




Comprehensive School Safety Plan

**2024-2025
School Year**

School: Theodore Roosevelt Elementary School
CDS Code: 19648736021471
District: Paramount Unified
Address: 13451 Merkel Ave.
Paramount CA 90723-4378
Date of Adoption: December 6, 2024
Date of Update: December 6, 2024
Date of Review:
- **with Staff** December 6, 2024
- **with Law Enforcement** January 28, 2025
- **with Fire Authority** January 28, 2025

Approved by:

Name	Title	Signature	Date
Michelle Soto Garcia	Principal, Roosevelt School		12/6/24
Lizette Gutierrez	SSC Chairperson		12/6/24
Nicolas Beltran	Teacher		12/6/24
Margaret Garcia	Teacher		12/6/24
Elaine Lopez	Teacher		12/6/24



Name	Title	Signature	Date
Judith Murrillo	Other Staff		12/6/24
Robert Walker	Parent		12/6/24

Table of Contents

Comprehensive School Safety Plan Purpose	4
Safety Plan Vision	4
Components of the Comprehensive School Safety Plan (EC 32281)	5
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)	7
Opioid Prevention and Life-Saving Response Procedures	10
(E) Sexual Harassment Policies (EC 212.6 [b])	11
Procedures for Preventing Acts of Bullying and Cyber-bullying	12
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)	14
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines	15
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)	15
Response Procedures for Dangerous, Violent, or Unlawful Activity	15
(I) Hate Crime Reporting Procedures and Policies	16
Safety Plan Review, Evaluation and Amendment Procedures	16
Incident Command Team Responsibilities	17
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)	17
(J) Procedures to Prepare for Active Shooters	19
Emergency Contact Numbers	20
Instructional Continuity Plan	20
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)	20
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)	21

Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334, approved in 1999, perpetuated SB187.

The Comprehensive School Safety Plan contains the following elements:

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan is reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at Roosevelt's Main Office and the Paramount Unified School District Website.

Safety Plan Vision

Theodore Roosevelt Elementary School uses a comprehensive approach to support our student's physical, mental, and emotional well-being and create a safe welcoming school environment in which all students feel safe to learn. Roosevelt's CSSP focuses on the use of intervention for students with attendance and/or discipline issues and looks at data from a variety of resources to gain feedback and a better understanding of how our students feel and how staff can support them on campus. Roosevelt's' CSSP also focuses on logistical details for a safe school environment including ingress, egress, disaster plans, and more.

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. (BP 0450).

Components of the Comprehensive School Safety Plan (EC 32281)

Theodore Roosevelt Elementary School Safety Committee

Assessment of School Safety

A review of Roosevelt Elementary School indicates that the students, parents, and staff of Roosevelt are safe on campus, off campus at school-sponsored events, and traveling directly to and from school. To ensure this, Roosevelt has adopted policies and procedures pertaining to campus environment and security, investment in behavioral management and intervention, encouraged participation of community members, and the improvement and maintenance of the physical school environment.

Roosevelt performs regular practice emergency drills which include: fire drills, drop and cover drills, lockdown, earthquake drills, evacuation drills, active shooter drills, etc. Roosevelt participates in the annual "Great California Shake Out" and is constantly seeking feedback to improve our earthquake and emergency preparedness. Roosevelt works closely with the PUSD Safety and Security Department to strengthen our disaster preparedness through supplies, drills, and meetings.

Visitors (when allowed on campus) are required to sign-in/out in the school office and Roosevelt utilizes the RAPTOR visitor check-in system. Appropriate signs are posted following all necessary protocols and guidelines. Emergency exit routes are posted in all the rooms.

Our school creates a safe school environment. The school implements programs and practices to address bullying that are aligned to Board Policy 5131.2 Bullying

Employees are required to complete mandated training annually. Training modules include:

California Mandated Reporter: Child Abuse and Neglect

Students experiencing Homelessness: Awareness and Understanding

Workplace Violence: Awareness and Prevention

Youth Suicide: Awareness, Prevention and Postvention

Bullying and CyberBullying: Recognition and Response

Diversity for Employees

Opioid Overdose Response Awareness

Sexual Harassment and Discrimination

Pesticide Use: For specific information, please see Board Administrative Regulation 3514.2 Integrated Pest Management.

Student ID Cards: Every high school student's ID card includes the National Suicide Prevention Hotline, the Domestic Violence Hotline, and the Crisis Text Line 741741 so students can call or text in for confidential help

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Alternate means of correction are employed to address discipline infractions prior to suspension for lower-level Education Code violations. As a preventative measure, all TK-12 schools have implemented Safe & Civil Schools Positive Behavior Support program, which focuses on teaching our students about behavioral expectations and providing positive feedback. Restorative practices are being utilized across the district to ensure a comprehensive approach to discipline and behavior interventions.

Paramount Unified School District (PUSD) utilizes Synergy reporting to track our student attendance and monitor concerns with chronic absenteeism. There is a process for sites to follow when there is a concern regarding absenteeism and truancy. All schools have a School Attendance Review Team (SART) to collaborate and consult on how to provide intervention to the students and families with identified attendance issues. The District also holds Student Attendance Review Board (SARB) hearings for cases that are not resolved at the site level and need further intervention. The most current 2024 data is indicated below.

Attendance and Suspension Data for Theodore Roosevelt Elementary School:

Students in the SARB Process: 2023-2024 school year 5

2022-2023 school year 4

Percentage of Chronically Absent Students: 2023-2024 school year 34%
2022-2023 school year 53.1%

Suspension Percentage: 2023-2024 school year 0.7%
2022-2023 school year 0.7%

PUSD takes a holistic approach to student mental health and support throughout our TK-12 programs. Our school employs both a counselor and a social worker to assist students in need of intervention and crisis support.

A variety of interventions and means of correction are used as a part of a progressive discipline model including reflective assignments, peer mediation, restorative practices, student check-in check-out, individualized incentive programs, school-based counseling, and more.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators and directors; licensees, administrators, and employees of a licensed day care facility; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

“Reasonable suspicion” means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, “reasonable suspicion” does not require certainty that child abuse or neglect has occurred, nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to the Department of Child and Family Services (DCFS) (800) 540-4000.

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and electronically transmit a written follow-up report to DCFS: <https://mandreptla.org/cars.web/> (BCI 8572). (Penal Code 11166, 11168)

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child.

e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter.
(Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency must notify the principal as soon as possible after the initial telephone report to the appropriate agency.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee provides training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The training includes identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee obtains and retains proof of each mandated reporter's completion of the training. (Education Code 44691)

Victim Interviews by Social Services

Whenever DCFS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the

address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

For additional details, refer to Paramount Unified School District Board Policy and Administrative Regulations 5141.4 Child Abuse Prevention and Reporting.

Opioid Prevention and Life-Saving Response Procedures

All PUSD employees are required to complete mandated Opioid Overdose Response Awareness training annually. Narcan administration training is provided annually for district nurses, school health office technicians, campus safety officers, and school staff volunteers. In responding to a suspected opioid incident, the responder will check the individual for responsiveness and signs of an opioid overdose, which may include unconsciousness, slow or absent breathing, pinpoint pupils, bluish skin, a limp body, or snoring and gurgling sounds. Utilizing personal protective equipment (PPE) such as gloves and masks, if available. They will then call emergency services. If naloxone (Narcan) is available, the responder will administer it according to the instructions and monitor the individual's breathing and responsiveness. If there is no response after 2-3 minutes, another dose of naloxone can be given. The responder will remain with the individual until help arrives, keeping them safe and as alert as possible. When emergency responders arrive, they will be provided with all relevant information. California Education Code 49414, protects employees or volunteers acting in good faith to provide emergency.

PUSD's Board Policy and Administrative Regulation 5141 addresses Health Care and Emergencies and Board Policy and Administrative Regulation 5141.21 explains protocols for Administering Medication and Monitoring Health Conditions.

Help Save a Life

What is the Opioid Epidemic?

Opioids are medications that are used to reduce pain but are at high risk for abuse. Opioids can impact the body's ability to breathe, leading to death. The rise in overdoses can be attributed to illicitly manufactured opioids, particularly fentanyl. **Per the Drug Enforcement Administration (DEA): "Brightly colored pills, dubbed 'rainbow fentanyl,' is a new trend used by drug cartels to sell highly addictive and potentially deadly fentanyl made to look like candy to children and young people. It has been seized in multiple forms, including pills, powder, and blocks that resemble sidewalk chalk."** According to the CDC, 107,622 Americans died of drug overdoses in 2021, with 66% of those deaths related to synthetic opioids like fentanyl.

Opioid Reversal - Naloxone (NARCAN)



Signs of an Opioid Overdose



What Drugs Does Naloxone (NARCAN) Reverse?

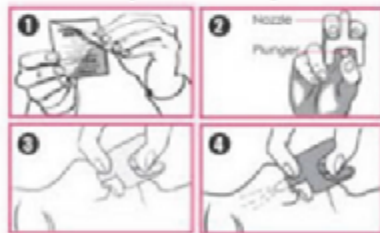
Effective:

- Heroin
- Morphine
- Dilaudid
- Oxycodone
- Fentanyl
- Codeine
- Methadone

Ineffective:

- Alcohol
- Valium
- Ativan
- Xanax
- Ambien
- Antidepressants
- Marijuana
- Other medications

How to Administer Naloxone (NARCAN)



Each nasal spray device is **SINGLE DOSE**. A **SECOND DOSE** can be given in **OPPOSITE** nostril with a **NEW DEVICE**, if no improvement after **2-3 MINUTES**. (2 Doses per Box)

State and District Protections for Responders

Per Ed Code Section 49414, employee volunteers are protected by the District against any and all civil liability from their actions when serving as a volunteer.

Administering Naloxone (NARCAN) will not harm a person who is not having an overdose.

Paramount USD District Plan

Steps of the plan

- Evaluate for signs of overdose
- Administer Naloxone (NARCAN)
- Call 911 & Site Administration
- Support the Person's Breathing (1 breath every 5 seconds)
- Monitor the Person's Response

Responder's Safety

Steps to protect responder's safety

- Wear nitrile gloves
- Use CPR mask if CPR is performed
- Perform hand hygiene
- If suspected exposure, call 911



(E) Sexual Harassment Policies (EC 212.6 [b])

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who has experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Reporting Process and Complaint Investigation and Resolution

Any student who believes that he/she has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the district's compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the principal or a district compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

When a report or complaint of sexual harassment involves off-campus conduct, the principal shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If he/she determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures. Regardless of whether a formal complaint is filed, the principal or compliance officer shall take steps to investigate the allegations and, if sexual harassment is found, shall take prompt action to stop it, prevent recurrence, and address any continuing effects.

In investigating a sexual harassment complaint, evidence of past sexual relationships of the victim shall not be considered, except to the extent that such evidence may relate to the victim's prior relationship with the respondent.

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted to the Superintendent or designee who shall determine who will investigate the complaint.

Confidentiality

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

Procedures for Preventing Acts of Bullying and Cyber-bullying

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the District's Uniform Complaint procedures specified in AR 1312.3. (BP 5131.2).

Examples of Prohibited Conduct

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the District include, but are not limited to:

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email, posting on social networking sites, or posting or sharing embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in District schools, including the following:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
2. Providing information to students, through student handbooks, district and school web sites, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs
5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Student Instruction

Students are provided with instruction that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Students are educated about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

To discourage cyberbullying, students are advised to be cautious about sharing passwords, personal data, or private photos online and consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with District policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Support Services

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in another program as appropriate. (EC 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, Superintendent or designee, the site principal or principal's designee shall, as appropriate, implement District intervention protocols which may include, but are not limited to, referral to District or community mental health services, other health professionals, and/or law enforcement. (AR 5131.2).

Employees are required to complete mandated training regarding Recognition and Response of Bullying and CyberBullying annually.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

Board Policy 5132.1 requires students at K-8 schools to wear a specific uniform, as follows:

Boys

Girls

White, light blue, or navy, long or short sleeves, with a collar

White, light blue, or navy, long or short sleeves, with a collar

Navy blue pants or shorts

Navy blue jumper, skirt, skort, shorts, culottes, or pants

Appropriate shoes

Appropriate shoes

Navy blue sweater, sweatshirt, or jacket - a uniform shirt must be worn underneath

Navy blue sweater, sweatshirt, or jacket - a uniform blouse must be worn underneath

Theodore Roosevelt Elementary School

The Governing Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. (BP 0450).

Schools throughout Paramount Unified School District have positive and proactive schoolwide discipline plans. Data is used to inform decisions on developing and implementing effective behavior management and positive behavior support of all students (Safe & Civil Schools).

Student Referrals are made for incidents that require immediate attention or administrative support.

Means of correction will be implemented upon failure to comply with behavior expectations including, but not limited to, conflict resolution, restorative practices, counseling, parent conference, detention, suspension, expulsion recommendation (EC 48900 & 48915, BP 5144.1, AR 5144.1, AR 5144.2).

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

H. Policies Regarding Suspension and/or Expulsion

In accordance with Board Policy 5144.1 and Administrative Regulations 5144.1 & 5144.2, suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a student, including a student with previously identified exceptional needs, may be suspended from school for not more than five consecutive school days for any of the reasons in the Education Code Section 48900, upon first offense, if the principal determines the student has committed any of the acts enumerated in Education Code Section 48900 (a-q) or that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process (Education Code 48900.5)

Prior to suspending a student, a school conference is held with the student and an administrator to discuss the student's offense except in cases when the student is not available. Parents are notified of the offense and the suspension in a timely manner after the decision is made to suspend the student.

Offenses that result in mandatory suspension and referral for expulsion with the principal having the ability to make an exception if appropriate include:

1. Caused serious physical injury to another person, except in self-defense.
2. Possessed any knife, explosive, or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any controlled substance listed in Chapter 2 (Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the sale of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.
4. Robbery or extortion
5. Assault or battery, as defined by Sections 240 and 242 of the Penal Code, on any school employee.

Offenses that result in mandatory suspension and referral for expulsion, with the principal having no ability to make an exception include:

1. Possession/selling/furnishing a firearm at school or at a school activity.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (Section 11053 of Division 10 of the Health and Safety Code.)
4. Committing/attempting to commit a sexual assault/battery as defined in Education Code 48900 (n).

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

To fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of each student who has engaged in suspendable acts pursuant to Education Code 48900 (except subdivision h), 48900.2, 48900.3, 48900.4 or 48900.7. The information provided shall be from the previous three years. Paramount Unified School District has incorporated this notification into the student profile screen in the Synergy Student Information system. Teachers who would like additional information about the suspensions may review the student's discipline file in the school office. All information regarding suspension and expulsion is confidential and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Response Procedures for Dangerous, Violent, or Unlawful Activity

For specific details, refer to Paramount Unified School District Board Policy and Administrative Regulation 3515 Campus Security (Revised May 9, 2023), BP/AR 3515.2 Disruptions (Revised September 14, 2020), BP/AR 3516 Emergencies And Disaster

Preparedness Plan (Revised September 14, 2020), AR 3516.2 Bomb Threats (Revised September 14, 2020), and BP/AR 5131.7 Weapons And Dangerous Instruments (Revised September 14, 2020).

(I) Hate Crime Reporting Procedures and Policies

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process. The following measures are implemented to prevent discrimination, harassment, intimidation, and bullying of students at District schools or in school activities and to ensure equal access of all students to the educational program :

1. Provide to employees, volunteers, and parents/guardians information regarding the District's nondiscrimination policy; what constitutes prohibited discrimination, harassment, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information includes guidelines for addressing issues related to transgender and gender-nonconforming students.
2. Provide to students a handbook that contains age-appropriate information that clearly describes the District's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.
3. Annually notify all students and parents/guardians of the district's nondiscrimination policy and of the opportunity to inform the school principal whenever a student's participation in a sex-segregated school program or activity together with another student of the opposite biological sex would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the principal shall meet with the student and/or parent/guardian to determine how best to accommodate the student.
4. Publicize the District's nondiscrimination policy and related complaint procedures to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site. br/>
5. At the beginning of each school year, inform school employees that any employee who witnesses any act of discrimination, harassment, intimidation, or bullying against a student is required to intervene if it is safe to do so.

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the principal whether or not the victim files a complaint.

Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying or to whom such an incident is reported shall immediately report the incident to the principal whether or not the victim files a complaint.

Upon receiving a complaint of discrimination, harassment, intimidation, or bullying, the principal shall immediately investigate the complaint in accordance with the District's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. (BP 5145.3).

Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive School Safety Plan was reviewed and approved by the School Site Council in a public meeting. Input was elicited regarding, but not limited to, school data, the school disaster & emergency plan, ingress and egress, and discipline policies. (BP 0450).

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Incident Command Team Responsibilities

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

Roosevelt Elementary School (Roosevelt) Emergency Plan provides faculty, staff, parent volunteers and students with site-specific emergency instructions during an emergency crisis or disaster. The Plan delineates responsibilities of all Roosevelt employees and is organized according to the Standardized Emergency Management System (SEMS). Roosevelt personnel designated to carry out specific emergency responsibilities are expected to understand the policies, procedures and system. Training and exercises are ongoing components of the Plan.

The Plan is reviewed and updated annually by the principal, staff, and district personnel. Drills and exercises are conducted annually. Copies of the Plan and staff roles are distributed to Roosevelt employees, the district office, and other entities as appropriate.

There is always the possibility that an emergency or disaster may occur when classes are not in session or when Roosevelt is being used for extended before/after school activities. While the structure of the plan remains the same, the management system may expand or contract depending on the emergency and availability of personnel.

Roosevelt employees understand that the school's primary role in an emergency is to care for the safety and welfare of children for the duration of the emergency. Staff recognizes that the school site may be on its own (without outside resources) for up to 72 hours. Should an emergency/disaster occur during school hours, Roosevelt will shelter students who are not picked up by parents or authorized persons listed on the Emergency Information Card for up to 72 hours. This is district policy. There is also the possibility that the American Red Cross may use Roosevelt as a community shelter. Roosevelt will keep students in the safest location on the school campus until they can be safely reunited with their families. The Principal will relocate students to an alternate site when required by law enforcement or when it is unsafe to remain on campus.

A disaster container with some emergency food, water, supplies, and equipment are located on campus. Contents are inventoried and replenished as necessary by the Safety and Security Department.

The principal and faculty will inform students about emergency procedures. All employees will make every effort to use appropriate procedures while providing students with direction and guidance, which emphasize their physical and psychological well-being.

Parents will be informed of the Roosevelt Emergency Plan annually. A copy of the Plan will remain in the administrative offices.

