

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Roosevelt Elementary

School Plan for Student Achievement
2024-2025

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: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

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.

Progress and components of LBUSD's Strategic Plan, viewable at lbschools.net/departments/strategic-planning, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

Goal 1: Reading: Proficiency

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

Goal 2: Reading: Acceleration

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3: Algebra Proficiency

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4: College & Career Readiness

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

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: 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 2: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

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. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

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

ELA Findings

- In March 2024 31% of all students were placed at or above their grade level in ELA on the iReady ELA Assessment. This is compared to 33% of all African American Students and 16% of our English Learners.
- FRSA Overall Proficiency for Grades K-2 was 64% in June 2024.
- On the ELA section of SBAC 32% of students in grades 3rd-5th scored Met/Exceeded in 2024.

ELA Goals

ELA GOALS:

- Students who place at or above grade level on the iReady ELA assessment in March of 2024 will be 10% higher overall (41%) and 15% higher for English Learners (31%).
- Students achieving below grade level will demonstrate greater than one year of growth in literacy as measured by iReady.
- 36% of all grades 1-2 students will be Early On or Mid-Above on their iReady Math Diagnostic 3 assessment by March 2025.
- On Foundational Reading Assessments 77% of K-2nd grade students will be proficient by June 2025.
- On SBAC ELA 45% of grades 3-5 students will score Met/Exceeded.
- On SBAC ELA 42% of grades 4-5 students who were Not Met or Nearly Met on the prior year's SBAC ELA will meet their above target and accelerated growth.

ACTION PLAN:

- Professional Development for teachers focused on Culturally Relevant Quality Core Instruction, rigorous standards-aligned tasks and success criteria for students. This Professional Development will take place at 4 substitute release days with the Office of Curriculum, Instruction, and Professional Development and will be continued at teacher staff meetings throughout the school year.
- Principal/AP feedback aligned to the PD focus areas, but differentiated for teacher strengths and growth areas.
- Teacher Coaching by IIC and Lead Teachers in the areas identified by QCI and growth areas in response to individual feedback provided by Administrators.

PROGRESS MONITORING:

- Classroom Observations by AP, Principal, IIC and Lead Teachers weekly.
- Instructional Learning Walks and classroom visits with additional administrators from the Elementary Office approximately once per month.
- Assessment data from iReady, Fluency, FRSA, SBAC and other formative assessments following the LBUSD Assessment Matrix.

Comprehensive Needs Assessment: Mathematics

Math Findings

- In March 2024 26% of all students were placed at or above their grade level in Math on the iReady Math Assessment. This is compared to 19% of all African American Students, 12% of our English Learners and 7% of our foster students.
- 26% of all Grade 1-2 students were Early/On or Mid/Above on their iReady Math Diagnostic 3 assessment in March 2024.
- On the Math section of SBAC 24% of students in grades 3-5th scored Met/Exceeded in 2024. This is compared to 20% of all African American Students, 16% of our English Learners and 20% of our homeless/foster students.

Math Goals

MATH GOALS:

- Students who place at or above grade level on the iReady Math Diagnostic 3 assessment in March of 2025 will be 15% higher overall (41%) and for other subgroups, such as African American (34%) English Learner (27%) and Homeless/Foster Students (22%).
- On SBAC Math in Spring 2025, 38% of overall students in grades 3-5 students will score Met/Exceeded, whereas 35% of African American students, 31% of English Learners and 35% of Homeless/Foster students will score Met/Exceeded range on SBAC Math in Spring 2025.
- On SBAC Math, 36% of grades 4-5 students who were Not Met or Nearly Met on the prior year's assessment will meet thier above target and accelerated growth in June 2025.

ACTION PLAN:

- Professional Development for teachers focused on Culturally Relevant Quality Core Instruction, rigorous standards-aligned tasks and success criteria for students. This Professional Development will be designed to foster success for African American, English Learner and Homeless/Foster students. It will take place at 4 substitute release days with the Office of Curriculum, Instruction, and Professional Development and will be continued at teacher staff meetings throughout the school year.
- Principal/AP feedback aligned to the PD focus areas, differentiated for teacher strengths and growth areas.
- Teacher Coaching by IIC and Lead Teachers in the areas identified by QCI and growth areas in response to individual feedback provided by Administrators.
- Throughout the year teachers, administrators and support staff will engage in data analysis and student stories to plan interventions specifically designed to support the individual needs of English Learners, Homeless/Foster youth and African American Students.

PROGRESS MONITORING:

- Classroom Observations by AP, Principal, IIC and Lead Teachers weekly
- Instructional Learning Walks and classroom visits with additional administrators from the Elementary Office approximately once per month.
- Assessment data from iReady, Unit Assessments, SBAC and other formative assessments following the LBUSD Assessment Matrix will be used to monitor progress and growth for the African American, English Learner, Homeless/Foster subgroups and students overall.

Comprehensive Needs Assessment: English Learners

English Learner Findings

46% of English Learners made toward English language proficiency, as determined by the English Learner Progress Index (ELPI) as of June 2024

46% of English Learners made toward English language proficiency, as determined by the English Learner Progress Index (ELPI) as of June 2024.

English Learner Goals

EL GOALS:
-60% percent or more English Learners will make progress toward English language proficiency, as determined by the English Learner Progress Index (ELPI) by June 2025.

ACTION PLAN:
-Schoolwide Professional Development in the area of Designated ELD.
-Daily Schedules that call out Designated ELD Instruction take place at the same time for each teacher in a given grade level.
-Additional support for Newcomer EL students by the IIC.
-Parent Education for parents and guardians of ELs at ELAC Meetings.

PROGRESS MONITORING:
-Teachers will monitor EL progress in Designated ELD approximately every 6-8 weeks using Wonders and practice ELPAC materials.
-ELPAC Assessment.

60% percent or more English Learners will make progress toward English language proficiency, as determined by the English Learner Progress Index (ELPI) by June 2025

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Sense of Belonging for overall and African American students improved in 2023-24, but student Safety dropped 2% to 57% overall from 2023-24, becoming the lowest rated area based on CORE Survey results.

Culture/Climate Goals
<p>CULTURE/CLIMATE GOALS: -Student Safety will improve by 10% as measured by the CORE Survey in spring 2025.</p> <p>ACTION PLAN: -Implementation of Sanford Harmony Curriculum -Schoolwide PBIS Implementation</p> <p>PROGRESS MONITORING: -PULSE Survey Data -Suspension, Attendance and Referral Data -Teacher PBIS Committee data analysis and Shared Decision Making (SDM) on schoolwide Culture/Climate systems</p>
<p>Student Safety will improve by 10% as measured by the CORE Survey in spring 2025</p>

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	<p>1) 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.</p> <p>Action Plan: Teacher Professional Development in Quality Core Instruction in ELA Frequent classroom visits with feedback teachers</p> <p>Progress Monitoring: Analysis of student progress data from FRSA, SBAC and iReady Assessments</p>	Goal Partially or Not Met	<p>94% of all students made one year of academic growth in ELA (2023-2024).</p> <p>PD, small group instruction, phonics and phonemic awareness impacted FRSA results positively.</p> <p>Tutoring supported student progress in the respective areas of improvement.</p>	TK-2nd grade literacy focus (e.g., QCI professional development, site PD, collaborative planning full days with grade levels (e.g., ELD day, Math Day, New Commer Clusters). Parent workshops to build parent knowledge/ capacity to support their child at home.

Math	<p>1) Goals: Students will achieve at least one year of academic growth in math.</p> <p>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>	Goal Partially or Not Met	Programs and activities that supported Math growth: Quality Core Instruction, Professional Development, Tutoring, and ST Math.	<p>3rd-5th grade Math focus (e.g., QCI professional development, site PD, collaborative planning full days with grade levels).</p> <p>Parent workshops to build parent knowledge/ capacity to support their child at home.</p>
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English Learner	<p>1) Goals: English Learner performance will continue to improve in all areas during 2023-24 compared to 2022-23</p> <p>Action Plan: Teacher Professional Development in Designated and Integrated ELD Newcomer class cluster classes in grades 1-5 Targetted intervention support for EL students</p> <p>Progress Monitoring: Analysis of student progress data from ELPAC, FRSA, SBAC and iReady Assessments</p>	Goal Partially or Not Met	ELs made progress in the ELPAC assessment. However, SBAC scores shows a slight decline in performance in Math and ELA.	Implementation of designated ELD, Parent Workshops regarding ELPAC and to build their knowledge/capacity to support their child at home in Math, and ELA. New Commer clusters.
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Culture/Climate	<p>1) 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.</p> <p>Action Plan: SEL Curriculum Implementation (Sanford Harmony) Additional teacher professional development provided for supporting students with trauma Frequent classroom visits with feedback teachers</p> <p>Progress Monitoring: Attendance rates Discipline data PULSE Survy CORE Survey</p>	Goal Met	Students' sense of personal identity, belonging and agency improved overall. Programs/activities that postively impacted this goal: SEL Curriculum implementation, additional teacher PD to support stdents with trauma. Classroom visits with feedback to teachers.	To improve school safety, schools will hire more Rec Aids to increase supervision.
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
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. (IN 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
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. (IN 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
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. (IN 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
One additional day of School Psychologist to support all stakeholders with Tier II and Tier III Academic and Social-Emotional interventions prior to assessment. (IN 4)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
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) (IN 6)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
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. (IN 7)	Strong Positive Impact	Somewhat Impactful	Strong Positive Impact	Somewhat Impactful

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. (IN 8)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
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 additional 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. (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
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. (SM 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
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). (SM 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
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:	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:	Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill Informational text and literature selections to match the unit content for read aloud and/or

<ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <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"> • 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. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • 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. 	<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>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>i-Ready Personalized Learning</p> <p>ELLevation</p> <p>iReady</p>
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Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<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"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <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"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<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 & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials</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>

Core Program - Math		
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 Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <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"> • Daily Math Routines • Math Tasks • Mathematical Discourse • ST Math Puzzle Talks 	<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>LBUSD Supplemental Instructional Resources: student centered math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p>

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Additional student mental health and behavior intervention needs due to trauma and lack of stability for our families. Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 40, SEL Survey 40	In addition to basic responsibilities, the additional 50% FTE will enable the counselor to implement targeted programs and incentives for students requiring Tier II and Tier III behavioral and mental health support. These efforts will specifically focus on supporting our African American, English Learner, and Homeless/Foster student groups and their families, aiming to improve attendance and increase academic achievement.	Targeted Parents, Identified At-Risk Students	Title 1 \$90,248 Counselor .5 FTE - Title 1 100%	08/19/2024 - 06/20/2025 Weekly	Counselor & Assistant Principal	Monthly attendance rates, SST data, referrals the PBIS program and referrals to mental health agencies Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 40, SEL Survey 40

Roosevelt student needs for behavioral and mental health interventions prior to psycho-education assessments have increased SEL Survey 100	One additional day of School Psychologist to support all stakeholders with Tier II and Tier III Academic and Social-Emotional interventions with additional focus on African American, English Learner and Homeless/Foster student groups prior to assessment for Special Education services.	Other Targeted Students	Title 1 \$37,035 Psychologist .2 FTE - Title 1 100%	08/19/2024 - 06/20/2025 Weekly	School Psychologist	Counselor Administration SEL Survey 100
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<p>Students need more hands on experience to develop skills in the area of science Other 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 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.</p>	<p>All Students</p>	<p>Title 1 \$14,625 Services - Title 1 100%</p>	<p>08/31/2024 - 06/12/2025 Monthly</p>	<p>Ground Education and teachers</p>	<p>IIC, principal and AP Other 100</p>
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<p>Equitable process for assessing student support needs, utilization of interventions, and next steps Suspension/Expulsion Rate 50, Core Curriculum 50</p>	<p>The Roosevelt Student Success Team will meet one day per month from November 2024 to May 2025 in support of students identified to be in need of additional support and academic or behavioral intervention with added focus on African American, English Learner and Homeless/Foster student groups. 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.</p>	<p>Identified At-Risk Students</p>	<p>Title 1 \$1,894 Substitute teacher full day (1) for 7 days - Title 1 100%</p>	<p>11/04/2024 - 05/31/2025 Monthly</p>	<p>Teacher, Counselor, IIC, AP and School Psychologist</p>	<p>LROIX and Intervention Data Suspension/Expulsion Rate 50, Core Curriculum 50</p>
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Levelled reading resources in class and at home Elementary Reading - FRSA 50, Elementary Reading - Benchmarks 50	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.	Other Targeted Students, Targeted Staff	LCFF \$4,960 Materials - LCFF 100%	09/01/2024 - 06/14/2025 Daily	Teachers	Teachers will monitor reading progress on CORE5 and iReady Elementary Reading - FRSA 50, Elementary Reading - Benchmarks 50
Roosevelt student needs for behavioral and mental health interventions prior to psycho-education assessments have increased SEL Survey I 100	One additional day of School Psychologist to support all stakeholders with Tier II and Tier III Academic and Social-Emotional interventions prior to assessment.	Other targeted students	Title 1 \$37,035 Psychologist .2 FTE - Title 1 100%	08/19/2024-06/20/2025 weekly	School Psychologist	Counselor Administration SEL Survey I 100

