

**LONG BEACH**  
UNIFIED • SCHOOL • DISTRICT

**Rogers Middle School**

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-risk 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](https://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](https://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](https://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
SBAC ELA SW: 65% (-6) Wh: 77% (-6), A: 37% (+6), Hisp: 52% (-7), SPED: 22% (+1)
ELA Goals
<p>By June 2025, overall SBAC MET+ ELA scores will increase by 5% schoolwide from 65% to 70% along with targeted subgroups:</p> <ul style="list-style-type: none"><li>-10% increase for Black/AA students from 37% to 47%,</li><li>-10% increase for Hispanic students from 52% to 62%.</li><li>-3% increase for SPED students from 22% to 25%.</li></ul> <p>By June 2025, 100% of Rogers Teachers will intentionally plan and deliver, using student data and work samples, meaningful, culturally-relevant, standards-based, high-quality lessons within an inclusive culturally affirming environment. (WIG)</p> <p>Progress Monitoring: Rogers teachers deliver aligned tasks, task-analyses, and common assessments as part of their respective department PDSA cycles of improvement to address targeted subgroups. Data analysis will also include Edulastic/PEAR assessments, i-Ready diagnostics, and SBAC results. Professional Development will focus on targeted data collection around identified at-risk students, "focus students," whereby data is analyzed as part of on-going PDSA cycles at bi-weekly department meeetins.</p>

## Comprehensive Needs Assessment: Mathematics

Math Findings
<p>SBAC Math</p> <p>SW: 50% (-4)</p> <p>Wh: 63% (-6)</p> <p>AA: 26% (+15)</p> <p>Hisp: 34% (-3)</p> <p>SPED: 14% (--)</p>
Math Goals
<p>By June 2025, overall SBAC MET+ Math scores will increase by 5% schoolwide from 50% to 55%, along with targeted subgroups:</p> <ul style="list-style-type: none"> <li>-Black/AA students from 26% to 36%</li> <li>-Hispanic students from 34% to 44%</li> <li>-SPED students will increase from 14% to 17%</li> </ul> <p>By June 2025, 100% of Rogers Teachers will intentionally plan and deliver, using student data and work samples, meaningful, culturally-relevant, standards-based, high-quality lessons within an inclusive culturally affirming environment. (WIG)</p> <p>Progress Monitoring:</p> <p>Rogers teachers deliver aligned tasks, task-analyses, and common assessments as part of their respective department PDSA cycles of improvement. Data analysis will also include Edulastic/PEAR assessments, i-Ready diagnostics, and SBAC results.</p> <p>Professional Development will focus on targeted data collection around identified at-risk students, "focus students," whereby data is analyzed as part of on-going PDSA cycles at bi-weekly department meetings.</p>

## Comprehensive Needs Assessment: English Learners



<b>English Learner Findings</b>
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<p>SBAC ELA: ELL 9% (+1) SBAC Math: ELL 6% (-2)</p> <p>2023-2024 iReady Reading D1 to D3: ELL (n=33) On track: 42% Approaching: 12% Low Growth: 9% No Growth: 36%</p> <p>A significant number of EL students also have an IEP.</p>
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<b>English Learner Goals</b>
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<p>By June 2025, 70% ELL students will show at least 70% growth on iReady diagnostics from D1 to D3 in Reading.</p> <p>Identified EL students are monitored by all teachers in all classes throughout the year. Differentiated instruction, adaptive resources, and scaffolds will be provided in all classes.</p> <p>Identified EL students with IEPs, will be given appropriate goals around ELD standards vs ELA standards, where appropriate.</p> <p>Identified EL students, who meet the criteria based on ELPAC results, will be placed in an English Language support elective.</p> <p>ELAC recommendations will be part of the school's SPSA.</p> <p>Progress Monitoring: Rogers teachers deliver aligned tasks, task-analyses, and common assessments as part of their respective department PDSA cycles of improvement. Data analysis will also include Edulastic/PEAR assessments, i-Ready diagnostics, and SBAC results.</p>
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**Comprehensive Needs Assessment: Culture/Climate Domain**

## Culture/Climate Findings

Attendance: 94.3%  
Chronic Absenteeism: 15.4%  
Suspension: Overall 4.8%

### CORE Results:

- Climate of support, 75% (+3)
- Sense of Belonging, 57% (-1)
- Safety, 53% (-4)

## Culture/Climate Goals

By June 2025, based on Student Responses on the CORE Survey, results will show an increase in Safety from 53% to 60%, Climate of Support for Academic Learning from 75% to 80%, and Sense of Belonging from 57% to 60%.

By June 2025, Chronic Absenteeism rate will decrease from 15.4% to 10% or less. Site will increase communication with families and students, identified as Chronically absent students or at-risk. Dashboard reflects data 2022-2023. Improvement shown during 2023-2024 school year with lowered suspension and chronic absenteeism rates and lower rates for AA subgroup, increased attendance and increased sense of belonging as noted on Core and Pulse Surveys.

Progress Monitoring will include data from:

Referral rate, Suspension, Chronic Absenteeism, and Attendance rates for at-risk students and subgroups, i.e. AA, Homeless, Hispanic and low SES, which will be monitored throughout the year to achieve stated goals.

Core Survey and Pulse Surveys will serve as indicators for data around overall culture and climate.

Student surveys around instructional engagement will also serve as data for climate of support.

## 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) By June 2024, overall SBAC scores will increase by 5% in ELA, from 71% to 76%</p> <p>By June 2024, the achievement gap based on SBAC scores for Black/AA students will close by 50% in ELA from 31% to 57%, (an increase of +26%)</p> <p>By June 2024, the achievement gap based on SBAC scores for Hispanic students will close by 50% in ELA from 59% to 71% (an increase of +12%)</p> <p>2) By June 2024, overall SBAC scores will increase by 5% in ELA, from 71% to 76%</p> <p>By June 2024, the achievement gap based on SBAC scores for Black/AA students will close by 50% in ELA from 29% to 50%, (an increase of +21%)</p> <p>By June 2024, the achievement gap based on SBAC scores for Hispanic students will close by 50% in ELA from 58% to 65% (an increase of +7%)</p>	Goal Partially or Not Met	<p>In SBAC ELA:</p> <p>Overall declined 6% to 65%</p> <p>Black/AA increased 6% to 37%</p> <p>Hispanic decreased 7% to 52%</p>	Focus on increase 5% overall and 10% increase for our Black/AA and Hispanic subgroups. Collaboration with schoolwide literacy focus in ELA, History, and Science Departments-common writing prompts/strategies.

Math	<p>1) By June 2024, overall SBAC scores will increase by 5% in Math, from 53% to 59%. By June 2024, the achievement gap based on SBAC scores for Black/AA students will close by 50% in MATH from 22% to 38% (an increase of +16%) By June 2024, the achievement gap based on SBAC scores for Hispanic students will close by 50% in MATH from 35% to 44% (an increase of +9%). 2) By June 2024, overall SBAC scores will increase by 5% in Math, from 54% to 59%. By June 2024, the achievement gap based on SBAC scores for Black/AA students will close by 50% in MATH from 11% to 32% (an increase of +21%) By June 2024, the achievement gap based on SBAC scores for Hispanic students will close by 50% in MATH from 37% to 45% (an increase of +8%).</p>	Goal Partially or Not Met	<p>In SBAC Math: Overall declined 4% to 50% Black/AA increased 15% to 26% Hispanic decreased 3% to 34%</p>	<p>Focus on increase 5% overall and 10% increase for our Black/AA and Hispanic subgroups. Focus Tracking of students of need by all teachers Placing identified NEAR MET students in intervention class.</p>
English Learner	<p>1) By June 2024, ELLs will improve to 13% on SBAC ELA and Math, which is an increase of +5%.</p>	Goal Partially or Not Met	<p>SBAC ELA increased 1% to 9% SBAC Math decreased 2% to 6%</p>	<p>ELL support for students through CCR Elective class ELPAC preparation Address ELL students with IEPs.</p>