Plan Activation:

The principal or designee will activate the Plan in an emergency or when a threat exists that may impact the safety and well-being of students, employees, and the community. When the Plan is activated, employees will follow an Incident Command System (ICS) to ensure centralized direction and coordination. Under ICS, one person (the Incident Commander, ICO) is in charge at the school site. The principal or designee will serve as Incident Commander. Depending on the nature and scope of emergency, the Incident Commander may appoint section chiefs to oversee other functions (Planning, Operations, Logistics and Finance and Administration). If the situation warrants, the ICO can perform any or all five functions. The principal or designee will also be responsible for deactivating the plan. District and other Agencies:

Roosevelt will communicate with the district by phone, email, short-wave radio, or runner. Emergency information, status reports, and resource requests will go directly to the Paramount Unified School District (PUSD) Assistant Superintendent of Business Services. Roosevelt may also contact the City of Paramount.

Roosevelt Internal Communications Protocol:

Roosevelt will utilize a variety of communication sources, including student messengers, walkie-talkies, landlines, cell phones, and the ParentSquare web-based communication system.

All district faculty and staff have received active shooter training called Run- Hide-Fight.

All District school sites have implemented a Visitor Management System called Raptor, to increase safety and security measures on campus. The Raptor Visitor Management school security system screens for sex offenders, alerts staff of custody violations, and provides districtwide reporting for all visitors.

All District school sites have a tactical response plan in place. Special consideration has been given to emergency procedures with regard to students with disabilities.

The District works collaboratively with local fire, police, sheriff, EMS and the City of Paramount to ensure the safety of staff and students. All fire alarm systems undergo a full system test annually.

For specific details, refer to Paramount Unified School District Board Policy and Administrative Regulations 3516 Emergencies and Disaster Preparedness Plan.

Adaptations for Students with Disabilities

Roosevelt Elementary School currently has three SDC classes, none of which require a device for mobility. However, all buildings outdoor bungalows are accessible by ramps. Should students require assistance, teachers and aides would assist remove students from an unsafe area. During an evacuation, SDC classes evacuate to Roosevelt Field along with the rest of the school.

Public Agency Use of School Buildings for Emergency Shelters

In accordance with Education Code 32282, the District shall allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

(J) Procedures to Prepare for Active Shooters

DURING INSTRUCTIONAL TIME

Upon the sound of gunfire or the presence of an intruder possessing a gun, the Administrator in charge will order a lockdown and call 911 from a campus phone. The Administrator will then call the Security Department. The Security Department will initiate notifications to the Superintendent's Office and Student Services.

1. An administrator or designee will notify all staff via the intercom system, a bullhorn, or an individual staff member that the school is experiencing a Lock Down. "WE ARE GOING ON LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT! THIS IS NOT A DRILL. I repeat..."

If classes are in session, teachers will be instructed to lock their doors and drop to the ground to be protected from the gunfire. Students will be kept in the classrooms until the danger has passed. School personnel will use good judgment at all times in order to keep themselves and students as safe as possible until help arrives.

2. If teachers are in staff room, they are to remain in the staff room. If teachers are off campus they will be locked out of the school.

3. Teachers, Supervisors, CSP's, Admin are to adhere to the following procedures:

- a. Lock classroom doors using push lock.
- b. Keep all students inside and away from doors and windows.
- c. Duck and cover and turn off the lights
- d. No student may be permitted to leave the classroom. This includes bathroom breaks.
- e. Make sure internal and secondary doors are operable.
- f. Keep the phone lines clear unless there is an emergency.

4. There will NOT be an all-clear announcement. Law Enforcement will be given keys to the school and they will be giving the individual class the "all clear."

5. DO NOT OPEN YOUR DOOR FOR ANYONE.

6. DO NOT RELEASE STUDENTS EVEN IF EVEN INSTRUCTED TO DO SO OVER THE INTERCOM

7. DO NOT EXIT THE CLASSROOM IF A FIRE DRILL IS PULLED, UNLESS THERE IS A FIRE IN YOUR OWN CLASSROOM, THEN EVACUATE TO THE CLOSEST CLASSROOM.

WHEN EVACUATED BY LAW ENFORCEMENT, LEAVE EVERYTHING BEHIND AND FOLLOW THEIR INSTRUCTIONS.

DURING NON-INSTRUCTIONAL TIME

1. An administrator or designee will notify all staff via the intercom system, a bullhorn, or an individual staff member that the school is experiencing a Lock Down. "WE ARE GOING ON LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT! THIS IS NOT A DRILL. I repeat Noon Duty Aides, CSP's, and Administration move all students to classrooms or nearest building.

2. The Administrator in charge will call 911 from a campus phone. The Administrator will then call the Security Department. The Security Department will initiate notifications to the Superintendent's Office and Student Services.

3. Teachers, Noon Duty Aides, CSP's, and Administration are to adhere to the following procedures:

- a. Lock classroom doors using push lock.
- b. Keep all students inside and away from doors and windows.
- c. Duck, cover, and turn off the lights
- d. No student may be permitted to leave the classroom. This includes bathroom breaks.
- e. Make sure internal and secondary doors are operable.
- f. Keep the phone lines clear unless there is an emergency.

4. If teachers are in staff room, they are to remain in the staff room. If teachers are off campus they will be locked out of the school.

5. There will NOT be an all-clear announcement. Law Enforcement will be given keys to the school and they will be giving the individual class the "All Clear."

6. DO NOT OPEN YOUR DOOR FOR ANYONE.

7. DO NOT RELEASE STUDENTS UNLESS INSTRUCTED TO DO SO BY LAW ENFORCEMENT

8. DO NOT EXIT THE CLASSROOM IF A FIREDRILL ALARM IS PULLED, UNLESS THERE IS AN ACTIVE FIRE IN YOUR OWN CLASSROOM, THEN EVACUATE TO THE CLOSEST CLASSROOM.
9. WHEN EVACUATED BY LAW ENFORCEMENT, LEAVE EVERYTHING BEHIND AND FOLLOW THEIR INSTRUCTIONS.

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
	Fire/Paramedics	911	Contact the District Office
	Long Beach Police Department – North Division	(562) 570-9800	Contact the District Office
	Lakewood Sheriff Station	(562) 623-3500	Contact the District Office
	Bellflower Sheriff Sub Station	(562) 925-0124	Contact the District Office
	Gas Company	(562) 570-2140	Contact the District Office
	Electric Company	(800) 655-4555	Contact the District Office
	Long Beach Water Department	(562) 570-2390	Contact the District Office
	Paramount Water Company	(562) 220-2018	Contact the District Office
	City of Paramount	(562) 220-2000	

Instructional Continuity Plan

Senate Bill 153 is an instructional continuity plan to establish communication with students and their families and provide instruction to pupils when in-person instruction is disrupted due to an emergency pursuant to Section 41422 or subdivision (a) of Section 46392. The plan shall include:

- (i) Procedures for pupil engagement, as soon as practicable. Communication will be sent from each school principal to students and their families no later than five calendar days following the emergency via ParentSquare. ParentSquare is a two-way communication tool with students and their families. This communication will include how students will access academic, social-emotional and mental health support.
- (ii) Access to in-person instruction or remote instruction no later than 10 instructional days following the emergency, as practicable. The plan may include support to students and families to enroll in or be temporarily reassigned to another school district, county office of education, or charter school. For purposes of this paragraph, "temporarily reassigned" means temporarily reassigned to another local educational agency outside of the school district in which the pupil's parent or guardian resides. Notwithstanding Section 48200 or any other law, a pupil who is temporarily reassigned shall be deemed to have complied with the residency requirements for attendance in the local educational agency that is temporarily serving the pupil pursuant to this section.
- (ii) Notwithstanding Section 48200 or any other law, a school district, county office of education, or charter school may continue to enroll a pupil who is temporarily reassigned to another school district, county office of education, or charter school pursuant to this section in order to facilitate the timely reentry of the pupil i their prior school after the emergency event has ended.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Safety routes (ingress and egress):

Theodore Roosevelt School has multiple access points to the campus. Morning drop is through 3 areas: 1) Vehicle Drop-Off through the parking lot 2.) Kinder/TK North-West Gate 3. South-West 1st - 5th grade Gate. Although campus opens at 7:45, our cafeteria is open at 7:35 am for breakfast.

School dismissal and afternoon pick-up is conducted through 4 exits. 1.) South Student Gate by the field 2.) South-West Student Gate for vehicle pick-up. 3. North-West Kinder gate (by the office) and 4.) North-East Kinder Gate (Entrance of Parking Lot).

PUSD taxis drop off and pick up students to and from Roosevelt to their home schools. These taxis park in our parking lot during morning drop-off and afternoon pick-up. Buses are only utilized for school field trips, which then enter our student drop-off area. Students can easily and safely enter campus through 1 of 3 entrances mentions above.

Procedure for Visitor Check In:

There are signs posted on campus indicating that all visitors must report to the main office. Visitors (when allowed during school hours) are required to check in at the main office and get a visitor's badge using the RAPTOR check-in system.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Cultivating a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safe - Chronic Absenteeism

Element:

34% - Yellow Status - CA School Dashboard Fall 2023

Opportunity for Improvement:

Reducing Chronic Absenteeism by 3%

Objectives	Action Steps	Resources	Lead Person	Evaluation
The data for Chronic Absenteeism indicates that there has been a decrease in Chronic Absenteeism by 19.2 % from 2022-2023 to 2023-2024 (25.5%) indicates a need to address root causes for absenteeism and provide more effective prevention and intervention systems.	Identify assemblies and events that promote a sense of safety and healthy well-being of students including but not limited to Safe and Civil, Anti-bullying, and the importance of daily attendance.	Title 1- Allocations	Principal, Social Worker, Counselor, Data Tech	Student, parent, and teacher surveys after assemblies and events, throughout the year. Monthly attendance reports SART Contract Monitoring Logs
	Social Workers provide support and resources for students with Tier II/III needs, inclusive of students with social-emotional challenges, chronically absent students, students experiencing homelessness, and foster youth.	Title 1 - Allocations	Social Worker	Synergy data
	Allocate additional hours for teachers and support staff to plan and execute family engagement events and workshops.	Title 1 - Allocations	Principal, Social Worker, Counselors, Coaches, Staff Members	Track the number of family engagement events and attendance records to measure participation rates. Survey families for feedback after engagement events to measure changes in understanding, suggestions for improvement, and/or possible topics for upcoming meetings

Component:

Cultivating a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safe - Chronic Absenteeism

Element:

Suspension Rate Indicator(CA School Dashboard 2023) 0.7 % Green status
CHKS Student School Connectedness(5th) 76%

Opportunity for Improvement:

Continue to maintain green status on suspension rate indicator on CA School Dashboard by maintaining a status of under 5%.
Continue to increase the number of students that feel school connectedness by 3% or more.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Cultivating an emotionally safe environment is paramount for fostering student success, particularly in light of suspension data, attendance metrics, and insights from the Healthy Kids Survey. To address these concerns, it is essential to continue providing training on restorative practices, which promote accountability and healing rather than punitive measures. Finding alternatives to suspension will further help maintain student engagement and support a positive school culture.	Fund additional time to empower our educators and support staff to work together in identifying the root causes of student behavioral and mental health challenges. By providing time for focused discussions and professional development, we will equip our team with the necessary skills and strategies to create a supportive environment that fosters positive behavior.	Title 1 - Allocations	Safe & Civil Team	Meeting agendas, data analysis, sign-in sheets, and student intervention plans.
Additionally, the implementation of a robust attendance program is crucial to improving overall attendance rates. This program should focus on identifying and addressing barriers to attendance, while also promoting the importance of being present in school.	Provide funding for supplies, materials, resources, and activities that support students for demonstrating actions that promote the schools guidelines for success: Roosevelt TRACKS (Trustworthy, Responsible, Ambitious, Cooperative, Knowledgeable, Scholars) and attendance .	Title 1 - Allocations	Social Worker	Evidence of incentives that align with Roosevelt TRACKS for Success and attendance. Student, parent, and teacher surveys after assemblies and events, throughout the year.

Theodore 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	
School Name	Theodore Roosevelt Elementary School
Street	13451 Merkel Ave.
City, State, Zip	Paramount CA 90723-4378
Phone Number	(562) 602-8056
Principal	Michelle Soto Garcia
Email Address	msoto@paramount.k12.ca.us
School Website	https://roosevelt.pusdschools.net
Grade Span	K-5
County-District-School (CDS) Code	19648736021471

2024-25 District Contact Information	
District Name	Paramount Unified
Phone Number	(562) 602-6000
Superintendent	Dr. Joshua Lightle
Email Address	JLightle@paramount.k12.ca.us
District Website	www.paramount.k12.ca.us

2024-25 School Description and Mission Statement
<p>Theodore Roosevelt School seeks to inspire and develop individuals to become critical thinkers, independent life-learners, and 21st Century Global Citizens. Through dedication and diligence, our staff works tirelessly to motivate students and engage them in their learning.</p> <p>Roosevelt's mission is to ensure academic excellence for all students, cultivate positive relationships, and promote social emotional wellness. We believe that all children can learn and are capable of being successful.</p>

2024-25 School Description and Mission Statement

In order to accomplish this, our academic practices include a rigorous standards-based curriculum, while incorporating an effective instructional methodology. Our highly qualified staff continuously work collaboratively to teach and amplify student success. As such, our institution is committed to providing a safe, equitable, and nurturing environment through the implementation of the “Safe and Civil Schools” program. Along with ensuring the safety of our students, our site strives to address the mental health of our pupils by exposing them to weekly Social Emotional Lessons from the “Second Step” Program.

The Vision for the 2024-2025 school year, is to ensure academic success and build positive relationships through social emotional wellness for all our students. Our Academic achievement is developed through literacy in English Language Arts (ELA), Mathematics and English Language Development (ELD). These components are essential for student success and are the emphasis of our academic program. Teachers and support staff continue to participate in professional development to improve instructional practices with a focus on the California Common Core State Standards. Teachers collaborate regularly to monitor student progress and assess individual student needs. Students are provided with differentiated instruction in the classroom and intervention opportunities in ELA, Mathematics and ELD throughout the school year. Additionally, our Academic growth is assessed through the mastery of grade level standards using formative assessments, District benchmarks, and SBAC assessments in language arts and math for grades 3-5. A comprehensive intervention program addresses the needs of students in ELA, Mathematics, and ELD. Students are recognized for their individual achievements and positive choices ensuring that our students are well prepared for the educational transitions they will face in the coming years. In addition to this, our counseling team provide daily lessons that address social emotional needs by teaching students life skills that can be implemented daily.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	69
Grade 2	93
Grade 3	76
Grade 4	87
Grade 5	98
Total Enrollment	496

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
Asian	0.6
Black or African American	12.3
Filipino	0.6
Hispanic or Latino	83.7
Native Hawaiian or Pacific Islander	0.6
Two or More Races	1.2
White	1
English Learners	27
Foster Youth	1.8
Homeless	1.6
Socioeconomically Disadvantaged	96
Students with Disabilities	15.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.50	97.92	548.70	85.85	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.30	0.37	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	18.00	2.83	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.30	2.25	12115.80	4.41
Unknown/Incomplete/NA	0.50	2.08	55.50	8.69	18854.30	6.86
Total Teaching Positions	24.00	100.00	639.10	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.00	94.12	571.00	87.04	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.31	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	19.90	3.04	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	15.80	2.41	11953.10	4.28
Unknown/Incomplete/NA	1.50	5.88	47.20	7.20	15831.90	5.67
Total Teaching Positions	25.50	100.00	656.10	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.50	95.74	542.80	88.08	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.90	0.48	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	2.13	15.30	2.50	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	17.50	2.84	11746.90	4.23
Unknown/Incomplete/NA	0.50	2.13	37.50	6.10	14303.80	5.15
Total Teaching Positions	23.50	100.00	616.30	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
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0.5

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

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

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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 Paramount Unified School District have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP).

The 4 Quarterly Reports for Uniform Complaints for 2023-2024 can be accessed from the following website link:

<https://www.paramount.k12.ca.us/pdf/4> Quarters of Williams Report on Uniform Complaints 2023-2024.pdf

Year and month in which the data were collected

September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(Frog Street Press) Grade TK-K Frog Street Pre-K English Teacher's Edition Set / 2023 (McGraw Hill) Grade K Kinder Wonders Reading Writing Workshop: Start Smart / 2016 (McGraw Hill) Grade K Kinder Wonder Reading Writing Workshop: Unit 1-10 / 2016 (McGraw Hill) Grade 1 1st Gr Wonders Reading Writing Workshop: Unit 1-4 / 2016 (McGraw Hill) Grade 1 1st Gr Wonders Literature Anthology: Unit 1-4 / 2016 (McGraw Hill) Grade 2 2nd Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) Grade 2 2nd Gr Wonders Literature Anthology / 2016 (McGraw Hill) Grade 3 3rd Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) Grade 3 3rd Gr Wonders Literature Anthology / 2016 (McGraw Hill) Grade 4 4th Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) Grade 4 4th Gr Wonders Literature Anthology / 2016 (McGraw Hill) Grade 5 5th Gr Wonders Reading Writing Workshop / 2016	Yes	0%

	(McGraw Hill) Grade 5 5th Gr Wonders Literature Anthology / 2016		
Mathematics	(Twig Science) Grade K Kinder Student TwigBook: Module 1-4 / 2020 (Twig Science) Grade 1 1st Grade Student TwigBook: Module 1-4 / 2020 (Twig Science) Grade 2 2nd Grade Student TwigBook: Module 1-4 / 2020 (Twig Science) Grade 3 3rd Grade Student TwigBook: Module 1-4 / 2020 (Twig Science) Grade 4 4th Grade Student TwigBook: Module 1-5 / 2020 (Twig Science) Grade 5 5th Grade Student TwigBook: Module 1-4 / 2020	Yes	0%
Science	(Twig Science) Grade Kinder Student TwigBook: Module 1-4 / 2020 (Twig Science) Grade 1 Student TwigBook: Module 1-4 / 2020 (Twig Science) Grade 2 Student TwigBook: Module 1-4 / 2020 (Twig Science) Grade 3 Student TwigBook: Module 1-4 / 2020 (Twig Science) Grade 4 Student TwigBook: Module 1-5 / 2020 (Twig Science) Grade 5 Student TwigBook: Module 1-4 / 2020	Yes	0%
History-Social Science	(Savvas) Grade K CA myWorld Interactive Worktext K / 2022 (Savvas) Grade 1 CA myWorld Interactive Worktext 1 / 2022 (Savvas) Grade 2 CA myWorld Interactive Worktext 2 / 2022 (Savvas) Grade 3 CA myWorld Interactive Worktext 3 / 2022 (Savvas) Grade 4 CA myWorld Interactive Worktext 4 / 2022 (Savvas) Grade 5 CA myWorld Interactive Worktext 5 / 2022	Yes	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

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

School Facility Conditions and Planned Improvements				
School Facility is in very good condition				
Year and month of the most recent FIT report			October 2024	
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Replacement of several HVAC systems – HVAC. All MERV16
Interior: Interior Surfaces	X			4 large kinder classrooms modernized, new walk-in refrigerator in kitchen

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			New main panels and sub panels
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Exterior gates and fences replaced
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			parking lot remodel, drop-off lanes created