<p>Additional student mental health and behavior intervention needs due to trauma and lack of stability for our families. Attendance/Chronic Absenteeism Rate I 20, Culture-Climate Survey (Student-Staff) I 40, SEL Survey I 40</p>	<p>in addition to basic duties, the supplemental 50% FTE will allow the counselor to provide programs and incentives to promote improved attendance and academic outcomes and direct services 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 (e.g., homeless Youth, and other identified at-risk students).</p>	<p>Title 1 \$90,248 Counselor .5 FTE - Title 1 100%</p>	<p>08/19/2024 - 06/20/2025 weekly</p>	<p>counselor</p>	<p>Monthly attendance rates, SST data, ALL-in program and referrals to mental health agencies Attendance/Chronic Absenteeism Rate I 20, Culture-Climate Survey (student-staff) I 40, SEL Survey I 40.</p>
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<p>Students need more hands on experience to develop skills in the areas of science. Other I 100</p>	<p>Students in grades TK-5 will engage in monthly outdoor science education lessons led by 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 Roosevelt garden, including planting, weeding, landscaping, and irrigation.</p>	<p>All students</p>	<p>Title 1 \$14,625 Services - Title 1 100%</p>	<p>8/31/2024-06/12/2025 Monthly</p>	<p>Ground Education and teachers</p>	<p>IIC, Principal and AP Other I 100</p>
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<p>Equitable process of assessing student support needs, utilization of interventions, and next steps Suspension/Expulsion Rate 50</p>	<p>The Roosevelt Student Success Team will meet one day per month from November 2024 to May 2025 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</p>	<p>Identified At-Risk students (e.g., Homeless Youth)</p>	<p>Title 1 \$1,894 Substitute teacher full day (1) for 7 days - Title 1 100%</p>	<p>11/04/2024-05/31/2025 Monthly</p>	<p>Teacher, Counselor, IIC, AP and School Psychologist</p>	<p>LROIX and Intervention Data Suspension/Expulsion Rate 50, Core Curriculum 50</p>
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40% of Roosevelt Students are English Learners but the majority of Roosevelt families communicate primarily in Spanish Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Parent) 50	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 \$48,341 Intermediate Office Assistant .5 FTE - LCFF 100%	08/19/2024 - 06/20/2025 Daily	Office Supervisor and IOA	Principal and Office Supervisor Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Parent) 50
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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					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
Safety and supervision of all students Basic Services 100	9 Recreation Aides will work 2.75 hours per day for 180 days during lunch. To start the year they will attend three 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 2.25 hours during AM recess for the 5 days immediately after Summer Break. From another funding source each Recreation Aide will also work an additional hour daily before or after school (ELOP)	LCFF Rec \$65,021 LCFF \$29,213 Hourly - Recreation Aide (9) for 531 hours annually - LCFF 31%; LCFF Rec 69%	08/22/2024 - 06/12/2025 Daily	Assistant Principal	Assistant Principal

Safety and Supervision of all students Basic Services I 100	9 Recreation Aids will work 2.75 hours per day for 180 days during lunch. To start the year they will attend three days of training and office support to be prepared for opening, under the supervision of Office Supervisor working 4 additional days. They will also work alongside teachers for an additional 2.25 hours during AM recess for the 5 days immediately after Summer Break. From another funding source each Recreation Aide will also work an additional hour daily before and after school (ELOP).	LCFF Rec \$65,021 LCFF \$29,213 Hourly - Recreation Aide (9) for 531 hours annually - LCFF 31%; LCFF Rec 69%	8/22/2024-06/12/2024 Daily	Assistant Principal	Assistant Principal Basic Services I 100
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Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Math Achievement is an area of needed growth SBAC Math 50, Core Curriculum 50	Each general education teacher in grades K-5 will participate in a Math Lesson Study protocol facilitated by the Math Lead and/or Math Coach with a full day of substitute release.	Title 1 \$7,306 Substitute teacher full day (27) for 1 days - Title 1 100%	11/01/2024 - 05/01/2025 Other	Teachers Math Lead	Quarterly math achievement and growth
Roosevelt students come to school with many assets and academic, social-emotional and health needs. This activity helped teachers get to know each student in their classroom as a whole child. Attendance/Chronic Absenteeism Rate 30, SEL Survey 20, Core Curriculum 50	Teachers will continue to work independently on the data analysis that began during Collaborative Data Study day by 3 additional hours of work on their Student Data Stories.	Title 1 \$6,450 Teacher Hourly Extra Comp (23) for 3 hours annually - Title 1 100%	08/26/2024 - 10/04/2024 Annually	Teachers	Review of student data story data by the principal and IIC.

Describe Teacher Involvement

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 Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Greater support and collaboration with the Roosevelt Community	Programs facilitated by the Roosevelt Connection Committee: -Meeting Snacks & Drinks -Food and Materials for events like Trail of Treats and Goodies with Grownups -Opportunity Drawing Prizes -Private vendors for cultural event performances	\$3,500 from school fundraisers for food and materials to hold community engagement events.	Six teacher meetings per year, two large events per year and semi-monthly regular events.	Teachers on the committee & Parent and Community Facilitator.	Sign in sheets and attendance number count at community events.

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)	185808
Title I Parent and Family Involvement (3008)	6919

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; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	98000

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

Midyear Adjustments:

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

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

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

Research/TISB 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.

Program Administration and Personnel to provide leadership:

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

Centralized Services

Family Resource Centers

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

Youth Orchestra

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

Assistance to Schools**Counselors**

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

Facilitators

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

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.

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.

Foster Youth Transportation

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Alissa LittleJohn	12-31-1969
Staff	Classroom Teacher	Margaret McBride	06-13-2026
Staff	Classroom Teacher	Dana Lawrence	06-13-2026
Staff	Classroom Teacher	David Slosar	06-13-2026
Staff	Other School Personnel	Angelica Bell	06-13-2026
Community	Parent/Community Member	████████████████████ Gonzalez	06-13-2026
Community	Parent/Community Member	████████████████████ Jacquette	06-13-2026
Community	Parent/Community Member	████████████████████ Watson	06-13-2026
Community	Parent/Community Member	████████████████████ Williams	06-13-2026
Community	Parent/Community Member	████████████████████ Richardson	06-13-2026

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)	██████████ Lujan
DELAC Representative	Parent of EL Student (required)	██████ Santiago
Principal or Designee	Staff Member (required)	Daisy Garcia
Secretary	Parent of EL Student (required)	██████████ Herrera

Name	Representing
██████████ Estrada	Community Member
██████ Chavarria	Parent of EL Student
██████████ Diaz	Parent of EL Student
	Parent of Non-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?	10/24/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<ul style="list-style-type: none"> -Small group instruction for ELL students in preparation for ELPAC assessment, -Saturday School (tutoring) -Parent workshops to learn reading, writing and math strategies to support their child's learning at home. -Increase parent communication and training of ELPAC. -Parent non-academic workshop (e.g., at-home routines, life skills) to help increase attendance.
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	<ul style="list-style-type: none"> SBAC Reading Results for EL students SBAC Math for EL students CELDT/ELPAC Results Reclassification Data Language Census Data EL Attendance Rates Other: iReady Data, PULSE and CORE Survey Data

5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	11/13/2024
6. What was SSC's response to ELAC recommendations?	ELAC recommendations were reviewed and discussed. Some of the ELAC Recommendations are already being implemented in this school year (e.g., Parent workshops about ELPAC assessment, Parent workshops for routines, ELD small group instruction). SSC accepted ELAC recommendations and will consider them throughout the academic year and/or during the SPSA approval process as needed.

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): 11/13/2024
2. The SSC approved the **Home-School Compact** on 10/16/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/16/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/12/2024, 09/17/2024
5. SSC Participated in the Annual Evaluation of SPSA:11/13/2024
6. The SPSA was approved at the following SSC Meeting: 11/13/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

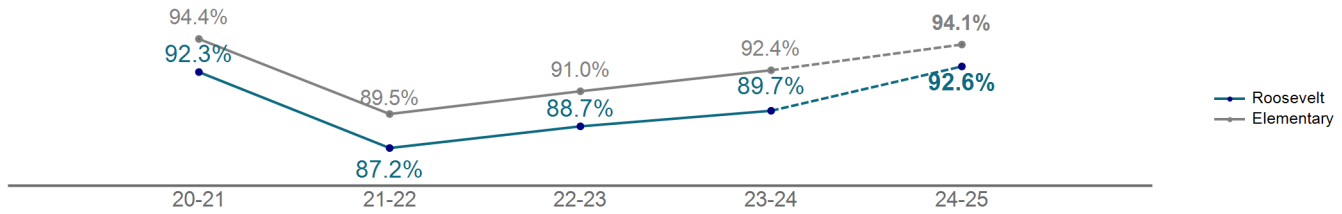
Printed Name: _____ Date: _____

ELAC Chair: _____

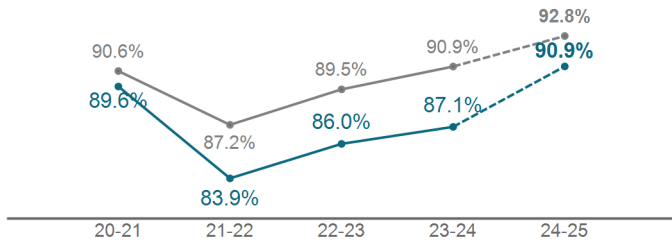
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Attendance Rate

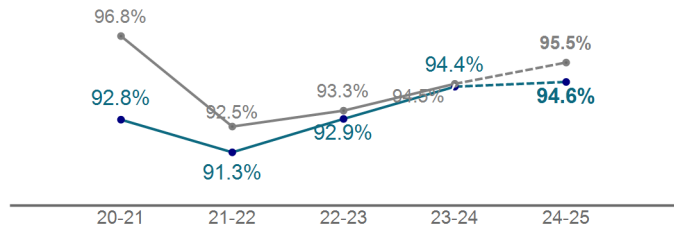
Roosevelt
All Students
N = 800



African American
N = 102



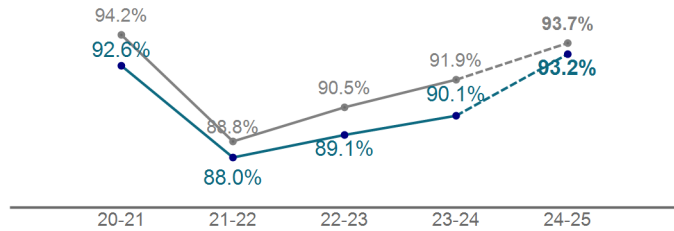
Asian
N = 44



Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 619



Pacific Islander

Subgroup with fewer than 20 students.

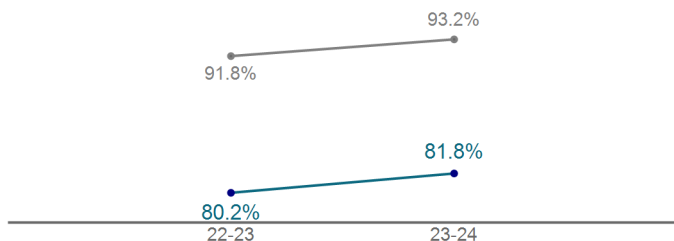
White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

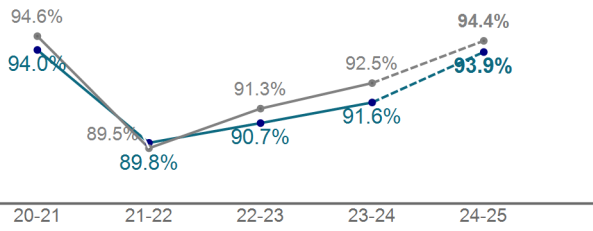
Other



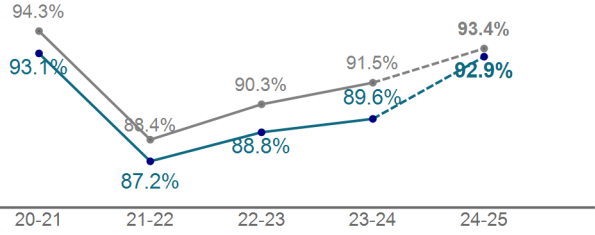
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Attendance Rate

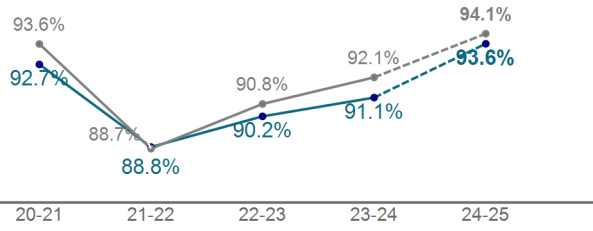
EL + RFEP
N = 375



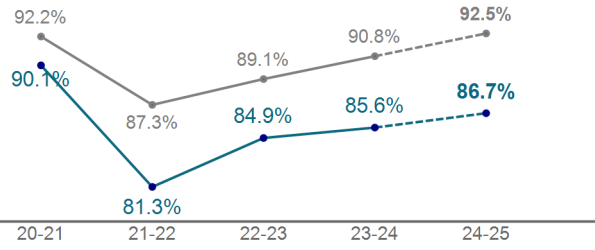
Low SES
N = 713



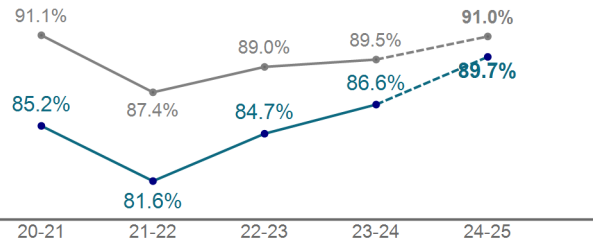
English Learner
N = 340



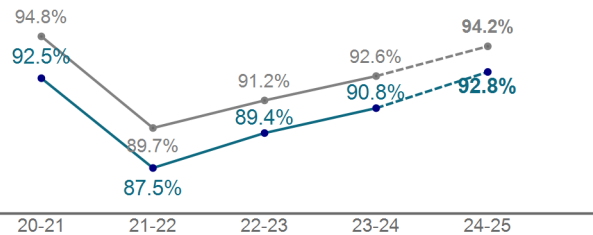
Special Education
N = 81



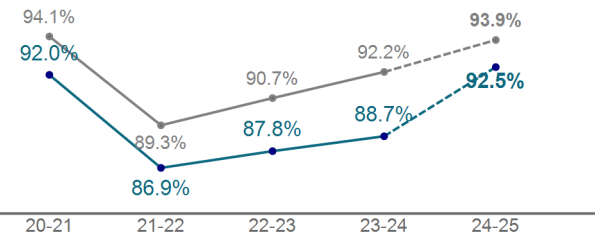
Homeless or Foster Youth
N = 76



Female
N = 392



Male
N = 408



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 2023-2024

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	22-23 Chronic Rate	Chronic + At-Risk Rate	ES Chronic Rate	
All Students	905	905	13	22	20	18	28	34.6%	37.9%	54.4%	24.7%
Grade	Gr. TK	52	31	35	17	8	10	65.4%	73.0%	82.7%	38.0%
	Gr. K	123	19	25	28	11	17	43.9%	50.9%	72.4%	32.3%
	Gr. 01	116	10	28	19	22	22	37.9%	46.8%	56.9%	25.1%
	Gr. 02	127	13	26	17	18	26	39.4%	31.9%	55.9%	24.2%
	Gr. 03	146	9	12	23	19	38	20.5%	39.7%	43.2%	19.6%
	Gr. 04	158	13	23	13	22	30	36.1%	28.3%	48.7%	21.8%
	Gr. 05	183	8	16	21	17	37	24.0%	26.9%	45.4%	21.3%
Ethnicity	African American	118	22	20	18	19	21	42.4%	52.8%	60.2%	32.5%
	Asian	49	8	8	16	18	49	16.3%	19.0%	32.7%	14.2%
	Cambodian	42	12	5	17	19	48	16.7%	28.9%	33.3%	18.1%
	Filipino	2	50			50		50.0%	100.0%	50.0%	14.4%
	Hispanic	700	11	23	21	17	28	33.7%	36.3%	54.6%	27.2%
	Pacific Islander	2	50			50		50.0%	50.0%	50.0%	37.4%
	White	15	33	20	7	13	27	53.3%	42.9%	60.0%	11.9%
	Other	19	32	16	16	26	11	47.4%	47.6%	63.2%	20.5%
Gender	Female	451	10	22	21	16	31	31.5%	35.7%	52.8%	23.7%
	Male	453	16	22	18	19	25	37.5%	40.3%	55.8%	25.6%
	Nonbinary	1	100					100.0%	0.0%	100.0%	25.0%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Data by Subgroup Roosevelt 2023-2024

