Theodore Roosevelt Middle

California Department of Education
School Accountability Report Card
Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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 http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 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., 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.

Dr. Mary Mason, Principal

📍 Principal, Theodore Roosevelt Middle

About Our School

Contact

Theodore Roosevelt Middle
222 East Acacia Ave.
Glendale, CA 91206-2805

Phone: 818-242-6845
E-mail: mmason@gusd.net

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Glendale Unified
Phone Number	(818) 241-3111
Superintendent	Marc Winger
E-mail Address	mwinger@gusd.net
Web Site	www.gusd.net

| School Contact Information - Most Recent Year	
School Name	Theodore Roosevelt Middle
Street	222 East Acacia Ave.
City, State, Zip	Glendale, Ca, 91206-2805
Phone Number	818-242-6845
Principal	Dr. Mary Mason, Principal
E-mail Address	mmason@gusd.net
County-District-School (CDS) Code	19645686057715

Last updated: 1/5/2016

School Description and Mission Statement - Most Recent Year

Roosevelt Middle School, a culturally rich diverse urban community of learners, is the bridge from elementary to high school that empowers students to channel their energy and vitality to become thinking, literate, caring, responsible and creatively expressive adolescents, capable and eager to achieve their full potential as life long learners. We will achieve this through multi-dimensional learning experiences, in and out of school, in a highly personal, supportive and developmentally appropriate school climate fostering personal growth, intellectual development, cross-cultural understanding and cooperation, fully integrating all school, family, and community resources.

Last updated: 1/5/2016

## Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 6	122
Grade 7	329
Grade 8	350
Total Enrollment	801
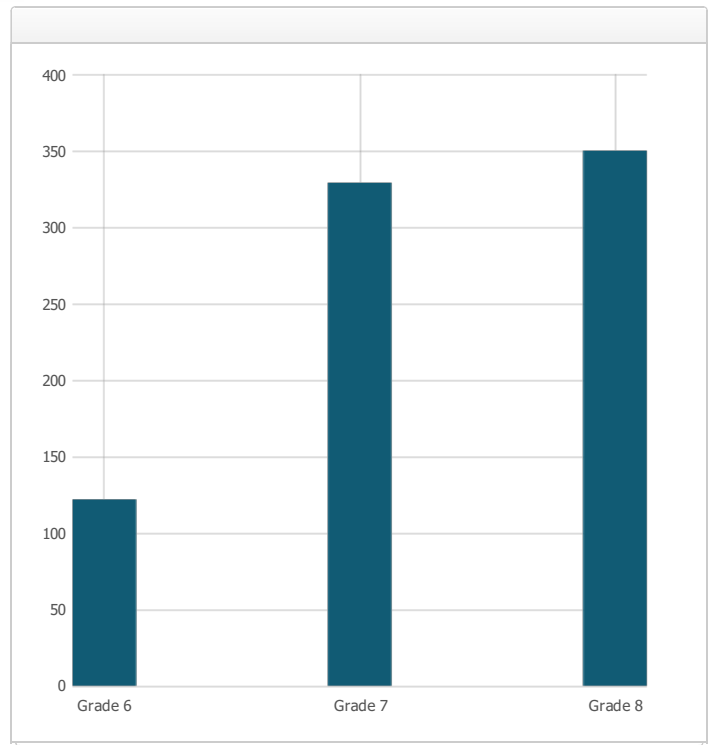
Last updated: 1/5/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.1 %
American Indian or Alaska Native	0.2 %
Asian	2.0 %
Filipino	9.1 %
Hispanic or Latino	50.3 %
Native Hawaiian or Pacific Islander	0.0 %
White	37.0 %
Two or More Races	0.2 %
Socioeconomically Disadvantaged	86.5 %
English Learners	18.2 %
Students with Disabilities	12.4 %
Foster Youth	0.1 %
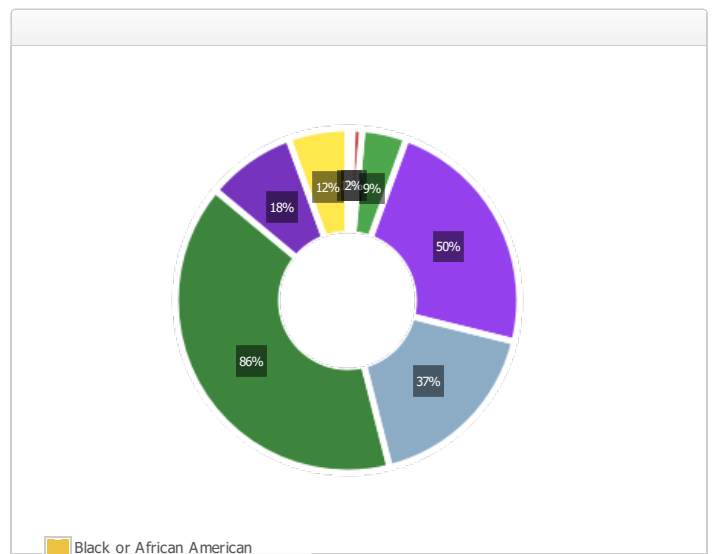
Last updated: 1/5/2016