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
English Language Arts/Literacy (grades 3-8 and 11)	31	33	39	40	46	47
Mathematics (grades 3-8 and 11)	24	25	21	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	256	250	97.66	2.34	32.80
Female	116	114	98.28	1.72	28.07
Male	140	136	97.14	2.86	36.76
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	36	36	100.00	0.00	33.33
Filipino	0	0	0	0	0
Hispanic or Latino	210	204	97.14	2.86	33.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	75	70	93.33	6.67	8.57
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	244	239	97.95	2.05	32.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	48	100.00	0.00	8.33

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
All Students	257	256	99.61	0.39	24.61
Female	116	115	99.14	0.86	19.13
Male	141	141	100.00	0.00	29.08
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	36	36	100.00	0.00	25.00
Filipino	0	0	0	0	0
Hispanic or Latino	211	210	99.53	0.47	25.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	76	76	100.00	0.00	13.16
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	245	244	99.59	0.41	22.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	48	100.00	0.00	8.33

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
Science (grades 5, 8 and high school)	20.25	17.58	17.61	17.78	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	93	91	97.85	2.15	17.58
Female	46	45	97.83	2.17	13.33
Male	47	46	97.87	2.13	21.74
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	15	15	100.00	0.00	13.33
Filipino	0	0	0	0	0
Hispanic or Latino	75	73	97.33	2.67	19.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	26	25	96.15	3.85	4.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	88	86	97.73	2.27	17.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	20	95.24	4.76	10.00

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	97.85%	97.85%	97.85%	97.85%	97.85%

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
<p>At Theodore Roosevelt Elementary School, our community strives to work together in order to further the progress of our students. Our parents are encouraged to attend scheduled meetings, workshops, and events that support goals for student achievement and Social Emotional Health.</p> <p>Parents are invited to attend:</p> <ul style="list-style-type: none">• Individual Student Conferences• Recognition Ceremonies• Back-to-School Night & Open House• Parent Educational Workshops held by the Principal, Instructional Coaches and Counseling Wellness Team• School-wide events• The School Site Council (SSC) and the English Learner Advisory Committee (ELAC) are comprised of parent representatives who are elected by their peers to two-year terms. SSC and ELAC meetings are scheduled regularly. All parents are welcome to attend.• Parent Teacher Association (PTA) Meetings and “Coffee with the Principal” which invite all parents to become actively involved in providing and volunteering opportunities. <p>We are committed to continuing our partnership with all stakeholders in an effort to maintain and promote an exemplary educational program. Individuals seeking information about parent involvement are asked to contact our parent volunteer liaison, Mrs. Leticia Morales, at (562) 602-8056.</p>

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	554	533	136	25.5
Female	262	252	54	21.4
Male	292	281	82	29.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	75	72	26	36.1
Filipino	--	--	--	--
Hispanic or Latino	457	440	104	23.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	160	153	28	18.3
Foster Youth	--	--	--	--
Homeless	14	12	6	50.0
Socioeconomically Disadvantaged	534	514	135	26.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	87	86	24	27.9

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
0.85	0.67	1.81	1.86	3.39	2.92	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	0.04	0.04	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.81	0.00
Female	0.38	0.00
Male	3.08	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	2.67	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.53	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	3.13	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.87	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.45	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

In order to provide a safe, civil and productive school environment, Theodore Roosevelt Elementary School is a closed campus. For the safety of our students and staff, all visitors are required to enter through the main administration building, which is located on the northeast side of the campus. All visitors, contractors, and volunteers are required to check in through

2024-25 School Safety Plan

our Visitor Management System, Rapport.

Theodore Roosevelt School provides a safe, clean and well-maintained physical environment for students. Our facilities include a large field, clean black tops, and well-maintained grass areas. We have a full-time custodian and an evening custodial cleaning crew that ensure the cleanliness of our school.

School policies are communicated through our registration system, Schoolmint; orientation assemblies, parent newsletters, and our new learning management system, Schoology. We recognize that to be successful, a school must provide a safe environment that promotes respect and cooperation with others. We focus on building relationships, while encouraging self-reflection and the acceptance of responsibility in order to shape student behaviors.

Appropriate behaviors are encouraged and are taught using the Safe and Civil Schools program. Through this program, students and staff are held accountable for displaying behaviors that promote the safety, civility, and productivity of Roosevelt School.

The Plan Includes:

- Components of this plan include
- Mandated Crime Report
- Child Abuse Reporting Procedures
- 2024-2025 Annual Notifications for Parents and Students
- Policy Statements
- Employee Discipline Policy
- Drug/Alcohol/Tobacco Free Campus Policy
- Dress Code Policy
- Sexual Harassment Policy
- Pupil Discipline Policy
- Procedures for Safe Entrance
- Ingress & Egress from School
- Disaster Response Procedures.

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	20	1	3	
1	24		4	
2	22		3	
3	20	4	1	
4	25		3	
5	27		3	1
Other	9	4		

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	23	1	3	
1	23	1	3	
2	24		3	
3	16	3	2	
4	30		3	
5	27		3	
Other	15	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	18	3		
1	22		3	
2	20	1	3	
3	22		3	
4	27		3	
5	28		3	
Other	14	3		

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	381.54

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)	1.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	0.5
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	9,960.27	767.53	9,192.74	93,137.50
District	N/A	N/A	14,399.09	126,813.75
Percent Difference - School Site and District	N/A	N/A	-44.1	-30.6
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-15.8	-4.8

Fiscal Year 2023-24 Types of Services Funded

The district receives additional funds for a number of special services and programs. Among the special services offered are the following:

Title I - A federal program designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-

Fiscal Year 2023-24 Types of Services Funded

quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Title II - A federal program designed to ensure teacher and principal quality.

Title III – A federal program designed to ensure that English Learner students have the access and opportunity to obtain a high-quality education.

Title IV – A federal program designed to ensure students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.

Local Control Funding Formula (LCFF) - State funding formula that is designed to help all students succeed and provides extra funding for students with greater challenges.

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
Beginning Teacher Salary	\$67,485	\$59,551
Mid-Range Teacher Salary	\$97,077	\$93,855
Highest Teacher Salary	\$127,968	\$120,219
Average Principal Salary (Elementary)	\$168,593	\$151,525
Average Principal Salary (Middle)	\$172,610	\$158,215
Average Principal Salary (High)	\$187,581	\$171,087
Superintendent Salary	\$334,586	\$300,043
Percent of Budget for Teacher Salaries	30.21	31
Percent of Budget for Administrative Salaries	4.22	4.91

Professional Development

Ongoing professional learning is embedded in the school day and offered after hours. All staff are encouraged to attend these sessions as they relate to professional duties and continuous growth. The chart below reflects the full days dedicated to districtwide professional learning for all certificated and classified staff.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	2

Escuela Primaria Theodore Roosevelt

Informe de Responsabilidad Escolar para 2023-2024

(Publicado Durante el Ciclo Escolar 2024-2025)



Información General sobre el Informe de Responsabilidad Escolar (SARC)

Sobre el SARC



La ley estatal requiere que cada escuela en el estado de California publique un informe de responsabilidad escolar (SARC, por sus siglas en inglés), para el 1 de febrero de cada año. El SARC contiene información sobre la condición y desempeño de cada escuela pública en California. Bajo la fórmula de financiamiento bajo control local (LCFF, por sus siglas en inglés) todas las agencias educativas locales (LEA, por sus siglas en inglés) son requeridas preparar un plan de responsabilidad bajo control local (LCAP, por sus siglas en inglés), que describe como intentan cumplir las metas anuales específicas a la escuela para todos los alumnos, con actividades específicas para abordar prioridades estatales y locales. Además, datos reportados en un LCAP debe ser consistente con los datos reportados en el SARC.

- Para mayores informes sobre los requisitos del SARC, favor de consultar la página web del SARC del Departamento de Educación de California (CDE, por sus siglas en inglés), en <https://www.cde.ca.gov/ta/ac/sa/>
- Para más información sobre el LCFF o LCAP, consulte el sitio web LCFF de CDE en <https://www.cde.ca.gov/fg/aa/lc/>
- Si los padres y el público general desean recibir información adicional sobre la escuela, pueden comunicarse con el director o la oficina del distrito.

Una copia física del Informe de Responsabilidad Escolar está disponible en su Oficina Escolar, bajo petición.

DataQuest



DataQuest es una herramienta en línea ubicada en el sitio web *DataQuest* de CDE en <https://dq.cde.ca.gov/dataquest/> que cuenta con información adicional sobre esta escuela y comparaciones de la escuela con el distrito, el condado, y el estado. Específicamente, *DataQuest* es un sistema dinámico que proporciona informes para contabilidad (p. ej., datos de pruebas, matriculación, egresados de escuela preparatoria, abandono escolar, matriculación en cursos, dotación, y datos relacionados a Estudiantes del Inglés).

Interfaz (Dashboard) Escolar de California



La Interfaz (*Dashboard*) Escolar de California <https://www.caschooldashboard.org/> refleja el nuevo sistema de contabilidad y continuo mejoramiento de California y proporciona información sobre como los LEA y las escuelas están cumpliendo las necesidades de la diversa población estudiantil de California. La Interfaz (*Dashboard*) cuenta con informes que exhiben el desempeño de los LEA, las escuelas y los grupos estudiantiles en un grupo de medidas estatales y locales para ayudar a identificar las fortalezas, desafíos y áreas necesitando mejoramiento.

Acceso al Internet	Acceso al Internet está disponible en bibliotecas públicas y otras ubicaciones que son accesibles al público (p.ej., la Biblioteca Estatal de California). Acceso al Internet en bibliotecas y otras ubicaciones públicas es generalmente proporcionado a base de orden de llegada. Otras restricciones de uso pueden incluir el horario de operación, el plazo de tiempo que se puede usar una estación de trabajo (dependiendo en disponibilidad), los tipos de programas informáticos disponibles en una estación de trabajo y la habilidad de poder imprimir documentos.
Requisitos de Admisión a la Universidad de California (UC, por sus siglas en inglés)	Requisitos de admisión para UC se adhieren a pautas establecidas en el Plan Maestro, que requiere que .8° superior de los alumnos graduados de escuela preparatoria del estado, así como aquellos alumnos que trasladan y han exitosamente completado especificado cursado universitario, sean elegible para admisión a UC. Estos requisitos son diseñados para garantizar que todos los alumnos elegibles estén adecuadamente preparados trabajo de nivel universitario. Para requisitos sobre admisión general, favor de visitar el sitio web de Información sobre Admisión UC en https://admission.universityofcalifornia.edu/ .
Requisitos de Admisión a la Universidad Estatal de California (CSU, por sus siglas en inglés)	Elegibilidad para admisión a CSU es determinado por tres factores: (1) Cursos específicos de escuela preparatoria, (2) Calificaciones en cursos especificados y puntuaciones en pruebas y (3) Graduación de escuela preparatoria. Algunos planteles tienen estándares más exigentes para enfoques particulares o alumnos que viven fuera del área del plantel local. Debido a la cantidad de alumnos que solicitan, un par de planteles tiene estándares más exigentes (criterio suplementario para admisión) para todos los solicitantes. La mayoría de los planteles CSU cuentan con políticas que garantizan admisión local a los alumnos que se gradúan o trasladan de escuelas preparatorias y universidades que son históricamente brindadas servicios por un plantel CSU en esa región. Para información sobre admisión, solicitud y cuota, consulte el sitio web CSU en https://www2.calstate.edu/ .

Información de Contacto Escolar para 2024-25

Nombre de la Escuela	Escuela Primaria Theodore Roosevelt
Dirección	13451 Merkel Ave.
Ciudad, Estado, Código Postal	Paramount CA 90723-4378
Número Telefónico	(562) 602-8056
Director/a	Michelle Soto Garcia
Dirección de Correo Electrónico	msoto@paramount.k12.ca.us
Sitio Web Escolar	https://roosevelt.pusdschools.net
Niveles de Grado	K-5
Código del Condado-Distrito-Escuela (CDS)	19648736021471

Información de Contacto Distrital para 2024-25

Nombre del Distrito	Distrito Escolar Unificado de Paramount
Número Telefónico	(562) 602-6000
Superintendente	Dr. Joshua Lightle

Dirección de Correo Electrónico	JLightle@paramount.k12.ca.us
Dirección del Sitio Web Distrital	www.paramount.k12.ca.us

Descripción Escolar y Declaración de la Misión para 2024-25

La Escuela Theodore Roosevelt tiene por objetivo inspirar y desarrollar a sus alumnos para que se conviertan en ciudadanos globales del siglo XXI capaces de pensar de forma crítica y de aprender a lo largo de la vida de forma independiente. Con dedicación y diligencia, nuestro personal trabaja incansablemente para motivar a los alumnos e involucrarlos en su aprendizaje.

La misión de la Escuela Roosevelt es garantizar la excelencia académica de todos los alumnos, cultivar unas relaciones positivas y promover el bienestar socioemocional. Creemos que todos los niños pueden aprender y son capaces de alcanzar el éxito.

Para lograr la misión, nuestras prácticas académicas incluyen un currículo riguroso basado en normas de contenido, al mismo tiempo que se incorpora una metodología de instrucción efectiva. Nuestro altamente calificado personal trabaja continuamente de forma colaborativa para enseñar y amplificar el éxito de los alumnos. Como tal, nuestra institución está comprometida con el reto de ofrecer un entorno educativo seguro, equitativo y enriquecedor con la implementación del programa "Escuelas Seguras y Civiles". Además de garantizar la seguridad de nuestros alumnos, nuestra escuela se esfuerza por atender la salud mental de nuestros alumnos con lecciones de contenidos socioemocionales semanales en el marco del programa "Second Step ("Segundo paso").

La Visión para el año escolar 2024-2025 es garantizar el éxito académico de los alumnos y construir relaciones positivas a través de su bienestar socioemocional. Nuestros logros académicos se desarrollan a través de la competencia en Artes Lingüísticas del Inglés (ELA, por sus siglas en inglés), Matemáticas y Desarrollo del Idioma Inglés (ELD, por sus siglas en inglés). Estos componentes son esenciales para el éxito de los alumnos y son el énfasis de nuestro programa académico. Los maestros y el personal auxiliar continúan participando en acciones de formación profesional para mejorar sus prácticas de instrucción con un enfoque en las Normas Básicas Comunes Estatales de California. Los maestros colaboran regularmente para monitorear el progreso de los alumnos y evaluar sus necesidades individuales. Los alumnos reciben instrucción diferenciada en el salón de clases, y oportunidades de intervención en ELA, Matemáticas y ELD a lo largo de todo el año escolar. Además, en la escuela evaluamos el crecimiento académico de los alumnos a través del dominio de las normas de su grado gracias al uso de evaluaciones formativas, evaluaciones comparativas del Distrito y evaluaciones SBAC en Artes Lingüísticas del Inglés y matemáticas en los grados de 3° a 5°. Tenemos un programa de intervenciones integral que da respuesta a las necesidades de los alumnos en ELA, Matemáticas y ELD. Se reconocen los logros académicos y elecciones positivas de los alumnos, lo que garantiza que estén bien preparados para las transiciones educativas que enfrentarán en el futuro. Además de esto, nuestro equipo de orientación imparte lecciones diarias para atender las necesidades socioemocionales y enseñar habilidades básicas para la vida que se pueden implementar diario.

Sobre esta Escuela

Inscripción Estudiantil por Nivel de Año para 2023-24

Nivel de Año	Cantidad de Alumnos
Kínder	73
1° Grado	69
2° Grado	93
3° Grado	76
4° Grado	87
5° Grado	98
Inscripción Total	496

Inscripción Estudiantil por Grupo para 2023-24

Grupo Estudiantil	Porcentaje de Inscripción Total
Femenino	48.4
Masculino	51.6
Asiático	0.6
Afroamericano	12.3
Filipino	0.6
Hispano o Latino	83.7
Nativo de Hawái o Isleño del Pacífico	0.6
Dos o Más Orígenes Étnicos	1.2
Blanco	1
Estudiantes del Inglés	27
Jóvenes de Crianza Temporal	1.8
Indigentes	1.6
De Escasos Recursos Económicos	96
Alumnos con Discapacidades	15.1

A. Condiciones de Aprendizaje

Prioridad Estatal: Básico

El SARC proporciona la siguiente información relevante a la prioridad estatal básica (Prioridad 1):

- Nivel al cual los maestros están correctamente asignados y totalmente acreditados en la materia y para los alumnos que están educando;
- Alumnos tienen acceso a los materiales instructivos estandarizados; y
- Instalaciones escolares se mantienen en buen estado de reparo

Preparación y Colocación Docente para 2020-21

Autorización/Asignación	Cantidad Escolar	Porcentaje Escolar	Cantidad Distrital	Porcentaje Distrital	Cantidad Estatal	Porcentaje Estatal
Totalmente (Preliminar o Autorizado) Acreditado para la Asignación de Materia y Alumnos (correctamente asignado)	23.50	97.92	548.70	85.85	228366.10	83.12
Practicantes Contando con Acreditación Correctamente Asignados	0.00	0.00	2.30	0.37	4205.90	1.53
Maestros sin Acreditación y Asignaciones Incorrectas (“ineffective” bajo ESSA)	0.00	0.00	18.00	2.83	11216.70	4.08
Maestros Acreditados Asignados No en su Rama (“out-of-field” bajo ESSA)	0.00	0.00	14.30	2.25	12115.80	4.41
Desconocido/Incompleto/NA	0.50	2.08	55.50	8.69	18854.30	6.86
Cantidad Total de Cargos Docentes	24.00	100.00	639.10	100.00	274759.10	100.00

Nota: Los datos en esta tabla están basados en estatus como Equivalente a Tiempo Completo (FTE, por sus siglas en inglés). Un FTE es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar a dos miembros del personal donde cada uno trabaja 50 por ciento del tiempo completo. Adicionalmente, una asignación se define como un cargo donde un educador es asignado a base de entorno, materia y nivel de grado. Una autorización se define como los servicios que un educador es autorizado proporcionar a los alumnos.

Preparación y Colocación Docente para 2021-22

Autorización/A signación	Cantidad Escolar	Porcentaje Escolar	Cantidad Distrital	Porcentaje Distrital	Cantidad Estatad	Porcentaje Estatad
Totalmente (Preliminar o Autorizado) Acreditado para la Asignación de Materia y Alumnos (correctamente asignado)	24.00	94.12	571.00	87.04	234405.20	84.00
Practicantes Contando con Acreditación Correctamente Asignados	0.00	0.00	2.00	0.31	4853.00	1.74
Maestros sin Acreditación y Asignaciones Incorrectas (“ineffective” bajo ESSA)	0.00	0.00	19.90	3.04	12001.50	4.30
Maestros Acreditados Asignados No en su Rama (“out-of-field” bajo ESSA)	0.00	0.00	15.80	2.41	11953.10	4.28
Desconocido/I ncompleto/NA	1.50	5.88	47.20	7.20	15831.90	5.67
Cantidad Total de Cargos Docentes	25.50	100.00	656.10	100.00	279044.80	100.00

Nota: Los datos en esta tabla están basados en estatus como Equivalente a Tiempo Completo (FTE, por sus siglas en inglés). Un FTE es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar a dos miembros del personal donde cada uno trabajo 50 por ciento del tiempo completo. Adicionalmente, una asignación se define como un cargo donde un educador es asignado a base de entorno, materia y nivel de grado. Una autorización se define como los servicios que un educador es autorizado proporcionar a los alumnos.