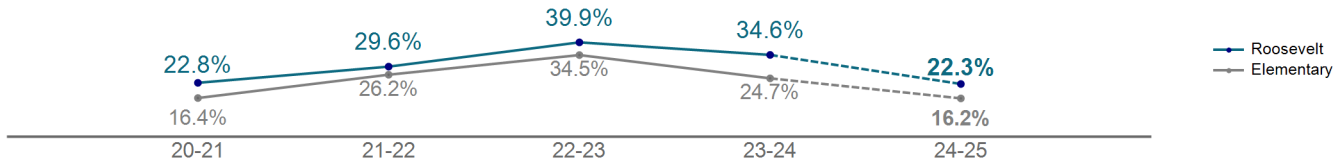
Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Special Populations	Subgroup	Total	Attendance Bands					Severely Chronic	Moderately Chronic	At Risk Chronic	Strong Attendance
	Low SES	719	13	22	20	18	27	34.8%	36.8%	55.1%	29.5%
	ELL	363	9	20	19	19	32	29.5%	32.2%	48.8%	27.0%
	RFEP	63	3	10	21	21	46	12.7%	14.9%	33.3%	12.1%
	EL + RFEP	426	8	19	19	19	34	27.0%	29.6%	46.5%	24.8%
	Special Ed.	110	22	21	19	14	25	42.7%	42.4%	61.8%	31.3%
	Spec Ed. Speech/RSP	51	6	27	22	16	29	33.3%	36.1%	54.9%	23.3%
	Homeless/Foster	122	24	19	16	21	20	42.6%	54.7%	58.2%	39.4%
	Foster	27	15	22	33	26	4	37.0%	55.6%	70.4%	31.7%
	Homeless	95	26	18	11	20	25	44.2%	54.5%	54.7%	40.7%
GATE/Excel	91	2	9	20	20	49	11.0%	6.6%	30.8%	10.1%	

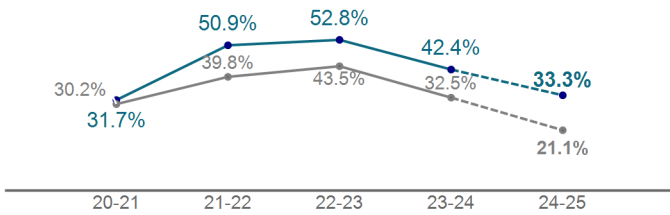
The percentages may not equal 100% due to rounding.

Percent of Students in the Moderately or Severely Chronic Categories

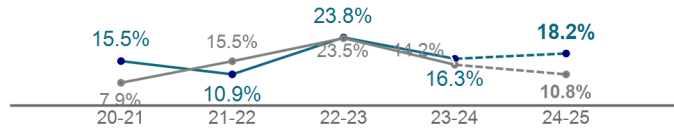
Roosevelt
All Students
N = 789



African American
N = 102



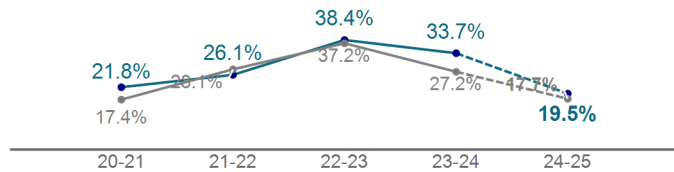
Asian
N = 44



Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 609



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

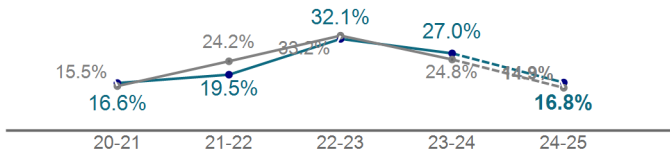
47.6%

30.2%

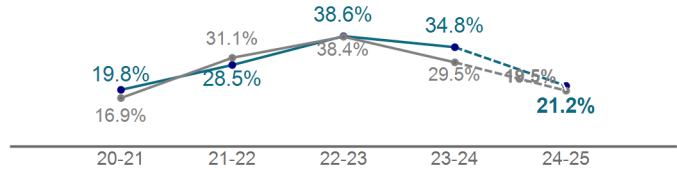
22-23

Percent of Students in the Moderately or Severely Chronic Categories

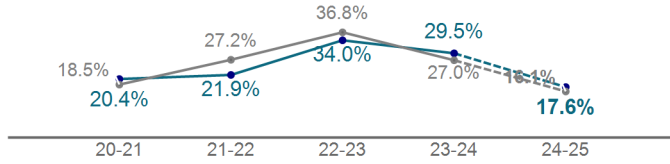
EL + RFEP
N = 364



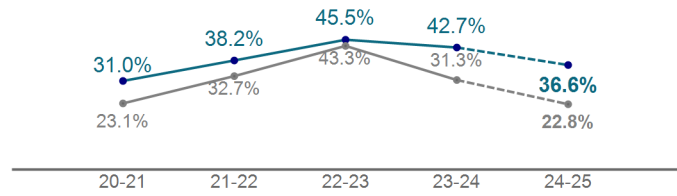
Low SES
N = 703



English Learner
N = 329



Special Education
N = 82



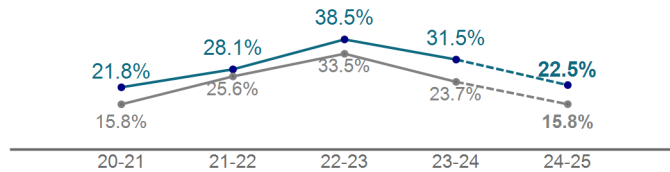
Homeless or Foster Youth

Subgroup with fewer than 20 students.

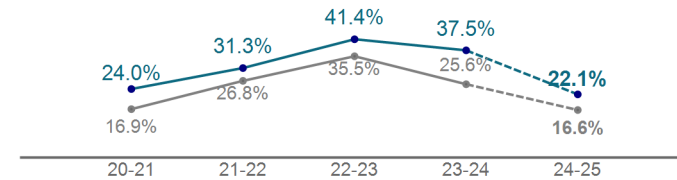
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 386



Male
N = 403



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.

SBAC ELA 2024 :: 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	
All Students	434	68%	42	26	21	11	32%	↑2		↑7	
	All Elementary	51%	31	20	23	26	49%	↑1		↑4	
	District	51%	29	22	27	23	49%	↑1		↑2	
Grade	Gr. 03	129	72%	40	32	16	12	28%	↓1		-
	All Elementary	53%	30	23	20	27	47%	↑-		-	
	District	52%	30	23	20	28	48%	↑-		-	
	Gr. 04	140	73%	42	31	16	11	27%	↑3		↓4
	All Elementary	52%	33	19	21	27	48%	↑3		↑2	
	District	52%	33	19	20	28	48%	↑2		↑1	
	Gr. 05	165	60%	44	16	30	10	40%	↑3		↑16
	All Elementary	49%	30	20	27	24	51%	↓1		↑6	
	District	49%	30	20	27	24	51%	↓1		↑5	
Ethnicity	Hispanic	343	66%	39	28	22	11	34%	↑3		↑9
	All Elementary	58%	36	23	23	19	42%	↑1		↑5	
	District	57%	33	25	27	16	43%	↑1		↑2	
	African American	51	78%	65	14	16	6	22%	↓2		-
	All Elementary	67%	46	21	19	14	33%	↓-		↑3	
	District	66%	42	24	22	12	34%	↑2		↑3	
	Asian	27	59%	33	26	22	19	41%	↑2		-
	All Elementary	35%	17	18	23	42	65%	↑3		↑6	
	District	32%	15	18	29	38	68%	↑2		↑4	
Cambodian	26	65%	38	27	27	8	35%	↑3		-	
All Elementary	39%	19	20	24	37	61%	↑1		↑5		
District	37%	18	20	30	33	63%	↑2		↑3		

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 2024 :: 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	
Ethnicity	Other	7*	71%	57	14	14	14	29%	↓16		-
		All Elementary	32%	18	13	22	46	68%	↓2		↑1
		District	32%	16	15	28	41	68%	↑1		↑-
	White	6*	83%	67	17	17		17%	-		-
		All Elementary	24%	11	13	25	51	76%	↑1		↑2
		District	26%	12	14	30	44	74%	↑-		↓-
Gender	Female	223	65%	39	26	23	12	35%	↑6		↑7
		All Elementary	48%	27	20	24	28	52%	↑1		↑4
		District	46%	24	22	29	25	54%	↑2		↑3
	Male	211	71%	45	26	19	9	29%	↓2		↑7
		All Elementary	55%	35	20	21	24	45%	↑-		↑4
		District	55%	33	22	25	20	45%	↑1		↑1
	Nonbinary	All Elementary*	100%	100				0%	↓50		-
		District	46%	24	22	34	20	54%	↓6		↑3
	Special Populations	EL + RFEP	218	72%	45	27	18	10	28%	↑1	
All Elementary			67%	44	23	20	13	33%	↑-		↑5
District			63%	38	25	25	12	37%	↑1		↑3
ELL		161	88%	58	29	11		12%	↓5		↑1
		All Elementary	81%	56	24	15	5	19%	↓1		↑5
		District	86%	61	25	11	3	14%	↓1		↑3
RFEP		57	26%	7	19	39	35	74%	↑7		↑34
		All Elementary	24%	7	17	36	40	76%	↑6		↑6
		District	41%	16	25	38	21	59%	↑3		↑3
Foster		9*	78%	56	22	11	11	22%	↑22		-

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 2024 :: 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	All Elementary	80%	63	18	14	5	20%	↓5	-
		District	77%	55	22	17	6	23%	↓2	↓3
	GATE/Excel	71	30%	3	27	35	35	70%	↓7	↓11
		All Elementary	9%	2	7	22	69	91%	↑1	↓2
	District	12%	3	9	30	58	88%	↑2	↓1	
	Homeless	41	73%	56	17	22	5	27%	↑4	↑9
		All Elementary	69%	48	22	19	11	31%	↓6	↑5
	District	69%	45	24	22	9	31%	↓5	↑2	
	Homeless/Foster	50	74%	56	18	20	6	26%	↑7	↑7
		All Elementary	71%	50	21	19	11	29%	↓6	↑4
	District	70%	46	24	21	9	30%	↓5	↑1	
	Low SES	343	68%	41	27	23	9	32%	↑2	↑8
		All Elementary	61%	38	23	22	18	39%	↓1	↑4
	District	60%	35	25	25	15	40%	↓1	↑2	
	Special Ed.	53	89%	70	19	8	4	11%	↓-	↓5
All Elementary		82%	64	17	11	8	18%	↓-	↑3	
District	83%	64	19	11	6	17%	↑-	↑2		
Spec Ed. Speech/RSP	52	88%	69	19	8	4	12%	↓1	↓5	
	All Elementary	77%	58	20	13	10	23%	↓-	↑4	
District	79%	57	22	14	7	21%	↑-	↑2		

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 Math 2024 :: 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	
All Students	451	69%	41	28	22	9	31%	↑2		↓3	
	All Elementary	56%	30	26	23	21	44%	↑4		↓1	
	District	64%	38	25	19	17	36%	↑2		↓2	
Grade	Gr. 03	134	65%	35	30	26	9	35%	↓5		-
	All Elementary	51%	28	24	27	22	49%	↑3		-	
	District	51%	27	23	27	23	49%	↑2		-	
	Gr. 04	147	63%	35	27	28	10	37%	↑10		↓4
	All Elementary	55%	26	29	25	20	45%	↑5		↓-	
	District	54%	25	29	25	21	46%	↑5		↓1	
	Gr. 05	170	76%	49	27	14	9	24%	↑1		↓3
	All Elementary	62%	37	26	18	20	38%	↑3		↓2	
	District	62%	36	26	18	20	38%	↑3		↓3	
Ethnicity	Hispanic	360	68%	38	30	24	9	33%	↑3		↓3
	All Elementary	63%	34	29	22	14	37%	↑3		↓2	
	District	71%	43	27	18	12	29%	↑2		↓2	
	African American	51	80%	61	20	14	6	20%	↓8		↓7
	All Elementary	73%	45	29	17	9	27%	↑3		↓1	
	District	80%	55	25	13	7	20%	↑2		↓2	
	Asian	27	52%	33	19	19	30	48%	↑17		-
	All Elementary	38%	16	22	24	38	62%	↑7		↑4	
	District	45%	24	22	21	33	55%	↑3		↓2	
Cambodian	26	62%	42	19	15	23	38%	↑8		-	
All Elementary	43%	19	25	25	32	57%	↑7		↑4		
District	50%	26	24	23	28	50%	↑5		↓2		

