

Roosevelt Elementary School School Accountability Report Card Reported for School Year 2010-11

Published During 2011-12

Roosevelt Elementary School

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Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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.

About This School

School Description and Mission Statement (School Year 2010-11)

Roosevelt Elementary School is named after President Theodore Roosevelt and is the proud home of the Rough Riders. It is a diverse and integrated school community of approximately five hundred and thirty students. Seventy-seven percent of the students have a primary language of English; 23 percent are primarily from Spanish-speaking homes.

Located in the upper east side of Santa Barbara, the school site is slightly under four acres and is the smallest campus in the Santa Barbara School Districts. The classrooms are housed in a new, two story building, which was completed in the 1999-2000 school year.

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We promote and support academic excellence, together with the social, emotional, and physical well-being of each child.

Opportunities for Parental Involvement (School Year 2010-11)

Contact Person Name: Fran Lewbel

Contact Person Phone Number: (805) 563-2062

Roosevelt parents volunteer hundreds of hours in classrooms, which enable teachers to carry out enrichment projects and provide small group instruction. Parents can either volunteer in their child's classroom, or in a variety of PTA events/projects.

Through the generous support of our PTA, students have the opportunity to participate in a number of enrichment programs, including after school enrichment classes (e.g., art, babysitting, cooking, drama, dance, Spanish, and writing), cultural assemblies, choir (46), vocal music (k-3), computer classes, discipline based art education program, theatrical performances by Ensemble Theater and Civic Light Opera, and educational field trips. They also sponsor activities to promote a strong school community, including the annual Fall Ball, Family Clay and Theater nights.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Kindergarten	79
Grade 1	79
Grade 2	76
Grade 3	83
Grade 4	82
Grade 5	85
Grade 6	89
Total Enrollment	573

Student Enrollment by Subgroup (School Year 2010-11)

Group	Percent of Total Enrollment
Black or African American	0.7%
American Indian or Alaska Native	0.2%
Asian	1.2%
Filipino	0.3%
Hispanic or Latino	45.5%
Native Hawaiian/Pacific Islander	0.5%
White	50.1%
Two or More Races	0.7%
Socioeconomically Disadvantaged	31.9%
English Learners	28.4%
Students with Disabilities	6.1%

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Average Class Size and Class Size Distribution

Grade Level	2008-09				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+
K	19.0	3	0	0	26.3	0	3	0
1	19.8	5	0	0	26.3	0	3	0
2	21.5	4	0	0	25.3	0	3	0
3	20.5	2	0	0	20.8	1	3	0
4	27.5	0	2	0	27.3	0	3	0
5	30.0	0	2	0	28.3	0	3	0
6	28.5	0	2	0	29.7	0	3	0

School Climate

School Safety Plan (School Year 2010-11)

Date of Last Review/Update: March 2011

Date Last Discussed with Staff: March 2011

In preparation for emergencies, Roosevelt has a plan for the supervision of children and for access to local news media. Each classroom is equipped with first aid kits and disaster plans. Fire extinguishers and disaster supplies are located throughout the school. Emergency supplies are inventoried yearly. Thanks to the support of Direct Relief International, a disaster shed is located on campus. Emergency drills (fire and earthquake and shelter in place) are practiced monthly. The disaster plan is reviewed continually. In emergencies, students must remain on the school site until a designated person (per Student Emergency Card) signs for the release of a child. If children are on route to their home during a disaster, students should go directly home and not return to school.

Key Elements of Safety Plan:

- **Safe Routes to School.** A recently formed committee made up of parents and school staff has been created to analyze and make suggestions regarding safe routes to school. In the spring of 2004, a schoolwide survey was disbursed regarding the means by which students travel to and from school. The same committee promoted a "Bike to School Day" and has met with other schools' committees to discuss safety and safe routes.
- **School Crossing Guards.** The school crossing guard is provided by the Santa Barbara Police Department and is present both before and after school.
- **Hazardous Materials.** A "sharps" disposal container is located in the Health Office.
- **Infectious Diseases.** All staff are trained annually by the district nurses in regards to Universal Precautions.
- **Health and Safety.** Annual training by the district nurses is provided on the following topics: bee stings, epilepsy, seizures, asthma, allergies, medication dispersal and more. A three-quarter time health assistant provides on-campus first aid treatment. Referrals to dental, vision, hearing and other medical resources are also made by the health assistant. Individual training is additionally provided to teachers who may have students with medical Individual Education Plans in their homerooms. Additionally, Roosevelt has a fully stocked disaster shed on campus.