Preparación y Colocación Docente para 2022-23

Autorización/A signación	Cantidad Escolar	Porcentaje Escolar	Cantidad Distrital	Porcentaje Distrital	Cantidad Estatad	Porcentaje Estatad
Totalmente (Preliminar o Autorizado) Acreditado para la Asignación de Materia y Alumnos (correctamente asignado)	22.50	95.74	542.80	88.08	231142.40	100.00
Practicantes Contando con Acreditación Correctamente Asignados	0.00	0.00	2.90	0.48	5566.40	2.00
Maestros sin Acreditación y Asignaciones Incorrectas ("ineffective" bajo ESSA)	0.50	2.13	15.30	2.50	14938.30	5.38
Maestros Acreditados Asignados No en su Rama ("out-of-field" bajo ESSA)	0.00	0.00	17.50	2.84	11746.90	4.23
Desconocido/I ncompleto/NA	0.50	2.13	37.50	6.10	14303.80	5.15
Cantidad Total de Cargos Docentes	23.50	100.00	616.30	100.00	277698	100

Nota: Los datos en esta tabla están basados en estatus como Equivalente a Tiempo Completo (FTE, por sus siglas en inglés). Un FTE es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar a dos miembros del personal donde cada uno trabajo 50 por ciento del tiempo completo. Adicionalmente, una asignación se define como un cargo donde un educador es asignado a base de entorno, materia y nivel de grado. Una autorización se define como los servicios que un educador es autorizado proporcionar a los alumnos.

Maestros sin Acreditación y Asignaciones Incorrectas (considerados inefectivos "ineffective" bajo ESSA)

Autorización/Asignació	2020-21	2021-22	2022-23
Permisos y Exenciones	0.00	0.00	0
Asignaciones	0.00	0.00	0.5
Puestos con Vacante	0.00	0.00	0
Cantidad Total de	0.00	0.00	0.5

Maestros Acreditados Asignados No En Su Rama (considerados no en su rama “out-of-field” bajo ESSA)

Indicador	2020-21	2021-22	2022-23
Maestros Acreditados Autorizados con un Permiso o una Exención	0.00	0.00	0
Opciones de Asignación Local	0.00	0.00	0
Cantidad Total de Maestros No En Su Rama	0.00	0.00	0

Asignaciones de Clases

Indicador	2020-21	2021-22	2022-23
Asignaciones para Estudiantes del Inglés (un porcentaje de todas las clases con estudiantes del inglés impartidas por maestros con asignación incorrecta)	0.00	0	0
Sin acreditación, permiso o autorización para enseñar (un porcentaje de todas las clases impartidas por maestros sin registro de una autorización para enseñar)	0.00	0	0

Nota: Para más información, consulte la página web Definiciones Actualizadas sobre Equidad Docente (*Updated Teacher Equity Definitions*) en <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

Calidad, Vigencia y Disponibilidad de Libros de Texto y Otros Materiales Instructivos para 2024-25

El Distrito Escolar Unificado de Paramount ha establecido Procedimientos uniformes de queja (UCP, por sus siglas en inglés) para abordar las denuncias por discriminación ilegal, acoso, intimidación y hostigamiento, así como las quejas que alegan la infracción de las leyes estatales o federales que rigen los programas educativos, el cobro ilegal de cuotas estudiantiles y el incumplimiento del “Local Control and Accountability Plan” (Plan de Contabilidad y Control Local) (LCAP, por sus siglas en inglés).

Se puede acceder a los cuatro informes trimestrales sobre quejas uniformes para 2023-2024 desde el siguiente enlace del sitio web:

<https://www.paramount.k12.ca.us/pdf/4> Quarters of Williams Report on Uniform Complaints 2023-2024.pdf

Año y mes en los cuales se recopilaron los datos		Septiembre de 2024	
Materia	Libros de Texto y Otros Materiales Instructivos/Año de Adopción	¿Los libros de texto son de la adopción	Porcentaje de alumnos a quienes no se les asignaron sus propios libros de texto

		más reciente?	
Lectura/Artes Lingüísticas	(Frog Street Press) kínder de transición (TK, por sus siglas en inglés) - kínder grado Frog Street Pre-K Colección English Teacher's / 2023 (McGraw Hill) Kínder Kinder Wonders Reading Writing Workshop: Start Smart / 2016 (McGraw Hill) Kínder Kinder Wonder Reading Writing Workshop: Unidad 1-10 / 2016 (McGraw Hill) 1° año 1st Gr Wonders Reading Writing Workshop: Unidad 1-4 / 2016 (McGraw Hill) 1° año 1st Gr Wonders Literature Anthology: Unidad 1-4 / 2016 (McGraw Hill) 2° año 2nd Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) 2° año 2nd Gr Wonders Literature Anthology / 2016 (McGraw Hill) 3° año 3rd Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) 3° año 3rd Gr Wonders Literature Anthology / 2016 (McGraw Hill) 4° año 4th Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) 4° año 4th Gr Wonders Literature Anthology / 2016 (McGraw Hill) 5° año 5th Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) 5° año 5th Gr Wonders Literature Anthology / 2016	Sí	0%
Matemáticas	Kínder: "Kinder Student TwigBook: Module 1-4/2020" (TwigBook para alumnos de kínder: módulo 1-4/2020) (Twig Science) 1.º grado: "1st Grade Student TwigBook: Module 1-4/2020" (TwigBook para alumnos de 1.º grado: módulo 1-4/2020) (Twig Science) 2.º grado: "2nd Grade Student TwigBook: Module 1-4/2020" (TwigBook para alumnos de 2.º grado: módulo 1-4/2020) (Twig Science) 3.º grado: "3rd Grade Student TwigBook: Module 1-4/2020" (TwigBook para alumnos de 3.º grado: módulo 1-4/2020) (Twig Science) 4.º grado: "4th Grade Student TwigBook: Module 1-5/2020" (TwigBook para alumnos de 4.º grado: módulo 1-5/2020) (Twig Science) 5.º grado: "5th Grade Student TwigBook: Module 1-4/2020" (TwigBook para alumnos de 5.º grado: módulo 1-4/2020) (Twig Science)	Sí	0%
Ciencias	(Twig Science) Grade Kinder Student TwigBook: Module 1-4 / 2020 (Twig Science) Grade 1 Student TwigBook: Module 1-4 / 2020 (Twig Science) Grade 2 Student TwigBook: Module 1-4 / 2020 (Twig Science) Grade 3 Student TwigBook: Module 1-4 / 2020 (Twig Science) Grade 4 Student TwigBook: Module 1-5 / 2020	Sí	0%

	(Twig Science) Grade 5 Student TwigBook: Module 1-4 / 2020		
Historia-Ciencias Sociales	<p>Kínder: "CA myWorld Interactive Worktext K/2022" (Texto de trabajo para kínder de CA myWorld Interactive/2022) (Savvas)</p> <p>1.º grado: "CA myWorld Interactive Worktext 1/2022" (Texto de trabajo para 1.º grado de CA myWorld Interactive/2022) (Savvas)</p> <p>2.º grado: "CA myWorld Interactive Worktext 2/2022" (Texto de trabajo para 2.º grado de CA myWorld Interactive/2022) (Savvas)</p> <p>3.º grado: "CA myWorld Interactive Worktext 3/2022" (Texto de trabajo para 3.º grado de CA myWorld Interactive/2022) (Savvas)</p> <p>4.º grado: "CA myWorld Interactive Worktext 4/2022" (Texto de trabajo para 4.º grado de CA myWorld Interactive/2022) (Savvas)</p> <p>5.º grado: "CA myWorld Interactive Worktext 5/2022" (Texto de trabajo para 5.º grado de CA myWorld Interactive/2022) (Savvas)</p>	Sí	0%
Idioma Extranjero	N/A		
Salud	N/A		
Artes Visuales y Escénicas	N/A		
Equipo para Laboratorio de Ciencias (9º-12º grado)	N/A		

Condiciones de Instalación Escolar y Mejoras Planeadas

La instalación escolar está en buen estado.				
Año y mes del más reciente informe FIT			Octubre de 2024	
Sistema Inspeccionado	Clasificar Bueno	Clasificar Adecuado	Clasificar Malo	Reparación Necesaria y Acción Tomada o Planeada
Sistemas: Fugas de Gas, Calefacción, Ventilación y Aire Acondicionado (HVAC)/Sistemas Mecánicos, Alcantarillado	X			Reemplazo de varios sistemas de climatización (HVAC, por sus siglas en inglés) - HVAC. Todos tienen la calificación MERV 16
Interior: Superficies Interiores	X			Se modernizaron cuatro salones de clase grandes de kínder. Se agregó una cámara frigorífica nueva en la cocina.
Limpieza: Limpieza General, Invasión de Insectos/Plagas	X			
Eléctrico	X			Paneles principales y subpaneles nuevos.
Baños/Bebederos: Baños, Lavamanos/Bebederos	X			
Seguridad:	X			

Condiciones de Instalación Escolar y Mejoradas Planeadas				
Seguridad Contra Incendios, Materiales Peligrosos				
Estructural: Daños Estructurales, Techos	X			Puertas y cercas exteriores reemplazadas
Exterior: Patio de Recreo/Plantel Escolar, Ventanas/Puertas/Portones/Cercos	X			Remodelación del estacionamiento, creación de carriles de descarga.

Tasa General de Instalación			
Ejemplar	Bueno	Adecuado	Malo
X			

B. Resultados Estudiantiles	<p>Prioridad Estatal: Rendimiento Estudiantil</p> <p>El SARC proporciona la siguiente información relevante a la prioridad estatal de rendimiento estudiantil (Prioridad 4):</p> <p>Evaluaciones a Nivel Estatal (p. ej., Evaluación de Rendimiento Estudiantil y Progreso de California [CAASPP, por sus siglas en inglés], que incluye las Evaluaciones Sumativas <i>Smarter Balanced</i> para alumnos en población de educación general y las Evaluaciones Alternativas de California [CAA, por sus siglas en inglés] para artes lingüísticas del inglés [ELA, por sus siglas en inglés]/lectoescritura y matemáticas administradas en tercero a octavo y onceavo año. Solo alumnos elegibles pueden participar en la administración de las CAA. Material CAA cumple con las normas de rendimiento alternativo, las cuales están vinculadas con las Normas Básicas Comunes Estatales [CCSS, por sus siglas en inglés] para alumnos con discapacidades cognitivas significativas).</p> <p>El Sistema CAASPP abarca las siguientes evaluaciones y requisitos de participación estudiantil:</p> <ol style="list-style-type: none"> Evaluaciones Sumativas <i>Smarter Balanced</i> y Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para ELA en tercero a octavo grado y onceavo grado. Evaluaciones Sumativas <i>Smarter Balanced</i> y Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para Matemáticas en tercero a octavo grado y onceavo grado. Prueba de Ciencia de California (CAST, por sus siglas en inglés) Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para Ciencia en quinto y octavo grado y al estar en la escuela preparatoria (es decir, décimo, onceavo o doceavo grado). <p>Preparación Universitaria y Vocacional El porcentaje de alumnos que han exitosamente completado cursos que satisfacen los requisitos para ingreso a la Universidad de California y la Universidad Estatal de California o secuencias de educación de carrera técnica o programa de estudio.</p>

Porcentaje de Alumnos Cumpliendo o Superando la Norma Estatal para CAASPP

Esta tabla exhibe los resultados de la prueba CAASPP para ELA y matemáticas para todos los alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administrada por el estado.

Porcentaje no son calculados cuando la cantidad de alumnos realizando la prueba es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiado chica para precisión estadística o para proteger privacidad estudiantil.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El “Porcentaje Cumpliendo o Superando” es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Materia	Escuela 2022-23	Escuela 2023-24	Distrito 2022-23	Distrito 2023-24	Estado 2022-23	Estado 2023-24
Artes Lingüísticas del Inglés/Lectoe scritura (3º-8º y 11º grado)	31	33	39	40	46	47
Matemáticas (3º-8º y 11º grado)	24	25	21	22	34	35

Resultados de la Prueba CAASPP para ELA por Grupo Estudiantil para 2023-24

Esta tabla exhibe los resultados de la prueba CAASPP para ELA por grupo estudiantil para alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administradas por el estado.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El “Porcentaje Cumpliendo o Superando” es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes del nivel de logro. Los porcentajes del nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

CAASPP Grupo Estudiantil	CAASPP Inscripción Total	CAASPP Cantidad Realizando Prueba	CAASPP Porcentaje Realizando Prueba	CAASPP Porcentaje No Realizando Prueba	CAASPP Porcentaje Cumpliendo o Superando
Todos los Alumnos	256	250	97.66	2.34	32.80
Femeninas	116	114	98.28	1.72	28.07
Masculinos	140	136	97.14	2.86	36.76
Nativos Americanos o Nativos de Alaska	0	0	0	0	0
Asiáticos	--	--	--	--	--

Afroamericano	36	36	100.00	0.00	33.33
Filipinos	0	0	0	0	0
Hispanos o Latinos	210	204	97.14	2.86	33.82
Nativos de Hawái o Isleños del Pacífico	--	--	--	--	--
Dos o Más Orígenes Étnicos	--	--	--	--	--
Blancos	--	--	--	--	--
Estudiantes del Inglés	75	70	93.33	6.67	8.57
Jóvenes de Crianza Temporal	--	--	--	--	--
Indigentes	--	--	--	--	--
Militares	0	0	0	0	0
De Escasos Recursos Económicos	244	239	97.95	2.05	32.22
Alumnos Recibiendo Servicios de Educación Migrante	0	0	0	0	0
Alumnos con Discapacidades	48	48	100.00	0.00	8.33

Resultados de la Prueba CAASPP para Matemáticas por Grupo Estudiantil para 2023-24

Esta tabla exhibe los resultados de la prueba CAASPP para ELA por grupo estudiantil para alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administradas por el estado.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El “Porcentaje Cumpliendo o Superando” es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes del nivel de logro. Los porcentajes del nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

CAASPP Grupo Estudiantil	CAASPP Inscripción Total	CAASPP Cantidad Realizando Prueba	CAASPP Porcentaje Realizando Prueba	CAASPP Porcentaje No Realizando Prueba	CAASPP Porcentaje Cumpliendo o Superando
Todos los Alumnos	257	256	99.61	0.39	24.61

Femeninas	116	115	99.14	0.86	19.13
Masculinos	141	141	100.00	0.00	29.08
Nativos Americanos o Nativos de Alaska	0	0	0	0	0
Asiáticos	--	--	--	--	--
Afroamericanos	36	36	100.00	0.00	25.00
Filipinos	0	0	0	0	0
Hispanos o Latinos	211	210	99.53	0.47	25.24
Nativos de Hawái o Isleños del Pacífico	--	--	--	--	--
Dos o Más Orígenes Étnicos	--	--	--	--	--
Blancos	--	--	--	--	--
Estudiantes del Inglés	76	76	100.00	0.00	13.16
Jóvenes de Crianza Temporal	--	--	--	--	--
Indigentes	--	--	--	--	--
Militares	0	0	0	0	0
De Escasos Recursos Económicos	245	244	99.59	0.41	22.95
Alumnos Recibiendo Servicios de Educación Migrante	0	0	0	0	0
Alumnos con Discapacidades	48	48	100.00	0.00	8.33

Resultados de la Prueba CAASPP de Ciencia para Todos los Alumnos

Esta tabla exhibe el porcentaje de todos los alumnos de quinto y octavo grado y Escuela Preparatoria cumpliendo o superando la Norma Estatal.

Los resultados de la prueba de ciencia incluyen CAST y CAA. El “Porcentaje Cumpliendo o Superando” es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en CAST más la cantidad total de alumnos que cumplieron la norma (es decir, lograron Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes de nivel de logro. Los porcentajes de nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

Materia	Escuela 2022-23	Escuela 2023-24	Distrito 2022-23	Distrito 2023-24	Estado 2022-23	Estado 2023-24
Ciencia (5° y 8° grado y escuela preparat oria)	20.25	17.58	17.61	17.78	30.29	30.73

Resultados de la Prueba CAASPP en Ciencia por Grupo Estudiantil para 2023-24

Esta tabla exhibe los resultados de la prueba CAASPP en Ciencia por grupo estudiantil para alumnos en quinto y octavo grado y escuela preparatoria. Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil.

