

# Roosevelt Elementary School

## 2021 School Accountability Report Card



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

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



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

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021-22 School Contact Information

<b>School Name</b>	Roosevelt Elementary School
<b>Street</b>	801 Montana Ave.
<b>City, State, Zip</b>	Santa Monica, CA 90403-1502
<b>Phone Number</b>	(310) 395-0941
<b>Principal</b>	Lynda Holeva
<b>Email Address</b>	ltursi@smmusd.org
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	19-64980-6022610

## 2021-22 District Contact Information

<b>District Name</b>	Santa Monica-Malibu Unified School District
<b>Phone Number</b>	(310) 450-8338
<b>Superintendent</b>	Ben Drati, Ed.D.
<b>Email Address</b>	bdrati@smmusd.org
<b>District Website Address</b>	www.smmusd.org

## 2021-22 School Overview

### 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 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 this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	107
Grade 1	105
Grade 2	106
Grade 3	112
Grade 4	127
Grade 5	115
Total Enrollment	672

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6
Male	49.4
American Indian or Alaska Native	0.4
Asian	11.8
Black or African American	3.9
Filipino	0.6
Hispanic or Latino	11.9
Native Hawaiian or Pacific Islander	0.6
Two or More Races	1.5
White	68.3
English Learners	8.6
Homeless	0.3
Socioeconomically Disadvantaged	11.5
Students with Disabilities	9.4

## 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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

**Year and month in which the data were collected**

October 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance Reading, adopted 6/2017	Yes	0%
<b>Mathematics</b>	My Math, McGraw Hill, 2013, adopted 3/5/2015	Yes	0%
<b>Science</b>	Science, Harcourt 2007, adopted 4/19/2007	Yes	0%
<b>History-Social Science</b>	Reflections, California Series; Harcourt 2006	Yes	0%
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## School Facility Conditions and Planned Improvements

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 three separate recess times and four 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, a computer lab 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.

<b>Year and month of the most recent FIT report</b>	10/5/2021
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			22: 4. CEILING TILES ARE STAINED AND BROKEN 11. HAZARDEOUS CHEMICALS ARE STORED WITHIN REACH OF CHILDREN. 2. MOISTURE AROUND A/C VENTS 38: 2. AC VENTS DIRTY
<b>Interior:</b> Interior Surfaces		X		104 AUDITORIUM: 7. 2 LIGHTS OUT 4. BROKEN TILE 22: 4. CEILING TILES ARE STAINED AND BROKEN 11. HAZARDEOUS CHEMICALS ARE STORED WITHIN REACH OF CHILDREN. 2. MOISTURE AROUND A/C VENTS 24: 7. NEEDS TELEPHONE COVER 12. NEEDS RAMP RESTORATION. 4. CEILING TILE 26: 12. RAMP NEEDS RAMP RESTORATION, 4. CARPET COVERED WITH PAPER. 11. PAINT CANS 29: 4 BROKEN CEILING TILES 7: 4. CEILING TILE LOOSE AUDIO TESTING: 4. DOOR LOCKS FROM INSIDE 7. EXTENSIONS CORD IS CREATING A TRIP HAZARD CUSTODIAN CLOSET: 4. ATTIC ACCESS OPEN CUSTODIAN CLOSET: 4. LIGHT NOT FUNTIONING PROPERLY

