Roosevelt Elementary School

801 Montana Ave. • Santa Monica, CA 90403-1502 • (310) 395-0941 • Grades K-5
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Santa Monica-Malibu Unified School District
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Craig Foster

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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, life-long learners; effective, multilingual communicators and global citizens. We are a rich, culturally diverse community that values the contributions of all its members and strives to promote social justice. We exist to assist all students in their pursuit of academic achievement, strength of character, and personal growth, and to support them in their exploration of the intellectual, artistic, technological, physical and social expression.

Roosevelt Elementary School: Shared Vision and Mission Statement

Shared Vision

We are an inclusive community that inspires and empowers all learners to pursue excellence with compassion and integrity.

Mission Statement

Roosevelt is a diverse community that values each individual. We are dedicated to using best practices to engage students to become enthusiastic, lifelong learners and confident global citizens. We cultivate academic achievement, positive character traits,and independent, creative thinking. With kindness, trust, and respect, we set high expectations and commit to bringing out the best in ourselves and others.

Lastly, at Roosevelt we pride ourselves in our professional growth. Teachers and staff at Roosevelt contract with staff developers for regular professional development workshops at our school site in UCLA CGI Math and Reading and Writing Workshops 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 form 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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	142
Grade 1	112
Grade 2	133
Grade 3	116
Grade 4	119
Grade 5	141
Total Enrollment	763

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.1
Asian	10.2
Filipino	0.7
Hispanic or Latino	10.5
Native Hawaiian or Pacific Islander	0.3
White	71.7
Two or More Races	1.8
Socioeconomically Disadvantaged	12.3
English Learners	8.9
Students with Disabilities	11
Homeless	0.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Roosevelt Elementary	17-18	18-19	19-20
With Full Credential			
Without Full Credential			
Teaching Outside Subject Area of Competence			

Teacher Credentials for Santa Monica-Malibu	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Roosevelt Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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: October 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	Benchmark Advance Reading, adopted 6/2017	
	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%

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

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.