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			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	40	41	38	1089
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	4	9	6	65
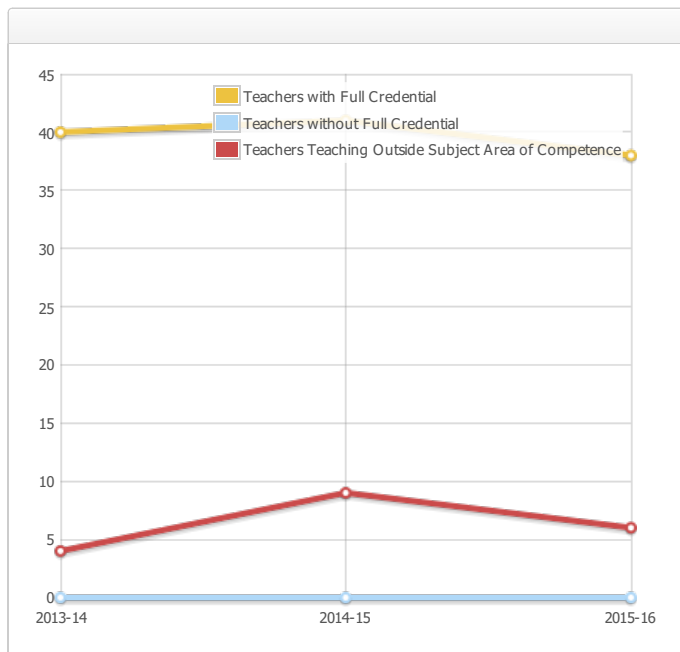
Last updated: 1/5/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
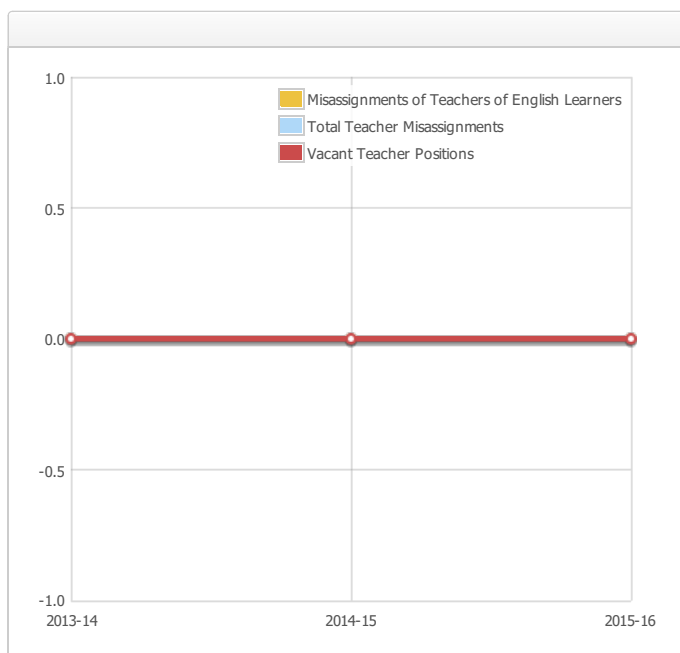
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/5/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	99.0%	1.0%

