

# Roosevelt Elementary School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 School Contact Information

<b>School Name</b>	Roosevelt Elementary School
<b>Street</b>	120 Capitol Street
<b>City, State, Zip</b>	Salinas, CA 93901
<b>Phone Number</b>	(831) 753-5645
<b>Principal</b>	Hilda Huerta
<b>Email Address</b>	hhuerta@salinascityesd.org
<b>School Website</b>	<a href="https://sites.google.com/salinascity.k12.ca.us/rooseveltelementarybears">https://sites.google.com/salinascity.k12.ca.us/rooseveltelementarybears</a>
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	27-66142-6026603

## 2024-25 District Contact Information

<b>District Name</b>	Salinas City Elementary School District
<b>Phone Number</b>	(831) 753-5600
<b>Superintendent</b>	Rebeca Andrade
<b>Email Address</b>	randrade@salinascityesd.org
<b>District Website</b>	<a href="http://www.salinascityesd.org">www.salinascityesd.org</a>

## 2024-25 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 567 students in Transitional Kindergarten through Grade Six.

- TK-K: 101 students
- 1st-3rd: 218 students

## 2024-25 School Description and Mission Statement

- 4th-6th: 232

### Special Day Classes

- 1st-3rd: 10 students
- 4th-6th: 6 students

### Student Population:

- 94.2% of Hispanic or Latino students
- 88.9% of our students are considered Socioeconomically Disadvantaged
- 57% of English Learners
- 0.2% of Foster Youth
- 39.5% of Homeless
- 11.3% of Special Education

We have 25 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. We added two Special Day Classes three years ago, one for first through third grade and the other for fourth through sixth grade.

At Roosevelt, our instruction occurs within the walls of a beautiful, 100-year-old Spanish-style building. Still, our true strength lies in the dedication of our staff to fostering every student's academic success and social development. Our school community—students, staff, and parents—embraces our three core values: Respectful, Responsible, and Ready to Learn.

We are proud to be a Professional Learning Community school where our highly skilled and committed staff meet the rigor and cognitive demands of 21st-century learning. We aim to provide an exceptional education for every student, supporting their intellectual, physical, and social growth. At Roosevelt, we set high academic standards for teachers and students, ensuring a safe, positive, and inclusive learning environment.

The California State Standards guide instruction and ongoing assessments are integral to our approach. These assessments help us set short-term goals, monitor progress, and implement timely interventions to meet each student's unique academic needs. Our teachers play a vital role in this process by focusing on curriculum, instruction, and every learner's social and personal needs. We also prioritize integrating students, parents, staff, and the community into our educational programs to foster a strong sense of collaboration and shared purpose.

We aim to develop students who become productive citizens, lifelong learners, and critical thinkers—individuals prepared to thrive in a culturally diverse and global society.

Beyond the classroom, Roosevelt offers many extended learning opportunities to enrich students' experiences. Programs such as Coding, NASA projects, Spelling Bee competitions, the Homework Center, afterschool intervention programs, sports, visual and performing arts, and the After School Education & Safety Program (ASES)—known in our community as the BEST Program—help students connect, explore, and prepare for a competitive global landscape. Leadership opportunities, such as participation in the Student Council, further enhance their development.

We deeply value the partnership of families and the community in supporting students' social, emotional, and academic growth. Parental and community involvement is integral to our success, and we actively encourage participation in parent groups like the Parent Teacher Group, School Site Council, and ELAC. Volunteers are always welcome to support our events and initiatives.

Through this collaboration, we host cherished family events such as our Winter Celebration, Fall Carnival, and Day of the Child Carnival, creating opportunities for connection, fun, and shared memories.

We invite you to visit us at the Home of the Bears and experience Roosevelt School's vibrant, supportive, and inspiring environment!

### Major Achievements:

- Platinum recognition by the California PBIS Coalition for PBIS strategies for the 2023-2024 school year.
- Field trips 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.
- Partnerships with the Salinas Public Libraries for after-school Homework Center student assistance.
- Four student teachers from CSUMB.

## 2024-25 School Description and Mission Statement

- 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 a 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.