The school recently received new upgrades with new window, paint and flooring. We were also able to address leaking gutters and roofs. With the infusion of operational dollars we will continue to address deferred maintenance issues.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/20/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	103/ WORKROOM: 4. DRAWERS ARE MISSING. 19: 4. CEILING TILE HAS A WATER STAIN. CEILING IS SAGGING. 14. FOUR EXTERIOR BACK PACK HOOKS ARE BROKEN. 2: 4. CEILING TILES HAVE WATER STAINS. 22: 4. CEILING TILES HAVE WATER STAINS. 23: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 10. BURNED CANDLE IN ROOM. 12. DRY ROT ON SIDING TRIM. 24: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 14. FOUR EXTERIOR BACK PACK HOOKS ARE BROKEN. 15. WINDOW SCREENS ARE MISSING. 25: 4. CEILING TILES HAVE WATER STAINS. 14. SKID PAINT/RAMP IS PEELING ON RAMP. 15. WINDOW SCREENS ARE MISSING. 26: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. WINDOW SCREEN IS MISSING. 28: 4. CEILING TILE IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET LEAKS AT HANDLE. 14. EXTERIOR BACK PACK HOOK IS BROKEN. 29: 4. CEILING TILE HAS A HOLE. 30: 4. CEILING TILE IS BROKEN 35: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. 36: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE BROKEN. 37: 4. CEILING TILE HAS A WATER STAIN. 10. EIGHT PLUG IN AIR FRESHENERS. 38: 4. CEILING TILES ARE TORN. 9. FAUCET HANDLE IS BROKEN. DRINKING FOUNTAIN HAS A HIGH. 4: 4. CEILING TILE HAS A WATER STAIN. 9. FAUCET HAS A DRIP. 5: 4. HOLE IN CEILING. 7. ONE LIGHT PANEL IS OUT. 7: 4. CEILING TILE IS TORN. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 14. RAMP BRICK WALL CAP IS MISSING EXPOSING RUSTED REBAR. BOYS REST ROOM: 4. WALL TILES ARE MISSING. 7. ONE HAND DRYER HAS NO POWER. 8. ONE TOILET IS LOOSE AT THE BASE. LIBRARY: 4. CEILING TILES HAVE HOLES. 11. PAINT IS PEELING ON INTERIOR WALL. NURSE: 4. CEILING TILE HAS A WATER STAIN.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	103/ BOOK STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 13: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 26: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. WINDOW SCREEN IS MISSING. 28: 4. CEILING TILE IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET LEAKS AT HANDLE. 14. EXTERIOR BACK PACK HOOK IS BROKEN. 8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 14. EIGHT EXTERIOR BACK PACK HOOKS ARE BROKEN. ELECTRICAL: 5. AND 6. RODENT DROPPINGS EVIDENT THROUGHOUT ROOM.
Electrical: Electrical	Fair	1: 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 17: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 24: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 14. FOUR EXTERIOR BACK PACK HOOKS ARE BROKEN. 15. WINDOW SCREENS ARE MISSING. 34: 7. ONE LIGHT PANEL IS OUT. 9. FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW. 14. ONE EXTERIOR BACK PACK IS BROKEN. 5: 4. HOLE IN CEILING. 7. ONE LIGHT PANEL IS OUT. 9: 7. ELECTRICAL COVERS ARE MISSING IN CEILING. BOYS REST ROOM: 4. WALL TILES ARE MISSING. 7. ONE HAND DRYER HAS NO POWER. 8. ONE TOILET IS LOOSE AT THE BASE. ELECTRICAL: 7. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANELS. GIRLS REST ROOM: 7. ONE HAND DRYER HAS NO POWER. 9. EXTERIOR DRINKING FOUNTAIN HAS A DRIP. PTA STORAGE: 7. LIGHT COVERS ARE MISSING. UNISEX REST ROOM: 7. OUTLET IS BROKEN. 9. SINK DRAIN PIPE IS RUSTED.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	1: 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 11: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 18: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 14. TWO EXTERIOR BACK PACK HOOKS ARE BROKEN. 20: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 14. TWO EXTERIOR BACK PACK HOOKS ARE BROKEN. 24: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 14. FOUR EXTERIOR BACK PACK HOOKS ARE BROKEN. 15. WINDOW SCREENS ARE MISSING. 28: 4. CEILING TILE IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET LEAKS AT HANDLE. 14. EXTERIOR BACK PACK HOOK IS BROKEN. 33: 9. FAUCET IS LOOSE AT THE BASE. DRINKING FOUNTAIN HANDLE IS BROKEN. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 34: 7. ONE LIGHT PANEL IS OUT. 9. FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW. 14. ONE EXTERIOR BACK PACK IS BROKEN. 38: 4. CEILING TILES ARE TORN. 9. FAUCET HANDLE IS BROKEN. DRINKING FOUNTAIN HAS A HIGH. 39: 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 4: 4. CEILING TILE HAS A WATER STAIN. 9. FAUCET HAS A DRIP. 504/ STORAGE: 9. EXTERIOR DRINKING FOUNTAIN HAS A DRIP. BOYS REST ROOM: 4. WALL TILES ARE MISSING. 7. ONE HAND DRYER HAS NO POWER. 8. ONE TOILET IS LOOSE AT THE BASE. BOYS REST ROOM: 9. EXTERIOR DRINKING FOUNTAIN HAS A DRIP. GIRLS REST ROOM: 7. ONE HAND DRYER HAS NO POWER. 9. EXTERIOR DRINKING FOUNTAIN HAS A DRIP. GIRLS REST ROOM: 9. EXTERIOR DRINKING FOUNTAIN HAS A DRIP. KITCHEN: 9. FAUCET HAS A DRIP IN RR. MENS REST ROOM: 9. FAUCET HAS NO FLOW. UNISEX REST ROOM: 7. OUTLET IS BROKEN. 9. SINK DRAIN PIPE IS RUSTED.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	18: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 14. TWO EXTERIOR BACK PACK HOOKS ARE BROKEN. 23: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 10. BURNED CANDLE IN ROOM. 12. DRY ROT ON SIDING TRIM. 302/ SPEECH ROOM: 10. FIRE EXTINGUISHER TAG IS MISSING. 37: 4. CEILING TILE HAS A WATER STAIN. 10. EIGHT PLUG IN AIR FRESHENERS. 6: 11. PAINT IS PEELING ON THE CEILING IN RR. 7: 4. CEILING TILE IS TORN. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 14. RAMP BRICK WALL CAP IS MISSING EXPOSING RUSTED REBAR. LIBRARY: 4. CEILING TILES HAVE HOLES. 11. PAINT IS PEELING ON INTERIOR WALL.
Structural: Structural Damage, Roofs	Good	23: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 10. BURNED CANDLE IN ROOM. 12. DRY ROT ON SIDING TRIM.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	14: 14. FOUR EXTERIOR BACK PACK HOOKS ARE BROKEN. 15: 14. FIVE EXTERIOR BACK PACK HOOKS ARE BROKEN. 16: 14. TWO EXTERIOR BACK PACK HOOKS ARE BROKEN. 17: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 18: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 14. TWO EXTERIOR BACK PACK HOOKS ARE BROKEN. 19: 4. CEILING TILE HAS A WATER STAIN. CEILING IS SAGGING. 14. FOUR EXTERIOR BACK PACK HOOKS ARE BROKEN. 20: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 14. TWO EXTERIOR BACK PACK HOOKS ARE BROKEN. 24: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 14. FOUR EXTERIOR BACK PACK HOOKS ARE BROKEN. 15. WINDOW SCREENS ARE MISSING. 25: 4. CEILING TILES HAVE WATER STAINS. 14. SKID PAINT/RAMP IS PEELING ON RAMP. 15. WINDOW SCREENS ARE MISSING. 26: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. WINDOW SCREEN IS MISSING. 28: 4. CEILING TILE IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET LEAKS AT HANDLE. 14. EXTERIOR BACK PACK HOOK IS BROKEN. 31: 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 33: 9. FAUCET IS LOOSE AT THE BASE. DRINKING FOUNTAIN HANDLE IS BROKEN. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 34: 7. ONE LIGHT PANEL IS OUT. 9. FAUCET AND DRINKING FOUNTAIN HAVE NO FLOW. 14. ONE EXTERIOR BACK PACK IS BROKEN. 7: 4. CEILING TILE IS TORN. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 14. RAMP BRICK WALL CAP IS MISSING EXPOSING RUSTED REBAR. 8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 14. EIGHT EXTERIOR BACK PACK HOOKS ARE BROKEN.
Overall Rating	**Good**	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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 Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	82	82	75	74	50	50
Math	77	77	61	61	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	16.9	20.6	47.8