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
Todos los Alumnos	93	91	97.85	2.15	17.58
Femeninas	46	45	97.83	2.17	13.33
Masculinos	47	46	97.87	2.13	21.74
Nativos Americanos o Nativos de Alaska	0	0	0	0	0
Asiáticos	0	0	0	0	0
Afroamericano	15	15	100.00	0.00	13.33
Filipinos	0	0	0	0	0
Hispanos o Latinos	75	73	97.33	2.67	19.18
Nativos de Hawái o Isleños del Pacífico	--	--	--	--	--
Dos o Más Orígenes Étnicos	--	--	--	--	--
Blancos	--	--	--	--	--
Estudiantes del Inglés	26	25	96.15	3.85	4.00
Jóvenes de Crianza Temporal	--	--	--	--	--
Indigentes	--	--	--	--	--
Militares	0	0	0	0	0
De Escasos Recursos Económicos	88	86	97.73	2.27	17.44
Alumnos Recibiendo Servicios de Educación Migrante	0	0	0	0	0
Alumnos con Discapacidades	21	20	95.24	4.76	10.00

Resultados de la Prueba de Condición Física de California para 2023-24					
Esta tabla muestra el porcentaje de alumnos participando en cada uno de los cinco componentes de los Resultados de la Prueba de Condición Física de California. La administración de la Prueba de Condición Física (PFT, por sus siglas en inglés) requiere solo resultados de participación para estas cinco áreas de condición física. Los porcentajes no son calculados y doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiado chica para precisión estadística o para proteger la privacidad estudiantil					
Nivel de Año	Componente 1: Capacidad Aeróbica	Componente 2: Fuerza Abdominal y Resistencia	Componente 3: Extensor del Torso y Flexibilidad	Componente 4: Fuerza del Torso y Resistencia	Componente 5: Flexibilidad
5º Grado	97.85%	97.85%	97.85%	97.85%	97.85%

Oportunidades para Participación Parental del 2024-25
<p>En la Escuela Primaria Theodore Roosevelt, nuestra comunidad se esfuerza por trabajar juntos en la promoción del progreso de nuestros alumnos. Se alienta a nuestros padres a asistir a reuniones, talleres, y eventos programados para apoyar las metas de rendimiento estudiantil y salud socioemocional.</p> <p>Se invita a los padres a asistir:</p> <ul style="list-style-type: none">• Conferencias estudiantiles individuales• Ceremonias de reconocimiento• Noche de Regreso a Clases y de Visita Escolar• Talleres educativos para padres impartidos por el director, capacitador de instrucción y equipo de orientación de bienestar• Eventos a nivel escolar• El Consejo Escolar (SSC, por sus siglas en inglés) y el Comité Asesor de Estudiantes de Inglés (ELAC, por sus siglas en inglés) están formados por representantes de padres que son elegidos por períodos de dos años. Las reuniones del SSC y del ELAC se programan regularmente. Se invita a todos los padres a asistir a estas reuniones.• Reuniones de la Asociación de Padres y Maestros (PTA, por sus siglas en inglés) y "Café con el Director" que invitan a todos los padres a participar activamente y a dar de su tiempo en la escuela. <p>Estamos comprometidos a continuar nuestra colaboración con todos los grupos de involucrados en un esfuerzo por mantener y promover un programa educativo ejemplar. Las personas que buscan información sobre la participación de los padres deben comunicarse con nuestro enlace de padres voluntarios, la Sra. Leticia Morales, al (562) 602-8056.</p>

Ausentismo Crónico por Grupo Estudiantil para 2023-24				
Grupo Estudiantil	Inscripción Acumulativa	Ausentismo Crónico Inscripción Elegible	Cuenta para Ausentismo Crónico	Tasa de Ausentismo Crónico
Todos los Alumnos	554	533	136	25.5
Femeninas	262	252	54	21.4
Masculinos	292	281	82	29.2
Nativos Americanos o Nativos de Alaska	--	--	--	--
Asiáticos	--	--	--	--
Afroamericanos	--	--	--	--
Filipinos	75	72	26	36.1
Hispanos o Latinos	--	--	--	--
Nativos de Hawái o Isleños del Pacífico	457	440	104	23.6
Dos o Más Orígenes Étnicos	--	--	--	--
Blancos	--	--	--	--
Estudiantes del Inglés	--	--	--	--
Jóvenes de Crianza Temporal	160	153	28	18.3
Indigentes	--	--	--	--
De Escasos Recursos Económicos	14	12	6	50.0
Alumnos Recibiendo Servicios de Educación Migrante	534	514	135	26.3
Alumnos con Discapacidades	--	--	--	--

Nota: Para proteger la privacidad estudiantil, dobles rayas (--) son utilizadas en la table cuando el tamaño de la celda dentro de una selecta población estudiantil es diez o menos.

C. Participación

Prioridad Estatal: Ambiente Escolar

El SARC proporciona la siguiente información relevante a la prioridad estatal: Ambiente Escolar (Prioridad 6):

- Tasas de suspensión estudiantil;
- Tasas de expulsión estudiantil; y
- Otras medidas locales del sentido de seguridad

Suspensiones y Expulsiones

Esta tabla exhibe datos de suspensiones y expulsiones.

Tem a	Escuela 2021-22	Escuela 2022-23	Escuela 2023-24	Distrito 2021-22	Distrito 2022-23	Distrito 2023-24	Estado 2021-22	Estado 2022-23	Estado 2023-24
Susp ensi ones	0.85	0.67	1.81	1.86	3.39	2.92	3.17	3.6	3.28
Expu lsion es	0	0	0	0.04	0.04	0	0.07	0.08	0.07

Suspensiones y Expulsiones por Grupo Estudiantil para 2023-24

Grupo Estudiantil	Tasa de Suspensiones	Tasa de Expulsiones
Todos los Alumnos	1.81	0.00
Femeninas	0.38	0.00
Masculinos	3.08	0.00
No Binarios	0.00	0.00
Nativos Americanos o Nativos de Alaska	0.00	0.00
Asiáticos	0.00	0.00
Afroamericanos	2.67	0.00
Filipinos	0.00	0.00
Hispanos o Latinos	1.53	0.00
Nativos de Hawái o Isleños del Pacífico	0.00	0.00
Dos o Más Orígenes Étnicos	0.00	0.00
Blancos	0.00	0.00
Estudiantes del Inglés	3.13	0.00
Jóvenes de Crianza Temporal	0.00	0.00
Indigentes	0.00	0.00
De Escasos Recursos Económicos	1.87	0.00
Alumnos Recibiendo Servicios de Educación Migrante	0.00	0.00
Alumnos con Discapacidades	3.45	0.00

Nota: Para proteger la privacidad estudiantil, dobles rayas (--) son utilizadas en la table cuando el tamaño de la celda dentro de una selecta población estudiantil es diez o menos.

Plan de Seguridad Escolar para 2024-25

Para proporcionar un ambiente escolar seguro, cívico y productivo, la Escuela Primaria Theodore Roosevelt tiene una política de plantel cerrado. Para garantizar la seguridad de nuestros alumnos y miembros del personal, todos los visitantes deben acceder a la escuela por el edificio administrativo principal, que se encuentra en el lado noreste del plantel. Todos los visitantes, empresas contratadas y voluntarios deben registrar su llegada a través de nuestro Sistema de Manejo de Visitantes, Rapport.

Plan de Seguridad Escolar para 2024-25

La Escuela Theodore Roosevelt ofrece un ambiente físico seguro, limpio y bien mantenido a todos los alumnos. Nuestras instalaciones incluyen un gran campo, zonas pavimentadas limpias y áreas de césped bien mantenidas. Tenemos un conserje de tiempo completo y un equipo de conserjes de limpieza nocturnos que garantizan la limpieza de nuestra escuela.

La escuela comunica sus políticas durante nuestro sistema de matriculación, Schoolmint; las asambleas de orientación, y a través de los boletines para padres y nuestro nuevo sistema de gestión del aprendizaje, Schoology. Reconocemos que para tener éxito, una escuela tiene que proporcionar un entorno seguro que promueva el respeto y la cooperación con los demás. Nos concentramos en construir relaciones, al mismo tiempo que fomentamos la autorreflexión y la aceptación de la responsabilidad para moldear las conductas de los alumnos.

Se fomentan y se enseñan conductas apropiadas con el uso del programa Escuelas Seguras y Civiles. A través de este programa, los alumnos y los miembros del personal son responsables de mostrar conductas que promuevan la seguridad, el civismo y la productividad de la Escuela Roosevelt.

El plan incluye lo siguiente:

Los componentes de este plan incluyen

- Reporte Obligatorio de Crímenes
- Procedimientos para reportar los casos de abuso infantil
- Notificaciones anuales 2024-2025 para padres y alumnos

Políticas:

- Política de disciplina para empleados
- Política de plantel libre de drogas/alcohol/tabaco
- Política de código de vestimenta
- Política de acoso sexual
- Política de disciplina estudiantil

Procedimientos para una entrada segura

- Entrada y salida de la escuela
- Procedimientos de respuesta ante desastres.

D. Otra Información del SARC Información Requerida en el SARC

La información en esta sección es requerida ser parte del SARC pero no es incluida en las prioridades estatales para LCFF.

Tamaño Promedio de Clase y Distribución del Tamaño de Clase Primaria para 2021-22

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2020-21. Las columnas con nombre “Cantidad de Clases” indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). La categoría “Otro” es para clases con varios niveles de año.

Nivel de Año	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Kínder	20	1	3	
1° Grado	24		4	
2° Grado	22		3	
3° Grado	20	4	1	
4° Grado	25		3	
5° Grado	27		3	1
Otro	9	4		

Tamaño Promedio de Clase y Distribución del Tamaño de Clase Primaria para 2022-23

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2022-23. Las columnas con nombre “Cantidad de Clases” indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). La categoría “Otro” es para clases con varios niveles de año.

Nivel de Año	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Kínder	23	1	3	
1° Grado	23	1	3	
2° Grado	24		3	
3° Grado	16	3	2	
4° Grado	30		3	
5° Grado	27		3	
Otro	15	2		

Tamaño Promedio de Clase y Distribución del Tamaño de Clase Primaria para 2023-24

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2023-24. La columnas con nombre “Cantidad de Clases” indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). La categoría “Otro” es para clases con varios niveles de año.

Nivel de Año	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Kínder	18	3		
1° Grado	22		3	
2° Grado	20	1	3	
3° Grado	22		3	
4° Grado	27		3	
5° Grado	28		3	
Otro	14	3		

Tasa de Alumnos por Orientador Académico para 2023-24

Esta tabla exhibe la tasa de alumnos por Orientador Académico. Un equivalente de tiempo completo (FTE, por sus siglas en inglés) es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar dos miembros del personal que individualmente trabajan 50 por ciento de tiempo completo.

Cargo	Tasa
Alumnos por Orientador Académico	381.54

Personal de Servicios de Apoyo Estudiantil para 2023-24

Esta tabla exhibe la cantidad de personal auxiliar FTE asignado a esta escuela. Un equivalente de tiempo completo (FTE, por sus siglas en inglés) es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar dos miembros del personal que individualmente trabajan 50 por ciento de tiempo completo.

Cargo	Cantidad de FTE Asignado a la Escuela
Orientador (Académico, Social/Conductual o Desarrollo Vocacional)	1.3
Maestro/a de Medios Bibliotecarios (Bibliotecario)	
Personal de Servicios Bibliotecarios (Auxiliar Docente)	
Psicólogo/a	1
Trabajador/a Social	1
Enfermera/o	
Especialista en Problemas de Audición/Lenguaje/Habla	0.5
Especialista de Recursos (no docente)	
Otro	

Gastos por Alumno y Salarios de Maestros del Sitio Escolar para 2022-23

Esta tabla exhibe los gastos por alumno y salario promedio de maestros para esta escuela en 2022-23. Celdas con valores “N/A” no requieren datos.

Nivel	Gastos Totales Por Alumno	Gastos Por Alumno (Limitado)	Gastos Por Alumno (Ilimitado)	Salario Promedio De Maestros
Sitio Escolar	9,960.27	767.53	9,192.74	93,137.50
Distrito	N/A	N/A	14,399.09	126,813.75
Porcent aje de Diferenc ia – Sitio Escolar y Distrito	N/A	N/A	-44.1	-30.6
Estado	N/A	N/A	\$10,771	\$97,756
Porcent aje de Diferenc ia – Sitio Escolar y Estado	N/A	N/A	-15.8	-4.8

Tipo de Servicios Financiados para Año Fiscal 2023-24

El distrito recibe fondos adicionales para una serie de servicios y programas especiales. Entre los servicios especiales que se ofrecen, se encuentran los siguientes:

- Título I - se trata de un programa federal diseñado para garantizar que todos los niños tengan una oportunidad justa, igualitaria y relevante de obtener una educación de alta calidad y alcanzar, como mínimo, nivel de competencia en las exigentes normas académicas estatales de rendimiento académico y en las evaluaciones académicas del estado.
- Título II - se trata de un programa federal diseñado para garantizar la calidad profesional de los maestros y directores.
- Título III - se trata de un programa federal diseñado para garantizar que los alumnos clasificados como Estudiantes de Inglés tengan el acceso a una educación de alta calidad.
- Título IV - se trata de un programa federal diseñado para garantizar que los alumnos tengan acceso a una educación completa; y también diseñado para mejorar las condiciones escolares para el aprendizaje de los alumnos; y para mejorar el uso de la tecnologías como herramienta para mejorar el rendimiento académico y los conocimientos digitales de todos los alumnos.
- Fórmula de Financiamiento y Control Local (LCFF, por sus siglas en inglés) - se trata de una fórmula de financiación estatal que está diseñada para ayudar a todos los alumnos a tener éxito y proporciona financiación adicional para los alumnos con más dificultades.

Sueldos Docentes y Administrativos para 2022-23

Esta tabla exhibe los sueldos Docentes y Administrativos para 2022-23. Para información más detallada sobre sueldos, consulte la página web del CDE sobre Sueldos y Beneficios de Certificación en <http://www.cde.ca.gov/ds/fd/cs/>.

Categoría	Cantidad Distrital	Promedio Estatal Para Distritos en la Misma Categoría
Sueldo de Maestro Principiante	\$67,485	\$59,551
Sueldo de Maestro en el Nivel Intermedio	\$97,077	\$93,855
Sueldo de Maestro en el Nivel Superior	\$127,968	\$120,219
Sueldo Promedio de Director (Primaria)	\$168,593	\$151,525
Sueldo Promedio de Director (Secundaria)	\$172,610	\$158,215
Sueldo Promedio de Director (Preparatoria)	\$187,581	\$171,087
Sueldo del Superintendente	\$334,586	\$300,043
Porcentaje del Presupuesto para Sueldo de Maestros	30.21	31
Porcentaje del Presupuesto para Sueldos Administrativos	4.22	4.91

Formación Profesional

El aprendizaje profesional continuo está integrado en la jornada escolar y se ofrece fuera del horario laboral. Se motiva a todo el personal para que asista a estas sesiones, ya que se relacionan con las obligaciones profesionales y el crecimiento continuo. La tabla a continuación refleja los días completos dedicados al aprendizaje profesional a nivel del distrito para todo el personal clasificado y certificado.

Esta tabla exhibe la cantidad de días escolares dedicado a la formación del personal y continuo mejoramiento.

Materia	2022-23	2023-24	2024-25
Cantidad de días escolares dedicados a la Formación del Personal y Continuo Mejoramiento	0	0	2



School Name	Theodore Roosevelt Elementary School
Street	13451 Merkel Ave.
City, State, Zip	Paramount CA 90723-4378
Phone Number	(562) 602-8056
Principal	Michelle Soto Garcia
Email Address	msoto@paramount.k12.ca.us
School Website	https://roosevelt.pusdschools.net
County-District-School (CDS) Code	19648736021471

Input Section 4: 2024-25 School Overview

This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.

Theodore Roosevelt School seeks to inspire and develop individuals to become critical thinkers, independent life-learners, and 21st Century Global Citizens. Through dedication and diligence, our staff works tirelessly to motivate students and engage them in their learning.

Roosevelt's mission is to ensure academic excellence for all students, cultivate positive relationships, and promote social emotional wellness. We believe that all children can learn and are capable of being successful.

In order to accomplish this, our academic practices include a rigorous standards-based curriculum, while incorporating an effective instructional methodology. Our highly qualified staff continuously work collaboratively to teach and amplify student success. As such, our institution is committed to providing a safe, equitable, and nurturing environment through the implementation of the "Safe and Civil Schools" program. Along with ensuring the safety of our students, our site strives to address the mental health of our pupils by exposing them to weekly Social Emotional Lessons from the "Second Step" Program.

The Vision for the 2024-2025 school year, is to ensure academic success and build positive relationships through social emotional wellness for all our students. Our Academic achievement is developed through literacy in English Language Arts (ELA), Mathematics and English Language Development (ELD). These components are essential for student success and are the emphasis of our academic program. Teachers and support staff continue to participate in professional development to improve instructional practices with a focus on the California Common Core State Standards. Teachers collaborate regularly to monitor student progress and assess individual student needs. Students are provided with differentiated instruction in the classroom and intervention opportunities in ELA, Mathematics and ELD throughout the school year. Additionally, our Academic growth is assessed through the mastery of grade level standards using formative assessments, District benchmarks, and SBAC assessments in language arts and math for grades 3-5. A comprehensive intervention program addresses the needs of students in ELA, Mathematics, and ELD. Students are recognized for their individual achievements and positive choices ensuring that our students are well prepared for the educational transitions they will face in the coming years. In addition to this, our counseling team provide daily lessons that address social emotional needs by teaching students life skills that can be implemented daily.

Input Section 5: 2024-25 Opportunities for Parental Involvement

This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.

At Theodore Roosevelt Elementary School, our community strives to work together in order to further the progress of our students. Our parents are encouraged to attend scheduled meetings, workshops, and events that support goals for student achievement and Social Emotional Health.

Input Section 5: 2024-25 Opportunities for Parental Involvement

Parents are invited to attend:

- Individual Student Conferences
- Recognition Ceremonies
- Back-to-School Night & Open House
- Parent Educational Workshops held by the Principal, Instructional Coaches and Counseling Wellness Team
- School-wide events
- The School Site Council (SSC) and the English Learner Advisory Committee (ELAC) are comprised of parent representatives who are elected by their peers to two-year terms. SSC and ELAC meetings are scheduled regularly. All parents are welcome to attend.
- Parent Teacher Association (PTA) Meetings and “Coffee with the Principal” which invite all parents to become actively involved in providing and volunteering opportunities.

We are committed to continuing our partnership with all stakeholders in an effort to maintain and promote an exemplary educational program. Individuals seeking information about parent involvement are asked to contact our parent volunteer liaison, Mrs. Leticia Morales, at (562) 602-8056.

Input Section 6: 2024-25 School Safety Plan

This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.

Note:
This section should include information about the school’s Comprehensive School Safety Plan (CSSP), including the dates on which the safety plan was last annually reviewed, updated, board approved and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field).

In order to provide a safe, civil and productive school environment, Theodore Roosevelt Elementary School is a closed campus. For the safety of our students and staff, all visitors are required to enter through the main administration building, which is located on the northeast side of the campus. All visitors, contractors, and volunteers are required to check in through our Visitor Management System, Rapport.

Theodore Roosevelt School provides a safe, clean and well-maintained physical environment for students. Our facilities include a large field, clean black tops, and well-maintained grass areas. We have a full-time custodian and an evening custodial cleaning crew that ensure the cleanliness of our school.

School policies are communicated through our registration system, Schoolmint; orientation assemblies, parent newsletters, and our new learning management system, Schoology. We recognize that to be successful, a school must provide a safe environment that promotes respect and cooperation with others. We focus on building relationships, while encouraging self-reflection and the acceptance of responsibility in order to shape student behaviors.

Appropriate behaviors are encouraged and are taught using the Safe and Civil Schools program. Through this program, students and staff are held accountable for displaying behaviors that promote the safety, civility, and productivity of Roosevelt School.

The Plan Includes:

- Components of this plan include
- Mandated Crime Report
- Child Abuse Reporting Procedures
- 2024-2025 Annual Notifications for Parents and Students
- Policy Statements
- Employee Discipline Policy
- Drug/Alcohol/Tobacco Free Campus Policy

Input Section 6: 2024-25 School Safety Plan

- Dress Code Policy
- Sexual Harassment Policy
- Pupil Discipline Policy
- Procedures for Safe Entrance
- Ingress & Egress from School
- Disaster Response Procedures.



