



Roosevelt Elementary School

801 Montana Ave. • Santa Monica, CA 90403-1502 • (310) 395-0941 • Grades K-5

Lynda Holeva, Principal
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2015-16 School Accountability Report Card Published During the 2016-17 School Year

Santa Monica-Malibu Unified School District

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District Governing Board

Oscar de la Torre
Craig Foster
Maria Leon-Vazquez
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District Administration

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**Asst. Superintendent, Educational
Services**
Dr. Mark Kelly
**Asst. Superintendent, Human
Resources**
Janece Maez
**Associate Superintendent, Business
& Fiscal Services/CFO**

School Description

District Vision

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, lifelong learners; effective, multilingual 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.

Roosevelt Elementary School Mission Statement

Roosevelt Elementary 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. 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 value parent and community members as essential partners in the educational process. At Roosevelt we are committed to continuous improvement of our school climate to insure the safety and well-being of our students. We foster a nurturing environment in which students feel safe. In addition to our Cool Tools curriculum, which encourages personal responsibility and self-advocacy, we have introduced an antibullying program called Stand by Me: Together We Can Make a Difference.

Principal's Message

At Roosevelt we strive to develop well-rounded students by providing excellent academic instruction combined with an array of extracurricular programs. At every grade level, our academic program is paired with art enrichment programs that build teamwork, foster respect, and inspire creativity and artistic expression. With activities such as ballroom dancing, instrumental music and fine arts, Roosevelt aims to provide students with a balanced program at every level of their education.

At Roosevelt we pride ourselves in helping children cultivate multiple intelligences through projectbased acquisition of knowledge in and out of the classroom. Through our student council and classroom- based projects, Roosevelt students participate in service-learning endeavors, partner with national and international organizations, and connect with our broader community to address local and global issues. Projects include a holiday turkey drive for the homeless, Walk it/Bike it Tuesdays and weekly recycling programs.

Lastly, at Roosevelt we pride ourselves in our professional growth. Teachers and staff at Roosevelt attend regular professional development workshops in CGI and Pictorial Math and attend summer institutes in Reading and Writing Workshop at Columbia University's Teachers College. We've added additional professional development by becoming a project school sponsored by Teachers College. This affords us additional on-site training by staff developers from Columbia University. By integrating this training with professional protocols such as Learning Walk and Lesson Link, our Roosevelt team works collaboratively to provide the best possible instruction for all our students. Our signature practices of CGI and Reading and Writing Workshop have earned us our second Distinguished School Award during the 2013-14 school year.

About the SARC

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	131
Grade 1	116
Grade 2	127
Grade 3	148
Grade 4	132
Grade 5	144
Total Enrollment	798

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.6
American Indian or Alaska Native	0.4
Asian	9
Filipino	0.8
Hispanic or Latino	11.4
Native Hawaiian or Pacific Islander	0
White	67.7
Two or More Races	5.8
Socioeconomically Disadvantaged	12.5
English Learners	9.6
Students with Disabilities	10.4
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Roosevelt Elementary School	14-15	15-16	16-17
With Full Credential	39	38.5	37
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	1
Santa Monica-Malibu Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	565
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Roosevelt Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	1	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.1	2.9
Districtwide		
All Schools	96.2	3.8
High-Poverty Schools	87.7	12.4
Low-Poverty Schools	98.9	1.1

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

All students at Roosevelt have access to state-approved and district-adopted textbooks and instructional materials in all core academic areas. The district follows the state guidelines and cycles for textbook adoptions with new science materials purchased and implemented in the 2007-08 school year and new math texts in 2008-09. With the textbook-adoption process frozen due to budget constraints at the state level, the district is currently in the process of refreshing the English language arts curriculum, using the existing texts. All students, including English learners, have their own copy of textbooks, except in the case where “Big Books” are used for the entire classroom at the early primary level. Textbooks and instructional materials are recommended for school board approval through a comprehensive process by a districtwide committee of teachers and administrators recommends textbooks and instructional materials for school board approval through a comprehensive process. Members of the public are invited to review recommended materials and make comments prior to board approval.

Textbooks and Instructional Materials Year and month in which data were collected: March 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Reading 2003, adopted 6/27/2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	My Math, McGraw Hill, 2013, adopted 3/5/2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Science, Harcourt 2007, adopted 4/19/2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Reflections, California Series; Harcourt 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Roosevelt provides a safe, clean and positive learning environment for students, staff and volunteers. School gates are secured during the day. School facilities are up-to-date and provide adequate space for students and staff. The school’s custodial staff, consisting of three custodians, 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. Our school is well maintained and in very good condition. We are proud that our school district takes great efforts to ensure that our school is clean, safe and functional. There are no emergency needs as defined by the Office of Public School Construction. During school hours, each teacher has his or her own classroom space to provide instruction and may arrange the rooms accordingly.