Culture/Climate	<p>1) By June 2024, our Spring CORE results will reflect the inclusion of at least 97% of our students, specifically our Black/African American students.</p> <p>By June 2024, our chronic absentee rate will decrease to less than 10%, with an attendance rate of 95%.</p> <p>By June 2024, our suspension rate will decrease to less 8% and our Black/African American subgroup will reflect a proportional rate to the school population.</p>	Goal Partially or Not Met	<p>CORE results showed that 59 AA students responded with a 79% favorable for Climate of Support. Goal MET.</p> <p>Chronic Absenteeism was still high at 15.4% and an Attendance rate of 94.3%. Goal NOT MET.</p> <p>Suspension rate decreased to 4.8% overall, AA rate decreased to 11.8%. Goal MET.</p>	Additional support to improve our overall attendance rate by holding SSTs, SART meetings, and SARB referrals. Create incentive program to promote, celebrate high attendance and improved attendance.
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## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Additional Recreational Aide hours to provide necessary supervision during the school day, passing periods, cafeteria supervision during lunch service, and locker room, and additional site support. Also, Rec Aides can provide additional student support to students cultivating a positive, safe school climate. (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Additional Hourly for Office Support: IOA/Banker; Rogers only has a 50% Banker; IOA or Office Supervisor absences do not allow for proper coverage with substitutes usually not available; Banker manages all school purchases, ASB and club fundraising efforts, PTA activities and purchases, and covers office absences. (IN 2)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact

Collaboration/PD Release Days: Teachers within each department and/or grade level will meet to create more coherent and uniform lessons that align with District curriculum guides. Teachers will co-plan and co-create meaningful lessons to increase student engagement in order to meet the needs of all our students while building towards equitable classrooms that are culturally-relevant and culturally-responsive. Teachers will calibrate rubrics, assessment tools, and analyze student work to guide their instructional plans. (PD 1)	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful	Strong Positive Impact
Provide Instructional materials and supplies to ensure student access to curriculum in multiple modalities and to meet the needs of students in all courses. (SM 1)	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful	Strong Positive Impact
Purchase student planners (SM 2)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact

## Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> <li>• Building disciplinary and conceptual knowledge through content rich nonfiction and informational text, explored through academic discourse.</li> <li>• Reading and writing analysis grounded in evidence from text.</li> <li>• Regular practice with reading and producing complex text and its academic vocabulary with intensity.</li> </ul> <p>All 6-8 Language Arts classrooms will use:</p> <ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction to ensure all students are engaged in standards-aligned classroom instruction processes.</li> <li>• Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.</li> </ul>	<p>Formative and Interim assessments within the grade level Unit in both Reading and Writing, including:</p> <p>A cold-read Unit assessment, which assesses whether students can read “new” text(s) and apply the same level of understanding and mastery of the CCSS.</p> <p>Daily, weekly on-going checks for understanding (e.g., exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks)</p> <p>Diagnostic reading growth assessments 3x a year (iReady)</p> <p>Smarter Balanced Assessment Consortium summative assessment (Grades 6-8)</p>	<p>myPerspectives and associated ancillary materials, Pearson</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level - NewsELA</p> <p>Thinking Maps</p> <p>ELLevation</p> <p>iReady</p>

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All 6-8 ELA classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> <li>• Arguments to support claims in an analysis of substantive topics/texts</li> <li>• Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately</li> <li>• Narratives to develop real or imagined experiences or events</li> </ul> <p>All 6-8 ELA classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> <li>• Reading to build knowledge for written pieces</li> <li>• Working through the writing process for all 3 text types including planning, revising, editing and publishing</li> <li>• Orally rehearsing using linguistic patterns</li> <li>• Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</li> <li>• Conferring with the teacher and other students</li> </ul>	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>At least 3 pieces of processed writing that include the three writing genres and may include research that will be analyzed using evidence. Students will craft written works that display logical integration and coherence, varying in length from answering brief questions to multi-paragraph responses.</p> <p>At least 3 pieces of “On Demand” Reading/Writing Culminating Writing Assessment that include the three writing genres. Students will craft written works that display logical integration and coherence, in a multi-paragraph response.</p> <p>Research Task &amp; Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>myPerspectives and associated ancillary materials, Pearson</p> <p>Write from the Beginning &amp; Beyond 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>Thinking Maps</p>



Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>Math (6-8) All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> <li>• Strategically focusing where the Standards focus</li> <li>• Coherence: think across grades and link to major topics within grades</li> <li>• Rigor: require conceptual understanding, procedural skill and fluency</li> </ul> <p>All 6-8 students will receive standards aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the Math Standards and the Standards for Mathematical Practice.</p> <p>As part of the 6-8 Units of Instruction, all 6-8 students will engage in:</p> <ul style="list-style-type: none"> <li>• Daily Math Routines</li> <li>• Math Tasks</li> <li>• Mathematical Discourse</li> </ul>	<p>Formative Assessment Lessons embedded into each Unit of Instruction</p> <p>End of Unit Assessment embedded into each Unit of Instruction</p> <p>SBAC Summative Assessment (Grade 6-8)</p>	<p>Content area textbooks and online resources from Big Ideas Mathematics</p> <p>LBUSD Supplemental Instructional Resources</p> <p>Khan Academy</p>

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
Instructional materials, supplies and equipment Core Curriculum 100	Provide Instructional materials and supplies to ensure student access to curriculum in multiple modalities and to meet the needs of students in all courses.	All Students, All Parents, Special Education	LCFF \$5,000 Materials - LCFF 100%	08/12/2024 - 06/13/2025 Monthly	Principal/Asst. Principal Office Supervisor Banker	Monthly in Department and Grade Level meetings. Communicated to the Administration. Core Curriculum 100
Sufficient student supervision throughout the day. Suspension/Expulsion Rate 50, Culture-Climate Survey (Parent) 50	Additional Recreational Aide hours to provide necessary supervision during the school day, passing periods, cafeteria supervision during lunch service, and locker room, and additional site support. Also, Rec Aides can provide additional student support to students cultivating a positive, safe school climate.	All Parents, All Staff, All Students	LCFF Rec \$38,521 LCFF \$13,535 Hourly - Recreation Aide ( 4 ) for 660 hours annually - LCFF 26%; LCFF Rec 74%	08/12/2024 - 06/13/2025 Daily	Principal, Secretary	Student incidents Daily operations/supervision support Suspension/Expulsion Rate 50, Culture-Climate Survey (Parent) 50

Lack of proper office coverage with absences Active PTA events, fundraising, ASB events, clubs, all require Banker involvement. Additional hours needed to support school needs and follow appropriate guidelines for purchases, transfers, etc. Basic Services 100	Additional Hourly for Office Support: IOA/Banker; Rogers only has a 50% Banker; IOA or Office Supervisor absences do not allow for proper coverage with substitutes usually not available; Banker manages all school purchases, ASB and club fundraising efforts, PTA activities and purchases, and covers office absences.	All Parents, All Students, Administration, All Staff	LCFF \$5,590 Hourly - Intermediate Office Assistant ( 1 ) for 150 hours annually - LCFF 100%	08/12/2024 - 06/13/2025 Monthly	Office Supervisor	Balanced accounting Income and Expense needs are met Basic Services 100
Students need planners to organize their schedules, class assignments, set goals and manage homework. School information and expectations are included in planners. Basic Services 100	Purchase student planners & school handbook	All Students, All Parents	LCFF \$1,500 Materials - LCFF 100%	08/12/2024 - 06/13/2025 Annually	Assistant Principal	Teachers will provide planners, instruction in use and monthly monitoring. Basic Services 100

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
	MS Choice Fair: Rogers participates in an annual district-wide opportunity for families to explore all MS options at a singular event. Staff, parents, and students	Counselor and IIC provide classroom presentations on the High School Choice Process. Students learn about the various pathway options and specific

