

Roosevelt Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

2025-26 School Contact Information

| | |
|--|---|
| School Name | Roosevelt Elementary School |
| Street | 120 Capitol Street |
| City, State, Zip | Salinas, CA 93901 |
| Phone Number | (831) 753-5645 |
| Principal | Alyse Herrera |
| Email Address | aherrera@salinascityesd.org |
| School Website | https://roosevelt.salinascityesd.org/ |
| Grade Span | TK-6 |
| County-District-School (CDS) Code | 27-66142-6026603 |

2025-26 District Contact Information

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

2025-26 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 565 students in Transitional Kindergarten through Grade Six.

- TK-K: 92 students
- 1st-3rd: 228 students
- 4th-6th: 235 students

Special Day Classes

- TK/K: 13 students
- 1st-4th: 13 students

Student Population:

- 95.2% of Hispanic or Latino students
- 62.9% of our students are considered Socioeconomically Disadvantaged
- 58% of English Learners
- 0.71% of Foster Youth
- 43% of Homeless
- 13.9% of Special Education

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. We added two Special Day Classes four years ago, one for TK/Kinder and the other for first through fourth 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.

2025-26 School Description and Mission Statement

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 2024-2025 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.
- 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.
- Each classroom has a Viewsonic (Smart Board)
- Full-time counselor for counseling services to meet the social-emotional needs of our students.
- Assemblies that connect students to our global society, such as Fall, Winter, and Spring Festivals, Anti-Bullying
- 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.
- Continued and ongoing professional development opportunities for Certificated and Classified staff.
- Parental Engagement opportunities via classes, presentations, and conferences

Focus on Improvement:

2025-26 School Description and Mission Statement

- 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 targeted goals around the district initiatives to support reclassification of students by their 5th year of school or sooner.
- Create targeted goals around the district initiatives to support the reading proficiency of all students by the 3rd grade.
- Create targeted goals around the district initiatives to support the math proficiency of all students by 5th grade.
- Create and remain loyal to our Common Formative Assessments and collaborate 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.
- Create a partnership with Restorative Justice Partners and Building Healthy Communities to support the development of a positive school climate.

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, continues to identify and provide input on ways to support our students' needs.

About this School

2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 102 |
| Grade 1 | 71 |
| Grade 2 | 80 |
| Grade 3 | 72 |
| Grade 4 | 87 |
| Grade 5 | 76 |
| Grade 6 | 72 |
| Total Enrollment | 560 |

2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 50.4 |
| Male | 49.6 |
| American Indian or Alaska Native | 0.9 |
| Asian | 0.5 |
| Black or African American | 0.5 |
| Filipino | 0.4 |
| Hispanic or Latino | 94.6 |
| Native Hawaiian or Pacific Islander | 0.2 |
| White | 2 |
| English Learners | 56.1 |
| Foster Youth | 0.4 |
| Homeless | 42.9 |
| Migrant | 5.2 |
| Socioeconomically Disadvantaged | 85.7 |
| Students with Disabilities | 10.9 |

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.

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 | 91.3 | 312.5 | 83.44 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 5 | 1.34 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2 | 8.7 | 47 | 12.55 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 8 | 2.14 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 0 | 0 | 2 | 0.53 | 15831.9 | 5.67 |
| Total Teaching Positions | 23 | 100 | 374.5 | 100 | 279044.8 | 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.

2022-23 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 | 78.43 | 319 | 81.94 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 1 | 3.92 | 13 | 3.34 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 4.5 | 17.65 | 42.3 | 10.87 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 6 | 1.54 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 0 | 0 | 9 | 2.31 | 14303.8 | 5.15 |
| Total Teaching Positions | 25.5 | 100 | 389.3 | 100 | 277698 | 100 |

Note: The data in this table is based on 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.