There is a separate kindergarten yard designed to meet their developmental needs. Our main playground yard is used by first through fifth graders. We have two separate recess times and three lunch periods to limit the number of students on the yard at one time. The school consists of 41 classrooms including nine portable classrooms. In addition, we have an auditorium, cafeteria, a library, two computer labs and athletic fields. The school facility is considered a shared space to support student learning. After-school programs share some of these same classrooms and are also given the space needed to effectively run their programs. The library, cafeteria and auditorium are also used for several of the enrichment classes. Both yards are also utilized by the after-school programs. School staff utilizes the school library twice a month for professional development purposes on Wednesday mornings when the space is not used for students.

With the approval of Measure GSH, the district will now be able to begin addressing the deferred maintenance funding that changed with the statewide implementation of LCFF.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/3/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			35: difuser broken, Custodian: Water heater extremely rusty. Electrical panels blocked with storage

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/3/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces			X	1: lights out, excessive artwork 10: excessive artwork, floor tiles old, needs paint 101 Teachers Lounge: wall damage in corner 103 Media Center: Light bulbs out, Overhead storage 103 workroom: ceiling tiles stained 105 A: unsecure shelves ceiling tiles missing 105A: asbestos floor tiles ok, wall damage, ceiling tiles missing 11: lights out, unsecure shelves 12: excessive artwork, overhead storage, unsecure shelves,blinds old 13: ceiling tile stained, unsecure shelves, paint needed, wall damage 14: overhead storage, carpet old, wall damage, blinds old 15: carpet old, blinds old needs paint 16: excessive artwork, carpet old, blinds old 17: Wall paint peeling carpet old 18: Minor peeling paint, excessive artwork, wall damage 19: windows old carpet old 2: excessive art work, 20: excessive artwork, ceiling tiles stained, carpet old, vents dirty wall damage 21: excessive artwork, overhead storage, carpet old, blinds old. 22: unsecure cabinets, ramp old 23: Deck worn at entry, excessive wall coverings, carpet old electric panel blocked, unsecured cabinet 24: carpet stained, faucet loose, ramp old 25: carpet transition missing at sink, ramp old, wall fabric ripped, carpet old extinguisher not mounted 26: Water Fountain overpressured, deck worn at entry, carpet old 3: carpet old, light bulbs out, blinds old 302 speech room: ceiling tiles old, extinguisher not mounted 31: carpet old, carpet trnsition strip missing 32: light bulbs out carpet old, transition strip missing, unsecure shelves 33: carpet old 34: carpet old and stained, 35: difuser broken, 4: carpet old, blinds old, wall damage 40: hole in ramp 41: ramp worn, faucet handle missing, floor old 5: carpet old, wall damage, blinds old wall damage from tape, ants 504: excessive clutter, wall damage 8: carpet old, blinds old 9: carpet stained, minor paint peeling, ants, hand pull blocked, unsecure shelve

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/3/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				Auditorium Workroom: Clutter/storage, open wall needs to be repaired Auditorium: Clutter/storage in entry, broken glass at entry door, storage under stage doors damaged Cafeteria: floor tiles old Library: lights out, exit sign not working Restroom: Leaky faucet, minor wall damage
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			5: carpet old, wall damage, blinds old wall damage from tape, ants 9: carpet stained, minor paint peeling, ants, hand pull blocked, unsecure shelve
Electrical: Electrical	X			Psychologist: Light bulbs out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			24: carpet stained, faucet loose, ramp old 26: Water Fountain overpressured, deck worn at entry, carpet old 41: ramp worn, faucet handle missing, floor old Restroom: Leaky faucet, minor wall damage
Safety: Fire Safety, Hazardous Materials	X			11: lights out, unsecure shelves 14: overhead storage, carpet old, wall damage, blinds old 25: carpet transition missing at sink, ramp old, wall fabric ripped, carpet old extinguisher not mounted 29: hand pull blocked, storage in HVAC closet 302 speech room: ceiling tiles old, extinguisher not mounted 38: extinguisher not mounted 4: carpet old, blinds old, wall damage 505 electric room: Gas Powered equipment stored in electric room, clutter/storage in front of electrical panels 9: carpet stained, minor paint peeling, ants, hand pull blocked, unsecure shelve Library: lights out, exit sign not working
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			302 speech room: ceiling tiles old, extinguisher not mounted Auditorium: Clutter/storage in entry, broken glass at entry door, storage under stage doors damaged
Overall Rating	Exemplary	Good	Fair	Poor

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/3/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of 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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	93	95	92	77	78	77	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12.3	24.6	57.2

* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	82	85	68	71	44	48
Math	79	80	57	60	34	36