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Theodore Roosevelt Elementary School	19648736021471	December 6, 2024	December 6, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Theodore Roosevelt Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	5
Educational Partner Involvement	6
Resource Inequities	7
Comprehensive Needs Assessment Components	7
California School Dashboard (Dashboard) Indicators.....	7
Other Needs.....	8
School and Student Performance Data	9
Student Enrollment.....	9
CAASPP Results.....	11
ELPAC Results	16
Student Population.....	20
Overall Performance	22
Academic Performance.....	24
Academic Engagement	30
Conditions & Climate.....	33
Goals, Strategies, & Proposed Expenditures.....	35
Goal 1.....	35
Goal 2.....	40
Goal 3.....	43
Goal 4.....	48
Goal 5.....	51
Budget Summary	55
Budget Summary	55
Other Federal, State, and Local Funds	55
Budgeted Funds and Expenditures in this Plan.....	56
Funds Budgeted to the School by Funding Source.....	56
Expenditures by Funding Source	56
Expenditures by Budget Reference	56
Expenditures by Budget Reference and Funding Source	56
Expenditures by Goal.....	56
School Site Council Membership	57
Recommendations and Assurances	58
Instructions.....	59
Appendix A: Plan Requirements	66

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements69

Appendix C: Select State and Federal Programs72

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Theodore Roosevelt Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

To effectively meet the Every Student Succeeds Act (ESSA) requirements in alignment with the Local Control and Accountability Plan (LCAP), Roosevelt implements the following key factors:

1. **Understand ESSA Requirements:** The school administration and staff familiarize themselves with the ESSA guidelines, including the various provisions and mandates related to student achievement, accountability, and school improvement. This includes annual testing, academic standards, school performance indicators, and support for struggling students.
2. **Analyze Local Needs:** Roosevelt and PUSD conducts a comprehensive needs assessment to identify the strengths, weaknesses, and specific challenges faced by students, teachers, and the overall school community. This assessment is aligned with the goals and priorities outlined in LCAP.
3. **Set Goals and Priorities:** Based on the needs assessment, Roosevelt specific academic goals, improvement targets, and priorities align with both the ESSA requirements and the LCAP. These goals are measurable, achievable, and designed to improve student outcomes.
4. **Develop Strategies and Interventions:** To achieve the school goals, Roosevelt develops strategies and interventions to address the identified needs and achieve the desired outcomes. These strategies include instructional improvements, professional development for teachers, targeted interventions for struggling students, family engagement programs, and community partnerships.
5. **Allocate Resources:** Roosevelt allocates resources strategically to support the implementation of the identified strategies and interventions. This involves aligning budgets, grants, and other funding sources with the prioritized needs and goals outlined in the LCAP and ESSA.
6. **Monitor Progress and Evaluate:** Regular monitoring and evaluation of progress towards the established goals are essential. Roosevelt implements a data-driven system to track student performance, identify areas requiring additional support, and make necessary adjustments to interventions and strategies. This enables ongoing improvement and ensures compliance with ESSA requirements.
7. **Engage Educational Partners:** Effective collaboration and engagement with various stakeholders, including parents, community members, teachers, staff, and students, are vital. Roosevelt involves these educational partners in the development, implementation, and monitoring of the LCAP and ESSA-related initiatives. This ensures that the plan reflects the needs and aspirations of the entire school community.
8. **Tier 1 Instruction:** We will implement high-quality, evidence-based instruction in the general education classroom. This includes using engaging, culturally relevant curricula and employing universal design for learning (UDL) principles to ensure accessibility for all students.
9. **Differentiation of Instruction:** Teachers will receive professional development on differentiation techniques to tailor instruction to meet diverse learning needs. This will involve flexible grouping, varied instructional methods, and formative assessments to monitor progress and adjust teaching strategies accordingly.
10. **Addressing EL Needs:** We will enhance support for English Learners (ELs) through targeted language instruction integrated into content areas. Collaboration with ESL specialists will ensure that ELs receive appropriate scaffolding and resources, fostering their academic and linguistic growth.
11. **Addressing IEP Needs:** For students with Individualized Education Programs (IEPs), our plan includes regular collaboration between general and special education teachers. This will facilitate the implementation of accommodations and modifications outlined in each IEP, ensuring that these students have equal access to the curriculum.

By following these steps, Roosevelt can effectively meet ESSA requirements while aligning them with their local priorities and goals outlined in the LCAP. This allows for a comprehensive approach to improving student achievement, fostering accountability, and promoting local control over educational decisions.

Educational Partner Involvement

How, when, and with whom did Theodore Roosevelt Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School Site Council (SSC) Meetings

February 23, 2024 - In a joint meeting with ELAC, Roosevelt reviewed an overall chronic absence data as compared to the District. SSC members also analyzed attendance data related to student groups and identified that since the pandemic, Roosevelt's numbers have improved. However, we continue to focus on chronic absenteeism. The resulting figures identified demonstrated a pattern as the schools chronic absenteeism experienced a steady 25% absent rate among a range of students. Actions taken by the TOSA and Social Worker were discussed in the efforts of creating a systematic program that meets the needs of our school site. SSC members recommended continuing to focus on improving attendance and provided ideas for promoting it.

On October 8, 2024, the School Site Council (SSC) and English Language Advisory Committee (ELAC) held a meeting to review the 2023-24 School Plan for Student Achievement (SPSA) and assess previous goals and activities. The committees were informed that this year's goals align with the district's Local Control and Accountability Plan (LCAP) goals. Discussions included identifying specific activities that would support each goal and exploring the budget necessary to implement these initiatives effectively. The committee also acknowledged that the school is no longer classified as an Additional Targeted Support and Improvement (ATSI) school regarding attendance but emphasized the continued focus on supporting subgroups to enhance both attendance and academic performance. A follow-up discussion is scheduled for December 6 to finalize the SPSA draft with SSC.

On October 10, 2024, during the Roosevelt's staff's Development Day, the staff discussed attendance data which is a part of SPSA plan. The staff was excited regarding the improvement of attendance this year. Additionally, the staff were trained to use Hoonuit and complete a Data Analysis Document for student attendance in their grade level. They continued to focus on Chronic Absenteeism in their classrooms and made a plan to share the attendance information with parents during parent conference week in November.

On October 15, 2024 the Instructional Leadership Team (ILT) was presented the proposed goals for the 2024-2025 school year. The ILT provided feedback regarding activities that the school can continue and/or begin to ensure our school goals are being met. This feedback included questions on the school CAASSP scores and the activities related to improve the schools efforts. During this discussion, the ILT were elated to be informed that the SPSA included identifying funding for additional planning, presentations, and implementation of new district initiatives. No other feedback was provided

December 6, 2024 - (Held virtually) Original SSC in November had to be reschedule to December 6th. During the review the SPSA, parents provided feedback regarding chronic absenteeism with the group Special education Chronically absent at 27.9% and African American students are chronically absent by 36.1%. However, both sub groups demonstrated a decrease in chronic absenteeism by 7%. This is all in part to our efforts to build a robust attendance program that addresses student needs, provided parent workshops, and involved teacher input. The parents stated they are aware of our attendance program and are not surprised by the increase. Parents asked if we are targeting these specific sub groups. It was shared that in fact is is part of our SPSA to support our chronic students. - SSC approved SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

N/A

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

The California Dashboard indicates that Roosevelt’s overall performance in both English Language Arts (ELA) and math falls within the orange category, signaling a need for targeted intervention and support. A closer examination of the subcategories reveals that while all students are affected, specific groups—including English learners, students with disabilities, students from socioeconomically disadvantaged backgrounds, and Hispanic students—are particularly underperforming in these areas.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

A closer examination of the subcategories reveals that while all students are affected in English Language Arts and Math, specific groups—including English learners, students with disabilities, students from socioeconomically disadvantaged backgrounds, and Hispanic students—are particularly underperforming in these areas.

To meet these needs, our school plan emphasizes a multi-tiered approach to instruction, focusing on Tier 1 strategies that benefit all students.

1. Tier 1 Instruction: We implement high-quality, evidence-based instruction in the general education classroom. This includes using engaging, culturally relevant curricula and employing universal design for learning (UDL) principles to ensure accessibility for all students.
2. Differentiation of Instruction: Teachers receive professional development on differentiation techniques to tailor instruction to meet diverse learning needs. This involves flexible grouping, varied instructional methods, and formative assessments to monitor progress and adjust teaching strategies accordingly.
3. Addressing EL Needs: We support English Learners (ELs) through targeted language instruction integrated into content areas. Collaboration with our school coach and our collaborative groups ensure that ELs receive appropriate scaffolding and resources, fostering their academic and linguistic growth.
4. Addressing IEP Needs: For students with Individualized Education Programs (IEPs), our plan includes regular collaboration between general and special education teachers. This facilitates the implementation of accommodations and modifications outlined in each IEP, ensuring that these students have equal access to the curriculum.

Additionally, chronic absenteeism poses a significant challenge, with both students with disabilities and African American students also falling into the orange category. This points to a pressing need for comprehensive strategies that address the unique barriers faced by these subgroups.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Theodore Roosevelt Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.18%	0%	%	1	0	
African American	10.46%	11.57%	12.30%	59	62	61
Asian	0.35%	0.37%	0.60%	2	2	3
Filipino	0.35%	0.37%	0.60%	2	2	3
Hispanic/Latino	86.17%	85.07%	83.67%	486	456	415
Pacific Islander	0.35%	0.19%	0.60%	2	1	3
White	0.71%	1.49%	1.01%	4	8	5
Multiple	1.42%	0.93%	1.21%	8	5	6
Total Enrollment				564	536	496

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	86	92	54
Grade 1	104	90	69
Grade 2	69	82	93
Grade3	111	87	76
Grade 4	76	103	87
Grade 5	118	82	98
Total Enrollment	564	536	496

Conclusions based on this data:

1. Along with surrounding communities and Paramount Unified School District, Roosevelt is experiencing a decrease in enrollment. As a result, it is affecting our ability to fund particular programs and staff. In 2021-2022, we had 564 as opposed to 2023-2024 to 496 enrolled
2. We have increased in our number of African American students from 10% to 12%
3. Currently, second grade is our largest student population at 93 students, and has gradually increased for the past two years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	222	203	134	40.1%	39.4%	27.0%
Fluent English Proficient (FEP)	59	53	72	13.8%	10.5%	14.5%
Reclassified Fluent English Proficient (RFEP)	45	34	57	6.3%	8.0%	11.5%

Conclusions based on this data:

1. Enrollment of English Language Learners (27%), numbers have decreased for the past 3 years, where as FEP (14.5%), & RFEP (11.5%) have increased

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	110	91	80	106	89	78	106	89	78	96.4	97.8	97.5
Grade 4	85	97	83	83	95	82	83	95	82	97.6	97.9	98.8
Grade 5	124	80	93	121	78	90	121	78	90	97.6	97.5	96.8
Grade 11												
All Grades	319	268	256	310	262	250	310	262	250	97.2	97.8	97.7

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2376.	2385.	2384.	9.43	7.87	15.38	16.04	23.60	21.79	31.13	29.21	15.38	43.40	39.33	47.44
Grade 4	2418.	2418.	2408.	9.64	12.63	9.76	19.28	12.63	15.85	26.51	22.11	24.39	44.58	52.63	50.00
Grade 5	2475.	2463.	2467.	17.36	11.54	8.89	23.14	26.92	26.67	24.79	19.23	28.89	34.71	42.31	35.56
Grade 11															
All Grades	N/A	N/A	N/A	12.58	10.69	11.20	19.68	20.61	21.60	27.42	23.66	23.20	40.32	45.04	44.00

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

Grade 3	11.32	7.87	15.38	57.55	65.17	47.44	31.13	26.97	37.18
Grade 4	12.05	9.47	7.32	57.83	60.00	53.66	30.12	30.53	39.02
Grade 5	14.05	10.26	8.89	64.46	62.82	65.56	21.49	26.92	25.56
Grade 11									
All Grades	12.58	9.16	10.40	60.32	62.60	56.00	27.10	28.24	33.60

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.55	5.62	5.13	54.72	48.31	51.28	37.74	46.07	43.59
Grade 4	6.02	7.37	2.44	53.01	45.26	53.66	40.96	47.37	43.90
Grade 5	14.05	10.26	11.11	52.89	52.56	61.11	33.06	37.18	27.78
Grade 11									
All Grades	9.68	7.63	6.40	53.55	48.47	55.60	36.77	43.89	38.00

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.49	14.61	8.97	73.58	70.79	76.92	17.92	14.61	14.10
Grade 4	8.43	7.37	6.10	71.08	76.84	67.07	20.48	15.79	26.83
Grade 5	11.57	8.97	12.22	66.12	67.95	65.56	22.31	23.08	22.22
Grade 11									
All Grades	9.68	10.31	9.20	70.00	72.14	69.60	20.32	17.56	21.20

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.55	11.24	19.23	60.38	58.43	55.13	32.08	30.34	25.64
Grade 4	7.23	13.68	12.20	61.45	61.05	52.44	31.33	25.26	35.37
Grade 5	11.57	12.82	7.78	66.94	64.10	70.00	21.49	23.08	22.22
Grade 11									
All Grades	9.03	12.60	12.80	63.23	61.07	59.60	27.74	26.34	27.60
In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.									

Conclusions based on this data:

1. In overall participation of students in reading: 3rd grade students below standard in reading have increased to 47%. Where 4th Grade (50%) and 5th Grade (35%) decreased in below standard of reading.
2. In overall participation of students in writing: 3rd grade (43%), 4th Grade (43), and 5th Grade (27%) decreased to 43%.
3. In overall participation of students in listening: 4th grade students below standard in reading have increased to 27%. Where 3rd Grade (14%) and 5th Grade (22%) decreased in below standard of writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	110	90	80	104	89	80	104	89	80	94.5	98.9	100
Grade 4	85	97	83	81	96	83	81	96	83	95.3	99.0	100
Grade 5	124	79	94	120	78	93	120	78	93	96.8	98.7	98.9
All Grades	319	266	257	305	263	256	305	263	256	95.6	98.9	99.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2383.	2383.	2394.	8.65	10.11	10.00	18.27	23.60	22.50	25.00	19.10	22.50	48.08	47.19	45.00
Grade 4	2428.	2422.	2416.	4.94	4.17	4.82	18.52	17.71	18.07	38.27	39.58	28.92	38.27	38.54	48.19
Grade 5	2447.	2449.	2465.	6.67	2.56	7.53	13.33	11.54	11.83	26.67	35.90	36.56	53.33	50.00	44.09
All Grades	N/A	N/A	N/A	6.89	5.70	7.42	16.39	17.87	17.19	29.18	31.56	29.69	47.54	44.87	45.70

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	13.46	13.48	17.50	38.46	42.70	43.75	48.08	43.82	38.75
Grade 4	12.35	7.29	8.43	45.68	44.79	37.35	41.98	47.92	54.22
Grade 5	9.17	3.85	6.45	45.00	47.44	48.39	45.83	48.72	45.16
All Grades	11.48	8.37	10.55	42.95	44.87	43.36	45.57	46.77	46.09
In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.									

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.62	13.48	12.50	50.96	41.57	42.50	39.42	44.94	45.00
Grade 4	4.94	4.17	7.23	50.62	53.13	42.17	44.44	42.71	50.60
Grade 5	5.83	1.28	8.60	46.67	61.54	49.46	47.50	37.18	41.94
All Grades	6.89	6.46	9.38	49.18	51.71	44.92	43.93	41.83	45.70
In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.									

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.50	12.36	10.00	54.81	56.18	55.00	32.69	31.46	35.00
Grade 4	12.35	4.17	2.41	51.85	63.54	65.06	35.80	32.29	32.53
Grade 5	2.50	1.28	7.53	56.67	62.82	67.74	40.83	35.90	24.73
All Grades	8.52	6.08	6.64	54.75	60.84	62.89	36.72	33.08	30.47
In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.									

Conclusions based on this data:

1. In overall participation of students: 3rd grade students (27%) did not met the standard and (44%) in 5th Grade. However, 4th grade improve to(48%)

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1413.9	1427.8	1369.3	1433.3	1433.8	1387.4	1368.2	1413.4	1327.2	34	30	21
1	1434.8	1440.7	1392.7	1455.1	1462.8	1397.5	1413.8	1418.1	1387.3	37	30	24
2	1469.5	1468.1	1449.6	1486.6	1476.1	1452.5	1451.9	1459.5	1446.1	32	26	28
3	1486.7	1480.4	1462.8	1496.6	1487.0	1456.5	1476.2	1473.5	1468.6	43	29	20
4	1499.4	1516.8	1499.5	1496.4	1516.9	1502.2	1502.0	1516.3	1496.3	36	35	28
5	1504.5	1536.1	1516.9	1501.3	1537.0	1520.5	1507.0	1534.6	1512.8	35	33	26
All Grades										217	183	147

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	11.76	10.00	0.00	35.29	43.33	14.29	29.41	33.33	33.33	23.53	13.33	52.38	34	30	21
1	8.11	6.67	4.17	29.73	40.00	25.00	37.84	26.67	25.00	24.32	26.67	45.83	37	30	24
2	12.50	19.23	7.14	37.50	34.62	25.00	37.50	30.77	35.71	12.50	15.38	32.14	32	26	28
3	6.98	10.34	10.00	39.53	37.93	15.00	44.19	24.14	35.00	9.30	27.59	40.00	43	29	20
4	13.89	31.43	14.29	41.67	31.43	32.14	30.56	28.57	35.71	13.89	8.57	17.86	36	35	28
5	8.57	27.27	7.69	45.71	39.39	50.00	28.57	27.27	26.92	17.14	6.06	15.38	35	33	26
All Grades	10.14	18.03	7.48	38.25	37.70	27.89	35.02	28.42	31.97	16.59	15.85	32.65	217	183	147

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	23.53	13.33	4.76	35.29	43.33	23.81	17.65	36.67	23.81	23.53	6.67	47.62	34	30	21
1	35.14	26.67	16.67	24.32	33.33	25.00	32.43	26.67	16.67	8.11	13.33	41.67	37	30	24
2	31.25	34.62	10.71	28.13	23.08	50.00	37.50	30.77	17.86	3.13	11.54	21.43	32	26	28
3	32.56	24.14	15.00	46.51	44.83	30.00	16.28	20.69	20.00	4.65	10.34	35.00	43	29	20
4	30.56	57.14	39.29	33.33	20.00	42.86	30.56	17.14	7.14	5.56	5.71	10.71	36	35	28
5	20.00	39.39	42.31	62.86	42.42	38.46	5.71	18.18	15.38	11.43	0.00	3.85	35	33	26
All Grades	29.03	33.33	22.45	38.71	34.43	36.05	23.04	24.59	16.33	9.22	7.65	25.17	217	183	147

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	2.94	10.00	0.00	14.71	16.67	4.76	38.24	56.67	47.62	44.12	16.67	47.62	34	30	21
1	8.11	3.33	4.17	16.22	23.33	16.67	35.14	33.33	25.00	40.54	40.00	54.17	37	30	24
2	0.00	11.54	7.14	37.50	42.31	14.29	37.50	19.23	32.14	25.00	26.92	46.43	32	26	28
3	0.00	3.45	0.00	20.93	20.69	15.00	46.51	34.48	35.00	32.56	41.38	50.00	43	29	20
4	2.78	11.43	7.14	25.00	34.29	17.86	41.67	31.43	35.71	30.56	22.86	39.29	36	35	28
5	0.00	18.18	7.69	17.14	18.18	7.69	48.57	48.48	61.54	34.29	15.15	23.08	35	33	26
All Grades	2.30	9.84	4.76	21.66	25.68	12.93	41.47	37.70	39.46	34.56	26.78	42.86	217	183	147