2023-24 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 | 75 | 314.5 | 79.72 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 1.5 | 5.36 | 16.5 | 4.18 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 5.5 | 19.64 | 56.5 | 14.32 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 | 0 | 3 | 0.76 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 0 | 0 | 4 | 1.01 | 13705.8 | 4.91 |
| Total Teaching Positions | 28 | 100 | 394.5 | 100 | 278927.1 | 100 |

Note: The data in this table is based on 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 | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Permits and Waivers | 1.00 | 3 | 2 |
| Misassignments | 1.00 | 1.5 | 3.5 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 2.00 | 4.5 | 5.5 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0 | 0 |
| Local Assignment Options | 0.00 | 0 | 0 |
| Total Out-of-Field Teachers | 0.00 | 0 | 0 |

Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 4.7 | 8.3 | 14.8 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 4.3 | 3.8 | 0 |

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

2025-26 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 2025

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

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

School Facility Conditions and Planned Improvements

The district administration is committed to providing safe, clean, and well-maintained school facilities for students and staff. During the 2024–2025 school year, maintenance staff conducted multiple safety inspections, including a comprehensive facilities inspection in compliance with state regulations. The results of the state-mandated facilities inspection are included elsewhere in this report and are also available for review at the district office. Additional information specific to this school's facilities is provided below.

Classroom space is adequate to support current enrollment. The campus consists of permanent buildings and classrooms, as well as modular classrooms. Modular facilities are used to support instructional and extracurricular programs, accommodate

School Facility Conditions and Planned Improvements

fluctuating student enrollment, reduce class size, and meet state-established student capacity standards. The school provides adequate playground space and age-appropriate equipment for student recreation. Administrative spaces are also deemed adequate by the school principal.

The district operates and maintains a comprehensive suite of safety and security systems at the school site, including individualized card-access controls, mechanically assisted gate operators, and magnetic locks programmed to meet specific security requirements. All visitors are required to check in during instructional hours before entering the campus.

Facility maintenance and repairs are performed by district maintenance staff with an emphasis on exceeding established standards for cleanliness, safety, and good repair. Maintenance services are managed using a team-based approach, with the maintenance team leader maintaining regular communication with the school principal and head custodian. A computerized work order system is used to request, assign, track, and complete all maintenance and repair tasks.

Daily cleaning of classrooms and restrooms is provided by school custodial staff under the direction of the principal and guidance of the head custodian. The district's operations department secretary coordinates substitute custodial staffing and procures custodial equipment and supplies. The Maintenance Supervisor maintains regular communication with both operations staff and the school to ensure ongoing facility needs are met.

A full playground redevelopment is planned for summer 2026.

Year and month of the most recent FIT report

03/14/2025

| 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 | | | |
| 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.

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 Assessments 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.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 25 | 21 | 25 | 25 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 20 | 19 | 22 | 22 | 35 | 37 |

2024-25 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 | 316 | 305 | 96.52 | 3.48 | 20.98 |
| Female | 154 | 145 | 94.16 | 5.84 | 24.14 |
| Male | 162 | 160 | 98.77 | 1.23 | 18.13 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 303 | 292 | 96.37 | 3.63 | 20.55 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 153 | 145 | 94.77 | 5.23 | 4.83 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 142 | 136 | 95.77 | 4.23 | 16.91 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 283 | 274 | 96.82 | 3.18 | 19.71 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 40 | 39 | 97.50 | 2.50 | 2.56 |

2024-25 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 |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 317 | 312 | 98.42 | 1.58 | 19.23 |
| Female | 155 | 151 | 97.42 | 2.58 | 19.21 |
| Male | 162 | 161 | 99.38 | 0.62 | 19.25 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 304 | 299 | 98.36 | 1.64 | 18.73 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 154 | 152 | 98.70 | 1.30 | 7.24 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 142 | 141 | 99.30 | 0.70 | 17.02 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 284 | 281 | 98.94 | 1.06 | 18.51 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 40 | 39 | 97.50 | 2.50 | 5.13 |

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 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 18.57 | 14.47 | 15.3 | 14.83 | 30.73 | 32.33 |

2024-25 CAASPP Test Results in Science by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 78 | 76 | 97.44 | 2.56 | 14.47 |
| Female | 38 | 37 | 97.37 | 2.63 | 18.92 |
| Male | 40 | 39 | 97.50 | 2.50 | 10.26 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 75 | 73 | 97.33 | 2.67 | 13.70 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 30 | 29 | 96.67 | 3.33 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 34 | 33 | 97.06 | 2.94 | 9.09 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 69 | 68 | 98.55 | 1.45 | 11.76 |
| 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.

2024-25 California Physical Fitness Test Participation Rates

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.

2025-26 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 Restorative Justice at Home, Familia Adelante, 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.

