



## Roosevelt Elementary School Accountability Report Card (SARC) 2001-2002

### Roosevelt Elementary School

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#### Santa Monica-Malibu Unified School District

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#### School Board Members

Maria Leon-Vazquez, President, José Escarce, Vice President,  
Emily Bloomfield, Julia Brownley,  
Oscar de la Torre, Mike Jordan, Shane McLoud  
John Deasy, Superintendent of Schools

### Vision Statement

As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, life-long learners; effective, multi-lingual communicators and global citizens. We are a richly varied community that values the contributions of all its members. We exist to prepare all students in their pursuit of academic achievement and personal health and to support and encourage them in their development of intellectual, artistic, technological, physical and social expression.

#### SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

The California Constitution requires that a School Accountability Report Card (SARC) be prepared annually for each school. The Education Code states that the SARC “shall provide data by which parents can make meaningful comparisons between public schools enabling them to make informed decisions on which school to enroll their children.” We believe that information contained in this report will enable you, the reader, to gain an accurate and realistic picture of Roosevelt Elementary School.

### Principal’s Message

We are fortunate to have a very professional and dedicated staff that believes that all students can learn and be successful. Our aim is to provide an effective educational program and to offer all students opportunities to develop their capabilities to the maximum of their potential so that they may act constructively as contributing citizens in our changing society. At Roosevelt, we believe in a student-centered approach that provides an atmosphere in which a child’s social, emotional, physical, and intellectual needs are equally important. Our parents, the staff, and the community work well together to provide the highest quality in our programs. Parents and community play a vital role in the education of the children. When visitors leave Roosevelt School, they often comment about the positive learning environment that exists at our school.

As you read our report card, you will find a school with a strong academic focus, a strong character education program, an actively involved parent community, a faculty that is professionally skilled and personally committed, and a student body motivated to do

their best work. We are confident that you will share our pride in the State’s recognition of Roosevelt School as a California Distinguished School in 1995.



*Jerry Harris, Principal*

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# About Our School

## School Description

Roosevelt is a uniquely diverse school with 758 students from a wide variety of home experiences. Our school's profile includes 14% Hispanic, 9% African American, 7% Asian, and 70% Caucasian comprising 23 different languages, including Spanish, Farsi, and Russian. The Staff consists of 37 certificated classroom teachers. Additionally, there are one full-time and one half-time Resource Specialists, two part-time nurses, one psychologist, four part-time counselors, one Speech Therapist, one part-time ESL teacher, four part-time instrumental and vocal music teachers, and one Literacy Coordinator. We have 12 Instructional Classroom Assistants, 10 Special education Assistants, two Physical education Instructors, 4 Office Staff, 3 Custodial Staff, 3 Cafeteria Assistants, 6 Child Development Staff, 1 Library coordinator, 1 computer technician, and 2 Community Liaisons. Students at Roosevelt continue to test well on the State mandated tests. Our API score increased from 831 in 2001 to an API of 856 in 2002. All grade levels at Roosevelt made excellent gains in their test scores last year.

## School Mission Statement

Roosevelt School is a richly diverse community of learners that values the contributions of all its members. In an environment of teamwork, caring, trust, and respect, we provide the highest quality of education possible. Our aim is to empower students by facilitating the acquisition of knowledge, improving skills, and developing character so that they may lead quality lives and contribute to society. We promote visionary, versatile thinking and enthusiastic, lifelong learning. We appreciate the uniqueness of each student and set high expectations for all. We welcome parents and community members as partners in the educational process.

## Opportunities for Parent Involvement

There are numerous organized opportunities for parental involvement at Roosevelt. These opportunities include: PTA, Booster Club, Dad's Club, Tutoring, Classroom and Campus Volunteers, Reading Assistance, Literacy Training, Parent Education Evening Lectures, Parent/Student Activity Events, School Events, Roosevelt Campus Workdays, and Community Family Groups.

