendars, Navigating Junior High, Parent meetings, and ELPAC Boot Camp Workshops, etc. Parents also are encouraged serve on the School Site Council and the Parent Organization (PTSO).

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	840	816	230	28.2
Female	389	376	110	29.3
Male	451	440	120	27.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	1	33.3
Asian	39	37	7	18.9
Black or African American	21	20	6	30.0
Filipino	4	4	1	25.0
Hispanic or Latino	504	494	147	29.8
Native Hawaiian or Pacific Islander	9	9	3	33.3
Two or More Races	46	45	14	31.1
White	187	179	48	26.8
English Learners	190	182	48	26.4
Foster Youth	3	2	0	0.0
Homeless	20	19	10	52.6
Socioeconomically Disadvantaged	655	635	194	30.6
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	129	127	48	37.8

### C. Engagement

#### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	9.06	9.88	0.06	2.94	4.08	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.88	0
Female	7.97	0
Male	11.53	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	19.05	0
Filipino	0	0
Hispanic or Latino	10.12	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	8.7	0
White	9.63	0
English Learners	10.53	0
Foster Youth	0	0
Homeless	30	0
Socioeconomically Disadvantaged	10.99	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	10.08	0

## 2023-24 School Safety Plan

Administration, staff, parents, and students were invited to participate in a review and update our Safety plans and sets new goals for the current school year. These recommendations are taken to the Safety Committee. The committee finalizes the plan for the school year. This plan is also taken to and reviewed by our School Site Council. This year we continued to set boundaries for important topics that are necessary for school safety i.e. points of entrance post construction, emergency protocols during and after school during events and daily activities, etc. This year the Safety Committee continues to work in conjunction with the district to implement modifications to the emergency response procedures specific to our site. Our Safety Plan was last updated on 9/14/2023 approved by committee members of the Safety Committee. The document was reviewed and voted on by the School Site Council on 10/17/2023.



## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	13	7	18
Mathematics	23	14	8	15
Science	22	13	17	8
Social Science	23	11	14	11

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	13	20	6
Mathematics	24	8	17	6
Science	25	8	16	8
Social Science	26	6	13	10

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	10	15	9
Mathematics	29	3	14	8
Science	30	4	9	13
Social Science	28	7	13	7

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	388.5

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	5.2

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	16748.72	7498.21	9250.51	112560.84
District	N/A	N/A	11121.82	
Percent Difference - School Site and District	N/A	N/A	-18.4	11.4
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	-0.9	23.9

## Fiscal Year 2022-23 Types of Services Funded

The Modesto City Schools Local Control and Accountability Plan (LCAP) provides detailed information on actions, services, and expenditures that support and assist students. Actions, services, and expenditures funded through past year LCAPs can be found here: <https://www.mcs4kids.com/o/mcs/page/lcff-and-lcap>. The most recent LCAP can be found here: <https://www.mcs4kids.com/o/mcs/page/lcff-and-lcap>. While the LCAP is designed to support the educational progress of all students, there are specific actions and services principally directed toward meeting the needs of our unduplicated students in closing the achievement gap.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	67185.00	54906.00
<b>Mid-Range Teacher Salary</b>	95865.00	80703.00
<b>Highest Teacher Salary</b>	124545.00	109418.00
<b>Average Principal Salary (Elementary)</b>	139709.00	137703.00
<b>Average Principal Salary (Middle)</b>	142971.00	143760.00
<b>Average Principal Salary (High)</b>	164175.00	159021.00
<b>Superintendent Salary</b>	295437.00	319443.00
<b>Percent of Budget for Teacher Salaries</b>	29.20%	30.35%
<b>Percent of Budget for Administrative Salaries</b>	5.18%	4.87%

## Professional Development

Professional development in MCS is data driven using research-based best practices to ensure our students receive a guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, Induction and intern mentor programs, Peer Assistance Review (PAR) program, as well as an Administrative Induction Program. For the fourth year, MCS has provided the opportunity for 1% compensation for certificated and management who choose to complete an extra twelve hours of professional development outside of their normal work day. We offer the same incentive for classified, but at a flat rate compensation of \$400 for the first 6 hours and \$400 for the second 6 hours of voluntary professional development hours.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, English Learners, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. The Curriculum and Instruction & Professional Development Division is tasked with increasing the quality and quantity of professional development provided to classified, certificated, and managers alike.

Coming out of the COVID closures, we have focused our efforts on our Instructional Core:

- **Instructional Core Vision:** Every student deserves a guaranteed instructional program, not by chance, but by design, including Board-adopted curriculum, researched-based best practices, and authentic relationships and assessments that guide instruction.
- **Supporting All Learners:** Intentionally planning lessons with consideration for strategies, scaffolds, and interventions that create equitable learning opportunities for all students.
- **Board-adopted Curriculum:** Intentionally utilizing the currently adopted curriculum to ensure equitable access for all students to rigorous content standards. Understanding how the curriculum design supports students' progression over time.
- **Engaging Students using Language and Literacy:** Designing lessons that engage and support all learners by providing daily opportunities to interact with content through reading, writing, listening, and speaking.
- **Professional Learning Communities:** PLCs are the vehicle we use to guarantee the success of the Instructional Core. Fully engaging in the process of identifying what students need to learn, how it is to be taught, what to do if they don't reach mastery, and what to do if they excel, with regular review of student formative data to guide instruction.

All learners means every student regardless of gender, socio-economic level, at-risk status, racial, ethnic, or cultural background, exceptional ability, disability, or Limited English Proficiency.

Professional Development

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This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	10	