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- **Drugs and Alcohol.** Drug, alcohol and tobacco prevention is addressed in all grades by the following curricula: Character Counts!, The Great Body Shop, and in sixth grade by DARE (Drug Action and Resistance Education). Additionally, the entire school participates in Red Ribbon Week.
- **Harassment and Sexual Harassment.** Twice annually the principal reviews to staff the district policies regarding harassment, sexual harassment, and hate crimes.
- **Visitors:** Once school is in session, the gates to the school are locked and all visitors to Roosevelt School must enter and exit through the school office. A sign-in and sign-out form that includes an identification sticker is standard procedure.
- **Playground Uses.** The playground and field is used by all students during recess and lunch times. After school, the daycare and after school recreation program uses the playground and field. Any other agency which wishes to use the facility must receive approval from the site administrator.
- **Tobacco-free Schools.** Roosevelt School strictly enforces the tobacco-free school policies as instituted by the school district.
- **Conduct Code.** A school handbook that includes both school and board policies is currently being revised for distribution in the fall.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0.4	0.2	0	4.7	4.0	0
Expulsions	0	0	0	0	0	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

School Facilities

School Facility Conditions and Planned Improvement (School Year 2011-12)

Roosevelt School is a closed campus. During school hours, any visitors must enter and check in at the office before being on campus. Before school, supervision begins at 7:40 a.m. and after school students go home by bus, parents, or walking, except for the 60 students who stay on campus for the after school recreation program.

Roosevelt School is a new school; the building was completed in April 2000, and is in excellent condition. The school is located in the upper east-side of Santa Barbara, close to the famous Santa Barbara Mission. The school site is slightly under four acres in size. The classrooms are housed in a new two story building and are well maintained by two custodial staff members.

There are 28 classrooms. These classrooms are used for a school-based special education program, computer classes, art/science, pre-K, and, of course, kindergarten through sixth grade.

The restrooms are in good condition, with all toilets in working order.

School Facility Good Repair Status

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	

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Gas Leaks	√			
Mechanical Systems	√			
Windows/Doors/Gates (interior and exterior)	√			
Interior Surfaces (walls, floors, and ceilings)	√			Broken lens cover on one stair light.
Hazardous Materials (interior and exterior)	√			
Structural Damage	√			
Fire Safety	√			
Electrical (interior and exterior)	√			
Pest/Vermin Infestation	√			
Drinking Fountains (inside and outside)	√			
Restrooms	√			
Sewer	√			
Playground/School Grounds	√			
Roofs	√			
Overall Cleanliness	√			
Inspection Date: June 2009.				

Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	26	25	22	281
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at:

<http://www.cde.ca.gov/nclb/sr/tq/>

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Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School
Counselor	1.0
Library Media Teacher (Librarian)	1.0
Psychologist	0.4
Health Aide	1.0
Nurse	0.2
Speech/Language/Hearing Specialist	0.7
Resource Aide	1.0
Special Day Class Aide	1.0

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.

Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2011-12)

All textbooks were selected from the most recent State Board of Education list of standards-based materials. There are sufficient textbooks for all students. Data collected in October 2011.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials
	All textbooks were selected from the State Board of Education list of standards-based materials. There are sufficient textbooks for all students. Data collected in October 2011.
Reading/Language Arts	SRA/McGraw-Hill, <i>SRA Open Court 2002</i> Intervention: Scholastic <i>READ 180 California Enterprise Edition, 2009</i>
Mathematics	Pearson Scott Foresman, Scott Foresman–Addison Wesley <i>enVision Math California, 2009</i>
Science	Houghton-Mifflin Harcourt, <i>California Science, 2007</i>
History-Social Science	Houghton-Mifflin Harcourt, <i>Reflections: California Series, 2007</i>

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School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7,226	\$2,609	\$4,617	\$64,561
District			\$5,611	\$67,787
Percent Difference Between School Site and District			-18%	-5%
State			\$5,455	\$69,419
Percent Difference Between School Site and State			-15%	-7%

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

Roosevelt School receives federal No Child Left Behind (Title I) monies along with state Limited English Proficient (LEP) and School Improvement Program (SIP) monies.