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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littell - The Language of Literature 6,7,8/2003 McDougal Littell - Bridges to Literature 6,7,8/2003 McDougal Littell - Language Network 6,7,8/2003	Yes	0.0 %
Mathematics	McDougal Littell - Math, Course 1/2008 McDougal Littell - Math, Course 2/2008 McDougal Littell - Algebra 1:L Concepts and Skills/2008 McDougal Littell - Algebra: Structure & Method/2008 McDougal Littell - Geometry/2008	Yes	0.0 %
Science	Prentice Hall - Focus on Earth Science/2007 Prentice Hall - Focus on Life Science/2007 Prentice Hall - Focus on Physical Science/2007	Yes	0.0 %
History-Social Science	McDougal Littell - Ancient Civilization/2006 McDougal Littell - Medieval & Early Modern Times/2006 McDougal Littell - Creating American: History of US: Beginning - WWI/2006	Yes	0.0 %
Foreign Language	McDougal Littell - En Espanol!!/2005	Yes	0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/5/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Roosevelt Middle School, originally constructed in 1922, is currently situated on six acres and comprised of 50 classrooms, a library, two computer labs, a gymnasium, a fitness center, an auditorium, a cafeteria, an outdoor lunch court, administrative offices, a new beautiful artificial turf field, and a playground with basketball courts. Measure K modernizations were completed in 2004 and included installation of campus-wide air conditioning, connecting all classrooms to the Internet, construction of a new science lab and nine modern science classrooms, and surfacing of the basketball courts. Additional, the administrative offices were refurbished with the main entrance moved to Acacia Avenue in order to improve student safety. Measure S modernization completed in 2012. New Construction included a new building structure of 16 classrooms, student and staff restrooms, a new sports complex to include basketball courts, an upgraded artificial turf field, a track, and a bicycle spin room. All blacktop was removed and replaced with imprinted colored concrete. The exterior of the campus was completely repainted in August 2012.

Roosevelt Middle School provides a safe a clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and rest rooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Last updated: 1/5/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	need new exhaust fan at the gym
Interior: Interior Surfaces	Fair	replace ceiling tiles in hallway
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	boiler room need to be cleaned
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	replace mirrors in boys' restroom
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	repair door and window frames

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2015

Overall Rating	Fair

Last updated: 1/15/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	44.0%	58.0%	44.0%
Mathematics (grades 3-8 and 11)	25.0%	49.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	127	121	95.3%	28.0%	31.0%	36.0%	4.0%
Male	127	69	54.3%	22.0%	36.0%	39.0%	3.0%
Female	127	52	40.9%	37.0%	25.0%	33.0%	6.0%
Black or African American	127	3	2.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	127	1	0.8%	--	--	--	--
Filipino	127	6	4.7%	--	--	--	--
Hispanic or Latino	127	58	45.7%	28.0%	33.0%	34.0%	5.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	127	53	41.7%	32.0%	34.0%	34.0%	0.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	127	106	83.5%	29.0%	31.0%	37.0%	3.0%
English Learners	127	51	40.2%	45.0%	39.0%	16.0%	0.0%
Students with Disabilities	127	13	10.2%	69.0%	31.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/5/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	323	319	98.8%	33.0%	23.0%	37.0%	7.0%
Male	323	168	52.0%	42.0%	24.0%	29.0%	5.0%
Female	323	151	46.7%	23.0%	21.0%	46.0%	10.0%
Black or African American	323	2	0.6%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	323	7	2.2%	--	--	--	--
Filipino	323	30	9.3%	13.0%	17.0%	57.0%	13.0%
Hispanic or Latino	323	160	49.5%	38.0%	26.0%	33.0%	4.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	323	119	36.8%	35.0%	18.0%	37.0%	9.0%
Two or More Races	323	1	0.3%	--	--	--	--
Socioeconomically Disadvantaged	323	275	85.1%	36.0%	25.0%	33.0%	6.0%
English Learners	323	41	12.7%	76.0%	15.0%	7.0%	0.0%
Students with Disabilities	323	31	9.6%	77.0%	13.0%	10.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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  Level 4 = Standard exceeded

