

Desert Sands Unified School District Theodore Roosevelt Elementary School

Grades TK through 5
Daniel Martinez, Ed.D., Principal
daniel.martinez@desertsands.us
CDS #: 33670586032007



83-200 Carreon Blvd.
Indio, CA 92201
Phone: (760) 775-3860
Fax: (760) 393-5709

2024-25 School Accountability Report Card

Published January 2026

Desert Sands Unified School District
47-950 Dune Palms Road
La Quinta, CA 92253-4000
(760) 777-4200
www.dsusd.us

2025-26 Board of Trustees

Humberto Alvarez
President

Kailee Watson, OD
Vice President/Clerk

Michael Duran
Member

Tricia Pearce
Member

Linda Porras
Member

District Administration

Kelly May-Vollmar, Ed.D.
Superintendent

Jordan Aquino
Assistant Superintendent,
Business Services

Laura Fisher
Assistant Superintendent,
Student Support Services

Marcus Wood, Ed.D.
Assistant Superintendent,
Educational Services

Joseph Hyde, Ed.D.
Assistant Superintendent,
Personnel Services

Principal's Message

Theodore Roosevelt Elementary School provides a warm, stimulating environment where students are actively involved in learning rigorous curriculum as well as positive values. There is a high level of commitment and motivation at Roosevelt which creates high expectations for students in a nurturing environment. At Roosevelt, we believe that educational excellence for students can best be achieved when there is total involvement of teachers, students, parents, administrators, and community members. Our learning community works together to ensure students succeed. Our Positive Action Program, contributes to an increase in academic achievement levels by focusing on the importance of positive behavior and creating an optimum learning environment. Our dedication to improving the lives of our students is demonstrated through our Healthy Schools Program, where health, nutrition, and physical activity are essential to daily routines. Our staff is actively involved in data-driven decision making, participates in trainings on current resources and trends in education, and work in Professional Learning Communities to meet individual students' needs. The teacher's role at Roosevelt is that of a "coach," providing small chunks of learning with practice and immediate feedback. Collectively, we work to provide the best to all our children making Roosevelt Elementary School a special place for students to learn and grow together. We want to ascertain that all of our students are prepared for the academic rigor of the Common Core State Standards, as well as taking positive strides in becoming healthy, college and career ready students. Roosevelt stakeholders believe that each day is a new educational opportunity, with a chance to further the academic successes of every student.

In 2021, Theodore Roosevelt Elementary School was named a Green Ribbon School by the California Department of Education and the US Department of Education.

The philosophy that guides decision-making at Roosevelt includes:

- Appropriate time allotted for effective instruction, all children can learn.
- We have the ability to teach all students.
- Achieving mastery requires practice, with multiple opportunities throughout the year.
- Students have all year to master the grade level standards.
- Effective instruction includes explicit instruction in problem solving strategies.
- Student success is increased with engaging, student-focused, fast paced lessons. that include "whole brain teaching," and checking for understanding every few minutes.
- Effective leadership that promotes the well-being of the student.

I encourage your participation and welcome any suggestions, ideas, or comments that will assist us in maintaining our level of excellence.

District Mission

To inspire and nurture every student ... one opportunity at a time.

District Vision

We will be the district of choice to successfully prepare every student for college, career, and life.

School Profile

Theodore Roosevelt Elementary School is located in the southwestern region of Indio and serves students in grades transitional kindergarten through five following a traditional calendar. At the beginning of the 2024-25 school year, 490 students were enrolled, including 13.7% in special education, 44.3% English Learners, 1.2% foster youth, 6.1% homeless youth, 0.4% migrant education and 90.8% socioeconomically disadvantaged.