	<p>provide information about Rogers, programs, electives, etc. All are invited to attend individual site night.</p> <p>Incoming 5th Family Information Night: Interested families attend annual event where parents to learn more about Rogers. Rogers students (WEB and ASB Leaders) provide tours. Various teachers will have rooms open to promote the different programs and for families/students to view a "real middle school classroom."</p> <p>Taking Care of Business (TCB) Days/Family Event: In partnership with PTA, Rogers Staff provide events for families and students to pick up their schedules, family/friends photo opportunities, pick up textbooks, purchase Spirit Wear &amp; PE clothes. 6th grade families are invited to a "Lunch on the Lawn" on their respective TCB Day, as an opportunity to connect with old and new families/friends.</p> <p>WEB Orientation: Where Everybody Belongs WEB Leaders, under the guidance of WEB Coordinators, are trained to engage with incoming 6th graders during annual Orientation. Within their assigned pods/groups, WEB Leaders help students get to know each other, engage in fun games, and receive a tour and help them find their classrooms.</p> <p>Rogers Round-Up: Final opportunity for families and students to come</p>	<p>criteria/requirements to qualify for some pathways.</p> <p>All families are invited to participate in district-wide High School Choice Fair and individual High School Site Nights to visit the campus and learn about their specific programs and pathways.</p> <p>Clear, consistent communication to all families and students during the application window with assistance for families to ensure access and clarity on choice selections.</p> <p>Once students are assigned their respective High School, counselors come to Rogers to provide preliminary programming and course selection.</p>
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walk the campus, follow their class schedule, and meet up with friends and families BEFORE the first day of school. Administrators on hand to answer any last-minute questions.
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## Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
CORE Student Survey Results showed a 53% favorable score, with a 4-point decrease from the previous year.	Recreational Aides provide the necessary additional support during passing periods, before school, after school, and lunch. They also provide additional support during PE in the locker rooms and on the blacktop. They support students with mediating conflicts.	LCFF: \$13,535 LCFF Rec: \$38,521 PTA/Gift: \$10,000	August 2024- June 2025	Recreation Aides	Referral/Discipline Data CORE Survey Results

## 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
Rogers Black/AA and Hispanic subgroups are significantly lower than the schoolwide data in both ELA and Math. Teachers need structured days/times to collaborate, analyze data, and plan for next steps as part of the Continuous Improvement Cycle. SBAC ELA 30, SBAC Math 30, D/F Rate 40	Collaboration/PD Release Days: Teachers within each department and/or grade level will meet to create more coherent and uniform lessons that align with District curriculum guides. Teachers will co-plan and co-create meaningful lessons to increase student engagement in order to meet the needs of all our students while building towards equitable classrooms that are culturally-relevant and culturally-responsive. Teachers will calibrate rubrics, assessment tools, and analyze student work to guide their instructional plans.	LCFF \$8,118 Substitute teacher full day ( 30 ) for 1 days - LCFF 100%	08/26/2024 - 06/13/2025 Semester	Principal, Dept. Heads	Release Day Agendas Focused subgroups data from: Edulastic Results i-Ready Results Student Grades

## Describe Teacher Involvement

### Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness

No supplemental budgeted items have been approved.

### 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.

<b>Federal Programs (to Consolidate)</b>	<b>Allocation</b>
Title I (3010)	0
Title I Parent and Family Involvement (3008)	0

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

<b>Share</b>	<b>Services</b>	<b>Amount</b>
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

<b>State Programs *</b>	<b>Allocation</b>
LCFF	34580

\* 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	Renny Chu	06-14-2025
Staff	Classroom Teacher	Sheina Vogt	06-14-2025
Staff	Classroom Teacher	Erin Vaughn	06-14-2025
Staff	Classroom Teacher	Darleen Perez	06-14-2025
Staff	Classroom Teacher	Ann Stakias	06-12-2026
Staff	Other School Personnel	Evelyn Peters	06-14-2025
Community	Parent/Community Member	██████ Tams	06-14-2025
Community	Parent/Community Member	██████ Uhlemkamp	06-14-2025
Community	Parent/Community Member	██████ Tierney	06-12-2026
Community	Student	J ████████	06-14-2025
Community	Student	A ████████	06-14-2025
Community	Student	M ██████████	06-14-2025

## 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)	██████████ Cornejo
DELAC Representative	Parent of EL Student (required)	██████ Contreras
Principal or Designee	Staff Member (required)	Rebecca Fast
Secretary	Parent of Non-EL Student (required)	██████ Peters

Name	Representing
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## ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/12/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Send home examples of questions that are found on the ELPAC test. Parents would like to know well in advance so they can help support and prepare their students. Send home all emails and notifications in English and Spanish. Make sure parents know when upcoming i-Ready, SBAC, and other assessments are happening, so they can encourage and support their students.
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students CELDT/ELPAC Results Other: iReady Data
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	12/04/2024
6. What was SSC's response to ELAC recommendations?	Encourage more participation of EL families in Rogers events and parent meetings and to allow for EL parents to encourage and prepare their students for upcoming tests.



## 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): 12/04/2024
2. The SSC approved the **Home-School Compact** on 09/30/2024
3. The SSC approved the **Parent Involvement Guidelines** on 09/30/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): ,
5. SSC Participated in the Annual Evaluation of SPSA:10/30/2024
6. The SPSA was approved at the following SSC Meeting: 12/04/2024

LBUSD Board of Education Approval Date:

### Signatures:

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

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

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

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

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

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



Chronic Absence by Attendance Bands  
School Data by Subgroup  
Rogers 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	Chonic + At-Risk Rate	MS Chronic Rate
All Students		805	805					4	11	12	18	54	15.4%	18.4%	27.8%	22.8%
Grade	Gr. 06		258					2	9	13	19	57	10.9%	13.6%	23.6%	20.9%
	Gr. 07		265					5	8	11	20	56	13.2%	19.9%	23.8%	23.3%
	Gr. 08		282					5	17	14	16	49	21.6%	21.5%	35.5%	24.2%
Ethnicity	African American		49					4	18	18	12	47	22.4%	34.0%	40.8%	32.3%
	American Indian		4					25		25		50	25.0%	0.0%	50.0%	28.6%
	Asian		40					5	10	10	10	65	15.0%	14.6%	25.0%	12.3%
	Cambodian		22					9	5	5	9	73	13.6%	13.6%	18.2%	13.0%
	Filipino		13								8	92	0.0%	9.1%	0.0%	4.5%
	Hispanic		277					7	17	14	17	45	23.8%	28.7%	37.9%	24.1%
	Pacific Islander		3									67	0.0%	0.0%	0.0%	36.9%
	White		328					3	7	12	23	55	10.1%	11.5%	22.3%	16.1%
	Other		91						8	8	14	70	7.7%	9.4%	15.4%	15.8%
Gender	Female		414					5	11	11	18	54	16.2%	20.8%	27.5%	22.9%
	Male		391					3	11	14	19	53	14.6%	15.8%	28.1%	22.7%

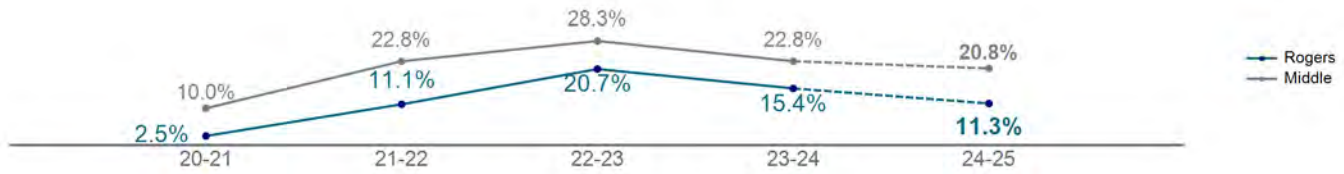
Chronic Absence by Attendance Bands  
School Data by Subgroup  
Rogers 2023-2024

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

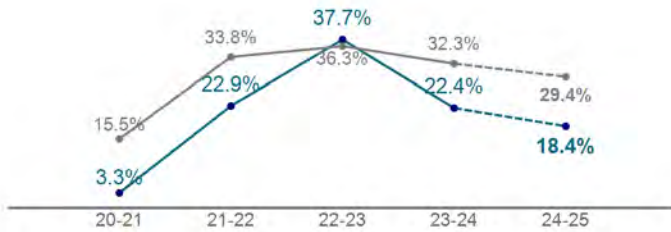
Special Populations	Low SES	258	<div><div>920161441</div></div>					29.1%	30.4%	44.6%	26.9%
	ELL	40	<div><div>1828101333</div></div>					45.0%	37.0%	55.0%	30.9%
	RFEP	57	<div><div>714121947</div></div>					21.1%	24.3%	33.3%	17.4%
	EL + RFEP	97	<div><div>1120111641</div></div>					30.9%	27.8%	42.3%	22.7%
	Special Ed.	115	<div><div>917191837</div></div>					25.2%	31.7%	44.3%	33.8%
	Spec Ed. Speech/RSP	65	<div><div>615232035</div></div>					21.5%	22.4%	44.6%	29.8%
	Homeless/Foster	35	<div><div>2017111140</div></div>					37.1%	44.7%	48.6%	37.7%
	Foster	7	<div><div>29291429</div></div>					28.6%	66.7%	57.1%	36.2%
	Homeless	28	<div><div>182171143</div></div>					39.3%	43.2%	46.4%	37.9%
	GATE/Excel	221	<div><div>16101865</div></div>					7.2%	9.1%	16.7%	10.3%