Last updated: 1/5/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	354	332	93.8%	26.0%	29.0%	38.0%	8.0%
Male	354	174	49.2%	33.0%	30.0%	33.0%	4.0%
Female	354	158	44.6%	18.0%	28.0%	43.0%	11.0%
Black or African American	354	4	1.1%	--	--	--	--
American Indian or Alaska Native	354	2	0.6%	--	--	--	--
Asian	354	8	2.3%	--	--	--	--
Filipino	354	28	7.9%	4.0%	36.0%	32.0%	29.0%
Hispanic or Latino	354	169	47.7%	22.0%	36.0%	37.0%	4.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	354	121	34.2%	36.0%	20.0%	39.0%	6.0%
Two or More Races	354	0	0.0%	--	--	--	--
Socioeconomically Disadvantaged	354	277	78.2%	29.0%	30.0%	38.0%	4.0%
English Learners	354	41	11.6%	71.0%	27.0%	2.0%	0.0%
Students with Disabilities	354	38	10.7%	68.0%	18.0%	13.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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  Level 4 = Standard exceeded

Last updated: 1/5/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	127	125	98.4%	45.0%	34.0%	15.0%	6.0%
Male	127	72	56.7%	40.0%	35.0%	18.0%	7.0%
Female	127	53	41.7%	51.0%	34.0%	11.0%	4.0%
Black or African American	127	3	2.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	127	1	0.8%	--	--	--	--
Filipino	127	6	4.7%	--	--	--	--
Hispanic or Latino	127	58	45.7%	52.0%	36.0%	10.0%	2.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	127	57	44.9%	42.0%	35.0%	21.0%	2.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	127	106	83.5%	43.0%	37.0%	16.0%	4.0%
English Learners	127	52	40.9%	63.0%	27.0%	8.0%	2.0%
Students with Disabilities	127	13	10.2%	92.0%	8.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/5/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	323	318	98.5%	38.0%	37.0%	17.0%	8.0%
Male	323	168	52.0%	44.0%	34.0%	16.0%	6.0%
Female	323	150	46.4%	31.0%	41.0%	18.0%	9.0%
Black or African American	323	2	0.6%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	323	7	2.2%	--	--	--	--
Filipino	323	30	9.3%	23.0%	40.0%	30.0%	7.0%
Hispanic or Latino	323	159	49.2%	44.0%	41.0%	9.0%	5.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	323	119	36.8%	34.0%	34.0%	23.0%	9.0%
Two or More Races	323	1	0.3%	--	--	--	--
Socioeconomically Disadvantaged	323	274	84.8%	41.0%	36.0%	15.0%	7.0%
English Learners	323	41	12.7%	68.0%	27.0%	5.0%	0.0%
Students with Disabilities	323	31	9.6%	84.0%	13.0%	3.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/5/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	354	343	96.9%	43.0%	31.0%	19.0%	8.0%
Male	354	181	51.1%	48.0%	24.0%	20.0%	8.0%
Female	354	162	45.8%	38.0%	38.0%	18.0%	7.0%
Black or African American	354	4	1.1%	--	--	--	--
American Indian or Alaska Native	354	2	0.6%	--	--	--	--
Asian	354	8	2.3%	--	--	--	--
Filipino	354	29	8.2%	34.0%	21.0%	24.0%	21.0%
Hispanic or Latino	354	169	47.7%	40.0%	41.0%	16.0%	3.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	354	131	37.0%	49.0%	21.0%	21.0%	8.0%
Two or More Races	354	0	0.0%	--	--	--	--
Socioeconomically Disadvantaged	354	283	79.9%	48.0%	31.0%	16.0%	5.0%
English Learners	354	47	13.3%	87.0%	11.0%	0.0%	2.0%
Students with Disabilities	354	38	10.7%	92.0%	5.0%	3.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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  Level 4 = Standard exceeded