## School Facility Conditions and Planned Improvements

			<p>GIRLS RESTROOM: 7. HAND DRYER NOT WORKING. 4. MIRROR IS RUSTED</p> <p>LIBRARY: 7. J-BOX NEEDS PLUG, COVER PLATE MISSING AT CEILING. 4. PAINT &amp; PATCH NEAR WHITE BOARD, HOLE IN CEILING TILE.</p> <p>STAGE: 4. CEILING TILE HAS HOLE 7. LIGHT IS MISSING DIFFUSER</p> <p>WOMENS RESTROOM: 4. RESTROOM DOOR DOES NOT LATCH</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>CUSTODIAN CLOSET: 4. NEEDS TO BE ORGANIZED</p>
<p><b>Electrical</b></p>		X	<p>104 AUDITORIUM: 7. 2 LIGHTS OUT 4. BROKEN TILE</p> <p>22: 4. CEILING TILES ARE STAINED AND BROKEN</p> <p>11. HAZARDEOUS CHEMICALS ARE STORED WITHIN REACH OF CHILDREN. 2. MOISTURE AROUND A/C VENTS</p> <p>24: 7. NEEDS TELEPHONE COVER 12. NEEDS RAMP RESTORATION. 4. CEILING TILE</p> <p>406: 7. NEEDS LIGHT</p> <p>AUDIO TESTING: 4. DOOR LOCKS FROM INSIDE 7. EXTENSIONS CORD IS CREATING A TRIP HAZARD</p> <p>CUSTODIAN CLOSET 210: 7. LIGHT IS MISSING DIFFUSER</p> <p>GIRLS RESTROOM: 7. HAND DRYER NOT WORKING. 4. MIRROR IS RUSTED</p> <p>LIBRARY: 7. J-BOX NEEDS PLUG, COVER PLATE MISSING AT CEILING. 4. PAINT &amp; PATCH NEAR WHITE BOARD, HOLE IN CEILING TILE.</p> <p>MENS RESTROOM: 7. LIGHTS ARE OUT</p> <p>STAFF RESTROOM: 7. LIGHT IS OUT</p> <p>STAGE: 4. CEILING TILE HAS HOLE 7. LIGHT IS MISSING DIFFUSER</p> <p>STORAGE: 7. LIGHT DIFFUSER IS LOOSE 7. LIGHTS ARE OUT</p> <p>WORKROOM: 7. LIGHT DIFFUSER IS LOOSE 7. LIGHTS ARE OUT</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	X		<p>101 TEACHERS LOUNGE: 9. FAUCET LOOSE</p> <p>33: 9. FAUCET LOOSE</p> <p>GIRLS RESTROOM: 8. TOILET SEAT IS LOOSE</p> <p>WOMENS RESTROOM: 8. TOILET FLUSH LACKS APPROPRIATE WATER PRESSURE</p>

## School Facility Conditions and Planned Improvements

<b>Safety:</b> Fire Safety, Hazardous Materials	X		22: 4. CEILING TILES ARE STAINED AND BROKEN 11. HAZARDEOUS CHEMICALS ARE STORED WITHIN REACH OF CHILDREN. 2. MOISTURE AROUND A/C VENTS 26: 12. RAMP NEEDS RAMP RESTORATION, 4. CARPET COVERED WITH PAPER. 11. PAINT CANS 27: 10. FIRE EXTINGUISHER CABINET DOES NOT CLOSE 302: 10. FIRE EXTINGUISHER NOT MOUNTED AND IS OUT OF DATE
<b>Structural:</b> Structural Damage, Roofs	X		23: 12. NEEDS RAMP RESTORATION 24: 7. NEEDS TELEPHONE COVER 12. NEEDS RAMP RESTORATION. 4. CEILING TILE 25: 12. NEED RAMP RESTORATION 26: 12. RAMP NEEDS RAMP RESTORATION, 4. CARPET COVERED WITH PAPER. 11. PAINT CANS
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	X		

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	345	NT	NT	NT	NT
<b>Female</b>	179	NT	NT	NT	NT
<b>Male</b>	166	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	32	NT	NT	NT	NT
<b>Black or African American</b>	19	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	42	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	13	NT	NT	NT	NT
<b>White</b>	235	NT	NT	NT	NT
<b>English Learners</b>	34	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	48	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	47	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	345	NT	NT	NT	NT
Female	179	NT	NT	NT	NT
Male	166	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	32	NT	NT	NT	NT
Black or African American	19	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	42	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	13	NT	NT	NT	NT
White	235	NT	NT	NT	NT
English Learners	34	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	48	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

FastBridge Student Groups	FastBridge Total Enrollment	FastBridge Number Tested	FastBridge Percent Tested	FastBridge Percent Not Tested	FastBridge Percent At or Above Grade Level
All Students	360	323	90%	10%	77%
Female	188	166	88%	12%	78%
Male	172	157	91%	9%	76%
American Indian or Alaska Native	1	1	100%	0%	100%
Asian	29	29	100%	0%	83%

