Roosevelt Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Roosevelt Elementary School
Street	120 Capitol Street
City, State, Zip	Salinas, CA 93901
Phone Number	(831) 753-5645
Principal	Hilda Huerta
Email Address	hhuerta@salinascity.k12.ca.us
School Website	https://sites.google.com/salinascity.k12.ca.us/rooseveltelementarybears
County-District-School (CDS) Code	27-66142-6026603

2023-24 District Contact Information

District Name	Salinas City Elementary School District
Phone Number	(831) 753-5600
Superintendent	Dr. Rebeca Andrade
Email Address	randrade@salinascity.k12.ca.us
District Website	www.salinascityesd.org

2023-24 School Description and Mission Statement

Welcome to Roosevelt Elementary School, located in the heart of Salinas! Roosevelt Elementary is home to the Bears. Our school-wide goal is to increase the percentage of students who meet or exceed standards in both ELA and Math according to the California Assessment of Student Performance and Progress (CAASPP).

Roosevelt School has approximately 555 students in Transitional Kindergarten through Grade Six.
- TK-K: 90 students
- 1st-3rd: 235 students
- 4th-6th: 211
- 93.7% of our students are considered Socioeconomically Disadvantaged
- 58.4% of English Learners
- 0.4% of Foster Youth

We have 24 classroom teachers, one full-time counselor, one full-time school psychologist, one full-time speech therapist, one full-time RSP teacher, one full-time academic coach, one full-time intervention teacher, and seven para-educators. In addition, this school year, we added two Special Day Classes, one for Kindergarten to first grade and the other for fourth through sixth grade.

While our instruction takes place inside a beautiful, almost 100-year-old Spanish-style building, our staff is dedicated to all students' academic success and social development. Our students, staff, and parents are well-versed in our three school rules: Respectful, Responsible, and Ready to Learn. Our staff is highly skilled and committed to meeting the rigor and cognitive demands of 21st-century learning. We are a Professional Learning Community school. Our goal is to provide the best possible education for every student by reaching their full potential through an educational program that addresses intellectual, physical, and social development. Roosevelt set high academic standards for all teachers and students within a safe and positive learning environment. Instruction focuses on the California State Standards, and assessment results are continuously utilized to meet short-term goals. These goals and the ability to progress, monitor, and offer necessary interventions enable us to meet the academic needs of every student. Teachers are integral to the learning cycle as they focus on instruction, curriculum, and each student's social and personal needs. We focus on fully integrating students, parents, staff, and the community into our educational program and process. Our school aims to develop students who are productive citizens, lifelong learners, and critical thinkers and can contribute successfully to a culturally diverse society.

Roosevelt students also have many extended learning opportunities on-site, such as Coding, NASA, Spelling Bee competitions, Homework Center, afterschool intervention programs, sports, visual performing arts, After School Education & Safety Program (ASES), also known in our community as the BEST Program, and Student Council. We aim to give our students as many additional experiences and exposure as possible to connect and compete with our global society.

We recognize that our families and community are valued partners in our student's social, emotional, and academic development. We actively seek the involvement of parents and community members. Through this support, we can provide fun family experiences at the school site, such as our annual Winter Celebration, Fall Carnival, and Day of the Child Carnival. The opportunity to join our parent groups, such as the Parent Teacher Group, School Site Council, and ELAC, is greatly welcomed and encouraged, and volunteers for all our events.

Please come and visit the Home of the Bears!