## Student Enrollment and Demographic Information

2000-2001	Number of Students	Percentage of Students	Grade Level	Enrollment
African-American	66	8.7	Kindergarten	121
Amer. Indian or Alaska Native	2	0.3	Grade 1	123
Asian-American	65	8.5	Grade 2	129
Filipino-American	3	0.4	Grade 3	137
Hispanic or Latino	117	15.3	Grade 4	125
Pacific Islander	1	0.1	Grade 5	128
White (Not Hispanic)	509	66.7	<b>Total</b>	<b>762</b>

The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

## School Safety, Discipline and Climate for Learning

Roosevelt's School Site Comprehensive Safety Plan is updated annually. The most recent update of the plan was September of 2001, with consistent review throughout the year. The plan is shared with the Roosevelt Staff who each receive a copy of the plan detailing the procedures and assignments in the event of an emergency.

## Programs and Practices that Promote a Positive Learning Environment

In addition to classroom teachers, Roosevelt provides qualified personnel who lend support to the school program. Support services include: Physical Education, a Student Study Team, Resource Specialists, Special Day Classes, a School Psychologist, Speech and Language Therapy, Adaptive Physical Education, Occupational Therapy, a School Nurse, Counseling Services, ESL, a School Library Coordinator, a Technology Consultant, a Reading Specialist, Instrumental and

Vocal Music, Fine Arts Instruction, Peer Mediation/Conflict Resolution Programs, Classroom Instructional Aides, Student Council, and Reading and Math Intervention Clubs.

## Suspensions and Expulsions

Principles of accountability, respect for others and personal responsibility form the basis for all our schools' understanding about student behavior. While the District has Board approved policies for student behavior, individual school sites establish procedures that are developed with the participation of staff, parents and students.

The Roosevelt philosophy promotes a safe and friendly school environment and good discipline which provides a solid foundation on which to build an effective school. Rewards and consequences are communicated to all students and parents. A strong network of student support services are offered at Roosevelt to meet the needs of all children.

Data reported by the CDE does not differentiate between students who have been suspended for one day and those who have been suspended for twenty days. Neither does it differentiate between students who are disobedient from those who have committed an assault. The CDE SARC Advisory Committee is aware of this and is working to simplify data reporting to allow better comparisons between schools.

The table below shows the number of incidents and rate. The number of suspensions is the total number of incidents. The rate of suspensions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year and multiplied by 100. SMMUSD does not expel elementary students.

	School			District All Elementary		
	2000	2001	2002	2000	2001	2002
Elementary Suspensions (Number)	12	28	5	121	119	121
Elementary Suspensions (Rate)	1.59	3.69	.66	2.18	2.25	2.19



## School Facilities

Roosevelt provides a safe, clean, and positive learning environment for students, staff and volunteers. Major construction in 2001 – 2002 upgraded adult restrooms, playground facilities, and added 8 new classrooms. School facilities are up-to-date and provide adequate space for students and staff. The school’s custodial staff ensures that classrooms and campus grounds are kept clean and safe. Students and staff demonstrate “Roosevelt Pride” in their school and have been most successful in their efforts to improve our campus environment.



## About Our Students

### STAR 9 Report

For the fifth year, California public school students in grades 2 through 11 took part in the state’s STAR Program. The spring 2002 administration included two major components: the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9), and California Standards Tests. Subject areas tested on the Stanford 9 were the same as the previous year. Writing tests at grades 4 and 7 and science and history-social science tests at grades 9 through 11 were added to the California Standards Tests last spring.

#### California Standards Tests (CST)

The California Standards Tests, developed specifically for California public schools, are aligned to state-adopted standards that describe what students should know and be able to do in each grade and subject tested. The California Standards Tests in English-Language Arts and Mathematics for grades 2 through 11 became part of the STAR Program in 1999. Standards Tests in History-Social Science and Science for grades 9 through 11 were added in 2001. Writing tests for grades 4 and 7, requiring students to write an essay in response to an assigned task, also were added in 2001. Electronic versions of subject content standards adopted by the California State Board of Education are available at <http://www.cde.ca.gov/standards/> and [http://www.cde.ca.gov/cdepress/standards\\_brochures.html](http://www.cde.ca.gov/cdepress/standards_brochures.html). Additional information is available on-line at <http://www.cde.ca.gov/statetests/star/resources/blueprints.html>.

