

# 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.

<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> .

### 2025-26 School Contact Information

<b>School Name</b>	Roosevelt Elementary School
<b>Street</b>	10835 Mallison Avenue.
<b>City, State, Zip</b>	Lynwood, CA 90262
<b>Phone Number</b>	(310) 603-1511
<b>Principal</b>	Blanca Montes
<b>Email Address</b>	<a href="mailto:bmontes@mylUSD.org">bmontes@mylUSD.org</a>
<b>School Website</b>	<a href="https://roosevelt.mylUSD.org/">https://roosevelt.mylUSD.org/</a>
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	19647746020283

### 2025-26 District Contact Information

<b>District Name</b>	Lynwood Unified School District
<b>Phone Number</b>	(310) 886-1600
<b>Superintendent</b>	Dr. Patrick Gittisriboongul
<b>Email Address</b>	<a href="mailto:pgittis@mylUSD.org">pgittis@mylUSD.org</a>
<b>District Website</b>	<a href="http://www.lynwood.k12.ca.us">http://www.lynwood.k12.ca.us</a>

### 2025-26 School Description and Mission Statement

**Principal's Message**  
 Roosevelt Elementary School serves a diverse community of students and staff and is committed to providing an equitable, inclusive, and safe learning environment where all students can succeed. Our dedicated educators support the social, emotional, and academic development of each child while fostering critical thinking and respect for cultural diversity. This commitment is realized through a strong instructional program and a wide range of opportunities, including enrichment clubs, student-centered academic and social-emotional interventions, performing arts programs (music, dance, athletics, theatre, and visual arts), and leadership opportunities such as Student Council. Student talents and potential are further strengthened through meaningful collaboration among families, staff, and the school community.

## 2025-26 School Description and Mission Statement

Blanca Montes  
Principal, Roosevelt Elementary

Roosevelt Elementary has achieved significant success through the implementation of Positive Behavior Interventions and Supports (PBIS). This framework promotes a positive school climate through classroom-based and schoolwide recognition systems that honor students for academic achievement, citizenship, and growth on a weekly, monthly, quarterly, and annual basis. In recognition of its consistent, high-quality implementation aligned with the national PBIS framework, Roosevelt Elementary has been awarded the California PBIS Platinum Medal by the California PBIS Coalition for the second time.

The school also offers a comprehensive range of enrichment and recognition opportunities designed to support student engagement and personal growth. Students participate in Honor Roll Assemblies, Kindness Challenge Week, College and Career Awareness Week, grade-level academic competitions, attendance recognition programs, and Bear Bucks Awards. Before-, during-, and after-school enrichment programs further enhance learning and include Track and Field, Science for GATE students, Student Council, ThinkTogether After-School Program, Theater Arts, Cooking, STEAM, Intramural Sports, and Visual Arts and Performing Arts such as music and dance. Additionally, teachers receive ongoing professional development and access to up-to-date technology and digital instructional tools, while students are provided with the devices and support needed to successfully engage in evolving learning platforms.

Roosevelt Elementary's focus for improvement centers on increasing student achievement through a comprehensive, data-driven School Improvement Plan. The plan includes measurable short- and long-term goals, aligned strategies, targeted activities, professional development, and budget allocations to address identified academic needs. All improvement efforts are closely aligned with instructional and assessment practices, emphasizing evidence of student learning. Professional Learning Communities engage in data analysis, root cause identification, and collaborative planning, with a focus on student mastery of standards and the implementation of effective, differentiated intervention strategies to meet diverse learner needs.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	52
Grade 2	63
Grade 3	60
Grade 4	68
Grade 5	59
Grade 6	72
<b>Total Enrollment</b>	<b>445</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6
Male	52.4
American Indian or Alaska Native	0.2
Black or African American	3.8
Hispanic or Latino	95.3
White	0.7
English Learners	33.9
Foster Youth	0.2
Homeless	5.2
Migrant	2.2
Socioeconomically Disadvantaged	93
Students with Disabilities	40.9

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20	80.02	473.5	89.37	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	1	4	5.2	0.99	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	5.8	1.11	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	4	18	3.41	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	3	11.99	27.1	5.11	15831.9	5.67
<b>Total Teaching Positions</b>	25	100	529.8	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21	87.5	449.1	86.9	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	4	0.77	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	18.4	3.57	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	17.8	3.46	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	3	12.5	27.3	5.3	14303.8	5.15
<b>Total Teaching Positions</b>	24	100	516.8	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18	69.39	419	82.99	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	2	7.71	9.9	1.98	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2	7.71	20	3.98	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	3.86	14.1	2.79	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	2.9	11.37	41.7	8.26	13705.8	4.91
<b>Total Teaching Positions</b>	25.9	100	504.9	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
<b>Permits and Waivers</b>	0.00	0	1
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	2

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.00	0	1
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	1.00	0	1

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<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	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

Lynwood USD adopts instructional materials from the approved lists provided by the California Department of Education. As part of the adoption process, the district pilots potential programs with teachers to gather input and evaluate their effectiveness. This collaborative approach ensures that the instructional materials selected meet the diverse needs of our students and align with the California's content standards.