Last updated: 1/5/2016

California Standards Tests for All Students in Science – Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	69.0%	61.0%	52.0%	73.0%	72.0%	70.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	70.0%
All Students at the School	52.0%
Male	50.0%
Female	54.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	75.0%
Hispanic or Latino	50.0%
Native Hawaiian or Pacific Islander	--
White	47.0%
Two or More Races	--
Socioeconomically Disadvantaged	48.0%
English Learners	13.0%
Students with Disabilities	28.0%
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

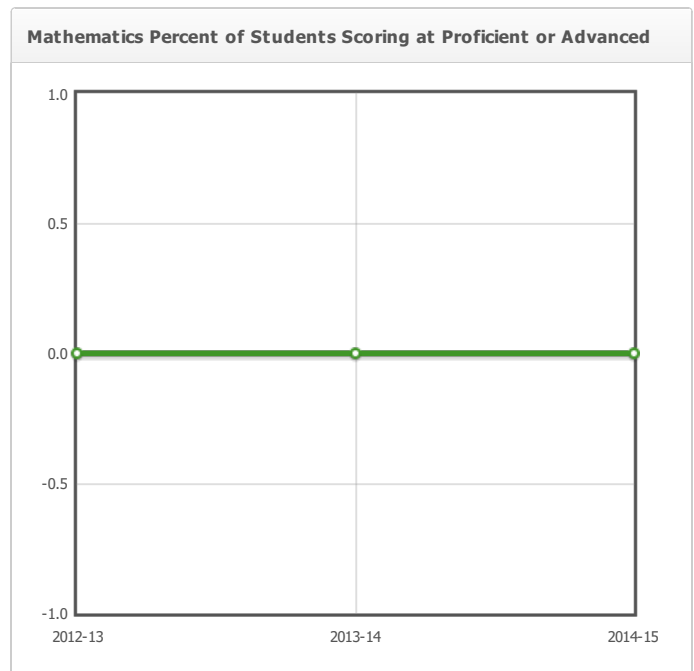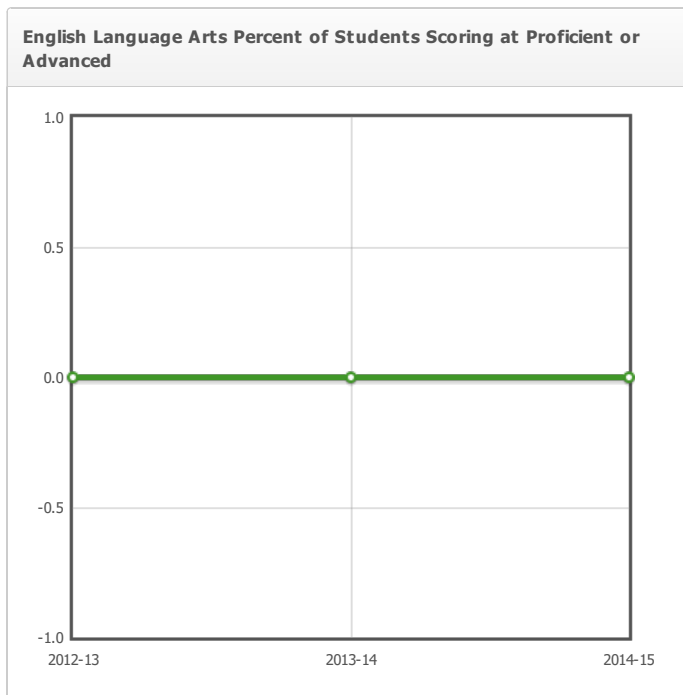*Last updated: 1/5/2016*

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 English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	74.0%	55.0%	58.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	81.0%	60.0%	61.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

English Language Arts Percent of Students Scoring at Proficient or Advanced

Mathematics Percent of Students Scoring at Proficient or Advanced

Last updated: 1/5/2016

California Physical Fitness Test Results (School Year 2014-15)

	Percent of Students Meeting Fitness Standards		
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	20.8%	23.9%	26.1%

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.

Last updated: 1/5/2016

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 schoolsite

Opportunities for Parental Involvement - Most Recent Year

Parents can join our School Site Council (SSC), English Language Advisory Committee (ELAC), Monthly Coffee with the Principal meetings, and our newly established PTSA. Parents and community members are encouraged to volunteer time at Roosevelt working with students or helping teachers. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences throughout the year. Parent University classes are held in the evening once per month.