Major Achievements:
- Platinum recognition by the California PBIS Coalition for PBIS strategies for the 2022-2023 school year.
- Fieldtrips and assemblies provide enrichment for students
- Student Leadership Opportunities: Student Council, Morning Greeters, Playworks Junior Coaches.
- Our school-wide commitment to the Professional Learning Community with a focused problem of practice across all grade levels.
- Full-time Parent Coordinator.
- Parnerships with the Salinas Public Libraries for after-school Homework Center student assistance.
- Four student teachers from CSUMB.
- Our multi-tiered support system has provided students and parents with a sense of connection to school and learning, and they feel happy and safe to be here.
- 6 Intervention para-educators assess and monitor all students and target those struggling with foundational reading skills. Ninety-eight students receive push-in, push-out, and small group target instruction, thus closing achievement gaps.
- Daily Designated ELD time and focus. Ongoing collaboration to monitor progress and improve teacher capacity around EL strategies to increase the number of students who reclassify.
- 6th-grade students participated in the Scripps Spelling Bee at site and county levels.
- One-to-one technology devices in all grades.
- After-school intervention opportunities aligned with our Problem of Practice (PoP)
- Increased attendance for our Saturday Academic Attendance Recovery Coordinated program (AARC)
- Each classroom has an Viewsonic (Smart Board)
- Full-time counselor for counseling services to meet the socio-emotional needs of our students.
- Assemblies that connect students to our global society, such as Fall, Winter, and Spring Festivals, Anti-Bullying (OLWEAUS)
- Two Reading Is Fundamental (RIF) dates are scheduled in the year for students to take home a free book of their choice.
- Taylor Farms donated 100 new backpacks filled with instructional supplies for first graders.
- Partnership with Compass Church through donations of backpacks, Christmas gifts to the neediest families, and uniform donations.
- Systematic reading interventions for groups in the BEST program. The aides and peer tutors instructed students.
- Continued and ongoing professional development opportunities for Certificated and Classified staff.
- Parental Engagement opportunities via classes, presentations, and conferences

Focus on Improvement:
- Hone in on the most effective, high-leverage ELD strategies to optimize daily Designated ELD time (Scaffolds, SDAIE, Thinking Maps Strategies)
- Continue to improve our Professional Learning Community using our data team/cycles
- Create and remain loyal to our Common Formative Assessments and collaboration to revisit and improve teaching and learning
- Improve building teacher capacity around the implementation of math foundational skills to build fluency in primary grades that will meet the demands of upper-grade rigor
- Improve building teacher capacity around implementing reading and writing skills to meet the demands of the common core rigor.

2023-24 School Description and Mission Statement

We want to continue to celebrate student success by recognizing our students of the month, honor roll students, citizens of the month, students who Meet/Exceed on the state SBAC test in ELA and Math, top A.R. readers, and students with perfect attendance. We also enforce pro-social behavior with "Bear Bucks," our school's monetary system. We like to see our students being respectful, responsible, and ready to learn daily.

We aim to maintain and strengthen our parent and community partnerships to support student and site needs for success.

We intend to further develop as a Professional Learning Community by attending conferences and having time for teachers to learn from each other to strengthen instructional strategies. We look forward to Data-Driven, Grade-Level Collaboration Days with an Academic Coach provided by the district. The Culture & Climate Committee, composed of staff members, the English Learner Advisory Committee (ELAC), and our School Site Council Committee, continue to identify and provide input on ways to support our students' needs.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	88
Grade 1	83
Grade 2	84
Grade 3	79
Grade 4	75
Grade 5	63
Grade 6	85
Total Enrollment	557

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2%
Male	50.8%
American Indian or Alaska Native	0.5%
Asian	0.5%
Black or African American	0.7%
Filipino	0.4%
Hispanic or Latino	95.7%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	0.4%
White	1.6%
English Learners	58.3%
Foster Youth	0.2%
Homeless	35.2%
Migrant	3.4%

Socioeconomically Disadvantaged	88.9%
Students with Disabilities	13.1%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.00	90.91	320.40	86.97	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	9.09	10.00	2.71	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	21.00	5.70	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	11.00	2.99	12115.80	4.41
Unknown	0.00	0.00	6.00	1.63	18854.30	6.86
Total Teaching Positions	22.00	100.00	368.40	100.00	274759.10	100.00

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.00	91.30	312.50	83.44	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.00	1.34	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	8.70	47.00	12.55	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	8.00	2.14	11953.10	4.28
Unknown	0.00	0.00	2.00	0.53	15831.90	5.67
Total Teaching Positions	23.00	100.00	374.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	4.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9	4.3

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Salinas City Elementary School District has made every effort to comply with the Instructional Quality Commission of the California State Board of Education. Curriculum frameworks have provided guidance for implementing the content standards adopted by the state and the district. Approved supplemental materials have also been provided for school sites to support instructional differentiation and the Response to Intervention program model.

