



2023-2024

# **Roosevelt Elementary**

School Plan for Student Achievement

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

**Needs Assessment:**

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

**Accountability Measure I: Increase Achievement:**

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

**Accountability Measure II: School Climate**

**Accountability Measure III: Professional Development**

- Professional Development
- Teacher Involvement

**Accountability Measure IV: Parents and Community Involvement Assurances**

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: [http://www.lbschools.net/Departments/Local\\_Control/](http://www.lbschools.net/Departments/Local_Control/). The LCAP Federal Addendum is presented at: [http://www.lbschools.net/Departments/EACCR/lea\\_plan.cfm](http://www.lbschools.net/Departments/EACCR/lea_plan.cfm).

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

The LBUSD Strategic Plan (2017-2022), which can be viewed at [http://www.lbschools.net/Departments/Strategic\\_Planning/](http://www.lbschools.net/Departments/Strategic_Planning/), has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

**DCAC Recommendations:**

**Recommendation 1:** Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.

**Recommendation 2:** Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.

**Recommendation 3:** Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.

**Recommendation 4:** Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

- Recommendation 5:** Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.
- Recommendation 6:** Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.
- Recommendation 7:** Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.
- Recommendation 8:** Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.
- Recommendation 9:** Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.
- Recommendation 10:** Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, “double dose” courses, and Summer school, also considering preK students.
- Recommendation 11:** Expand Summer School opportunities, especially for “transition” grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.
- Recommendation 12:** Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.
- Recommendation 13:** Expand programs of instruction to the educational system to new families, including civics education.
- Recommendation 14:** Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.
- Recommendation 15:** Provide workshops on values and character building that contribute to a safe, civil and productive school.

**DELAC Recommendations:**

1. Monitor the implementation of the district’s comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

**Comprehensive Needs Assessment**

**English-Language Arts**

**Written Analysis - ELA Findings**

**Written Analysis**

The percentage of students who met annual typical growth in English Language Arts was 115% for the overall population, 119% for Black students and 111% for English Learners

The percentages of students in grades 3-5 who performed at the Met/Exceeded range in English Language Arts on the SBAC assessment increased for the overall population, Black students and English Learners, yet they are all still performing below the district average.

**Comprehensive Needs Assessment**

**English-Language Arts**



**Written Analysis - ELA Goals**

**Written Analysis**

Goals:  
Students will achieve at least one year of academic growth in English Language Arts.  
Students achieving below grade level will demonstrate greater than one year of growth in English Language Arts.  
Academic growth in English Language Arts will increase for Black students, so the difference between Black and non-Black students' achievement is reduced.

Action Plan:  
Teacher Professional Development in Quality Core Instruction in ELA  
Frequent classroom visits with feedback teachers

Progress Monitoring:  
Analysis of student progress data from FRSA, SBAC and iReady Assessments

**Comprehensive Needs Assessment**

**Mathematics**

**Written Analysis - Math Findings**

**Written Analysis**

The percentage of students who met annual typical growth in math was 111% for the overall population, 109% for Black students and 108% for English Learners  
The percentages of students who performed at the Met/Exceeded range in Math increased for the overall population, Black students and English Learners, yet they are all still performing below the district average.

**Comprehensive Needs Assessment**

# Mathematics

Written Analysis - Math Goals
Written Analysis
<p>Goals: Students will achieve at least one year of academic growth in math. Students achieving below grade level will demonstrate greater than one year of growth in math. Academic growth in math will increase for Black students, so the difference between Black and non-Black students' achievement is reduced.</p> <p>Action Plan: Teacher Professional Development in Quality Core Instruction in Math Frequent classroom visits with feedback teachers</p> <p>Progress Monitoring: Analysis of student progress data from Math Unit Exams, SBAC and iReady Assessments</p>

## Comprehensive Needs Assessment

# English Learners

Written Analysis - English Learner Findings
Written Analysis
English Learner performance improved in all areas in 2022-23

## Comprehensive Needs Assessment

### English Learners

#### Written Analysis - English Learner Goals

##### Written Analysis

**Goals:**

English Learner performance will continue to improve in all areas during 2023-24 compared to 2022-23

**Action Plan:**

Teacher Professional Development in Designated and Integrated ELD

Newcomer class cluster classes in grades 1-5

Targetted intervention support for EL students

**Progress Monitoring:**

Analysis of student progress data from ELPAC, FRSA, SBAC and iReady Assessments

## Comprehensive Needs Assessment

### Culture/Climate Domain

**Written Analysis - Culture/Climate Findings**

**Written Analysis**

On the Spring Pulse Survey student agency and belonging improved in comparison to Fall, but student identity decreased slightly. Despite the incentives and interventions implemented in 2022-23 attendance only improved slightly in 2022-23 in comparison to the previous year, with an overall attendance rate of 88.7%.

**Comprehensive Needs Assessment**

**Culture/Climate Domain**

**Written Analysis - Culture/Climate Goals**

**Written Analysis**

Goals:  
 Students' positive sense of personal identity, belonging and agency will be monitored for changes over time and for differences between student groups and schools.  
 Students' sense of personal identity, belonging and agency will be equal to or greater than non-Black students.

Action Plan:  
 SEL Curriculum Implementation (Sanford Harmony)  
 Additional teacher professional development provided for supporting students with trauma  
 Frequent classroom visits with feedback teachers

Progress Monitoring:  
 Attendance rates  
 Discipline data  
 PULSE Survy  
 CORE Survey

**Comprehensive Needs Assessment**

**SPSA Effectiveness**

<b>SPSA Effectiveness</b>				
<b>Area</b>	<b>Prior Year Goal</b>	<b>Status</b>	<b>Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment</b>	<b>For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals</b>
ELA	1) All Roosevelt students will achieve at least one year of academic growth in ELA as measured by iReady. Roosevelt students achieving below grade level will demonstrate greater than one year of growth in ELA as measured by iReady. The median student growth of Black Roosevelt students will be at least 25% greater than the previous year on iReady assessments (121% or higher in ELA). Progress monitoring will occur quarterly in order to monitor progress and adjust instructional focus and interventions as needed.	Goal Partially or Not Met	Overall student progress toward annual typical growth in English Language Arts was 115% and Black Student progress toward annual typical growth was 119%	Teachers will all engage in professional development to improve Quality Core Instruction, including four full days of training with substitute release, English Language Arts coaching in grades TK-2 and frequent classroom visits with actionable feedback.

Math	1) All Roosevelt students will achieve at least one year of academic growth in Math as measured by iReady. Roosevelt students achieving below grade level will demonstrate greater than one year of growth in Math as measured by iReady. The median student growth of Black Roosevelt students will be at least 25% greater than the previous year on iReady assessments (110% or higher in Math) Progress monitoring will occur quarterly in order to monitor progress and adjust instructional focus and interventions as needed.	Goal Partially or Not Met	Overall student progress toward annual typical growth in Math was 111% and Black Student progress toward annual typical growth was 109%	Teachers will all engage in professional development to improve Quality Core Instruction, including four full days of training with substitute release, Math coaching in grades 3-5 and frequent classroom visits with actionable feedback.
English Learner	1) With a school focus on additional ELD instruction and progress monitoring, all multilingual learners will be assessed quarterly to determine growth in the area of Listening during 2022-23 and instructional adjustments will be made as a result of findings. Then 100% of Roosevelt multilingual learners will participate in 2022-23 ELPAC, with a 5% overall progression to Somewhat/Moderately Developed or Well Developed levels in the area of Listening.	Goal Partially or Not Met	Students at the Somewhat/Moderately Developed and Well Developed levels increased by 12% in 2022-23 but the overall completion rate was just under 100%	Counselor and AP will implement incentives that will hopefully improve student attendance during ELPAC testing in 2023-24. A parent workshop will be provided to help families understand the importance of ELPAC. Also teachers will create small groupings of students who are LTEL and Newcomers to support specific needs.

Culture/Climate	1) In 2023 Roosevelt students sense of personal identity, belonging and agency will increase compared to how it measured in 2022. Roosevelt Attendance will increase to 97%. Progress toward this goal will be monitored quarterly using the CORE PULSE Survey and schoolwide attendance and discipline data.	Goal Partially or Not Met	On the Spring Pulse Survey student agency and belonging improved in comparison to Fall, but student identity decreased slightly. Despite the incentives and interventions implemented in 2022-23 attendance only improved slightly in 2022-23 in comparison to the previous year, with an overall attendance rate of 88.7%.	During 2023-24 the Sanford Harmony SEL program will be implemented schoolwide under the leadership of a Social Emotional Learning Facilitator and the PBIS committee will attend additional professional development in order to support improved schoolwide culture and climate.
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### Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
One additional day of support from the School Psychologist to assist with the SST Process, initial assessments, and emergency social emotional needs of our students (IN 4)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact
The Art Masters program will provide every classroom with three art lessons focused on individual artists and style. Students will learn the artist's history as well as techniques and materials used. Students will then practice using the same techniques and materials to create their own work of art in the style of the featured artists. This enrichment experience is designed to provide background knowledge and ultimately improved academic student achievement in other areas, such as ELA written and oral language development.. (IN 7)	Somewhat Impactful	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)
After school tutoring by classroom teachers for students showing additional needs in the areas of ELA (K-2) & Math (3-5) using after school ELO-P funding. 5-8 students will work with a teacher three days per week. Teachers will have one hour of paid planning time per week. (IN 13)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)

An additional Teacher on Special Assignment will support students Academic success and social well-being at Roosevelt. Approximately 40% of the support time will be focused on Tier One support for all students in the areas of Social Emotional Learning and Positive Behavior Intervention Systems. Approximately 30% of the support will be focused on small group work with Tier II students using restorative practices, empathy building, and response to trauma practices. The remaining 30% of the support will be focused on academic support for grades 1-2. (IN 5)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
Students in grades TK-5 will engage in monthly outdoor science education lessons led by the Ground Education garden program. Each lesson integrates hands-on garden experiences with Next Generation Science Standards at the appropriate grade level. In addition to the science standards covered, lessons provide students with rich background knowledge about the natural world, develops curiosity, and builds community at Roosevelt. Aside from the academic instruction, Ground Education also maintains the physical upkeep of the Roosevelt garden, including planting, weeding, landscaping, and irrigation. (IN 8)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Supplemental ELA Units of Study for First and Second Grade in the area of Phonics (Lucy Calkins Reading and Writing Project, Columbia University). This program was used by two 2nd grade teachers at Roosevelt in 2021-22 and student growth data in the area of reading showed positive results. The curriculum for this program was updated in May of 2022 and all teachers in 1st and 2nd grade now wish to utilize this as a supplemental resource for daily ELA instruction during 2022-23. (IN 11)	Somewhat Impactful	(Does not apply to this goal)	Somewhat Impactful	(Does not apply to this goal)
Students will engage in additional music instruction provided by the Symphonic Jazz Orchestra organization. This enrichment program will provide 30 minutes of additional music instruction to each classroom per week. Kindergarten and First Grades engage in an introductory course that teaches notes and how to read music (1 to 1 correspondence between sounds and written notes). Second Grade will continue learning and following music reading (1 to 1 correspondence) and will learn introductory bells called Glockenspiel. Third grade will engage in Advanced Bells, Fourth Grade will engage in the ""Bach to Bee-Bop"" program, and Fifth Grade participates in a cross-curricular ""Music in America"" history and performing arts program. All music instruction is designed to support improved reading, comprehension, and math skills as well as building student experience and background knowledge in the areas of music and History. Second Grade students participated in the introductory bells course in 2021-22 as a pilot program for Roosevelt and it was shown to have a positive impact on overall 2nd grade reading achievement. (IN 6)	Limited or no impact	Limited or no impact	Limited or no impact	(Does not apply to this goal)
Funding for an additional full-time Bilingual IOA to support the great number of families that speak only Spanish, many of whom are the parents of English Learner Students. (IN 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful



Supplement 50% Assistant Principal (AP) will work with students who are underperforming academically due to misbehavior or identified as underperforming. Roosevelt AP be responsible for planning and facilitating the Culture and Climate Meetings to address concerns revealed in the CORE Survey or suspension and attendance data that are specific to maintaining a safe and scholarly learning environment. Roosevelt AP will facilitate the English Learner Advisory Committee (ELAC) and Coalition of Involved African American Parents (CIAAP) meetings. The Roosevelt AP will also be responsible for site PD in partnership with the principal and facilitating grade level/staff discussions around data to assist with making instructional decisions about interventions to increase student achievement, specifically for subgroups ""at promise"".	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
(IN 1)				
4th and 5th grade teachers will utilize 5 additional Complex Text Packages from McGraw Hill (Wonders) at the apprentice level (AL) to use with Small Group Instruction. This resource will be split between 5th and 4th grade classes to provide teachers in 5th grade with 6 books at the apprentice level per week in alignment with the Wonders Unit and week for use by the classroom teacher during small group instruction. The additional resources as part of this bundle will be utilized by 4th grade classroom teachers to support students in need of intervention in the area of phonics. (IN 12)	Somewhat Impactful	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)
4 Rec. aides working 3.75 hours per day for 180 days (IN 9)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
In addition to basic duties, the supplemental 50% FTE will allow the counselor to provide direct service to students in need of additional small group counseling and/or Social Emotional learning opportunities and schoolwide incentives and programs to improve school culture and climate. Students and programs will be selected based on a variety of school data, including attendance, referral, suspension, and other ratings from the classroom and home. (IN 2)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
The Learning A-Z ""RAZ Plus"" program provides students with hundreds of digital book titles and levelled reading opportunities for families to access and practice at home with their students. Families will also be provided learning opportunities in person at school to help them utilize this digital resource. (PI 1)	Somewhat Impactful	(Does not apply to this goal)	Somewhat Impactful	(Does not apply to this goal)

## Accountability Measure 1: Increase Achievement

## Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> <li>• Building disciplinary and conceptual knowledge through content rich nonfiction and informational text.</li> <li>• Reading and Writing grounded in evidence from text.</li> <li>• Regular practice with complex text and its academic vocabulary with intensity.</li> </ul> <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.</li> </ul> <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a)</p>	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.                      K - 2: Foundational Reading Skills Assessment (FRSA)                      3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials                      McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>Core5</p> <p>ELlevation</p> <p>iReady</p>

Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.

- District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.
- Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.

## **Accountability Measure 1: Increase Achievement**

### **Core Programs (ELA, Writing, Math)**

<b>Core Program - Writing</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> <li>• Arguments to support claims in an analysis of substantive topics/texts</li> <li>• Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately</li> <li>• Narratives to develop real or imagined experiences or events</li> </ul> <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> <li>• Reading to build knowledge for written pieces</li> <li>• Working through the writing process for all 3 text types including planning, revising, editing and publishing</li> <li>• Orally rehearsing using linguistic patterns</li> <li>• Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</li> <li>• Conferring with the teacher and other students</li> </ul>	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task &amp; Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>

## **Accountability Measure 1: Increase Achievement**

### **Core Programs (ELA, Writing, Math)**

<b>Core Program - Math</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> <li>• Strategically focusing where the Standards focus</li> <li>• Coherence: think across grades and link to major topics within grades</li> <li>• Rigor: require conceptual understanding, procedural skill and fluency</li> </ul> <p>All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> <li>• Daily Math Routines</li> <li>• Math Tasks</li> <li>• Mathematical Discourse</li> </ul>	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>HMH - GoMath Textbook Series</p> <p>Early Mathematics, A Resource for Teaching Young Children</p> <p>LBUSD Supplemental Instructional Resources</p> <p>ST Math</p>

## **Accountability Measure 1: Increase Achievement**

### **Interventions**

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
All students need headphones to use CORE5 and ST Math and to take the iReady and SBAC assessments Core Curriculum 100	The total number of headphones needed for the General Education program is 35 for each class in grades 4/5 and 30 in each TK-2 class, which amounts to 910 sets of headphones. We would also purchase an additiona 3 sets per class in case of damage, for a total of 1,000 sets. One set of headphones for each student costs approximately \$10.00 and the total cost equals \$10,000.	All Students	LCFF \$10,000 Materials - LCFF 100%	08/31/2023 - 06/21/2024 Annually	Office Supervisor and teachers	Annual inventory will be taken and replacement orders will be made at the start of each school year Core Curriculum  100

<p>Instructional materials for students in TK-2 and SpHC Core Curriculum 100</p>	<p>Classroom printers were installed for each teacher in Specialized Healthcare and grades TK-2 (16) and the toner costs approximately \$85 with tax for each black and white cartridge. The Specialized Healthcare classes (2) also have a printer that requires a color toner cartridge that costs approximately \$112 with tax. The total cost for two black and white cartridges per year for each of these classrooms is estimated at \$2,720 and two color cartridges for each Specialized Healthcare class is estimated at \$448, for a grand total of \$3,168 for toner use in 2023-24.</p>	<p>Targeted Staff</p>	<p>LCFF \$3,168 Materials - LCFF 100%</p>	<p>08/30/2023 - 06/21/2024 Annually</p>	<p>Office Supervisor, SpHC teachers and TK-2 teachers</p>	<p>Annual inventory will take place Core Curriculum 100</p>
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65% of Roosevelt Students are English Learners or recently redesignated as proficient in English and families communicate primarily in Spanish. Attendance/Chronic Absenteeism Rate 60, Culture-Climate Survey (Parent) 40	Funding for an additional .5 FTE Bilingual IOA to support the great number of families that speak only Spanish, many of whom are the parents of English Learner Students.	English Learners, Targeted Parents	LCFF \$27,112 Title 1 \$18,074 Intermediate Office Assistant .5 FTE - LCFF 60%; Title 1 40%	08/22/2023 - 06/21/2024 Daily	Office Supervisor and IOA	Principal and Office Supervisor Attendance/Chronic Absenteeism Rate 60, Culture-Climate Survey (Parent) 40
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Safety and supervision of all students Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50	10 Recreation Aides will work 2 hours per day for 180 days during lunch. To start the year they will attend five days of training and office support to be prepared for opening, under the supervision of the Office Supervisor working 4 additional days. They will also work alongside teachers for an additional 1.5 hours during AM recess for the 5 days immediately after school breaks (Summer, Thanksgiving, Winter and Summer) for 20 days total. From another funding source each Recreation Aide will also work an additional 1.75 hours daily before and after school (funded by ELOP)	All Students	LCFF Rec \$75,460 LCFF \$1,260 Hourly - Recreation Aide ( 10 ) for 417 hours annually - LCFF Rec 100% Hourly - Senior Office Assistant ( 1 ) for 32 hours annually - LCFF 100%	08/30/2023 - 06/15/2024 Daily	Assistant Principal	Assistant Principal Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50
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<p>Levelled reading resources in class and at home Elementary Reading - FRSA 50, Elementary Reading - Benchmarks 50</p>	<p>The Learning A-Z RAZ Plus program provides students with hundreds of digital book titles and levelled reading opportunities for students to use in class and practice at home with their families. Learning opportunities in person at school will also be offered to families to help them utilize this digital resource. This is an annual membership used by all TK-2 teachers and select 3-5 teachers that expires and requires renewal during the month of November.</p>	<p>Other Targeted Students, Targeted Staff</p>	<p>LCFF \$4,579 Materials - LCFF 100%</p>	<p>11/01/2023 - 11/01/2024 Daily</p>	<p>Teachers</p>	<p>Teachers will monitor reading progress on CORE5 and iReady Elementary Reading - FRSA 50, Elementary Reading - Benchmarks 50</p>
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Equitable process for assessing student support needs, utilization of interventions, and next steps Basic Services 100	The Roosevelt Student Success Team will meet one day per month from October 2023 to May 2024 in support of students identified to be in need of additional support and academic or behavioral intervention. Intervention data previously identified and gathered will be discussed and next steps determined, including possible assessment by the school psychologist. The team will include administrator, counselor, psychologist, parent/guardian and classroom teacher with one roving substitute (full-day) each month.	Identified At-Risk Students	LCFF \$2,027 Substitute teacher full day ( 1 ) for 8 days - LCFF 100%	10/25/2023 - 05/31/2024 Monthly	Teacher, Counselor, IIC, AP and School Psychologist	LROIX and Intervention Data Basic Services 100
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Materials for QCI Core Curriculum 100	Additional funds for instructional materials, including copy paper, not to exceed \$5000. The need for copy paper has increased as we plan for Quality Core Instruction and more culturally relevant content that is not included in the textbook ELA and Math adoptions (GoMath and Wonders).	All Staff, All Students	LCFF \$5,000 Materials - LCFF 100%	08/30/2023 - 06/21/2024 Annually	Office Sueprvisor & Teah	Annual Inventory and materials use data collection Core Curriculum 100
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<p>Students need more hands on experience to develop skills in the area of science Core Curriculum 100</p>	<p>Students in grades TK-5 will engage in monthly outdoor science education lessons led by the Ground Education garden program. Each lesson integrates hands-on garden experiences with Next Generation Science Standards at the appropriate grade level. In addition to the sciecne standards covered, lessons provide students with rich background knowledge about the natural world, develops curiosity, and builds community at Roosevelt. Aside from the academic instruction, Ground Education also maintains the physcial upkeep of the Roosevelt garden, including planting, weeding, landscaping, and irrigation.</p>	<p>All Students</p>	<p>Title 1 \$14,905 Services - Title 1 100%</p>	<p>08/31/2023 - 06/14/2024 Monthly</p>	<p>Ground Education and teachers</p>	<p>IIC, principal and AP Core Curriculum 100</p>
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Equitable process for assessing student data, support needs, utilization of interventions, and next steps	The Roosevelt Student Success Team will meet one day per month from October 2023 to May 2024 in support of students identified to be in need of additional support and academic or behavioral intervention. Intervention data previously identified and gathered will be discussed and next steps determined, including possible assessment by the school psychologist. The team will include administrator, counselor, psychologist, parent/guardian and classroom teacher with one roving substitute (full-day) each month.	Identified at-promise students	\$2,027 Substitute teacher full day ( 1 ) for 8 days LCFF 100%	One day per month from October 2023 to May 2024	Counselor, School Psychologist and select classroom teachers	Monitoring of student interventions data and assessment plans
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Improved literacy and access to levelled reading resources in class and at home	The Learning A-Z "RAZ Plus" program provides students with hundreds of digital book titles and levelled reading opportunities for students to use in class and practice at home with their families. Learning opportunities in person at school will also be offered to families to help them utilize this digital resource. This is an annual membership used by all TK-2 teachers and select 3-5 teachers that expires and requires renewal during the month of November.	All students	\$4,579 Materials LCFF 100%	Daily	Teachers	iReady ELA Assessment data
65% of Roosevelt Students are English Learners or recently redesignated as proficient in English and families communicate primarily in Spanish.	Funding for an additional .5 FTE Bilingual IOA to support the great number of families that speak only Spanish, many of whom are the parents of English Learner Students.	English Learner and Hispanic Students	\$45,186 Intermediate Office Assistant .5 FTE LCFF 60%; Title 1 40%	Daily	Intermediate office assistant	Attendance rate and CORE Parent Survey