Student Enrollment by Student Group 2024-25	
Student Group	% of Total Enrollment
Female	49.2%
Male	50.8%
Non-Binary	0%
American Indian or Alaska Native	0.4%
Asian	1.8%
Black or African-American	0.2%
Filipino	0%
Hispanic or Latino	93.9%
Native Hawaiian or Pacific Islander	0%
Two or More Races	0.2%
White	0.6%
English Learners	44.3%
Foster Youth	1.2%
Homeless	6.1%
Migrant Services	0.4%
Socioeconomically Disadvantaged	90.8%
Students with Disabilities	13.7%

Student Enrollment by Grade Level 2024-25	
Grade Level	# of Students
TK	30
K	70
Grade 1	68
Grade 2	64
Grade 3	80
Grade 4	96
Grade 5	82
Total Enrollment	490

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in Teacher Preparation and Placement, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout & Graduation Rates, including the Dropout chart; and Graduation Requirements, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

Student Achievement California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

**CAASPP Test Results in ELA and Mathematics for All Students
2024-25**

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	19.0	22.0	39.0	41.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	16.0	18.0	26.0	27.0	35.0	37.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	259	250	96.53	3.47	22.40
Female	121	118	97.52	2.48	29.66
Male	138	132	95.65	4.35	15.91
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	239	230	96.23	3.77	23.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	108	99	91.67	8.33	9.09
Foster Youth	0	0	0	0	0
Homeless	21	15	71.43	28.57	13.33
Military	--	--	--	--	--
Migrant Services	--	--	--	--	--
Socioeconomically Disadvantaged	241	233	96.68	3.32	21.89
Students with Disabilities	45	45	100.00	0	2.22

**CAASPP Test Results in Mathematics by Student Group
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	259	258	99.61	0.39	17.83
Female	121	121	100.00	0	21.49
Male	138	137	99.28	0.72	14.60
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	239	238	99.58	0.42	18.91
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	108	107	99.07	0.93	3.74
Foster Youth	0	0	0	0	0
Homeless	21	20	95.24	4.76	10.00
Military	--	--	--	--	--
Migrant Services	--	--	--	--	--
Socioeconomically Disadvantaged	241	240	99.59	0.41	17.50
Students with Disabilities	45	45	100.00	0	0

Note: ELA & 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

**CAASPP Test Results in Science for All Students
2024-25**

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	9.9	17.1	24.2	25.1	30.7	32.3

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

**CAASPP Test Results in Science by Student Group
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	82	82	100.00	0	17.07
Female	36	36	100.00	0	16.67
Male	46	46	100.00	0	17.39
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	76	76	100.00	0	18.42
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	34	34	100.00	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Migrant Services	--	--	--	--	--
Socioeconomically Disadvantaged	78	78	100.00	0	17.95
Students with Disabilities	19	19	100.00	0	5.26

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Physical Fitness

In the spring of each year, Theodore Roosevelt Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf.

**Physical Fitness Test
% of Students Participating in each of the Five Fitness Components
2024-25**

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%

Note: The administration of the PFT requires only participation results for these five fitness areas.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through principal newsletters, the school marquee, the school website, and School Messenger (automated telephone message delivery system). Contact the school office at (760) 775-3860 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Classroom Helper
- Chaperone Field Trips
- Library Helper
- Supervision

Committees

- District Advisory Committee (DAC)
- District English Learner Advisory Council (DELAC)
- English Learner Advisory Council (ELAC)
- Multi-Tiered System of Supports (MTSS)
- Parent Teacher Organization (PTO)
- School Advisory Committee (SAC)
- School Site Council (SSC)

School Activities

- Adult School
- AVID Night
- Back to School Night
- Cinco de Mayo Celebration
- Citizenship Class
- Harvest Festival
- Meet the Principal
- Open House
- Parent Club
- Parent Workshops
- Ran Mile Club (walking club)
- Walk-A-Thon

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Theodore Roosevelt Elementary School's original facilities were built in 1968; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

2024-25 Completed Campus Improvements:

- Installation of new marquee
- Upgrade lighting to LED in all classrooms

2025-26 Planned Improvements:

- Placement of three shade canopies
- 6 poles to be installed and painted
- New blacktop on basketball courts
- Remove sandbox in kinder area

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Theodore Roosevelt Elementary School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- Office area cleaning
- Restroom cleaning
- Trash removal
- MPR setup/cleanup

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Restroom cleaning
- Upstairs lounge area cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1968
Acreage	10.1
Square Footage	75,855
	Quantity
Permanent Classrooms	32
Portable Classrooms	0
Restrooms (Sets)	4
Library/Media Center	1
Multipurpose Room	1
Outdoor Cafeteria	1
Indoor Kitchen	1
Media Center	1
Staff Lounge	1

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Theodore Roosevelt Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan will be reviewed, updated, and discussed with school staff by March 1, 2026.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators, a parent volunteer, school site monitors, and campus security are strategically assigned to designated entrance areas and the playground. During recess, administrators, teachers, and school site monitors supervise playground activity. Administrators and school site monitors supervise lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, administrators, teachers, school site monitors, counselors, and campus security supervise student behavior to ensure a safe and orderly departure.

Theodore Roosevelt Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office with a valid state issued identification to be scanned through the Raptor Security System and wear an identification sticker while on school grounds. They must then check out at the school office upon exit from the school site.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: November 30, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			
Interior Surfaces	X			
Cleanliness	X			
Electrical	X			
Restrooms/Fountains	X			
Safety	X			
Structural	X			
External	X			

Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	X			
<i>Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.</i>				

Facilities Inspection

The district's maintenance department inspects Theodore Roosevelt Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Theodore Roosevelt Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on November 30, 2025. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2025-26, all restrooms were fully functional and available for student use at the time of the inspection.

Classroom Environment

Discipline & Climate for Learning

Theodore Roosevelt Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	22-23	23-24	24-25
	School		
% Students Suspended	0.37	0.18	1.43
% Students Expelled	0.0	0.0	0.0
	District		
% Students Suspended	4.46	3.80	3.36
% Students Expelled	0.04	0.06	0.03
	State		
% Students Suspended	3.60	3.28	2.94
% Students Expelled	0.08	0.07	0.06

Suspensions and Expulsions by Student Group 2024-25		
Student Groups	Suspensions Rate	Expulsion Rate
All Students	1.43	0.0
Female	0.0	0.0
Male	2.81	0.0
American Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African American	0.0	0.0
Filipino	0.0	0.0
Hispanic or Latino	1.53	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	0.0	0.0
English Learners	1.56	0.0
Foster Youth	0.0	0.0
Homeless	0.0	0.0
Migrant Services	0.0	0.0
Socioeconomically Disadvantaged	1.51	0.0
Students with Disabilities	2.27	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution					
Subject	2022-23				
	Avg. Class Size	Number of Classes			
		1-20	21-32	33+	
K	21	1	3		
1	16	5			
2	20	1	3		
3	23	1	3		
4	16	1	2		
5	28	1		2	
Subject	2023-24				
	K	16	4		
	1	17	1	3	
	2	22	1	3	
	3	18	2	3	
	4	17	1	3	
5	23	1	2		
Subject	2024-25				
	K	18	1	3	
	1	23		3	
	2	16	2	2	
	3	20	1	3	
	4	24	1	3	
5	21	1	3		

**Number of classes indicates how many classes fall into each size category (a range of total students per class).
***"Other" category, if applicable, is for multi-grade level classes.*

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Theodore Roosevelt Elementary School for the 2024-25 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism by Student Group 2024-25

Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	560	543	201	37.0
Female	275	265	103	38.9
Male	285	278	98	35.3
American Indian or Alaska Native	--	--	--	--
Asian	11	11	3	27.3
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	522	507	194	38.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	257	250	87	34.8
Foster Youth	12	--	--	--
Homeless	69	64	29	45.3
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	529	513	198	38.6
Students with Disabilities	88	86	28	32.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Theodore Roosevelt Elementary School revolve around the California State Content Standards and Frameworks. During the 2024-25 school year, Theodore Roosevelt Elementary School held staff development training devoted to:

- Foundational Early Literacy
- Benchmark Advance Training
- English Language Development (ELD) Instruction
- ESGI Training
- Physical & Mental Health Training
- CUE Conference
- Multi-Tiered System of Supports (MTSS)
- Advancement Via Individual Determination (AVID)
- i-Ready
- Phonics for Instruction
- Imagine Learning
- Universal Design for Learning (UDL)
- ISTE

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Theodore Roosevelt Elementary School supports ongoing professional growth throughout the year on early release days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2023-24, 2024-25, and 2025-26 school years, Theodore Roosevelt Elementary School's teachers had the opportunity to attend the following events hosted by the Desert Sands Unified School District:

2023-24 Trainings:

- Digital Citizenship: Student Data & Privacy, DSUSD Digital Resources
- Integrated ELD (including data, ELPAC levels, ELlevation, academic supports)
- Universal Design for Learning (UDL)
- Positive Behavioral Interventions & Supports (PBIS)
- SPSA and Strategic Planning
- Tier I Site Leadership
- Educational Technology (Google Apps, LFDs, Synergy Assessments, Grade Book, Engagement Tools, Classified Google Training)
- Tier II Site Team Training and Coaching
- Dual Language Immersion
- Reclassification for Dually Identified Students
- MTSS Training
- AVID Pathways Training
- Secondary ELA Training on UDL and Engaging Learning Environments that are Inclusive
- World Language Framework and New Curriculum Training for Spanish and French
- Secondary Science - Gizmos and Curriculum Support
- Ethnic Studies
- High School Math Teacher Training on New Textbooks
- Administering and Scoring Academic Assessments
- MindSet Training
- Middle School Math Teachers Training on New Framework, UDL, SEL

2024-25 Trainings:

- Affirming Spaces for LGBTQ+ Students with Dr. Pompeii
- Visual and Performing Arts Training
- Foster Youth and Trauma Informed Practices for Counselors

2025-26 Trainings:

- TK Training
- PE/Play 360 Training
- LETRS for Early Childhood Teachers
- Visual and Performing Arts
- AVID Math Discourse

Desert Sands Unified School District also offered teachers supplemental professional development training during the 2025-26 school year on the following topics:

- Digital Citizenship
- Integrated ELD
- Universal Design for Learning
- Inclusive Practices
- Positive Behavioral Interventions and Supports
- Educational Technology
- Early Literacy-Foundational Skills and Planners
- LETRS
- Professional Learning Community (PLC)
- Visual and Performing Arts
- Science K/1 Trainings
- AVID Pathways
- Mindset Training

Theodore Roosevelt Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2023-24	2024-25	2025-26
2	2	2

Instructional Materials

All textbooks used in the core curriculum at Theodore Roosevelt Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state’s most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education’s eight-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 16, 2025, the Desert Sands Unified School District’s Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 05/2025-2026 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2025-26 school year, Desert Sands Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state’s content standards and curriculum frameworks.

Textbooks			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2022	Benchmark Education: <i>Benchmark Advance</i>	Y	0%
Health			
2006	McGraw: <i>Health & Wellness</i>	Y	0%
History-Social Science			
2020	Studies Weekly: <i>Studies Weekly History</i>	Y	0%
Mathematics			
2015	Houghton Mifflin Harcourt: <i>Go Math!</i>	Y	0%
2015	Pearson: <i>Envision Math</i>	Y	
Science			
2020	Saavas Learning Company, LLC: <i>Elevate Science</i>	Y	0%