2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 612 | 591 | 152 | 25.7 |
| Female | 305 | 298 | 76 | 25.5 |
| Male | 307 | 293 | 76 | 25.9 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 580 | 559 | 137 | 24.5 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| White | 12 | 12 | 7 | 58.3 |
| English Learners | 344 | 338 | 70 | 20.7 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 264 | 255 | 55 | 21.6 |
| Socioeconomically Disadvantaged | 539 | 524 | 137 | 26.1 |
| Students Receiving Migrant Education Services | 30 | 30 | 10 | 33.3 |
| Students with Disabilities | 75 | 75 | 34 | 45.3 |

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 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 3.27 | 3.31 | 2.45 | 1.81 | 1.89 | 1.71 | 3.6 | 3.28 | 2.94 |

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.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0 | 0 | 0.01 | 0.08 | 0.07 | 0.06 |

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 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 2.45 | 0.00 |
| Female | 1.31 | 0.00 |
| Male | 3.58 | 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 | 2.59 | 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 | 2.33 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 2.65 | 0.00 |
| Socioeconomically Disadvantaged | 2.60 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 6.67 | 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.

2025-26 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 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 designated 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 November 19, 2025. 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 16, 2025.

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.

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 |

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 | 0 | 3 | 0 |
| 1 | 24 | 0 | 3 | 0 |
| 2 | 19 | 3 | 1 | 0 |
| 3 | 22 | 1 | 3 | 0 |
| 4 | 25 | 0 | 3 | 0 |
| 5 | 24 | 0 | 3 | 0 |
| 6 | 22 | 0 | 3 | 0 |
| Other | 10 | 2 | 0 | 0 |

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 | 27 | | 3 | |
| 1 | 23 | | 3 | |
| 2 | 26 | | 3 | |
| 3 | 23 | | 3 | |
| 4 | 22 | | 4 | |
| 5 | 24 | | 3 | |
| 6 | 23 | | 3 | |
| Other | 7 | 2 | | |

2024-25 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 |

2024-25 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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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 | \$90,670 |
| Percent Difference - School Site and District | N/A | N/A | -9.6 | -20.6 |
| State | N/A | N/A | \$11,146 | \$101,700 |
| Percent Difference - School Site and State | N/A | N/A | -36.2 | -29.9 |

Fiscal Year 2024-25 Types of Services Funded

SITE-FUNDED SERVICES:

Site-Funded Services for the 2025-2026 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. 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 instruction 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
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.

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 Well-being of all students. Priorities include differentiated instruction, with the implementation of a variety of meaningful educational learning experiences and highly qualified staff.

District-Funded Services for the 2025-2026 School Year include:

Fiscal Year 2024-25 Types of Services Funded

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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 | \$58,027 | \$61,597 |
| Mid-Range Teacher Salary | \$96,523 | \$98,902 |
| Highest Teacher Salary | \$116,082 | \$126,340 |
| Average Principal Salary (Elementary) | \$118,177 | \$158,383 |
| Average Principal Salary (Middle) | | \$165,207 |
| Average Principal Salary (High) | | \$162,237 |
| Superintendent Salary | \$231,680 | \$288,332 |
| Percent of Budget for Teacher Salaries | 24.11% | 31.29% |
| Percent of Budget for Administrative Salaries | 4.15% | 5.38% |

Professional Development

SITE-PROVIDED PROFESSIONAL DEVELOPMENT:

In the 2025-2026 school year, Roosevelt staff participated in the following professional development:

1. Thinking Maps
2. RTI
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

Professional Development

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
13. Science of Reading Training

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 2025-2026 School Year:

1. Orenda Education
2. The Big Five Emergency Response Protocols
3. MTSS & PBIS Implementation
4. Classroom Management & Engagement Strategies
5. Technology Integration (e.g., Smart Board Training)
6. Data systems training (Clever, AERIES, Illuminate)
7. Behavioral Supports / Playwork / De-escalation

District Professional Development for the 2024-2025 School Year:

1. Orenda Education
2. The Big Five Emergency Response Protocols
3. Understanding Whole Group and Small Group Instruction
4. Specialized Program Individualizing Reading Excellence (SPIRE) Training
5. SCESD partners with the Monterey County Office of Education to run a CTC-approved Teacher Induction Program for new teachers working toward their clear credential.

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

| Subject | 2023-24 | 2024-25 | 2025-26 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4 | 4 | 4 |