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 Math 2024 :: 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		
Ethnicity	Other	7*	86%	57	29	14		14%	↓41		-	
		All Elementary		37%	18	19	25	38	63%	↑2		↓2
		District		43%	22	21	23	34	57%	↑2		↓2
	White	6*	83%	67	17	17		17%	↑17		-	
		All Elementary		27%	10	17	28	44	73%	↑4		↓3
		District		38%	17	21	25	37	62%	↓-		↓4
Gender	Female	236	73%	44	29	21	6		27%	↑5		↓3
		All Elementary		59%	31	28	23	18	41%	↑3		↓2
		District		66%	39	27	19	16	34%	↑1		↓3
	Male	215	63%	36	27	24	13		37%	↓2		↓4
		All Elementary		54%	29	25	23	23	46%	↑4		↓1
		District		62%	38	24	19	19	38%	↑2		↓2
Nonbinary	All Elementary*		100%	100				0%	↓25		-	
	District		76%	40	36	14	10	24%	↓14		↑3	
Special Populations	EL + RFEP	235	71%	44	27	20	8		29%	↑2		↓4
		All Elementary		70%	41	28	19	12	30%	↑3		↑1
		District		76%	50	26	15	9	24%	↑1		↓2
	ELL	178	84%	56	28	14	2		16%	↓3		↓7
		All Elementary		81%	52	30	14	5	19%	↑2		↑2
		District		89%	65	23	9	3	11%	↑1		↑1
	RFEP	57		33%	7	26	40	26	67%	↑10		↑3
		All Elementary		32%	8	24	35	33	68%	↑11		↓-
		District		64%	35	29	21	15	36%	↑2		↓4
Foster	11*	82%	55	27	18		18%	↑7		-		

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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 2024 :: 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	All Elementary	77%	51	27	17	5	23%	↑2		↓2
		District	84%	62	23	12	4	16%	↑-		↓3
	GATE/Excel	71	14%	3	11	48	38	86%	↑10		↓4
		All Elementary	10%	1	9	29	61	90%	↑6		↓4
	District	21%	6	16	28	51	79%	↑5		↓4	
	Homeless	48	79%	54	25	13	8	21%	↑5		↑4
		All Elementary	76%	46	30	15	9	24%	↓4		↑3
	District	82%	56	25	11	7	18%	↓4		↓1	
	Homeless/Foster	59	80%	54	25	14	7	20%	↑5		↑3
		All Elementary	76%	47	30	15	9	24%	↓4		↑3
	District	82%	57	25	11	7	18%	↓4		↓2	
	Low SES	349	68%	40	28	23	9	32%	↑3		↓2
		All Elementary	65%	36	29	21	13	35%	↑2		↓1
	District	72%	45	27	17	11	28%	↑-		↓2	
	Special Ed.	54	87%	69	19	9	4	13%	↓-		↓5
All Elementary		80%	58	22	12	9	20%	↑2		↑-	
District	86%	70	17	8	6	14%	↑1		↓-		
Spec Ed. Speech/RSP	53	87%	68	19	9	4	13%	↓1		↓5	
	All Elementary	76%	51	25	13	11	24%	↑2		↓-	
District	83%	63	20	10	7	17%	↑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 2024 :: 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	
All Students	170	89%	28	61	7	4	11%	↓6		-	
	All Elementary	70%	17	53	20	10	30%	↓-		-	
	District	73%	17	57	19	7	27%	↑1		-	
Grade	Gr. 05	170	89%	28	61	7	4	11%	↓6		-
	All Elementary	70%	17	53	20	10	30%	↓-		-	
	District	69%	17	52	21	10	31%	↑1		-	
Ethnicity	Hispanic	144	90%	27	63	7	3	10%	↓6		-
		All Elementary	77%	19	58	17	6	23%	↓1		-
		District	80%	20	60	16	4	20%	↑1		-
	African American	15*	87%	47	40	7	7	13%	↑13		-
		All Elementary	81%	26	55	16	3	19%	↓-		-
		District	86%	24	62	12	2	14%	↑1		-
	Cambodian	10*	80%	10	70	20		20%	↑20		-
		All Elementary	60%	5	55	27	13	40%	↑1		-
		District	63%	8	55	26	11	37%	↑3		-
	Asian	5*	80%	20	60	20		20%	-		-
		All Elementary	51%	6	44	27	22	49%	↑6		-
		District	55%	7	48	30	15	45%	↑2		-
	Other	4*	100%	100				0%	↓75		-
		All Elementary	50%	10	41	30	20	50%	↑1		-
		District	56%	10	46	28	16	44%	↑1		-
White	2*	100%	50	50			0%	-		-	
	All Elementary	41%	5	36	32	26	59%	↑-		-	
	District	50%	6	44	30	19	50%	↑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 2024 :: 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
Gender	Female	103	93%	25	68	5	2	7%	↓3	-
		All Elementary	70%	16	55	20	10	30%	↑1	-
		District	73%	15	58	20	7	27%	↑1	-
	Male	67	84%	33	51	10	6	16%	↓6	-
		All Elementary	70%	18	52	20	11	30%	↓1	-
		District	73%	18	55	19	8	27%	↑-	-
Nonbinary	District	61%	9	52	26	13	39%	↑7	-	
Special Populations	EL + RFEP	88	91%	36	55	7	2	9%	↓2	-
		All Elementary	84%	25	58	12	4	16%	↓2	-
		District	84%	22	62	13	3	16%	↓-	-
	ELL	61	98%	49	49	2	0	2%	↓1	-
		All Elementary	97%	35	62	3	0	3%	↑-	-
		District	98%	40	58	2	0	2%	↑-	-
	RFEP	27	74%	7	67	19	7	26%	↓6	-
		All Elementary	55%	3	51	32	13	45%	↑7	-
		District	76%	12	64	20	5	24%	↓-	-
	Foster	4*	100%	75	25	0	0	0%	-	-
		All Elementary	84%	39	45	13	3	16%	↓3	-
		District	89%	32	57	8	2	11%	↓1	-
	GATE/Excel	22	50%	0	50	23	27	50%	↓2	-
		All Elementary	21%	0	20	40	39	79%	↑11	-
		District	35%	3	33	39	25	65%	↑8	-
Homeless	21	95%	43	52	5	0	5%	↓20	-	
	All Elementary	85%	30	56	13	2	15%	↓2	-	

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 2024 :: School Data by Subgroup

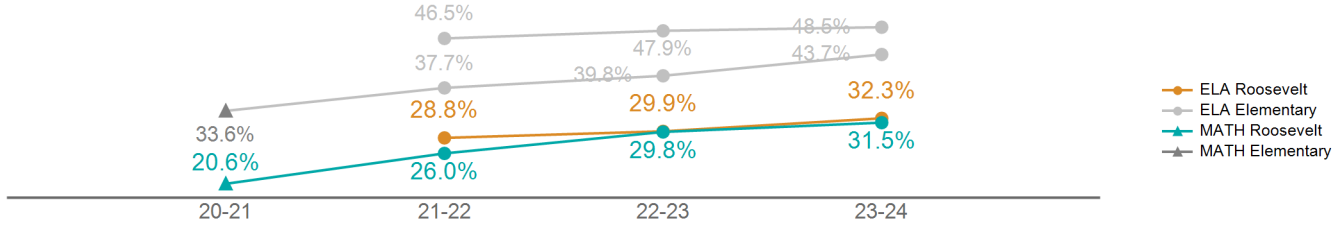
Roosevelt

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	District	86%	28	59	12	1	14%	↑-		-
	Homeless/Foster	25	96%	48	48	4		4%	↓18		-
		All Elementary	85%	30	54	13	2	15%	↓2		-
	Low SES	District	87%	28	59	12	1	13%	↓-		-
		129	90%	28	62	6	4	10%	↓6		-
		All Elementary	79%	20	58	16	6	21%	↓2		-
	Special Ed.	District	82%	20	61	15	4	18%	↓1		-
		24	96%	50	46	4		4%	↑4		-
		All Elementary	89%	44	45	8	3	11%	↓-		-
	Spec Ed. Speech/RSP	District	92%	41	51	6	2	8%	↑1		-
		24	96%	50	46	4		4%	↑4		-
		All Elementary	86%	35	51	10	4	14%	↓-		-
District	89%	34	55	8	3	11%	↑1		-		

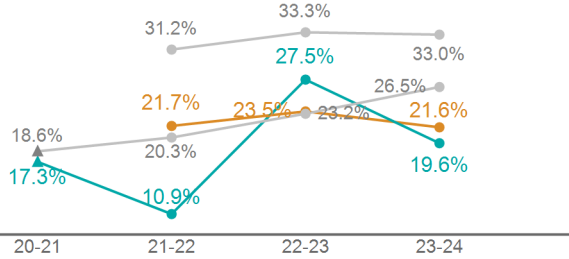
The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Percent of Students with Achievement Level of Met or Exceeded in SBAC

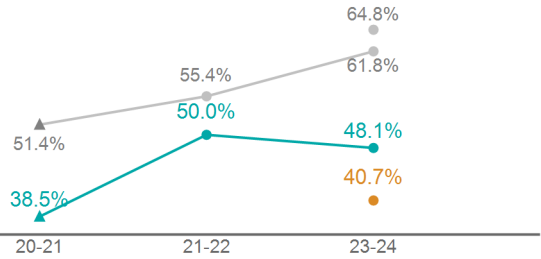
Roosevelt
All Students
N = 451



African American
N = 51



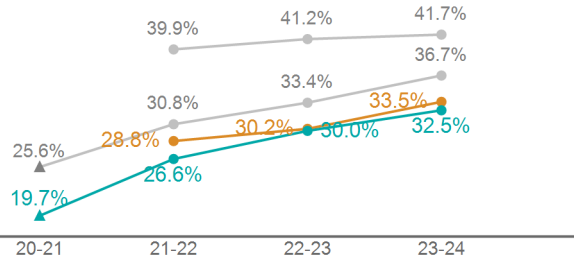
Asian
N = 27



Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 360



Pacific Islander

Subgroup with fewer than 20 students.

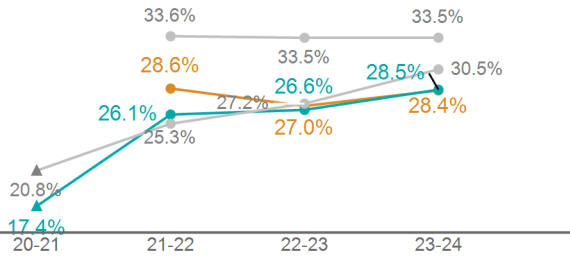
White

Subgroup with fewer than 20 students.

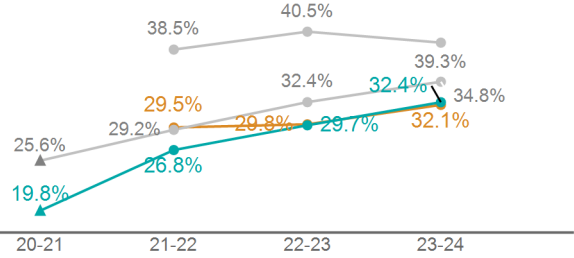
N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.

Percent of Students with Achievement Level of Met or Exceeded in SBAC

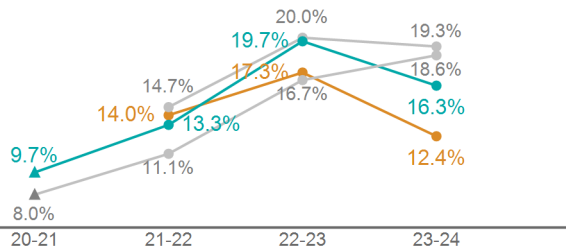
EL + RFEP
N = 235



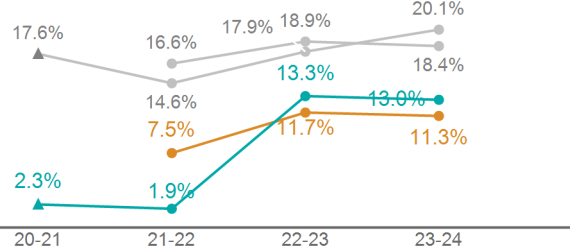
Low SES
N = 349



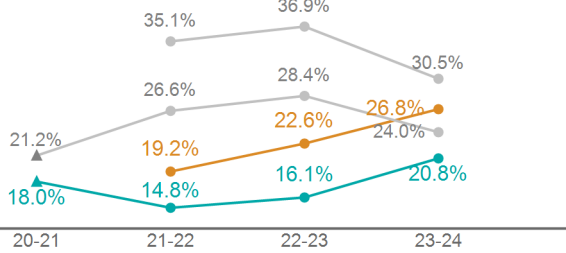
English Learner
N = 178



Special Education
N = 54



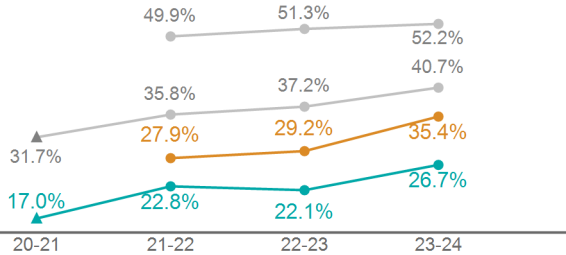
Homeless
N = 48



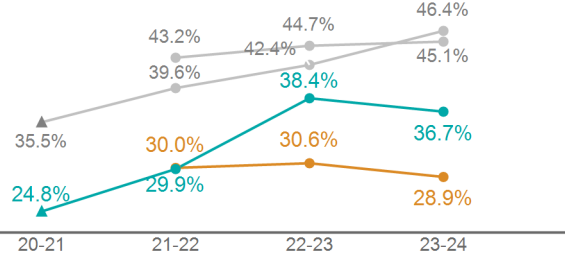
Foster Youth

Subgroup with fewer than 20 students.