<p>Many students that have been identified as academically at promise are also having trouble following schoolwide expectations and/or getting along with others Attendance/Chronic Absenteeism Rate 40, Suspension/Expulsion Rate 20, Culture-Climate Survey (Student-Staff) 20, SEL Survey 20</p>	<p>Supplement 50% Assistant Principal (AP) will support students who are underperforming academically due to misbehavior or who are in need of Tier II and III behavioral interventions. This will include leading meetings with families and restorative circles with students, collaboration with ASPIRE and outside agencies, contact with social services, and additional programs to improve student attendance.</p>	<p>Identified At-Risk Students, Other Targeted Students, All Students</p>	<p>Title 1 \$93,827 Asst. Principal Elementary .5 FTE - Title 1 100%</p>	<p>08/21/2023 - 06/21/2024 Daily</p>	<p>50% FTE Assistant Principal Elementary</p>	<p>Quarterly monitoring of students who are at-promise for academic progress, suspension data and attendance rates. Attendance/Chronic Absenteeism Rate 40, Suspension/Expulsion Rate 20, Culture-Climate Survey (Student-Staff) 20, SEL Survey 20</p>
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<p>Rapid increase in additional student mental health and behavior intervention needs due to trauma and other COVID-19 impacts Attendance/Chronic Absenteeism Rate 40, Culture-Climate Survey (Student-Staff) 20, SEL Survey 40</p>	<p>In addition to basic duties, the supplemental 50% FTE will allow the counselor to provide additional programs and incentives to promote improved attendance and academic outcomes and direct service to students in need of Tier II and Tier III behavior and mental health support and their families.</p>	<p>Targeted Parents, Identified At-Risk Students</p>	<p>Title 1 \$82,097 Counselor .5 FTE - Title 1 100%</p>	<p>08/21/2023 - 06/21/2024 Weekly</p>	<p>Counselor</p>	<p>Monthly attendance rates, SST data, referrals the ASPIRE program and referrals to mental health agencies Attendance/Chronic Absenteeism Rate 40, Culture-Climate Survey (Student-Staff) 20, SEL Survey 40</p>
<p>Roosevelt student needs for behavioral and mental health interventions and psycho-education assessments to be completed have increased Attendance/Chronic Absenteeism Rate 40, SEL Survey 20, Basic Services 40</p>	<p>One additional day of School Psychologist to support all stakeholders with Tier II and Tier III Academic and Social-Emotional interventions prior to assessment.</p>	<p>Other Targeted Students</p>	<p>Title 1 \$33,409 Psychologist .2 FTE - Title 1 100%</p>	<p>08/21/2023 - 06/21/2024 Weekly</p>	<p>School Psychologist</p>	<p>Counselor Administration Attendance/Chronic Absenteeism Rate 40, SEL Survey 20, Basic Services 40</p>

## Accountability Measure 1: Increase Achievement

### Program Description for Transitions

## Accountability Measure 1: Increase Achievement

### Program Description for Transitions

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
Transitional Kindergarten and Head Start staff will provide workshops to families on topics that will support school readiness and home/school partnership.	Counselor, administrators, office staff and 5th grade teachers will support families with the Middle School of Choice process and transition to 6th grade.	

## Accountability Measure 2: Organizational Climate

### Organizational Climate

<b>Organizational Climate</b>					
<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Progress Monitoring for Assessing Effectiveness</b>
Supervision during lunch recess	10 Recreation Aides will work 2 hours per day for 180 days during lunch. To start the year they will attend five days of training and office support to be prepared for opening, under the supervision of the Office Supervisor working 4 additional days. They will also work alongside teachers for an additional 1.5 hours during AM recess for the 5 days immediately after school breaks (Summer, Thanksgiving, Winter and Summer) for 20 days total.	\$76,720 Hourly Recreation Aide ( 10 ) for 417 hours annually LCFF Rec 100%	Daily	Recreation Aides	Culture/Climate data

### **Accountability Measure 3: Professional Development**

## **Professional Development**

<b>Professional Development</b>					
<b>Identified Need(s)</b>	<b>Planned Staff Development</b>	<b>Funding Source &amp; Cost</b>	<b>Dates/Hours of Training Session</b>	<b>Personnel</b>	<b>Tools Used for Monitoring Implementation &amp; Effectiveness</b>
Equity based and differentiated instruction in ELA and Math SBAC ELA 10, SBAC Math 10, Elementary Reading - FRSA 30, Other 50	In addition to the data analysis and action planning that took place on Data day in August and the professional development focused on Quality Core Instruction, certificated staff will engage in 2 hours of additional paid meeting time per quarter to collaboratively analyze student data, monitor progress and plan further actions toward meeting overall goals. This will include 45 certificated teachers at the additional hourly rate for 6 hours total each to meet at the end quarters 1, 2, and 3.	LCFF \$21,145 Teacher Hourly P Schedule ( 45 ) for 6 hours annually - LCFF 100%	08/30/2023 - 06/15/2024 Quarterly	Teachers, ELA/Math Lead, IIC, AP and Principal	ELA/Math Leads, IIC, AP and Principal

Equity based and differentiated instruction in ELA and Math	In addition to the data analysis and action planning that took place on "Data day" in August and the professional development focused on Quality Core Instruction, certificated staff will engage in 2 hours of additional paid meeting time per quarter to collaboratively analyze student data, monitor progress and plan further actions toward meeting overall goals. This will include 45 certificated teachers at the additional hourly rate for 6 hours total each to meet at the end quarters 1, 2, and 3.	\$21,145 Teacher Hourly P Schedule ( 45 ) for 6 hours annually LCFF 100%	Quarterly after school for 2 hours (6 hours total)	Classroom Teachers	iReady achievement in Math and Reading and Classroom Observation Data
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**Accountability Measure 3: Professional Development**

**Teacher Involvement**

**Describe Teacher Involvement**

**Written Analysis**

Teachers engage in culture/climate data analysis annually to determine needs. These needs assessments are then used to form committees with a mission, goals and actions. Teachers then meet 6-7 times annually to work on these actions, events and goals.

## Accountability Measure 4: Parent & Community

### Parent and Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Roosevelt parent/guardian Sense of Belonging and attendance required Committee Meetings such as ELAC and SSC are low as measured by the CORE Survey and meeting sign in.	ASPIRE and Roosevelt Teacher Committees are providing parent workshops and events approximately once per month.	ASPIRE is providing some funding for materials, prizes and snacks from a private donor.	September 2023 to May 2024	Teachers, Counselor, Admin, SEL Facilitator and ASPIRE staff	CORE Parent Survey, increased number of VIPs and improved attendance at parent workshops and meetings.

### School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	243484
Title I Parent and Family Involvement (3008)	6834

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	98560

\* It is understood that LCFF funding are district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Spring Adjustment:

*During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.*



### **Title I Reservations**

Title I Reservations are used for required or Board-approved services. These reservations are made prior to Title I allocations to school sites and are designed to provide central services to Title I and/or underserved, underperforming schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need changes and budget adjustments.

### **Administrative Share & Reservations Title I Program Administration**

**Equity, Engagement & Partnerships (EEP), State and Federal Programs (SFP):** Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

### **Parent Involvement** (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

### **Homeless Education**

Providing homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

### **Social Worker: Foster Care**

Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

### **Behavior Specialist**

Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

### **Male and Female Leadership Academy**

The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

### **Research LROIX Development**

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

### **Centralized Services**

#### **Middle School Summer Bridge**

Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

#### **Homework Helpline 562.437.2859**

Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

#### **Travel/Conferences**

Enables staff to develop requisite knowledge about the program(s) they lead.

#### **Education Celebration**

The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

#### **CORE**

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

#### **Data PD / Summer Admin PD**

This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

#### **Supplemental Examinations**

These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

**Kinder Festivals**

The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

**Robotics**

These supplemental materials are designed to assist in research and special programs related to STEM.

**SEAL Summer Program**

The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

**APEX Online**

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

**Youth Orchestra**

Music instruction and opportunities on weekends. Students receive instruction from professional music performers in string instruments.

### School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Alissa Gamboa	06-14-2024
Staff	Classroom Teacher	Dana Lawrence	06-14-2024
Staff	Classroom Teacher	Maria Mannu	06-14-2024
Staff	Classroom Teacher	Margaret McBride	06-14-2024
Staff	Non Classroom Teacher	Melissa Howe	06-14-2024
Community	Parent	Silvia [REDACTED]	06-14-2024
Community	Parent	Corina [REDACTED]	06-14-2024
Community	Parent	Raenesha [REDACTED]	06-14-2024
Community	Parent	Autumn [REDACTED]	06-14-2024
Community	Parent	Danielle [REDACTED]	06-14-2024

## English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	Diana [REDACTED]
DELAC Representative	Parent of EL Student (required)	Wendy [REDACTED]
Principal or Designee	Staff Member (required)	Serena Austin-Montoya
Secretary	Parent of EL Student (required)	Dianelys [REDACTED]

Name	Representing
Corina [REDACTED]	Parent of EL Student

## ELAC Recommendations

Pursuant to Education Code, Section 52176, the school’s English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/13/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Continued support for a Bilingual Intermediate Office Assistant
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	EL Attendance Rates Other: Parent/Guardian Communication and Involvement
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	11/14/2023
6. What was SSC's response to ELAC recommendations?	The recommendation was formally accepted and will be considered when planning for 2024-25 budget and staffing.



## Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

### Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/14/2023
2. The SSC approved the **Home-School Compact** on 10/03/2023
3. The SSC approved the **Parent Involvement Guidelines** on 11/14/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/14/2023, 09/23/2023
5. SSC Participated in the Annual Evaluation of SPSA:11/14/2023
6. The SPSA was approved at the following SSC Meeting: 11/14/2023

LBUSD Board of Education Approval Date:

### Signatures:

Principal: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

SSC Chair: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

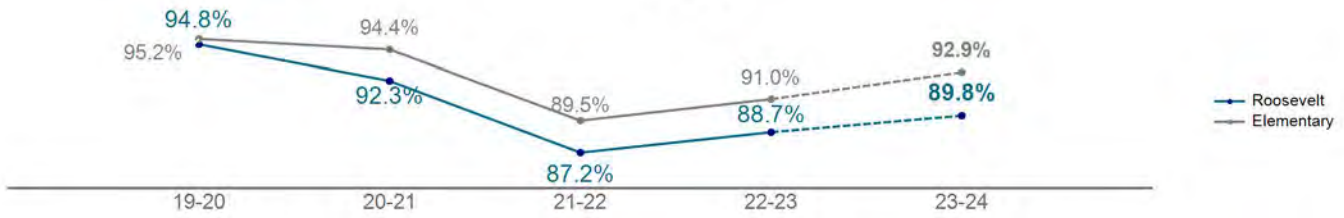
ELAC Chair: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

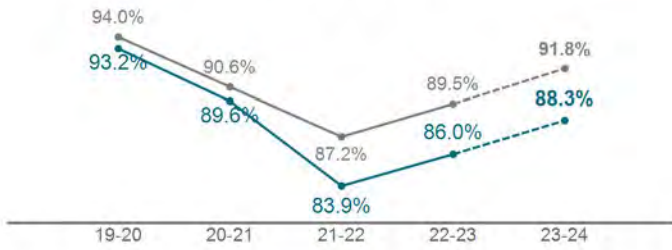


# Attendance Rate

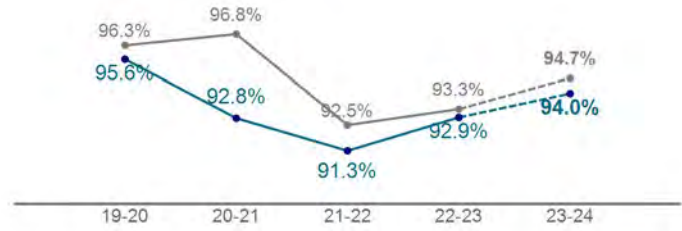
**Roosevelt**  
All Students  
N = 874



**African American**  
N = 109



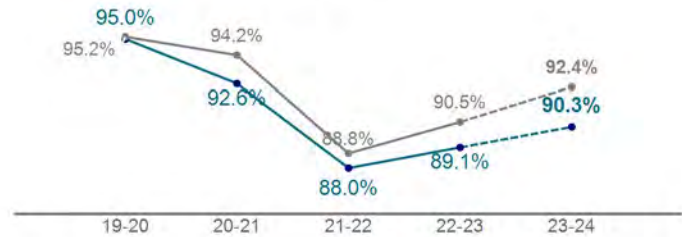
**Asian**  
N = 47



**Filipino**

Subgroup with fewer than 20 students.

**Hispanic**  
N = 677



**Pacific Islander**

Subgroup with fewer than 20 students.

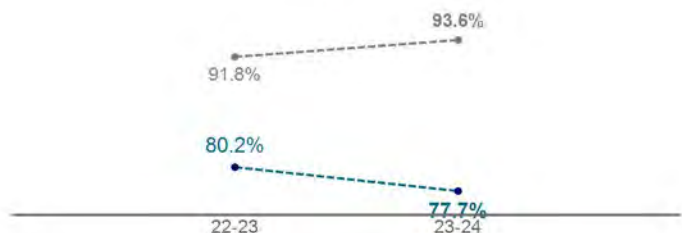
**White**

Subgroup with fewer than 20 students.

**Native American**

Subgroup with fewer than 20 students.