Standards Tests for 2001 STAR include questions from the Stanford 9 English-Language Arts tests for grades 2 through 11 and Mathematics tests for grades 2 through 7 that are aligned to state-adopted standards and additional test questions that address the standards. The number of items used from the Stanford 9 for the Standards Tests vary by grade level and subject area.

#### English Language Arts (ELA)

The California English Language Arts Standards scores are based on 75 questions for grades 2 and 3 and 90 questions for grades 4 - 11. For all grades the California English Language Arts Standards Tests have 35 questions specifically written for assessing competency. The additional 40 questions for grades 2 and 3 and 55 questions for grades 4 - 11 are taken from the Stanford 9 reading and language tests. Stanford 9 spelling test questions are also used in grades 2 - 8. Language Arts experts matched the Stanford 9 questions to California’s content standards and selected the specific questions to be used as part of the standards-based scores for each grade.

Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area.

The California Department of Education’s Language Arts Standards are available at: <http://www.cde.ca.gov/statetests/star/resources/blueprints/ela/ela2t010.pdf>.

#### ELA Subgroups

The tables below show percentage of students achieving at the Proficient or Advanced level, meeting or exceeding the state standard.

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	---	54	56	---	57	54	---	32	32
3	---	56	54	---	51	53	---	30	34
4	---	64	63	---	59	58	---	33	36
5	---	52	61	---	54	58	---	28	31

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
2	50	60	ns	57	33	57
3	44	65	12	60	6	62
4	66	59	ns	65	35	67
5	52	75	17	66	45	65

*ns: scores are not reported on groups of 10 or less*

#### ELA Racial/Ethnic Subgroups

Grade Level	African American	Asian American	Hispanic or Latino	White (not Hispanic)
2	42	ns	12	64
3	ns	67	23	63
4	ns	ns	32	73
5	25	64	33	75



### CST Mathematics

A high-quality mathematics program trains the mind to be analytical, providing the foundation for intelligent and precise thinking. California Mathematics Standards Tests address state-adopted content standards in mathematical reasoning, problem solving, and basic computational skills. More information is available on-line at <http://www.cde.ca.gov/statests/star/resources/blueprints/math/math2to7.pdf>.

### CST - Mathematics

The tables below show percentage of students achieving at the Proficient or Advanced level, meeting or exceeding the state standard.

Grade Level	School			District			State		
	2000	2001	2002	2000	2002	2001	2000	2001	2002
2	—	—	62	—	—	60	—	—	43
3	—	—	63	—	—	54	—	—	38
4	—	—	71	—	—	60	—	—	37
5	—	—	55	—	—	53	—	—	29

### CST Subgroups - Mathematics

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
2	66	57	ns	64	50	63
3	54	73	38	67	24	69
4	76	66	ns	74	50	75
5	52	60	34	57	25	60

ns: scores are not reported on groups of less than ten

### CST - Racial/Ethnic Groups - Mathematics

Grade Level	African American	Asian American	Hispanic or Latino	White (not Hispanic)
2	40	ns	29	71
3	ns	92	36	69
4	ns	ns	52	78
5	17	55	33	67

ns: scores are not reported on groups of less than ten

### Stanford 9

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels.

### Reading

The following tables show percentage of students achieving at the Proficient or Advanced level, meeting or exceeding the state standard.

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	75	76	79	75	78	77	49	51	53
3	82	76	81	71	71	72	44	46	47
4	77	85	78	73	73	74	45	47	49
5	83	78	84	71	75	75	44	45	46

### Mathematics

Grade Level	School			District			State		
	2000	2001	2002	2000	2002	2001	2000	2001	2002
2	85	82	75	80	82	80	57	58	62
3	78	80	88	76	74	74	56	59	62
4	73	90	88	75	79	81	51	54	58
5	88	84	85	76	79	81	50	54	57