Year and month in which the data were collected	August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante February 13, 2017	Yes	0%
Mathematics	Eureka Math, Great Minds, 2015 (English) / April 13, 2015 Eureka Math, Great Minds, 2016 (Spanish) / October 10, 2016	Yes	0%
Science	National Geographic Learning - Cengage 2022	Yes	0%
History-Social Science	SAVVASS, My World Interactive, K-6, 2019	Yes	0%
Foreign Language	Benchmark Advance/Adelante February 13, 2017	Yes	0%
Health	ETR, Health Smart, K-5, 2009; A Talk in Time, 6th	Yes	0%
Visual and Performing Arts	Silver Burdett, Music, K-6	Yes	0%

School Facility Conditions and Planned Improvements

New play structure was installed during the 2021-22. A new shade structure was installed in the summer of 2023.

Year and month of the most recent FIT report	03/07/2023

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

School Facility Conditions and Planned Improvements				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	**Good**	**Fair**	**Poor**
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	26	23	26	24	47	46

Mathematics (grades 3-8 and 11)	17	19	20	22	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	312	308	98.72	1.28	23.05
Female	160	158	98.75	1.25	24.68
Male	152	150	98.68	1.32	21.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	295	291	98.64	1.36	21.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	161	157	97.52	2.48	8.92
Foster Youth	0	0	0	0	0
Homeless	90	90	100.00	0.00	17.78
Military	--	--	--	--	--
Socioeconomically Disadvantaged	281	279	99.29	0.71	23.66
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	41	39	95.12	4.88	5.13

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	312	310	99.36	0.64	19.03
Female	160	160	100.00	0.00	15.00
Male	152	150	98.68	1.32	23.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	295	293	99.32	0.68	18.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	161	159	98.76	1.24	8.18
Foster Youth	0	0	0	0	0
Homeless	90	90	100.00	0.00	14.44
Military	--	--	--	--	--
Socioeconomically Disadvantaged	281	280	99.64	0.36	18.57
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	41	39	95.12	4.88	7.69

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	13.92	14.49	12.58	14.08	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	70	69	98.57	1.43	14.49
Female	34	34	100.00	0.00	8.82
Male	36	35	97.22	2.78	20.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	63	62	98.41	1.59	11.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	35	34	97.14	2.86	0.00
Foster Youth	0	0	0	0	0
Homeless	16	16	100.00	0.00	6.25
Military	0	0	0	0	0
Socioeconomically Disadvantaged	64	64	100.00	0.00	15.63
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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.

2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100.0	100.0	100.0	100.0	100.0

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.

2023-24 Opportunities for Parental Involvement

One of our main goals is to engage parents in actively participating at the school site. We have many ways for parents to participate in school activities, and we depend on parents to keep our programs running smoothly. Parents can join our School Site Council (SSC), which works with administration and school staff to help make financial decisions about site programs. Parents of English Learners are vital to our English Language Advisory Committee (ELAC). Teachers often organize parent volunteers to help with special projects in the classroom and chaperone on field trips. The Parent-Teacher Group sponsors school events such as academic reward activities, the book fair, Spelling Bee, Fall, Winter, and Spring festivals. Open forums such as "cafecitos'" (coffee klatches) are regularly scheduled with the principal to share parent strategies to support student learning at home as well as an opportunity for parent questions and contributions.