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	144	139	96.5	92.1
Male	70	69	98.6	95.7
Female	74	70	94.6	88.6
Asian	14	13	92.9	84.6
Hispanic or Latino	22	21	95.5	81.0
White	85	83	97.7	94.0
Two or More Races	11	11	100.0	100.0
Socioeconomically Disadvantaged	22	20	90.9	90.0
English Learners	14	11	78.6	54.6
Students with Disabilities	16	16	100.0	75.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	150	142	94.7	81.0
	4	138	128	92.8	84.4
	5	144	139	96.5	88.5
Male	3	75	69	92.0	76.8
	4	78	74	94.9	82.4
	5	70	69	98.6	82.6
Female	3	75	73	97.3	84.9
	4	60	54	90.0	87.0
	5	74	70	94.6	94.3
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
Asian	3	12	11	91.7	81.8
	4	13	12	92.3	83.3
	5	14	13	92.9	76.9
Filipino	3	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	15	15	100.0	60.0
	4	18	17	94.4	64.7
	5	22	21	95.5	90.5
White	3	97	92	94.8	83.7
	4	91	84	92.3	92.9
	5	85	83	97.7	88.0
Two or More Races	3	18	17	94.4	88.2
	4	--	--	--	--
	5	11	11	100.0	90.9
Socioeconomically Disadvantaged	3	19	18	94.7	61.1
	4	19	16	84.2	62.5
	5	22	20	90.9	75.0
English Learners	3	15	12	80.0	75.0
	4	14	9	64.3	55.6
	5	14	11	78.6	54.5
Students with Disabilities	3	16	13	81.3	61.5
	4	13	13	100.0	30.8
	5	16	16	100.0	62.5

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	150	142	94.7	80.0
	4	138	133	96.4	77.4
	5	144	138	95.8	81.2
Male	3	75	69	92.0	79.7
	4	78	77	98.7	81.8
	5	70	68	97.1	83.8
Female	3	75	73	97.3	80.3
	4	60	56	93.3	71.4
	5	74	70	94.6	78.6
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
Asian	3	12	11	91.7	100.0
	4	13	13	100.0	76.9
	5	14	13	92.9	92.3
Filipino	3	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	15	15	100.0	53.3
	4	18	17	94.4	47.1
	5	22	21	95.5	57.1
White	3	97	91	93.8	80.9
	4	91	87	95.6	86.2
	5	85	82	96.5	84.2

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Two or More Races	3	18	18	100.0	83.3
	4	--	--	--	--
	5	11	11	100.0	81.8
Socioeconomically Disadvantaged	3	19	18	94.7	66.7
	4	19	18	94.7	44.4
	5	22	20	90.9	70.0
English Learners	3	15	12	80.0	66.7
	4	14	12	85.7	58.3
	5	14	11	78.6	63.6
Students with Disabilities	3	16	13	81.3	69.2
	4	13	13	100.0	23.1
	5	16	15	93.8	33.3
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

There are numerous organized opportunities for parental involvement at Roosevelt. These opportunities include:

PTA, Booster Club, Dads Club, Classroom and Campus Volunteers, Parent Education, parent-student events, Roosevelt Campus Workdays, and Community Family gatherings. Parents interested in any of these groups may contact the main office or consult the PTA calendar where individual organizers and phone numbers are listed. Parents may also visit the website at www.myroosevelt.net to find out about what is happening at Roosevelt and how to get involved.

For more information on how to become involved at the school, please contact Erin Rusler or Nicole Faries, PTA Co-Presidents, at (310) 621-4009 or (310) 387-6645.

State Priority: School Climate

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

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

School Safety Plan

Roosevelt teachers and students are trained in conflict resolution (Cool Tools) and bullying prevention (Olweus). Cool Tools is a conflict-mediation program that teaches students skills and strategies to use when they encounter difficult situations. Each year students receive instruction from the classroom teacher on the Cool Tools language. School staff facilitates mediation of conflict between students using the Cool Tools philosophy. The discipline plan and Cool Tools work in conjunction with each other. An additional way that we teach and reinforce positive behavior is through the Character Development Book of the Month Program.

For the past two years, all staff and students have been implementing the Olweus Bullying Prevention Program, which we call Stand by Me: Together We Can Make a Difference. This is a research-based bullying prevention program that has been proven to reduce bullying and is recognized by the U.S. Department of Education. The goals of the program are to reduce bullying, improve overall school climate, and build stronger relationships among all students and the overall school community. This schoolwide program includes all members of the Roosevelt community including teachers, students, staff and parents. Parent volunteers are required to receive Cool Tools Training and Stand By Me Training every two years in order to volunteer in the classroom or on the yard. In partnership with Santa Monica Police Department, our fifth-grade students participate in the Drug Abuse Resistance Education (D.A.R.E.) program which teaches students good decision-making skills to help them lead safe and healthy lives.