### Stanford 9 Subgroups - Reading

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
2	77	82	ns	81	64	81
3	73	88	31	87	ns	86
4	86	70	ns	81	57	81
5	79	90	ns	88	80	84

ns: scores are not reported on groups of 10 or less

### Stanford 9 Subgroups - Mathematics

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
2	83	69	ns	76	73	76
3	88	88	62	91	ns	90
4	88	89	ns	89	79	90
5	79	92	ns	86	53	89

ns: scores are not reported on groups of 10 or less

### Racial/Ethnic Groups - Reading

Grade Level	African American	Asian American	Hispanic or Latino	White (not Hispanic)
2	45	ns	63	88
3	ns	83	47	87
4	ns	ns	47	87
5	55	91	55	95

ns: scores are not reported on groups of 10 or less

### Racial/Ethnic Groups - Mathematics

Grade Level	African American	Asian American	Hispanic or Latino	White (not Hispanic)
2	62	ns	56	81
3	ns	99	67	91
4	ns	ns	74	92
5	36	91	70	95

ns: scores are not reported on groups of 10 or less

### California Fitness Test

Assembly Bill 265, signed into law in October 1995 (E.C. Section 2, Chapter 6. Section 60800) re-established the statewide physical performance test and mandated that: "during the month of March, April, or May, the governing board of each school district maintaining any of grades five, seven, and nine shall administer to each pupil in those grades the physical performance test designated by the State Board of Education."

AB265 also required that the physical fitness testing data be collected at least once every two years. In February 1996, the State Board of Education designated the *Fitnessgram* as the required physical performance test to be administered to California students. For a complete copy of this report, please see <http://www.cde.ca.gov/stateTests/pe/>.

The *Fitnessgram* uses criterion-referenced standards to evaluate fitness performance. The standards were established by the Cooper Institute for Aerobics Research to represent a level of fitness that offers some degree of protection against diseases that result from sedentary living. Findings from current research based on the United States national norms have been used as the basis for establishing the *Fitnessgram* standards. Performance is classified into two general areas: "in the healthy fitness zone (HFZ)" and "needs improvement." Physical fitness consists of three components: 1) aerobic capacity, 2) body composition, and 3) muscular strength, endurance, and flexibility. Activities used to measure these components may be found at <http://www.cde.ca.gov/challenge/pe.html>.



Percentage of 5th grade students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards)

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	19.1	26.4	14.1	30.5	33.6	27.7	22.2	23.4	21.5



## Local Assessment

Teachers use a variety of assessment tools throughout the school year and in various grade levels in making a determination of whether a student meets or exceeds District standards in Language Arts (Reading and Writing) and Mathematics.

Percentage of students meeting or exceeding the district standard

Grade Level	Language Arts (Reading & Writing)			Mathematics		
	2000	2001	2002	2000	2001	2002
K	81.3	84.6	84.6	85.2	81.3	84.6
1	76.9	82.9	82.1	82.4	84.7	88.3
2	80.8	80.3	86.7	90.4	86.8	89.9
3	87.0	84.9	81.9	90.3	84.9	89.8
4	85.0	80.0	76.3	86.4	84.3	83.2
5	90.4	87.4	87.5	92.8	89.9	91.7

## Academic Performance Index (API)

The Academic Performance Index (API) is the cornerstone of California's Public Schools Accountability Act (PSAA). The purpose of the API is to measure the academic performance and growth of schools. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school's score or placement on the API is an indicator of a school's performance level. The interim statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward that goal. Annual growth targets for future academic improvement are determined for schools based on the API. Schools that reach their annual targets may be rewarded. Schools that do not meet their targets may be eligible for interventions or subject to sanctions. The 2001 Base APIs include results from the California Standards Test in English Language Arts (CST ELA), which was given in spring 2001. Previous APIs had relied solely on results from the Stanford 9. The 2001 Base API determines the targets for the spring 2002 testing and provides new school rankings.

**Growth Targets:** The annual growth target for a school is 5% of the distance between its base API and 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. For an explanation of terms please see: <http://www.cde.ca.gov/psaa/api/api0203/base/expn02b.htm>. A number of changes have occurred that impact the 2002 Base Academic Performance Index (API). In addition, California's proposal to respond to No Child Left Behind (NCLB) requirements could create further changes. A brief summary of current changes in the 2002 API Base and changes that could impact the API in the near future may be found at <http://www.cde.ca.gov/psaa/api/api0203/base/infog02b.pdf>.