## Percent of Students in the Moderately or Severely Chronic Categories

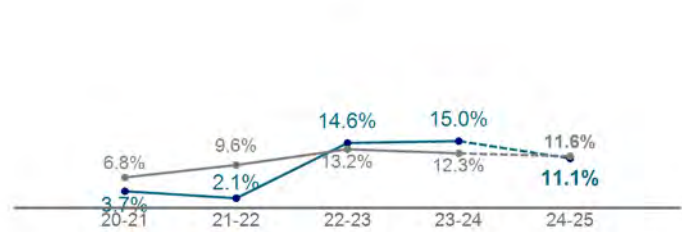
**Rogers  
All Students  
N = 778**



**African American  
N = 49**



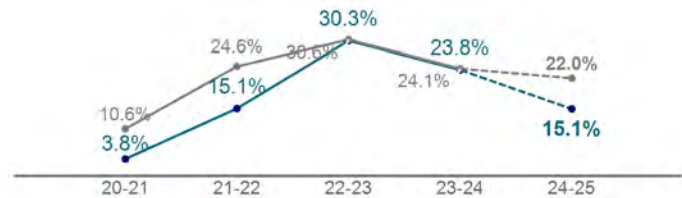
**Asian  
N = 36**



**Filipino**

Subgroup with fewer than 20 students.

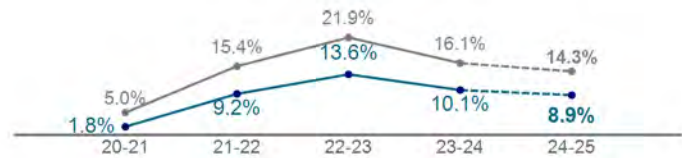
**Hispanic  
N = 279**



**Pacific Islander**

Subgroup with fewer than 20 students.

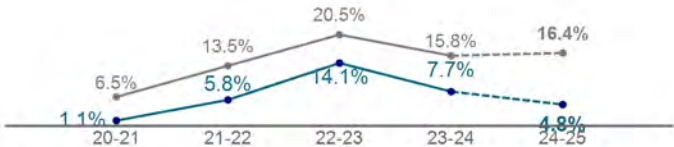
**White  
N = 314**



# Percent of Students in the Moderately or Severely Chronic Categories

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

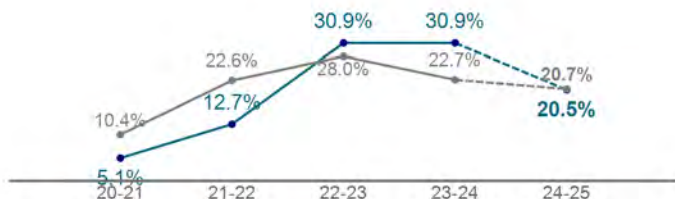
**Other**  
N = 84



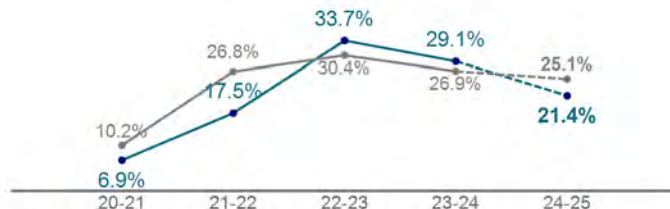
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.  
Dashed line represents data for current year still in progress.  
Subaroups under 20 students are not included.

# Percent of Students in the Moderately or Severely Chronic Categories

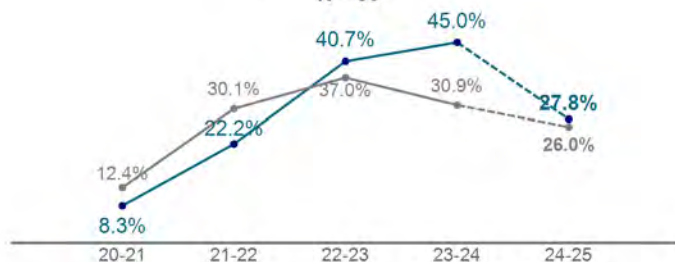
**EL + RFEP**  
N = 83



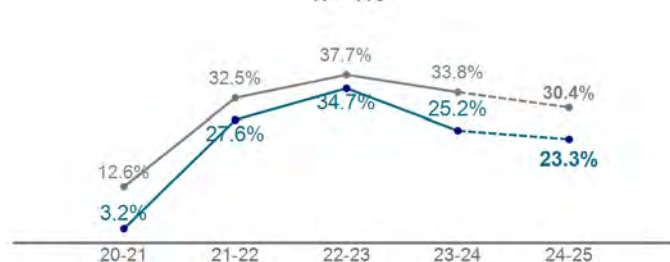
**Low SES**  
N = 257



**English Learner**  
N = 36



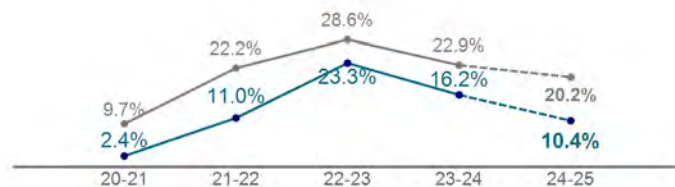
**Special Education**  
N = 116



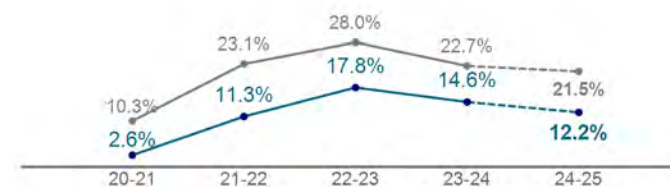
**Homeless or Foster Youth**  
Subgroup with fewer than 20 students.

**Homeless or Foster Youth**  
Subgroup with fewer than 20 students.

**Female**  
N = 386



**Male**  
N = 392



SBAC ELA 2024 :: School Data by Subgroup

Rogers

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	763	763	35%	17	18	31	34	65%	↓6	<div><div></div><div></div><div></div></div>	↓7
		All Middle	52%	27	24	31	17	48%	↑3	<div><div></div><div></div><div></div></div>	↑1
		District	51%	29	22	27	23	49%	↑1	<div><div></div><div></div><div></div></div>	↑2
Grade	Gr. 06	250	40%	18	21	30	30	60%	↓7	<div><div></div><div></div><div></div></div>	↓13
		All Middle	56%	29	27	28	16	44%	↑1	<div><div></div><div></div><div></div></div>	↓7
		District	55%	29	26	28	17	45%	↑1	<div><div></div><div></div><div></div></div>	↓6
	Gr. 07	246	34%	15	19	31	35	66%	↓7	<div><div></div><div></div><div></div></div>	↓1
		All Middle	49%	27	22	32	19	51%	↑2	<div><div></div><div></div><div></div></div>	↑8
		District	48%	27	21	32	20	52%	↑2	<div><div></div><div></div><div></div></div>	↑8
	Gr. 08	267	31%	18	13	33	36	69%	↓4	<div><div></div><div></div><div></div></div>	↓6
		All Middle	50%	25	25	33	17	50%	↑5	<div><div></div><div></div><div></div></div>	↑1
		District	50%	25	24	32	18	50%	↑3	<div><div></div><div></div><div></div></div>	↑1
Ethnicity	White	319	23%	9	14	33	45	77%	↓6	<div><div></div><div></div><div></div></div>	↓8
		All Middle	27%	13	15	36	37	73%	↓-	<div><div></div><div></div><div></div></div>	↓2
		District	26%	12	14	30	44	74%	↑-	<div><div></div><div></div><div></div></div>	↓-
	Hispanic	255	48%	27	21	30	22	52%	↓7	<div><div></div><div></div><div></div></div>	↓6
		All Middle	58%	30	28	30	12	42%	↑3	<div><div></div><div></div><div></div></div>	↑-
		District	57%	33	25	27	16	43%	↑1	<div><div></div><div></div><div></div></div>	↑2
	Other	86	27%	12	15	34	40	73%	↓3	<div><div></div><div></div><div></div></div>	↓7
		All Middle	33%	15	17	34	33	67%	↑3	<div><div></div><div></div><div></div></div>	↓-
		District	32%	16	15	28	41	68%	↑1	<div><div></div><div></div><div></div></div>	↑-
	African American	46	63%	30	33	24	13	37%	↑6	<div><div></div><div></div><div></div></div>	↓8
		All Middle	65%	39	26	26	9	35%	↑5	<div><div></div><div></div><div></div></div>	↑3
		District	66%	42	24	22	12	34%	↑2	<div><div></div><div></div><div></div></div>	↑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