Female
N = 236



Male
N = 215



N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	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 Elementary	11,840	51%	31	20	23	26	49%	↑1		↑4
Addams	377	69%	46	23	18	13	31%	↓5		↑8
Alvarado	161	36%	14	22	29	35	64%	↑7		↑17
Barton	201	72%	47	25	16	11	28%	↑5		↑3
Birney	250	59%	39	20	20	22	41%	↓7		↓1
Bixby	253	36%	15	20	22	42	64%	↓1		↑10
Bryant	154	53%	34	19	29	19	47%	↑4		↑9
Burbank	269	52%	30	22	29	18	48%	↑10		↑11
Burcham	165	39%	19	19	21	40	61%	↓11		↓3
Carver	239	32%	13	19	25	43	68%	↓3		↑2
Chavez	141	67%	46	21	20	13	33%	↑1		↑5
Cleveland	202	19%	6	12	32	49	81%	↑4		↓4
Dooley	366	57%	35	22	27	15	43%	↑1		↑2
Edison	210	76%	56	20	18	6	24%	↓11		↑4
Emerson	160	26%	12	14	23	52	74%	↑3		↑5
Fremont	216	19%	8	11	28	53	81%	↑-		↑2
Gant	294	19%	3	16	26	55	81%	↑2		↑5
Garfield	269	62%	39	23	17	21	38%	↓6		↓2
Gompers	179	51%	33	18	24	25	49%	↓11		-
Grant	432	68%	42	26	21	12	32%	↓5		↓1
Harte	351	60%	37	23	23	17	40%	↑4		↑6
Henry	379	31%	14	17	30	39	69%	↑3		↑8
Herrera	335	67%	39	27	21	13	33%	↓7		↑7
Holmes	172	36%	21	15	23	41	64%	↑6		↑4

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.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
Hudson	167	71%	53	18	12	17	29%	↓8		↓3
Kettering	136	30%	13	18	26	43	70%	↓-		↓1
King	276	70%	50	20	17	13	30%	↓3		↑4
Lafayette	411	62%	38	24	22	16	38%	↑3		↑4
Lincoln	406	58%	36	22	23	19	42%	↑2		↑6
Longfellow	450	37%	19	19	22	41	63%	↑2		↑6
Los Cerritos	226	37%	20	17	24	39	63%	↓9		↓4
Lowell	257	19%	12	6	27	54	81%	↑6		↑7
Macarthur	144	40%	19	21	26	34	60%	↓-		↓5
Madison	174	44%	21	24	26	30	56%	↓1		↓4
Mann	147	61%	44	17	21	18	39%	↑3		↑6
McKinley	238	61%	34	27	24	16	39%	↑2		↑9
Naples	138	16%	7	9	25	59	84%	↓2		↑3
Oropeza	250	58%	42	16	18	23	42%	↑9		↑6
Prisk	239	23%	8	14	22	56	77%	↓1		↑2
Riley	159	39%	20	19	28	33	61%	↑16		↑11
Roosevelt	434	68%	42	26	21	11	32%	↑2		↑7
Signal Hill	319	47%	28	19	25	29	53%	↑1		↑8
Smith	328	69%	47	22	20	11	31%	↓4		↑2
Stevenson	243	62%	38	24	21	17	38%	↑6		↑4
Twain	192	48%	25	23	26	27	52%	↓4		↓2
Webster	197	69%	46	23	17	14	31%	↑2		↑1
Whittier	281	75%	57	18	17	8	25%	↑2		↑6
Willard	253	66%	39	27	19	14	34%	↑1		↓2

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.

SBAC Math 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	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 Elementary	11,940	56%	30	26	23	21	44%	↑4		↓1
Addams	377	71%	42	29	18	11	29%	↓1		↓4
Alvarado	161	48%	18	30	25	26	52%	↑8		↑11
Barton	204	76%	50	26	13	10	24%	↑7		↑1
Birney	254	60%	35	26	23	17	40%	↓1		↓5
Bixby	253	45%	20	25	25	30	55%	↑3		↓3
Bryant	156	65%	35	30	19	17	35%	↓3		↓6
Burbank	275	68%	42	26	22	10	32%	↑2		↑4
Burcham	165	39%	13	27	28	32	61%	↓2		↓6
Carver	241	30%	15	15	30	39	70%	↑2		↓5
Chavez	142	79%	48	31	15	6	21%	↑6		↓1
Cleveland	202	19%	5	14	33	48	81%	↑13		↑4
Dooley	371	67%	39	28	21	12	33%	↑2		↓5
Edison	212	78%	54	24	17	5	22%	↓2		↓6
Emerson	160	33%	13	20	33	35	68%	↑4		↓14
Fremont	218	26%	8	17	35	39	74%	↑7		↓2
Gant	294	19%	5	14	31	51	81%	↑5		↑1
Garfield	266	61%	31	30	25	14	39%	↑8		↑6
Gompers	179	63%	32	31	25	12	37%	↓11		↓8
Grant	436	72%	37	35	18	10	28%	↑1		↓3
Harte	357	66%	38	27	24	10	34%	↑9		↑-
Henry	379	38%	12	26	32	30	62%	↑5		↓7
Herrera	339	72%	39	33	20	8	28%	↑-		↑8
Holmes	172	47%	21	26	26	28	53%	↑8		↑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.

SBAC Math 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Hudson	167	69%	49	20	22	9	31%	↑3		↓5
Kettering	135	29%	6	23	34	37	71%	↑8		↑2
King	279	74%	46	28	18	9	26%	↓1		↓3
Lafayette	421	64%	37	27	22	14	36%	↑1		↓5
Lincoln	410	59%	26	32	27	15	41%	↑8		↑6
Longfellow	450	45%	19	26	22	33	55%	↑5		↑4
Los Cerritos	226	38%	17	21	24	38	62%	↑3		↓2
Lowell	257	28%	12	16	22	50	72%	↑5		↓1
Macarthur	143	43%	16	27	30	27	57%	↑7		↓3
Madison	174	53%	24	29	26	21	47%	↓6		↓12
Mann	148	61%	34	27	26	12	39%	↑-		↑2
McKinley	241	66%	42	23	24	10	34%	↑7		↑6
Naples	138	20%	9	11	28	53	80%	↓1		↓2
Oropeza	254	69%	41	28	18	13	31%	↑8		-
Prisk	239	26%	8	18	24	50	74%	↑2		-
Riley	159	50%	19	31	33	18	50%	↑16		↓5
Roosevelt	451	69%	41	28	22	9	31%	↑2		↓3
Signal Hill	324	53%	24	29	24	22	47%	↑5		↑8
Smith	330	71%	41	30	17	12	29%	↑4		↑2
Stevenson	250	69%	38	31	20	11	31%	↑4		↓5
Twain	192	58%	29	29	22	20	42%	↓4		↓10
Webster	198	72%	41	31	12	16	28%	↑2		↓4
Whittier	287	79%	57	22	13	8	21%	↑1		↓2
Willard	254	65%	29	36	19	16	35%	↑8		↓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.

SBAC Science 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Elementary	4,137	70%	17	53	20	10	30%	↓-		-
Addams	127	81%	19	62	15	4	19%	↓5		-
Alvarado	56	61%	5	55	30	9	39%	↑5		-
Barton	75	92%	36	56	5	3	8%	↓5		-
Birney	104	77%	22	55	15	8	23%	↓7		-
Bixby	77	57%	6	51	30	13	43%	↑4		-
Bryant	55	76%	22	55	18	5	24%	↓11		-
Burbank	102	70%	15	55	24	7	30%	↑5		-
Burcham	52	65%	6	60	21	13	35%	↓10		-
Carver	80	29%	3	26	39	33	71%	↑18		-
Chavez	47	94%	34	60	6		6%	↓9		-
Cleveland	82	32%	1	30	44	24	68%	↑20		-
Dooley	129	78%	26	51	18	5	22%	↑8		-
Edison	74	89%	27	62	8	3	11%	↓7		-
Emerson	48	44%	4	40	33	23	56%	↑1		-
Fremont	52	33%	4	29	29	38	67%	↑10		-
Gant	80	41%	4	38	31	28	59%	↓3		-
Garfield	101	81%	21	60	16	3	19%	↓3		-
Gompers	58	62%	12	50	34	3	38%	↓8		-
Grant	145	89%	34	55	10	1	11%	↓4		-
Harte	121	80%	17	64	18	2	20%	↑2		-
Henry	128	58%	4	54	28	14	42%	↑1		-
Herrera	130	75%	14	61	20	5	25%	↓7		-
Holmes	66	70%	12	58	20	11	30%	↑16		-

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.

SBAC Science 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
Hudson	63	87%	32	56	10	3	13%	↓1	-
Kettering	42	48%	48	40	12	52%	↓7	-	
King	96	85%	18	68	10	4	15%	↓9	-
Lafayette	130	85%	26	59	12	2	15%	↑4	-
Lincoln	141	79%	17	62	18	3	21%	↑-	-
Longfellow	165	50%	6	44	25	25	50%	↑7	-
Los Cerritos	88	56%	6	50	32	13	44%	↓11	-
Lowell	85	39%	12	27	38	24	61%	↑12	-
Macarthur	44	64%	9	55	30	7	36%	↓2	-
Madison	61	61%	8	52	23	16	39%	↓5	-
Mann	49	78%	39	39	22	22%	↑2	-	
McKinley	85	78%	13	65	18	5	22%	↓2	-
Naples	42	36%	2	33	26	38	64%	↓1	-
Oropeza	95	74%	16	58	22	4	26%	↑15	-
Prisk	89	30%	2	28	25	45	70%	↓2	-
Riley	48	65%	8	56	23	13	35%	↑7	-
Roosevelt	170	89%	28	61	7	4	11%	↓6	-
Signal Hill	104	62%	14	47	23	15	38%	↑10	-
Smith	125	82%	25	57	16	2	18%	↓8	-
Stevenson	94	84%	24	60	12	4	16%	↓6	-
Twain	75	77%	25	52	15	8	23%	↓17	-
Webster	61	84%	20	64	13	3	16%	↓7	-
Whittier	107	88%	31	57	7	6	12%	↓4	-
Willard	89	80%	15	65	16	4	20%	↑7	-

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.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	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 Middle	11,803	52%	27	24	31	17	48%	↑3		↑1
Bancroft	801	47%	19	28	35	18	53%	↓2		↓2
Franklin	959	65%	37	28	27	8	35%	↓1		↑1
Hamilton	745	63%	35	29	29	8	37%	↑7		↑3
Hoover	491	55%	26	29	31	14	45%	↑11		↑6
Hughes	1,200	50%	27	23	31	19	50%	↑1		↓1
IVA	1	100%	100				0%	↓100		-
Jefferson	981	49%	25	24	32	19	51%	↑-		↑3
Keller	468	35%	12	23	37	28	65%	↑2		↑-
Lindbergh	388	65%	35	30	26	9	35%	↑4		↑6
Lindsey	688	65%	37	28	27	8	35%	↑3		↓1
Marshall	939	38%	17	21	37	25	62%	↑5		↑2
Nelson	775	67%	41	26	22	10	33%	↓4		↓9
Rogers	763	35%	17	18	31	34	65%	↓6		↓7
Stanford	1,111	32%	14	18	37	31	68%	↑1		↓2
Stephens	653	46%	22	24	39	15	54%	↑17		↑16
Washington	841	71%	44	26	23	6	29%	↑3		↑2

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.

SBAC Math 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	11,853	68%	42	26	17	15	32%	↑2		↓-
Bancroft	797	64%	36	28	19	17	36%	↓2		↓3
Franklin	980	81%	58	23	12	7	19%	↓1		↓2
Hamilton	761	87%	60	27	9	4	13%	↓3		↓7
Hoover	491	76%	51	26	13	10	24%	↑9		↑1
Hughes	1,197	57%	33	24	22	21	43%	↑6		↑4
IVA	1	100%	100				0%	↓100		-
Jefferson	979	71%	45	26	15	14	29%	↑2		↑1
Keller	468	47%	20	27	25	28	53%	↑6		↑7
Lindbergh	388	81%	50	30	15	5	19%	↑3		↑6
Lindsey	691	85%	57	28	9	6	15%	↑1		↓5
Marshall	939	54%	29	25	23	23	46%	↑2		↑2
Nelson	780	81%	55	26	12	8	19%	↓-		↓7
Rogers	765	50%	24	26	22	27	50%	↓4		↓3
Stanford	1,103	47%	22	25	23	30	53%	↑1		↓1
Stephens	661	68%	39	29	19	13	32%	↑9		↑6
Washington	853	84%	59	25	11	5	16%	↑2		↑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.

SBAC Science 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	4,011	75%	18	57	19	6	25%	↑3		-
Bancroft	269	73%	13	59	21	6	27%	↑2		-
Franklin	338	85%	29	56	14	1	15%	↑-		-
Hamilton	280	84%	26	58	14	2	16%	↑4		-
Hoover	177	86%	17	69	11	3	14%	↑5		-
Hughes	418	65%	11	54	25	11	35%	↑4		-
Jefferson	324	77%	16	60	17	6	23%	↑5		-
Keller	146	62%	3	58	29	10	38%	↑4		-
Lindbergh	121	87%	23	64	11	2	13%	↑1		-
Lindsey	221	92%	23	69	8		8%	↓3		-
Marshall	305	69%	8	61	26	6	31%	↑6		-
Nelson	257	82%	21	61	14	4	18%	↑11		-
Rogers	269	43%	8	35	38	19	57%	↑3		-
Stanford	350	65%	17	47	23	13	35%	↓3		-
Stephens	237	86%	30	56	11	3	14%	↑-		-
Washington	299	90%	32	59	9		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.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	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 K-8	3,682	48%	27	21	25	27	52%	↑-		↓-
Avalon	224	76%	50	27	18	5	24%	↓2		↓8
Cubberley	646	31%	16	15	29	40	69%	↑1		↑2
Muir	654	59%	34	26	24	17	41%	↓1		↓1
Newcomb	548	21%	8	13	29	51	79%	↓2		↑1
Powell	549	68%	39	29	19	14	32%	↓4		↓4
Robinson	528	71%	47	25	20	9	29%	↓3		-
Tincher	530	28%	13	15	32	40	72%	↑3		↑5

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.