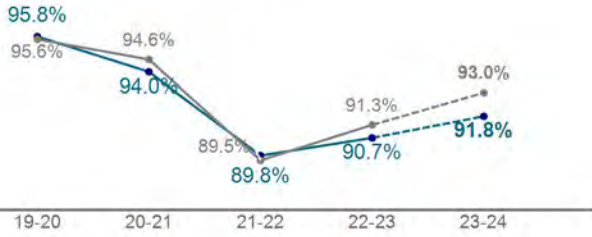
**Other**  
N = 21



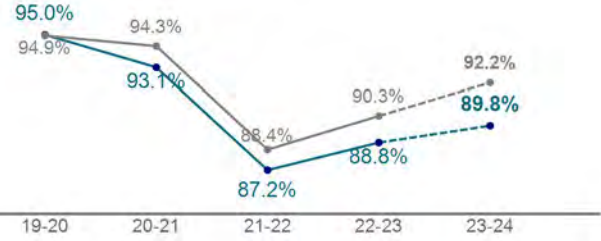
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included

# Attendance Rate

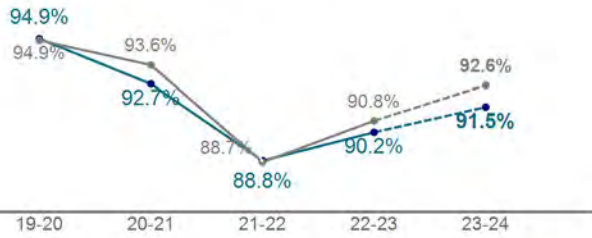
**EL + RFEP**  
N = 401



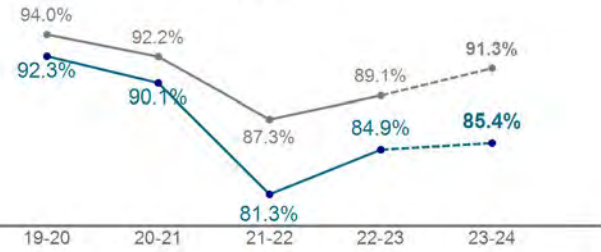
**Low SES**  
N = 850



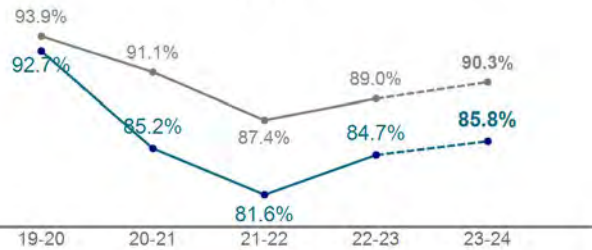
**English Learner**  
N = 361



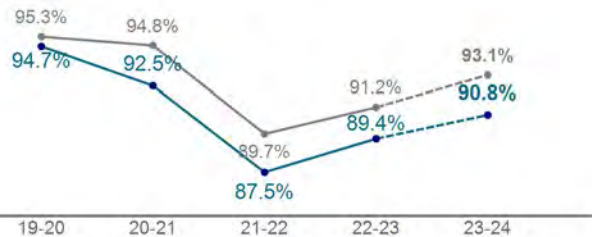
**Special Education**  
N = 81



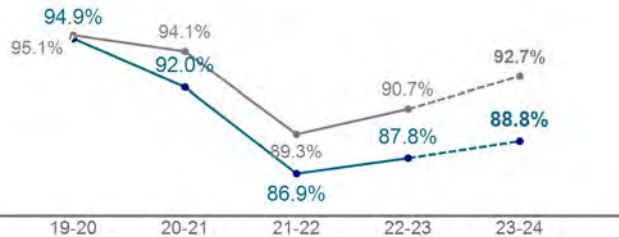
**Homeless or Foster Youth**  
N = 116



**Female**  
N = 440



**Male**  
N = 433



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.  
Dashed line represents data for current year still in progress.  
Subgroups under 20 students are not included

# Chronic Absence by Attendance Bands School Data by Subgroup Roosevelt 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Category	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate	ES Chronic Rate	
<b>All Students</b>	905	905	16	22	17	17	28	37.9%	27.7%	54.7%	32.2%
<b>Grade</b>	Gr. TK	37	32	41	5	8	14	73.0%	29.6%	78.4%	52.5%
	Gr. K	116	23	28	24	9	16	50.9%	35.8%	75.0%	43.8%
	Gr. 01	126	21	25	17	17	19	46.8%	25.5%	64.3%	35.2%
	Gr. 02	141	12	20	16	17	35	31.9%	30.7%	48.2%	29.4%
	Gr. 03	156	16	24	16	17	28	39.7%	26.4%	55.8%	27.7%
	Gr. 04	173	12	16	15	24	33	28.3%	27.5%	43.4%	27.1%
	Gr. 05	156	11	16	17	18	38	26.9%	22.4%	43.6%	25.6%
<b>Ethnicity</b>	African American	108	30	23	14	7	26	52.8%	50.0%	66.7%	41.6%
	Asian	42	2	17	12	19	50	19.0%	10.9%	31.0%	21.4%
	Cambodian	45	13	16	11	24	36	28.9%	12.5%	40.0%	24.5%
	Filipino	1	100					100.0%	100.0%	100.0%	18.9%
	Hispanic	717	14	22	18	19	28	36.3%	24.0%	53.8%	34.8%
	Pacific Islander	2	50			50		50.0%	33.3%	50.0%	43.8%
	White	14	21	21	14	7	36	42.9%	58.3%	57.1%	18.3%
	Other	21	33	14	19	10	24	47.6%	62.5%	66.7%	27.5%
<b>Gender</b>	Female	454	14	22	17	16	31	35.7%	26.2%	52.4%	31.0%
	Male	449	18	22	17	18	25	40.3%	29.4%	57.2%	33.3%
	Nonbinary	2				50	50	0.0%	0.0%	0.0%	33.3%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands School Data by Subgroup Roosevelt 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Special Populations	Subgroup	Total	Attendance Bands					Attendance Rates				
			Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance	Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance
	Low SES	875	16	21	17	17	29	36.8%	26.5%	53.7%	36.0%	
	ELL	398	12	20	16	19	33	31.7%	20.9%	48.0%	33.8%	
	RFEP	51	8	6	22	14	51	13.7%	8.2%	35.3%	15.7%	
	EL + RFEP	449	11	18	17	19	35	29.6%	18.4%	46.5%	31.0%	
	Special Ed.	105	24	19	18	12	27	42.9%	38.0%	61.0%	41.4%	
	Spec Ed. Speech/RSP	88	16	20	20	14	30	36.4%	27.6%	56.8%	31.8%	
	Homeless/Foster	138	32	21	18	11	18	52.9%	45.1%	71.0%	43.2%	
	Foster	25	24	28	24	16	8	52.0%	20.0%	76.0%	41.7%	
Homeless	113	34	19	17	10	20	53.1%	47.2%	69.9%	43.4%		
GATE/Excel	76	7	13	25	55		6.6%	2.7%	19.7%	13.4%		

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate
All Elementary	26,753	9	23	19	22	27	32.2%	24.4%	51.1%
Addams	806	10	27	20	19	24	36.7%	30.5%	56.6%
Alvarado	412	8	32	19	17	24	40.0%	30.7%	58.7%
Barton	482	13	34	17	19	17	47.3%	34.8%	64.3%
Birney	510	7	25	18	27	24	31.6%	27.0%	49.2%
Bixby	546	6	19	24	23	29	25.1%	19.3%	48.9%
Bryant	339	12	23	19	19	27	35.1%	31.4%	54.6%
Burbank	616	9	28	21	21	22	36.7%	23.4%	57.5%
Burcham	362	4	20	20	27	30	23.8%	20.8%	43.6%
Carver	510	4	17	23	25	31	21.4%	14.6%	44.3%
Chavez	359	14	29	19	19	19	42.9%	34.3%	61.8%
Cleveland	460	4	20	20	26	30	23.9%	12.0%	43.5%
Dooley	784	9	30	18	22	22	38.5%	26.2%	56.1%
Edison	471	14	24	16	18	29	37.8%	31.4%	53.5%
Emerson	354	4	14	23	27	31	18.1%	4.7%	41.5%
Fremont	461	3	15	20	26	35	18.9%	9.8%	38.8%
Gant	670	5	14	22	24	34	19.4%	9.7%	41.8%
Garfield	602	11	24	18	23	24	35.0%	31.2%	53.2%
Gompers	351	8	23	23	25	21	30.5%	10.7%	53.6%
Grant	1,021	13	27	17	21	22	39.7%	33.4%	56.6%
Harte	851	10	28	21	17	23	38.2%	37.1%	59.2%
Henry	817		10	20	29	41	10.5%	8.3%	30.1%
Herrera	748	10	24	21	20	25	34.2%	26.1%	54.9%
Holmes	411	10	27	18	20	26	37.0%	23.5%	54.5%
Hudson	426	15	24	14	17	31	38.7%	22.0%	52.6%
Kettering	341	6	17	23	28	26	23.2%	8.7%	46.0%
King	666	12	24	19	21	25	35.6%	29.8%	54.4%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate
Lafayette	898	11	26	20	22	21	36.5%	41.6%	56.1%
Lincoln	851	13	28	16	19	24	40.5%	24.1%	56.6%
Longfellow	994	6	18	17	24	36	23.5%	11.3%	40.6%
Los Cerritos	475	5	15	20	24	37	19.4%	5.7%	38.9%
Lowell	578	4	19	22	23	32	23.5%	15.8%	45.5%
Macarthur	307	3	27	21	20	29	30.3%	13.6%	51.5%
Madison	397	6	24	17	23	29	30.2%	25.5%	47.6%
Mann	372	7	26	20	20	27	32.8%	15.7%	53.0%
McKinley	541	13	24	18	22	24	36.6%	29.0%	54.2%
Naples	299	2	18	12	29	38	20.4%	14.5%	32.8%
Oropeza	638	14	25	20	19	23	38.2%	28.8%	58.2%
Prisk	497	3	16	17	27	36	19.7%	14.5%	36.6%
Riley	455	5	24	20	21	30	29.0%	18.3%	49.0%
Roosevelt	905	16	22	17	17	28	37.9%	27.7%	54.7%
Signal Hill	675	8	26	17	21	28	33.6%	31.0%	50.2%
Smith	717	10	22	19	22	26	32.9%	21.3%	51.6%
Stevenson	558	14	28	17	16	24	42.7%	41.8%	59.9%
Twain	440	5	22	23	22	29	26.1%	16.5%	48.6%
Webster	567	11	28	14	19	27	39.7%	37.2%	54.1%
Whittier	606	12	28	18	17	24	40.1%	32.7%	58.3%
Willard	607	11	23	20	19	27	33.9%	34.6%	54.0%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate
All Middle	12,991	9	17	14	20	39	26.3%	21.7%	40.6%
Bancroft	870	6	16	13	21	43	22.6%	21.7%	35.5%
Franklin	1,147	18	20	16	17	29	37.8%	29.8%	53.7%
Hamilton	860	12	22	15	19	32	33.7%	23.7%	48.5%
Hoover	546	4	15	16	23	42	19.2%	15.4%	34.8%
Hughes	1,344	5	13	13	21	48	18.0%	13.7%	31.1%
Jefferson	1,040	11	16	14	19	40	27.2%	30.5%	41.5%
Keller	458	2	7	12	27	51	9.2%	6.0%	21.6%
Lindbergh	437	13	21	16	19	31	33.2%	34.5%	49.7%
Lindsey	761	11	18	14	19	38	28.5%	18.7%	42.3%
Marshall	930	4	20	15	24	37	24.4%	17.0%	39.9%
Nelson	843	8	18	15	20	39	25.3%	21.0%	40.2%
Rogers	789	5	13	14	21	46	18.4%	10.1%	32.7%
Stanford	1,205	6	12	14	22	46	18.7%	15.0%	32.3%
Stephens	770	16	23	15	17	28	39.0%	34.1%	54.4%
Washington	991	16	20	12	19	33	36.1%	30.8%	48.3%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate
All K8	5,754	6	18	18	22	37	23.7%	19.8%	41.4%
Avalon	455	7	26	23	22	22	32.7%	28.5%	56.0%
Cubberley	970	3	10	16	23	48	13.4%	11.2%	29.6%
Muir	1,046	8	21	18	21	33	28.6%	24.8%	46.5%
Newcomb	817	3	15	18	24	41	17.6%	9.8%	35.4%
Powell	865	14	22	20	20	25	35.4%	32.6%	54.9%
Robinson	779	6	22	13	20	39	28.1%	21.6%	41.6%
Tincher	822	3	12	18	26	42	14.2%	11.5%	32.6%

The percentages may not equal 100% due to rounding.



# Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate	
All High	20,821	12	16	14	19	39	27.9%	26.2%	41.9%	
Browning	333	20	20	12	17	32	39.9%	29.4%	52.0%	
Cabrillo	1,845	16	18	14	17	35	34.3%	38.2%	48.0%	
CAMS	673			15	8	20	66	6.4%	4.6%	14.3%
Jordan	2,326	13	17	14	18	39	29.8%	35.7%	43.4%	
Lakewood	2,820	10	18	16	21	35	28.6%	32.3%	44.1%	
McBride	730	6	12	17	20	46	17.5%	13.8%	34.5%	
Millikan	3,346	5	12	14	21	47	17.8%	14.3%	32.0%	
PAAL	171	43	20	13	8	16	63.2%	72.1%	76.0%	
Polytechnic	3,873	16	17	15	20	32	32.9%	23.8%	48.4%	
Reid	195	68	17	7	5	3	84.6%	92.4%	91.8%	
Renaissance	443	14	17	14	19	36	30.5%	31.3%	44.5%	
Sato	483			15	10	16	69	5.8%	5.3%	15.3%
Wilson	3,583	14	15	14	18	39	29.6%	24.2%	43.3%	

The percentages may not equal 100% due to rounding.

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# Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

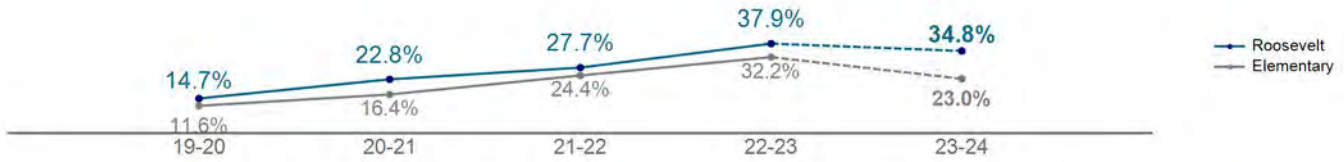
Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chonic + At-Risk Rate
District	66,319	10	19	16	21	34	29.0%	25.3%	45.3%

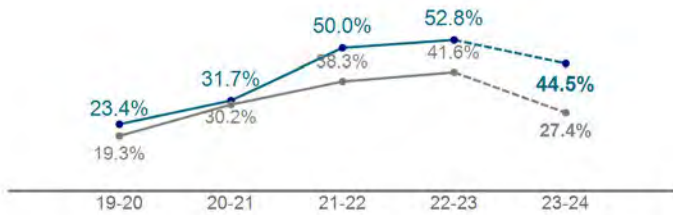
The percentages may not equal 100% due to rounding.

# Percent of Students in the Moderately or Severely Chronic Categories

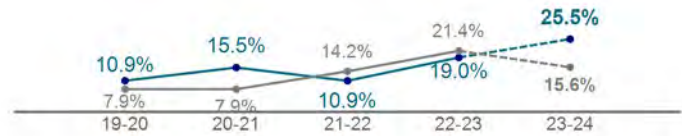
**Roosevelt**  
All Students  
N = 859



**African American**  
N = 110



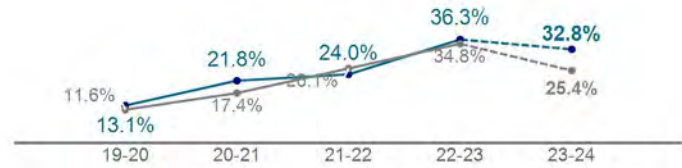
**Asian**  
N = 47



**Filipino**

Subgroup with fewer than 20 students.

**Hispanic**  
N = 664



**Pacific Islander**

Subgroup with fewer than 20 students.

**White**

Subgroup with fewer than 20 students.

N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included

# Percent of Students in the Moderately or Severely Chronic Categories

**Native American**  
Subgroup with fewer than 20 students.

**Other**

47.6%

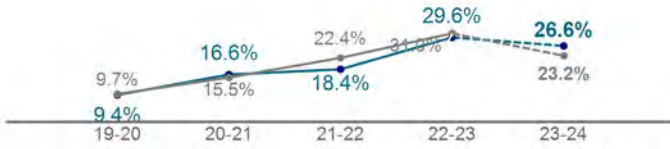
27.5%

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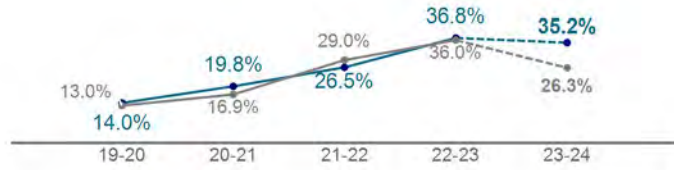
22-23

# Percent of Students in the Moderately or Severely Chronic Categories

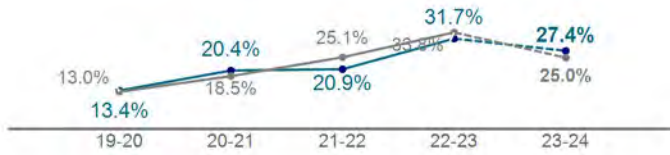
**EL + RFEP**  
N = 398



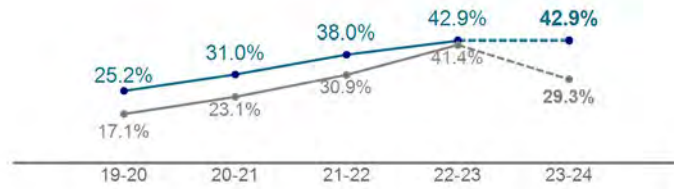
**Low SES**  
N = 839



**English Learner**  
N = 358



**Special Education**  
N = 84



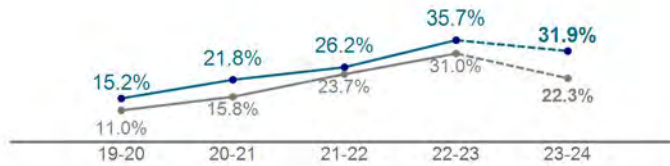
**Homeless or Foster Youth**

Subgroup with fewer than 20 students.

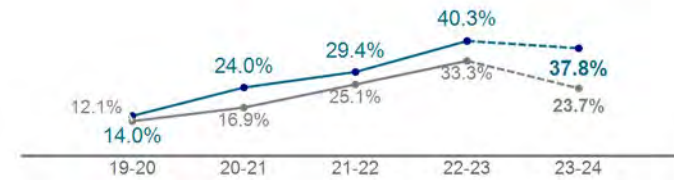
**Homeless or Foster Youth**

Subgroup with fewer than 20 students.

**Female**  
N = 430



**Male**  
N = 429



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included

Roosevelt

Category	Tested	Percent by Achievement Level					Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded					
All Students	451	70%	42	28	20	10	30%	↑1		↑7	
	All Elementary	52%	31	21	23	25	48%	↑1		↑6	
	District	52%	29	23	26	22	48%	↑-		↓1	
Grade	Gr. 03	144	72%	41	31	22	7	28%	↑5		-
		All Elementary	53%	30	23	21	26	47%	↑4		-
		District	52%	30	22	21	27	48%	↑4		-
	Gr. 04	159	75%	49	26	14	10	25%	↑4		↓1
		All Elementary	55%	35	20	19	26	45%	↑-		↑3
		District	54%	35	19	19	27	46%	↑1		↑2
Gr. 05	148	63%	34	28	23	14	37%	↓5		↑18	
	All Elementary	48%	27	21	28	24	52%	↓1		↑8	
	District	48%	27	21	28	24	52%	↓1		↑8	
Ethnicity	Hispanic	367	70%	40	29	20	10	30%	↑1		↑8
		All Elementary	59%	36	23	23	19	41%	↑1		↑6
		District	58%	33	25	26	16	42%	↓-		↓1
	African American	51	76%	47	29	14	10	24%	↑2		↑4
		All Elementary	67%	44	23	18	15	33%	↑2		↑6
		District	67%	42	25	21	12	33%	↓-		↓1
	Cambodian	19*	68%	58	11	21	11	32%	↓5		-
		All Elementary	40%	20	19	27	33	60%	↑1		↑7
		District	39%	19	20	32	29	61%	↑1		↑2
Asian	18*	61%	44	17	28	11	39%	↓3		-	
	All Elementary	38%	19	19	23	39	62%	↑1		↑6	
	District	34%	17	18	30	36	66%	↑-		↑1	

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Roosevelt

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
Ethnicity	Other	9*	56%	56	11	33	44%	↑4		-	
		All Elementary	30%	17	13	26	45	70%	↑2		↑5
		District	33%	16	17	29	38	67%	↑1		↓1
	White	6*	83%	50	33	17	17%	↓33		-	
		All Elementary	25%	9	15	24	51	75%	↑-		↑4
		District	26%	11	15	30	44	74%	↑1		↓1
Gender	Female	233	71%	42	28	19	10	29%	↑1		↑8
		All Elementary	49%	27	21	24	28	51%	↑1		↑5
		District	47%	25	22	28	24	53%	↓-		↓-
	Male	216	69%	41	29	19	11	31%	↑1		↑7
		All Elementary	55%	34	21	21	23	45%	↑1		↑6
		District	56%	33	23	25	19	44%	↑1		↓1
	Nonbinary	2*	50%	50		50		50%	↑50		-
		District	40%	13	27	38	22	60%	↑6		↓6
		All Elementary*	50%	13	38	38	13	50%	↑25		-
Special Populations	EL + RFEP	230	73%	43	30	18	9	27%	↓2		↑6
		All Elementary	67%	43	24	20	14	33%	↓-		↑6
		District	64%	38	26	24	12	36%	↓1		↓1
	ELL	185	83%	51	32	15	3	17%	↑3		↑2
		All Elementary	80%	54	26	15	5	20%	↑5		↑5
		District	86%	60	25	11	3	14%	↑4		↑3
	RFEP	45	33%	13	20	33	33	67%	↑11		↑19
		All Elementary	29%	11	18	33	38	71%	↑9		↑7
		District	44%	17	27	35	21	56%	↑-		↓4

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 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Roosevelt

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg			
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded		
Special Populations	Foster	9*	100%	67	33		0%	↓25		-		
		District	75%	50	25	16	9	25%	↓3		↓4	
		All Elementary	75%	53	22	11	14	25%	↑-		↑7	
	GATE/Excel	66		23%	8	15	30	47	77%	↑5		↓8
		All Elementary		10%	2	8	23	67	90%	↑2		↓-
		District		14%	3	11	32	54	86%	↓-		↓3
	Homeless	53	77%	55	23	15	8	23%	↑3		↑3	
		All Elementary	63%	40	23	20	16	37%	↑2		↑6	
		District	64%	40	24	24	12	36%	↓1		↓1	
	Homeless/Foster	62	81%	56	24	13	6	19%	↓-		-	
		All Elementary	64%	41	23	20	16	36%	↑2		↑6	
		District	65%	41	24	23	12	35%	↓1		↓1	
	Low SES	446	70%	41	29	20	10	30%	↑-		↑7	
		All Elementary	59%	36	23	22	18	41%	↑2		↑6	
		District	59%	34	25	25	16	41%	↑1		↓1	
Special Ed.	60	88%	68	20	10	2	12%	↑4		↓3		
	All Elementary	81%	64	17	10	9	19%	↑2		↑4		
	District	84%	65	19	11	5	16%	↑1		↑1		
Spec Ed. Speech/RSP	58	88%	67	21	10	2	12%	↑4		↓3		
	All Elementary	77%	57	19	13	11	23%	↑2		↑5		
	District	79%	56	23	14	7	21%	↑2		↑2		

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 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.