Rogers

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	Asian	37	32%	14	19	30	38	68%	↓16		↓8
		All Middle	34%	15	19	36	30	66%	↑1		↑1
		District	32%	15	18	29	38	68%	↑2		↑4
	Cambodian	21	43%	24	19	19	38	57%	↓16		-
		All Middle	37%	16	21	35	28	63%	↑2		↑-
		District	37%	18	20	30	33	63%	↑2		↑3
	Filipino	13*	15%		15	38	46	85%	↑21		-
		All Middle	23%	10	13	38	39	77%	↑8		↑6
		District	27%	13	14	32	42	73%	↑1		↑4
	American Indian	4*	50%	50		25	25	50%	-		-
		All Middle	40%	25	15	50	10	60%	↑7		↓6
		District	46%	31	15	44	10	54%	↓5		↓5
	Pacific Islander	3*	33%	33		67		67%	↓33		-
		All Middle	54%	24	30	35	11	46%	↑6		↑8
		District	57%	28	29	31	11	43%	↑5		↑2
Gender	Female	394	33%	13	20	28	39	67%	↓7		↓8
		All Middle	46%	22	24	34	20	54%	↑3		↑2
		District	46%	24	22	29	25	54%	↑2		↑3
	Male	369	36%	21	15	36	28	64%	↓5		↓5
		All Middle	57%	32	25	28	15	43%	↑2		↓1
		District	55%	33	22	25	20	45%	↑1		↑1
	Nonbinary	All Middle	42%	17	25	42	17	58%	↑2		↑12
		District	46%	24	22	34	20	54%	↓6		↑3
Special Populations	EL + RFEP	86	59%	40	20	24	16	41%	↓8		↓6

The percentages in each Claim may not equal 100% due to rounding.

Students without scores are not included in the graphical comparison of these results.

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

SBAC ELA 2024 :: School Data by Subgroup

Rogers

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	EL + RFEP	All Middle	62%	34	28	28	10	38%	↑2		↑1
		District	63%	38	25	25	12	37%	↑1		↑3
	ELL	35	91%	77	14	9		9%	↑1		↓4
		All Middle	93%	65	27	7		7%	↓1		-
		District	86%	61	25	11	3	14%	↓1		↑3
	RFEP	51	37%	14	24	35	27	63%	↓2		↓8
		All Middle	44%	16	28	40	15	56%	↑4		↑2
		District	41%	16	25	38	21	59%	↑3		↑3
	Foster	4*	75%	25	50	25		25%	↓25		-
		All Middle	78%	48	29	18	4	22%	↓2		↓6
		District	77%	55	22	17	6	23%	↓2		↓3
	GATE/Excel	220	5%		4	28	67	95%	↓1		↓3
		All Middle	13%		2	11	39	48	87%	↑3	↑-
		District	12%		3	9	30	58	88%	↑2	↓1
	Homeless	26	65%	46	19	27	8	35%	↓3		↓15
		All Middle	69%	43	26	25	6	31%	↓1		↑1
		District	69%	45	24	22	9	31%	↓5		↑2
	Homeless/Foster	30	67%	43	23	23	10	33%	↓5		↓17
		All Middle	70%	44	26	24	6	30%	↓1		-
		District	70%	46	24	21	9	30%	↓5		↑1
	Low SES	230	55%	33	23	27	18	45%	↓8		↓11
		All Middle	59%	32	27	29	11	41%	↓-		↑1
		District	60%	35	25	25	15	40%	↓1		↑2
	Special Ed.	101	78%	50	29	16	6	22%	↑-		↑1

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



SBAC ELA 2024 :: School Data by Subgroup

Rogers

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	Special Ed.	All Middle	85%	65	20	12	3	15%	↑2			↑1
		District	83%	64	19	11	6	17%	↑-			↑2
	Spec Ed. Speech/RSP	71	69%	31	38	23	8	31%	↓1			↑2
		All Middle	80%	57	24	15	4	20%	↑2			↑1
		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

Rogers

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	765	765	50%	24	26	22	27	50%	↓4		↓3
		All Middle	68%	42	26	17	15	32%	↑2		↓-
		District	64%	38	25	19	17	36%	↑2		↓2
Grade	Gr. 06	251	50%	22	28	23	27	50%	↓6		↓3
		All Middle	68%	39	29	17	16	32%	↑-		↓2
		District	67%	39	29	17	16	33%	↓1		↓2
	Gr. 07	246	49%	22	28	26	25	51%	↓2		↓3
		All Middle	66%	41	25	19	15	34%	↑2		↑2
		District	65%	40	25	19	16	35%	↑2		↑1
	Gr. 08	268	51%	29	22	19	30	49%	↓5		↓2
		All Middle	69%	46	23	15	16	31%	↑4		↓1
		District	68%	45	23	15	16	32%	↑4		↓1
Ethnicity	White	319	37%	11	26	23	40	63%	↓6		↓3
		All Middle	41%	18	23	23	36	59%	↓2		↓2
		District	38%	17	21	25	37	62%	↓-		↓4
	Hispanic	257	66%	38	28	21	13	34%	↓3		↓1
		All Middle	74%	47	27	15	10	26%	↑2		↓-
		District	71%	43	27	18	12	29%	↑2		↓2
	Other	86	43%	17	26	24	33	57%	↓4		↓11
		All Middle	48%	24	24	22	30	52%	↑2		↓1
		District	43%	22	21	23	34	57%	↑2		↓2
	African American	46	74%	54	20	17	9	26%	↑15		↑5
		All Middle	83%	59	24	11	6	17%	↑1		↓1
		District	80%	55	25	13	7	20%	↑2		↓2

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SBAC Math 2024 :: School Data by Subgroup

Rogers

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	Asian	37	49%	27	22	24	27	51%	↓13	<div><div></div></div>	↓6
		All Middle	50%	28	22	22	28	50%	↑2	<div><div></div></div>	↓1
		District	45%	24	22	21	33	55%	↑3	<div><div></div></div>	↓2
	Cambodian	21	52%	38	14	19	29	48%	↓2	<div><div></div></div>	-
		All Middle	53%	30	24	21	25	47%	↑3	<div><div></div></div>	↓1
		District	50%	26	24	23	28	50%	↑5	<div><div></div></div>	↓2
	Filipino	13*	23%	8	15	38	38	77%	↑22	<div><div></div></div>	-
		All Middle	38%	17	21	26	36	62%	↑13	<div><div></div></div>	↑9
		District	38%	18	20	27	35	62%	↑6	<div><div></div></div>	↑4
	American Indian	4*	50%	50		25	25	50%	-	<div><div></div></div>	-
		All Middle	75%	45	30	10	15	25%	↑9	<div><div></div></div>	-
		District	69%	41	29	20	10	31%	↑3	<div><div></div></div>	↓3
Gender	Pacific Islander	3*	33%	33		67		67%	-	<div><div></div></div>	-
		All Middle	75%	45	30	16	9	25%	↑4	<div><div></div></div>	-
		District	70%	43	28	21	9	30%	↑5	<div><div></div></div>	↓2
	Female	396	54%	25	29	21	24	46%	↓8	<div><div></div></div>	↓5
		All Middle	69%	42	27	17	14	31%	↑2	<div><div></div></div>	↑-
		District	66%	39	27	19	16	34%	↑1	<div><div></div></div>	↓3
	Male	369	46%	24	22	24	31	54%	↓-	<div><div></div></div>	↓1
		All Middle	67%	42	25	17	17	33%	↑2	<div><div></div></div>	↓1
		District	62%	38	24	19	19	38%	↑2	<div><div></div></div>	↓2
	Nonbinary	All Middle	75%	38	38	17	8	25%	↓14	<div><div></div></div>	↑5
		District	76%	40	36	14	10	24%	↓14	<div><div></div></div>	↑3
Special Populations	EL + RFEP	88	70%	47	24	15	15	30%	↓4	<div><div></div></div>	↓4