# State Priority: Pupil Engagement

Last updated: 1/5/2016

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

	School			District			State		
Indicator	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	0.00	91.90	0.00	78.87	80.44	80.95

**Dropout/Graduation Rate (Four-Year Cohort Rate) Chart**
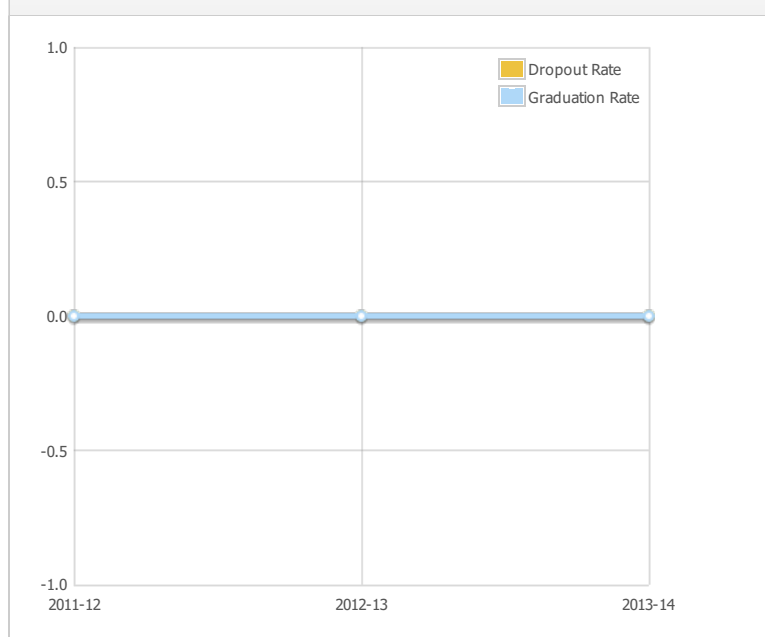
State Priority: School Climate

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

	School			District			State		
Rate	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	9.1	6.8	4.6	2.9	3.6	2.8	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Suspensions

Expulsions
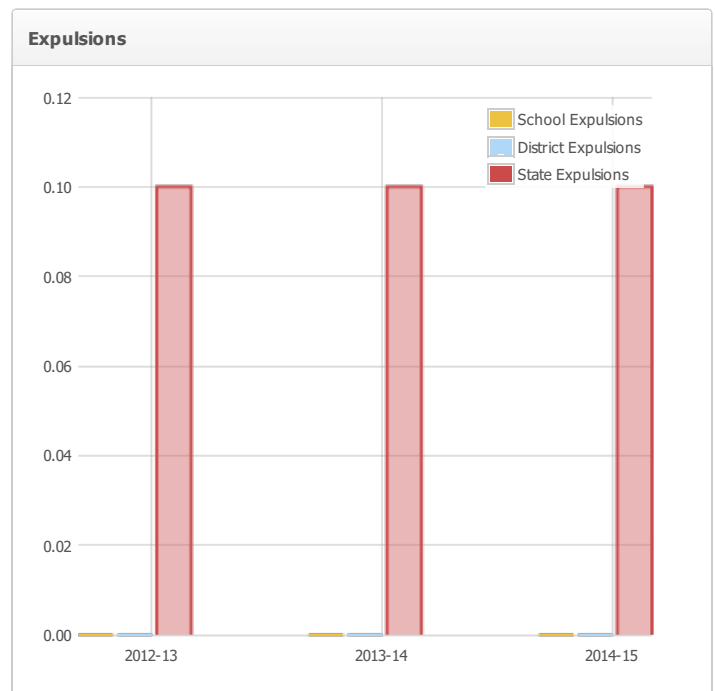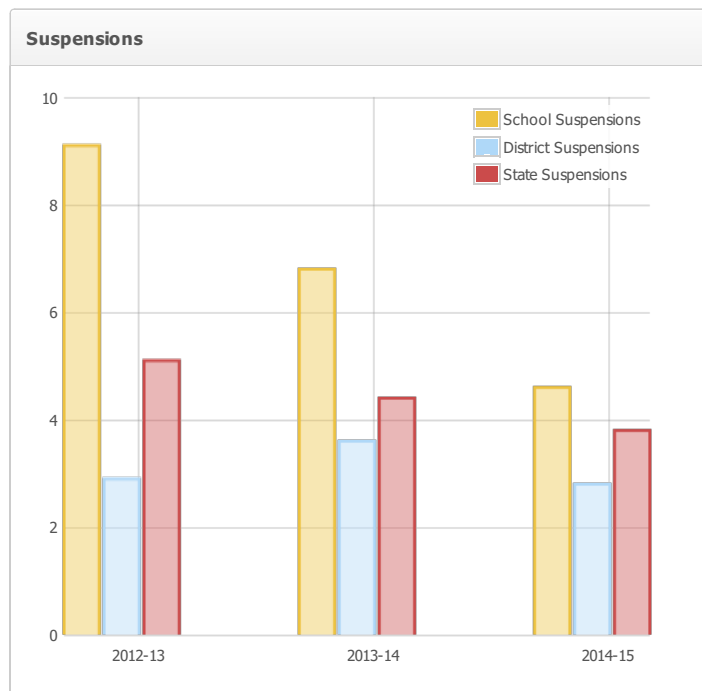
School Safety Plan - Most Recent Year