SBAC Math 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All K-8	3,691	58%	33	25	20	22	42%	↑-	↓3
Avalon	227	87%	57	30	10	3	13%	↓7	↓12
Cubberley	647	45%	24	21	22	33	55%	↑-	↓4
Muir	654	66%	36	30	20	14	34%	↑-	↓1
Newcomb	549	30%	10	20	27	43	70%	↓4	↓5
Powell	549	74%	49	26	16	10	26%	↑4	↑-
Robinson	532	81%	52	29	14	5	19%	↓2	↓2
Tincher	530	39%	15	24	25	36	61%	↓-	↓3

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.

SBAC Science 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All K-8	1,285	68%	17	51	22	10	32%	↑2	-
Avalon	114	89%	27	62	10		11%	↓4	-
Cubberley	218	52%	10	43	28	20	48%	↑3	-
Muir	238	78%	17	61	17	5	22%	↑3	-
Newcomb	177	34%	2	32	40	26	66%	↓5	-
Powell	183	84%	33	51	14	2	16%	↑5	-
Robinson	182	87%	24	64	10	2	13%	↓1	-
Tincher	173	56%	10	46	32	12	44%	↑8	-

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.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	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 High	4,652	47%	27	21	28	24	53%	↑1		↑3
Browning	49	80%	51	29	10	10	20%	↓2		↓5
Cabrillo	363	61%	34	27	30	9	39%	↑-		↑12
CAMS	170	2%	2	15	82	98%	98%	↓2		↑5
EPHS	112	79%	57	22	17	4	21%	↓8		↑6
Jordan	494	66%	44	22	26	9	34%	↑5		↑4
Lakewood	580	50%	23	27	36	14	50%	↑6		↑5
McBride	176	22%	7	14	35	43	78%	↑9		↑4
Millikan	783	38%	23	16	29	33	62%	↓4		↑2
Polytechnic	941	48%	27	21	28	24	52%	↑1		↑4
Reid	37	92%	65	27	8	8%	8%	↑6		↑10
Renaissance	83	28%	8	19	35	37	72%	↑20		↑8
Sato	123	6%	6	28	66	94%	94%	↓2		↑5
Wilson	741	52%	28	25	27	21	48%	↓8		↓3

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.

SBAC Math 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	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 High	4,629	76%	55	22	14	10	24%	↓2		↓11	
Browning	46	87%	76	11	13		13%	↑11		↓10	
Cabrillo	334	91%	76	15	8		9%	↑1		↓5	
CAMS	170	6%		15	18		76	94%	↓1		↓7
EPHS	106	94%	82	12	5		6%	↑3		↑2	
Jordan	495	92%	75	17	6	2	8%	↑1		↓10	
Lakewood	576	89%	61	27	9	2	11%	↓3		↓12	
McBride	178	55%	26	29	26	19	45%	↑10		↓8	
Millikan	788	68%	41	27	21	11	32%	↓3		↓13	
Polytechnic	940	74%	55	20	14	11	26%	↓5		↓10	
Reid	37	100%	92	8			0%	-		↓5	
Renaissance	83	88%	51	37	10	2	12%	↓2		↓20	
Sato	123	29%	9	20	33	38	71%	↓6		↓8	
Wilson	753	84%	61	23	12	4	16%	↓9		↓15	

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.

SBAC Science 2023-2024 :: School Comparison by Subgroup

11/21/24

All


School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All High	4,561	76%	15	61	19	5	24%	↓1		-	
Browning	64	94%	27	67	6		6%	↓2		-	
Cabrillo	383	92%	24	69	8		8%	↓5		-	
CAMS	162			16%	15	53	31	84%	↑5		-
EPHS	144	92%	24	68	8		8%	↑4		-	
Jordan	413	93%	22	72	6		7%	↓3		-	
Lakewood	596	85%	17	68	14	1	15%	↓-		-	
McBride	155	72%	13	59	24	4	28%	↓3		-	
Millikan	755	67%	9	58	27	6	33%	↑5		-	
Polytechnic	873	73%	14	59	19	7	27%	↓3		-	
Reid	90	97%	42	54	3		3%	↑2		-	
Renaissance	73	88%	12	75	11	1	12%	↓2		-	
Sato	96	55%	4	51	32	13	45%	↓35		-	
Wilson	757	75%	13	62	21	5	25%	↑2		-	

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.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg
District (998)	3	33%	33	33	33	67%	↑33		-

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.

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg
District (998)	3	67%	33	33	33	33%	-		-

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.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	Tested	Percent by Achievement Level					Met+Exceeded	2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded		Chg	Chg	Chg
District	31,977	51%	29	22	27	23	49%	↑1		↑2

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.

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
District	32,113	64%	38	25	19	17	36%	↑2	↓2

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.
 Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

11/21/24

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	13,994	73%	17	57	19	7	27%	↑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.

Roosevelt

2023-2024

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2023-2024	YR	All	All	33	23	
		Grade	Gr. 02	2	1	
			Gr. 03	4	15	
			Gr. 04	18	5	
			Gr. 05	9	2	
			Ethnicity	African American	19	17
		Hispanic		13	6	
		White		1		
		Gender	Female	8	8	
			Male	25	15	
		Fluency	EL + RFEP	6	3	
			ELL	6	3	
		Foster	Foster	2	3	
		GATE/Excel	GATE/Excel	1	2	
		Homeless	Homeless	3	1	
		LowSES	Low SES	27	21	
		SPED	Special Ed.	8	6	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	6	2	

Roosevelt

2022-2023

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2022-2023	YR	All	All	58	20	
		Grade	Gr. 01	1	1	
			Gr. 02	10	1	
			Gr. 03	6	5	
			Gr. 04	15	4	
			Gr. 05	26	8	
			Gr. K		1	
			Ethnicity	African American	28	6
		Asian		4		
		Hispanic		24	13	
		Other		1	1	
		White		1		
		Gender	Female	16	4	
			Male	42	16	
		Fluency	EL + RFEP	24	7	
			ELL	21	7	
			RFEP	3		
		Foster	Foster	3	1	
		GATE/Excel	GATE/Excel	2	1	
		Homeless	Homeless	11	4	
		LowSES	Low SES	57	18	
		SPED	Special Ed.	12	2	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	12	2	

Roosevelt

2021-2022

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2021-2022	YR	All	All	87	70	1
		Grade	Gr. 01	18	7	1
			Gr. 02	3	7	
			Gr. 03	7	8	
			Gr. 04	37	37	
			Gr. 05	22	11	
		Ethnicity	African American	35	38	
			Asian	3	4	
			Hispanic	49	28	1
		Gender	Female	27	13	
			Male	60	57	1
		Fluency	EL + RFEP	36	25	1
			ELL	32	21	1
			RFEP	4	4	
		GATE/Excel	GATE/Excel	4	4	
		Homeless	Homeless	30	20	1
		LowSES	Low SES	81	63	1
		SPED	Special Ed.	13	8	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	10	6	

Roosevelt

2019-2020

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2019-2020	YR	All	All	3	8	
		Grade	Gr. 04	1	7	
			Gr. 05	2		
			Gr. K		1	
		Ethnicity	African American	1	7	
			Hispanic	2	1	
		Gender	Female	1		
			Male	2	8	
		Fluency	EL + RFEP	1		
			ELL	1		
		GATE/Excel	GATE/Excel		1	
		Homeless	Homeless	1		
		LowSES	Low SES	2	8	
		SPED	Special Ed.	2	7	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	2	7	

Roosevelt

2018-2019

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2018-2019	YR	All	All	20	30	
		Grade	Gr. 01	2	3	
			Gr. 02	1	2	
			Gr. 03	7	6	
			Gr. 04	5	8	
			Gr. 05	5	11	
		Ethnicity	African American	11	13	
			Asian	3		
			Hispanic	5	15	
			Other		1	
			Pacific Islander	1	1	
		Gender	Female	8	10	
			Male	12	20	
		Fluency	EL + RFEP	1	9	
			ELL	1	6	
			RFEP		3	
		Foster	Foster	1	2	
		GATE/Excel	GATE/Excel	4	2	
		Homeless	Homeless	3	5	
		LowSES	Low SES	20	28	
		SPED	Special Ed.	5	5	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	5	5	

Roosevelt

23-24

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

Count of Unique Student-Incidents by Action Type (disposition type). Each student is counted once per incident; each incident is categorized based on the most severe outcome for the student. Incidents missing dispositions are counted under "No Action Taken" type.

Category	subgroup	# Records	YR	
			Exclusionary	Other Action
All Students	All	56	59	41
Grade	Gr. 02	3	67	33
	Gr. 03	19	21	79
	Gr. 04	23	78	22
	Gr. 05	11	82	18
Ethnicity	African American	36	53	47
	Hispanic	19	68	32
	White	1	100	
Gender	Female	16	50	50
	Male	40	63	38
Special Populations	EL + RFEP	9	67	33
	ELL	9	67	33
	Foster	5	40	60
	GATE/Excel	3	33	67
	Homeless	4	75	25
	Low SES	48	56	44
	Spec Ed. Speech/RSP	8	75	25
Special Ed.	14	57	43	

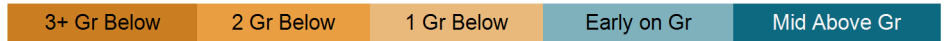


i-Ready Math Overall Relative Placement

School Data by Subgroup

Roosevelt 2023-2024 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	99	38	62			
			2	105	13	78	6	3	
			3	105	3	76	13	8	
	Teacher	Funke, P	1	24	29	71			
			2	24	17	79	4		
			3	25	4	60	28	8	
		Lawrence, D	1	25	40	60			
			2	25		84	16		
			3	26		77	19	4	
		Leyva, G	1	27	41	59			
			2	30	17	77	3	3	
			3	30	3	83	7	7	
		Perez, M	1	23	52	48			
			2	24	17	75	4	4	
			3	25	4	80	4	12	
	Ethnicity	African American	1	9	44	56			
			2	14	7	93			
			3	13	8	85	8		
		Asian	1	6	33	67			
			2	7	14	86			
			3	6		67	33		
		Hispanic	1	82	39	61			
			2	82	15	76	7	2	
			3	84	2	77	14	6	
Other		1	2	100					
		2	2		50	50			
		3	2			50	50		
Gender	Female	1	54	37	63				
		2	55	9	84	7			
		3	55		84	9	7		
	Male	1	45	40	60				
		2	50	18	72	4	6		
		3	50	6	68	18	8		

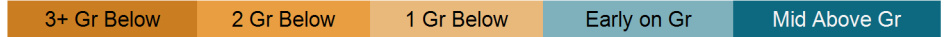


i-Ready Math Overall Relative Placement

School Data by Subgroup

Roosevelt 2023-2024 Grade 1

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Special Populations	Low SES	1	83	36	64			
			2	84	11	80	6	4	
			3	84	2	75	15	7	
		ELL	1	36	56	44			
			2	41	20	78	2		
			3	40	3	88	8	3	
		RFEP	1	2	100				
			2	2		50	50		
			3	2		50	50		
		EL + RFEP	1	38	53	47			
			2	43	19	77	2		
			3	42	2	86	10	2	
		Special Ed.	1	6	67	33			
			2	8	13	88			
			3	8		88	13		
		Spec Ed. Speech/RSP	1	2	50	50			
			2	4	100				
			3	4	100				
		Foster	1	3	67	33			
			2	4	100				
			3	4	100				
Homeless	1	8	50	50					
	2	9	11	78	11				
	3	7		71	14	14			

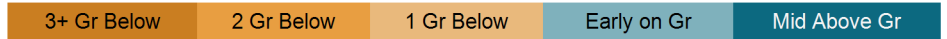
i-Ready Math Overall Relative Placement

School Data by Subgroup

Roosevelt 2023-2024 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	116	52	46	3		
			2	115	39	53	5	3	
			3	113	18	62	12	9	
	Teacher	Escobar, T	1	27	52	48			
			2	25	32	60	8		
			3	29	17	52	24	7	
		Mannu-Busatto, M	1	28	50	50			
			2	27	44	56			
			3	28	14	79	7		
		Mojica, A	1	30	60	33	7		
			2	29	41	45	7	7	
			3	29	14	69	7	10	
		Platt, K	1	27	48	48	4		
			2	27	30	59	7	4	
			3	26	23	50	8	19	
	Ethnicity	African American	1	16	69	31			
			2	15	47	53			
			3	16	19	69	13		
		Asian	1	5		40	20	40	
			2	6		67		33	
			3	6		50	17	33	
		Hispanic	1	89	49	49	1		
			2	89	40	52	7	1	
			3	87	20	61	10	9	
	Pacific Islander	1	2	100					
		2	2	100					
		3	2		50		50		
White	1	1	100						
	2	1	100						
	3	1	100						
Other	1	3	67	33					
	2	2	50	50					
	3	1	100						

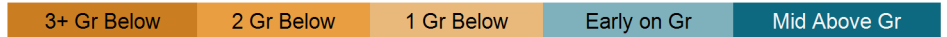
i-Ready Math Overall Relative Placement

School Data by Subgroup

Roosevelt 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Gender	Female	1	57	49	49	2		
			2	57	37	56	5	2	
			3	54	17	61	13	9	
		Male	1	59	54	42	3		
			2	58	41	50	5	3	
			3	59	19	63	10	8	
	Special Populations	Low SES	1	104	55	44			
			2	103	40	54	5		
			3	101	17	65	10	8	
		ELL	1	52	54	46			
			2	53	43	51	4		
			3	54	24	61	9	6	
		RFEP	1	3		33	67		
			2	3			67	33	
			3	3		33	67		
		EL + RFEP	1	55	51	45	4		
			2	56	41	48	7	4	
			3	57	23	60	9	9	
		Special Ed.	1	12	100				
			2	11	55	45			
			3	12	33	67			
		Spec Ed. Speech/RSP	1	5	100				
			2	5	60	40			
			3	6	33	67			
	Foster	1	3	67	33				
		2	3	67	33				
		3	3	100					
Homeless	1	19	53	47					
	2	17	59	35	6				
	3	15	33	60	7				
GATE/Excel	1	7		71	29				
	2	7		43	14	43			
	3	7			29	71			