Year and month in which the data were collected

01/2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill - World of Wonders for Pre-K and TK, 2018	0
	Houghton Mifflin Harcourt - Journeys CA Student Edition Set for Grades Kindergarten - 5th, 2017	
	SRA McGraw Hill - Study Sync: CA Student Edition for Grade 6	
<b>Mathematics</b>	McGraw Hill - My Math for Pre-K and TK, 2018	0
	Houghton Mifflin Harcourt - California Go Math for Grades Kindergarten - 6th, 2015	
<b>Science</b>	McGraw Hill - Inspire Science for Pre-K and TK, 2018	0
	McGraw Hill - CA Inspire Science for Grades Kindergarten - 6th, 2019	
<b>History-Social Science</b>	Savvas Learning Company - My World Interactive for Pre-K and TK, 2019	0
	Savvas Learning Company - My World Interactive for Grades Kindergarten - 5th, 2019	
	Savvas Learning Company - Ancient Civilizations for Grade 6, 2019	

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

## School Facility Conditions and Planned Improvements

The school site is in the planning phase to receive new energy efficient air condition equipment at various buildings of the campus.

Year and month of the most recent FIT report

10/20/2024

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			Ceiling tiles stained in classrooms. Ceiling tiles replaced. The condition of rooms are showing their age and a fresh coat of paint & flooring replacement is being planned.
<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 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	23	26	31	34	47	48
<b>Mathematics</b> (grades 3-8 and 11)	17	19	20	23	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	262	255	97.33	2.67	26.27
Female	132	127	96.21	3.79	28.35
Male	130	128	98.46	1.54	24.22
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	14	14	100.00	0.00	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	245	238	97.14	2.86	28.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	82	78	95.12	4.88	3.85
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	180	176	97.78	2.22	25.57
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	113	109	96.46	3.54	5.50

## 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
<b>All Students</b>	262	257	98.09	1.91	19.46
<b>Female</b>	132	129	97.73	2.27	18.60
<b>Male</b>	130	128	98.46	1.54	20.31
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	14	14	100.00	0.00	0.00
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	245	240	97.96	2.04	20.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	82	80	97.56	2.44	3.75
<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>	180	177	98.33	1.67	17.51
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	113	109	96.46	3.54	8.26

## 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
<b>Science</b> (grades 5, 8 and high school)	11.43	14.04	11.64	13.54	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	59	57	96.61	3.39	14.04
Female	23	22	95.65	4.35	9.09
Male	36	35	97.22	2.78	17.14
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	56	54	96.43	3.57	14.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	15	14	93.33	6.67	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	35	97.22	2.78	14.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	25	96.15	3.85	0.00

### 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
-------------	----------------------------------	--	---	---	-----------------------------

## 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.

#### 2025-26 Opportunities for Parental Involvement

Parents and community members play an active and valued role in supporting the educational programs at Roosevelt Elementary School and are encouraged to be ongoing partners in the school community. The school maintains strong collaborations with parent and community groups, including the Roosevelt PTO, Community Schools, and the School Site Council, and provides multiple opportunities for engagement through events such as Coffee with the Principal, parent workshops, Back-to-School Night, Open House, Literacy Night, and Math Night. Parents are encouraged to volunteer in ways that align with their interests and availability, and the Roosevelt PTO and parent volunteers sponsor and support numerous programs and activities throughout the school year that enrich student learning and extracurricular participation.

Roosevelt Elementary is committed to strengthening family engagement and supporting parents as essential members of the learning community. Parents actively participate in advisory and council meetings, contributing valuable input to school governance and decision-making. Ongoing events and initiatives foster open communication between families, teachers, and administration, empowering parents to advocate for and support their children's success. To further increase parent involvement, the school offers a variety of resources and events, including National Parent Involvement Day, awards assemblies, GATE parent meetings, parent conferences, the Annual Title I Parent Meeting, college and career fairs, Track and Field, the 100-Mile Club, Family Art Night, Parent Volunteer Appreciation Luncheon, and Community School events.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	491	465	151	32.5
Female	231	226	65	28.8
Male	260	239	86	36.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	20	19	11	57.9
Filipino	--	--	--	--
Hispanic or Latino	465	442	140	31.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	181	171	51	29.8
Foster Youth	--	--	--	--
Homeless	23	12	7	58.3
Socioeconomically Disadvantaged	456	435	140	32.2
Students Receiving Migrant Education Services	12	12	6	50.0
Students with Disabilities	218	207	92	44.4

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
0.37	0.76	0.61	2.9	3.27	2.79	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	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	0.61	0.00
Female	0.43	0.00
Male	0.77	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	0.65	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	0.55	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.66	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.92	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

The safety of all students and staff is our top priority for Roosevelt Elementary. The Roosevelt Comprehensive School Safety Plan (CSSP) was reviewed, updated and discussed with school faculty on January 7, 2026. The Roosevelt CSSP was approved by the SSC on January 16, 2026.