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 develop as a professional learning community further 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

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	93
Grade 1	76
Grade 2	76
Grade 3	89
Grade 4	78
Grade 5	75
Grade 6	69
Total Enrollment	556

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4
Male	49.6
American Indian or Alaska Native	1.1
Asian	0.7
Black or African American	0.5
Filipino	0.4
Hispanic or Latino	94.2
Two or More Races	0.4
White	2.5
English Learners	60.6
Homeless	39
Migrant	4.9
Socioeconomically Disadvantaged	89.2
Students with Disabilities	11.7

## 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.00	90.91	320.40	86.97	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	2.00	9.09	10.00	2.71	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	21.00	5.70	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	11.00	2.99	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	6.00	1.63	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.00	91.30	312.50	83.44	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	5.00	1.34	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	8.70	47.00	12.55	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	8.00	2.14	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	2.00	0.53	15831.90	5.67
<b>Total Teaching Positions</b>	23.00	100.00	374.50	100.00	279044.80	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.00	78.43	319.00	81.94	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	3.92	13.00	3.34	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.50	17.65	42.30	10.87	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	6.00	1.54	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	9.00	2.31	14303.80	5.15
<b>Total Teaching Positions</b>	25.50	100.00	389.30	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	1.00	3
<b>Misassignments</b>	0.00	1.00	1.5
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	2.00	4.5

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	4.7	8.3
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.00	4.3	3.8

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

## 2024-25 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 2024

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

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

## 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

05/01/2024

## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X		
<b>Electrical</b>			X	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	
<b>Safety:</b> Fire Safety, Hazardous Materials			X	
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

### Statewide Assessments

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

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

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

### College and Career Ready

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	23	25	24	25	46	47
<b>Mathematics</b> (grades 3-8 and 11)	19	20	22	22	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	311	302	97.11	2.89	25.17
Female	143	140	97.90	2.10	27.14
Male	168	162	96.43	3.57	23.46
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	292	283	96.92	3.08	23.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	150	142	94.67	5.33	4.93
Foster Youth	--	--	--	--	--
Homeless	112	106	94.64	5.36	19.81
Military	--	--	--	--	--
Socioeconomically Disadvantaged	280	271	96.79	3.21	24.72
Students Receiving Migrant Education Services	11	11	100.00	0.00	27.27
Students with Disabilities	43	43	100.00	0.00	4.65

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	311	309	99.36	0.64	20.39
<b>Female</b>	143	142	99.30	0.70	16.90
<b>Male</b>	168	167	99.40	0.60	23.35
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	292	290	99.32	0.68	19.66
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	150	148	98.67	1.33	6.08
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	112	110	98.21	1.79	12.73
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	280	278	99.29	0.71	18.71
<b>Students Receiving Migrant Education Services</b>	11	11	100.00	0.00	9.09
<b>Students with Disabilities</b>	43	43	100.00	0.00	6.98

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	14.49	18.57	14.08	15.30	30.29	30.73

## 2023-24 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	72	71	98.61	1.39	18.31
Female	33	33	100.00	0.00	18.18
Male	39	38	97.44	2.56	18.42
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	68	67	98.53	1.47	17.91
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	34	33	97.06	2.94	3.03
Foster Youth	0	0	0	0	0
Homeless	31	30	96.77	3.23	16.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	66	65	98.48	1.52	20.00
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.

#### 2023-24 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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

## 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.

#### 2024-25 Opportunities for Parental Involvement

Our school values the active participation of parents in fostering a supportive and engaging learning environment. We offer various opportunities for parents to get involved, and their contributions are essential to the success of our programs. Parents can participate in the School Site Council (SSC), collaborating with school administration and staff to make critical financial decisions that shape our programs. We have the English Language Advisory Committee (ELAC) for parents of English Learners, where their input is invaluable. Teachers frequently organize parent volunteers for classroom projects and field trips, allowing parents to connect directly with students' educational experiences. Events like academic reward activities, the book fair, the Spelling Bee, and seasonal festivals strengthen the bond between students and the school community.