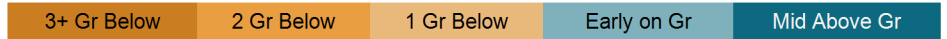
i-Ready Math Overall Relative Placement

School Data by Subgroup

Roosevelt 2023-2024 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	129	20	35	39	5	2
			2	129	8	21	58	11	2
			3	131	7	12	59	15	8
	Teacher	Copp, S	1	25	20	40	36	4	
			2	24	4	29	50	13	4
			3	24	13	13	50	25	
		Duran, P	1	27	26	22	48	4	
			2	27	19	19	59	4	
			3	27	19	11	52	15	4
		Robledo, S	1	23	30	35	30	4	
			2	24	8	17	54	21	
			3	26	15		69	4	12
	Slosar, D		1	25	20	36	40	4	
			2	26	19		81		
			3	27	4	7	67	11	11
	Thomas, S	1	27	7	41	37	7	7	
		2	27	7	22	44	19	7	
		3	26	15		54	19	12	
	Ethnicity	African American	1	16	31	38	25	6	
			2	16	13	44	44		
			3	15	20	13	53	13	
		Asian	1	11	36		55	9	
			2	12	8		75	17	
			3	12		8	50	33	8
Hispanic		1	99	20	33	40	4	2	
		2	99	7	19	59	12	3	
		3	102	6	12	61	13	9	
White		1	1			100			
		2	1			100			
		3	1			100			
Other		1	2	50		50			
		2	1			100			
		3	1			100			

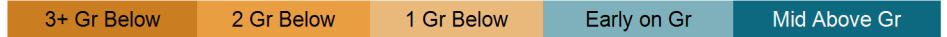


i-Ready Math Overall Relative Placement

School Data by Subgroup

Roosevelt 2023-2024 Grade 3

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	Gender	Female	1	69	14	35	46	4	
			2	68	4	19	62	13	1
			3	70	4	13	59	20	4
		Male	1	60	27	35	30	5	3
			2	61	11	23	54	8	3
			3	61	10	11	59	8	11
	Special Populations	Low SES	1	108	21	34	39	4	2
			2	106	8	21	58	10	3
			3	105	9	10	60	13	8
		ELL	1	58	28	47	26		
			2	58	12	24	57	7	
			3	60	7	18	63	8	3
		RFEP	1	19		11	58	26	5
			2	19			63	32	5
			3	19			32	37	32
		EL + RFEP	1	77	21	38	34	6	1
			2	77	9	18	58	13	1
			3	79	5	14	56	15	10
		Special Ed.	1	9	44	22	33		
			2	9	11	44	44		
			3	9	11	44	33	11	
		Spec Ed. Speech/RSP	1	3	67	33			
			2	3	33	67			
			3	3	33	33	33		
	Foster	1	3	33	67				
		2	3	100					
		3	3	33	67				
	Homeless	1	11	9	36	45	9		
		2	11	18	73	9			
		3	12	17	67	8	8		
GATE/Excel	1	14		64	21	14			
	2	14		43	43	14			
	3	14		21	43	36			

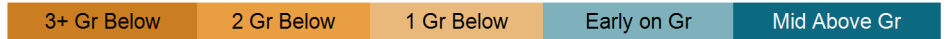


i-Ready Math Overall Relative Placement

School Data by Subgroup

Roosevelt 2023-2024 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	141	23	23	43	11	1
			2	137	17	15	47	16	5
			3	148	12	11	39	26	12
	Teacher	Leong, T	1	30	33	60	30	3	
			2	29	38	55	7		
			3	30	23	47	30		
		Miller, N	1	28	25	25	46	4	
			2	29	17	17	48	10	7
			3	30	17	3	47	27	7
		Nava, M	1	27	44	22	30	4	
			2	24	42	13	46		
			3	30	27	27	27	13	7
		Sanchez, R	1	28	18	29	43	11	
			2	29	14	17	59	10	
			3	29	3	17	52	24	3
		Tufuga, N	1	25	32	28	32	8	
			2	28	18	21	43	7	11
			3	28	11	7	50	18	14
	Ethnicity	African American	1	17	29	12	41	12	6
			2	17	24	12	35	18	12
			3	20	15	10	35	20	20
		Asian	1	9	33	44	22		
			2	10	30	40	30		
			3	10	20	10	10	40	20
Hispanic		1	111	22	26	41	10		
		2	106	15	17	48	15	5	
		3	114	11	11	42	25	11	
White		1	4	25	75				
		2	3	100					
		3	3	33	67				
Other	2	1	100						
	3	1	100						

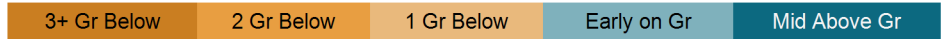


i-Ready Math Overall Relative Placement

School Data by Subgroup

Roosevelt 2023-2024 Grade 4

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Gender	Female	1	61	28	28	39	5	
			2	57	21	18	44	16	2
			3	63	14	16	41	24	5
		Male	1	80	19	19	45	15	3
			2	80	14	13	50	16	8
			3	85	11	7	38	27	18
	Special Populations	Low SES	1	118	20	25	42	11	2
			2	108	14	15	52	13	6
			3	115	9	10	42	28	11
		ELL	1	50	34	32	30	4	
			2	52	27	21	44	8	
			3	56	20	18	43	18	2
		RFEP	1	11	9	73	18		
			2	10		60	40		
			3	11		27	55	18	
		EL + RFEP	1	61	28	28	38	7	
			2	62	23	18	47	13	
			3	67	16	15	40	24	4
		Special Ed.	1	19	53	21	21	5	
			2	20	50	20	25	5	
			3	21	29	19	33	10	10
		Spec Ed. Speech/RSP	1	13	62	23	15		
			2	15	53	20	20	7	
			3	15	27	20	47	7	
	Foster	1	3	100					
		2	3		33	67			
		3	3		67	33			
	Homeless	1	13	38	38	23			
		2	14	36	21	36	7		
		3	15	33	20	33	13		
GATE/Excel	1	35	3	57	34	6			
	2	33		39	39	21			
	3	35		14	49	37			

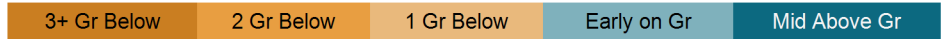


i-Ready Math Overall Relative Placement

School Data by Subgroup

Roosevelt 2023-2024 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	166	31	21	37	7	4		
			2	167	25	15	43	12	5		
			3	166	20	15	39	17	8		
	Teacher	Baril, A	All	1	33	27	30	36	6		
				2	33	9	21	58	12		
				3	33	9	21	36	24	9	
		Graham-Ramos, B	All	1	32	34	9	53	3		
				2	31	13	13	58	13	3	
				3	33	21	6	42	24	6	
		Greving, H	All	1	33	27	15	27	15	15	
				2	34	18	12	38	15	18	
				3	34	15	21	29	12	24	
		Haramis, R	All	1	32	34	25	38	3		
				2	33	52	15	27	6		
				3	35	40	9	43	9		
		Jasprica, M	All	1	30	37	23	33	3	3	
				2	31	29	16	32	16	6	
				3	32	13	19	47	19	3	
		Ethnicity	African American	All	1	18	50	28	11	6	6
					2	17	41	18	35	6	
					3	14	36	14	36	7	7
	Asian		All	1	6	17	17	67			
				2	6	17	17	33	17	17	
				3	5	20		40	20	20	
	Hispanic		All	1	136	30	21	38	7	4	
				2	138	22	14	45	13	5	
				3	141	19	15	40	18	8	
White	All		1	2	50		50				
			2	2	50		50				
			3	2	50		50				
Other	All	1	4	25		75					
		2	4	25		50	25				
		3	4			25	50	25			

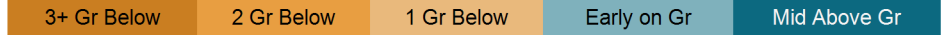
i-Ready Math Overall Relative Placement

School Data by Subgroup

Roosevelt 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Gender	Female	1	96	32	19	43	4	2
			2	100	26	18	42	10	4
			3	101	21	17	39	21	3
		Male	1	70	30	24	30	10	6
			2	67	22	10	45	15	7
			3	65	18	12	40	12	17
	Special Populations	Low SES	1	131	33	22	35	6	4
			2	130	25	14	43	12	6
			3	128	20	15	37	20	9
		ELL	1	56	55	21	20	4	
			2	59	47	17	31	5	
			3	59	37	20	34	8	
		RFEP	1	28	14	61	14	11	
			2	27	4	52	33	11	
			3	27	4	41	30	26	
		EL + RFEP	1	84	37	19	33	7	4
			2	86	33	13	37	14	3
			3	86	26	15	36	15	8
		Special Ed.	1	24	63	17	13	8	
			2	24	33	29	29	8	
			3	23	43	13	30	9	4
		Spec Ed. Speech/RSP	1	20	65	20	10	5	
			2	20	35	30	30	5	
			3	20	45	10	35	5	5
		Foster	1	4	75	25			
			2	3	67	33			
			3	4	50	25	25		
Homeless		1	17	47	29	24			
		2	21	52	14	24	5	5	
		3	20	40	25	15	10	10	
GATE/Excel	1	34	59	24	18				
	2	34	41	35	24				
	3	32	25	38	38				

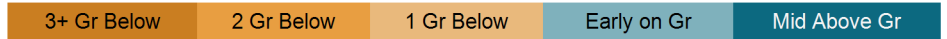
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Roosevelt 2023-2024 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	105	28	70	2		
			2	105	13	77	5	5	
			3	101	5	67	14	14	
	Teacher	Funke, P	1	24	13	83	4		
			2	25	12	76	8	4	
			3	25	4	64	20	12	
		Lawrence, D	1	25	32	64	4		
			2	26	4	81	8	8	
			3	26		58	15	27	
		Leyva, G	1	27	30	70			
			2	29	14	79	3	3	
			3	30	10	63	13	13	
		Perez, M	1	23	39	61			
			2	24	21	75	4		
			3	25	4	76	12	8	
	Ethnicity	African American	1	13	23	77			
			2	14	14	79	7		
			3	11	9	73	9	9	
		Asian	1	6	17	83			
			2	7		86	14		
			3	5		60		40	
		Hispanic	1	84	29	70	1		
			2	82	15	77	5	4	
			3	83	5	69	16	11	
		Other	1	2		50		50	
			2	2		50		50	
			3	2				100	
	Gender	Female	1	55	16	82	2		
			2	56	11	84	5		
			3	53	4	70	13	13	
Male		1	50	40	58	2			
		2	49	16	69	10	4		
		3	48	6	65	15	15		

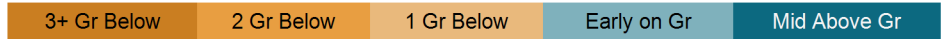
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Roosevelt 2023-2024 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	Special Populations	Low SES	1	87	28	70	2		
			2	85	12	78	5	6	
			3	81	2	68	16	14	
		ELL	1	38	42	58			
			2	40	23	70	5	3	
			3	40	10	73	13	5	
		RFEP	1	2	50	50			
			2	2	100				
			3	2		50	50		
		EL + RFEP	1	40	43	58			
			2	42	21	71	5	2	
			3	42	10	71	14	5	
		Special Ed.	1	8	50	50			
			2	8	13	88			
			3	8	100				
		Spec Ed. Speech/RSP	1	4	50	50			
			2	4	100				
			3	4	100				
		Foster	1	4	25	75			
			2	4	100				
			3	4	100				
Homeless	1	10	50	50					
	2	9	33	56	11				
	3	7	14	71	14				

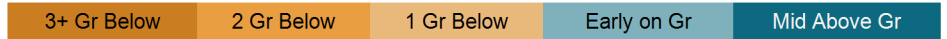
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Roosevelt 2023-2024 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	111	44	41	12	4	
			2	114	32	42	11	14	
			3	114	21	47	15	17	
	Teacher	Escobar, T	1	27	44	48	7		
			2	27	15	63	15	7	
			3	29	21	45	21	14	
		Mannu-Busatto, M	1	28	29	64	7		
			2	27	26	52	15	7	
			3	28	14	57	25	4	
		Mojica, A	1	30	50	23	23	3	
			2	30	40	33	7	20	
			3	30	27	37	10	27	
		Platt, K	1	27	44	33	7	15	
			2	27	37	30	11	22	
			3	26	19	50	8	23	
	Ethnicity	African American	1	16	38	31	31		
			2	16	38	38	13	13	
			3	17	18	47	24	12	
		Asian	1	4	25	50	25		
			2	6	17	50	33		
			3	6		17	17	67	
		Hispanic	1	86	45	43	9	2	
			2	87	33	41	13	13	
			3	87	21	53	13	14	
		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	2	100						
	2	2	50	50					
	3	1	100						

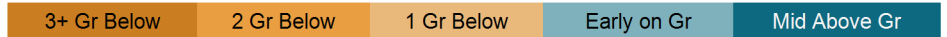
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Roosevelt 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Gender	Female	1	57	37	47	12	4	
			2	56	25	45	14	16	
			3	56	13	54	18	16	
		Male	1	54	52	33	11	4	
			2	58	40	40	9	12	
			3	58	29	41	12	17	
	Special Populations	Low SES	1	99	45	40	11	3	
			2	103	34	44	12	11	
			3	102	22	50	14	15	
		ELL	1	49	55	39	6		
			2	52	35	50	8	8	
			3	52	29	48	12	12	
		RFEP	1	3		33	33	33	
			2	3			33	67	
			3	3		33	67		
		EL + RFEP	1	52	52	38	8	2	
			2	55	33	47	9	11	
			3	55	27	47	11	15	
		Special Ed.	1	13	92	8			
			2	13	54	46			
			3	13	54	46			
		Spec Ed. Speech/RSP	1	6	100				
			2	6	67	33			
			3	6	67	33			
		Foster	1	3		33	33	33	
			2	3		33	33	33	
			3	3		67	33		
		Homeless	1	19	68	26	5		
			2	18	56	39	6		
			3	15	47	40	7	7	
GATE/Excel	1	7		43	14	43			
	2	7				100			
	3	7				100			