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SBAC Math 2024 :: School Data by Subgroup  
Rogers

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	EL + RFEP	All Middle	77%	51	26	14	9	23%	↑2		↓-
		District	76%	50	26	15	9	24%	↑1		↓2
	ELL	35	94%	71	23	3	3	6%	↓2		↓3
		All Middle	96%	79	17	3		4%	↑-		↓-
		District	89%	65	23	9	3	11%	↑1		↑1
	RFEP	53	55%	30	25	23	23	45%	↑2		↓4
		All Middle	66%	34	32	21	14	34%	↑3		↓-
		District	64%	35	29	21	15	36%	↑2		↓4
	Foster	4*	75%	50	25	25		25%	↑25		-
		All Middle	87%	70	17	11	2	13%	↑1		↓1
		District	84%	62	23	12	4	16%	↑-		↓3
	GATE/Excel	220	10%		2	8	24	66	90%	↓1	
		All Middle	26%	7	19	27	47	74%	↑4		↓1
		District	21%	6	16	28	51	79%	↑5		↓4
	Homeless	26	77%	50	27	15	8	23%	↓8		↓14
		All Middle	84%	61	23	10	6	16%	↓1		↓1
		District	82%	56	25	11	7	18%	↓4		↓1
	Homeless/Foster	30	77%	50	27	17	7	23%	↓6		↓15
		All Middle	84%	62	22	10	6	16%	↓-		↓1
		District	82%	57	25	11	7	18%	↓4		↓2
	Low SES	232	70%	42	28	17	13	30%	↓3		↓3
		All Middle	76%	49	27	14	10	24%	↓1		↓1
		District	72%	45	27	17	11	28%	↑-		↓2
	Special Ed.	101	86%	69	17	8	6	14%	↓1		↑3

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# SBAC Math 2024 :: School Data by Subgroup

## Rogers

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	Special Ed.	All Middle	92%	78	14	5	3	8%	↑1		↓-
		District	86%	70	17	8	6	14%	↑1		↓-
	Spec Ed. Speech/RSP	71	80%	61	20	11	8	20%	↓3		↑5
		All Middle	89%	72	17	6	5	11%	↑-		↓-
		District	83%	63	20	10	7	17%	↑1		↓-

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SBAC Science 2024 :: School Data by Subgroup

Rogers

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	269	269	43%	8	35	38	19	57%	↑3		-
		All Middle	75%	18	57	19	6	25%	↑3		-
		District	73%	17	57	19	7	27%	↑1		-
Grade	Gr. 08	269	43%	8	35	38	19	57%	↑3		-
		All Middle	75%	18	57	19	6	25%	↑3		-
		District	75%	18	56	19	7	25%	↑2		-
	Gr. 07	All Middle*	100%	100				0%	-		-
Ethnicity	White	109	29%	3	27	44	27	71%	↑8		-
		All Middle	51%	9	42	30	19	49%	↑1		-
		District	50%	6	44	30	19	50%	↑1		-
	Hispanic	89	61%	16	45	27	12	39%	↑2		-
		All Middle	82%	22	60	15	3	18%	↑2		-
		District	80%	20	60	16	4	20%	↑1		-
	Other	30	17%	3	13	60	23	83%	↑18		-
		All Middle	55%	9	46	31	14	45%	↑7		-
		District	56%	10	46	28	16	44%	↑1		-
	African American	18*	72%	17	56	28		28%	↑20		-
		All Middle	86%	22	64	12	2	14%	↑2		-
		District	86%	24	62	12	2	14%	↑1		-
	Asian	15*	60%		60	27	13	40%	↓44		-
		All Middle	56%	6	50	33	11	44%	↑5		-
		District	55%	7	48	30	15	45%	↑2		-
	Cambodian	8*	38%	13	25	25	38	63%	↓15		-
		All Middle	58%	6	52	29	13	42%	↑13		-

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SBAC Science 2024 :: School Data by Subgroup

Rogers

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	Cambodian	District	63%	8	55	26	11	37%	↑3		-
	Filipino	5*	40%	40		60		60%	↓7		-
		All Middle	55%	6	49	33	12	45%	↑9		-
		District	55%	6	49	32	13	45%	↓1		-
	American Indian	2*	50%	50		50		50%	-		-
		All Middle*	89%	22	67	11		11%	↑11		-
		District	81%	23	58	15	4	19%	↓8		-
	Pacific Islander	1*	0%			100		100%	↑100		-
		All Middle	90%	20	70	7	3	10%	↑1		-
		District	91%	14	76	6	4	9%	↓2		-
Gender	Female	138	46%	7	38	40	14	54%	↓1		-
		All Middle	76%	16	60	19	5	24%	↑1		-
		District	73%	15	58	20	7	27%	↑1		-
	Male	131	40%	8	32	37	23	60%	↑8		-
		All Middle	75%	21	54	18	7	25%	↑4		-
		District	73%	18	55	19	8	27%	↑-		-
	Nonbinary	All Middle*	75%	75		25		25%	↑7		-
		District	61%	9	52	26	13	39%	↑7		-
Special Populations	EL + RFEP	38	63%	21	42	29	8	37%	↓1		-
		All Middle	84%	24	59	13	3	16%	↑3		-
		District	84%	22	62	13	3	16%	↓-		-
	ELL	11*	100%	64	36			0%	-		-
		All Middle	99%	48	51	1		1%	↑1		-
		District	98%	40	58	2		2%	↑-		-

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SBAC Science 2024 :: School Data by Subgroup

Rogers

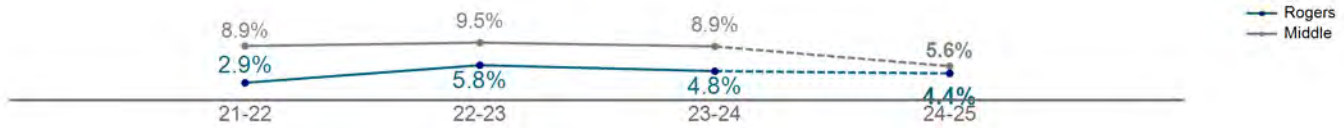
Category		Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Special Populations	RFEP	27	48%	4	44	41	11	52%	↑8	<div></div>	-
		All Middle	78%	15	63	18	5	22%	↑2	<div></div>	-
		District	76%	12	64	20	5	24%	↓-	<div></div>	-
	Foster	All Middle	97%	37	60	3		3%	↓-	<div></div>	-
		District	89%	32	57	8	2	11%	↓1	<div></div>	-
	GATE/Excel	74	12%		12	41	47	88%	↑2	<div></div>	-
		All Middle	34%	2	32	43	24	66%	↑14	<div></div>	-
		District	35%	3	33	39	25	65%	↑8	<div></div>	-
	Homeless	6*	83%	17	67	17		17%	↓2	<div></div>	-
		All Middle	88%	28	60	11	1	12%	↑3	<div></div>	-
		District	86%	28	59	12	1	14%	↑-	<div></div>	-
	Homeless/Foster	6*	83%	17	67	17		17%	↓2	<div></div>	-
		All Middle	89%	29	60	10		11%	↑3	<div></div>	-
		District	87%	28	59	12	1	13%	↓-	<div></div>	-
	Low SES	80	66%	16	50	25	9	34%	↓-	<div></div>	-
		All Middle	83%	22	61	14	3	17%	↓-	<div></div>	-
		District	82%	20	61	15	4	18%	↓1	<div></div>	-
	Special Ed.	35	86%	31	54	14		14%	↓5	<div></div>	-
		All Middle	94%	43	51	5		6%	↑2	<div></div>	-
		District	92%	41	51	6	2	8%	↑1	<div></div>	-
	Spec Ed. Speech/RSP	23	78%	13	65	22		22%	↓14	<div></div>	-
		All Middle	92%	36	56	7	2	8%	↑3	<div></div>	-
		District	89%	34	55	8	3	11%	↑1	<div></div>	-