# SBAC Math 2023 :: School Data by Subgroup

## Roosevelt

Category	Tested	Percent by Achievement Level					Met+Exceeded	2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded		Chg	Chg	Chg	
All Students	456	70%	43	27	19	11	30%	↑4		↑3	
	All Elementary	60%	33	27	22	18	40%	↑2		↓2	
	District	66%	40	26	19	18	34%	↑1		↓5	
Grade	Gr. 03	143	60%	36	24	22	17	40%	↑12		-
		All Elementary	54%	31	23	26	20	46%	↑5		-
		District	53%	30	23	26	21	47%	↑4		-
	Gr. 04	164	73%	41	31	21	6	27%	↑11		-
		All Elementary	60%	30	30	22	18	40%	↑2		↓1
		District	59%	30	30	22	18	41%	↑3		↓2
Gr. 05	149	77%	51	26	12	11	23%	↓11		↑6	
	All Elementary	66%	37	29	18	16	34%	↓-		↓2	
	District	65%	37	28	18	17	35%	↑-		↓3	
Ethnicity	Hispanic	370	70%	42	28	18	12	30%	↑3		↑3
		All Elementary	67%	37	29	21	12	33%	↑3		↓1
		District	72%	45	27	17	11	28%	↑2		↓5
	African American	51	73%	53	20	20	8	27%	↑17		↑4
		All Elementary	77%	48	28	16	7	23%	↑3		↓1
		District	82%	57	25	12	6	18%	↑1		↓4
	Cambodian	20	70%	45	25	25	5	30%	↓12		-
		All Elementary	50%	21	29	24	26	50%	↓3		↓1
		District	55%	28	27	23	23	45%	↓2		↓5
Asian	19*	68%	47	21	21	11	32%	↓18		-	
	All Elementary	45%	20	26	23	31	55%	↓1		↓2	
	District	49%	25	24	22	29	51%	↓1		↓6	

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Roosevelt

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Other	9*	44%	33	11	44	11	56%	↑16		-
		All Elementary	39%	18	22	26	35	61%	↓1		↓4
		District	45%	23	22	24	31	55%	↑-		↓5
	White	7*	100%	43	57			0%	-		-
		All Elementary	31%	12	19	29	40	69%	↑3		↓3
		District	38%	17	21	27	35	62%	↑3		↓6
Gender	Female	235	78%	49	29	17	5	22%	↓1		↑1
		All Elementary	63%	34	28	21	16	37%	↑1		↓2
		District	67%	41	26	18	14	33%	↑1		↓5
	Male	219	62%	36	26	20	18	38%	↑8		↑5
		All Elementary	58%	32	26	22	20	42%	↑3		↓2
		District	64%	39	25	19	17	36%	↑2		↓5
Nonbinary	2*	100%	50	50			0%	-		-	
	All Elementary*	75%	50	25	13	13	25%	↑13		-	
	District	62%	42	20	22	16	38%	↑4		↓3	
Special Populations	EL + RFEP	237	73%	48	25	16	10	27%	↑-		↑2
		All Elementary	73%	44	29	17	10	27%	↑2		↑-
		District	77%	52	26	14	8	23%	↑1		↓5
	ELL	193	80%	55	25	14	6	20%	↑6		↑4
		All Elementary	83%	54	29	13	4	17%	↑6		↑1
		District	90%	68	22	8	2	10%	↑3		↓-
	RFEP	44	43%	16	27	27	30	57%	↑6		↓3
		All Elementary	43%	16	27	28	29	57%	↑10		↓2
		District	66%	36	30	20	14	34%	↑1		↓9

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 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC Math 2023 :: School Data by Subgroup

## Roosevelt

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Special Populations	Foster	9*	89%	78	11	11	11%	↑11		-	
		All Elementary	80%	53	26	19	2	20%	↑5		-
		District	85%	62	23	13	2	15%	↑2		↓2
	GATE/Excel	66	24%	5	20	29	47	76%	↑2		↓8
		All Elementary	16%	3	13	27	57	84%	↑2		↓8
		District	26%	8	18	28	47	74%	↑2		↓9
	Homeless	56	84%	68	16	13	4	16%	↑1		↑6
		All Elementary	72%	44	27	18	11	28%	↑2		-
		District	78%	52	26	14	8	22%	↑-		↓5
	Homeless/Foster	65	85%	69	15	12	3	15%	↑2		↑6
		All Elementary	72%	45	27	18	10	28%	↑2		-
		District	79%	53	25	14	7	21%	↑1		↓4
	Low SES	451	70%	43	27	19	11	30%	↑3		↑3
		All Elementary	68%	39	29	20	12	32%	↑3		↓1
		District	73%	46	27	17	11	27%	↑2		↓5
	Special Ed.	60	87%	75	12	7	7	13%	↑11		↑2
All Elementary		82%	63	20	10	8	18%	↑3		↓-	
District		88%	72	16	8	5	12%	↑2		↓1	
Spec Ed. Speech/RSP	58	86%	74	12	7	7	14%	↑12		↑3	
	All Elementary	78%	55	23	12	10	22%	↑3		↓1	
	District	84%	64	20	10	6	16%	↑2		↓2	

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 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC Science 2023 :: School Data by Subgroup

## Roosevelt

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Students	149	84%	20	64	11	5	16%	↓5	-	
	All Elementary	70%	16	54	20	10	30%	↑-	-	
	District	74%	17	57	18	8	26%	↑1	-	
Grade	Gr. 05	84%	20	64	11	5	16%	↓5	-	
	All Elementary	70%	16	54	20	10	30%	↑-	-	
	District	70%	16	54	20	10	30%	↑1	-	
Ethnicity	Hispanic	123	84%	21	63	11	5	16%	↓4	-
		All Elementary	76%	18	59	17	6	24%	↑1	-
		District	81%	19	62	15	4	19%	↑1	-
	African American	17*	100%	18	82			0%	↓6	-
		All Elementary	81%	24	57	16	3	19%	↑4	-
		District	86%	29	57	12	2	14%	↑1	-
	Asian	5*	80%		80	20		20%	↓25	-
		All Elementary	57%	9	48	24	19	43%	↑-	-
		District	57%	6	50	28	15	43%	↑2	-
	Other	4*	25%		25	50	25	75%	↑75	-
		All Elementary	51%	8	43	29	20	49%	↓2	-
		District	56%	11	46	25	18	44%	↓-	-
Cambodian	3*	100%	33	67			0%	↓38	-	
	All Elementary	61%	9	52	24	15	39%	↓4	-	
	District	65%	9	56	25	10	35%	↑-	-	
Gender	Female	79	90%	27	63	6	4	10%	↓6	-
		All Elementary	71%	14	57	19	10	29%	↑-	-
		District	75%	15	60	18	7	25%	↑1	-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Roosevelt

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg			
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded		
Gender	Male	68	78%	12	66	15	7	22%	↓4		-	
		All Elementary	69%	17	52	21	10	31%	↑-		-	
		District	74%	19	55	18	8	26%	↑1		-	
	Nonbinary	2*	50%		50		50		50%	-		-
		All Elementary*	57%	29	29	29	14	43%	↑43		-	
		District	68%	18	50	14	18	32%	↑11		-	
Special Populations	EL + RFEP	94	89%	22	67	6	4	11%	↓8		-	
		All Elementary	82%	22	61	14	4	18%	↑-		-	
		District	84%	21	63	13	3	16%	↑1		-	
	ELL	69	97%	30	67	1	1	3%	↑-		-	
		All Elementary	97%	32	65	3		3%	↑-		-	
		District	98%	40	58	2		2%	↑-		-	
	RFEP	25	68%		68	20	12	32%	↑2		-	
		All Elementary	61%	7	55	30	9	39%	↑9		-	
		District	75%	10	66	20	5	25%	↑3		-	
	Foster	3*	100%	67	33			0%	-		-	
		All Elementary	81%	30	51	11	8	19%	↑1		-	
		District	88%	31	58	8	4	12%	↓3		-	
	GATE/Excel	31	48%	3	45	32	19	52%	↓8		-	
		All Elementary	32%		1	31	36	32	68%	↑-		-
		District	43%	3	41	34	23	57%	↓2		-	
	Homeless	20	75%	20	55	15	10	25%	↑18		-	
		All Elementary	83%	20	63	13	4	17%	↑1		-	
		District	86%	24	62	10	3	14%	↓1		-	

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC Science 2023 :: School Data by Subgroup

## Roosevelt

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Homeless/Foster	23	78%	26	52	13	9	22%	↑15		-
		All Elementary	83%	21	62	13	4	17%	↑1		-
		District	87%	25	62	10	3	13%	↓1		-
	Low SES	149	84%	20	64	11	5	16%	↓5		-
		All Elementary	77%	18	59	17	6	23%	↑2		-
		District	81%	20	61	15	4	19%	↑2		-
	Special Ed.	23	100%	39	61			0%	↓5		-
		All Elementary	89%	44	46	7	4	11%	↑3		-
		District	93%	47	46	5	2	7%	↑1		-
	Spec Ed. Speech/RSP	22	100%	36	64			0%	↓6		-
		All Elementary	86%	34	52	9	5	14%	↑4		-
		District	90%	37	53	7	3	10%	↑1		-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

## Roosevelt

1/18/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
All Students	292	292	59	19	21	22	38
		All ES	49	22	22	24	32
		District	27	34	15	16	34
Grade	Gr. 04 (Minimum Growth Target: 44)	151	43	25	25	26	24
		All ES	49	21	24	27	28
		District	48	22	24	27	27
	Gr. 05 (Minimum Growth Target: 35)	141	78	13	16	17	54
		All ES	50	22	20	22	36
		District	49	22	20	22	36
Ethnicity	Hispanic	247	59	19	21	21	39
		All ES	49	23	22	24	31
		District	26	35	15	16	34
	African American	28	78	14	21	29	36
		All ES	50	22	22	22	34
		District	25	36	16	15	33
	Cambodian	11 <sup>^</sup>	-	18	27	45	9
		All ES	53	20	22	25	33
		District	34	30	16	17	37
	Asian	9 <sup>^</sup>	-	22	11	33	33
		All ES	53	21	23	23	34
		District	33	30	16	16	38

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

<sup>^</sup>Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.

# SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

## Roosevelt

1/18/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Ethnicity	Other	7^	-	29	14	14	43
		All ES	49	19	23	27	31
		District	30	32	16	17	35
	White	1^	-	100	0		
		All ES	53	19	22	27	33
		District	29	33	16	16	35
Gender	Female	160	60	17	21	24	38
		All ES	50	21	22	25	32
		District	28	34	15	16	34
	Male	130	58	22	21	19	38
		All ES	50	22	22	24	32
		District	26	35	15	16	34
Nonbinary	2^	-	50		50		
	All ES^	72	17	17	33	33	
	District	28	33	15	8	44	
Special Populations	EL + RFEP	165	54	20	25	16	39
		All ES	50	24	21	23	33
		District	25	36	13	15	36
	ELL	126	52	20	28	15	37
		All ES	50	24	21	23	32
		District	34	31	16	18	35

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.



# SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

## Roosevelt

1/18/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
ELA Special Populations	RFEP	39	61	21	15	18	46
		All ES	50	22	21	23	34
		District	18	39	12	14	36
	Foster	5 <sup>^</sup>	-	60	20	20	0
		All ES	55	25	10	31	33
		District	23	40	12	20	29
	GATE/Excel	53	54	25	17	17	42
		All ES	49	21	22	27	30
		District	27	34	15	18	33
	Homeless	31	55	19	32	13	35
		All ES	55	21	21	25	34
		District	28	33	16	17	34
	Homeless/Foster	36	49	25	31	14	31
		All ES	55	21	20	25	34
		District	28	34	16	17	33
	Low SES	291	59	19	21	22	38
		All ES	50	22	22	24	32
		District	26	35	15	16	34
Special Ed.	43	36	30	19	21	30	
	All ES	43	27	20	23	31	
	District	27	35	15	15	35	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

<sup>^</sup>Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.

# SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

## Roosevelt

1/18/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	Special Populations	Spec Ed. Speech/RSP	41	38	29	20	22	29
			All ES	47	24	21	24	31
			District	28	35	15	16	34

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.

# SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup Roosevelt

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
All Students	292	292	45	21	22	33	25	
		All ES	38	23	28	28	20	
		District	16	38	19	18	24	
Grade	Gr. 04 (Minimum Growth Target: 42)	151	43	19	28	30	22	
		All ES	45	18	29	31	22	
		District	44	18	29	31	21	
	Gr. 05 (Minimum Growth Target: 39)	141	48	22	14	35	28	
		All ES	32	28	27	26	19	
		District	32	28	27	26	19	
Math	Hispanic	247	47	19	21	33	26	
		All ES	39	23	28	28	21	
		District	14	39	19	18	24	
	African American	28	35	32	21	25	21	
		All ES	35	26	27	28	20	
		District	14	40	19	17	24	
	Ethnicity	Cambodian	11 <sup>^</sup>	-		45	45	9
			All ES	42	21	26	31	22
			District	19	36	19	20	25
		Asian	9 <sup>^</sup>	-	22	22	33	22
			All ES	42	21	26	30	23
			District	19	36	19	20	26

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

<sup>^</sup>Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.

# SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

## Roosevelt

1/18/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Ethnicity	Other	7^	-		29	57	14	
		All ES	40		21	29	29	21
		District	22		34	22	19	26
	White	1^	-	100	0			
		All ES	36		22	33	28	18
		District	19		34	22	19	24
Gender	Female	161	44		20	22	34	24
		All ES	38		23	28	29	20
		District	15		38	19	19	24
	Male	129	45		21	21	32	26
		All ES	39		24	28	27	21
		District	16		38	20	18	25
Nonbinary	2^	-			50		50	
	All ES^	59			33	50	17	
	District	5		38	20	18	25	
Special Populations	EL + RFEP	166	45		19	23	31	27
		All ES	41		23	26	28	23
		District	12		41	18	17	24
	ELL	127	44		20	23	29	28
		All ES	42		23	25	29	23
		District	23		35	19	19	26

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.

# SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

## Roosevelt

1/18/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math at Special Populations	RFEP	39	43	18	26	36	21
		All ES	40	24	27	26	23
		District	4	46	17	15	23
	Foster	5^	-	40	20	40	0
		All ES	41	24	26	33	17
		District	21	39	16	19	25
	GATE/Excel	53	45	21	17	40	23
		All ES	35	24	30	28	18
		District	19	35	21	20	25
	Homeless	31	43	23	23	23	32
		All ES	37	26	27	26	21
		District	13	40	19	17	24
	Homeless/Foster	36	41	25	22	25	28
		All ES	38	26	27	26	21
		District	14	40	19	17	24
	Low SES	291	45	20	22	33	25
		All ES	38	24	28	28	21
		District	14	39	19	18	24
	Special Ed.	43	30	28	23	30	19
		All ES	37	26	25	25	24
		District	20	36	19	16	29

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.

# SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup Roosevelt

1/18/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math	Special Populations	Spec Ed. Speech/RSP	41	30	29	20	32	20
			All ES	39	24	26	26	24
			District	19	36	19	17	28

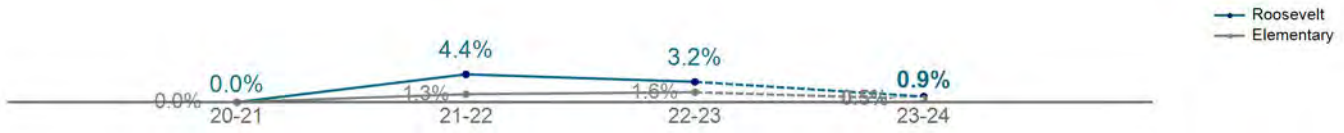
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

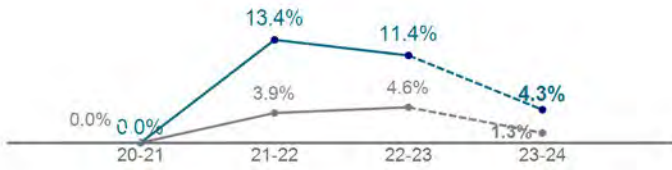
\*Accelerated Growth = At least double the minimum growth target for the grade level.

# Suspension Rate

Roosevelt  
All Students  
N = 904



**African American**  
N = 116



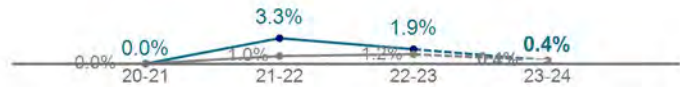
**Asian**  
N = 49



**Filipino**

Subgroup with fewer than 20 students.

**Hispanic**  
N = 696



**Pacific Islander**

Subgroup with fewer than 20 students.

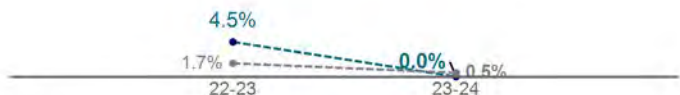
**White**

Subgroup with fewer than 20 students.

**Native American**

Subgroup with fewer than 20 students.

