



Rogers Middle School

School Plan for Student Achievement
2025-2026

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

Needs Assessment-

- School Demographics
- English Language Arts (ELA)
- Mathematics
- English Learners (EL)
- 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
- School Site Council (SSC) Membership
- English Learner Advisory Committee (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 Strategic Plan and the Local Control Accountability Plan (LCAP) of the Long Beach Unified School District (LBUSD) into the SPSA. The LCAP Goals are presented at: <https://www.lbschools.net/lcap>. The LCAP Federal Addendum is presented at: <https://www.lbschools.net/departments/chief-academic-office/state-and-federal-programs/state-and-federal-required-plans>

California Education Code § 52062(a)(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 <https://www.lbschools.net/departments/vision-2035/strategic-plan>, 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 (Smarter Balanced Assessment System) 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):

Past DCAC Recommendations:

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

Past DELAC Recommendations:

Provide parent workshops to build capacity on specific topics such as the Local Control Funding Formula (LCFF), LCAP and SSC to better understand how each functions; ways to support English Learners in order to reclassify sooner; tips on effectively communicating and partnering with school staff.

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 United States Code (U.S.C.) § 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.
California Education Code § 11503; 20 U.S.C. § 6318

When the district's Title I, Part A allocation exceeds the amount specified in 20 U.S.C. § 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 U.S.C. § 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 U.S.C § 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

ELA SBAC: Our 2024-25 results reflected a 6% gain in our schoolwide ELA SBAC from 65% to 71%. The department focused priority standards and engaged the students in collaborative structures to provide student with opportunities to hold greater discussions with each other prior to writing. Varying text and novel selections provided students with a more expansive selection of culturally-relevant literature. Since 2023, our subgroups that were in the RED, were addressed and showed significant growth in all areas of need. ELA: AA, SWD/SPED Math: AA, SWD/SPED 2025 SBAC Results: Schoolwide: 71% (+6) AA: 58% (+19) Hisp: 58% (+7) White: 81% (+3) Asian: 80% (+11) Multiple: 71% (-1) SPED: 28% (+6) Low SES: 49% (+5) Homeless: 50% (+5) 2025 ELA i-Ready, Diagnostic 3 Schoolwide: 59% (-3) Growth: 54% Not Met/Growth (Goal 2a): 22% Stretch/Met Growth: 31%

ELA Goals

2025-2026 School-wide Goals: Goal - Reading Acceleration By June 2026, students who scored 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 40% to 50%. By June 2026, 30% of students who were Not Met achievement level on the prior year SBAC ELA will meet their STRETCH GROWTH TARGET on i-Ready Reading up from 22% in 2025. By June 2026, Rogers subgroups will show a 5% increase in SBAC ELA results: -SPED students will increase from 28% to 33% -Low SES students will increase from 49% to 54% -Homeless students will increase from 50% to 55%.

Progress Monitoring: Data from i-Ready Diagnostics, which is given to students three times a year (September, December, and March).
Action Steps: ELA teachers will collaborate to align Tier I instructional practices and Tier II interventions during class. Teachers implement PDSA cycle to monitor student engagement and formative assessment on lesson standards and student outcomes. Teachers continue to focus on standards-based analysis of student progress with a focus on our AA students, Students With Disability, and our EL Learners.

Comprehensive Needs Assessment: Mathematics

Math Findings

Our 2024-2025 SBAC Math results reflected a schoolwide increase of 1% from 50% to 51%. The department focused on engaging launch tasks, quiz/test correction analyses, and enter/exit slips as formative assessment practices. Teachers also tracked students confidence rating in their conceptual understanding. Schoolwide: 51% (+1) AA: 30% (+4) Hisp: 35% (+1) White: 63% (+1) Asian: 67% (+15) Multiple: 60% (+3) SPED: 11% (-3) Low SES: 31% (+1) Homeless: 20% (-3) ELA i-Ready, Diagnostic 3 Schoolwide: 54% (+3) Not Met/Growth (Board Goal 3):40% Stretch/Met Growth: 22%

Math Goals

2025-2026 School-wide Goals: Goal - Algebra Proficiency 1) By March 2026, 60% of Black/African American students 6th-8th grade will be on or above grade level in the Algebra and Algebraic Thinking domain on i-Ready at Diagnostic 3, from 45% to 60%. 2) By June 2026, 80% of Black/African American students in 6th-8th grade will receive a C or better in their mathematics course, from 66% in June 2023. 3) By June 2026, Rogers subgroups will show a 5% increase in SBAC Math results: -SPED students will increase from 11% to 16% -Low SES students will increase from 31% to 36% - Homeless students will increase from 20% to 25%

Progress Monitoring: Data from i-Ready Diagnostics, which is given to students three times a year (September, December, and March).

Action Steps: Math teachers will collaborate to align Tier I instructional practices and Tier II interventions during class. Teachers implement PDSA cycle to monitor student engagement and formative assessment on lesson standards and student outcomes. Teachers continue to focus on standards-based analysis of student progress with a focus on our AA students, Students With Disability, and our EL Learners.

Comprehensive Needs Assessment: English Learners

English Learner Findings

SBAC ELA: ELL 4% (-5), n=27 SBAC Math: ELL 0% (-6), n=27 ELPAC results: Moderate/Well Developed: 43% (+7) 2024-2025 iReady Reading D1 to D3: ELL (n=33) On track: 54% (+8) Approaching: 8% (-4) Low Growth: 18% (No Growth: 36% A significant number of EL students also have an IEP.

English Learner Goals

By June 2026, EL Learners will show at least 70% growth on iReady diagnostics from D1 to D3 in Reading. 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. Identified EL students with IEPs, will be given appropriate goals around ELD standards vs ELA standards, where appropriate. Identified EL students, who meet the criteria based on ELPAC results, will be placed in an English Language (CCR) support elective. ELAC recommendations will be part of the schools SPSA. 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.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Rogers Middle School continues to show positive results in overall attendance rate, lowered chronic absenteeism, and lower suspension rate vs the district average. Rogers has focused on building up our schools culture and climate by providing opportunities to be involved in school-related activities such as sports, academic, social, and culture clubs, leadership, music, arts, cheer/dance, and drama programs. Our Student Council is charged with creating and hosting school-wide events that promote school spirit, engaging themed-based activities that celebrate different groups of people and causes. Rogers WEB (Where Everybody Belongs) leadership program is designed to welcome and involve our newest students at orientation and other events throughout the year. Our results around attendance and our Core Survey reflect our concerted efforts to improve students sense of belonging, sense of diversity, equity, and inclusion, climate of support, and safety.

Attendance: 94.6% (-0.03)
Chronic Absenteeism: 11.5% (-3.9)
Suspension: Overall 6.4% (+1.6)

CORE Results:
-Climate of support, 75% (+0)
-Sense of Belonging, 62% (+5)
-Safety, 59% (+6)

However, according to the 2023 CA Dashboard data, Rogers shows significant areas of growth in ELD for SWD and AA subgroups, Math SWD and AA, ELPI EL, Suspension for SED, AA, Hisp, Asian, and Wh, Chronic Absentee All, HY, SED, AA, HSisp, Asian. While according to our 2024 CA Dashboard results, Rogers showed improvement in all areas with no "red" indicators. Rogers did have indicators in the "orange" range in Suspensions for our SED, Asian, White subgroups; and Chronic Absenteeism for HY, SWD, AA, Asian subgroups.

