

Roosevelt Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

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.

Admission Requirements for the University of California (UC)

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 <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

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 <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Roosevelt Elementary School
Street	801 Montana Ave.
City, State, Zip	Santa Monica, CA 90403-1502
Phone Number	(310) 395-0941
Principal	Dr. Amy Onyendu
Email Address	ltursi@smmusd.org
School Website	https://roosevelt.smmusd.org/
Grade Span	K-5
County-District-School (CDS) Code	19-64980-6022610

2025-26 District Contact Information

District Name	Santa Monica-Malibu Unified School District
Phone Number	(310) 450-8338
Superintendent	Dr. Antonio Shelton, Superintendent
Email Address	aogrady@smmusd.org
District Website	www.smmusd.org

2025-26 School Description and Mission Statement

District Vision

As a community of learners, the Santa Monica-Malibu Unified School District works collaboratively in a nurturing environment to develop students into visionary, versatile thinkers; resourceful, lifelong learners; effective, multilingual communicators; and global citizens. We are a culturally rich and diverse community that values the contributions of all its members and strives to promote social justice. We exist to support all students in their pursuit of academic achievement, strength of character, and personal growth, and to guide them in their exploration of intellectual, artistic, technological, physical, and social expression.

Roosevelt Elementary School: Shared Vision and Mission Statement

2025-26 School Description 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 and help them 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 are deeply committed to professional growth, instructional excellence, and the cultivation of a strong, inclusive community. Our teachers and staff engage in ongoing, high-quality professional learning, including UCLA’s Cognitively Guided Instruction (CGI) in mathematics and the Reading and Writing Workshop model developed by Columbia University’s Teachers College. Through continuous learning, structured protocols such as Learning Walks, and close collaboration with our Site Leadership Team, Roosevelt educators consistently refine their practice to enhance student learning and outcomes. This dedication to innovation and high-quality instruction contributed to Roosevelt’s recognition as a California Distinguished School in 2014.

Our work extends beyond academics to ensure every student feels seen, supported, and valued. Signature practices—including restorative approaches, identity work, holding space, and culturally relevant read-alouds—serve as pillars for building an equitable and inclusive environment. Our partnership with the Cotsen Foundation further strengthens this vision, as our Cotsen Mentor and Teacher Fellows engage in cycles of inquiry, host visiting educators from other districts, and share model instructional practices.

Roosevelt’s focus on growth, community, and inclusion guides everything we do, ensuring that every student receives exceptional instruction, meaningful relationships, and the support they need to thrive.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	126
Grade 1	74
Grade 2	98
Grade 3	83
Grade 4	82
Grade 5	89
Total Enrollment	552

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6
Male	50.4
American Indian or Alaska Native	0.4
Asian	11.6
Black or African American	5.6
Filipino	0.7
Hispanic or Latino	18.7
Native Hawaiian or Pacific Islander	0.2
Two or More Races	7.6
White	55.3
English Learners	8.3
Foster Youth	0.4
Homeless	0.5
Socioeconomically Disadvantaged	20.3
Students with Disabilities	15.9

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31	96.88	413.9	85.71	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.6	0.34	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	16.1	3.35	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	13.9	2.89	11953.1	4.28
Unknown/Incomplete/NA	1	3.13	37.1	7.7	15831.9	5.67
Total Teaching Positions	32	100	482.9	100	279044.8	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.7	93.32	408.2	85.38	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.6	0.34	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0.16	20.5	4.3	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	9.1	1.9	11746.9	4.23
Unknown/Incomplete/NA	2	6.48	38.6	8.08	14303.8	5.15
Total Teaching Positions	30.8	100	478.1	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26	92.86	380.8	84.12	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1.9	0.43	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	7.14	23.8	5.26	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	10.7	2.38	12112.8	4.34
Unknown/Incomplete/NA	0	0	35.3	7.8	13705.8	4.91
Total Teaching Positions	28	100	452.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	5.1	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students at Roosevelt have full access to state-approved and district-adopted textbooks and instructional materials across all core academic subjects. The district follows the state's adoption timelines and review cycles, most recently implementing new science materials in the 2022–2023 school year and adopting new mathematics materials in 2014–2015. The district is currently in the process of refreshing both the math and English language arts curricula, continuing to use the existing materials during this transition period. Every student—including English learners—has an individual copy of all required textbooks, with the exception of early primary “Big Books,” which are designed for whole-class use.