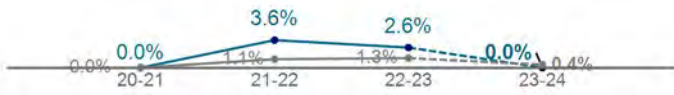
**Other**  
N = 21



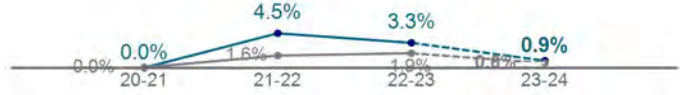
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.  
Only suspensions given by the selected school are counted in the displayed data.  
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# Suspension Rate

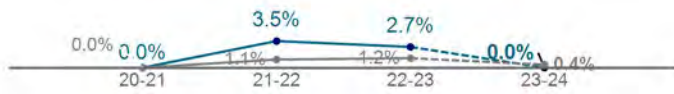
**EL + RFEP**  
N = 413



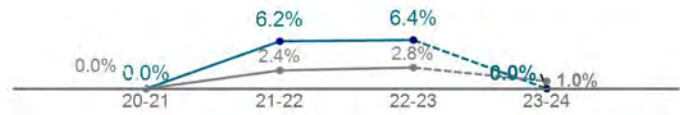
**Low SES**  
N = 878



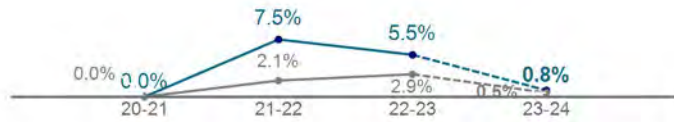
**English Learner**  
N = 373



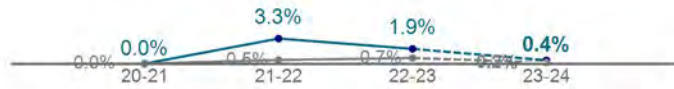
**Special Education**  
N = 87



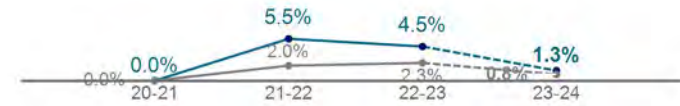
**Homeless or Foster Youth**  
N = 120



**Female**  
N = 448



**Male**  
N = 455



N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.



# Suspension Rate

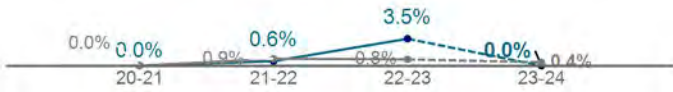
**Gr. K**  
N = 125



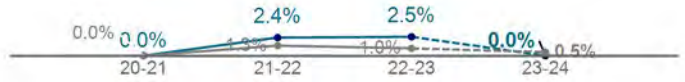
**Gr. 01**  
N = 117



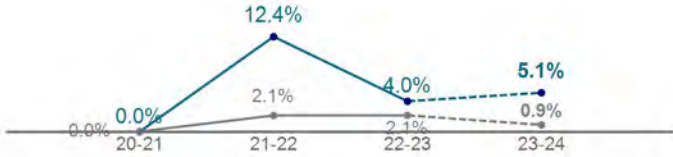
**Gr. 02**  
N = 136



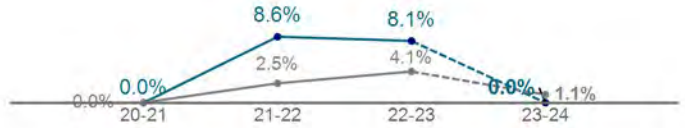
**Gr. 03**  
N = 141



**Gr. 04**  
N = 157



**Gr. 05**  
N = 178



N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.  
Only suspensions given by the selected school are counted in the displayed data.  
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

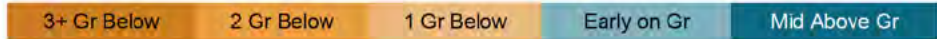


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Roosevelt 2022-2023 Grade 1

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	102	31	69			
			2	117	13	81	5		
			3	112	4	68	13	16	
	Teacher	Funke, P	1	26	31	69			
			2	30	13	83	3		
			3	30		80	10	10	
		Lawrence, D	1	26	23	73	4		
			2	28	11	79	7	4	
			3	30	3	70	17	10	
		Leyva, G	1	25	28	72			
			2	28	4	93	4		
			3	27		70	11	19	
		Perez, M	1	28	43	57			
			2	29	14	79	7		
			3	28		50	14	25	
		Ethnicity	African American	1	11	36	64		
				2	15	13	87		
				3	13		85	8	8
	Asian		1	4		100			
			2	5	20	60	20		
			3	6		67		33	
	Hispanic		1	82	32	68			
			2	91	12	81	7		
			3	88	5	65	15	16	
	Pacific Islander		1	1		100			
			2	2		100			
			3	2		100			
White	1	1		100					
	2	1		100					
	3	1		100					
Other	1	3	33	67					
	2	3	33	67					
	3	2		50		50			

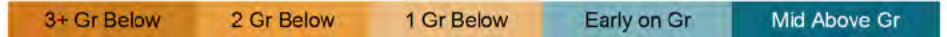


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Roosevelt 2022-2023 Grade 1

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Gender	Female	1	53	26	74			
			2	60	8	85	5	2	
			3	57	4	70	16	11	
		Male	1	49	37	63			
			2	57	18	77	5		
			3	55	4	65	9	22	
	Special Populations	Low SES	1	98	32	68			
			2	111	12	82	5		
			3	108	4	68	13	16	
		ELL	1	46	35	65			
			2	51	20	71	8	2	
			3	51	4	67	12	18	
		EL + RFEP	1	46	35	65			
			2	51	20	71	8	2	
			3	52	4	67	12	17	
		Special Ed.	1	8	50	50			
			2	7	14	86			
			3	8	13	88			
		Spec Ed. Speech/RSP	1	8	50	50			
			2	7	14	86			
			3	8	13	88			
		Foster	1	3	100				
			2	3	33	67			
			3	1	100				
Homeless	1	16	56	44					
	2	19	42	53	5				
	3	17	6	65	24	6			
RFEP	3	1	100						

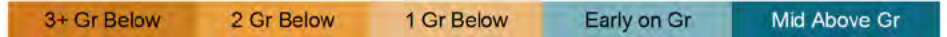


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Roosevelt 2022-2023 Grade 2

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	128	52	43	5		
			2	130	25	61	11	3	
			3	131	18	53	15	14	
	Teacher	Escobar, T	1	24	50	42	8		
			2	25	28	60	12		
			3	25	8	60	20	12	
		Mannu-Busatto, M	1	27	48	48	4		
			2	27	19	67	11	4	
			3	27	30	41	22	7	
		Mojica, A	1	27	37	59	4		
			2	26	19	69	12		
			3	27	19	56	15	11	
			Perruccio, C	1	26	77	19	4	
				2	26	42	50	4	4
				3	26	12	62	12	15
		Platt, K	1	25	52	40	8		
			2	25	20	56	16	8	
			3	26	19	50	8	23	
		Ethnicity	African American	1	16	75	25		
				2	15	33	60	7	
				3	15	40	47	7	7
	Asian		1	11	45	45	9		
			2	11	9	64	18	9	
			3	11		64	9	27	
	Hispanic		1	98	47	47	5		
			2	101	25	61	11	3	
			3	102	17	52	18	14	
White	1		2	100					
	2		2	50	50				
	3		2	100					
Other	1	1	100						
	2	1	100						
	3	1	100						

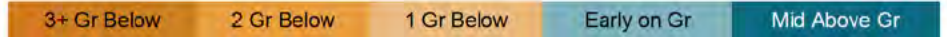


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Roosevelt 2022-2023 Grade 2

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Gender	Female	1	68	46	50	4		
			2	69	17	68	13	1	
			3	70	16	51	19	14	
		Male	1	60	58	35	5	2	
			2	61	34	52	8	5	
			3	61	20	56	11	13	
	Special Populations	Low SES	1	128	52	43	5		
			2	128	25	61	11	3	
			3	130	18	53	15	14	
		ELL	1	72	53	42	6		
			2	74	26	65	8	1	
			3	76	17	61	12	11	
		RFEP	1	5		60	20	20	
			2	5			20	40	40
			3	5				20	80
		EL + RFEP	1	77	49	43	6	1	
			2	79	24	62	10	4	
			3	81	16	57	12	15	
		Special Ed.	1	10	90		10		
			2	12	58	33	8		
			3	12	42	50	8		
		Spec Ed. Speech/RSP	1	10	90		10		
			2	12	58	33	8		
			3	12	42	50	8		
		Foster	1	5	100				
			2	4	25	75			
			3	5	40	60			
Homeless		1	11	36	64				
		2	14	14	71	14			
		3	13	8	46	46			
GATE/Excel	1	10		50	40	10			
	2	10		30	40	30			
	3	10			20	80			

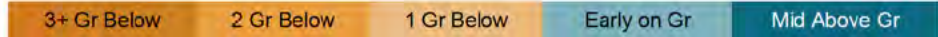


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Roosevelt 2022-2023 Grade 3

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	All Students	All	1	151	20	37	40	3	
			2	144	9	15	60	11	4
			3	142	6	10	45	19	20
	Teacher	Copp, S	1	22	14	55	32		
			2	22	9	9	73	5	5
			3	22	5	9	50	18	18
		Duran, P	1	24	17	29	50	4	
			2	24	13	8	71	4	4
			3	25	8	4	72	12	4
		McBride, M	1	21	19	38	43		
			2	21	10	19	57	14	
			3	21	10	48	29	14	
		Robledo-Gutierrez, S	1	26	19	23	58		
			2	23	17	65	17		
			3	25	12	28	28	32	
		Slosar, D	1	26	31	31	38		
			2	26	19	15	42	19	4
			3	26	19	8	35	15	23
		Thomas, S	1	25	12	44	32	12	
			2	25	4	16	60	8	12
			3	24	4	17	42	13	25
	Ethnicity	African American	1	23	35	39	26		
			2	20	20	15	50	5	10
			3	19	11	16	42	11	21
		Asian	1	8	13	25	50	13	
			2	8	13	13	50	13	13
			3	8	13	38	38	13	
Hispanic		1	115	18	36	43	3		
		2	111	7	14	64	13	3	
		3	110	6	9	45	19	20	
White		1	5	80	20				
		2	4	50	50				
		3	5	60	20	20			
Other	2	1	100						

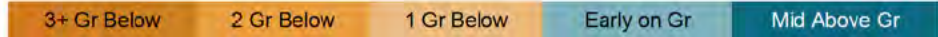


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Roosevelt 2022-2023 Grade 3

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	Gender	Female	1	63	24	38	37	2	
			2	60	15	17	63	5	
			3	60	12	8	52	20	8
		Male	1	88	17	36	43	3	
			2	84	5	14	58	15	7
			3	82	2	11	40	18	28
	Special Populations	Low SES	1	145	19	37	41	3	
			2	139	9	14	62	10	4
			3	138	7	9	46	20	19
		ELL	1	56	25	45	30		
			2	55	15	13	65	7	
			3	54	13	11	48	19	9
		RFEP	1	6	17	83			
			2	6		67	33		
			3	5		20	40	40	
		EL + RFEP	1	62	23	42	35		
			2	61	13	11	66	10	
			3	59	12	10	46	20	12
		Special Ed.	1	15	33	40	20	7	
			2	15	13	13	53	13	7
			3	15	7	13	33	33	13
		Spec Ed. Speech/RSP	1	15	33	40	20	7	
			2	15	13	13	53	13	7
			3	15	7	13	33	33	13
		Foster	1	2	50	50			
			2	3	67	33			
			3	2		50	50		
Homeless	1	17	59	29	12				
	2	17	35	29	29	6			
	3	15	27	27	27	13	7		
GATE/Excel	1	13	8	85	8				
	2	13		38	46	15			
	3	13			23	77			

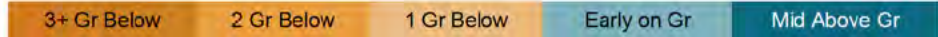


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Roosevelt 2022-2023 Grade 4

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	All Students	All	1	159	26	29	38	6	1	
			2	163	15	23	44	13	4	
			3	158	11	14	40	18	17	
	Teacher	Clafin, W		1	33	27	36	30	6	
				2	33	15	24	48	6	6
				3	34	9	15	47	21	9
		Leong, T		1	30	10	30	47	7	7
				2	31	10	13	42	26	10
				3	32	6	9	28	25	31
		Miller, N		1	32	34	31	31	3	
				2	33	24	33	21	18	3
				3	32	25	9	38	16	13
	Sanchez-Sandler, R			1	31	32	26	35	6	
				2	33	15	24	48	12	
				3	34	15	26	35	12	12
	Tufuga, N		1	31	23	23	45	10		
			2	32	9	19	63	6	3	
			3	30	7	10	47	13	23	
	Ethnicity	African American		1	14	50	21	29		
				2	14	29	29	29	7	7
				3	13	15	23	31		31
Asian			1	5	20	20	60			
			2	5		20	20	20	40	
			3	6		33	33	17	17	
Hispanic			1	135	24	30	38	7	1	
			2	137	14	22	47	13	4	
			3	132	11	11	42	19	17	
White			1	1	100					
			2	2	50		50			
			3	2	50		50			
Other		1	4		25	25	25	25		
		2	5		40		40	20		
		3	5		40	20		40		





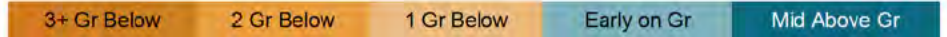


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Roosevelt 2022-2023 Grade 5

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	144	38	17	38	8	
			2	148	24	20	34	14	7
			3	148	16	13	34	22	16
	Teacher	Austin-Montoya, S	1	26	38	19	38	4	
			2	30	40	23	30	7	
			3	30	30	13	37	17	3
		Baril, A	1	31	42	23	32	3	
			2	30	17	17	43	17	7
			3	31	16	13	29	29	13
		Graham-Ramos, B	1	29	48	21	24	7	
			2	30	43	13	30	13	
			3	30	23	17	33	10	17
	Greving, H	1	28	11	11	57	18	4	
		2	29	3	21	28	24	24	
		3	27	4	26	33	37		
	Jasprica, M	1	28	43	14	36	7		
		2	30	17	27	43	10	3	
		3	30	7	17	43	23	10	
	Ethnicity	African American	1	17	47	18	29	6	
			2	16	25	31	25	13	6
			3	16	13	69	13	6	
		Asian	1	5	40	40	20		
			2	5	40	40	20		
			3	5	20	40	20	20	
		Hispanic	1	120	37	16	39	8	
			2	123	24	20	37	13	7
			3	123	15	15	30	24	15
Other	1	2	100						
	2	4			25	50	25		
	3	4			25	75			
Gender	Female	1	77	36	18	40	5		
		2	78	22	29	33	10	5	
		3	79	19	15	35	23	8	

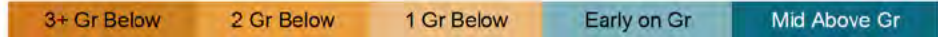


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Roosevelt 2022-2023 Grade 5

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
5	Gender	Male	1	65	37	15	35	11	2	
			2	68	26	10	35	19	9	
			3	67	12	9	31	22	25	
		Nonbinary	1	2	100					
			2	2	50	50				
			3	2	50	50				
	Special Populations	Low SES	1	144	38	17	38	8		
			2	148	24	20	34	14	7	
			3	148	16	13	34	22	16	
		ELL	1	65	52	15	31	2		
			2	68	35	21	38	6		
			3	69	26	19	29	20	6	
		RFEP	1	24	13	4	50	29	4	
			2	25	12	8	24	36	20	
			3	25	8	16	40	36		
		EL + RFEP	1	89	42	12	36	9	1	
			2	93	29	17	34	14	5	
			3	94	19	16	26	26	14	
		Special Ed.	1	21	81	19				
			2	23	70	17	13			
			3	23	43	22	30	4		
		Spec Ed. Speech/RSP	1	20	80	20				
			2	22	73	14	14			
			3	22	45	18	32	5		
	Foster	1	2	50	50					
		2	3	67	33					
		3	3	67	33					
	Homeless	1	19	58	11	26	5			
		2	20	25	15	35	15	10		
		3	19	21	11	26	26	16		
GATE/Excel	1	30	7	7	50	33	3			
	2	31	6	26	39	29				
	3	31	13		35	52				

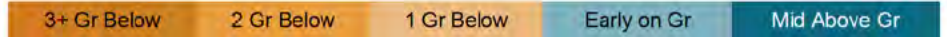
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Roosevelt 2022-2023 Grade 1



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category							
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr			
1	All Students	All	1	116	26	67	4	3				
			2	112	9	79	4	8				
			3	113		4	54	13	28			
	Teacher	Funke, P		1	29	24	66	7	3			
				2	30	10	77	3	10			
				3	30		3	53	13	30		
		Lawrence, D			1	28	18	71	7	4		
					2	28	4	75	7	14		
					3	30			53	17	30	
		Leyva, G			1	27	19	78		4		
					2	29	3	83	7	7		
					3	27			4	48	15	33
		Perez, M			1	28	32	64		4		
					2	29	14	76	3	7		
					3	28		11	61	11	18	
	Ethnicity	African American			1	13	23	77				
					2	15	7	87		7		
					3	14			29	14	57	
		Asian				1	5		20	40	40	
						2	6		17	50		33
						3	6			50	17	33
		Hispanic				1	92	27	67		23	
						2	86	9	79		5	7
						3	88		6	58	13	24
		Pacific Islander				1	2			50	50	
						2	2			50		50
						3	2			50		50
White				1	1		100					
				2	1		100					
				3	1		100					
Other				1	3	33	67					
				2	2		100					
				3	2			50		50		

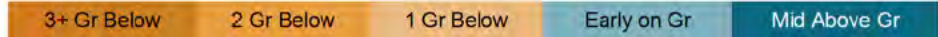
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Roosevelt 2022-2023 Grade 1



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
1	Gender	Female	1	56	21	71	4	4		
			2	56	2	88	5	5		
			3	58		2	45	22	31	
		Male	1	60	30	63	5	2		
			2	56	16	70	4	11		
			3	55	7	64	4	25		
	Special Populations	Low SES	1	112	25	68	4	3		
			2	107	8	79	5	8		
			3	109		5	53	14	28	
		ELL	1	52	29	65	6			
			2	52	12	77	4	8		
			3	49		4	57	16	22	
		EL + RFEP	1	52	29	65	6			
			2	52	12	77	4	8		
			3	50		4	56	18	22	
		Special Ed.	Special Ed.	1	9	44	56			
				2	7	14	86			
				3	8	13	88			
			Spec Ed. Speech/RSP	1	9	44	56			
				2	7	14	86			
				3	8	13	88			
Foster	1	3	33	67						
	2	3		100						
	3	2					100			
Homeless	1	18	39	61						
	2	18	17	78	6					
	3	17	12	71	12	6				
RFEP	3	1					100			

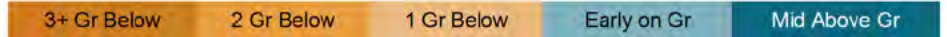
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Roosevelt 2022-2023 Grade 2



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
2	All Students	All	1	127	46	39	9	6		
			2	128	20	44	18	18		
			3	127	9	45	17	30		
	Teacher	Escobar, T	1	25	48	40	12			
			2	26	15	46	15	23		
			3	25	4	36	28	32		
		Mannu-Busatto, M	1	27	37	41	15	7		
			2	27	26	26	30	19		
			3	27	7	33	22	37		
		Mojica, A	1	27	44	41	15			
			2	27	11	59	15	15		
			3	27	67		7	26		
		Perruccio, C	1	26	54	42	4			
			2	26	31	46	15	8		
			3	26	19	54	8	19		
		Platt, K	1	25	44	32	8	16		
			2	26	15	38	19	27		
			3	26	12	38	15	35		
		Ethnicity	African American	1	16	63	38			
				2	15	27	60	7	7	
				3	15	20	47	27	7	
	Asian		1	11	27	45	27			
			2	11	18	18	27	36		
			3	11	18	27	18	36		
	Hispanic		1	96	44	40	13	4		
			2	99	18	44	19	18		
			3	99	5	46	15	33		
White	1		2	50	50					
	2		2	50	50					
	3		1	100						
Other	1	2	100							
	2	1	100							
	3	1	100							