Culture/Climate Goals

By June 2026, based on Student Responses on the CORE Survey, results will show an increase in Safety from 59% to 64%, Climate of Support for Academic Learning from 75% to 80%, and Sense of Belonging from 62% to 67%.

By June 2026, 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 2023-2024. Improvement shown during 2024-2025 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 will be monitored throughout the year for all subgroups identified that fell in the red or orange ranges on the CA Dashboard.

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.

Action Steps: Along with creating a more positive school culture to engage students and increase their sense of belonging, Rogers staff will take additional steps to communicate with families of identified students who are in danger of Chronic Absenteeism. All staff will continue to work on restorative practices and preventative measures to reduce the number of incidents, referral rates, and suspensions.

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	1) By June 2025, overall SBAC MET+ ELA scores will increase by 5% schoolwide from 65% to 70% along with targeted subgroups: -10% increase for Black/AA	Goal Met	ELA SBAC results improved by 6% from 65% to 71%. AA students increased 21% Hispanic students increased 6% SPED students increased 6%	Through 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. Teachers will collaborate and deliver "prove-its"

	<p>students from 37% to 47%, -10% increase for Hispanic students from 52% to 62%. -3% increase for SPED students from 22% to 25%.</p> <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>			<p>to formatively assess students throughout the year. School goals are aligned with district's board goals in reading acceleration metrics for Board Goal 2 and 2a.</p>
Math	1) By June 2025, overall SBAC	Goal Partially or	Math SBAC results showed a	Through progresss monitoring, Rogers teachers

<p>MET+ Math scores will increase by 5% schoolwide from 50% to 55%, along with targeted subgroups: -Black/AA students from 26% to 36% -Hispanic students from 34% to 44% -SPED students will increase from 14% to 17%</p> <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. 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</p>	<p>Not Met</p>	<p>moderate schoolwide improvement of 1% from 50% to 51%.</p> <p>AA students improved 4% Hispaic student improved 1% SPED students declined 3%</p>	<p>deliver aligned tasks, task-analyses, and common assessments as part of their respective department PDSA cycles of improvement to address targeted subgroups. Teachers will collaborate and deliver "prove-its" to formatively assess students throughout the year. School goals are aligned with district's board goals in reading acceleration metrics for Board Goal 3a and 3b.</p>
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analyzed as part of on-going PDSA cycles at bi-weekly department meetins.			
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<p>English Learner</p>	<p>1) 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. Identified EL students with IEPs, will be given appropriate goals around ELD standards vs ELA standards, where appropriate. Identified EL students, who meet the criteria based on ELPAC results, will be placed in an English Language support elective. 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>	<p>Goal Partially or Not Met</p>	<p>iReady results for our EL Learners showed a schoolwide growth of 54%. This is an improvement from the previous year's growth rate of 39%.</p>	<p>Improved communication about the importance of iReady and their relation to our school and district goals.</p>
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<p>Culture/Climate</p>	<p>1) 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%.</p> <p>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.</p> <p>Progress Monitoring will include data from: Referral rate, Suspension, Chronic Absenteeism, and Attendance rates or at-risk students and subgroups, i.e. AA, Homeless, Hispanic and low SES, which will be monitored</p>	<p>Goal Partially or Not Met</p>	<p>2025 CORE Results: -Diversity, Equity, and Inclusion: 78% (+2) -Climate of support, 75% (0) -Sense of Belonging, 62% (+5) -Safety, 59% (+6)</p>	<p>Rogers will focus on building up our school's culture and climate by providing opportunities to be involved in school-related activities such as sports, academic, social, and culture clubs, leadership, music, arts, cheer/dance, and drama programs. Our Student Council is charged with creating and hosting school-wide events that promote school spirit, engaging themed-based activities that celebrate different groups of people and causes. Rogers' WEB (Where Everybody Belongs) leadership program is designed to welcome and involve our newest students at orientation and other events throughout the year. Our results around attendance and our Core Survey reflect our concerted efforts to improve students' sense of belonging, sense of diversity, equity, and inclusion, climate of support, and safety.</p>
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<p>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.</p>			
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>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)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)
<p>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)</p>	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
<p>Purchase student planners & school handbook (SM 2)</p>	Limited or no impact	Limited or no impact	Limited or no impact	Somewhat Impactful
<p>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)</p>	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate 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	Strong Positive Impact	Strong Positive 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"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text, explored through academic discourse. • Reading and writing analysis grounded in evidence from text. • Regular practice with reading and producing complex text and its academic vocabulary with intensity. <p>All 6-8 Language Arts classrooms will use:</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction to ensure all students are engaged in standards-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>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</p> <p>NewsELA</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"> • 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 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"> • 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>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 & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</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>

Core Program - Math		
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 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 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"> • Daily Math Routines • Math Tasks • Mathematical Discourse 	<p>Formative Assessment Lessons embedded into each Unit of Instruction</p> <p>Quarter Assessments</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>

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
Support for VAPA classes and programs. Elective Curriculum 100	To provide necessary materials, supplies, instruments, and other equipment for Visual and Performing Arts Electives and related events. Providing materials and supplies assists families that cannot provide their own for VAPA classes; assists with inclusion for low SES and SPED students.	All Students, Low SES, Special Education	Prop 28 \$5,000 Materials - Prop 28 100%	08/22/2025 - 06/12/2026 Quarterly	Principal	Participation rate Performance qualities/Grades Elective Curriculum 100
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%	08/25/2025 - 06/12/2026 Monthly	Principal/Asst. Principal Office Supervisor Banker	Monthly in Department and Grade Level meetings. Communicated to the Administration. Core Curriculum 100

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
Student support working with different mediums of art, i.e. oils, ceramics, etc. Support Special Education/SDC students mainstreamed in Art elective. Elective Curriculum 100	Instructional Aide-Art to support students and Art Teacher during elective classes.	All Students, Special Education	Prop 28 \$45,821 Instructional Aide .5 FTE - Prop 28 100%	08/22/2025 - 06/14/2026 Daily	Art Teacher	Grades, Conduct Elective Curriculum 100
Additional support for the various sections of Band and Orchestra classes. Elective Curriculum 100	Music Coaches for Band and Orchestra Elective Classes.	All Students	Prop 28 \$45,890 Hourly - Art Walk-on Coach (5) for 250 hours annually - Prop 28 100%	08/22/2025 - 06/14/2026 Daily	Music Teacher	Grades, Conduct Performances, Concerts Elective Curriculum 100
Necessary materials, supplies, and equipment for students to perform in all Visual And Performing Arts (VAPA) Electives. Elective Curriculum 100	Purchase of materials, supplies, instruments, and other necessary equipment for all Visual And Performancing Arts Electives.	All Students	Prop 28 \$20,000 Materials - Prop 28 100%	08/22/2025 - 06/14/2026 Daily	Principal	VAPA Elective enrollment Quality of Grades, Performances, & Projects Elective Curriculum 100

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
Sufficient student supervision throughout the day. Suspension/Expulsion Rate 50, Culture-Climate Survey (Student-Staff) 50	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 \$41,222 LCFF \$20,304 Hourly - Recreation Aide (5) for 600 hours annually - LCFF 33%; LCFF Rec 67%	08/25/2025 - 06/12/2026 Daily	Principal, Secretary	Student incidents Daily operations/supervision support Suspension/Expulsion Rate 50, Culture-Climate Survey (Student-Staff) 50

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
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. Culture-Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 30, Basic Services 40	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 \$1,576 Hourly - Intermediate Office Assistant (1) for 40 hours annually - LCFF 100%	08/22/2025 - 06/12/2026 Monthly	Office Supervisor	Balanced accounting Income and Expense needs are met Culture-Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 30, Basic Services 40

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 provide information about Rogers, programs,	Counselor and IIC provide classroom presentations on the High School Choice Process. Students learn about the various pathway options and specific criteria/requirements to qualify for some

electives, etc. All are invited to attend individual site night.

