

# Roosevelt Elementary School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



### 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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).

#### California School Dashboard



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

#### Internet 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

2024-25 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>	Dr. Amy Onyendu
<b>Email Address</b>	ltursi@smmusd.org
<b>School Website</b>	<a href="https://www.smmusd.org/roosevelt">https://www.smmusd.org/roosevelt</a>
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	19-64980-6022610

2024-25 District Contact Information	
<b>District Name</b>	Santa Monica-Malibu Unified School District
<b>Phone Number</b>	(310) 450-8338
<b>Superintendent</b>	Dr. Antonio Shelton, Superintendent
<b>Email Address</b>	p.miller@smmusd.org
<b>District Website</b>	<a href="http://www.smmusd.org">www.smmusd.org</a>

2024-25 School Description and Mission Statement
<p><b>District Vision</b></p> <p>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.</p>

2024-25 School Description and Mission Statement

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.

At Roosevelt, we foster professional growth and build a strong, inclusive community. Our teachers and staff engage in regular, high-quality professional development, including UCLA’s Cognitively Guided Instruction (CGI) in Math and the Reading and Writing Workshops from Columbia University’s Teachers College. This commitment to continuous learning, structured professional protocols such as Learning Walks, and close collaboration with our Site Leadership Team, empowers Roosevelt educators to enhance instructional practices and student outcomes. Our dedication to excellence and innovative instruction earned Roosevelt a Distinguished School Award in 2014.

Beyond academics, we prioritize holistic, inclusive practices that strengthen our school community. Signature approaches like restorative practices, identity work, holding space, and culturally relevant read-alouds foster an environment that values diversity, promotes equity, and nurtures each student’s unique identity. We also partner with the Cotsen Foundation, through which our Cotsen Mentor and Teacher Fellows engage in cycles of inquiry and open their classrooms to educators from various districts, sharing exemplary instructional practices. Roosevelt’s commitment to growth, community, and inclusion ensures that we provide the highest quality education and support for every student.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	121
Grade 1	103
Grade 2	81
Grade 3	81
Grade 4	89
Grade 5	113
Total Enrollment	588

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51
Male	49
American Indian or Alaska Native	0.5
Asian	11.9
Black or African American	5.6
Filipino	0.9
Hispanic or Latino	16.8
Native Hawaiian or Pacific Islander	0.3
Two or More Races	6.3
White	57
English Learners	10.2
Homeless	0.9
Socioeconomically Disadvantaged	20.7
Students with Disabilities	14.6

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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	34.70	97.21	435.10	86.49	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.60	0.33	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	33.60	6.70	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	8.80	1.76	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	1.00	2.79	23.70	4.72	18854.30	6.86
<b>Total Teaching Positions</b>	35.70	100.00	503.10	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	31.00	96.88	413.90	85.71	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.60	0.34	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	16.10	3.35	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	13.90	2.89	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	1.00	3.13	37.10	7.70	15831.90	5.67
<b>Total Teaching Positions</b>	32.00	100.00	482.90	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	28.70	93.32	408.20	85.38	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.60	0.34	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.16	20.50	4.30	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	9.10	1.90	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	2.00	6.48	38.60	8.08	14303.80	5.15
<b>Total Teaching Positions</b>	30.80	100.00	478.10	100.00	277698	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	5.1
<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)	0.00	0	0

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

## 2024-25 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; Teachers College Reading and Writing Workshop Units of Study, adopted in 2012; Teachers College Phonics Units, adopted in 2019; and Learning Without Tears Handwriting Grades TK-5	Yes	0%
<b>Mathematics</b>	My Math, McGraw Hill, 2013, adopted 3/5/2015	Yes	0%
<b>Science</b>	Amplify Science, adopted 6/2022	Yes	0%
<b>History-Social Science</b>	My World Social Studies, Saavas, adopted 6/2022	Yes	0%
<b>Visual and Performing Arts</b>	Silver Burdett Making Music (3rd Grade)		

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



## 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.

Year and month of the most recent FIT report

September, 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X		
<b>Electrical</b>		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	
<b>Safety:</b> Fire Safety, Hazardous Materials			X	
<b>Structural:</b> Structural Damage, Roofs	X			
<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).

College and Career Ready

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.

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

ELA and mathematics test results include the Smarter Balanced Summative 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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	73	78	72	72	46	47
Mathematics (grades 3-8 and 11)	64	69	57	59	34	35

## 2023-24 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.

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 CAA divided by the total number of students who participated in both assessments.

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

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.

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>	280	268	95.71	4.29	77.99
<b>Female</b>	143	137	95.80	4.20	77.37
<b>Male</b>	137	131	95.62	4.38	78.63
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	32	32	100.00	0.00	90.63
<b>Black or African American</b>	12	12	100.00	0.00	33.33
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	52	51	98.08	1.92	66.67
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	171	160	93.57	6.43	83.13
<b>English Learners</b>	21	18	85.71	14.29	33.33
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	61	57	93.44	6.56	61.40
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	45	40	88.89	11.11	57.50

## 2023-24 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.

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

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

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.