Textbook and instructional material adoptions undergo a comprehensive and collaborative review process. A districtwide committee made up of teachers and administrators examines potential materials, evaluates alignment to standards, and submits recommendations for approval by the Board of Education. Before any adoption is finalized, members of the public are invited to review the recommended materials and provide feedback, ensuring transparency and community involvement in the selection process.

Year and month in which the data were collected

December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading and Writing Workshop Units of Study, adopted in 2012; Benchmark Advance Reading, adopted 6/2017; Teachers College Phonics Units, adopted in 2019; and Learning Without Tears Handwriting Grades TK-5.	0%
Mathematics	My Math, McGraw Hill, 2013, adopted 3/5/2015	0%
Science	Amplify Science, adopted 6/2022	0%
History-Social Science	Saavas, My World Social Studies, adopted 6/2022	0%
Visual and Performing Arts	Silver Burdett Making Music (Grade 3)	

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

School Facility Conditions and Planned Improvements

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

8/1/2025

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	78	73	72	72	47	48
Mathematics (grades 3-8 and 11)	69	73	59	59	35	37

2024-25 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
All Students	260	248	95.38	4.62	72.58
Female	121	115	95.04	4.96	74.78
Male	139	133	95.68	4.32	70.68
American Indian or Alaska Native	--	--	--	--	--
Asian	32	32	100.00	0.00	87.50
Black or African American	17	16	94.12	5.88	18.75
Filipino	--	--	--	--	--
Hispanic or Latino	46	44	95.65	4.35	61.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	66.67
White	142	133	93.66	6.34	78.95
English Learners	12	10	83.33	16.67	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	54	50	92.59	7.41	38.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	42	93.33	6.67	40.48

2024-25 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
All Students	260	249	95.77	4.23	72.69
Female	121	115	95.04	4.96	67.83
Male	139	134	96.40	3.60	76.87
American Indian or Alaska Native	--	--	--	--	--
Asian	32	32	100.00	0.00	81.25
Black or African American	17	16	94.12	5.88	31.25
Filipino	--	--	--	--	--
Hispanic or Latino	46	44	95.65	4.35	61.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	72.22
White	142	134	94.37	5.63	79.10
English Learners	12	10	83.33	16.67	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	54	50	92.59	7.41	46.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	42	93.33	6.67	54.76

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	69.16	68.97	57.44	54.74	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	89	87	97.75	2.25	68.97
Female	38	38	100.00	0.00	57.89
Male	51	49	96.08	3.92	77.55
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	22	22	100.00	0.00	59.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	53	51	96.23	3.77	74.51
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	12	100.00	0.00	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	14	93.33	6.67	50.00

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.

2024-25 California Physical Fitness Test Participation Rates					
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	100	98	100	81	100

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.

2025-26 Opportunities for Parental Involvement

At Roosevelt, we believe that families play a vital role in shaping the culture and success of our school, and we are committed to fostering meaningful partnerships that strengthen our vibrant and inclusive community. Parents and guardians are encouraged to take part in a wide range of opportunities that allow them to connect, contribute their time and talents, and actively support the school in ways that enrich the experiences of all students. From classroom involvement to community events, these opportunities reflect our belief that when families and schools work together, our students benefit academically, socially, and emotionally.

The Roosevelt PTA serves as the main hub of family engagement, offering numerous committees and events that welcome participation of every kind. Families may choose to join efforts such as the Diversity, Equity & Inclusion (DEI) Committee, the Roosevelt Elementary Education Support and Special Needs Community, Read-a-Thons and Book Fairs, Family Night, Casino Night, Dad’s Club, Pier Pleasure, the Reflections Art Program, the annual Toy Drive, lunchtime activities, or various PTA and Booster Club initiatives. Many parents also volunteer in classrooms, assist in the library, support lunch supervision, attend Parent Education Workshops, or take part in Campus Beautification Days and other community gatherings that bring families closer together. These volunteer-led initiatives not only enhance student experiences but also create strong connections among families and staff. Contact information for each committee and event can be found on the PTA website and calendar at rooseveltpta.org.