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."

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 & 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.

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.

Rogers Round-Up:
Final opportunity for families and students to come walk the campus, follow their class schedule, and

pathways.

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.

Clear, consistent communication to all families and students during the application window with assistance for families to ensure access and clarity on choice selections.

Once students are assigned their respective High School, counselors come to Rogers to provide preliminary programming and course selection.

meet up with friends and families BEFORE the first day of school. Administrators on hand to answer any last-minute questions.

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 59% favorable score, with a 6-point increase 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: \$20,304 LCFF Rec: \$41,222 PTA/Gift: \$20,000	August 2025- June 2026	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, Core Curriculum 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 \$8,413 Substitute teacher full day (30) for 1 days - LCFF 100%	08/22/2025 - 06/12/2026 Semester	Principal, Dept. Heads	Release Day Agendas Focused subgroups data from: Edulastic Results i-Ready Results Student Grades
Provide Teachers opportunities to attend Educational-related Conferences or Workshops. Core Curriculum 50, Elective Curriculum 50	Professional Development Opportunities at Educational-related Conferenes or Workshops: To cover the cost of registration and/or materials, as needed.	LCFF \$1,700 Services - LCFF 100%	08/22/2025 - 06/12/2026 Semester	Principal	Conference or Workshop content Attendance Share-out with staff

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.

Federal Programs (to Consolidate)	Allocation
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:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: DELAC and EL Intervention; Reading Intervention/Private Schools; Research LROIX Development	n/a
Centralized Services Share	Counselors, Equitable Services, Foster Youth Transportation, Literacy Teachers, Travel/Conferences, Technology Additional reservation for Parent Involvement (over 1% requirement)	n/a

State Programs *	Allocation
LCFF	\$37,240

* *In the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA (even though LCFF funding is district-directed)*

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. When these adjustments occur, LBUSD will notify affected principals who will then notify their SSCs.

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 and 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.

Literacy Teachers

Provides targeted reading instruction to students struggling with literacy, typically through small-group or individual sessions

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

Foster Youth Transportation

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Children and Family Services

Data Day

Opportunity for Title I school staff to analyze student data, collaborate, and plan on next steps to address identified needs

Technology

One-time supplemental technology devices and support to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Renny Chu	06-20-2027
Staff	Classroom Teacher	Ann Stakias	06-20-2026
Staff	Classroom Teacher	Erin Brady	06-20-2027
Staff	Classroom Teacher	Darleen Munguia	06-20-2027
Staff	Classroom Teacher	Caitlyn Stuart	06-20-2027
Staff	Other School Personnel	Meghan Twiss	06-20-2027
Community	Parent/Community Member	█ Tierney	06-20-2026
Community	Parent/Community Member	█ Langner	06-20-2027
Community	Parent/Community Member	█ Kimmerling	06-20-2027
Community	Student	N █	06-20-2027
Community	Student	M █	06-20-2026
Community	Student	E █	06-20-2026

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)	██████ Ledesma
DELAC Representative	Parent of EL Student (required)	██████ Lopez
Principal or Designee	Staff Member (required)	Linda Cargile
Secretary	Parent of Non-EL Student (required)	██████ Gutierrez

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?	10/14/2025
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	ELAC recommended to continue offering tutoring before and after school. Students that have not passed the ELPAC will continue to take an ELD Elective. ELL students will receive preparation on the domains assessed on the ELPAC. Teachers will continue to utilize scaffolds and use of instructional strategies to support EL Learners.
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 EL Student Grades CELDT/ELPAC Results Language Census Data
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	10/28/2025

Question	Answer
6. What was SSC's response to ELAC recommendations?	<p>SSC acknowledged the ELAC recommendations on 10/28/25. SSC's response to the recommendations was to continue with services.</p> <ul style="list-style-type: none"> *Enusre funding for available tutoring, specific to target EL Learners. *Ensure students scheduled to take the ELPAC will receive preparation of the domains being assessed. *Ensure teachers will provide scaffolds and utilize instructional strategies that support EL Learners in all core content areas.

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 school resources. 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. SSC received and considered **ELAC recommendations** at its meeting on 10/28/2025
2. SSC approved the **Home-School Compact** on 09/30/2025
3. SSC approved the **Parent Involvement Guidelines** on 09/30/2025
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on ,
5. SSC Participated in the **Annual Evaluation** of the SPSA on 10/28/2025
6. The SPSA was approved at its meeting on 10/28/2025

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____

Acronym and Terms

for School Site Councils and English Learner Advisory Committees

- AM 1-4 Accountability Measures 1 - 4:** components of the School Plan for Student Achievement that provide plan details: needs, goals, progress monitoring, interventions, and supports.
- CAASPP California Assessment of Student Performance and Progress:** state-based assessment system measuring annual student progress in language arts and math, beginning in third grade. Science is also assessed at intervals beginning in 5th grade. Alternative assessments for students with cognitive disabilities and assessments in Spanish for newcomers are also part of the system.
- Categorical Funds:** financial support from state and federal governments targeted for particular categories of students, special programs, or special purposes. This support is in addition to school district general purpose revenue, is beyond the basic educational program, and most often has restrictions on its use.
- CCSS Common Core State Standards:** Academic standards adopted by multiple states to help ensure all students get a good education, even if they change schools or move to a different state. “Teachers, parents, and education experts designed the CCSS to prepare students for success in college and the workplace.”
- CDE California Department of Education:** state agency responsible for overseeing “the state's diverse public school system... in charge of enforcing education law and regulations and continuing to reform and improve public school programs.” [from the [CDE home page](#)].
- CIE Continuous Improvement Expenditure Plan:** District tool to summarize the school’s allocations and expenditures to address student needs. Line items become part of the SPSA once approved by SSC (if needed) and various district offices [[school CIE Plans](#)].
- DCAC District Community Advisory Committee:** parent advisory committee focused on topics related to Title I, including making recommendations to the Board of Education about programs and services to support student achievement as part of a schoolwide Title I program. Non-Title I schools are also invited to take part in DCAC.
- DELAC District English Learner Advisory Committee:** Parents of English Learners participate in district meetings about English Learner (EL) services which include establishing district programs, goals and objectives for EL programs and services, reclassification process, and how EL funds are used to implement academic services for English Learners.

EL/ELL English Language Learner: a student with a primary language other than English

ELA English Language Arts: basically reading and writing

ELAC English Learner Advisory Committee: In schools with more than 21 ELs, there must be an ELAC, which is the parent group “responsible for advising the principal and staff on programs and services for English Learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA).” ELAC also works to make parents aware of the need for consistent school attendance and to solicit input from parents regarding school needs.

ELOP Expanded Learning Opportunities Program: California initiative providing funding for afterschool and summer school enrichment programs, to address TK-6th grade students’ academic, social, emotional, and physical needs.