We invite parents to attend Back-to-School Night in the fall, parent-teacher conferences in November and March, and Open House in the Spring. Through Title I Parent Involvement funding, we provide parents opportunities to attend workshops throughout the school year such as CABE, Triple P, Latino Literacy Project, computer classes, and Strengthening Healthy Families. Our Parent Coordinator is instrumental in communicating with families about all aspects of the school program. The parent coordinator provides outreach for other programs and assists in setting up parent education classes in conjunction with Partners for Peace and the Salinas Adult School. Our Parent Coordinator who is a full-time employee manages our Parent Center at our site, which provides parents with a meeting place, computer access, parent training, and parent resources. The Parent Coordinator can be reached at (831) 753-5645.

We have an open-door policy for parents and encourage their involvement in our school and community.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	611	597	201	33.7
Female	301	294	90	30.6
Male	310	303	111	36.6
Non-Binary	0	0	0	0.0

American Indian or Alaska Native	4	4	1	25.0
Asian	3	3	1	33.3
Black or African American	4	4	2	50.0
Filipino	2	2	0	0.0
Hispanic or Latino	582	570	187	32.8
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	2	2	0	0.0
White	13	11	9	81.8
English Learners	373	366	101	27.6
Foster Youth	1	1	0	0.0
Homeless	215	211	79	37.4
Socioeconomically Disadvantaged	547	538	179	33.3
Students Receiving Migrant Education Services	23	23	4	17.4
Students with Disabilities	86	85	51	60.0

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.18	5.15	3.27	0.15	2.31	1.81	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.27	0
Female	2.99	0
Male	3.55	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0

Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.44	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	2.14	0
Foster Youth	0	0
Homeless	1.86	0
Socioeconomically Disadvantaged	3.47	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.33	0

2023-24 School Safety Plan

Roosevelt's School Safety Plan is updated and regularly confirms approval from the School Site Council. Our School has a fully surrounding security fence with electronically-controlled perimeter access gates. The school's primary and secondary entrances also have electronically controlled entry doors from the street. The main entrance includes a second access-controlled door from the foyer into the school. These gate/door systems ensure that all visitors enter through the main office and sign in when school is in session. Staff members report anyone without a pass to the school office. A responsible adult must sign out students who leave before the end of the school day at the school office.

Administration reviews and organizes discipline and safety procedures with the staff and students throughout the school year. We also review playground rules with students to ensure safety on campus. Classified yard duty members use walkie-talkies to communicate with the office and administration from the playground. There is an intercom system, and intercom telephones are in each classroom. Students may be on campus 30 minutes before the start of instruction for breakfast only. Ten minutes before the start of instruction, students report to their classroom and are supervised by their teacher. Teachers supervise students during recess. During the lunch period, supervision is provided by classified staff and the principal/vice-principal. The principal/vice-principal continually oversees the supervision of students. The principal/vice-principal and a morning supervisor help with safety on the school grounds and help monitor student behavior before and after school.

The School and district administrations revise the School Safety Plan annually and are approved by the School Site Council (SSC). The SSC approved the School Safety Plan on October 24, 20023. The plan includes procedures for various emergencies, exit routes, First Aid training, and inventories of emergency supplies. Roosevelt had a concrete first-response plan with 5 Crisis Teams and each member's duties and supplies. The plan is available in our school office. The safety plan is shared with the school staff during a staff meeting. We conduct emergency response drills at the noted minimum frequency: fire/monthly (after-school programs, three times annually); lockdown & shelter-in-place (after-school programs, two times annually); and participate in California Great Shake-Out every October. This year's school year, we had the Great Shake Out on October 19, 2023.

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.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	23		3	
1	26		3	
2	23		3	
3	25		2	
4	25		3	
5	25		3	
6	25		3	
Other	24		1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	25		3	
1	25		3	
2	25		3	
3	24		3	
4	20	2	1	
5	24		3	
6	24		3	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	3	0
1	26	0	3	0
2	28	0	3	0
3	26	0	3	0
4	23	0	3	0
5	19	3	0	0
6	28	0	3	0
Other	13	2	0	0

2022-23 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	557

2022-23 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.