To support family engagement, we hold open forums, such as "cafecitos" (coffee meetings) with the principal, where parents can exchange ideas on supporting learning at home and share feedback. We encourage parents to attend events such as Back-to-School Night in the fall, parent-teacher conferences in September and March, and Open House in the spring. Through Title I Parent Involvement funding, we offer workshops throughout the year, covering topics such as CAFE, Triple P, the Latino Literacy Project, computer literacy, and Strengthening Healthy Families.

Our dedicated Parent Coordinator is a vital resource, connecting families with information about school programs and organizing educational workshops with Partners for Peace and the Salinas Adult School. The Parent Center, managed by our full-time Parent Coordinator, provides a welcoming space for parents, offering meeting areas, computer access, training sessions, and resources to support parent engagement. Parents can reach our Parent Coordinator at (831) 753-5645.

We maintain an open-door policy, inviting parents to participate actively in school and community activities. Childcare and light snacks are provided at all parent workshops, ensuring a welcoming and inclusive environment for all families.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	605	585	158	27.0
Female	302	292	70	24.0
Male	303	293	88	30.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	568	550	146	26.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	15	14	7	50.0
English Learners	362	358	81	22.6
Foster Youth	--	--	--	--
Homeless	234	227	63	27.8
Socioeconomically Disadvantaged	544	529	148	28.0
Students Receiving Migrant Education Services	33	32	6	18.8
Students with Disabilities	78	74	30	40.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
5.15	3.27	3.31	2.31	1.81	1.89	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.31	0.00
Female	2.65	0.00
Male	3.96	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.17	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	3.59	0.00
Foster Youth	0.00	0.00
Homeless	4.27	0.00
Socioeconomically Disadvantaged	3.31	0.00
Students Receiving Migrant Education Services	3.03	0.00
Students with Disabilities	10.26	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

Roosevelt's School Safety Plan is regularly updated and approved by the School Site Council (SSC). The school is secured by a perimeter fence with electronically controlled access gates. Both primary and secondary entrances feature electronically controlled entry doors from the street, and the main entrance includes a second access-controlled door leading from the foyer

## 2024-25 School Safety Plan

into the school. These systems ensure that all visitors enter through the main office, where they must sign in during school hours. Staff promptly report any individual without a pass to the office. Students leaving early must be signed out by a responsible adult at the school office.

**Safety and Supervision:** The administration reviews safety and discipline procedures with staff and students throughout the year, including playground rules to maintain campus safety. Classified yard duty staff use walkie-talkies to communicate with the office and administration. Each classroom is equipped with an intercom telephone system for immediate communication.

Students may arrive on campus 30 minutes before instruction begins for breakfast. Ten minutes before instruction, they report to their classrooms under teacher supervision. Teachers oversee students during recess, while lunch supervision is managed by classified staff and the principal/vice-principal. The principal/vice-principal also monitors student behavior before and after school, assisting with campus safety alongside a designated morning supervisor.

**Emergency Preparedness:** The School Safety Plan is revised annually by school and district administration and approved by the SSC. The most recent approval occurred on October 23, 2024. The plan includes emergency procedures, exit routes, First Aid training, and an inventory of emergency supplies. Roosevelt has a structured first-response system with five Crisis Teams, each with specific duties and designated supplies.

The safety plan is accessible in the school office and shared with staff during meetings. Emergency response drills are conducted at the following minimum frequencies:

- Fire drills: Monthly (three times annually for after-school programs)
- Lockdown and shelter-in-place drills: Twice annually (including after-school programs)
- The California Great Shake-Out: Every October.

The Great Shake-Out drill was held this school year on October 17, 2024.