ELPAC English Language Proficiency Assessments for California: language acquisition assessments for students learning English as a second language, testing their English Language Proficiency (ELP) in reading, writing, listening, and speaking. One assessment is for the initial identification of students as English learners (ELs), and a second is for the annual summative assessment to measure a student’s progress in learning English and identify the student’s ELP level.

EONA Educational Opportunities for Native Americans: program whose purpose is to meet the special educational and culturally-related academic needs of the district’s K-12 Native American students.

ESSA Every Student Succeeds Act: The Every Student Succeeds Act (ESSA) was signed by then-President Obama in 2015 and represents “good news for our nation’s schools. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law, and longstanding commitment to equal opportunity for all students. The... law builds on key areas of progress... made possible by the efforts of educators, communities, parents, and students across the country.”

FEP Fluent English Proficient: a designation used when an English Learner achieves specified academic targets and is considered to have language skills comparable to those of a student whose primary language is English. Students can be considered **IFEP** (initially FEP) if they achieve those targets upon first entry into a California school or **RFEP** (reclassified FEP) if they achieve the targets after one or more years of instruction.

FINSYS: LBUSD’s Financial System

FPM Federal Program Monitoring: School districts that receive funding for certain programs may be chosen for a review by the state. The review’s purpose is to ensure that funding is spent as required by law. At the end of each review, the state will complete a report that details any findings of non-compliance and informs the district how to correct the findings. The California Department of Education (CDE) works to provide a coordinated and transparent monitoring process.

Within the CDE, the Federal Program Monitoring (FPM) office has been designated to supervise the reviews, which take place either in person or online.

FRSA Foundational Reading Skills Assessment: district assessment used to test letter and sound knowledge, phonological awareness, and phonics (TK-2)

IEP Individual Education Plan: an individualized plan for students qualifying for Special Education Services

LCAP Local Control Accountability Plan: “The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs.”

LCFF Local Control Funding Formula: “hallmark legislation that fundamentally changed how all local educational agencies (LEAs) in the state are funded, how they are measured for results, and the services and supports they receive to allow all students to succeed to their greatest potential.” This model began in 2013-2014.

LEA Local Educational Agency: this term has multiple uses depending on whether the LEA is a school, district, or county office of education.

MTSS Multi-Tiered System of Support: an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success.

NGSS Next Generation Science Standards: adopted by the State of CA in September 2014, these standards are created around a set of performance expectations that require students to integrate content knowledge with application along a continuum from Kindergarten through 12th grade. 1. Science and Engineering Practices, 2. Crosscutting Concepts, and 3. Disciplinary Core Ideas.

PD Professional Development: learning activities designed to increase the instructional knowledge and skills of all staff members. PD can be site-based, district-wide, or outside.

PTA Parent-Teacher Association: a group of parents and teachers that work together to enrich the education of all students. A local PTA is aligned with state and national organizations and operates under a set of bylaws that are in accord with those organizations.

RTI Response to Intervention (or sometimes, Response to Instruction): RTI is the beginning level of interventions designed to support students who are struggling to meet academic proficiency or behavioral goals. The RTI process begins in the

classroom between the teacher and parents.

SBAC Smarter Balanced Assessment System: computer-based tests and performance tasks that allow students to show what they know and are able to do. It is based on the Common Core State Standards (CCSS) for English language arts/literacy (ELA) and mathematics and has three components designed to support teaching and learning throughout the year: the summative assessments, the interim assessments, and the Tools for Teachers formative assessment resources.

SEL Social-emotional learning: “the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” [from CASEL, at <http://www.casel.org/what-is-sel/>.]

SFP State & Federal Programs Office: oversees compliance requirements and provides site and department support as they relate to categorical programs such as Title I

SPSA School Plan for Student Achievement: “A plan of action to improve student academic performance by coordinating all educational services and resources.”

SPV Sankofa Parent Village: community of care and support for Parents and Caregivers of Black children

SSC School Site Council: the group responsible at the local school level for the creation and monitoring of the annual School Plan. SSC’s must be composed of parents, teachers, and other school staff members. They are governed by bylaws that align with the requirements posted by the California Department of Education.

SST Student Success Team: a team of educators who work with parents to support learning for students facing challenges in the school environment. SST meetings are called when in-class interventions are not enabling students to succeed in desired ways or when parents request a closer look at their student’s progress and needs.

TDRs Time Distribution Reports: documentation to support the costs of salaries charged to categorical funds (federal or state) in which an employee works. If the employee is paid in part or in full by categorical funds then TDRs are required by law, and the employee must demonstrate that they worked on behalf of that specific funding source(s) with the time matching the position’s funding percentage.

Title I is a section of the ESEA (or ESSA) that “provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.”

Title III is also a section of the ESEA, which provides funding that supports supplemental language instruction and academic support for students who are English Learners.

TOSA Teacher on Special Assignment: can refer to teachers working outside a classroom-based instructional role but are still classified as teachers. Some TOSAs serve as site-based coaches or as district-level coaches.

Subject to change and updates

Acrónimo y términos

para los consejos escolares y los comités asesores de estudiantes de inglés

AM 1-4 Medidas de Responsabilidad 1 - 4: componentes del Plan Escolar para el Rendimiento Estudiantil que proporcionan detalles del plan: necesidades, metas, seguimiento del progreso, intervenciones y apoyos.

CAASPP Evaluación de California del rendimiento y progreso estudiantil: sistema de evaluación estatal que mide el progreso anual de los estudiantes en artes del lenguaje y matemáticas, comenzando en tercer grado. Las ciencias también se evalúan en intervalos a partir del quinto grado. También forman parte del sistema evaluaciones alternativas para estudiantes con discapacidades cognitivas y evaluaciones en español para recién llegados.

Fondos categóricos: apoyo financiero de los gobiernos estatal y federal destinado a categorías particulares de estudiantes, programas especiales o propósitos especiales. Este apoyo se suma a los ingresos para fines generales del distrito escolar, va más allá del programa educativo básico y, en la mayoría de los casos, tiene restricciones en su uso.

CCSS - Estándares Estatales Básicos Comunes: Estándares académicos adoptados por múltiples estados para ayudar a garantizar que todos los estudiantes obtengan una buena educación, incluso si cambian de escuela o se mudan a un estado diferente.

"Maestros, padres y expertos en educación diseñaron el CCSS para preparar a los estudiantes para el éxito en la universidad y el lugar de trabajo".

CDE Departamento de Educación de California: agencia estatal responsable de supervisar "el diverso sistema de escuelas públicas del estado... a cargo de hacer cumplir las leyes y regulaciones educativas y continuar reformando y mejorando los programas de las escuelas públicas". [[de la página de inicio del CDE](#)].

CIE - Plan de gastos de mejora continua: herramienta del distrito para resumir las asignaciones y gastos de la escuela para abordar las necesidades de los estudiantes. Los artículos de línea pasan a formar parte del SPSA una vez aprobados por el SSC (si es

necesario) y varias oficinas del distrito [[planes CIE escolares](#)].

DCAC - Comité Asesor Comunitario del Distrito: comité asesor de padres enfocado en temas relacionados con el Título I, incluyendo hacer recomendaciones a la Junta de Educación sobre programas y servicios para apoyar el rendimiento estudiantil como parte de un programa de Título I en toda la escuela. Las escuelas que no pertenecen al Título I también están invitadas a participar en DCAC.