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>	280	269	96.07	3.93	69.14
<b>Female</b>	143	137	95.80	4.20	62.04
<b>Male</b>	137	132	96.35	3.65	76.52
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	32	32	100.00	0.00	90.63
<b>Black or African American</b>	12	12	100.00	0.00	25.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	52	51	98.08	1.92	47.06
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	171	161	94.15	5.85	75.16
<b>English Learners</b>	21	19	90.48	9.52	52.63
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	61	58	95.08	4.92	44.83
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	45	40	88.89	11.11	40.00

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	61.90	69.16	57.29	57.44	30.29	30.73

2023-24 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	112	107	95.54	4.46	69.16
Female	62	58	93.55	6.45	65.52
Male	50	49	98.00	2.00	73.47
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	84.62
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	18	17	94.44	5.56	35.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	68	64	94.12	5.88	79.69
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	33	32	96.97	3.03	53.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	43.75

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	97%	0%	98%	97%

C. Engagement	<p><b>State Priority: Parental Involvement</b></p> <p>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.</p>
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<p><b>2024-25 Opportunities for Parental Involvement</b></p> <p>Roosevelt offers a broad array of organized opportunities for parental involvement, inviting parents and guardians to become active members of our school community. The Roosevelt PTA supports various committees, each offering unique ways to contribute. Current committees include Diversity, Equity, and Inclusion (DEI), Roosevelt Elementary Education Support and Special Needs Community, Read-a-thons and Book Fairs, Family Night, Casino Night, Dad’s Club, Pier Pleasure, Reflections Art, Toy Drive, Lunchtime Activities, PTA, Booster Club, Classroom and Campus Volunteers, Parent Education Workshops, Campus Beautification Workdays, and Community Family Gatherings. Many parents also volunteer in classrooms, assist in the library, and support lunch supervision. Contact information for each committee can be found on the PTA website and calendar, or by visiting our website at <a href="https://rooseveltpta.org/">https://rooseveltpta.org/</a>.</p> <p>Roosevelt is committed to supporting parental engagement, providing additional resources through our Bilingual Community Liaison to ensure every family has access to activities and opportunities for involvement.</p> <p>Our weekly newsletter, The Teddy Times, produced by the PTA in partnership with school administration, keeps the community informed of school events and initiatives. For more information on becoming involved, please reach out to PTA President Caroline Mayes at <a href="mailto:ptapresidentteddy@gmail.com">ptapresidentteddy@gmail.com</a>.</p>
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## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	603	599	78	13.0
Female	307	306	44	14.4
Male	296	293	34	11.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	70	70	2	2.9
Black or African American	34	34	13	38.2
Filipino	--	--	--	--
Hispanic or Latino	102	101	20	19.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	39	39	4	10.3
White	348	345	38	11.0
English Learners	64	64	9	14.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	136	135	34	25.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	114	114	27	23.7

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

## 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.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.00	0.16	0.00	2.34	2.12	1.85	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.07	0.08	0.07



## 2023-24 Suspensions and Expulsions by Student Group

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

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

## 2024-25 School Safety Plan

At Roosevelt, we prioritize creating a safe, supportive, and inclusive environment where students develop essential skills for conflict resolution and bullying prevention. All Roosevelt teachers and students are trained in Cool Tools, a conflict mediation program that equips students with strategies to handle challenging situations. Each year, classroom teachers reinforce the Cool Tools language with their students, and staff use these methods to mediate conflicts, aligning seamlessly with our discipline plan. Additionally, our Character Development Book of the Month Program further supports and promotes positive behavior throughout our school community.

For over twelve years, we have implemented the Olweus Bullying Prevention Program, also known as Stand by Me: Together We Can Make a Difference. This U.S. Department of Education-recognized, research-based program has proven effective in reducing bullying, enhancing school climate, and building stronger relationships among students, staff, and families. The Stand by Me program includes comprehensive engagement from our entire school community, including staff, students, and parents. To support this initiative, parent volunteers receive mandatory training every two years in both Cool Tools and Stand by Me to ensure consistency and reinforce our positive school culture. Our partnership with the Santa Monica Police Department also allows fifth-grade students to participate in the D.A.R.E. program, providing valuable skills for safe and healthy decision-making.

At the beginning of each school year, all students and parents review and sign the Citizenship Handbook, which outlines playground and school community guidelines designed to promote student safety. Supervision is a top priority: teachers monitor classrooms during school hours, while assigned faculty members, instructional aides, and staff supervise playgrounds and lunch areas. Administrators oversee lunch supervision, and all yard-duty supervisors are easily identifiable in orange safety vests and are equipped with whistles safety folders, and belt bags.

