Roosevelt Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Roosevelt Elementary School
Street	1151 Vancouver Ave.
City, State, Zip	Burlingame, CA 94010
Phone Number	(650) 259-3890
Principal	Matthew Pavao
Email Address	mpavao@burlingameschools.org
Website	http://roosevelt.bsd.k12.ca.us/
County-District-School (CDS) Code	41 68882 6043590

Entity	Contact Information
District Name	Burlingame Elementary School District
Phone Number	(650) 259-3800
Superintendent	Maggie MacIsaac
Email Address	mmacisaac@burlingameschool.org
Website	www.bsd.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

Principal's Message

Roosevelt is a small neighborhood school serving 350 kindergarten through fifth grade students located in Burlingame, a suburban neighborhood ten miles south of San Francisco.

Teachers, staff, and parents work together to support and reinforce Roosevelt's mission statement: Roosevelt's mission is to develop students who are curious, compassionate problem solvers who have active and creative minds, the ability to collaborate and the will to take risks with their learning.

Our students strive to be leaders in the 21st Century who are comfortable with technology, are able to work with others and who have the ability to creatively seek out and solve problems in their community.

Matthew Pavao, PRINCIPAL

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	69
Grade 1	63
Grade 2	52
Grade 3	57
Grade 4	58
Grade 5	60
Total Enrollment	359

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.3
Asian	24.2
Filipino	4.5
Hispanic or Latino	12.8
Native Hawaiian or Pacific Islander	0.6
White	43.7
Two or More Races	9.5
Socioeconomically Disadvantaged	16.2
English Learners	27
Students with Disabilities	8.4
Homeless	

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	17	26	21	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2019

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those textbooks covered the California Content Standards.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading - Treasures - MacMillian / McGraw-Hill English/Language Arts 2010 2012	Yes	0
Mathematics	SWUN Mathematics 2013-2016	Yes	0
Science	California Science - Scott Foresman Science 2006 2007	Yes	0
History-Social Science	California Vistas - MacMillian/McGraw-Hill Social Sudies 2005 2006	Yes	0
Health	Second Step Social Emotional Education	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Since 2007 the Burlingame School District, supported with bond measure money from the community, matching funds from the state, developer's fees, deferred maintenance, Prop 39, and general funds has spent over $14 million on new construction and remodeling. The school now enjoys new windows, a new blacktop, an improved sidewalk and gates for security, new roof, fire alarm, solar panels, modernization of all classrooms and the main office. In addition, a new 5 classroom building opened in the Fall of 2019 replacing the four leased portables and MPR modernized in the Summer and Fall of 2019. 1.5 custodians work on varying shifts with two district gardeners and three district maintenance employees to maintain our facility. Roosevelt Elementary School is clean, maintained, and in good repair with an overall FIT report of 99.43%-EXEMPLARY.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
   • Determination of repair status for systems listed
   • Description of any needed maintenance to ensure good repair
   • The year and month in which the data were collected
   • The overall rating

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	New classroom 16 heat not functioning properly
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	MPR restroom is dirty and is being renovated summer 2019.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Front entry currently under construction; debris and dirt present.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

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, which 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); and

- 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	71	77	78	79	50	50
Mathematics (grades 3-8 and 11)	69	82	76	78	38	39

Note: Percentages are not calculated 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.

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	165	164	99.39	0.61	76.83
Male	96	96	100.00	0.00	69.79
Female	69	68	98.55	1.45	86.76
Black or African American					
American Indian or Alaska Native					
Asian	36	36	100.00	0.00	88.89
Filipino	--	--	--	--	--
Hispanic or Latino	20	19	95.00	5.00	26.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	86	86	100.00	0.00	82.56
Two or More Races	14	14	100.00	0.00	92.86
Socioeconomically Disadvantaged	28	28	100.00	0.00	39.29
English Learners	41	40	97.56	2.44	55.00
Students with Disabilities	18	17	94.44	5.56	23.53
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	165	164	99.39	0.61	81.71
Male	96	96	100.00	0.00	82.29
Female	69	68	98.55	1.45	80.88

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American					
American Indian or Alaska Native					
Asian	36	36	100.00	0.00	97.22
Filipino	--	--	--	--	--
Hispanic or Latino	20	19	95.00	5.00	26.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	86	86	100.00	0.00	87.21
Two or More Races	14	14	100.00	0.00	92.86
Socioeconomically Disadvantaged	28	28	100.00	0.00	50.00
English Learners	41	40	97.56	2.44	70.00
Students with Disabilities	18	17	94.44	5.56	29.41
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Roosevelt parents are invited to be involved in the classroom, on the playground, and on site and district committees. Roosevelt's School Site Council (SSC), PTA, Dad's Club, and English Language Advisory Committee (ELAC) meet on a regular basis. These organizations allow parents to have a voice at Roosevelt. In addition, Roosevelt holds an annual Chili Cook-Off and Walk-a-Thon to raise funds for school improvements and build community. During our We Are Roosevelt event, Roosevelt celebrates the 27 different language and cultures of the school. Roosevelt strives to keep the parents and the community well informed through parent-teacher conferences and the Roosevelt Reporter weekly newsletter. The principal welcomes comments and suggestions from the community. Visitors may drop in or make an appointment via phone or email.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.0	0.6	1.2	0.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Roosevelt uses all the languages and procedures for safety outlined in San Mateo County's Big 5 procedures. Laid out in the these guidelines are procedures to help with Shelter in Place, Drop, Cover and Hold On, Secure Campus, Lockdown/Barricade, and Evacuation. Each procedure is documented in our Site Safety Plan, reviewed by staff and our Site Council. Each procedure is practiced once a year. Each month the school also has a predetermined Fire Drill.

Student safety is one of our highest priorities at Roosevelt School since students learn best when they are in a safe and orderly environment. A safe, clean, pleasant school is important for students and staff alike. Parents, students, and staff work together to provide a pleasing environment. Roosevelt's facilities are well maintained and in good repair.

We revise our School Safety Plan annually. The plan includes procedures for emergencies, locations of exit routes, and inventories for emergency supplies. We practice safety drills monthly.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	1	2		22	1	3		17	2	2	
1	22		2		24		2		23		2	
2	19	3			24		2		23		2	
3	22		2		23		3		23		3	
4	27		2		25		2		19	1	2	
5	24	1	1	1	21	1	2		21	1	2	
Other**	7	1			7	1						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,919	$3,498	$7,421	$74,175
District	N/A	N/A	$7,319	$78,513.00
Percent Difference - School Site and District	N/A	N/A	1.4	1.3
State	N/A	N/A	$7,506.64	$77,619.00
Percent Difference - School Site and State	N/A	N/A	-0.1	2.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$49,595	$49,378
Mid-Range Teacher Salary	$82,616	$77,190
Highest Teacher Salary	$100,000	$96,607
Average Principal Salary (Elementary)	$141,858	$122,074
Average Principal Salary (Middle)	$157,470	$126,560
Average Principal Salary (High)	$0	$126,920
Superintendent Salary	$279,702	$189,346
Percent of Budget for Teacher Salaries	41%	36%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

We believe that ongoing professional development is the hallmark of our educational system in Burlingame. Teachers and administrators review student achievement data and choose topics relating to the most pressing issues from the previous year. Our teachers attend conferences outside the district and workshops within the district. Faculty meetings include professional development activities, and the staff collaborates on a regular basis.

We are provided four district days a year for teachers to receive professional development. This year we are concentrating on the implementation of both Phonics and Mathematics instruction. The teachers are also provided one day a week to review data and practice in order to improve professionally.