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Pending: Information on Teacher Credentials and Misassignments for 2019-20

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	375	347	92.53	81.84
Male	196	175	89.29	78.86
Female	179	172	96.09	84.88
Black or African American	19	17	89.47	41.18
Asian	34	30	88.24	86.67
Filipino	--	--	--	--
Hispanic or Latino	45	44	97.78	65.91
Native Hawaiian or Pacific Islander	--	--	--	--
White	253	233	92.09	87.12
Two or More Races	11	10	90.91	60.00
Socioeconomically Disadvantaged	60	55	91.67	56.36
English Learners	41	33	80.49	69.70
Students with Disabilities	54	45	83.33	44.44
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	375	349	93.07	77.08
Male	196	174	88.78	78.16
Female	179	175	97.77	76.00
Black or African American	19	15	78.95	53.33
Asian	34	33	97.06	81.82
Filipino	--	--	--	--
Hispanic or Latino	45	43	95.56	55.81
Native Hawaiian or Pacific Islander	--	--	--	--
White	253	235	92.89	81.28
Two or More Races	11	10	90.91	80.00
Socioeconomically Disadvantaged	60	55	91.67	60.00
English Learners	41	39	95.12	58.97
Students with Disabilities	54	43	79.63	44.19
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
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.rooseveltschoolpta.org 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 Cat Wray at ptapresidentteddy@gmail.com

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.1	2.4	2.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.8

*   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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23	1	5		23		6		21	2	5	
1	24		5		21	3	3		22	1	4	
2	20	2	4		24		5		22		6	
3	22	1	5		20	2	4		23		5	
4	29		5		28		5		24	1	4	
5	24	1	5		25	1	5		28		5	
Other**												

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

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,859	$51,374
Mid-Range Teacher Salary	$74,444	$80,151
Highest Teacher Salary	$100,278	$100,143
Average Principal Salary (ES)	$124,840	$126,896
Average Principal Salary (MS)	$138,074	$133,668
Average Principal Salary (HS)	$150,077	$143,746
Superintendent Salary	$240,000	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	5%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6942	13	6929	89378
District	N/A	N/A	$8,432	$82,621.00
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-19.6	7.9
School Site/ State	-8.0	8.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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 EducationFurthermore, SMMUSD uses Title II funds to support a Math and Secondary Support Coordinator to:
- work with teachers/administrators to support student learning around math content and practices for all students
- facilitate and review the guaranteed and viable curriculum that includes use of common formative assessments to gauge student achievement
- support ongoing intervention/enrichment opportunities to address student growth and needs

Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English learners, and to expand parent engagement opportunities.

DataQuest

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

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.