2024-25 School Safety Plan

To maintain campus security, all visitors must check in through the office, where they receive identification badges. Only one entrance is open during school hours, and designated staff monitor drop-off and play areas at all times. For families who need additional supervision outside regular hours, we offer several options:

- Primary and Upper-Grade Child Care Programs: Available from 7 a.m. to 6 p.m., staffed with lead teachers.
- CREST Enrichment Programs: Various enrichment classes are offered throughout the week, with application information sent out at least four weeks in advance.
- Homework Club: 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, meeting in the library and cafeteria.

Our School Safety Plan was thoroughly reviewed, updated, and discussed with the Site Governance Council on November 21, 2024, and will be approved by the SMMUSD School Board in March. The current board adopted CSSP was board approved on 10/19/2023.

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.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	20	4	1	
1	17	5		
2	17	5		
3	19	4	1	
4	26		4	
5	22		5	
Other	7	1		

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	20	5	1	
1	20	3	1	
2	21	1	3	
3	23		4	
4	17	8	6	
5	17	8	4	2
Other	12	4		

### 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	26	4		3
1	45		1	3
2	71			3
3	52			3
4	78			3
5	69			4
Other	5	2		

### 2023-24 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	0

## 2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	2
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	2.4

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher 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
<b>School Site</b>	\$9,630	364	\$9,266	\$115,727
<b>District</b>	N/A	N/A	\$7,242	\$95,359
<b>Percent Difference - School Site and District</b>	N/A	N/A	24.5	19.3
<b>State</b>	N/A	N/A	\$10,771	\$94,694
<b>Percent Difference - School Site and State</b>	N/A	N/A	-15.0	20.0

## Fiscal Year 2023-24 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
- Fine arts instruction including ceramics, dance and vocal music
- Instructional assistants in all TK-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

## Fiscal Year 2023-24 Types of Services Funded

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.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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>	\$56,079	\$58,855
<b>Mid-Range Teacher Salary</b>	\$83,731	\$92,519
<b>Highest Teacher Salary</b>	\$112,731	\$114,665
<b>Average Principal Salary (Elementary)</b>	\$145,586	\$142,791
<b>Average Principal Salary (Middle)</b>	\$151,118	\$151,078
<b>Average Principal Salary (High)</b>	\$159,108	\$167,094
<b>Superintendent Salary</b>	\$246,996	\$281,086
<b>Percent of Budget for Teacher Salaries</b>	29%	31%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## Professional Development

In the Santa Monica-Malibu Unified School District (SMMUSD), all teachers and staff engage in ongoing professional development through a weekly allocation of banked time, totaling 90 minutes at each school site. This commitment to continuous improvement is guided by districtwide focus areas informed by data analysis, both summative and formative, as well as input gathered from educators and administrators across the district. Key professional development areas in SMMUSD include:

- Building Professional Learning Communities (PLCs)
- Implementation of California Standards in ELA, Math, and Next Generation Science Standards for standards-based curriculum and instruction
- Expanding expertise in mathematical practices through targeted math coaching
- Utilizing data to enhance classroom instruction
- Supporting diverse learning needs, including students with special needs
- Differentiating instruction for all students, including English Learners

Professional development in SMMUSD is delivered through diverse methodologies, including individualized coaching and mentoring programs. These initiatives include Beginning Teacher Support and Assessment (BTSA), National Board support, literacy and ELD coaching, Instructional Leadership Teams, as well as specialized programs like the Cotsen Fellows and Math Coaches. Workshop series conducted during banked time and optional after-school sessions provide additional opportunities for learning and growth.

Each August, teachers new to Santa Monica-Malibu are invited to join the Teacher Academy, a comprehensive orientation to districtwide curriculum and instructional strategies. Eligible new teachers are encouraged to participate in BTSA, while teachers pursuing National Board Certification may elect to be mentored by certified peers to support their journey.

At Roosevelt Elementary School, we supplement district resources with an additional 10 days dedicated to the Teachers College Reading and Writing Workshop, facilitated by staff developers from Columbia University, and five days with staff

Professional Development

developers from UCLA’s Cognitively Guided Instruction (CGI) program. Our site prioritizes a late-start schedule every Wednesday morning, offering all educators and staff 90 minutes for sustained professional development throughout the year.

Roosevelt’s strategic focus emphasizes engaging students in collaborative conversations that reflect an understanding and respect for diverse identities, cultures, and lived experiences. As a school, we are committed to implementing culturally relevant pedagogy, encouraging reflection on personal biases, perspectives, and instructional practices, and fostering strong connections with students and their families.

Beyond these structured times, Roosevelt is allotted one full day annually for site-based professional development, in addition to two pupil-free days. Teachers also have the opportunity to participate in district-led professional development offered by Educational Services, which includes sessions on topics such as:

- Strengthening school leadership teams and PLCs
- Standards-based literacy and mathematics instruction
- Using data (formative and summative) to drive instructional improvement
- Social-emotional support strategies for students
- Culturally relevant and responsive teaching practices
- Specialized supports for students with special needs
- Differentiated instruction for all learners, including English learners
- Technology integration and blended learning models
- Restorative justice practices
- Social Justice Standards and Project-Based Learning initiatives

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	15	22	22