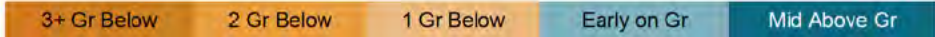
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Roosevelt 2022-2023 Grade 2



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Gender	Female	1	68	31	50	15	4	
			2	68	9	43	24	25	
			3	70	7	34	19	40	
		Male	1	59	63	27	3	7	
			2	60	33	45	12	10	
			3	57	11	58	14	18	
	Special Populations	Low SES	1	127	46	39	9	6	
			2	126	21	43	18	18	
			3	126	9	45	16	30	
		ELL	1	72	50	39	8	3	
			2	73	25	44	23	8	
			3	73	10	52	14	25	
		RFEP	1	5		20	20	60	
			2	4				100	
			3	5				100	
		EL + RFEP	1	77	47	38	9	6	
			2	77	23	42	22	13	
			3	78	9	49	13	29	
		Special Ed.	1	12	83	8	8		
			2	12	67	17	8	8	
			3	12	33	50	8	8	
		Spec Ed. Speech/RSP	1	12	83	8	8		
			2	12	67	17	8	8	
			3	12	33	50	8	8	
	Foster	1	5	60	40				
		2	4	75	25				
		3	5	40	40	20			
Homeless	1	11	18	64	9	9			
	2	13	15	46	15	23			
	3	13	8	46	15	31			
GATE/Excel	1	9			44	56			
	2	10				100			
	3	10				100			

# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Roosevelt 2022-2023 Grade 3



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	146	16	30	29	17	8
			2	142	11	15	35	27	12
			3	143	9	10	26	31	24
	Teacher	Copp, S	1	22	23	23	27	18	9
			2	21	10	10	33	33	14
			3	23	13	9	30	17	30
		Duran, P	1	24	8	33	29	25	4
			2	24	13	17	29	42	
			3	25	16		28	36	20
		McBride, M	1	21	10	38	38	14	
			2	21	10	24	33	24	10
			3	21	5	29	29	19	19
	Robledo-Gutierrez, S		1	26	12	35	23	27	4
			2	23	4	26	26	30	13
			3	25		4	8	28	24
	Slosar, D	1	26	31	15	35	12	8	
		2	26	23	15	23	23	15	
		3	26	19	12	19	31	19	
	Thomas, S	1	25	4	36	24	16	20	
		2	25	4		60	16	20	
		3	24			4	21	54	21
	Ethnicity	African American	1	20	35	35	15	5	10
			2	20	15	35	15	25	10
			3	19		37	21	21	21
Asian		1	8	25	13	25	38		
		2	8	13	13	38	38		
		3	8	13		38	25	25	
Hispanic		1	113	12	32	31	17	8	
		2	109	10	12	38	27	14	
		3	111	11	6	26	31	26	
White		1	5		60		40		
		2	4		50		50		
		3	5			20		80	
Other	2	1	100						



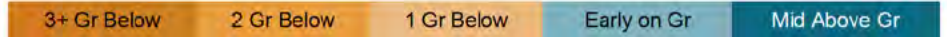
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Roosevelt 2022-2023 Grade 3



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	Gender	Female	1	63	17	25	35	17	5
			2	59	15	8	42	27	7
			3	62	13	6	24	34	23
		Male	1	83	14	34	25	17	10
			2	83	7	20	29	28	16
			3	81	6	12	27	28	26
	Special Populations	Low SES	1	140	15	31	29	17	8
			2	137	10	15	35	28	12
			3	139	9	9	27	31	24
		ELL	1	55	20	33	35	13	
			2	54	17	13	43	28	
			3	55	18	7	25	36	13
		RFEP	1	5	20	20		60	
			2	6		17	33	50	
			3	5			40	60	
		EL + RFEP	1	60	18	32	33	17	
			2	60	15	13	38	28	5
			3	60	17	7	23	37	17
		Special Ed.	1	15	20	33	20	20	7
			2	15	20	27	13	20	20
			3	15	20	27	13	20	20
		Spec Ed. Speech/RSP	1	15	20	33	20	20	7
			2	15	20	27	13	20	20
			3	15	20	27	13	20	20
		Foster	1	2	50	50			
			2	3	33	33	33		
			3	2	50	50			
Homeless	1	17	47	41	6	6			
	2	16	25	44	19	6	6		
	3	16	19	25	44	6	6		
GATE/Excel	1	12		17	33	50			
	2	13			31	69			
	3	13			23	77			

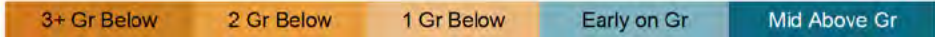
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Roosevelt 2022-2023 Grade 4



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	All Students	All	1	159	25	15	48	8	4	
			2	161	20	6	54	10	9	
			3	159	16	9	46	15	13	
	Teacher	Clafin, W		1	33	33	12	48	3	3
				2	33	30	3	55	6	6
				3	34	18	9	53	12	9
		Leong, T		1	30	13	27	43	10	7
				2	31	23	10	48	10	10
				3	32	19	16	41	16	9
		Miller, N		1	32	34	6	41	16	3
				2	33	24	3	48	15	9
				3	32	28		38	13	22
	Sanchez-Sandler, R		1	32	16	19	56	3	6	
			2	34	15	6	62	9	9	
			3	34	12	6	53	21	9	
	Tufuga, N		1	31	26	10	52	10	3	
			2	32	19	9	50	9	13	
			3	30	7	17	43	17	17	
	Ethnicity	African American		1	14	64		36		
				2	14	36	14	36	7	7
				3	13	23	15	38	15	8
Asian			1	5	20		60	20		
			2	6	17	17	33	17	17	
			3	6	17	17	33	17	17	
Hispanic			1	135	21	16	49	9	5	
			2	135	19	4	57	10	10	
			3	133	15	8	47	15	14	
White			1	1	100					
			2	1	100					
			3	2	50		50			
Other		1	4	25	25	50				
		2	5	20		60	20			
		3	5	20		60	20			

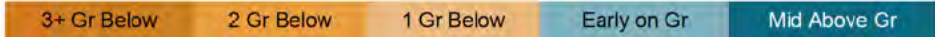
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Roosevelt 2022-2023 Grade 4



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Gender	Female	1	93	22	15	51	9	4
			2	93	17	6	58	10	9
			3	93	14	11	48	13	14
		Male	1	66	29	15	44	8	5
			2	68	25	6	49	10	10
			3	66	20	8	42	18	12
	Special Populations	Low SES	1	159	25	15	48	8	4
			2	160	20	6	54	10	9
			3	158	16	9	46	15	13
		ELL	1	65	29	18	46	6	
			2	67	31	3	57	6	3
			3	68	26	12	43	15	4
		RFEP	1	14	7	50	21	21	
			2	14		50	14	36	
			3	14		36	21	43	
		EL + RFEP	1	79	24	16	47	9	4
			2	81	26	2	56	7	9
			3	82	22	10	41	16	11
		Special Ed.	1	21	71	14	10	5	
			2	20	65	30	5		
			3	20	70	15	10	5	
		Spec Ed. Speech/RSP	1	20	70	15	10	5	
			2	19	63	32	5		
			3	19	68	16	11	5	
	Foster	1	4	25	75				
		2	4	25	75				
		3	4	25	75				
	Homeless	1	18	33	17	44	6		
		2	18	33	6	56	6		
		3	17	29	6	41	18	6	
GATE/Excel	1	21		48	29	24			
	2	22		36	14	50			
	3	21		14	38	48			

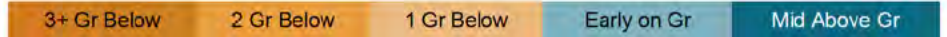
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Roosevelt 2022-2023 Grade 5



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	145	29	38	22	7	4
			2	145	12	40	25	15	8
			3	146	12	25	34	16	13
	Teacher	Austin-Montoya, S	1	28	32	46	14	7	
			2	29	21	48	14	14	3
			3	30	27	23	30	13	7
		Baril, A	1	31	29	42	16	6	6
			2	30	7	37	33	10	13
			3	30	10	20	37	13	20
		Graham-Ramos, B	1	29	41	31	28		
			2	30	23	47	20	10	
			3	30	17	40	30	10	3
		Greving, H	1	28	18	21	29	25	7
			2	29	7	24	17	38	14
			3	27	15	30	30	30	26
		Jasprica, M	1	28	21	54	21	4	
			2	30	7	47	37	3	7
			3	30	3	27	43	17	10
	Ethnicity	African American	1	16	25	38	25	6	6
			2	16	19	31	25	13	13
			3	15	13	7	53	13	13
		Asian	1	5	40	20	20	20	
			2	5	60	20	20		
			3	5	20	20	20	20	20
		Hispanic	1	122	30	39	22	6	3
			2	120	13	41	26	15	6
			3	122	11	28	33	16	11
	Other	1	2				50	50	
		2	4			25	25	50	
		3	4			25	25	50	
Gender	Female	1	79	33	42	15	6	4	
		2	76	12	46	24	12	7	
		3	77	14	29	35	13	9	

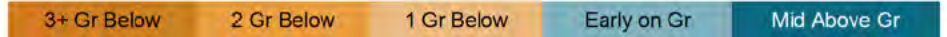
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Roosevelt 2022-2023 Grade 5



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
5	Gender	Male	1	64	23	34	30	8	5	
			2	67	12	34	25	19	9	
			3	67	7	22	33	21	16	
		Nonbinary	1	2	50	50				
			2	2	50	50				
			3	2		50		50		
	Special Populations	Low SES	1	145	29	38	22	7	4	
			2	145	12	40	25	15	8	
			3	146	12	25	34	16	13	
		ELL	1	67	42	45	13			
			2	67	18	54	22	6		
			3	67	16	40	28	12	3	
		RFEP	1	24	4	29	42	21	4	
			2	24		4	8	38	38	13
			3	25		4	40	32	24	
		EL + RFEP	1	91	32	41	21	5		
			2	91	14	42	26	14	3	
			3	92	13	29	32	17	9	
		Special Ed.	1	22	68	32				
			2	21	38	57	5			
			3	23	35	43	4	17		
		Spec Ed. Speech/RSP	1	21	67	33				
			2	20	40	55	5			
			3	22	36	41	5	18		
		Foster	1	2	50	50				
			2	3	33	67				
			3	3	33	67				
Homeless	1	20	45	20	25	10				
	2	19	32	16	26	16	11			
	3	18	28	11	28	6	28			
GATE/Excel	1	30	20	40	23	17				
	2	31		10	23	35	32			
	3	31		3	29	23	45			

**i-Ready Overall Relative Placement  
School Data by Subgroup  
2022-2023 Grade**

Report Name: District Assessments: i-Ready - iReady\_Overall\_Relative\_Placement\_Teacher\_Level - ARC Report #1218

# i-Ready Math Overall Relative Placement School Data by Subgroup Roosevelt 2022-2023



**Legend**



Category		Diagnostic Window	# Students	Percent by Category				
<b>All Students</b>	724	3	724	7	11	48	17	16
<b>Grade</b>	Gr. K	3	25	84			12	4
	Gr. 01	3	115	3	68		13	16
	Gr. 02	3	131	18	53		15	14
	Gr. 03	3	143	6	10	45	19	20
	Gr. 04	3	162	12	14	39	17	17
	Gr. 05	3	148	16	13	34	22	16
<b>Ethnicity</b>	African American	3	82	9	15	54	10	13
	Asian	3	36	3	8	50	17	22
	Hispanic	3	582	7	11	47	19	16
<b>Gender</b>	Female	3	374	9	13	49	20	9
	Male	3	348	6	10	47	14	23
<b>Special Populations</b>	Low SES	3	714	7	11	48	18	16
	ELL	3	331	11	14	50	15	11
	RFEP	3	50	4		20	34	42
	EL + RFEP	3	381	10	12	46	17	15
	Special Ed.	3	79	24	22	39	9	6
	Spec Ed. Soeech/RSP	3	77	25	19	40	9	6
	Homeless	3	81	10	17	41	23	9
	GATE/Excel	3	76	7		28	66	

The percentages may not equal 100% due to rounding.

# i-Ready Reading Overall Relative Placement School Data by Subgroup Roosevelt 2022-2023



**Legend**



Category		Diagnostic Window	# Students	Percent by Category					
<b>All Students</b>	769	3	769	8	11	40	21	21	
<b>Grade</b>	Gr. K	3	70			36	44	20	
	Gr. 01	3	115	4		54	14	28	
	Gr. 02	3	131	8		46	16	30	
	Gr. 03	3	144		10	10	26	31	24
	Gr. 04	3	162	17	9	46	15	13	
	Gr. 05	3	147	12	25	34	16	13	
<b>Ethnicity</b>	African American	3	87	8	15	34	24	18	
	Asian	3	37	8	11	32	19	30	
	Hispanic	3	621	7	10	41	20	21	
<b>Gender</b>	Female	3	395	8	11	37	22	22	
	Male	3	372	7	11	43	20	20	
<b>Special Populations</b>	Low SES	3	757	8	11	40	21	21	
	ELL	3	357	11	13	41	21	13	
	RFEP	3	50			2	30	28	40
	EL + RFEP	3	407	10	12	40	22	17	
	Special Ed.	3	83	31		23	25	14	6
	Spec Ed. Soeech/RSP	3	81	31		22	26	15	6
	Homeless	3	85	13	11	49	12	15	
GATE/Excel	3	76				1	16	25	58

The percentages may not equal 100% due to rounding.





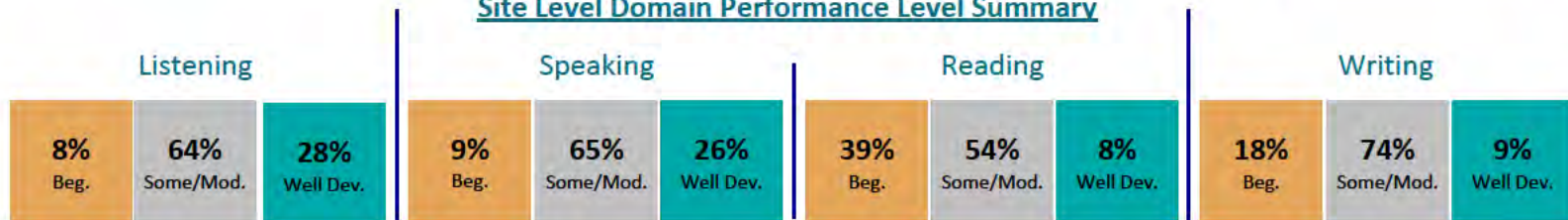
# ELPAC Summative Assessment Grade Level Summary 2022-2023

Site :: Roosevelt

## Site Level Overall Performance Level Summary



## Site Level Domain Performance Level Summary



## Grade Level Performance Summary (Overall and by Domain)

Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
00	33%	33%	33%	0%	33%	50%	17%	33%	67%	0%	67%	33%	0%	67%	33%	0%
01	13%	36%	42%	9%	16%	69%	16%	11%	71%	18%	13%	78%	9%	24%	53%	22%
02	14%	45%	38%	4%	7%	66%	27%	11%	78%	11%	42%	41%	18%	14%	84%	3%
03	14%	23%	57%	4%	9%	63%	25%	4%	52%	39%	21%	63%	9%	20%	71%	9%
04	12%	48%	32%	8%	5%	67%	29%	12%	50%	38%	53%	45%	2%	14%	80%	6%
05	11%	42%	41%	6%	6%	55%	39%	6%	68%	26%	47%	52%	2%	15%	76%	9%



# School Plan for Student Achievement Addendum 2023-2024

## Additional Targeted Support and Improvement (ATSI) ▾

Roosevelt Elementary School ▾

### ATSI student subgroups

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> African-American | <input type="checkbox"/> Foster Youth        | <input type="checkbox"/> Socioeconomically Disadvantaged       |
| <input type="checkbox"/> American Indian             | <input type="checkbox"/> Hispanic            | <input checked="" type="checkbox"/> Students with Disabilities |
| <input checked="" type="checkbox"/> Asian-American   | <input checked="" type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races                     |
| <input type="checkbox"/> English Learner             | <input type="checkbox"/> Pacific Islander    | <input type="checkbox"/> White                                 |
| <input type="checkbox"/> Filipino                    |  |  |

### Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the CSI/ATSI identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUSD's CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI responsibilities.

Date Approved by SSC

11/14/2023

Signature of Principal



Signature of SSC Chair



## Resource Inequities

Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI Targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequalities for the targeted CSI/ATSI student groups:

- There are no resource inequalities present in our SPSA.** Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.
- There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC has determined that the CSI/ATSI targeted students are receiving appropriate services/interventions through our Schoolwide Program.

### Comments about Resource Inequities *(optional)*

Though our SPSA doesn't specifically mention how we are meeting the needs of Asian American students, homeless population, and students with disabilities our school does the following to focus on meeting the needs of these students; Small group instruction targets all populations of students by meeting them where they are at with their needs. Students with disabilities have access to functional academics that teach life skills and accessibility. When there is a need IEPs are given to students to give them speech services and RSP services. Students who face homelessness have access to free lunch, free uniforms, shoe and clothing donations, Thanksgiving meal donations, and additional family services provided by our district.

## Support for Schools as identified in LBUSD's LCAP

### Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply-rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings Continuum framework. Since 2014, LBUSD has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with stakeholders. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create "watch lists" – i.e., lists of classrooms to monitor closely and lists of students who require further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates. In light of the COVID-19 pandemic, learning loss and other similar issues were also explored.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program, particularly in a distance-learning environment.
- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.
- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

### Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams to reflect upon their collective efforts and engage colleagues from other schools or district departments for objective feedback.

Quarterly visits will be customized by schools, but follow a common structure:

- **Whole Group Briefing:** The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing:** School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing:** Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, data dashboard tools developed by LBUSD's Research Office will feature "Watch Lists" that allow district and site leaders to monitor the progress of CSI schools, their teachers, and their students. The "Schools to Watch" function will enable appropriate stakeholders to track the percentage of students who are "at-risk," "severely at-risk," "high risk," and "cautiously at-risk" across a broad spectrum of measures, including chronic absenteeism, discipline, reading benchmarks, math facts, course grades, graduation requirements, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.



## Plan Escolar para el Logro Estudiantil Anexo 2023-2024

### Apoyo y Mejora Específica Adicional (ATSI)(ATSI) -

Roosevelt Elementary School -

Si es ATSI, identifique los subgrupos:

- |   |  |  |
|---|--|--|
| <input checked="" type="checkbox"/> Afroamericanos              | <input type="checkbox"/> Jóvenes en hogares de crianza | <input type="checkbox"/> Desfavorecidos socioeconómicamente        |
| <input type="checkbox"/> Indio americanos                       | <input type="checkbox"/> Hispanos                      | <input checked="" type="checkbox"/> Estudiantes con discapacidades |
| <input checked="" type="checkbox"/> Asiático-americanos         | <input checked="" type="checkbox"/> Sin hogar          | <input type="checkbox"/> Dos o más razas                           |
| <input type="checkbox"/> Estudiante que está aprendiendo inglés | <input type="checkbox"/> Isleños del pacífico          | <input type="checkbox"/> Blancos                                   |
| <input type="checkbox"/> Filipinos                              |  |  |

### Atestación:

El Concilio de Plantel Escolar (SSC, por sus siglas en inglés), durante el proceso de desarrollo de un Plan Escolar para el Logro Estudiantil (SPSA, por sus siglas en inglés), se aseguró de que se incluyan intervenciones y servicios de calidad para los estudiantes de bajo rendimiento en el SPSA, con especial atención en los grupos de estudiantes que llevaron a la identificación Apoyo y Mejora Integral (CSI, por sus siglas en inglés)/ Apoyo y Mejora Específica Adicional (ATSI, por sus siglas en inglés).