DELAC - Comité Asesor de Estudiantes de Inglés del Distrito: Los padres de estudiantes de inglés participan en reuniones del distrito sobre los servicios para estudiantes de inglés (EL), que incluyen el establecimiento de programas, metas y objetivos del distrito para los programas y servicios de EL, el proceso de reclasificación y cómo se utilizan los fondos de EL para implementar servicios académicos para estudiantes de inglés.

EL/ELL Estudiante del idioma inglés: un estudiante con un idioma principal distinto del inglés.

ELA Artes del lenguaje inglés: básicamente lectura y escritura

ELAC - Comité Asesor de Estudiantes de Inglés: En las escuelas con más de 21 EL, debe haber un ELAC, que es el grupo de padres “responsable de asesorar al director y al personal sobre programas y servicios para estudiantes de inglés y al Consejo Escolar sobre el desarrollo del Plan Único de Aprovechamiento Estudiantil (SPSA)”. ELAC también trabaja para concienciar a los padres sobre la necesidad de una asistencia escolar constante y para solicitar opiniones de los padres con respecto a las necesidades escolares.

ELOP - Programa de Oportunidades de Aprendizaje Ampliadas: Iniciativa de California que proporciona fondos para programas de enriquecimiento escolar después de la escuela y en el verano, para abordar las necesidades académicas, sociales, emocionales y físicas de los estudiantes desde jardín de infantes hasta sexto grado.

ELPAC - Evaluaciones de dominio del idioma inglés para California: evaluaciones de adquisición del idioma para estudiantes que aprenden inglés como segundo idioma, evaluando su dominio del idioma inglés (ELP) en lectura, escritura, comprensión auditiva y expresión oral. Una evaluación es para la identificación inicial de los estudiantes como estudiantes de inglés (EL), y la segunda es para la evaluación sumativa anual para medir el progreso de un estudiante en el aprendizaje de inglés e identificar el nivel ELP del estudiante.

EONA Oportunidades Educativas para Nativos Americanos: programa cuyo propósito es satisfacer las necesidades educativas especiales y académicas relacionadas con la cultura de los estudiantes nativos americanos del distrito K-12.

ESSA - Cada Estudiante Triunfa: La Ley Cada Estudiante Triunfa (ESSA) fue firmada por el entonces presidente Obama en 2015 y representa “buenas noticias para las escuelas de nuestra nación”. Esta medida bipartidista reautoriza la Ley de Educación Primaria y Secundaria (ESEA), de 50 años de antigüedad, la ley de educación nacional del país y el compromiso de larga data con la igualdad

de oportunidades para todos los estudiantes. La... ley se basa en áreas clave de progreso... posibles gracias a los esfuerzos de educadores, comunidades, padres y estudiantes de todo el país”.

FEP Competente en inglés con fluidez: una designación utilizada cuando un estudiante de inglés logra objetivos académicos específicos y se considera que tiene habilidades lingüísticas comparables a las de un estudiante cuyo idioma principal es el inglés. Los estudiantes pueden ser considerados IFEP (inicialmente FEP) si logran esos objetivos al ingresar por primera vez a una escuela de California o RFEP (FEP reclasificado) si logran los objetivos después de uno o más años de instrucción.

FINSYS: Sistema financiero LBUSD

FPM - Monitoreo del programa federal : los distritos escolares que reciben fondos para ciertos programas pueden ser elegidos para una revisión por parte del estado. El propósito de la revisión es garantizar que los fondos se gasten según lo exige la ley. Al final de cada revisión, el estado completará un informe que detalla cualquier hallazgo de incumplimiento e informa al distrito cómo corregir los hallazgos. El Departamento de Educación de California (CDE) trabaja para proporcionar un proceso de monitoreo coordinado y transparente. Dentro del CDE, la oficina de Monitoreo de Programas Federales (FPM) ha sido designada para supervisar las revisiones, que se llevan a cabo en persona o en línea.

FRSA - Evaluación de habilidades de lectura fundamentales: evaluación del distrito utilizada para evaluar el conocimiento de las letras y los sonidos, la conciencia fonológica y la fonética (TK-2)

IEP - Plan de educación individual: un plan individualizado para estudiantes que califican para servicios de educación especial

LCAP - Plan de Responsabilidad de Control Local: “El LCAP es un plan de tres años que describe las metas, acciones, servicios y gastos para apoyar resultados positivos de los estudiantes que abordan las prioridades estatales y locales. El LCAP brinda una oportunidad para que las agencias educativas locales (LEA) compartan sus historias sobre cómo, qué y por qué se seleccionan programas y servicios para satisfacer sus necesidades locales”.

LCFF - Fórmula de financiación de control local: “legislación distintiva que cambió fundamentalmente la forma en que se financian todas las agencias educativas locales (LEA) en el estado, cómo se miden los resultados y los servicios y apoyos que reciben para permitir que todos los estudiantes alcancen su mayor potencial. .” Este modelo comenzó en 2013-2014.

LEA - Agencia educativa local: este término tiene múltiples usos dependiendo de si la LEA es una escuela, un distrito o una oficina de educación del condado.

MTSS - Sistema de apoyo de múltiples niveles: un marco integrado e integral que se centra en CCSS, instrucción básica, aprendizaje diferenciado, aprendizaje centrado en el estudiante, necesidades individualizadas de los estudiantes y la alineación de los sistemas necesarios para el éxito académico, conductual y social de todos los estudiantes. .

NGSS - Estándares científicos de próxima generación: adoptados por el estado de CA en septiembre de 2014, estos estándares se crean en torno a un conjunto de expectativas de desempeño que requieren que los estudiantes integren el conocimiento del contenido con la aplicación a lo largo de un continuo desde el jardín de infantes hasta el 12.º grado. 1. Prácticas de ciencia e ingeniería, 2. Conceptos transversales y 3. Ideas centrales disciplinarias.

PD - Desarrollo profesional: actividades de aprendizaje diseñadas para aumentar el conocimiento y las habilidades de instrucción de todos los miembros del personal. El desarrollo profesional puede realizarse en el sitio, en todo el distrito o en el exterior.

PTA - Asociación de Padres y Maestros: un grupo de padres y maestros que trabajan juntos para enriquecer la educación de todos los estudiantes. Una PTA local está alineada con organizaciones estatales y nacionales y opera bajo un conjunto de estatutos que están de acuerdo con esas organizaciones.

RTI - Respuesta a la intervención (o, a veces, Respuesta a la instrucción): RTI es el nivel inicial de intervenciones diseñadas para apoyar a los estudiantes que tienen dificultades para alcanzar el dominio académico o las metas de comportamiento. El proceso RTI comienza en el aula entre el maestro y los padres.

SBAC - Sistema de evaluación Smarter Balanced: pruebas por computadora y tareas de desempeño que permiten a los estudiantes demostrar lo que saben y son capaces de hacer. Se basa en los Estándares Estatales Básicos Comunes (CCSS) para artes del lenguaje/alfabetización en inglés (ELA) y matemáticas y tiene tres componentes diseñados para apoyar la enseñanza y el aprendizaje durante todo el año: las evaluaciones sumativas, las evaluaciones provisionales y las Herramientas para Maestros. Recursos de evaluación formativa.