During in-person instruction, physical environment, gates surrounding the school campus are locked and secured during school hours. The site administrators, teachers, staff, and parent volunteers regularly monitor the campus throughout the school day. Students are supervised at all times, with additional staff overseeing safety during morning recess and lunch. After school, teachers escort their classes to the front of the school for dismissal. Transitional Kindergarten and Kindergarten students are released only to parents or caregivers in a specified location. Parents are required to provide photo identification when removing students early from school.

The school welcomes parents and community members as visitors on selected locations on campus following guidelines that adhere to the school site. To ensure safety, all visitors must sign in at the school office and wear identification badges throughout the duration of their stay.

The school safety plan is revised every spring by the School Safety Committee. Revisions to the plan are shared immediately with all members of the staff. The key elements outlined within the plan include: 1) child abuse reporting procedures; 2) teacher notification of dangerous pupils procedures; 3) disaster response procedures; 4) procedures for safe entrance and exit from school; 5) sexual harassment policy; 6) suspension and expulsion policies; 7) dress code; 8) discipline policies; 9) Family Reunification Plan; 10) Response to Immigration. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during any disaster. Fire, earthquake, and lock-down drills are conducted on a regular basis throughout the school year.

We have prepared the Plan & Procedure for Crisis Management/Prevention. It was designed to provide a framework for the school to execute its emergency functions and assist the staff in following the procedure with the greatest possible speed and safety. Regardless of the prescribed procedures, training, and instruction, we acknowledge that the sound judgment of the administration and staff is an integral part of safety management.

### 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
<b>K</b>	21	1	3	0
<b>1</b>	23	1	2	0
<b>2</b>	25	0	2	0
<b>3</b>	19	1	2	0
<b>4</b>	21	1	2	0
<b>5</b>	26	0	2	0
<b>6</b>	19	2	2	0
<b>Other</b>	14	3	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
<b>K</b>	13	3	0	0
<b>1</b>	20	1	2	0
<b>2</b>	23	1	2	0
<b>3</b>	22	1	2	0
<b>4</b>	23	1	1	0
<b>5</b>	22	1	1	0
<b>6</b>	22	1	2	0
<b>Other</b>	17	3	1	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	19	1	1	
1	17	1	1	
2	20	1	2	
3	25		2	
4	21	1	2	
5	22	1	1	
6	23	1	1	
Other	16	4	2	

## 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	475

## 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5

## 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
<b>School Site</b>	8,095.23	820.80	7,274.43	105,802.76
<b>District</b>	N/A	N/A	5,006.89	108,606.51
<b>Percent Difference - School Site and District</b>	N/A	N/A	36.9	-2.6
<b>State</b>	N/A	N/A	11,146	103,743
<b>Percent Difference - School Site and State</b>	N/A	N/A	-42.0	2.0

## Fiscal Year 2024-25 Types of Services Funded

The Lynwood Unified School District is committed to academic excellence by providing the best possible learning opportunities for all students. Our district provides a wide variety of academic programs and socio-emotional services for students to reach their academic goals. Some of the programs and services provided for students in Lynwood Unified School District include:

- Title I
- Migrant Education
- Small group Tutoring and Interventions
- Title III - Interventions
- Language Proficiency Testing (CELDT)
- Special Education Services
- Resources for Foster Youth and Homeless Students
- Common Assessment Data Compilation
- Socio-emotional and Mental Health Counseling and Resources
- School Community Resources
- Positive Behavior and Support (PBIS)
- Afterschool Programs
- Academic Fieldtrips

## 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/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$60,886	\$62,783
<b>Mid-Range Teacher Salary</b>	\$92,083	\$97,783
<b>Highest Teacher Salary</b>	\$118,476	\$128,020
<b>Average Principal Salary (Elementary)</b>	\$148,791	\$160,224
<b>Average Principal Salary (Middle)</b>	\$150,920	\$166,992
<b>Average Principal Salary (High)</b>	\$167,880	\$180,971
<b>Superintendent Salary</b>	\$292,136	\$313,465
<b>Percent of Budget for Teacher Salaries</b>	26.31%	30.05%
<b>Percent of Budget for Administrative Salaries</b>	5.12%	5%

## Professional Development

Roosevelt Elementary School is implementing the district's multi-year professional development plan. This plan provides training for all coaches, administrators, teachers and staff. In addition to the development plan, several professional developments were based on providing educators opportunities to develop their knowledge on adopted curriculum and programs for student achievement. Some of the training sessions were focused on the Science of Reading, Swun Math, Journeys Program, Social Justice and Equity, and Rigor, Depth and Complexity. A Swun Math coach provided monthly guided planning sessions and co-teach demo and coaching to all teachers in grade-level groups and individually. In addition, other professional development sessions were established in the area of technology hardware with the integration of extensions to further support the academic development of students during new adaptive learning environments.

Some of the training sessions were provided virtually and others in person. Teachers were designated time to attend training sessions at the district and school site level. Some of the professional development were introduced during school hours in a collaborative model to better integrate effective strategies with groups of students. The district has also implemented a monitoring system to ensure the effectiveness of professional development for our staff. The monitoring system includes follow up sessions and site visits from district professional development facilitators. Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	182	183	180