SSC participó en una evaluación exhaustiva de las necesidades, basada en datos, con el fin de dar prioridad a las necesidades de los estudiantes y analizar las intervenciones / servicios.

Además, el SSC participó en conversaciones sobre las desigualdades de recursos y fue informado sobre los apoyos enumerados en el Plan Local de Control y Rendición de cuentas (LCAP, por sus siglas en inglés) del Distrito con respecto a nuestra identificación como escuela CSI/ATSI. Las inequidades de recursos y la sección CSI del LBUSD se incluyen en este Anexo.

Al aprobar el SPSA para la escuela, el SSC agrega específicamente este Anexo al SPSA como parte de sus responsabilidades de CSI/ATSI.

Fecha de aprobación por el SSC

14/11/2023

Firma del director

Firma del presidente del SSC

## Inequidad de recursos

Las escuelas elegibles para CSI o ATSI deben identificar y describir cualquier inequidad de recursos identificada como resultado de la evaluación de necesidades requerida. La consideración de las inequidades de recursos puede informar la evaluación de la eficacia de las acciones en el SPSA y proporcionar una base para el establecimiento de metas y/o resultados esperados para los grupos de estudiantes a los que CSI/ATSI está dirigido.

En nuestro análisis de nuestros servicios SPSA, nuestro SSC encontró lo siguiente sobre las desigualdades de recursos para los grupos de estudiantes a los que CSI/ATSI está dirigido:

- No hay inequidades de recursos presentes en nuestro SPSA.** Nuestros estudiantes a los que CSI / ATSI está dirigido son una prioridad y están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.
- Había evidencia de inequidad de recursos antes de que se aprobara el SPSA.** Nuestro SSC hizo ajustes al SPSA con el fin de corregir el problema, y el SPSA ahora está proporcionando servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.
- Hay alguna evidencia de desigualdad de recursos en el SPSA actual.** Sin embargo, nuestro SSC continuó haciendo ajustes a la SPSA con el fin de asegurar que los estudiantes a los que CSI / ATSI está dirigido reciben servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.
- Hay alguna evidencia de inequidades de recursos en el SPSA actual.** Sin embargo, nuestro SSC ha determinado que los estudiantes a los que CSI / ATSI está dirigido están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.

### *Comentarios sobre la inequidad de recursos (opcional)*

Aunque nuestro SPSA no menciona específicamente cómo satisfacemos las necesidades de los estudiantes asiático-americanos, la población sin hogar y los estudiantes con discapacidades, nuestra escuela hace lo siguiente para centrarse en satisfacer las necesidades de estos estudiantes; La instrucción en grupos pequeños se dirige a todas las poblaciones de estudiantes, acercándolos a sus necesidades. Los estudiantes con discapacidades tienen acceso a materias académicas funcionales que enseñan habilidades para la vida y accesibilidad. Cuando es necesario, se otorgan IEP a los estudiantes para brindarles servicios del habla y servicios RSP. Los estudiantes que se enfrentan a la falta de hogar tienen acceso a almuerzo gratuito, uniformes gratuitos, donaciones de calzado y ropa, donaciones de comidas de Acción de Gracias y servicios familiares adicionales proporcionados por nuestro distrito.

## Apoyo para las escuelas según se identifica en el LCAP del LBUSD

### Apoyo para Escuelas Identificadas

El apoyo a las escuelas está basado en asesoramiento y comunidades de formación profesional. El LBUSD ha pasado de prácticas de cumplimiento y supervisión a distancia a una orientación de asesoramiento profundamente arraigada, asociación para abordar problemas de logro estudiantil y un marcado énfasis en la instrucción de calidad en cada salón de clases, según lo definido por el marco del Continuo de Entendimientos del distrito. Desde 2014, el LBUSD ha buscado mejorar el tiempo dedicado a los planteles escolares, con líderes que dedican un promedio de tres a cinco horas al mes en cada plantel-visitas que incluyen observaciones en el salón de clases junto con el director, recopilación de datos relacionados con la implementación de la instrucción y orientación pedagógica para los maestros. Las escuelas de Apoyo y Mejora Integral (CSI) reciben un apoyo aún más intenso, particularmente en áreas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.

Un área crucial de apoyo se centra en la evaluación de necesidades a nivel escolar. La Oficina de Investigación Escolar del LBUSD proporciona datos en profundidad adaptados a cada plantel, que luego se utilizan para desarrollar intervenciones en consulta con las partes interesadas. Las medidas académicas incluyen los parámetros de ELA y matemáticas, las calificaciones en tiempo real (especialmente las D y F), y si los estudiantes están en camino a completar los requisitos de graduación, mientras que las medidas no académicas cubren el ausentismo crónico, las suspensiones y los incidentes disciplinarios. Con la ayuda de líderes del distrito, asesores de plan de estudios y otros expertos, las escuelas de CSI examinan a fondo por habilidad académica, por grupo de estudiantes y por factores logísticos (por ejemplo, la hora del día y la ubicación de las suspensiones). El personal del plantel escolar recibe herramientas y capacitación para crear “listas de vigilancia”, es decir, listas de salones de clases para supervisar de cerca y listas de estudiantes que requieren más intervenciones. Este último está conectado a sistemas de comunicación por teléfono, correo electrónico y texto que pueden ayudar a involucrar a las familias en el proceso.

Aquí hay apoyos específicos que el LBUSD presentó (y continuará proporcionando en el futuro) para ayudar a las escuelas de CSI a desarrollar sus planes:

- El personal de las oficinas por nivel pasó horas adicionales en las escuelas de CSI para ayudar a los directores a realizar análisis más profundos sobre el ausentismo crónico, las suspensiones, los incidentes disciplinarios y los datos de encuestas relacionados con la cultura y el ambiente escolar y el aprendizaje socioemocional. Dichos análisis fueron además de los realizados para medidas académicas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación. A la luz de la pandemia de COVID-19, también se exploraron la pérdida del aprendizaje y otros problemas similares.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito les proporcionaron a las escuelas de CSI investigaciones sobre intervenciones exitosas basadas en evidencia en escuelas comparables, tanto en el LBUSD como en otros distritos de California. Dependiendo de los programas, la investigación incluyó estudios académicos o mejores prácticas. Esta información se combinó con la información presupuestaria, para que los programas puedan desarrollarse de manera sostenible.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a identificar las inequidades de recursos al proporcionar informes sobre los niveles actuales del personal, las cifras presupuestarias y los datos logísticos. Por medio de varias reuniones individuales, los planteles escolares fueron guiados por expertos en contenido para identificar brechas significativas en los recursos. Por ejemplo, una revisión de los apoyos para estudiantes que están aprendiendo inglés de un plantel escolar incorporaría los maestros adicionales que podrían ser necesarios, junto con los materiales de instrucción, el software tecnológico, el diseño de la programación de intervenciones y otros detalles que ayudarían a desarrollar el programa, particularmente en un entorno de aprendizaje a distancia.
- Con base en la investigación y los análisis de “brechas” descritos en los dos puntos anteriores, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a elegir intervenciones basadas en evidencia. Entre los principios básicos que el LBUSD promovió en este proceso de



toma de decisiones está la sostenibilidad, la importancia de desarrollar programas de alto impacto que puedan implementarse en plazos de varios años. Dada la intensidad de las necesidades de los estudiantes, era esencial tener una perspectiva a largo plazo y hacer ajustes en el camino. LBUSD luego se aseguró de que las escuelas de CSI tuvieran capacitación para la implementación del programa.

- Por último, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a establecer sistemas de supervisión y evaluación. Los apoyos incluyeron capacitación sobre cómo identificar los datos apropiados para recopilar (por ejemplo, la participación de los estudiantes en las intervenciones, los resultados de las pruebas relacionadas, etc.), cómo usar el “rastreador de intervención” del LBUSD o un sistema similar, cómo programar análisis de datos junto con las visitas al plantel escolar descritas anteriormente, y cómo usar la retroalimentación para mejorar el programa. En algunos casos, el LBUSD proporcionó a las escuelas de CSI ejemplos de de la encuesta de muestra para reunir perspectivas de estudiantes, padres de familia y personal. El LBUSD también emparejó las escuelas CSI con planteles asociados similares para que los datos puedan compararse y las prácticas prometedoras puedan compartirse.

### Supervisión y evaluación de la eficacia

Para supervisar y evaluar la eficiencia de los planes CSI, se realizarán visitas trimestrales. Estas visitas formales permitirán a los equipos del plantel escolar reflexionar sobre sus esfuerzos colectivos e involucrar a colegas de otras escuelas o departamentos del distrito para obtener comentarios objetivos.

Las visitas trimestrales serán personalizadas por las escuelas, pero siguen una estructura común:

- **Instrucciones a todo el Grupo:** El equipo de la escuela (director, maestros y personal de apoyo) proporcionará antecedentes para la visita compartiendo sus planes de CSI. Destacarán los datos de su plantel escolar, las actividades de formación profesional y las intervenciones clave. Ayudarán a los visitantes a desarrollar una comprensión de sus prioridades.
- **Visitas al salón de clases:** Los miembros del equipo escolar y los visitantes observarán los salones de clases, recopilando datos y ejemplos que refuerzan los planes de CSI de la escuela. Tomarán notas, recolectarán imágenes y hablarán con los estudiantes para resumir sus observaciones.
- **Informe de Grupo Completo:** Los miembros del equipo escolar facilitarán un informe que les permita comprender y afirmar los esfuerzos de mejora continua del plantel escolar. Se centrarán no sólo en la entrega de contenido, las prácticas de enseñanza y las acciones de los estudiantes, sino también en las diversas intervenciones que se están implementando para apoyar a los estudiantes con dificultades.
- **Informe del director:** Los directores y/o supervisores de directores participarán en más conversaciones sobre los próximos pasos. Este diálogo se integrará en el trabajo de orientación regular descrito en la sección anterior.

En términos más generales, las herramientas del tablero de datos desarrolladas por la Oficina de Investigación Escolar del LBUSD incluirán “Listas de Vigilancia” que permiten a los líderes del distrito y del plantel escolar supervisar el progreso de las escuelas de CSI, sus maestros y sus estudiantes. La función “escuelas a observar” permitirá a las partes interesadas apropiadas rastrear el porcentaje de estudiantes que están “en riesgo”, “severamente en riesgo”, “de alto riesgo” y “cautelosamente en riesgo” a través de un amplio espectro de medidas, incluyendo absentismo crónico, disciplina, indicadores de nivel de lectura, operaciones matemáticas, etc. calificaciones del curso, requisitos de graduación y preparación para la escuela preparatoria la universidad (según corresponda). Estos datos en tiempo real se utilizarán para ajustar los planes de CSI y desarrollar intervenciones adicionales para los estudiantes con dificultades.



# ROOSEVELT ELEMENTARY SCHOOL

*A California Distinguished School  
A Title I Academic Achievement Award Winner  
A National School Change Award Winner*



1574 Linden Ave., Long Beach, CA 90813  
562-599-3418 FAX 562-599-3931

## School-Home Compact

### **As a student I pledge to:**

- Come to school everyday on time, wearing my uniform, and ready to learn.
- Act as a scholar.
- Make good decisions about my work and my behavior.
- Respect my peers, my teachers, and others.
- Take responsibility for my learning and do my homework everyday.

---

### **Student Signature and date**

### **As a parent I pledge to:**

- Send my child to school everyday, on time, in uniform.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Provide a quiet study time at home and encourage good study habits.
- Talk with my child about his/her school activities everyday.
- Participate in Back to School Night, Open House, Parent Conferences, and workshops.
- Encourage my child to read by reading to him/her and by reading myself
- Limit and monitor my child's TV and technology use and help select worthwhile programs.
- Support my child's teacher with his/her classroom expectations.

---

### **Parent signature and date**

### **As a teacher I pledge to:**

- Provide high-quality curriculum and instruction that is known to all guardians.
- Motivate my students to learn and hold high expectations for their learning.
- Provide a warm, welcoming, safe, and focused environment for learning.
- Provide meaningful, homework to reinforce skills as needed.
- Continue to learn my craft of teaching by attending professional development opportunities.
- Communicate regularly with families about their students' learning.
- Work collaboratively with my peers and others.
- Respect the school, students, staff, and families.

---

### **Teacher signature and date**

### **As the support staff, we pledge to:**

- Create a warm and welcoming environment for students, staff, parents, and the community.
- Ensure a safe and orderly learning environment.
- Support the partnership between home and school.
- Expect students to achieve at grade level and beyond
- Provide resources and training so that students will achieve at or beyond grade level.

---

### **Principal Signature and date**

*Approved by School Site Council 10/03/2023*



# ROOSEVELT ELEMENTARY SCHOOL

*A California Distinguished School  
A Title I Academic Achievement Award Winner  
A National School Change Award Winner*

1400 E. 20<sup>th</sup> St., Long Beach, CA 90806  
562-591-7477 FAX 562-218-3667



## Acuerdo Entre la Escuela y el Hogar

### Como estudiante prometo:

- Venir a la escuela todos los días, a tiempo, usando mi uniforme, y listo para aprender.
- Comportarme como buen estudiante.
- Tomar buenas decisiones en mi trabajo y comportamiento.
- Respetar a mis compañeros, maestros, y a todos los demás.
- Tomar la responsabilidad de mi aprendizaje y hacer mi tarea todos los días.

---

### Firma del Alumno y Fecha

### Como padre prometo:

- Mandar a mi niño a la escuela todos los días, a tiempo, y usando uniforme.
- Asegurarme que mi niño duerma suficiente, reciba atención medica regular, y que tenga buena nutrición.
- Proveer un lugar silencioso para estudiar y fomentar buenos hábitos de estudio.
- Hablar con mi niño todos los días acerca de sus actividades en la escuela.
- Participar en Noche de Regreso a la Escuela, Jornada de Puertas Abiertas, Conferencias y talleres para Padres.
- Leerle a mi niño y leer yo mismo(a) para fomentar la lectura en el/la niño(a).
- Limite y controle el uso de la televisión y la tecnología de mi hijo y ayude a seleccionar programas
- Apoyar al maestro(a) con las expectativas del salón de clase.

---

### Firma del Padre y Fecha

### Como maestra prometo:

- Proveer instrucción y un plan de estudio de alta calidad que conozcan todos los guardianes.
- Motivar a mis estudiantes a aprender y tener altas expectativas de aprendizaje.
- Proveer un ambiente cálido, acogedor, y enfocado al aprendizaje.
- Proveer tarea con el propósito de reforzar habilidades según sea necesario.
- Seguir aprendiendo el arte de enseñar asistiendo a entrenamientos de desarrollo profesional.
- Mantener una comunicación regular con padres de familia acerca de la educación de sus hijos.
- Trabajar cooperativamente con mis compañeros de trabajo, y padres de familia.
- Respetar la escuela, a los alumnos, empleados, y las familias.

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### Firma de la Maestra y Fecha

### Como Personal de Apoyo prometo:

- Crear un ambiente cálido, donde los estudiantes, padres, y la comunidad se sientan bienvenidos.
- Mantener un ambiente de aprendizaje ordenado y seguro.
- Apoyar la asociación entre el hogar y la escuela.
- Tener expectativas de que los estudiantes van a alcanzar el nivel de grado y mucho más.
- Proveer recursos y entrenamiento para que los estudiantes puedan alcanzar nivel de grado o más alto.

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### Firma Del Director y Fecha

Aprobado por SSC 10/03/2023



# ROOSEVELT ELEMENTARY SCHOOL

*A California Distinguished School*

*A Title I Academic Achievement Award Winner*

*A National School Change Award Winner*

1574 Linden Avenue  
Long Beach, CA 90813  
562-599-3418

## Parent and Caregiver Involvement Guidelines

2023 - 2024

*As a school that receives Title I, Part A (Title I) funds, Roosevelt Elementary School has developed jointly with, agree on with, and distribute to parents of participating children, a School Parental Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establishes Roosevelt's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The Home -School compact is part of the School Parental Involvement Guidelines.*

### PART I

Roosevelt Elementary School agrees to implement the following requirements:

- Jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Guidelines that the school and parents of participating children agree on.
- Notify parents about the School Parental Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute this Guidelines to parents in a language the parents can understand.
- Make the School Parental Involvement Guidelines available to the local community.
- Periodically update the School Parental Involvement Guidelines to meet the changing needs of parents and the school.
- Adopt the school's school-parent compact as a component of its School Parental Involvement Guidelines.
- Agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

### PART II

## DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT GUIDELINES COMPONENTS

1. Roosevelt Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
  - Encourage attendance at one of the four District trainings (one on Saturday) for School Site Council parents and Teams. Topics included:*

- *Responsibilities & Roles of SSC and its members*
  - *Composition of SSCs*
  - *Budgetary considerations*
  - *Single Plans for Student Achievement*
  - *Title I, NCLB requirements & mandates*
  - Plan Meeting with SSC & ELAC parents (at a convenient time) to review Single Plan for Student Achievement and previous year's Guidelines*
    - *Invite other parents and stakeholders to attend the meeting*
      - *through our Newsletter*
      - *and by Personal invitations from our School Personnel (Teachers, Office Staff, etc.)*
  - At Meeting*
    - *Review School Plan & previous year's Guidelines and Home School Compact. As a group, note changes and make adjustments (deletions or additions) as necessary*
    - *Re-write or update the Parent Involvement Guidelines & Home School Compacts*
    - *Oral and written translations available for Spanish parents to allow for discussions*
2. **Roosevelt Elementary School** will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Guidelines:
- At SSC & ELAC meetings*
  - In Sections of our Newsletter*
  - At the Annual Title I Meeting*
  - Available at the Main Office Counter*
  - On Parent Bulletin Board in main hallway*
  - On-line on the Long Beach Unified School District Website*
3. **Roosevelt Elementary School** will update periodically (a minimum of once a year) its School Parental Involvement Guidelines to meet the changing needs of parents and the school:
- As a result of our school standardized test results and AYP status*
  - As a result of changes to our budgets subsequent changes in our supplemental services and interventions*
  - As a result of safety needs and/or other issues as identify by parents, staff, and our community.*

*Changes will be made to the School Parental Involvement Guides as discussed in section II, #1.*

4. **Roosevelt Elementary School** will convene an Annual Meeting to inform parents of the following:
- *That their child's school participates in Title I,*
  - *The requirements of Title I,*
  - *Of their rights to be involved :*
    - Meetings offered in the morning and evening*
    - Announcements made on school marquee, via Teleparent, in our school newsletter, and on the Parent Bulletin Board in the main entryway*
    - Child care may be offered*
    - All meetings to be in English and Spanish*

5. **Roosevelt Elementary School** will hold a flexible number of meetings at varying times, in person and virtually (if requested) and provide funded by Title I as long as these services are needed and relate to parental involvement:

- Notifications will be sent to parents via fliers, as notices on the marquee, and as part of our school newsletters.*
- Meetings will be offered in the morning afternoon and/or evening.*
- Announcements/fliers sent home with each child in appropriate language.*
- Families may attend virtually if requested.*
- Child care may be provided*

6. **Roosevelt Elementary School** will provide timely information about Title I programs to parents of participating children in a timely manner:

- Sections of our Newsletters will specifically address our Title I program.*
- At Annual Title I Meeting*
- On Main Office Counter*
- At SSC, ELAC meetings and other Parent meetings and trainings*
- Available at Back to School*
- Placed on the school's Website*
- On District Parent Education website*
- On parent Bulletin Board in main hallway*

7. **Roosevelt Elementary School** will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

- At various meetings, such as :*
  - *Parent/Teacher Conferences*
  - *Parent Resource Center Workshops – district and site*
- School newsletters*
- SST meetings*
- Through the School Accountability Card on line or in main office*
- Back to School*

8. **Roosevelt Elementary School** will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

- Parents' suggestions/topics from*
  - *SSC meeting and other parent meeting*
  - *Parent surveys*
  - *Parent Meetings*
  - *Individual conferences with parents*

9. **Roosevelt Elementary School** will submit to the district any parent comments if the schoolwide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:

- Informal complaint procedure with the site's administrators*
- District Complaint procedure*

**PART III**  
**SHARED RESPONSIBILITIES FOR HIGH STUDENT**  
**ACADEMIC ACHIEVEMENT**

1. **Roosevelt Elementary School** will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - Site Trainings*
    - *Offerings as determined by parent need*
  
2. **Roosevelt Elementary School** will incorporate the school-parent compact as a component of its School Parental Involvement Guidelines:
  - Purpose: to create a working relationship to help students achieve high academic standards by identifying specific expectancies of students, parents, teachers, and support staff.*
  - Developed, discussed and reviewed at first SSC and ELAC meetings*
  - Distributed to parents*
    - *Tear-offs sent home with each student in appropriate language*
    - *Signed by parent at Parent Teacher Conferences*
  
3. **Roosevelt Elementary School** will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph --
  - the State's academic content standards,
  - the State's student academic achievement standards,
  - the State and local academic assessments including alternate assessments,
  - the requirements of Title I,
  - how to monitor their child's progress, and
  - how to work with educators:
    - DCAC and ELAC meetings*
    - District Website: Parent Involvement*
    - Newsletter*
    - Parent conferences*
  
4. **Roosevelt Elementary School** will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement. Quarterly community engagement and workshop events will be offered at Roosevelt Campus and LBUSD Parent University classes will be advertised in the Roosevelt family newsletter every week.
  