SEL - Aprendizaje socioemocional: “el proceso a través del cual niños y adultos adquieren y aplican efectivamente los conocimientos, actitudes y habilidades necesarias para comprender y gestionar las emociones, establecer y alcanzar metas positivas, sentir y mostrar empatía por los demás, establecer y mantener relaciones positivas, y tomar decisiones responsables”. [de CASEL, en <http://www.casel.org/what-is-sel/>.]

SFP - Oficina de Programas Estatales y Federales: supervisa los requisitos de cumplimiento y brinda apoyo al sitio y al departamento en lo que se refiere a programas categóricos como el Título I.

SPSA - Plan Escolar para el Rendimiento Estudiantil: “Un plan de acción para mejorar el rendimiento académico de los estudiantes mediante la coordinación de todos los servicios y recursos educativos”.

SPV - Sankofa Parent Village: comunidad de cuidado y apoyo para padres y cuidadores de niños negros

SSC - Consejo Escolar: el grupo responsable a nivel escolar local de la creación y seguimiento del Plan Escolar anual. Los SSC deben estar compuestos por padres, maestros y otros miembros del personal de la escuela. Se rigen por estatutos que se alinean

con los requisitos publicados por el Departamento de Educación de California.

SST - Equipo de éxito estudiantil: un equipo de educadores que trabajan con los padres para apoyar el aprendizaje de los estudiantes que enfrentan desafíos en el entorno escolar. Las reuniones de SST se convocan cuando las intervenciones en clase no permiten que los estudiantes tengan éxito en la forma deseada o cuando los padres solicitan una mirada más cercana al progreso y las necesidades de sus estudiantes.

TDR - Informes de Distribución de Tiempo: documentación que respalda los costos de salarios con cargo a los fondos categóricos (federales o estatales) en los que labora un empleado. Si al empleado se le paga total o parcialmente con fondos categóricos, la ley exige TDR y el empleado debe demostrar que trabajó en nombre de esa fuente de financiamiento específica y que el tiempo coincidió con el porcentaje de financiamiento del puesto.

El **Título I** es una sección de ESEA (o ESSA) que “brinda asistencia financiera a agencias educativas locales (LEA) y escuelas con un alto número o porcentajes altos de niños de familias de bajos ingresos para ayudar a garantizar que todos los niños cumplan con los desafiantes estándares académicos estatales. .”

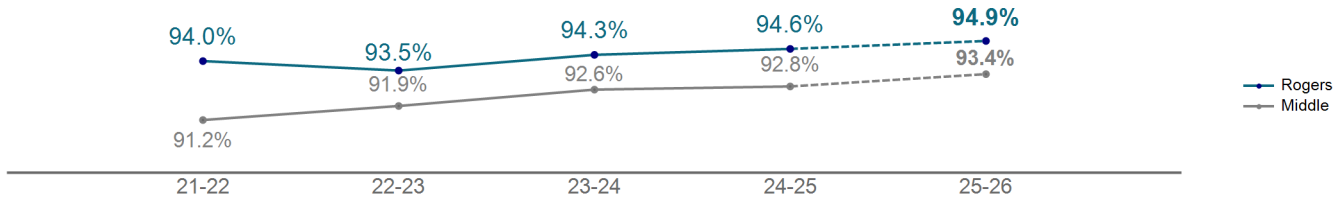
El **Título III** también es una sección de la ESEA, que proporciona fondos que respaldan la enseñanza suplementaria del idioma y el apoyo académico para los estudiantes que están aprendiendo inglés.

TOSA - Maestro en Asignación Especial: puede referirse a maestros que trabajan fuera de una función de instrucción en el aula, pero aún están clasificados como maestros. Algunos TOSA sirven como entrenadores en el sitio o como entrenadores a nivel de distrito.

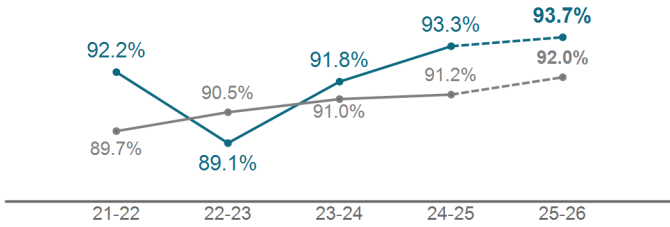
Sujeto a cambios y actualizaciones. La traducción se realizó a través de Google.

Attendance Rate

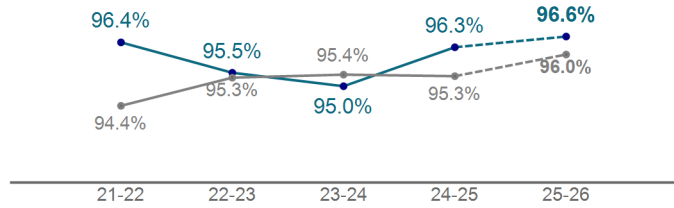
Rogers
All Students
N = 773



African American
N = 35



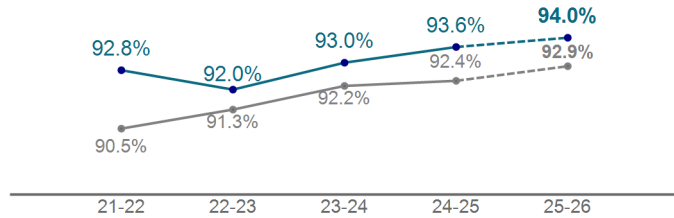
Asian
N = 39



Filipino

Subgroup with fewer than 20 students.

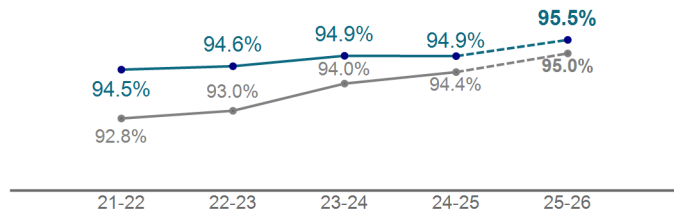
Hispanic
N = 276



Pacific Islander

Subgroup with fewer than 20 students.

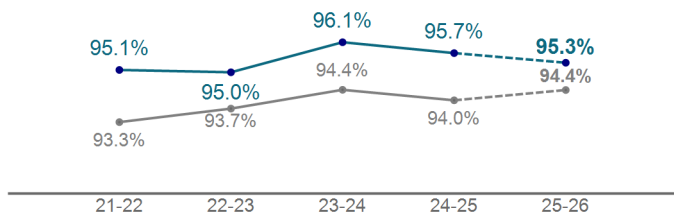
White
N = 316



Native American

Subgroup with fewer than 20 students.