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	26.47	6.67	9.52	55.88	86.67	47.62	17.65	6.67	42.86	34	30	21
1	24.32	33.33	33.33	67.57	53.33	33.33	8.11	13.33	33.33	37	30	24
2	18.75	19.23	10.71	71.88	61.54	64.29	9.38	19.23	25.00	32	26	28
3	27.91	17.24	10.00	65.12	65.52	65.00	6.98	17.24	25.00	43	29	20
4	47.22	34.29	46.43	41.67	51.43	39.29	11.11	14.29	14.29	36	35	28
5	17.14	24.24	26.92	68.57	60.61	65.38	14.29	15.15	7.69	35	33	26
All Grades	27.19	22.95	23.81	61.75	62.84	52.38	11.06	14.21	23.81	217	183	147

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	23.53	23.33	0.00	52.94	53.33	42.86	23.53	23.33	57.14	34	30	21
1	43.24	36.67	0.00	37.84	43.33	45.83	18.92	20.00	54.17	37	30	24
2	34.38	50.00	14.29	62.50	38.46	64.29	3.13	11.54	21.43	32	26	28
3	44.19	51.72	35.00	51.16	34.48	20.00	4.65	13.79	45.00	43	29	20
4	36.11	60.00	32.14	52.78	34.29	53.57	11.11	5.71	14.29	36	35	28
5	45.71	72.73	53.85	34.29	27.27	38.46	20.00	0.00	7.69	35	33	26
All Grades	38.25	49.73	23.13	48.39	38.25	45.58	13.36	12.02	31.29	217	183	147

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.88	10.00	0.00	67.65	76.67	61.90	26.47	13.33	38.10	34	30	21
1	18.92	10.00	8.33	37.84	46.67	37.50	43.24	43.33	54.17	37	30	24
2	3.13	26.92	3.57	65.63	50.00	67.86	31.25	23.08	28.57	32	26	28
3	0.00	3.45	0.00	48.84	41.38	35.00	51.16	55.17	65.00	43	29	20
4	2.78	14.29	3.57	58.33	42.86	53.57	38.89	42.86	42.86	36	35	28
5	2.86	18.18	7.69	51.43	60.61	50.00	45.71	21.21	42.31	35	33	26
All Grades	5.53	13.66	4.08	54.38	53.01	51.70	40.09	33.33	44.22	217	183	147

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	8.82	36.67	9.52	38.24	40.00	28.57	52.94	23.33	61.90	34	30	21
1	2.70	3.33	4.17	62.16	63.33	50.00	35.14	33.33	45.83	37	30	24
2	3.13	11.54	14.81	71.88	65.38	37.04	25.00	23.08	48.15	32	26	27
3	9.30	13.79	5.00	81.40	55.17	60.00	9.30	31.03	35.00	43	29	20
4	13.89	22.86	14.29	75.00	68.57	64.29	11.11	8.57	21.43	36	35	28
5	11.43	15.15	23.08	71.43	75.76	65.38	17.14	9.09	11.54	35	33	26
All Grades	8.29	17.49	12.33	67.28	61.75	51.37	24.42	20.77	36.30	217	183	146

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- Overall the biggest discrepancy is Kinder with the mean between 60 points from 22-23 to 23-24. However, 1st - 5th grade maintain within 20 points.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
496	96%	27%	1.8%
Total Number of Students enrolled in Theodore Roosevelt Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	134	27%
Foster Youth	9	1.8%
Homeless	8	1.6%
Socioeconomically Disadvantaged	476	96%
Students with Disabilities	75	15.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	61	12.3%
American Indian	0	0.0%
Asian	3	0.6%
Filipino	3	0.6%
Hispanic	415	83.7%
Two or More Races	6	1.2%
Pacific Islander	3	0.6%
White	5	1%

Conclusions based on this data:

- Roosevelt continues to be a predominantly Hispanic school. Roosevelt will work on ensure we encourage and reinforce school inclusion and equity among all students.

2. We have a very high percentage of students that are socioeconomically disadvantaged 94.8%.
3. There is a large percentage of students (13.8%) that are Students with Disabilities. This population of students is almost 1/5 of our total school population.

School and Student Performance Data

Overall Performance






The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Orange</div>	<div>Chronic Absenteeism</div> <div> Yellow</div>	<div>Suspension Rate</div> <div> Orange</div>
<div>Mathematics</div> <div> Yellow</div>		
<div>English Learner Progress</div> <div> Red</div>		

Conclusions based on this data:

- We are improving our English Learner Progress and maintain very low suspension rate.
- Chronic absenteeism continues to be a concern, especially for our African American and Special Education population. A goal on attendance will be addressed in Goal 3
- ELA and Math continue to be focus areas. We are currently in the orange with the goal of moving to yellow.

School and Student Performance Data

Academic Performance English Language Arts

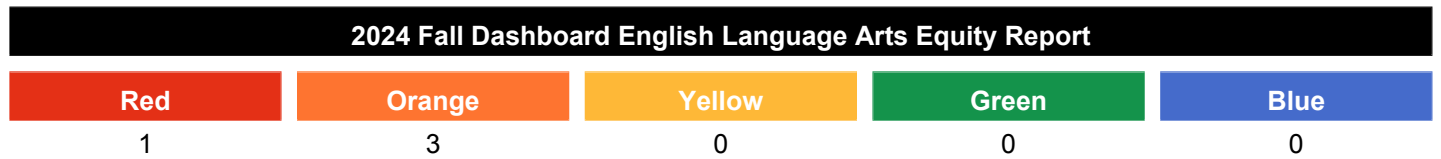
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>46.9 points below standard</div> <div>Maintained -2.5 points</div> <div>236 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>61.7 points below standard</div> <div>Declined 3.8 points</div> <div>110 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>6 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>49.5 points below standard</div> <div>Maintained -2.6 points</div> <div>225 Students</div>

Students with Disabilities  Red 113.3 points below standard Declined 30.6 points 47 Students	African American  No Performance Color 54.5 points below standard Declined 8.7 points 30 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 45.3 points below standard Maintained -2.2 points 198 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students

Conclusions based on this data:

1. Our English Learners are performing 65 points more below standard than our English Only students. This group also decreased 19.4 points from last year.
2. Students with Disabilities is the lowest performing subgroup of 82 points below standard. However, they increased by 37 points.
3. All students did increase by almost from Fall 2022.

School and Student Performance Data

Academic Performance Mathematics

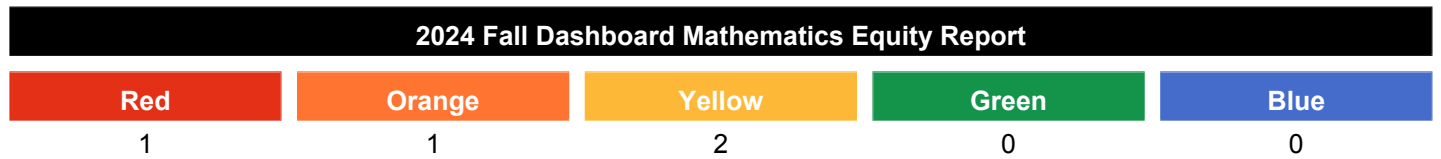
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>57.2 points below standard</div> <div>Increased 4.6 points</div> <div>238 Students</div>	<div>English Learners</div> <div> Orange</div> <div>62.6 points below standard</div> <div>Maintained 2.1 points</div> <div>112 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>6 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>59.8 points below standard</div> <div>Increased 4.2 points</div> <div>227 Students</div>

Students with Disabilities  Red 115.8 points below standard Declined 7.3 points 47 Students	African American  No Performance Color 70.4 points below standard Maintained 1.4 points 30 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 54.7 points below standard Increased 5.4 points 200 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students

Conclusions based on this data:

1. The gap between English Only and English Learners is smaller in the area of math than ELA.
2. Reclassified students were 6.5 points below grade level in math as opposed to being only 3 points below in ELA.
3. Students with Disabilities is the lowest performing group, 108 points below standard. However, this group had the greatest increase in points of 21 points from Fall 2022.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
32.8% making progress.	making progress.
Number Students: 116 Students	Number Students: 2 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24.1%	43.1%	0%	32.8%

Conclusions based on this data:

- 99% of our ELL moved up at least one ELPI level while 12% decreased one ELPI level showing a positive trend toward English Fluency.
- 34% of our ELL are maintaining their ELPI level. Identifying these students would be a next step to see how close they are to moving to that next level so we can target students based on this information.

School and Student Performance Data

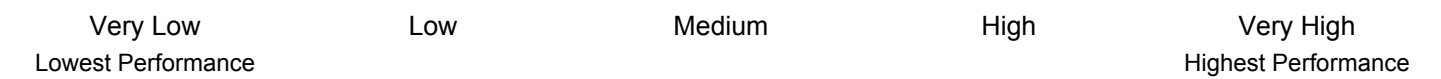
Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>25.5% Chronically Absent</div> <div>Declined 8.5</div> <div>533 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>18.3% Chronically Absent</div> <div>Declined 6.1</div> <div>153 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>9 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>50% Chronically Absent</div> <div>Declined 16.7</div> <div>12 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>26.3% Chronically Absent</div> <div>Declined 8.2</div> <div>514 Students</div>

Students with Disabilities  Orange 27.9% Chronically Absent Declined 6.9 86 Students	African American  Orange 36.1% Chronically Absent Declined 7.8 72 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Hispanic  Yellow 23.6% Chronically Absent Declined 8.9 440 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	White  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students

Conclusions based on this data:

1. Chronic Absenteeism is 34% on an average, however, it has decreased by 19% from last year.
2. Large percentage, 24% of English Language Learners were chronically absent.
3. Students with Disabilities (34.8%) and African American (43.9) students have the highest level of chronic Absenteeism. This can be a factor in their low, academic performance in ELA and Math.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

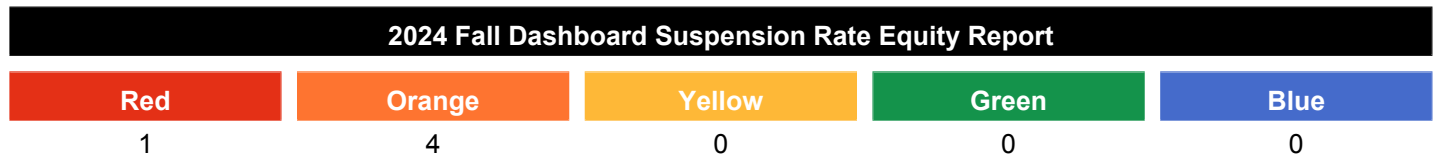
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>1.8% suspended at least one day</div> <div>Increased 1.1%</div> <div>554 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>3.1% suspended at least one day</div> <div>Increased 3.1%</div> <div>160 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>9 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>14 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>1.9% suspended at least one day</div> <div>Increased 1.2%</div> <div>534 Students</div>

Students with Disabilities  Orange 3.4% suspended at least one day Increased 1.3% 87 Students	African American  Orange 2.7% suspended at least one day Increased 1.4% 75 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Hispanic  Orange 1.5% suspended at least one day Increased 1.1% 457 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	White  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students

Conclusions based on this data:

1. We have maintained an extremely low suspension rate across subgroups. Having a schoolwide focus in providing Social Emotional Lessons has supported students making good choices.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Elevate deeper learning and college, career, and life readiness

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As part of the Comprehensive needs assessment, educational partners examined state assessment data. SBAC ELA & MATH data indicate a need in high quality data-driven core instruction using effective instructional strategies, scaffolds, and assessments.

According to our data, students have achieved 33% proficiency in English Language Arts (ELA) and 25% in math on the CAASPP assessments, with 18% proficiency in the California Science Test (CAST). Additionally, our readiness data indicates a 40% proficiency in math and 49% in reading.

In response to these results, we are implementing several key activities to enhance student support and academic performance. We have academic coaches to facilitate multi-tiered systems of support and provide professional development for teachers, enabling them to effectively implement standards and improve the quality of education.

Furthermore, we are leveraging the expertise of various teachers, including PE, music, and science educators, to foster holistic academic development. To address the specific needs of our students, we recognize the necessity of providing extra hours for academic interventions, including IEP and MTSS programs. This initiative will require additional manipulatives and resources for our content areas, ensuring that our staff are equipped with the tools they need to succeed.

In addition to ongoing professional development, our commitment to AVID strategies will empower teachers to deliver rigorous academic experiences, ultimately enhancing student engagement and achievement.

As such, there is a need to provide effective interventions using the MTSS model with progress monitoring tools to measure growth. The data also indicates a discrepancy between the scores of non-English learners and English learners. The data below is based on 2023-2024 school year SBA and ELPAC data, as well as 2024 iReady data.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	ELA at 33% School Year 2023-2024	Increase, Met, or Exceeded student in grade 3-5 on CAASSP in the area of ELA to 35%.
CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	Math at 25% School Year 2023-2024	Increase Met or Exceeded student in grade 3-5 on CAASSP in the area of Math to 27%

California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)	Science at 18% School Year 2023-2024	Increase Met or Exceeded student in grade 3-5 on CAASSP in the area of Science by 20%
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	68.3% making progress Blue Status CA School Dashboard Fall 2023	Continue to remain in the Very High Blue Status for English Learner Proficiency which requires us to have a minimum progress of 65% or higher
i-Ready Percent meeting typical growth in Math (i-Ready)	Math at 40% Diagnostic 3 School Year 2023-2024	Increase percent on typical growth in iReady Math.
i-Ready Percent meeting typical growth in Reading (i-Ready)	Reading at 49% Diagnostic 3 School Year 2023-2024	Increase percent on typical growth in iReady Reading.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
1.1	Academic coaches: support Pre-K-12 staff, both general and special education, in the implementation of district and school site goals for California Content and English Language Development Standards as well as Multi-Tiered Systems of Support (MTSS). The Academic Coach supports school sites by providing coaching, training, and professional development to teachers in relation to the implementation of Common Core State Standards in Language Arts and/or Math. They will also collect, analyze and interpret data for the purpose of guiding instructional practices and decisions related to student achievement.	All Students	Bi-weekly meetings with principal and school collab teams.	District Funded
1.2	Elementary PE Teachers provide physical education to students based on their grade level standards	All Students	Class activities and student participation per the school/grade level schedule for PE	District Funded
1.3	Elementary Music Teachers providing vocal or instrumental instruction to students	All Students	Class activities and student participation per the school/grade level schedule for music	District Funded
1.4	PLTW Teachers supporting STEM education with elementary students	All Students	PLTW Class activities and student participation per the school/grade level schedule	District Funded
1.5	Language Assessment Assistant (LAA's) perform a variety of duties involved in the receipt, compilation,	ELD Students		District Funded

	preparation, verification, distribution, collection and processing of testing materials for State-mandated language assessment tests; administer, score and monitor students during language assessment tests.		<ul style="list-style-type: none"> • ELPAC Assessment • SIPPS • DELD instructional time • IELD instruction 	
1.6	Library Techs support literacy instruction and support services.	All Students	i-Ready ELA data College and Career Indicator Student Grades CAASPP scores	District Funded
1.9	Fund extra hours for academic interventions after school, IEPs, MTSS and additional collaboration time (to include teacher release to plan for interventions) to address the needs of struggling students to improve academic performance.	All students	Attendance of students for intervention, lessons planned by teams, student data of progress in intervention.	6,000 Title I Part A: Allocation MTSS
1.10	Purchase manipulatives for math, language arts, and science through. These items will support our efforts to reinforce concepts, in these specific subject areas. This includes: library books, print shop materials, technology, resources, and exposure to real-life experiences that support our efforts to implement AVID.	All students	Budget Tracking: Maintain a clear budget that outlines allocating funds for materials. Collaboration Minutes: Identifying materials needed to support lessons	6,000 Title I Part A: Allocation
1.11	Fund field trips and enrichment opportunities to enhance literacy and numeracy content taught at each grade level through real-life experiences and support the development of student academic performance. Field trips will be determined throughout the year.	All Students	Grade levels will request and provide rational explain how the fieldtrip will support or enhance grade level instructions to the principal for approval.	10,000 Title I Part A: Allocation
1.12	English Learners: Provide targeted ELD instruction, differentiated teaching strategies, and integrated language development across subjects through the use of materials and resources. As such, provide families materials and strategies for family workshops and provide extra hours to staff for on-going professional development for teachers to ensure effective support and inclusivity.	ELL Students	Administer assessments, such as the English Language Proficiency Assessments for California (ELPAC), and through teacher collaboration to track students' growth in speaking, listening, reading, and writing.	2,374.30 Title I Part A: Allocation
1.13	Invest in resources to best support AVID school based activities to help enhance our capacity to provide a comprehensive learning environment that ultimately fosters student success	All Students	CCIs and AVID Site Plan	5,000 Title I Part A: Allocation

	and promotes a college-ready culture within our school community. This includes materials such as binders, planners, etc.			
1.22	Instructional Leadership Team (ILT) primary role is to help lead the school's effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school's instructional program and leads and monitors the implementation of a sound instructional focus.	All Students	ILT Professional Development activities and meetings Teacher instructional and collaboration support Staff communication regarding the ILT role, responsibilities and PUSD instructional vision.	District Funded
1.23	TIAS (Technology Instructional Assistants) assist in the effective instruction of students and reinforce lessons in computer technology programs in a classroom, laboratory or learning center; perform a variety of instructional and clerical duties; perform related duties as assigned.	All Students	Use of technology by staff (both classified and certificated) Use of technology by students during classroom lessons Annual data reports used by school administration and teachers	District Funded
1.24	Classroom Tech including student devices, monitors, and staff devices	All Students	Classroom Visits Teacher and student use of technology during daily instruction	District Funded District Funded
1.25	Student Laptop devices for all grades, including replacement devices and power cords	All Students	Distribution to all students Classroom use Tracking of student replacement	District Funded District Funded

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

N/A

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Implement Comprehensive Professional Learning, Leading to Effective Change

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Improvement is essential as indicated by the California Assessment of Student Performance and Progress (CAASPP) data, which reveals areas needing enhanced focus. To address these challenges, it is crucial for the instructional leadership team (ILT) to collaborate effectively and implement best practices tailored to meet the diverse needs of our students. This collaboration will facilitate a shared vision and strategic approach to instruction.

According to Roosevelt data, students have achieved 33% proficiency in English Language Arts and 20% in math on the CAASPP assessments. In response to these results, the district is adopting a new approach to guide our instruction through the establishment of Instructional Leadership Teams. These teams will enhance collaborative efforts among educators, fostering a culture of high performance and supporting our goal to improve instruction through rigorous data-driven activities.