Services provided by categorical funds to enable underperforming students to meet standards include:

- four instructional assistants provide specific reading intervention in first through sixth grade, for children identified through the Elk Grove Intervention model;
- one Newcomer instructional aide provides additional language intervention for designated limited English proficient students, grades K-6;
- Family Service Agency counselor to provide direct service to students and families and/or secure community resources when appropriate;
- one computer teacher, one art teacher and one PE teacher provide one class per week for all students in Grades K-6 for 45 minutes in each area;
- six teachers to provide after-school support, homework clubs, for students who need additional small group assistance in reading and math, grades K-6;
- a GATE pull-out teacher provides a 90 minute pull-out class for students identified as intellectually gifted.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	43,986	41,035
Mid-Range Teacher Salary	67,910	65,412
Highest Teacher Salary	79,853	84,837
Average Principal Salary (Elementary)	110,532	106,217

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Average Principal Salary (Middle)	118,325	111,763
Average Principal Salary (High)	123,822	121,538
Superintendent Salary	204,400	197,275
Percent of Budget for Teacher Salaries	37%	39%
Percent of Budget for Administrative Salaries	4.7%	5%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three Year Comparison

Percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	65%	67%	68%	51%	52%	54%	49%	52%	54%
Mathematics	65%	67%	69%	56%	58%	61%	46%	48%	50%
Science	69%	74%	72%	49%	58%	59%	50%	54%	57%

Note: Scores are not shown 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.

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Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
All Students in the LEA	54%	61%	59%
All Students at the School	68%	69%	72%
Male	67%	71%	64%
Female	70%	68%	82%
Hispanic or Latino	50%	53%	64%
White	83%	82%	82%
Socioeconomically Disadvantaged	46%	52%	71%
English Learners	39%	40%	43%
Students with Disabilities	37%	43%	

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state levels, see the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.00%	12.50%	25.00%

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing

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10 schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	8	7	8
Similar Schools	6	3	5

Academic Performance Index Growth by Student Group -- Three Year Comparison

Group	Actual API Change 2008-09	Actual API Change 2009-10	Actual API Change 2010-11
All Students at the School	-4	14	20
Hispanic or Latino	-21	14	39
White	7	10	-4
Socioeconomically Disadvantaged	-21	17	31
English Learners	-26	34	24

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	Number of Students	2011 Growth API	Number of Students	2011 Growth API	Number of Students	2011 Growth API
All Students at the School	393	867	3,104	793	4,683,676	778
Black or African American	4		32	815	317,856	696
American Indian or Alaska Native	1		24	797	33,774	733
Asian	4		39	924	398,869	898
Filipino	2		9		123,245	859
Hispanic or Latino	169	794	2,202	749	2,406,749	729
Native Hawaiian or Pacific Islander	1		3		26,953	764
White	206	923	730	909	1,258,831	845
Two or More Races	3		54	872	76,766	836
Socioeconomically Disadvantaged	119	779	1,938	743	2,731,843	726
English Learners	95	746	1,715	734	1,521,844	707
Students with Disabilities	40	710	485	676	521,815	595

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Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page at <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement Implementation	2010-2011	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	8	
Percent of Schools Currently in Program Improvement	61.5%	

Instructional Planning and Scheduling

Professional Development

The primary areas of professional development are literacy across the curriculum, using technology in the classroom, and support for district initiatives: READ 180, 3D, AVID, and professional development to support implementation of the Common Core State Standards. Professional development is selected using student achievement data, as well as based on individual teacher needs. Professional development is offered as an integral part of site based Professional Learning Communities (PLC), during the school year in workshops with leading experts in the area literacy across the curriculum, conferences, as well as individual mentoring. Teachers are supported in a variety of ways including through in-class coaching, in PLCs, and teacher-principal or teacher-coach meetings.