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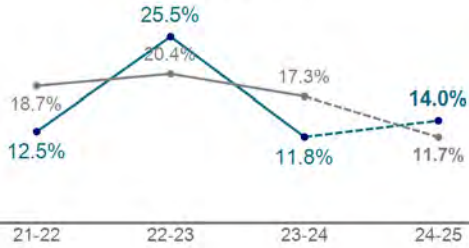


# Suspension Rate

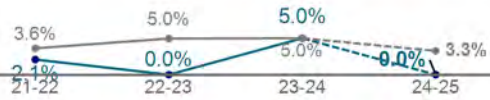
**Rogers**  
All Students  
N = 791



**African American**  
N = 50



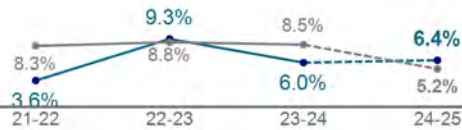
**Asian**  
N = 37



**Filipino**

Subgroup with fewer than 20 students.

**Hispanic**  
N = 282



**Pacific Islander**

Subgroup with fewer than 20 students.

**White**  
N = 320



**Native American**

Subgroup with fewer than 20 students.

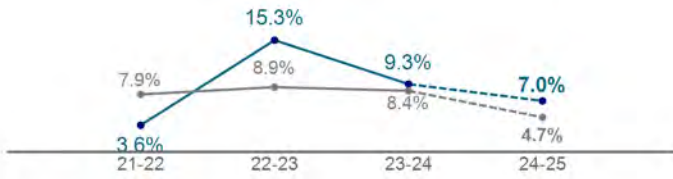
**Other**  
N = 86



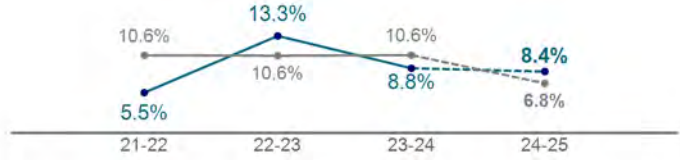
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.  
Only suspensions given by the selected school are counted in the displayed data.  
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# Suspension Rate

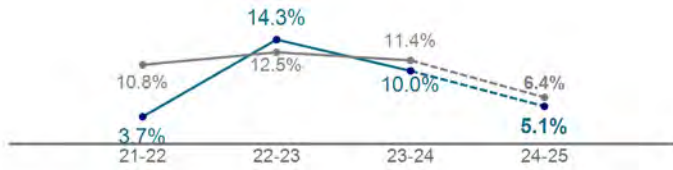
**EL + RFEP**  
N = 86



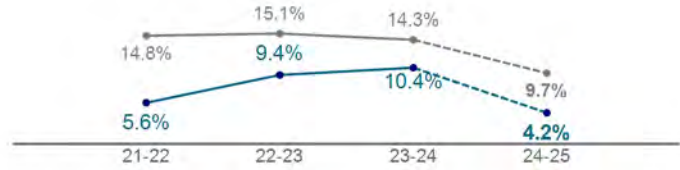
**Low SES**  
N = 262



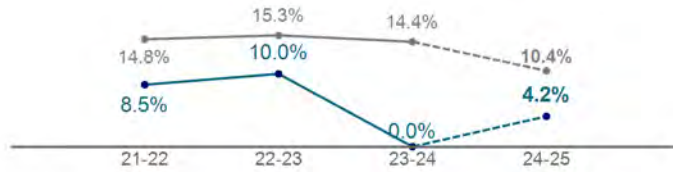
**English Learner**  
N = 39



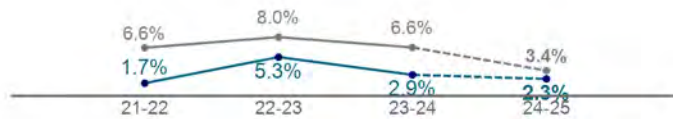
**Special Education**  
N = 118



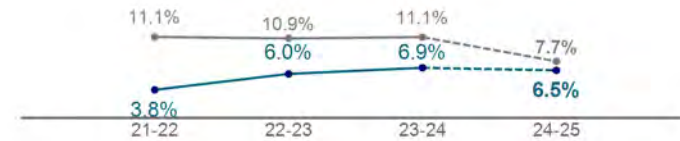
**Homeless or Foster Youth**  
N = 24



**Female**  
N = 391



**Male**  
N = 400



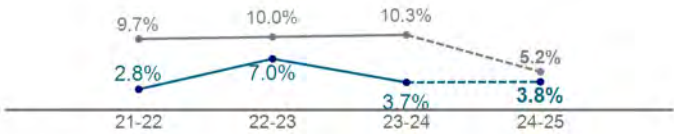
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.  
Only suspensions given by the selected school are counted in the displayed data.  
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# Suspension Rate

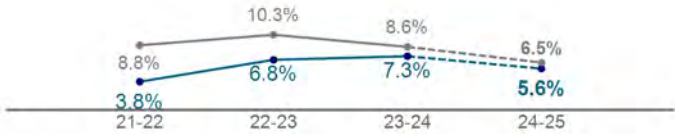
Gr. 06  
N = 264



Gr. 07  
N = 261



Gr. 08  
N = 266



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



# ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: Rogers

## Site Level Overall Performance Level Summary

**26%**Beginning  
Stage**40%**Somewhat  
Developed**23%**Moderately  
Developed**11%**Well  
Developed

## Site Level Domain Performance Level Summary

### Listening

**24%**  
Beg.**68%**  
Some/Mod.**9%**  
Well Dev.

### Speaking

**9%**  
Beg.**35%**  
Some/Mod.**56%**  
Well Dev.

### Reading

**63%**  
Beg.**29%**  
Some/Mod.**9%**  
Well Dev.

### Writing

**32%**  
Beg.**50%**  
Some/Mod.**18%**  
Well Dev.

## 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
<b>06</b>	8%	23%	46%	15%	15%	54%	15%	8%	0%	77%	23%	62%	8%	15%	31%	38%
<b>07</b>	38%	46%	8%	8%	23%	69%	8%	15%	46%	38%	92%	0%	8%	38%	62%	0%
<b>08</b>	30%	50%	10%	10%	30%	70%	0%	0%	60%	40%	70%	20%	10%	40%	50%	10%



**365 Monrovia Avenue  
Long Beach, CA, 90803  
(562) 434-7411  
rogers.lbschools.net**

The staff and parents/guardians at Rogers Middle School have high expectations of the students at the school and of themselves. In an effort to provide the highest quality instructional program to students, the staff and parents/guardians of Rogers Middle School agree to implement the following activities:

#### **THE SCHOOL**

- School will provide a rigorous and challenging instructional program based upon the California State Standards for each grade level.
- School staff will be positive role models for students.
- School will provide after school tutoring when resources are available.
- School will involve parents/guardians in the governance of the school.
- School will keep parents informed of their child's progress.

#### **THE HOME**

- Parents/Guardians will send their children to school well-rested, having an opportunity to have breakfast or having had breakfast and on time every day.
- Parents/Guardians will provide a quiet place for their children to study and check his/her work.
- Parents/Guardians will talk, read or write to/with their children at least 20 minutes each night.
- Parents/Guardians will attend all teacher-requested conferences to discuss the academic progress of their children.

#### **THE STUDENT**

- Students will come to school prepared to learn by being on time and coming well-rested.
- Students will be responsible learners by paying attention in class, reading every day, and doing their best in school.
- Students will strive to believe in their abilities, hold a positive attitude, and be a cooperative and engaged learner.
- Students will interact with teachers and peers in a positive manner.