Safety of students and staff is a primary concern of Roosevelt Middle School. Administrators, teachers, parents, and campus supervisors monitor students at breaks, lunch, and before and after school. Our security team works with students during the day and a series of security cameras monitor our campus continuously 24 hours a day. All visitors to the campus must report to the front office, sign in, and obtain a visitor's pass that must be displayed at all times. The School Site Safety Plan is evaluated and revised each spring by members of the site Safety Committee; all revisions are shared with staff members. Key elements of the plan include procedures for disaster response and safe ingress and egress from school as well as a sexual harassment policy and dress code policy. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. We share the plan with all staff during school wide staff meetings and with parents at Coffee With the Principal meetings and at School Site Council meetings. We practice fire, earthquake, and lockdown drills at least four times a year and staff attends training on emergency preparedness each year. The Principal and Assistant Principals have received certification in CERT (Community Emergency Response Teams) in 2013 and 2014.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	Yes	

Last updated: 1/5/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2011-2012
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	14
Percent of Schools Currently in Program Improvement	N/A	77.8%

Note: Cells with NA values do not require data.

Last updated: 1/5/2016

Average Class Size and Class Size Distribution (Elementary)

	2012-13				2013-14				2014-15			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6	29.0	2	16	4	31.0	2	3	11	28.0	1	15	2
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/5/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13 Average Class Size	Number of Classes * 1-22	23-32	33+	2013-14 Average Class Size	Number of Classes * 1-22	23-32	33+	2014-15 Average Class Size	Number of Classes * 1-22	23-32	33+
English	22.0	21	16	3	22.0	23	10	7	22.0	15	16	6
Mathematics	22.0	18	12	3	25.0	8	18	3	24.0	10	11	7
Science	25.0	9	14	5	23.0	7	23		28.0	4	10	10
Social Science	25.0	10	12	6	24.0	8	17	4	26.0	7	11	10

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/5/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	420.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

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

*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.

Last updated: 1/15/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$7014.0	$1177.0	$5837.0	$78116.0
District	N/A	N/A	$4832.0	$76630.0
Percent Difference – School Site and District	N/A	N/A	0.2%	--
State	N/A	N/A	$5348.0	$72971.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/5/2016

## Types of Services Funded (Fiscal Year 2014-15)

A combination of state and federal funding is used to cover all aspects of our instructional program. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhanced programs in visual and performing arts, science and technology, and health and fitness.