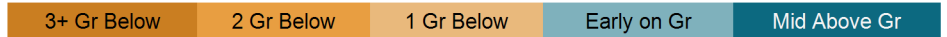
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Roosevelt 2023-2024 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	125	15	32	21	25	7	
			2	128	9	26	25	30	10	
			3	132	7	16	31	31	15	
	Teacher	Copp, S	1	25	12	40	32	16		
			2	24	4	33	33	25	4	
			3	24	8	13	38	33	8	
		Duran, P	1	27	19	26	26	22	7	
			2	27	11	22	26	30	11	
			3	27	4	26	37	30	4	
		Robledo, S	1	23	35	17	13	26	9	
			2	24	29	8	29	25	8	
			3	26	23	15	8	35	19	
			Slosar, D	1	25	8	44	16	24	8
				2	26	4	31	19	35	12
				3	27	15	33		37	15
	Thomas, S	1	27	4	33	19	30	15		
		2	27	33	22		33	11		
		3	27	11	41		22	26		
	Ethnicity	African American	1	16	19	38	19	19	6	
			2	16	6	44	25	19	6	
			3	16	25	38		19	19	
		Asian	1	11	18	9	36	9	27	
			2	11	27	9	18	27	18	
			3	12	8	25	8	25	33	
		Hispanic	1	95	14	33	20	28	5	
			2	99	6	25	26	32	10	
			3	102	7	14	32	34	13	
White		1	1	100						
		2	1	100						
		3	1	100						
Other	1	2	50	50						
	2	1	100							
	3	1	100							

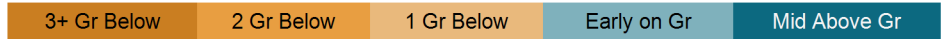
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Roosevelt 2023-2024 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	Gender	Female	1	67	10	24	21	37	7	
			2	68	7	18	24	40	12	
			3	71	7	11	28	35	18	
		Male	1	58	21	41	21	10	7	
			2	60	12	35	27	18	8	
			3	61	7	21	34	26	11	
	Special Populations	Low SES	1	105	14	34	22	25	5	
			2	106	8	28	25	30	9	
			3	105	5	16	35	32	11	
		ELL	1	58	22	40	21	17		
			2	59	15	31	31	20	3	
			3	60	12	22	32	30	5	
		RFEP	1	18			11	17	44	28
			2	18			11	11	44	33
			3	19			21		32	47
		EL + RFEP	1	76	17	33	20	24	7	
			2	77	12	26	26	26	10	
			3	79	9	16	29	30	15	
		Special Ed.	1	8	38	38	13	13		
			2	9	22	33	33	11		
			3	9	11	44	11	22	11	
	Spec Ed. Speech/RSP	1	3	33	67					
		2	3	33	67					
		3	3	100						
	Foster	1	3		67		33			
		2	3	67		33				
		3	3	33	67					
Homeless	1	11	9	36	9	45				
	2	11	9	27	27	27	9			
	3	12	17	50		17	17			
GATE/Excel	1	14			14	36	50			
	2	13				54	46			
	3	14				21	79			

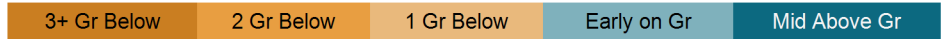
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Roosevelt 2023-2024 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	142	22	13	51	6	7
			2	137	15	12	50	15	7
			3	146	14	10	51	13	12
	Teacher	Leong, T	1	30	7	73	10	10	
			2	30	33	57	27	10	
			3	30	3	7	47	23	20
		Miller, N	1	28	36	14	36	7	7
			2	29	24	21	38	7	10
			3	30	23	13	40	10	13
		Nava, M	1	27	41	19	37	4	
			2	24	21	25	42	8	4
			3	30	33	17	40	10	
	Sanchez, R	1	28	7	7	68	7	11	
		2	29	7	3	59	24	7	
		3	29	33	62	10	21		
	Tufuga, N	1	26	23	31	42	4		
		2	28	25	21	46	7		
		3	28	11	7	68	11	4	
	Ethnicity	African American	1	16	31	63	6		
			2	16	13	13	56	6	13
			3	19	11	16	42	26	5
		Asian	1	9	33	11	44	11	
			2	10	20	20	30	30	
			3	10	20	20	20	10	30
		Hispanic	1	112	21	15	49	8	7
			2	107	16	10	51	15	7
			3	113	15	7	55	12	12
White	1	4	100						
	2	3	33	33	33				
	3	3	33	67					
Other	1	1	100						
	2	1	100						
	3	1	100						

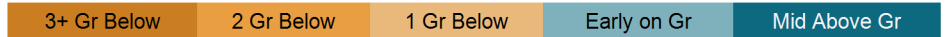
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Roosevelt 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
4	Gender	Female	1	63	22	13	56	3	6	
			2	58	14	12	53	16	5	
			3	61	16	8	51	11	13	
		Male	1	79	22	14	48	9	8	
			2	79	16	13	47	15	9	
			3	85	13	12	51	14	11	
	Special Populations	Low SES	1	117	20	12	56	5	8	
			2	109	12	12	50	17	8	
			3	115	10	11	52	16	11	
		ELL	1	52	33	12	52	2	1	
			2	50	24	8	58	10	0	
			3	55	25	7	62	4	2	
		RFEP	1	11	0	0	9	27	27	36
			2	11	0	0	9	27	36	27
			3	11	0	0	27	36	36	0
		EL + RFEP	1	63	27	11	48	6	8	
			2	61	21	7	52	15	5	
			3	66	21	6	56	9	8	
		Special Ed.	1	20	55	15	30	0	0	
			2	19	53	16	21	5	5	
			3	21	33	24	24	14	5	
		Spec Ed. Speech/RSP	1	14	57	21	21	0	0	
			2	13	62	15	23	0	0	
			3	15	33	33	13	13	7	
		Foster	1	3	0	0	67	33	0	
			2	2	0	0	50	50	0	
			3	3	0	0	33	33	33	
		Homeless	1	15	60	7	33	0	0	
			2	13	23	15	62	0	0	
			3	14	21	14	57	7	0	
GATE/Excel	1	34	0	0	65	9	26			
	2	35	0	0	37	46	17			
	3	35	0	0	40	34	26			

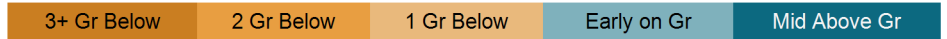
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Roosevelt 2023-2024 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	162	29	34	27	9	1
			2	167	22	31	28	13	7
			3	165	21	25	28	18	9
	Teacher	Baril, A	1	33	36	39	24		
			2	33	9	52	27	12	
			3	33	12	24	42	21	
		Graham-Ramos, B	1	32	34	16	38	13	
			2	31	26	23	23	23	6
			3	33	27	24	15	27	6
		Greving, H	1	33	15	30	30	18	6
			2	34	24	9	32	15	21
			3	35	20	17	23	17	23
		Haramis, R	1	32	41	47	9	3	
			2	35	46	40	9	3	
			3	35	37	31	23	6	3
		Jasprica, M	1	30	17	50	27	7	
			2	31	3	35	48	6	6
			3	33	9	27	36	15	12
	Ethnicity	African American	1	17	47	29	6	12	6
			2	17	24	47	6	18	6
			3	14	21	43	7	21	7
		Asian	1	6	33	17	50		
			2	6	17	33	17	17	17
			3	5	20	40		40	
		Hispanic	1	133	27	35	29	9	
			2	138	22	28	30	12	7
			3	140	21	24	29	16	10
		White	1	2	50	50			
			2	2	50	50			
			3	2	50	50			
Other		1	4	50	50				
		2	4	50	50				
		3	4		75		25		

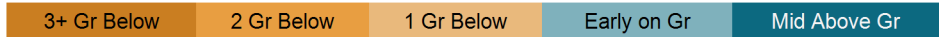
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Roosevelt 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Gender	Female	1	96	24	41	26	9	
			2	101	18	38	24	15	6
			3	101	15	30	31	16	9
		Male	1	66	36	24	29	8	3
			2	66	29	20	33	9	9
			3	64	30	17	23	20	9
	Special Populations	Low SES	1	128	30	33	27	9	
			2	130	21	32	28	13	7
			3	125	20	25	27	18	10
		ELL	1	56	54	34	13		
			2	60	47	35	15	3	
			3	60	42	37	20	2	
		RFEP	1	26	4	15	58	23	
			2	28	18	46	21	14	
			3	27	7	26	44	22	
		EL + RFEP	1	82	38	28	27	7	
			2	88	32	30	25	9	5
			3	87	29	28	22	15	7
		Special Ed.	1	24	75	13	8	4	
			2	23	48	35	13	4	
			3	23	48	26	4	22	
		Spec Ed. Speech/RSP	1	20	75	15	5	5	
			2	20	50	35	15		
			3	19	47	26	5	21	
		Foster	1	4	75	25			
			2	3	100				
			3	4	25	50	25		
		Homeless	1	17	53	12	29	6	
			2	21	43	24	10	19	5
			3	21	43	19	14	24	
GATE/Excel		1	34	3	12	44	35	6	
		2	33	6	33	30	30		
		3	33	3	21	36	39		



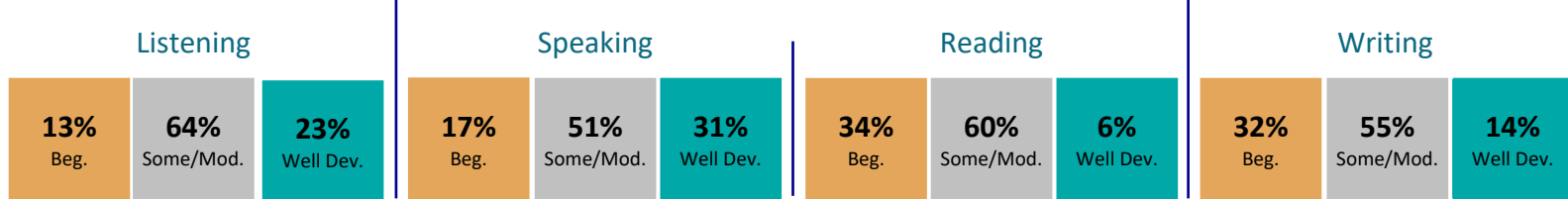
ELPAC Summative Assessment Grade Level Summary 2023-2024

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	28%	56%	17%	0%	28%	72%	0%	33%	50%	17%	22%	78%	0%	89%	11%	0%
01	18%	50%	26%	5%	18%	68%	13%	29%	47%	24%	13%	87%	0%	34%	42%	24%
02	26%	46%	24%	2%	13%	54%	31%	22%	72%	4%	43%	48%	7%	37%	57%	2%
03	8%	20%	54%	18%	3%	70%	27%	8%	48%	44%	15%	69%	15%	10%	65%	25%
04	23%	30%	40%	2%	17%	70%	11%	9%	55%	36%	47%	45%	2%	26%	62%	4%
05	26%	24%	29%	20%	13%	53%	33%	17%	37%	44%	47%	47%	4%	33%	47%	14%



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 2024-2025

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.
- Ask for help or support when I need it (added 10/16/24)

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.
- When I'm in need of resources I will reach out to the teacher or school (added 10/16/24)
- 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, families 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 10/16/2024



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Acuerdo Entre la Escuela y el Hogar 2024-2025

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.
- Pedir ayuda o apoyo cuando lo necesite (agregado 16 de oct. 2024)

Firma del Alumno y Fecha

Como PADRE DE FAMILIA 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
- Pediré ayuda/apoyo cuando lo necesite al maestro/a o a la escuela (agregado 16 de oct. 2024).
- Apoyar al maestro(a) con las expectativas del salón de clase.

Firma del Padre y Fecha

Como MAESTRO/A 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.

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.

Firma Del Director y Fecha

Aprobado por SSC el 16 de oct del 2024



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562-599-3418



Parent and Caregiver Involvement Guidelines 2024-2025

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 Parent & Caregiver Involvement Guidelines that the school and parents of participating children agree on.
- Notify parents about the Parent & Caregiver Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to parents in a language the parents can understand.
- Make the Parent & Caregiver Involvement Guidelines available to the local community.
- Periodically update the Parent & Caregiver Involvement Guidelines to meet the changing needs of parents and the school.
- Adopt the school's school-parent compact as a component of its Parent & Caregiver 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 PARENT & CAREGIVER INVOLVEMENT GUIDELINES COMPONENTS

1. Roosevelt Elementary School will take the following actions to involve parents in the joint development and joint agreement of its Parent & Caregiver 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 and Caregiver 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 Parent & Caregiver 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 Parent & Caregiver 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 Parent & Caregiver Involvement Guidelines 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 Parent & Caregiver 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.

6. **Roosevelt Elementary School** will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, 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 Parent & Caregiver 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 Parent & Caregiver 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, 2022** 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. This document will be shared with parents before and/or during fall conferences in November each year.


(Principal, Roosevelt Elementary School)

10/10/24
(Date)

Pautas para la participación de padres y cuidadores 2024-2025

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 cuidadores 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 y cuidadores 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 y cuidadores en la escuela que la escuela y los padres de los niños participantes acuerden.
- Notificar a los padres sobre las Pautas para la participación de los padres y cuidadores en la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá estas Pautas para la participación de los padres y cuidadores en un idioma que los padres puedan entender.
- Poner a disposición de la comunidad local las Pautas para la participación de los padres y cuidadores en la escuela.
- Actualice periódicamente las Pautas para la participación de los padres y cuidadores 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 Y CUIDADORES 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 para la participación de los padres y cuidadores 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*
 - *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 para la participación de los padres y cuidadores 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 para la participación de los padres y cuidadores 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*
10. **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*

11. **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*

12. **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.*

13. **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 y cuidadores 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, el preescolar público y otros programas, y llevará a cabo otras actividades, como centros de recursos para padres, que alentará y apoyará 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 2022** 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 cada año antes o durante las conferencias de padres y maestros en Noviembre.


(Director, Escuela Primaria Roosevelt)

10/16/24
(Fecha)