To ensure that every family has access to engagement opportunities, Roosevelt provides additional support through our Bilingual Community Liaison, who helps remove barriers and expand participation across our diverse community. Families also stay informed through The Teddy Times, our weekly PTA-produced newsletter created in partnership with school administration, which highlights upcoming events, school initiatives, and ways to get involved. For those interested in participating or learning more, PTA President Lacy Wetmore can be reached at ptapresidentteddy@gmail.com.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	584	577	65	11.3
Female	289	286	31	10.8
Male	295	291	34	11.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	67	67	5	7.5
Black or African American	32	32	10	31.3
Filipino	--	--	--	--
Hispanic or Latino	107	107	12	11.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	47	45	5	11.1
White	324	319	32	10.0
English Learners	56	55	8	14.5
Foster Youth	--	--	--	--
Homeless	12	11	2	18.2
Socioeconomically Disadvantaged	136	135	24	17.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	106	105	21	20.0

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.16	0	0	2.12	1.85	1.47	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.01	0	0.08	0.07	0.06

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 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	0.00	0.00
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.

2025-26 School Safety Plan

At Roosevelt, we prioritize creating a safe, supportive, and inclusive environment where students learn essential skills for conflict resolution and bullying prevention. All staff and students are trained in Cool Tools, our schoolwide conflict-mediation program, which provides shared language and strategies to help students navigate challenges and repair harm. Teachers revisit these tools annually and integrate them throughout the school year, aligning with our discipline plan and our Character Development Book of the Month program, which promotes empathy, respect, and positive behavior. For more than thirteen years, Roosevelt has also implemented the Olweus Bullying Prevention Program (Stand by Me)—a research-based, U.S. Department of Education–recognized model that strengthens school climate and enhances relationships across students, staff, and families. Parent volunteers receive mandatory training every two years in both Cool Tools and Stand by Me, ensuring consistency in reinforcing our positive culture.

Roosevelt’s approach to safety is guided by the Comprehensive School Safety Plan, which outlines state-mandated components such as child abuse reporting procedures, anti-harassment and discrimination policies, suspension/expulsion protocols, schoolwide discipline expectations, and hate-crime reporting procedures. The plan also details procedures for safe ingress and egress, disaster preparedness, emergency communication, and the protection and supervision of students. Roosevelt uses the Standardized Emergency Management System (SEMS) and National Incident Management System (NIMS), which include the Incident Command System (ICS), to ensure coordinated and effective action during emergencies. Our plan identifies specific emergency teams—including Search and Rescue, First Aid/Medical, Psychological First Aid, Security/Utilities, Reunion and Request Gates, Student/Staff Accounting, and Fire Suppression/HazMat—with clear responsibilities to protect life, stabilize incidents, and restore services. Staff regularly participate in drills, receive required annual safety notifications, maintain emergency supplies, and implement procedures that support students with disabilities or other specific needs.

Daily campus safety practices further support our secure environment. At the beginning of each year, students and parents review and sign the Citizenship Handbook, which outlines behavioral expectations and playground guidelines that promote respect, responsibility, and safety. Teachers supervise classrooms during instructional time, and trained staff, instructional aides, and administrators supervise playgrounds and lunch areas. Yard-duty supervisors wear identifiable orange safety vests and carry radios, safety folders, and emergency supplies. Campus access is tightly controlled: all visitors check in through the main office, receive identification badges, and enter through the school’s single monitored entry. Designated staff oversee drop-off, pick-up, and play areas to ensure safe movement throughout the campus. For families needing care outside regular hours, Roosevelt offers before- and after-school childcare (7 a.m.– 6 p.m.), CREST enrichment classes, and Homework Club. The School Safety Plan was reviewed and updated with the Site Governance Council on November 20, 2025, and will be presented to the SMMUSD Board of Education for approval in March; the previously board-approved plan was adopted in October 2025.