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	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8048	580	7468	71243.46
District	N/A	N/A	8220	$77,664
Percent Difference - School Site and District	N/A	N/A	-9.6	-8.6
State	N/A	N/A	$7,607	$89,574
Percent Difference - School Site and State	N/A	N/A	-4.5	-20.2

Fiscal Year 2022-23 Types of Services Funded

DISTRICT - FUNDED SERVICES:

District funded services provide opportunities to support all students to master grade level standards in English Language Arts and Mathematics. District funding also supports the Social Emotional Wellbeing of all students. Priorities include differentiated instruction, with the implementation of a variety of meaningful educational learning experience and highly qualified staff.

District-Funded Services for the 2023-2024 School Year include:
1. Extended School Year (ESY)
2. ASES/BEST after school program
2. Jump Into English - After school and summer programs

Fiscal Year 2022-23 Types of Services Funded

3. Jump Into Math - After school and summer programs
4. Music (YOSAL)
5. Spring language academy
6. Visual and performing Arts through Monterey County Arts Council
7. Online supplements programs such as Dreambox Lexia, Renaisance Learning, Typing Club, etc.
8. Mental Health Counselor at each site
9. Psychologist at each site
10. Educational Technology Coach at each site
11. Vice Principal at each site, ,
12. Academic enrichment fieldtrips
13. MTSS Coach
14. Academic Coach
15. School Psychologist
16. Positive school events such as Red Ribbon Week, Kindness Challenge, etc.
17. Occupational Therapists
18. Behavior Technicians
19. Family Resource Center Resources
20. Nutritious Meals
21. Grade Level Release Teacher

District-funded services for the 2022-2023 School Year included:
1. Extended School Year (ESY)
2. ASES/BEST after-school program
3. Jump Into English - After-school and summer programs
4. Jump Into Math - After-school and summer programs
4. Music (YOSAL)
5. Spring Language Academy
6. Visual and Performing Arts through Monterey County Arts Council
7. Online supplement programs such as Dreambox Lexia, Renaissance Learning, Typing Club, etc.
8. Vice Principal at each site
9. Academic enrichment field trips
10. MTSS Coach
11. Academic Coach
12. Positive school events such as Red Ribbon Week, Kindness Challenge, etc.
13. Family Resource Center - Resources
14. Olweus Bullying Prevention Program
15. Grade-level Release Teachers

SITE-FUNDED SERVICES:

Site-Funded Services for the 2023-2024 school year:
1. My-On Reading Training (This online program personalizes reading for students by recommending books based on their interests, reading level, and ratings of books they've read.
2. Familly Literacy Night
3. Family Math and Science Night
4. Family Art Nights
5. Winter Festival
6. Student Award Recognition for Academic Achievement and Character Building
7. Book Fairs
8. Site After School Academic Interventions
9. Additional Para Educators to assist students with individualized academic needs
10. Additional Yard Duty Campus Supervisors
11. Additional Health Aide Hours to support students' medical needs in the after-school programs
12. Additional custodians for special events
13. Additional hours for the Instructional Leadership Team to evaluate student data and make data-driven decisions to enhance student performance.
14. Kid-Power - Anti-Bully program for students and parents.
15. BMX - Motivational School Assembly on Anti-bullying, Staying Drug-Free, Setting Goals, Respectful behavior toward others, Kindness, and Staying in School -
16. Field trips for each grade level to enhance learning.