All students and parents reviewed and signed the Citizenship Handbook at the beginning of the year. The handbook includes rules of the playground and the school community that helps to keep students safe. Supervision on the yard is available before and after school for 15 minutes. There are assigned faculty members each day to monitor student safety. During school hours, students are supervised by their classroom teachers while inside their classrooms. During recess, teachers are assigned duty on the playground to ensure student safety. During lunch, instructional aides and staff monitor student safety in the cafeteria and outside play areas.

The administrators monitor these areas during lunch supervision. All yard-duty supervisors wear orange safety vests to ensure that students can easily recognize adult helpers on the yard. In addition to wearing the orange safety vests, yard-duty supervisors are all equipped with whistles, a staff safety folder that contains nurse's slips and an overview of safety rules. During the school day, all persons must check in through the office. Only one entrance is open during school hours. Campus visitors check in at the office and wear badges to identify themselves. Play and drop-off areas are monitored before and after school and all recess times. If students require supervision earlier than 15 minutes before or after school, we have several options available:

- Primary and Upper CREST Child Care programs service students from 7 a.m. to 6 p.m. There are lead teachers assigned to each of these programs.
- Playground Access: This program is available for students in grades 1-5 to use the playground after school until 5:15 p.m.
- Enrichment Programs: There are numerous enrichment classes offered throughout the week in which students can participate. Applications for these sessions are sent at least four weeks prior to the beginning of the program.
- Homework Club: The program is available after school from 3 p.m. to 4 p.m. for grades 1-3 and from 4 p.m. to 5 p.m. for grades 4-5. These students meet in the library and cafeteria.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in October 2016.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.6	1.6	.8
Expulsions Rate	0.0	0.0	0.00
District	2013-14	2014-15	2015-16
Suspensions Rate	1.4	1.8	1.9
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		100.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.33

Academic Counselors and Other Support Staff at this School	
Speech/Language/Hearing Specialist	1.00
Resource Specialist	1.00
Other	1.60
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	22	18	20	1	2	1	5	5	5			
1	25	26	27				6	5	5			
2	24	21	25	1	1		4	6	5			
3	29	25	25				4	5	6			
4	30	30	26				5	5	5			
5	26	30	29	1			4	5	5			
Other	27	5	6		1	3	1					

Professional Development provided for Teachers

All teachers and staff in SMMUSD participate in ongoing professional development through banked time, a total of 90 minutes of meeting and professional development time each week at each site. Areas of districtwide focus for teacher and administrator professional development include implementation of curriculum guides and other areas that are determined by a review of summative and formative data from all school sites and the collection of input from teachers and administrators. Among the primary focus areas for professional development in SMMUSD are the following:

- Developing Professional Learning Communities
- California Standards for ELA and Math and Next Generation Science Standards—standards-based curriculum and instructional delivery
- Math coaching—expanding our understanding of the standards for mathematical practice
- Using data to improve classroom instruction
- Supporting students with special needs
- Differentiated instruction for all students, including English Learners

A variety of methodologies are used to provide professional development, including coaching and mentoring. SMMUSD provides coaching through several programs such as BTSA, National Boards, literacy and ELD coaching, Instructional Leadership Teams, and such specialized programs as Cotsen Fellows and Math Coaches. Additionally, professional development occurs through workshop series during banked time and/or after-school opportunities.

Each August, all teachers new to Santa Monica-Malibu are invited to participate in Teacher Academy, a professional development and orientation to districtwide curriculum and instructional initiatives. All eligible new teachers are encouraged to participate in BTSA. Teachers interested in applying for National Board Certification may participate in the process and can elect to be supported by teachers who have already achieved National Board Certification.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,115	\$44,958
Mid-Range Teacher Salary	\$68,853	\$70,581
Highest Teacher Salary	\$92,701	\$91,469
Average Principal Salary (ES)	\$116,790	\$113,994
Average Principal Salary (MS)	\$127,261	\$120,075
Average Principal Salary (HS)	\$136,956	\$130,249
Superintendent Salary	\$239,200	\$218,315
Percent of District Budget		
Teacher Salaries	36%	38%
Administrative Salaries	6%	5%

Types of Services Funded

- Special education
- Music enrichment
- Gifted and Talented Education (GATE) Enrichment three-day Summer Academy for students identified as GATE
- Literacy Intervention—two specialists to work with students in grades K-5
- Summer School Intensive Intervention
- Three part-time counselors to help students
- Math intervention after-school classes for students who are performing below grade level
- Fine arts instruction including ceramics, dance and vocal music
- Instructional assistants in K-2 classrooms
- RTI support: Lexia, Reading A-Z, Raz-Kids, Discovery Education

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 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).

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.

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site				
District	♦	♦		\$75,968
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

* Cells with ♦ do not require data.