To support this initiative, we are implementing AVID strategies and facilitating teacher attendance at the Summer Institute, equipping them with effective instructional strategies. Additionally, members of the Instructional Leadership Teams will require extra hours to plan, present, and implement training sessions for Roosevelt staff, ensuring that our educators are well-prepared to elevate student outcomes.

Furthermore, there is a pressing need for targeted professional development to ensure the successful implementation of instructional leadership goals, as well as frameworks such as AVID (Advancement via Individual Determination) and MTSS (Multi-Tiered System of Supports). By investing in professional development, we can empower educators with the skills and strategies necessary to foster student engagement, improve academic outcomes, and create a supportive learning environment. This comprehensive approach will ultimately enhance the quality of instruction and support continuous improvement throughout the school.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ILT	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes
ILT Coaching Activities	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes
District PD/conference activities (including programs such as AVID, AP, CTE, etc.)	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
2.1	AVID Summer Institute is a 3-day, high-touch, interactive community experience featuring a rigorous curriculum that promotes student achievement at the highest levels and lays out a pathway to student success.	All Students	Identify Participants by January 1, 2025 Current School Site AVID Plans Pre-Conference meeting by the end of May 2025 AVID 2025-2026 Site Plan development at the conference	District Funded
2.6	Identify additionally funding for ILT members to meet after school to develop staff presentations and a plan for implementation, at each grade level, for the research-based strategies shared in district ILT meetings. ILT members will deliver the presentations during grade-level collaboration and staff meetings, allowing for further data-driven planning to develop the next steps.	All Students	ILT members at each grade level bring back data from their collaboration team meetings to share with ILT. ILT will document the impact on student progress across grades K-5 in content areas where the research-based strategies shared in district ILT meetings were implemented.	6,400 Title I Part A: Allocation
2.7	Identify additional hours dedicated to the AVID site team and personnel who support AVID professional development and the effective implementation of the AVID Plan. Additionally, support AVID Summer Institute for additional participants	All Students	CCI & AVID Plan	25,250 Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

N/A

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Cultivating an emotionally safe environment is paramount for fostering student success, particularly in light of suspension data, attendance metrics, and insights from the Healthy Kids Survey. To address these concerns, it is essential to continue providing training on restorative practices, which promote accountability and healing rather than punitive measures. Finding alternatives to suspension will further help maintain student engagement and support a positive school culture.

According to data from the California School Dashboard, Roosevelt's suspension rate for kindergarten through fifth grade stands at 0.7%. Additionally, attendance has significantly improved since 2021, with an average of 92.6% for the 2023-2024 school year. Our current goal is to increase attendance to 95%.

To achieve this, we aim to implement a robust attendance program that supports children and their families through essential resources, supplies, and engaging activities. This initiative will also address chronic absenteeism among transitional kindergarten through fifth grade, where our current status is at 34%.

To further our efforts, we will provide personnel training for staff, including campus safety officers, certified behavior analysts, school nurses, social workers, and interventionists, ensuring that students feel safe and supported at school.

Furthermore, it is vital to continue incorporating Social and Emotional Learning (SEL) lessons into the curriculum. These lessons not only equip students with essential skills for managing their emotions and building healthy relationships but also contribute to a supportive and inclusive school environment. Together, these initiatives will help ensure that all students feel safe, valued, and ready to learn.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate Indicator (CA School Dashboard)	0.7% Green status CA School Dashboard Fall 2023	Continue to maintain a green or blue status on suspensions rates for K - 5th grade
Cumulative attendance (PUSD Dashboard)	92.6% EOY 2023-2024	Continue to increase student attendance to 95% to support District goal.
Chronic absenteeism in grades TK through 8th grade (CA Dashboard)	34% Yellow status CA School Dashboard Fall 2023	Reduce Chronic Absenteeism for grades TK- 5th Grade by 3%
CHKS Student-Caring adults in school (5th) (7th) (9th)	5th: 84%	Continue to increase student feelings of being cared for by our staff by 2%

A6.4		
CHKS Student-Feel safe at school (5th) (7th) (9th) A8.1	5th: 83%	Continue to increase student safety by 3%
CHKS Student School Connectedness (5th) (7th) (9th) A6.4 /A6.3	5th: 76%	Continue to increase student school connectedness by 3%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
3.1	CSAs position(s): provide effective supervision of students before school, after school, and during recess and lunch. Campus Safety Aides utilize and implement positive behavior supports, disciplinary procedures, and techniques in accordance with the school site and district expectations, safety programs and plans. Collaborate with Principal and site staff to implement School Site Safety Plan and attend regular trainings on positive behavior support systems, progressive disciplinary procedures, and safety procedures.	All Students	<p>Conduct regular observations of CSAs by school administration to assess adherence to positive behavior support strategies and disciplinary procedures. Use "Foundations Implementation Observation" rubrics and provide feedback to improve or reinforce best practices.</p> <p>Track CSAs' attendance and participation in scheduled training sessions on positive behavior support, progressive disciplinary procedures, and safety protocols. Monitor training completion rates to ensure that all CSAs are adequately prepared.</p> <p>Host monthly meetings to set specific targets related to student supervision, positive behavior support, and safety. Review these goals regularly to assess progress and set new goals based on recent data.</p>	District Funded
3.2	BCBAs: Aids District staff with planning, implementation, and	All Students	SEL Data (monthly/weekly	District Funded

	evaluation of student behavior supports through the application of the science of Applied Behavior Analysis (ABA). Develop and oversee the development and implementation of programs, policies, and best practices related to instruction using the principals of ABA and Treatment and Education of Autistic and Related Communication-Handicapped Children (TEACCH) for students with autism and social skills programming for students. BCBAs conduct functional behavioral assessments and work with other staff members to conduct such assessments. Develop, support, and directly provide differentiated training and coaching opportunities to school site personnel on positive behavior supports, strategies, and interventions recommended for particular students or classrooms.		attendance, suspension, counseling, etc.)	District Funded
3.3	School Counselors are responsible for implementing the school-site guidance programs and planning an individualized guidance program appropriate to each student's educational, career/vocational, and personal-social needs.	All Students	SEL data (attendance, behavior, etc.) Student grades A-G completion Graduation Rate (HS only) Log entries into Synergy of students working with counselor (academic, SEL, or college and career readiness)	District Funded
3.4	Identify assemblies and events that promote a sense of safety and healthy well-being of students including but not limited to Safe and Civil, Anti-bullying, and the importance of daily attendance.	All Students	Student, parent, and teacher surveys after assemblies and events, throughout the year.	3,000 Title I Part A: Allocation
3.5	Identify additional time to empower our educators and support staff to work together in identifying the root causes of student behavioral and mental health challenges, develop a plan, and implement said plan. By providing time for focused discussions and professional development, we will equip our team with the necessary skills and strategies to create a supportive environment that fosters positive behavior.	All Student	Meeting agendas, data analysis sheets, sign-in, copy of presentations, and student intervention plans	2,000 Title I Part A: Allocation
3.6	Provide funding for supplies, materials, resources, and activities that support students for demonstrating actions that promote the schools guidelines for success: Roosevelt TRACKS (Trustworthy	All Students	Evidence of incentives that align with Roosevelt TRACKS for Success and attendance.	4,368.7 Title I Part A: Allocation

	Responsible, Ambitious, Cooperative, Knowledgeable, Scholars) and attendance .			
3.7	Staff members will support Roosevelt staff by providing professional developments for their fellow colleagues, conduct meetings, that focus on creating a positive school climate and focus specifically on the development of social-emotional competencies of children and adults and the use of Tier 1 & 2 Multi-Tiered System of Supports strategies in the classroom.	All Students	<ul style="list-style-type: none"> • Foundations for Safe and Civil Schools Implementation • Second Step implementation • Counselor and Social Worker Training and Conferences • ACT/SART/SARB Training and Implementation 	1,000 Title I Part A: Allocation
3.8	Fund extra hours for our Campus Safety Aides (CSAs) to enhance the effectiveness of CSAs in supporting a safe and welcoming environment for all students and staff by providing ongoing professional developments and workshops.	All Students	Agenda Copy of Presentation Sign-In	6,000 Title I Part A: Allocation
3.9	School Nurses	All Students	Students working with Nurse including those with specific health conditions that require a Nurses support.	District Funded
3.10	Social Workers provide support and resources for students with Tier II/III needs, inclusive of students with social-emotional challenges, chronically absent students, students experiencing homelessness, and foster youth.	All Students	Synergy SEL and student information/counseling data	District Funded
3.22	CSPs patrol and supervise campus activities to ensure the well-being and safety of students, staff, and visitors during on- and off-campus activities; assure student compliance with school and District rules and procedures.	All Students	Synergy Student Behavior and Suspension Data	District Funded

3.23	Behavior Intervention Specialist (BIS) coordinates behavioral and psychosocial services for Special Education students. The Behavior Intervention Specialist's main responsibilities will include resource development; counseling, conducting assessments; making referrals; facilitation of education groups for students, parents, guardians, and school staff.	Special Education Students	Continuous student evaluation for the purpose of advising consistent and effective services to reach and set goals Participate in/deliver staff development activities to provide educational information on the study and implementation of behavioral health. Participation/leading parent meetings with staff to support their child IEP	District Funded
------	--	----------------------------	---	-----------------

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

N/A

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Enhance Family and Community Engagement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Enhancing family and community engagement is vital for building strong partnerships that support student success. To achieve this, we will provide families with multiple opportunities to participate in school activities, workshops, and volunteering. By offering various events—such as family nights, educational workshops, and community service projects—we aim to create an inclusive environment where families feel welcomed and valued.

According to the Title I/LCAP survey, Roosevelt families expressed that they feel welcomed at Roosevelt, actively engage with our school, and are provided opportunities to give feedback. These insights reinforce our commitment to fostering a collaborative community that empowers families to play an active role in their children's education, ultimately benefiting all students. To continue to foster a positive school environment, Roosevelt is committed to continue our efforts to provide opportunities to enhance family and community involvement through various school events and activities.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Families agree or strongly agree this school is welcoming to parents (Title I/LCAP Parent Survey)	96% School Year 2023-2024	Continue to maintain a high percentage over 95% of families that strongly agree to the school welcoming to parents.
Families report using Parent Portal (Parent Square) at least one a week (Title I/LCAP Parent Survey)	71% School Year 2023-2024	Continue to increase percentage of families that utilize Parent Square to 76%.
Families find school events relevant and engaging (Title I/LCAP Parent Survey)	99% average (4 or 5) as of June 12, 2024	Continue to maintain a high percentage (99%) of families that find school events relevant and engaging .
This school actively seeks input from parents before making important decisions. (Agree/ Strongly Agree) (Title I/LCAP Parent Survey)	90% School Year 2023-2024	Increase to 92% of parents who feel the school seeks their input before making important decisions.
Families report attending events (Title I/LCAP Parent Survey)	178 parents - Open House 172 parents - Back to School Night 31 parents -Parent Education Classes	Continue to increase parent involvement in school activities and functions to 185 families to both Open and Back to School Night. 35 parents in our parent workshops.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
4.1	AVID Showcase: Our school presents its goals for the year, successes, and next steps for the following school year to our parents and community.	All Students	Review of School Site Plans Fall and Spring Site visit with site coordinator and administrator AVID Site Coordinator Meetings	District Funded
4.5	Allocate additional hours for teachers and support staff to plan and execute family engagement events and workshops.	All Students	Track the number of family engagement events and attendance records to measure participation rates. Survey families for feedback after engagement events to measure changes in understanding, suggestions for improvement, and/or possible topics for upcoming meetings	3,000 Title I Part A: Allocation
4.6	Provide parent education opportunities by our support staff to address a variety of target topics such as, academics, attendance, SEL, AVID, etc. to support families eliminate barriers that negatively affect student growth and achievement. Required: materials, supplies, and resource.	All students	Evidence by agendas, copies of presentations, sign-ins, parent surveys.	2,407.00 Title I Part A: Allocation
4.7			served.	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

N/A

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Build an Inclusive and Equitable School District

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Addressing the needs for student inclusivity and an equitable school environment is critical, particularly in light of CAASPP data indicating that students across various subgroups continue to require assistance in English Language Arts, Math, and Science. The data highlights significant gaps that must be addressed to ensure all students have access to high-quality education. Additionally, findings from the English Learner Proficiency assessments reveal that English Learners continue to need support to enhance their language skills and overall academic performance.

Roosevelt School's CAASPP data reveals that students achieved 33% proficiency in English Language Arts (ELA), 25% in math, and 18% in science. These scores closely align with our iReady data, which indicates a typical reading proficiency of 49% and a typical growth rate in math of 40%.

In response to this data, we are implementing several key activities to enhance student performance. Teachers will collaborate with middle school AVID coordinators to increase participation in middle school AVID programs, as well as visual and performing arts initiatives. We will also identify funding to support targeted subgroups and purchase manipulatives and materials that enhance learning. Additionally, we are committed to providing extracurricular programs that promote student engagement and academic growth. These efforts aim to create a supportive environment that fosters improvement across all subject areas.

To foster inclusivity and equity, Roosevelt will continue to implement activities and support systems that address these needs. This includes offering tailored interventions, expanding access to resources, and providing professional development for educators focused on culturally responsive teaching practices. By creating an environment that prioritizes the diverse needs of all students, we can promote equitable outcomes and ensure that every student has the opportunity to thrive academically and socially.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	ELA at 33% School Year 2023-2024 English Learners: 9% African American: 33% Hispanic: 34% SPED: 9% Foster Youth: 0% SED: 32% LTEL: N/A	Increase percentage of all sub groups to 35%
CAASPP Math Percent Met or Exceeded (All grades all students)	Math at 25% School Year 2023-2024 English Learners: 13%	Increase percentage of all sub groups to 27%

(Test Results for California's Assessments website)	African American: 25% Hispanic: 25% SPED: 9% Foster Youth: 0% SED: 23% LTEL: N/A	
California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)	Science at 18% School Year 2023-2024 English Learners: 4% African American: 13% Hispanic: 19% SPED: 10% Foster Youth: 0% SED: 17% LTEL: N/A	Increase percentage of all sub groups to 20 %
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	68.3% making progress Blue Status Decreased at Least 1 ELPI Level: 8.3% Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 23.4% Maintained ELPI Level 4: N/A Progressed at Least 1 ELPI Level: 68.3% CA School Dashboard Fall 2023	Continue to remain in the Very High Blue Status for English Learner Proficiency which requires us to have a minimum progress of 65% or higher.
i-Ready Percent meeting typical growth in Reading (i-Ready)	Reading at 49% Diagnostic 3 School Year 2023-2024 English Learners: 49% African American: 47% Hispanic: 50% SPED: 49%	Increase percent on typical growth in iReady Reading for all sub groups by 2%.
i-Ready Percent meeting typical growth in Math (i-Ready)	Math at 40% Diagnostic 3 School Year 2023-2024 English Learners: 42% African American: 57% Hispanic: 37% SPED: 44%	Increase percent on typical growth in iReady Math by 2%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
5.1	The Visual Arts program supports teachers and students by providing instruction in art education. The Visual Art teacher works collaboratively with classroom teachers and uses a variety of current standards-based instructional strategies designed to make art accessible to all students. They plan collaboratively with classroom teachers to provide effective instructional Visual Art lessons that complement the core curriculum and are targeted to meet	All Students	Elementary Master Schedule Performances and activities throughout the year Collaboration agenda	District Funded

	individual student needs. The visual art teacher maintains current knowledge of educational research, materials, and strategies by attending District meetings, trainings, and outside conferences as directed.			
5.2	AVID Recruitment: 5th grade teachers and Elementary AVID Coordinators meet with 6-8 AVID Coordinators to review the recruitment process and timeline. This process includes application, nomination, interviews, and selection of AVID students for the following year.	All Students	Recruitment timeline and process Review of Criteria and Applications MS Master Schedule: AVID Sections	District Funded
5.4	Summer School Program can be structured to offer a range of academic and enrichment opportunities tailored to the needs of diverse learners, including: 1) English Language Development (ELD): Specialized support for English Learners to develop language proficiency. 2) Visual and Performing Arts (VAPA): Art, music, theater, and dance classes offer a creative outlet, allowing students to explore and develop skills in the arts. Incorporating VAPA can improve engagement, self-expression, and cognitive skills, enriching students' summer experiences. 3) Literacy and Numeracy Support: Focused sessions on reading, writing, and math can help students close learning gaps. 4) STEM and Enrichment: Science, Technology, Engineering, and Math activities promote hands-on learning and critical thinking. 5) Remediation and Credit Recovery: High school students needing additional support to meet graduation or A-G credit requirements can participate in credit recovery courses.	All Students	Student Grades (Secondary by Quarter, Elementary by Trimester) K-8 i-Ready assessment data ELPAC	District Funded District Funded
5.5	Identify extra hours for after-school academic interventions and collaboration time to plan targeted interventions for students with disabilities (SPED), African American and Hispanic students, socioeconomically disadvantaged students (SED), and English Learners, aimed at improving their academic performance.	Targeted sub-groups	Attendance of students for intervention, lessons planned by teams, student data of progress in intervention.	3,000 Title I Part A: Allocation
5.6	Purchase manipulatives, materials, and resources to enhance math numeracy, literacy, language acquisition for English Learners, and	ELL Students	Monitor the progress of students identified in specific ELPI Levels.	2,000 Title I Part A: Allocation

	science concepts, addressing the diverse needs of all identified student groups. This includes trade books and resources to support AVID strategies focused on English language development.			
5.7	Identify funding specifically for the purchase of materials and resources tailored to support the unique needs of our special education students. Recognizing that each student has individualized requirements, we aim to invest in tools and objects that enhance their learning experiences and promote greater accessibility in the classroom.	SPED Students	Monitor student progress through IEP goals	1,000 Title I Part A: Allocation
5.25	Extra-Curricular programs including after school programs, intermural activities, and athletic teams.	All Students	Student participation in activities	District Funded

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

N/A

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$88,800.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$88,800.00

Subtotal of additional federal funds included for this school: \$88,800.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$88,800.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	88,800	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	88,800.00

Expenditures by Budget Reference

Budget Reference	Amount
	79,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I Part A: Allocation	88,800.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	29,374.30
Goal 2	31,650.00
Goal 3	16,368.70
Goal 4	5,407.00
Goal 5	6,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Michelle Soto Garcia	Principal
Elaine Lopez	Classroom Teacher
Nicolas Beltran	Classroom Teacher
Margaret Garcia	Classroom Teacher
Araceli Lopez	Parent or Community Member
Robert Walker	Parent or Community Member
Cecilia Soto	Parent or Community Member
Lizette Gutierrez	Parent or Community Member
Judith Murillo	Other School Staff
Michelle Zavala	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on December 6, 2024.

Attested:



Principal, Michelle Soto Garcia on December 6, 2024

SSC Chairperson, Lizette Gutierrez on December 6, 2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023