**Percentage Tested:** In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

**Statewide Rank:** Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

### School Wide API

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Percentage Tested	99	100	99	Percentage Tested	100	99	98
Base API Score	777	839	831	Growth API Score	839	850	856
Growth Target	1	A	A	Actual Growth	62	11	25
Statewide Rank	9	9	9	Eligible for Awards	Yes	Yes	N/R
Similar Schools Rank	7	7	5	Eligible for II/USP	NA	NA	--

\*Please note: Because the 2001 Base API includes the new California standards-based English Language Arts test and because the calculation of the 2001 Base API is different from the 2001 Growth API calculation, any comparison of the two would be inappropriate.

A: Means the school or subgroup scored at or above the interim Statewide Performance Target of 800.

**Subgroup APIs and Targets:** In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

		API Base Data				API Growth Data		
		1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Hispanic or Latino	API Base Score	—	—	701	API Growth Score	—	—	748
	Growth Target	—	—	1	Actual Growth	—	—	47
White (Not Hispanic)	API Base Score	822	866	859	API Growth Score	866	871	886
	Growth Target	—	A	A	Actual Growth	44	5	27
Socio-economically Disadvantaged	API Base Score	619	—	683	API Growth Score	—	—	742
	Growth Target	1	—	1	Actual Growth	—	—	59

A: Means the school or subgroup scored at or above the interim Statewide Performance Target of 800.



## Class Size (Class Size Reduction)

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms for each range of students, by grade level as reported by CBEDS.

Grade	2000			2001				2002				
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
K	19.67	6	0	0	20.00	6	0	0	20.00	6	0	0
1	19.00	6	0	0	19.20	5	0	0	20.00	6	0	0
2	19.57	7	0	0	19.86	7	0	0	19.20	5	0	0
3	19.83	6	0	0	20.17	5	1	0	19.71	7	0	0
4	30.00	0	4	0	30.75	0	4	0	31.00	0	4	0
5	31.00	0	4	0	29.50	0	4	0	30.25	0	4	0
K-3	20.00	1	0	0	20.00	2	0	0	19.67	3	0	0
3-4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4-8	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

## Class Size Reduction Participation

California's K-3 Class Size Reduction program was established in 1996 to improve the educational program, especially in reading and mathematics, for children in kindergarten and grades one through three. Incentive funding is provided to participating school districts for the purpose of implementing an average pupil-teacher ratio of twenty to one in up to four grade levels.

Grade Level	Percentage of Pupils Participating		
	2000	2001	2002
K	100	100	100
1	100	100	100
2	100	100	100
3	100	100	100

More information is available at <http://www.cde.ca.gov/classize/>

## What We Teach

### Instruction and Leadership/Curriculum Improvement

Roosevelt is committed to providing each student with a rich and rigorous curriculum that is aligned with the State's content standards, frameworks, and modern curriculum guides. Accordingly, staff works diligently reviewing and refining its instructional program through collaborative planning and evaluation. Strategies used in this process include: staff analysis of data on student performance; grade level curriculum and assessment planning; classroom visitations; review and analysis of student work; and targeted professional development based on observed needs.

Teachers, parents, and administrators work together to monitor the on-going effectiveness of the instructional program through regularly scheduled classroom visitations by the Governance Committee. Under-performing students participate in a number of supports designed to assist them in accelerating learning. Among these are specifically designed in-class intervention programs, supplementary instruction by a reading specialist, after school intervention programs, homework club, cross-age tutorial program, *First Federal* and *Read By Nine* volunteers, community mentor programs, and the summer school intervention program. To ensure equal access to the core curriculum, special needs students receive appropriate supports and/or accommodations that correspond to their specific needs within the least restrictive learning environment.

### Quality of and Currency of Textbooks and Other Instructional Material

The District adopts basic textbooks and instructional materials for students in grades K-8 in compliance with the adoption cycle of the State Department of Education. Textbooks and instructional materials are reviewed and selected by ad hoc committees consisting of teachers, administrators, and parents and/or community members. Textbooks for students in grades 9-12, which are also approved and adopted by the Board of Education, meet the curricular requirements of each course. Subject matter teachers and department chairs meet on a continuing basis to evaluate and make recommendations for textbook adoptions. Students in all of our schools have access to all basic and supplemental textbooks, as well as other instructional materials in sufficient quantity to effectively support the schools' instructional programs and promote student learning and achievement. At each of our schools, additional resources (materials, supplies and equipment) are provided to support the instructional program. These resources are generally funded through categorical funds, such as School Improvement (SI), Title I, and Title VI; grants from the state, such as AB3482, The Santa Monica-Malibu Education Foundation, and other agencies, as well as community and local school efforts.