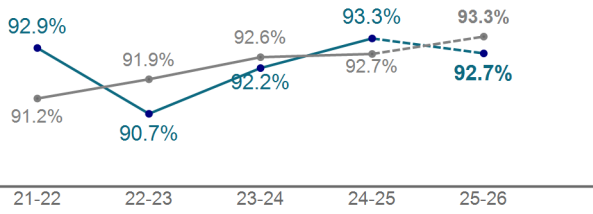
Other
N = 97



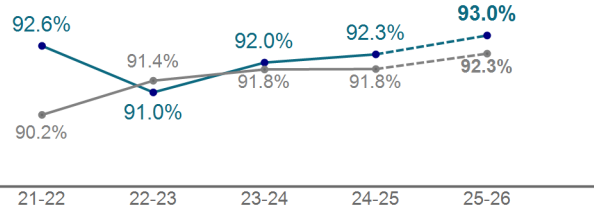
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Attendance Rate

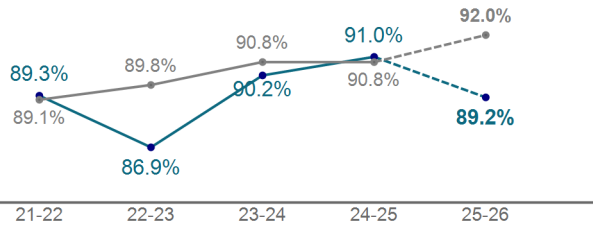
EL + RFEP
N = 86



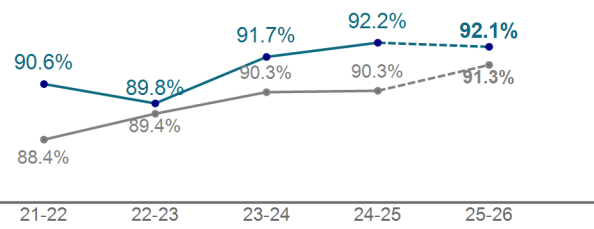
Low SES
N = 245



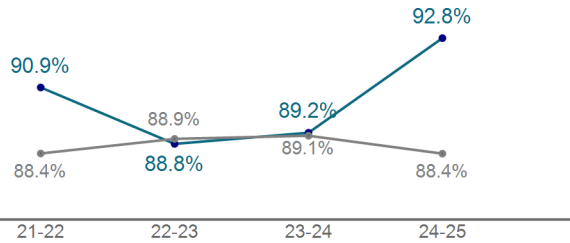
English Learner
N = 33



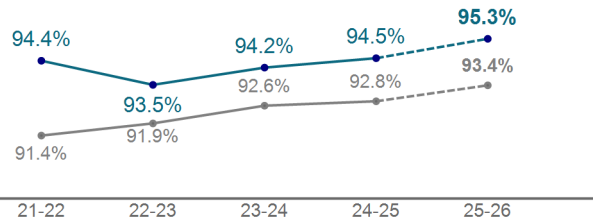
Special Education
N = 113



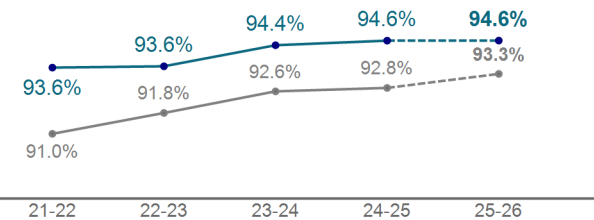
Homeless or Foster Youth



Female
N = 371



Male
N = 401



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

SBAC ELA 2025 :: School Data by Subgroup

Rogers

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All Students	747	747	29%	14	16	36	35	71%	↑5		↑4
	747	All Middle	49%	26	23	32	19	51%	↑3		↑3
		District	48%	27	22	28	24	52%	↑2		↑4
Grade	Gr. 06	250	35%	15	20	33	32	65%	↑4		↓6
		All Middle	53%	29	24	28	19	47%	↑3		↓2
		District	52%	28	24	28	20	48%	↑3		↓2
	Gr. 07	245	22%	11	11	37	41	78%	↑12		↑15
		All Middle	47%	25	22	33	20	53%	↑2		↑9
		District	46%	24	22	33	21	54%	↑2		↑9
	Gr. 08	252	31%	14	16	38	32	69%	↑-		↑4
		All Middle	48%	24	24	33	19	52%	↑2		↑1
		District	47%	24	23	33	20	53%	↑3		↑1
Ethnicity	White	309	19%	7	12	37	44	81%	↑4		↑5
		All Middle	24%	11	13	37	39	76%	↑3		↑2
		District	23%	10	13	31	46	77%	↑3		↑2
	Hispanic	263	42%	20	22	33	25	58%	↑6		↑2
		All Middle	55%	29	26	31	15	45%	↑3		↑3
		District	55%	31	24	27	18	45%	↑2		↑4
	Other	81	27%	16	11	35	38	73%	↓-		↑4
		All Middle	34%	17	17	34	32	66%	↓1		↓-
		District	31%	16	16	29	40	69%	↑1		↑2
African American	42	43%	19	24	38	19	57%	↑20		↑5	
	All Middle	64%	38	26	26	10	36%	↑1		↑2	
	District	64%	38	25	23	13	36%	↑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 2025 :: 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	36	19%	8	11	44	36	81%	↑13		↑12
		All Middle	30%	14	17	38	32	70%	↑4		↑5
		District	30%	14	16	31	39	70%	↑3		↑5
	Cambodian	19*	32%	11	21	26	42	68%	↑11		-
		All Middle	35%	15	21	38	27	65%	↑2		↑2
		District	36%	16	19	32	33	64%	↑1		↑4
	Filipino	9*	11%		11	44	44	89%	↑4		-
		All Middle	20%	5	15	39	41	80%	↑3		↑4
		District	25%	9	16	30	45	75%	↑2		↑3
	American Indian	4*	50%	25	25	25	25	50%	-		-
		All Middle*	47%	33	13	33	20	53%	↓7		↑14
		District	44%	30	14	30	26	56%	↑2		↑10
Pacific Islander	3*	33%	33		33	33	67%	-		-	
	All Middle	50%	25	24	42	8	50%	↑4		↑6	
	District	55%	30	26	35	10	45%	↑2		↑6	
Gender	Female	371	23%	9	14	37	40	77%	↑10		↑7
		All Middle	43%	21	23	35	22	57%	↑3		↑4
		District	44%	23	21	30	26	56%	↑2		↑3
	Male	376	36%	18	17	34	30	64%	↑1		↑1
		All Middle	55%	31	24	29	17	45%	↑2		↑2
		District	52%	31	22	26	22	48%	↑3		↑4
Nonbinary	All Middle	41%	18	23	36	23	59%	↑1		↑18	
	District	33%	15	17	39	28	67%	↑14		↑10	
Special Populations	EL + RFEP	80	59%	36	23	30	11	41%	↑1		-

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SBAC ELA 2025 :: 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	60%	34	27	28	12	40%	↑2		↑4
		District	62%	37	25	25	13	38%	↑1		↑5
	ELL	27	96%	85	11	4	4%	↓5		↑4	
		All Middle	92%	69	24	7	8%	↑-		↑3	
	RFEP	District	90%	67	23	8	1	10%	↓4		↑3
		53	40%	11	28	43	17	60%	↓2		↓2
	Foster	All Middle	40%	12	29	41	18	60%	↑4		↑5
		District	38%	13	26	38	23	62%	↑3		↑5
	GATE/Excel	1*	0%			100	100%	↑75		-	
		All Middle	72%	46	27	20	7	28%	↑5		↑5
	Homeless	District	71%	50	21	21	8	29%	↑6		↑8
		234	3%	3	32	65	97%	↑2		↑3	
	Homeless/Foster	All Middle	12%	2	10	38	50	88%	↑2		↑1
		District	10%	2	8	31	59	90%	↑2		↑1
	Low SES	17*	59%	24	35	29	12	41%	↑7		-
		All Middle	69%	43	26	23	8	31%	↑-		↑2
Special Ed.	District	69%	45	24	21	10	31%	↓-		↑3	
	18*	56%	22	33	33	11	44%	↑11		-	
Special Ed.	All Middle	69%	43	26	22	8	31%	↑1		↑2	
	District	69%	46	24	21	9	31%	↑-		↑3	
Special Ed.	237	51%	26	24	32	17	49%	↑5		↑5	
	All Middle	57%	31	26	30	13	43%	↑2		↑3	
Special Ed.	District	58%	34	24	27	15	42%	↑2		↑4	
	97	73%	54	20	21	6	27%	↑5		↑7	