<b>Black or African American</b>	18	16	89%	11%	44%
<b>Filipino</b>	<11	<11	100%	0%	100%
<b>Hispanic or Latino</b>	46	41	89%	11%	61%
<b>Native Hawaiian or Pacific Islander</b>	<11		0%	100%	0%
<b>Two or More Races</b>	22	21	95%	5%	91%
<b>White</b>	239	211	88%	12%	80%
<b>English Learners</b>	31	28	90%	10%	45%
<b>Homeless</b>	<11		0%	100%	0%
<b>Socioeconomically Disadvantaged</b>	72	65	90%	10%	57%
<b>Students with Disabilities</b>	52	45	87%	13%	44%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>FastBridge Student Groups</b>	<b>FastBridge Total Enrollment</b>	<b>FastBridge Number Tested</b>	<b>FastBridge Percent Tested</b>	<b>FastBridge Percent Not Tested</b>	<b>FastBridge Percent At or Above Grade Level</b>
<b>All Students</b>	360	324	90%	10%	74%
<b>Female</b>	188	166	88%	12%	73%
<b>Male</b>	172	158	8%	75%	129
<b>American Indian or Alaska Native</b>	<11	<11	100%	0%	100%
<b>Asian</b>	29	29	100%	0%	97%
<b>Black or African American</b>	18	16	89%	11%	56%
<b>Filipino</b>	<11	<11	100%	0%	100%
<b>Hispanic or Latino</b>	46	41	89%	11%	59%
<b>Native Hawaiian or Pacific Islander</b>				<11	
<b>Two or More Races</b>	42%	13%	21	22	87%
<b>White</b>	86%	5%	212	239	95%
<b>English Learners</b>	31	28	90%	10%	68%
<b>Homeless</b>	<11	<11	100%	0%	0%
<b>Socioeconomically Disadvantaged</b>	0%	100%	71	72	0%
<b>Students Receiving Migrant Education Services</b>	92%				
<b>Students with Disabilities</b>	58%	1%	45	52	99%

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	54.70	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	114	NT	NT	NT	NT
<b>Female</b>	58	NT	NT	NT	NT
<b>Male</b>	56	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	18	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	70	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	21	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	20	NT	NT	NT	NT

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

There are numerous organized opportunities for parental involvement at Roosevelt. These opportunities include: PTA, Booster Club, Dads Club, Classroom and Campus Volunteers, Parent Education Workshops, parent-student events, Roosevelt Campus Beautification 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](http://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 Elizabeth Urqhart at [ptapresidentteddy@gmail.com](mailto:ptapresidentteddy@gmail.com)

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	709	669	14	2.1
Female	358	337	8	2.4
Male	351	332	6	1.8
American Indian or Alaska Native	4	4	1	25.0
Asian	80	76	0	0.0
Black or African American	29	26	1	3.8
Filipino	3	3	0	0.0
Hispanic or Latino	96	90	5	5.6
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	20	19	1	5.3
White	467	441	6	1.4
English Learners	61	58	0	0.0
Foster Youth	1	1	0	0.0
Homeless	2	1	0	0.0
Socioeconomically Disadvantaged	93	82	4	4.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	91	88	1	1.1

### C. Engagement

#### State Priority: School Climate

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

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



## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.12	0.00	1.98	0.20	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.00	1.55	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 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 five 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 Grade Child Care programs service students from 7 a.m. to 6 p.m. There are lead teachers assigned to each of these programs.
- CREST 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 on January 17, 2022.

## D. Other SARC Information

### Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	5	
1	22	1	4	
2	22		6	
3	23		5	
4	24	1	4	
5	28		5	
6				

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		6	
1	23		5	
2	24		5	
3	22		6	
4	30		4	
5	29		4	
6				
Other	7	2		

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

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	6		
1	20	2	3	
2	17	4	2	
3	21	1	4	
4	24		5	
5	27		4	
6				
Other	5	1		

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6942	13	6929	89378
District	N/A	N/A	\$8,432	\$86,443
Percent Difference - School Site and District	N/A	N/A	-19.6	3.3
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-19.7	9.8

## 2020-21 Types of Services Funded

- Special education
- Music enrichment
- 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 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

Furthermore, 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.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$50,980	\$51,029
<b>Mid-Range Teacher Salary</b>	\$76,119	\$78,583
<b>Highest Teacher Salary</b>	\$102,483	\$99,506
<b>Average Principal Salary (Elementary)</b>	\$124,753	\$124,576
<b>Average Principal Salary (Middle)</b>	\$130,846	\$131,395
<b>Average Principal Salary (High)</b>	\$153,122	\$144,697
<b>Superintendent Salary</b>	\$240,000	\$240,194
<b>Percent of Budget for Teacher Salaries</b>	33%	34%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## Professional Development

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.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	15