Professional Staff Counseling & Support Staff

Theodore Roosevelt Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Theodore Roosevelt Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2024-25		
	No. of Staff	FTE
Academic Counselor	0	0.0
Speech/Language/Hearing Specialist	1	0.5
Instructional Coach	1	1.0
Library Media Technician	1	1.0
Counselor	1	1.0
Nurse	1	0.2
District Liaison	1	As Needed
Early Literacy Coach	1	1.0
ELD Intervention Coach	1	1.0
Student Assistance Program (SAP) Counselor	1	0.5
Psychologist	1	0.3
Campus Security	1	1.0
<i>Note: 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.</i>		

Teacher Assignment

The charts below identify the number of teachers at Theodore Roosevelt Elementary School, Desert Sands Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Theodore Roosevelt Elementary School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) Authorization / Assignment			
	School Number		
	21-22	22-23	23-24
Permits and Waivers	0.0	0.0	0.0
Misassignments	0.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0	0.0

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator			
	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0	0.0

Class Assignments / Indicator			
	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.0	0.0	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	0.0	0.0
<i>Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.</i>			

Teacher Preparation and Placement Authorization						
	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	Unknown	Total Teaching Positions
2023-24						
School #	20.8	2.0	0.0	0.0	0.3	23.1
School %	89.89	8.64	0.0	0.0	1.43	100.0
District #	996.8	28.4	39.2	37.7	40.3	1142.5
District %	87.25	2.49	3.43	3.3	3.53	100.0
State #	230039.4	6213.8	16855.0	12112.8	13705.8	278927.1
State %	100.0	2.23	6.04	4.34	4.91	100.0
2022-23						
School #	21.7	0.0	0.0	0.0	0.3	30.0
School %	98.5	0.0	0.0	0.0	1.5	100.0
District #	226.3	0.0	0.0	5.4	8.6	240.4
District %	94.2	0.0	0.0	2.3	3.6	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	21.7	0.0	0.0	0.0	0.3	30.0
School %	98.5	0.0	0.0	0.0	1.5	100.0
District #	226.3	0.0	0.0	5.4	8.6	240.4
District %	94.2	0.0	0.0	2.3	3.6	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50% 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.

SARC Data DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Theodore Roosevelt Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school 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

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.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Desert Sands Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional material sections were acquired in November 2025 and school facilities sections were acquired in December 2025.

Expenditures Per Pupil and School Site Teacher Salaries 2023-24					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$13,376	N/A	N/A	N/A	N/A
Restricted	\$3,549	N/A	N/A	N/A	N/A
Unrestricted	\$9,827	\$8,688	113.1%	\$11,146	88.2%
Avg Teacher Salary	\$99,126	\$107,161	92.5%	\$100,333	98.8%

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

District Expenditures Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2023-24 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2023-24		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$63,144	\$60,862
Mid-Range Teacher Salary	\$102,278	\$93,575
Highest Teacher Salary	\$131,140	\$125,548
Superintendent Salary	\$324,357	\$357,064
Average Principal Salaries:		
Elementary School	\$167,802	\$157,644
Middle School	\$171,849	\$165,340
High School	\$189,287	\$182,579
Percentage of Budget:		
Teacher Salaries	29.1%	30.3%
Administrative Salaries	4.4%	4.9%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Student

For the 2023-24 school year, Desert Sands Unified School District spent an average of \$18,622 of total general funds to educate each student (based on 2023-24 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Desert Sands Unified School District receives state and federal categorical funding for special programs. For the 2023-24 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- American Rescue Plan - Homeless Children and Youth
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Arts and Music in Schools (Prop 28)
- California Partnership Academies Program
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Dual Enrollment Opportunities
- Early Education
- Education Protection Account
- Expanded Learning Opportunities Program
- Governor's CTE Initiative: CA Partnership Academies
- Head Start Program
- Indian Education
- LCFF Equity Multiplier
- Learning Recovery Emergency Block Grant
- Literacy Coaches & Reading Specialists Grant Program
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State Lottery
- Strong Workforce Program
- Title I
- Title II
- Title III
- Title IV
- Tobacco-Use Prevention Education