### Technology

The Santa Monica-Malibu Unified School District's Vision for Technology states that SMMUSD will prepare students for life in the information age. Rich resources, that include filtered Internet access, on-line electronic resources, multimedia, well managed school libraries, school web sites, and after school hours access to computers are available to all children in the School District. To support the vision, the Board of Education approved the Technology Use Plan that includes a set of goals for all students. These goals address technology use, access, curriculum integration, training, depth, partnerships, and ethics. There are six technology standards from which specific technology outcomes for elementary, middle, and high school students are derived.



## Instructional Time and Minimum Days

The California Education Code establishes a required number of minutes per year for each grade. The table below compares the number of instructional minutes offered at the school level to the state requirement for each grade. Each site considers these requirements when scheduling minimum days to insure that standards are maintained or exceeded.

The table on the right shows the number of minimum days at Roosevelt Elementary School. These days allow teachers and administrators to collaborate on curriculum and instructional issues, to review school goals and progress in meeting those goals. Minimum days also provide school staff the opportunity to prepare for educational programs, parent conferences and school and District sponsored events.

2000-2001 Grade Level	Number of minimum days	Total Instructional Minutes	Required by State
Kindergarten	17	40,550	36,000
1st, 2nd	9	53,370	53,100
3rd	9	55,755	53,100
4th, 5th	9	55,215	54,480

## Teachers and Staff

### Credentials

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2000	2001	2002
<b>Total Number of Teachers</b>	38	39	41
<b>Full Credential</b> (Fully credentialed and teaching in subject area)	38	39	39
<b>Teaching Outside Subject Area</b> (fully credentialed but teaching outside of subject area)	0	0	0
<b>Emergency Credential</b> (includes district internship, university internship, pre-interns and emergency permits)	0	0	2
<b>Teachers and Waivers</b> (does not have credential and does not qualify for an emergency permit)	0	0	0

Teacher credential data may not have been submitted or a teacher may hold one or more types of credential. As a result, categories on this report may not add up to Total Number of Teachers.

### Pupil Support Staff (Counselors/Support Staff)

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% full time. Two staff persons working 50% of full time also equals one FTE.

Title	FTE
Counselor	0.00
Librarian	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	0.00

### Teacher Evaluations

Teachers at Roosevelt Elementary School are evaluated on a regular basis by qualified evaluators in accordance with criteria mandated by State law. At the core of the process is our goal of improving instruction. The District requires an annual evaluation of probationary teachers and a biennial evaluation of teachers with permanent status. Teachers are evaluated in the areas of:

- Instructional Process
- Classroom management and organization
- Professional Standards

The evaluation process includes planning goals and objectives, classroom observations, and follow-up conferences. Teachers who meet District-specified criteria may participate in the alternative Professional Growth Evaluation process.

### Substitutes

Qualified and competent substitutes are requested and obtained when needed. Roosevelt has a list of preferred substitutes who enjoy working in our school environment and are familiar with school routines.

### Professional Development

Staff development at Roosevelt is student-centered and teacher and administrator directed. Numerous opportunities are provided for teachers in both personal and professional growth on an ongoing basis. In addition to monthly grade level meetings, twice a month, one and one-half hours are spent on staff development in staff meetings. Some topics presented have been: Grade Level Curriculum Mapping, Writing Process, Math In-service, Differentiated Instruction, Principles of Learning, Clear Expectations, Text Based Discussions, and Teaching Content Standards.



# Fiscal Services

## Revenues and Expenditures

School districts rely on a variety of income sources for funding. The table below shows those sources for the most recently audited fiscal year and compares what SMMUSD receives to what all other unified school districts\* statewide receive and to all other districts statewide. More detailed information regarding school finances is available at <http://www.ed-data.k12.ca.us/welcome.asp>.

\*There are three kinds of districts in California: Elementary, High School and Unified.