# Santa Monica-Malibu Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

<b>District Name</b>	Santa Monica-Malibu Unified School District
<b>Phone Number</b>	(310) 450-8338
<b>Superintendent</b>	Ben Drati, Ed.D.
<b>Email Address</b>	bdrati@smmusd.org
<b>District Website Address</b>	www.smmusd.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	5229	139	2.66	97.34	65.22
<b>Female</b>	2569	62	2.41	97.59	77.42
<b>Male</b>	2660	77	2.89	97.11	55.26
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	300	4	1.33	98.67	--
<b>Black or African American</b>	332	7	2.11	97.89	--
<b>Filipino</b>	33	0	0.00	100.00	--
<b>Hispanic or Latino</b>	1586	25	1.58	98.42	52.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	445	11	2.47	97.53	45.45
<b>White</b>	2515	92	3.66	96.34	74.73
<b>English Learners</b>	403	13	3.23	96.77	23.08
<b>Foster Youth</b>	12	0	0.00	100.00	--
<b>Homeless</b>	52	0	0.00	100.00	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	1317	29	2.20	97.80	46.43
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	764	35	4.58	95.42	22.86



## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5229	134	2.56	97.44	44.03
Female	2569	61	2.37	97.63	49.18
Male	2660	73	2.74	97.26	39.73
American Indian or Alaska Native	--	--	--	--	--
Asian	300	4	1.33	98.67	--
Black or African American	332	7	2.11	97.89	--
Filipino	33	0	0.00	100.00	--
Hispanic or Latino	1586	26	1.64	98.36	23.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	445	11	2.47	97.53	27.27
White	2515	86	3.42		55.81
English Learners	403	13	3.23	96.77	15.38
Foster Youth	12	0	0.00	100.00	--
Homeless	52	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1317	27	2.05	97.95	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	764	35	4.58	95.42	8.57

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

FastBridge and Star Renaissance Student Groups	FastBridge and Star Renaissance Total Enrollment	FastBridge and Star Renaissance Number Tested	FastBridge and Star Renaissance Percent Tested	FastBridge and Star Renaissance Percent Not Tested	FastBridge and Star Renaissance Percent At or Above Grade Level
All Students	5503	4812	87%	13%	65%
Female	2685	2384	89%	11%	68%
Male	2810	2421	86%	14%	63%

<b>American Indian or Alaska Native</b>	9	5	56%	44%	44%
<b>Asian</b>	313	281	90%	10%	75%
<b>Black or African American</b>	350	283	81%	19%	43%
<b>Filipino</b>	29	26	90%	10%	72%
<b>Hispanic or Latino</b>	1672	1482	89%	11%	51%
<b>Native Hawaiian or Pacific Islander</b>	<11	<11	86%	14%	43%
<b>Two or More Races</b>	438	390	89%	11%	78%
<b>White</b>	2664	2318	87%	13%	74%
<b>English Learners</b>	364	311	85%	15%	26%
<b>Foster Youth</b>	<11	<11	83%	17%	83%
<b>Homeless</b>	<11		0%	100%	0%
<b>Socioeconomically Disadvantaged</b>	2001	1711	86%	14%	48%
<b>Students with Disabilities</b>	793	618	78%	22%	32%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>FastBridge and Star Renaissance Student Groups</b>	<b>FastBridge and Star Renaissance Total Enrollment</b>	<b>FastBridge and Star Renaissance Number Tested</b>	<b>FastBridge and Star Renaissance Percent Tested</b>	<b>FastBridge and Star Renaissance Percent Not Tested</b>	<b>FastBridge and Star Renaissance Percent At or Above Grade Level</b>
<b>All Students</b>	5503	4529	82%	18%	51%
<b>Female</b>	2685	2232	83%	17%	51%
<b>Male</b>	2810	2289	19%	52%	1449
<b>American Indian or Alaska Native</b>	<11	<11	67%	33%	33%
<b>Asian</b>	313	259	83%	17%	69%
<b>Black or African American</b>	350	278	79%	21%	36%
<b>Filipino</b>	29	29	100%	0%	59%
<b>Hispanic or Latino</b>	1672	1409	84%	16%	39%
<b>Native Hawaiian or Pacific Islander</b>			<11	<11	
<b>Two or More Races</b>	25%	31%	364	438	69%
<b>White</b>	61%	17%	2160	2664	83%
<b>English Learners</b>	364	295	81%	19%	26%
<b>Foster Youth</b>	<11	<11	83%	17%	33%
<b>Homeless</b>	<11	<11	60%	40%	0%
<b>Socioeconomically Disadvantaged</b>	0%	29%	1718	2001	71%

<b>Students Receiving Migrant Education Services</b>	81%				
<b>Students with Disabilities</b>	36%	14%	548	793	86%

\*At or above the grade-level standard in the context of the local assessment administered.