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.

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	0
1	20	3	1	0
2	21	1	3	0
3	23	0	4	0
4	17	8	6	0
5	17	8	4	2
6	0	0	0	0
Other	12	4	0	0

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	17	7	0	0
1	25	0	4	0
2	27	0	3	0
3	26	0	3	0
4	29	0	3	0
5	28	0	4	0
6	0	0	0	0
Other	5	2	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	17	4		
1	29	4		1
2	38		4	1
3	31	3	3	2
4	19	8	3	1
5	19	8	4	1
Other	8	6		

2024-25 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

2024-25 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
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.4

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
School Site	\$9,630	364	\$9,266	\$115,727
District	N/A	N/A	\$7,242	\$100,861
Percent Difference - School Site and District	N/A	N/A	24.5	19.3
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-15.0	20.0

Fiscal Year 2024-25 Types of Services Funded

- Special Education
- Music Enrichment
- Literacy Intervention—one specialist to work with students in grades K-5; one instructional coach.
- Summer School Intensive Intervention
- Five 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 the 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 the language and academic proficiency of our English learners, and to expand parent engagement opportunities.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,883	\$62,145
Mid-Range Teacher Salary	\$87,918	\$97,088
Highest Teacher Salary	\$118,368	\$120,436
Average Principal Salary (Elementary)	\$151,771	\$151,343
Average Principal Salary (Middle)	\$155,740	\$159,514
Average Principal Salary (High)	\$181,381	\$177,261
Superintendent Salary	\$275,000	\$294,805
Percent of Budget for Teacher Salaries	28.47%	29.95%
Percent of Budget for Administrative Salaries	5.18%	5.4%

Professional Development

In the Santa Monica–Malibu Unified School District (SMMUSD), professional development is a deeply embedded part of instructional practice. Each week, teachers and staff across the district participate in 90 minutes of dedicated professional learning time, guided by districtwide goals informed by both summative and formative data, as well as feedback from educators and administrators. This ongoing development focuses on strengthening Professional Learning Communities (PLCs), deepening implementation of California Standards in English Language Arts, Mathematics, and the Next Generation Science Standards, and expanding teachers’ expertise in effective mathematical practices. Additional emphasis is placed on using data to inform instruction, differentiating learning for all students—including English learners—and supporting students with special needs through targeted strategies and interventions.

Professional learning in SMMUSD is delivered through a comprehensive system of coaching, mentoring, and collaborative structures. Teachers have access to individualized supports such as Beginning Teacher Support and Assessment (BTSA), National Board Certification mentoring, literacy and ELD coaching, and guidance from Instructional Leadership Teams. Districtwide workshop series held during weekly banked time, along with optional after-school sessions, offer educators multiple avenues to deepen their practice. Each August, newly hired teachers participate in the district’s Teacher Academy, a multi-day orientation that introduces curriculum expectations, instructional strategies, and supports available to staff. Eligible new teachers are encouraged to engage in BTSA, while those pursuing National Board Certification may receive mentorship from certified colleagues who guide them through the rigorous process.

At Roosevelt Elementary School, this districtwide commitment is strengthened through our weekly late-start Wednesday schedule, which provides 90 minutes of uninterrupted professional development for all educators and staff. Roosevelt’s site-based focus centers on engaging students in meaningful, collaborative conversations that honor diverse identities, cultures, and lived experiences. Our staff is committed to implementing culturally relevant pedagogy, examining personal biases, and refining instructional practices to build strong, trusting relationships with students and families. In addition to site-driven work, Roosevelt teachers participate in professional development offered through SMMUSD’s Educational Services Department, covering areas such as PLC development, standards-based literacy and mathematics instruction, data-driven decision-making, social-emotional supports, culturally responsive teaching, specialized instruction for students with disabilities, differentiation for English learners, technology integration, restorative justice practices, Social Justice Standards, and Project-Based Learning. Together, these learning opportunities ensure that Roosevelt educators continue to grow in ways that directly enhance student learning and well-being.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	22	22	23