SANTA MONICA-MALIBU UNIFIED Fiscal Year 2000-01		General Fund REVENUES		Statewide Avg All USD	Statewide Avg All Districts
	Total Dollars	\$ / Student (ADA*)	% of Avg Unified	\$ / Student (ADA*)	\$ / Student (ADA*)
State Aid	\$24,088,355	\$1,966	71%	\$2,759	\$2,709
Local Property Taxes & Fees	32,417,737	2,646	153%	1,728	1,816
<b>SUBTOTAL, REVENUE LIMIT SOURCES</b>	<b>\$56,506,092</b>	<b>\$4,613</b>	<b>103%</b>	<b>\$4,487</b>	<b>\$4,525</b>
Federal Revenues	\$3,103,460	\$253	63%	\$403	\$392
Other State Revenues	20,522,894	1,675	100%	1,680	1,603
Lottery	1,793,021	146	98%	150	149
Other Local Revenues	15,101,177	1,233	356%	346	386
<b>TOTAL</b>	<b>\$97,026,644</b>	<b>\$7,920</b>	<b>112%</b>	<b>\$7,066</b>	<b>\$7,054</b>

The table below roughly shows the cost of educating one pupil per year in SMMUSD and compares it with the statewide average for all unified school districts and for all districts in the state combined.

SANTA MONICA-MALIBU UNIFIED Fiscal Year 2000-01 EXPENDITURES		Statewide Avg All Unified Districts	Statewide Avg All Districts
	Total Dollars	\$ / Student (ADA)	% of Avg Unified
Certificated Salaries	\$45,707,010	\$3,731	107%
Classified Salaries	16,661,468	1,360	129%
Employee Benefits	10,681,537	872	89%
Books and Supplies	3,144,453	257	70%
Services, Other exp.	8,554,620	698	115%
<b>SUBTOTAL</b>	<b>\$84,749,088</b>	<b>\$6,918</b>	<b>106%</b>
OTHER	\$4,381,532		
<b>TOTAL</b>	<b>\$89,130,620</b>		
	\$7,986,024	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES	

The table below shows how SMMUSD spends its money in comparison to other unified school districts in the state and to all districts in the state.

CURRENT EXPENSE OF EDUCATION PER ADA (Per Education Code Section 41372)				
By law, "current expense of education" must be calculated annually for every district; it is a measure of the cost of direct educational services to students. This figure is then matched with average daily attendance (ADA) for the district to arrive at an expenditure per pupil figure. Since the current expense figure excludes food services, facilities, acquisition and construction, and certain other expenditures, the current expense per ADA amount is lower than the total expenditure per ADA shown in the preceding table on the left.				
Santa Monica-Malibu Unified School District			Statewide Average	
			All Unified - Districts	All Districts
Total Dollars	Current Expense ADA	\$ / Student (ADA)	\$ / Student (ADA)	\$ / Student (ADA)
\$83,372,176	\$12,250	\$6,806	\$6,414	\$6,360
Source: California Department of Education, School Fiscal Services Division, J200/SACS Repts.				

Extensive financial information at the state, county, district and school level is available at Ed Source <http://www.edsource.org/index.cfm>.

## Types of Services Funded

Per-pupil expenditures from categorical funds, based on district averages for services such as special education, counseling, library services, social work, psychology, child welfare and attendance, and LEP services is about \$2,342.

## Salaries

**Average Salaries** (Fiscal Year 2000-2001)  
Average Salary uses the statewide data category used for comparison by type and size of district.

Category	District	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,255	\$34,802
Mid-Range Teacher Salary	\$55,446	\$54,455
Highest Teacher Salary	\$76,890	\$68,873
Average Principal Salary (Elementary)	\$96,830	\$90,651
Average Principal Salary (Middle)	\$105,093	\$90,651
Average Principal Salary (High)	\$102,840	\$90,651
Superintendent Salary	\$161,322	\$135,657
Percentage of Budget for Teacher Salaries	43.41	43.85
Percentage of Budget for Administrative Salaries	5.61	5.35

## Additional Compensation for Administrators

All administrators get health benefits that, on average, cost the district about \$6,600 per year. The District does not contribute into any pension plan for employees. The Superintendent receives a \$6,000 per annum allowance for mileage reimbursement.