Fiscal Year 2022-23 Types of Services Funded

17. Student Awards to promote academic and social-emotional success
18. Additional classified staff will assist with managing the student rewards/incentives student store.
19. Opportunity for teacher after-school collaboration to analyze student data
20. Visual and Performance Arts contracts
21. After-school student sports opportunities, such as coaching and extra hours, and equipment

Site-Funded Services for the 2022-2023 school year included:
1. Parent Institute for Quality Education (PIQE)
2. My-On Reading Training (This online program personalizes reading for students by recommending books based on their interests, reading level, and ratings of books they've read.
3. Family Literacy Night
4. Family Math and Science Night
5. Family Art Nights
6. Winter Festival
7. Student Award Recognition for Academic Achievement and Character Building
8. Yard duty supervisors
9. After School academic Interventions
10. Additional hours for health aide position
11. Additional hours for the Instructional Leadership Team to evaluate student data and make data-driven decisions to enhance student performance.
12. Field trips for each grade level to enhance learning
13. Opportunity for teacher after-school collaboration to analyze student data
14. Visual and Performance Arts classes and activities

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
Beginning Teacher Salary	$49,882	$54,215
Mid-Range Teacher Salary	$78,477	$86,843
Highest Teacher Salary	$99,569	$111,440
Average Principal Salary (Elementary)	$115,276	$140,851
Average Principal Salary (Middle)	$0	$147,065
Average Principal Salary (High)	$0	$142,189
Superintendent Salary	$231,680	$252,466
Percent of Budget for Teacher Salaries	25.5%	33.16%
Percent of Budget for Administrative Salaries	4.55%	5.15%

Professional Development

DISTRICT-PROVIDED PROFESSIONAL DEVELOPMENT:

The major theme of professional development is to improve Tier I services for all students. The primary focus is to strengthen the Instructional Core, build meaningful relationships between staff and students, and provide continuous learning opportunities for teachers to enhance the skills necessary to provide optimal learning experiences for all students.

District Professional Development for the 2023-2024 School Year:
1. ViewSonic - Level 2
2. Thinking Maps
3. Leading an Inclusive Classroom

Professional Development

4. High Impact Reading Comprehension Strategies
5. Social Thinking - Curriculum
6. ELD - Cross Linguistic Training
7. Observation Protocol for Teachers of English Learners (OPTEL) Training

District Provided Professional Development for the 2022-2023 School Year:
1. Science of Reading (Early Literacy)
2. Eureka Math (all grade levels)
3. Cengage Science Curriculum training
4. Universal Design Learning
5. Thinking Maps
6. Guided Language Acquisition Design (GLAD)
7. Classroom Management
8. View-sonic Smart Board
9. Classroom management, lesson presentation, engagement, lesson creation, and organization
10. Keenan & Associates training: Sexual Harassment Child Abuse McKinney-Vento
11. Universal Design for Learning (UDL) - Tier II Supports
12. WestED -Collaborative Continuous Improvement Teams (CCITs)
13. Safety Care training
14. Alert, Lockdown, Inform, Counter, Evacuate (ALICE) Emergency Response
15. Playwork and behavioral supports
16. Sonday Training,
17. Confidentiality/Communication/Ethics/Professionalism, Intervention Program Training
18. Active Supervision -Relationship Building with students (recognize the signs/proactive approaches)
19. De-escalation training
20. Creating Inclusive/ Safe Learning Spaces
21. Restorative Practices / Conflict Resolution
22. MTSS/PBIS (Interventions, Language, systems, etc.)
23. Clever/Illuminate, AERIES
24. Benchmark Universe

SITE-PROVIDED PROFESSIONAL DEVELOPMENT:

For the 2023-2024 school year, Roosevelt Elementary staff is participating in the following professional development:
1. Response to Intervention (RTI)
2. CABE
3. Monterey County Office of Education-ELD Training
4. Emergency safety drills
5. Phonics
6. English Learner Roadmap
7. Small Group Differentiated Instruction
8. Science of Reading - K-3rd grade
9. Teach like a Pirate Professional Development - Welcome Back Staff event focused on motivating and inspiring teachers.
10. Monthly training for classified staff.
11. Truancy meetings for parents.

For the 2022-2023 school year, Roosevelt Elementary staff is participated in the following professional development:
1. CABE
2. Thinking Maps - additional staff training.
3. Phonics
4. ELD training
5. Small Group Instruction
6. Truancy meeting for parents.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	4