Last updated: 1/5/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,725	$43,165
Mid-Range Teacher Salary	$67,125	$68,574
Highest Teacher Salary	$90,802	$89,146
Average Principal Salary (Elementary)	$109,834	$111,129
Average Principal Salary (Middle)	$121,635	$116,569
Average Principal Salary (High)	$131,723	$127,448
Superintendent Salary	$259,000	$234,382
Percent of Budget for Teacher Salaries	41.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
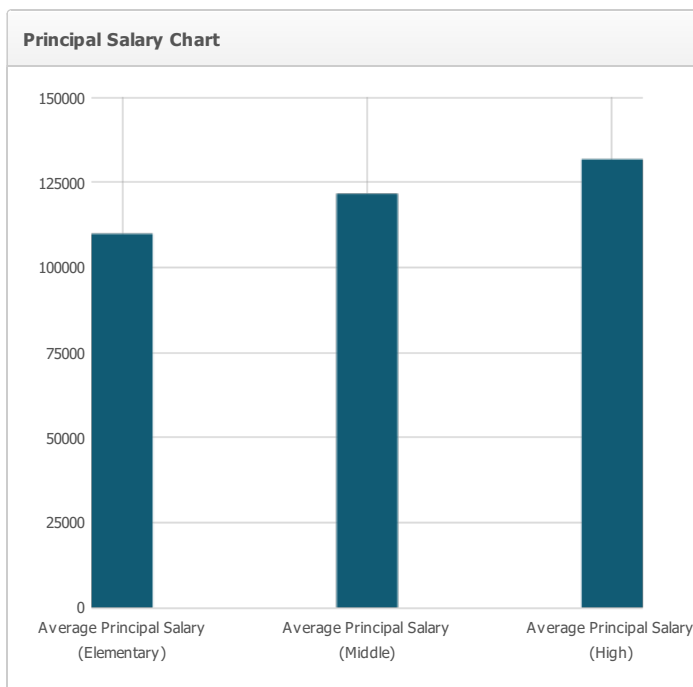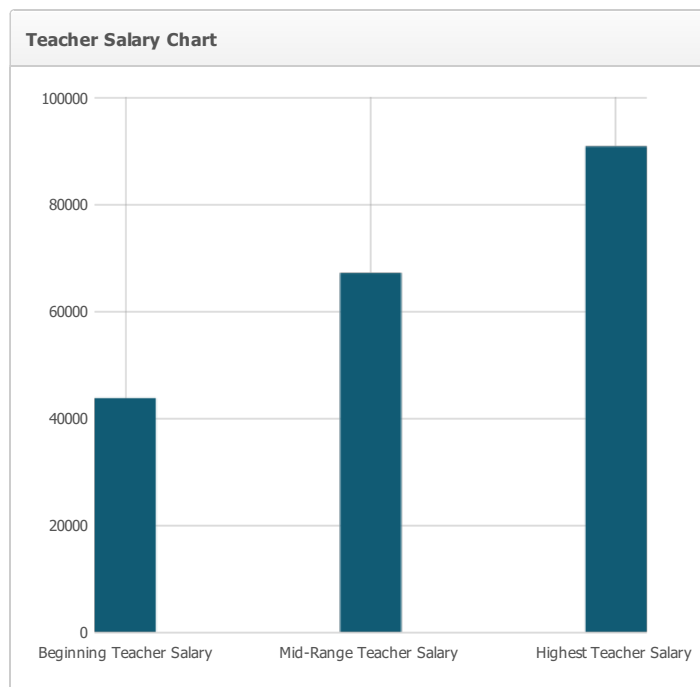
Last updated: 1/5/2016

Professional Development – Most Recent Three Years

The District-wide staff development has been focused on the implementation of the Common Core State Standards, adopted by the California Department of Education in 2010. In the past three years over 100 professional development opportunities have been available to teachers, and/or administrators to support the Common Core State Standard implementation.

Professional development has been delivered in various formats that include; Elementary grade-level trainings, Secondary content specific trainings, Staff and/or faculty meetings, Community/parent information meetings, Principal meetings, New Teacher Trainings, Teachers' Summer Academy workshops and Principal Summer Institutes.

Teacher Leaders were recruited to lead professional development efforts supporting the implementation of the new standards. Teachers have been supported through Grade-level and content-specific trainings by site based Teacher Leaders, Staff and/or faculty meetings, District-wide collaboration training days by grade-level or content area and Teachers' Summer Academy Workshops.

Last updated: 1/25/2016