5. **Roosevelt Elementary School** will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and

utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

6. **Roosevelt Elementary School** will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
  - Promotion of District's Kindergarten Festival*
  
7. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
  - Roosevelt's IOA will be doing the translations of written Materials /notifications that are sent to parents*
  - Marquee in English and Spanish*
  - Parent Bulletin Board in English and Spanish*
  - Newsletter in English and Spanish*
  
8. **Roosevelt Elementary School** will provide opportunities for families to participate in school-wide literacy building activities.
  - Family Read-In*
  - Reading Support Workshops for Parents*

**PART IV.**  
**DISCRETIONARY SCHOOL PARENT AND CAREGIVER**  
**INVOLVEMENT GUIDELINES COMPONENTS**

NOTE: The School Parental Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;




- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district wide parent advisory council (DCAC) to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

## **PART V** **ADOPTION**

This School Parental Involvement Guidelines has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by minutes of the Roosevelt School Site Council.

This Guideline was first adopted by **Roosevelt Elementary School** on **November 15, 2023** and will be in effect for the period of 1 year and revised and approved yearly. It will be made available to the local community in the office. **Roosevelt Elementary School**’s notification to parents of the Guidelines will be in an understandable and uniform format and, to the extent practicable, provide a copy of these Guidelines to parents in a language the parents can understand.

  
 \_\_\_\_\_  
 (Principal, Roosevelt Elementary School)  
 \_\_\_\_\_  
 11/14/2023  
 \_\_\_\_\_  
 (Date)



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## **Pautas para la participación de padres y cuidadores** 2023-24

*Como escuela que recibe fondos del Título I, Parte A (Título I), la Escuela Primaria Roosevelt ha desarrollado, acordado y distribuido a los padres de los niños participantes, unas Directrices para la participación de los padres en la escuela, que contienen la información requerida por la sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA). Las Pautas establecen las expectativas de Roosevelt para la participación de los padres y describen cómo la escuela implementará una serie de actividades específicas de participación de los padres. El pacto Hogar-Escuela es parte de las Pautas de participación de los padres en la escuela.*

### **PARTE I**

**La Escuela Primaria Roosevelt** se compromete a implementar los siguientes requisitos:

- Desarrollar conjuntamente con los padres, distribuir a los padres de los niños participantes, unas Pautas para la participación de los padres en la escuela que la escuela y los padres de los niños participantes acuerden.
- Notificar a los padres sobre las Pautas de participación de los padres en la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá estas Pautas a los padres en un idioma que los padres puedan entender.
- Poner a disposición de la comunidad local las Pautas para la participación de los padres en la escuela.
- Actualice periódicamente las Pautas de participación de los padres en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela.
- Adoptar el pacto escuela-padres de la escuela como un componente de sus Directrices de participación de los padres en la escuela.
- Acepta regirse por la siguiente definición legal de participación de los padres y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición:

### **PARTE II**

#### **DESCRIPCIÓN DE CÓMO IMPLEMENTARÁ LA ESCUELA LAS DIRECTRICES REQUERIDAS PARA LA PARTICIPACIÓN DE LOS PADRES EN LA ESCUELA** **COMPONENTES**

1. **La Escuela Primaria Roosevelt** tomará las siguientes medidas para involucrar a los padres en el desarrollo conjunto y el acuerdo conjunto de sus Pautas de participación de los padres escolares y su plan escolar, si corresponde, de manera organizada, continua y oportuna bajo la sección 1118 (b) de la ESEA:
  - *Fomentar la asistencia a uno de los cuatro entrenamientos del distrito (uno el sábado) para School Site Consejo de padres y equipos. Temas incluidos:*
    - *Responsabilidades y funciones del SSC y sus miembros*



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1400 East 20<sup>th</sup> Street, Long Beach, CA 90806  
562-591-7477 FAX 562-218-3667

## **Pautas para la participación de padres y cuidadores 2023-24**

*Como escuela que recibe fondos del Título I, Parte A (Título I), la Escuela Primaria Roosevelt ha desarrollado, acordado y distribuido a los padres de los niños participantes, unas Directrices para la participación de los padres en la escuela, que contienen la información requerida por la sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA). Las Pautas establecen las expectativas de Roosevelt para la participación de los padres y describen cómo la escuela implementará una serie de actividades específicas de participación de los padres. El pacto Hogar-Escuela es parte de las Pautas de participación de los padres en la escuela.*

### **PARTE I**

La Escuela Primaria Roosevelt se compromete a implementar los siguientes requisitos:

- Desarrollar conjuntamente con los padres, distribuir a los padres de los niños participantes, unas Pautas para la participación de los padres en la escuela que la escuela y los padres de los niños participantes acuerden.
- Notificar a los padres sobre las Pautas de participación de los padres en la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá estas Pautas a los padres en un idioma que los padres puedan entender.
- Poner a disposición de la comunidad local las Pautas para la participación de los padres en la escuela.
- Actualice periódicamente las Pautas de participación de los padres en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela.
- Adoptar el pacto escuela-padres de la escuela como un componente de sus Directrices de participación de los padres en la escuela.
- Acepta regirse por la siguiente definición legal de participación de los padres y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición:

### **PARTE II**

#### **DESCRIPCIÓN DE CÓMO IMPLEMENTARÁ LA ESCUELA LAS DIRECTRICES REQUERIDAS PARA LA PARTICIPACIÓN DE LOS PADRES EN LA ESCUELA COMPONENTES**

1. La Escuela Primaria Roosevelt tomará las siguientes medidas para involucrar a los padres en el desarrollo conjunto y el acuerdo conjunto de sus Pautas de participación de los padres escolares y su plan escolar, si corresponde, de manera organizada, continua y oportuna bajo la sección 1118 (b) de la ESEA:
  - *Fomentar la asistencia a uno de los cuatro entrenamientos del distrito (uno el sábado) para School Site Consejo de padres y equipos. Temas incluidos:*
    - *Responsabilidades y funciones del SSC y sus miembros*
    - *Composición de los SSC*

- *Composición de los SSC*
- *Consideraciones presupuestarias*
- *Planes Individuales para el Rendimiento Estudiantil*
- *Título I, requisitos y mandatos de NCLB*
- Reunión del plan con los padres de SSC y ELAC (en un momento conveniente) para revisar Single Plan para el Rendimiento Estudiantil y Directrices del año anterior*
  - *Invitar a otros padres y partes interesadas a asistir a la reunión*
    - *a través de nuestro Newsletter*
    - *y por invitaciones personales de nuestro personal escolar (maestros, personal de oficina, etc.)*
- en la reunión*
  - *Revisar el Plan Escolar y las Pautas del año anterior y el Acuerdo entre la Escuela y el Hogar. Como grupo, tome nota de los cambios y haga los ajustes (eliminaciones o adiciones) según sea necesario*
  - *Reescribir o actualizar las Pautas de participación de los padres y los Pactos entre el hogar y la escuela*
  - *Traducciones orales y escritas disponibles para padres españoles para permitir discusiones*

2. **La Escuela Primaria Roosevelt** tomará las siguientes medidas para distribuir a los padres de los niños participantes y a la comunidad local, las Pautas para la Participación de los Padres en la Escuela:

- En las reuniones de SSC y ELAC*
- En Secciones de nuestro Newsletter*
- En la Reunión Anual del Título I*
- Disponible en el mostrador de la oficina principal*
- En el tablón de anuncios para padres en el pasillo principal*
- En línea en el sitio web del Distrito Escolar Unificado de Long Beach*

3. **Escuela Primaria Roosevelt** actualizará periódicamente (como mínimo una vez al año) sus Pautas de participación de los padres en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela:

- Como resultado de los resultados de las pruebas estandarizadas de nuestra escuela y el estado de AYP*
- Como resultado de cambios en nuestros presupuestos cambios posteriores en nuestros servicios e intervenciones suplementarios*
- Como resultado de las necesidades de seguridad y/u otros problemas identificados por los padres, el personal y nuestra comunidad.*

*Se realizarán cambios a las Guías de participación de los padres en la escuela como se explica en la sección II, #1.*

5. **La Escuela Primaria Roosevelt** convocará una Reunión Anual para informar a los padres de lo siguiente:

- *Que la escuela de su hijo participe en el Título I,*
- *Los requisitos del Título I,*
- *De sus derechos a participar:*

- Reuniones ofrecidas por la mañana y por la tarde.*
- Anuncios realizados en la marquesina de la escuela, a través de Teleparent, en nuestro boletín escolar,*  
*y en el tablón de anuncios para padres en la entrada principal*
- Se puede ofrecer cuidado de niños*
- Todas las reuniones serán en inglés y español.*

3. **La Escuela Primaria Roosevelt** llevará a cabo una cantidad flexible de reuniones en diferentes momentos, en persona y virtualmente (si se solicita) y proporcionará fondos del Título I siempre que estos servicios sean necesarios y se relacionen con la participación de los padres:

- Las notificaciones se enviarán a los padres a través de volantes, como avisos en la marquesina y como parte de nuestros boletines escolares.*
- Las reuniones se ofrecerán por la mañana, por la tarde y/o por la noche.*
- Anuncios/volantes enviados a casa con cada niño en el idioma apropiado.*
- Las familias pueden asistir virtualmente si así lo solicitan.*
- Se puede proporcionar cuidado de niños*

4. **La Escuela Primaria Roosevelt** proporcionará información oportuna sobre los programas de Título I a los padres de los niños participantes de manera oportuna:

- Las secciones de nuestros boletines abordarán específicamente nuestro programa Título I.*
- En la Reunión Anual del Título I*
- En el mostrador de la oficina principal*
- En SSC, reuniones de ELAC y otras reuniones y capacitaciones para padres*
- Disponible en Regreso a clases*
- Colocado en el sitio web de la escuela*
- En el sitio web de Educación para Padres del Distrito*
- En el tablón de anuncios de los padres en el pasillo principal*

5. **La Escuela Primaria Roosevelt** proporcionará a los padres de los niños participantes una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes:

- En varias reuniones, tales como:*
  - *Conferencias de padres y profesores*
  - *Talleres del Centro de recursos para padres: distrito y sitio*
- boletines escolares*
- reuniones SST*
- A través de la Tarjeta de Responsabilidad Escolar en línea o en la oficina principal*
- De vuelta a la escuela*

6. **La Escuela Primaria Roosevelt** brindará a los padres de los niños participantes, si así lo solicitan, oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos, y responder a dichas sugerencias tan pronto como sea posible . :

- Sugerencias/temas de los padres de*
  - *Reunión del SSC y otra reunión de padres*

- *Encuestas para padres*
- *Reuniones de padres*
- *Conferencias individuales con los padres.*

7. **La Escuela Primaria Roosevelt** enviará al distrito cualquier comentario de los padres si el plan de toda la escuela bajo la sección ( 1114)( b)(2) no es satisfactorio para los padres de los niños participantes:

- Procedimiento de denuncia informal con los administradores del sitio*
- Procedimiento de queja del distrito*

### **PARTE III**

## **RESPONSABILIDADES COMPARTIDAS PARA UN ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES**

1. **La Escuela Primaria Roosevelt** desarrollará la capacidad de las escuelas y los padres para una fuerte participación de los padres, a fin de garantizar la participación efectiva de los padres y apoyar una asociación entre la escuela involucrada, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de la siguientes actividades específicamente descritas a continuación:

- Entrenamientos en el sitio*
  - *Ofertas según lo determinado por la necesidad de los padres*

2. **escuela primaria roosevelt** incorporará el pacto escuela-padres como un componente de sus Pautas para la participación de los padres en la escuela:

- Propósito: crear una relación de trabajo para ayudar a los estudiantes a lograr un alto rendimiento académico. estándares mediante la identificación de expectativas específicas de estudiantes, padres, maestros y apoyo personal.*
- Desarrollado, discutido y revisado en las primeras reuniones de SSC y ELAC*
- Distribuido a los padres*
  - *Desprendibles enviados a casa con cada estudiante en el lenguaje apropiado*
  - *Firmado por el padre en las conferencias de padres y maestros*

3. **La Escuela Primaria Roosevelt**, con la asistencia de su distrito, brindará asistencia a los padres de los niños atendidos por la escuela para comprender temas como los siguientes, al emprender las acciones descritas en este párrafo:

- los estándares de contenido académico del estado,
- los estándares de rendimiento académico de los estudiantes del estado,
- las evaluaciones académicas estatales y locales, incluidas las evaluaciones alternativas,
- los requisitos del Título I,
- cómo monitorear el progreso de su hijo, y
- cómo trabajar con los educadores:
  - Reuniones de DCAC y ELAC*
  - Sitio web del distrito: Participación de los padres*
  - Boletín informativo*
  - Conferencias de padres*

4. **La Escuela Primaria Roosevelt**, con la ayuda de su distrito, proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, como la alfabetización y el uso de la tecnología, según corresponda, para fomentar la participación de los padres. Se ofrecerán eventos trimestrales de participación comunitaria y talleres en el campus de Roosevelt y las clases de la Universidad para Padres de LBUSD se anunciarán en el boletín familiar de Roosevelt cada semana.
5. **La Escuela Primaria Roosevelt**, con la ayuda de su distrito y los padres, educará a sus maestros, personal de servicios estudiantiles, directores y otro personal, sobre cómo llegar, comunicarse y trabajar con los padres como socios iguales, en el valor y la utilidad de las contribuciones de los padres, y en cómo implementar y coordinar los programas para padres y construir lazos entre los padres y las escuelas, al:
6. **La Escuela Primaria Roosevelt**, en la medida de lo posible y apropiado, coordinará e integrará los programas y actividades de participación de los padres con Head Start, Reading First, Early Reading First y el preescolar público y otros programas, y llevará a cabo otras actividades, como centros de recursos para padres, que alentar y apoyar a los padres para que participen más plenamente en la educación de sus hijos:
  - Promoción del Festival de Kindergarten del Distrito*
7. La escuela, en la medida de lo posible y apropiado, tomará las siguientes medidas para garantizar que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades se envíe a los padres de los niños participantes en un formato comprensible y uniforme, incluidos formatos alternativos a pedido y, en la medida de lo posible, en un idioma que los padres puedan entender:
  - IOA de Roosevelt hará las traducciones de los escritos*  
*Materiales/notificaciones que se envían a los padres*
  - Marquesina en inglés y español*
  - Tablero de anuncios para padres en inglés y español*
  - Boletín en inglés y español*
9. **La Escuela Primaria Roosevelt** brindará oportunidades para que las familias participen en actividades de fomento de la alfabetización en toda la escuela.
  - Lectura familiar*
  - Talleres de apoyo a la lectura para padres*

**PARTE IV.**  
**COMPONENTES DE LAS DIRECTRICES PARA LA PARTICIPACIÓN DISCRECIONAL DE**  
**LOS PADRES Y CUIDADORES EN LA ESCUELA**

**NOTA :** Las Pautas para la participación de los padres en la escuela pueden incluir párrafos adicionales que enumeren y describan otras actividades discrecionales que la escuela, en consulta con los padres, elige emprender para desarrollar la capacidad de participación de los padres en la escuela para apoyar el rendimiento académico de sus hijos, como la siguientes actividades discrecionales enumeradas en la sección 1118(e) de la ESEA:

- involucrar a los padres en el desarrollo de capacitación para maestros, directores y otros educadores para mejorar la efectividad de esa capacitación;

- proporcionar la capacitación de alfabetización necesaria para los padres con fondos del Título I, Parte A, si el distrito escolar ha agotado todas las demás fuentes de financiación razonablemente disponibles para esa capacitación;
- pagar los gastos razonables y necesarios asociados con las actividades de participación de los padres, incluidos los costos de transporte y cuidado de niños, para permitir que los padres participen en reuniones y sesiones de capacitación relacionadas con la escuela;
- capacitar a los padres para mejorar la participación de otros padres;
- con el fin de maximizar la participación y participación de los padres en la educación de sus hijos, organizando reuniones escolares en una variedad de horarios o realizando conferencias en el hogar entre maestros u otros educadores, que trabajan directamente con los niños participantes, con padres que no pueden asistir a esas conferencias en la escuela;
- adoptar e implementar enfoques modelo para mejorar la participación de los padres;
- establecer un consejo asesor de padres en todo el distrito ( DCAC) para brindar asesoramiento sobre todos los asuntos relacionados con la participación de los padres en los programas del Título I, Parte A;
- desarrollar roles apropiados para las organizaciones y empresas comunitarias, incluidas las organizaciones religiosas, en las actividades de participación de los padres; y
- proporcionando otro apoyo razonable para las actividades de participación de los padres bajo la sección 1118 según lo soliciten los padres.

#### **PARTE V** **ADOPCIÓN**

Estas Directrices para la participación de los padres en la escuela han sido desarrolladas y acordadas conjuntamente con los padres de los niños que participan en los programas del Título I, Parte A, como lo demuestran las actas del Consejo Escolar de Roosevelt.

Esta Pauta fue adoptada por primera vez por **la Escuela Primaria Roosevelt** el **15 de noviembre de 2023** y estará vigente por el período de 1 año y revisada y aprobada anualmente. Se pondrá a disposición de la comunidad local en la oficina. La notificación de la **Escuela Primaria Roosevelt** a los padres sobre las Pautas estará en un formato comprensible y uniforme y, en la medida de lo posible, proporcionará una copia de estas Pautas a los padres en un idioma que los padres puedan entender.

  
(Director, Escuela Primaria Roosevelt)

14 / 11 / 2023  
(Fecha)