## 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.

## 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	
1	26		3	
2	28		3	
3	26		3	
4	23		3	
5	19	3		
6	28		3	
Other	13	2		

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	24		3	
2	19	3	1	
3	22	1	3	
4	25		3	
5	24		3	
6	22		3	
Other	15	2		

## 2023-24 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	556

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$87,565
Percent Difference - School Site and District	N/A	N/A	-9.6	-20.6
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-36.2	-29.9

## Fiscal Year 2023-24 Types of Services Funded

### SITE-FUNDED SERVICES:

Site-Funded Services for the 2024-2025 school year:

1. Spelling Bee Competitions
2. Student Council (Student Leaders) meetings
3. Site-funded grade-level collaboration during school hours and after school
4. Visual and Performance Arts contracts for all grades 5-7. 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.
5. Opportunities for staff development after school include thinking maps, small group instructions for ELA, and math training for all staff.
6. Family Literacy Night
7. Family Math and Science Night
8. Family Art Nights
9. Winter Festival

## Fiscal Year 2023-24 Types of Services Funded

10. Student Award Recognition for Academic Achievement and Character Building
11. Book Fairs
12. Site After School Academic Interventions
13. Additional Para Educators to assist students with individualized academic needs
14. Additional Yard Duty Campus Supervisors
15. Additional Health Aide Hours to support students' medical needs in the after-school programs
16. Additional custodians for special events
17. Additional hours are needed for the instructional leadership team to evaluate student data and make data-driven decisions to enhance student performance.
18. Kid-Power - Anti-Bully program for students and parents.
19. BMX - Motivational School Assembly on Anti-bullying, Staying Drug-Free, Setting Goals, Respectful behavior toward others, Kindness, and Staying in School -
20. Field trips for each grade level to enhance learning.
21. Student Awards to promote academic and social-emotional success
22. Additional classified staff will assist with managing the student rewards/incentives student store.
23. Opportunity for teacher after-school collaboration to analyze student data
24. Purchase incentives for PBIS awards
25. Recognize students with the most improved attendance and perfect attendance.

### 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. Family 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.
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.

## Fiscal Year 2023-24 Types of Services Funded

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

### 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 2024-2025 School Year include:

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
5. Music (YOSAL)
6. Visual and performing Arts through Monterey County Arts Council
7. Mental Health Counselor
8. Parent Coordinator
9. Educational Technology Coach
10. Academic enrichment field trips
11. MTSS Coach
12. Academic Coach
13. Positive school events such as Red Ribbon Week, Kindness Challenge, etc.
14. Occupational Therapists
15. Behavior Technicians
16. School and Community resources from the Family Resource Center
17. Nutritious Meals
18. Grade Level Release Teacher
19. School Vice Principal

District-Funded Services for the 2023-2024 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
5. Music (YOSAL)
6. Spring language academy
7. Visual and performing Arts through Monterey County Arts Council
8. Online supplements programs such as Dreambox Lexia, Renaissance Learning, Typing Club, etc.
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

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$56,367	\$58,553
<b>Mid-Range Teacher Salary</b>	\$88,679	\$93,924
<b>Highest Teacher Salary</b>	\$112,513	\$119,489
<b>Average Principal Salary (Elementary)</b>	\$119,815	\$149,898
<b>Average Principal Salary (Middle)</b>	\$0	\$157,111
<b>Average Principal Salary (High)</b>	\$0	\$151,698
<b>Superintendent Salary</b>	\$231,680	\$270,432
<b>Percent of Budget for Teacher Salaries</b>	24%	32%
<b>Percent of Budget for Administrative Salaries</b>	4%	6%

## Professional Development

### SITE-PROVIDED PROFESSIONAL DEVELOPMENT:

In the 2024-2025 school year, Roosevelt staff participated in the following professional development:

1. Thinking Maps
2. Write From the Beginning-Narrative Writing
3. CABE
4. Truancy Monthly Meetings for parents
4. Safety Monthly Meetings for Campus Supervisors
5. ELD Trainings
6. English Learner Road Maps
7. Small Group Instruction
8. Emergency Safety Drills
9. PBST Training for K-2nd Grade
10. Phonics
11. Dual Immersion Training for new teachers
12. Cross Linguistic Transfer training for all teachers

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

## Professional Development

6. Truancy meeting for parents.

### 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 2024-2025 School Year:

1. Orenda Education
2. The The Big Five Emergency Response Protocols
3. Understanding Whole Group and Small Group Instruction
4. Specialized Program Individualizing Reading Excellence (SPIRE) Training

District Professional Development for the 2023-2024 School Year:

1. ViewSonic - Level 2
2. Thinking Maps
3. Leading an Inclusive Classroom
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. Sondag 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

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	4	4