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El personal y los padres de familia/tutores en la Escuela Rogers tienen altas expectativas para los estudiantes en la escuela y para ellos mismos. En un esfuerzo por brindar el programa educativo de la más alta calidad para los estudiantes, el personal y los padres de familia/tutores en la Escuela Rogers están de acuerdo en implementar las siguientes actividades:

#### **LA ESCUELA**

- La escuela proporcionará un programa de instrucción riguroso y desafiante basado en los Estándares Estatales de California para cada nivel de grado.
- El personal escolar será un modelo positivo a seguir para los estudiantes.
- La escuela proporcionará ayuda académica después del horario escolar cuando haya recursos disponibles.
- La escuela tendrá en cuenta a los padres/tutores en la gobernación de la escuela.
- La escuela mantendrá a los padres de familia informados sobre el progreso de sus niños.

#### **EL HOGAR**

- Los padres de familia/tutores enviarán a sus niños a la escuela bien descansados, teniendo la oportunidad de desayunar o haber desayunado y de llegar tiempo todos los días.
- Los padres de familia/tutores ofrecerán un lugar tranquilo para que sus niños estudien y revisen su trabajo.
- Los padres de familia/tutores pasarán por lo menos veinte minutos cada noche hablando, leyendo o escribiendo con sus niños.
- Los padres de familia/tutores asistirán a todas las conferencias solicitadas por los maestros para hablar acerca del progreso académico de sus niños.

#### **EL ESTUDIANTE**

- Los estudiantes vendrán a la escuela preparados para aprender al llegar a tiempo y estar bien descansados.
- Los estudiantes serán aprendices responsables al prestar atención en la clase, leer todos los días y dar su mayor esfuerzo en la escuela.
- Los estudiantes se esforzarán por creer en sus habilidades, mantener una actitud positiva y ser un aprendiz cooperativo y comprometido.
- Los estudiantes convivirán con maestros y compañeros de una manera positiva.



STATE & FEDERAL  
PROGRAMS  
Long Beach Unified School District



365 Monrovia Avenue  
Long Beach, CA, 90803  
(562) 434-7411  
rogers.lbschools.net

## **Rogers Middle School Family Involvement Guidelines For Non-Title I Schools**

Rogers recognizes that families are their children's first and most influential teachers and that continued family involvement in the education of children contributes greatly to student achievement and a positive school environment. In order to engage families positively in their children's education, Rogers will:

1. Help families develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society.
2. Communicate with families about how they can directly affect the success of their children's learning and provide them with techniques and strategies that they may use to improve their children's academic success and help their children in learning at home.
3. Initiate consistent and effective two-way communication between the home and school so that families may know when and how to help their children in support of classroom learning activities.
4. Provide training for staff that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speaking families and how to give families opportunities to assist in the instructional process both at school and at home.
5. Encourage families to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.
6. Include families of English Language Learners in the development, implementation, and evaluation of core and categorical programs for English learners. Inform families about how they can be involved in the education of their children and be active participants in assisting their children to achieve English proficiency, achieve at high levels in core academic subjects and meet challenging state academic standards expected of all students.

Applicable **if**  $\geq 15$  percent of the student population speaks a single primary language other than English,


7. Ensure that all notices, reports, statements or records sent to the family will be translated in the appropriate language. In addition, oral translations of materials will be provided upon the request of the family, if necessary.

School plans shall delineate specific measures that shall be taken to increase family involvement with their children's education, including measures designed to involve families with cultural, language or other barriers which may inhibit such participation.

\* \* \* \* \*

## ADOPTION

Rogers' Family Involvement Guidelines have been developed jointly with, and agreed upon by, families at the school. The Guidelines were adopted by the site's School Site Council members on 9/30/24 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 10/4/24. Rogers, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

  
Signature of Principal

09-30-2024  
Date

## LEGAL REFERENCES

### EDUCATION CODE

11500-11506 Programs to encourage parental involvement

### LABOR CODE

230.8 Time off to visit child's school

Adopted: January 28, 1991

Revised: March 1, 1994

February 6, 2001

March 7, 2007

LONG BEACH UNIFIED SCHOOL DISTRICT

*For Elementary, K-8, and Middle Schools, revised 7/2017*





## **La Escuela Secundaria Rogers**

### **Guía de Participación Escolar para las Familias**

### **Para Escuelas Que No Reciben Fondos de Título I**

La Escuela Secundaria Rogers reconoce que las familias son los primeros maestros y los maestros más influyentes de sus hijos, y la participación continua de los padres en la educación de sus hijos contribuye enormemente al rendimiento estudiantil y a tener un ambiente positivo en la escuela. Para que las familias puedan participar de manera positiva en la educación de sus hijos, la Escuela Secundaria Rogers:

1. Ayudará a las familias a desarrollar sus habilidades como padres y a brindar un ambiente en casa que apoye los esfuerzos académicos de sus hijos y su desarrollo como miembros responsables de la sociedad.
2. Informará a las familias que ellos pueden directamente afectar el éxito del aprendizaje de sus hijos, y les brindará las técnicas y estrategias que pueden usar para mejorar el éxito académico de sus hijos y ayudarlos con el aprendizaje en casa.
3. Iniciará con consistencia y eficacia la comunicación bilateral entre el hogar y la escuela para que las familias puedan saber cuándo y cómo ayudar a sus hijos a apoyar las actividades de aprendizaje en el salón de clase.
4. Recibirá capacitación para que el personal fomente la comunicación eficaz y culturalmente sensible con el hogar, incluyendo la preparación de cómo comunicarse con las familias que no hablan inglés y cómo darles a las familias oportunidades para ayudar en el proceso instructivo tanto en la escuela como en la casa.
5. Alentará a las familias a servir como voluntarios en las escuelas, a asistir a las presentaciones estudiantiles y reuniones escolares, y a participar en los concilios del plantel escolar, concilios asesores, y a otras actividades en las cuales pueden comprometerse a asumir funciones relacionadas a la administración, asesoramiento, y abogar por servicios para estudiantes.
6. Incluirá a las familias del Estudiantado que Está Aprendiendo Inglés en el desarrollo, implementación y evaluación de los programas principales y categóricos para el Estudiantado que Está Aprendiendo Inglés. La Escuela informará a las familias acerca de cómo pueden participar en la educación de sus hijos y ser participantes activos para ayudar a sus hijos a lograr el dominio del idioma inglés, a lograr altos niveles de rendimiento en las materias académicas centrales y a cumplir con las expectativas desafiantes de los estándares académicos estatales para todos los estudiantes.

**Aplica si su escuela cuenta con 15 por ciento o más de la población que habla un solo idioma principal que no sea el inglés,**

7. Garantizará que todos los anuncios, reportes, declaraciones o archivos enviados a las familias sean traducidos en el idioma apropiado. Además, la traducción oral de los materiales se proporcionará cuando las familias las soliciten, de ser necesario.

Los planes escolares estarán delineados a las medidas específicas que se considerarán para incrementar la participación de las familias en la educación de sus hijos, incluyendo las medidas designadas a incluir a las familias con las barreras culturales, del idioma u otras barreras que puedan impedir dicha participación.

\* \* \* \* \*

## ADOPCIÓN

La Guía de Participación Escolar para las Familias Escolares se ha desarrollado junto con, y de acuerdo por, las familias en la La Escuela Secundaria Rogers. La Guía fue adoptada por los miembros del Concilio del Plantel Escolar de la Escuela el **09/19/2023** y estarán vigentes por un periodo de un ciclo escolar. La Escuela distribuirá la Guía a las familias el **09/29/2023** o antes. La **Escuela**, cuando sea factible, proporcionará una copia de esta Guía a las familias en el idioma que puedan entender los mismos.



Firma del Director(a)

09/19/2023  
Fecha

## REFERENCIAS LEGALES

### CÓDIGO DE EDUCACIÓN

11500-11506 Programas para alentar la participación de padres

### CÓDIGO DE LABOR

230.8 Tiempo libre para visitar la escuela de su hijo(a)

Adoptado: 28 de enero, 1991

Revisado: 1º de marzo, 1994

6 de febrero, 2001

7 de marzo, 2007

DISTRITO ESCOLAR UNIFICADO DE LONG BEACH

*Para Escuelas Primarias, K-8 y Escuelas Intermedias, revisado 7/2017*