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

SBAC ELA 2025 :: 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	84%	64	19	13	3	16%	↑1		↑2
		District	81%	62	20	13	6	19%	↑2		↑4
	Spec Ed. Speech/RSP	64	70%	42	28	23	6	30%	↓1		↑8
		All Middle	82%	59	23	15	3	18%	↓2		↑3
		District	81%	57	24	15	4	19%	↓2		↑5

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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 2025 :: School Data by Subgroup

Rogers

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All Students	744	744	49%	25	23	22	30	51%	↑1		↓3
	All Middle	65%	40	25	17	18	35%	↑2		↑-	
	District	62%	36	25	19	19	38%	↑2		↓2	
Grade	Gr. 06	247	45%	24	21	18	36	55%	↑5		↓9
		All Middle	67%	40	26	16	17	33%	↑1		↓4
		District	65%	39	26	17	19	35%	↑3		↓2
	Gr. 07	245	46%	20	26	26	28	54%	↑3		↑3
		All Middle	64%	39	25	19	18	36%	↑3		↑4
		District	63%	38	25	19	18	37%	↑3		↑4
	Gr. 08	252	54%	31	23	21	25	46%	↓4		↓5
		All Middle	66%	42	24	16	18	34%	↑3		↓-
		District	65%	41	24	16	19	35%	↑3		↓-
Ethnicity	White	306	37%	14	22	26	37	63%	↑1		↓3
		All Middle	40%	17	23	22	38	60%	↑1		↓2
		District	37%	16	21	25	38	63%	↑2		↓5
	Hispanic	263	65%	37	29	16	19	35%	↑1		↓5
		All Middle	72%	45	26	16	12	28%	↑3		↓-
		District	68%	42	27	18	13	32%	↑2		↓2
	Other	81	40%	19	21	26	35	60%	↑4		↓1
		All Middle	44%	25	19	24	32	56%	↑4		↑3
		District	42%	22	20	24	34	58%	↑1		↓2
African American	42	71%	52	19	19	10	29%	↑2		↓8	
	All Middle	82%	57	24	12	7	18%	↑1		↑1	
	District	78%	52	26	14	8	22%	↑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.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Math 2025 :: School Data by Subgroup

Rogers

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	Asian	36	33%	19	14	22	44	67%	↑15		-
		All Middle	46%	23	23	22	32	54%	↑4		↑3
		District	42%	20	23	23	34	58%	↑3		↓2
	Cambodian	19*	53%	21	32	11	37	47%	↓-		-
		All Middle	51%	25	26	22	27	49%	↑2		↑2
		District	47%	23	24	25	28	53%	↑3		↓2
	Filipino	9*	11%		11		89	89%	↑12		-
		All Middle	37%	15	23	18	45	63%	↑1		↓3
		District	37%	16	21	22	40	63%	↑1		↓3
	American Indian	4*	50%	50		25	25	50%	-		-
All Middle*		75%	56	19	13	13	25%	-		-	
District		59%	41	18	25	16	41%	↑10		↑10	
Pacific Islander	3*	67%	33	33	33		33%	↓33		-	
	All Middle	72%	39	33	15	13	28%	↑3		-	
	District	72%	41	31	17	11	28%	↓1		↓2	
Gender	Female	369	51%	26	25	22	27	49%	↑4		↓2
		All Middle	67%	40	27	17	16	33%	↑2		↑1
		District	64%	37	26	19	17	36%	↑2		↓2
	Male	375	47%	25	22	21	32	53%	↓1		↓5
		All Middle	64%	41	23	17	19	36%	↑3		↓-
		District	59%	36	24	20	21	41%	↑2		↓2
Nonbinary	All Middle	68%	45	23	18	14	32%	↑7		↑14	
	District	68%	43	26	21	11	32%	↑8		-	
Special Populations	EL + RFEP	80	76%	53	24	9	15	24%	↓6		↓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.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Math 2025 :: 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	76%	51	25	14	10	24%	↑1		↓-
		District	74%	49	25	15	10	26%	↑2		↓1
	ELL	27	100%	89	11			0%	↓6		-
		All Middle	96%	82	14	3		4%	↑-		↓-
		District	90%	70	21	8	2	10%	↓2		↑-
	RFEP	53	64%	34	30	13	23	36%	↓9		↓12
		All Middle	63%	31	32	21	16	37%	↑3		↑-
		District	61%	32	29	22	17	39%	↑3		↓2
	Foster	1*	100%	100				0%	↓25		-
		All Middle	84%	57	27	6	10	16%	↑2		↓2
		District	80%	54	26	12	7	20%	↑4		-
	GATE/Excel	233	12%	4	9	21	67	88%	↓2		↓3
		All Middle	25%	7	18	26	49	75%	↑1		↓2
		District	20%	5	15	27	53	80%	↑1		↓5
	Homeless	17*	76%	53	24	12	12	24%	↑-		-
		All Middle	83%	62	21	9	8	17%	↑1		↓1
		District	82%	58	24	11	7	18%	↓-		↓2
	Homeless/Foster	18*	78%	50	28	11	11	22%	↓1		-
All Middle		83%	61	22	9	8	17%	↑1		↓1	
	District	82%	57	25	11	7	18%	↑-		↓2	
Low SES	236	69%	47	22	17	14	31%	↑1		↓2	
	All Middle	74%	49	26	15	11	26%	↑2		↑-	
	District	71%	44	26	17	12	29%	↑2		↓1	
Special Ed.	96	89%	71	18	5	6	11%	↓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 2025 :: 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	91%	76	15	5	4	9%	↑1		↑-
		District	85%	68	17	9	6	15%	↑2		↑1
	Spec Ed. Speech/RSP	64	88%	66	22	8	5	13%	↓7		-
		All Middle	90%	73	17	6	3	10%	↓1		-
		District	85%	66	20	10	5	15%	↓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.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2025 :: School Data by Subgroup

Rogers

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All Students	250	48%	7	41	28	24	52%	↓5		-	
	All Middle	72%	15	58	19	8	28%	↑3		-	
	District	72%	15	57	19	9	28%	↑2		-	
Grade	Gr. 08	250	48%	7	41	28	24	52%	↓5		-
	All Middle	72%	15	58	19	8	28%	↑3		-	
	District	72%	14	57	20	9	28%	↑3		-	
Ethnicity	White	106	37%	4	33	25	38	63%	↓7		-
		All Middle	47%	4	43	28	26	53%	↑5		-
		District	46%	7	40	30	24	54%	↑4		-
	Hispanic	76	58%	12	46	32	11	42%	↑3		-
		All Middle	78%	18	61	18	4	22%	↑4		-
		District	79%	17	61	16	5	21%	↑1		-
	Other	24	46%		46	33	21	54%	↓29		-
		All Middle	51%	6	45	30	19	49%	↑4		-
		District	51%	8	44	28	20	49%	↑4		-
	African American	23	74%	17	57	17	9	26%	↓2		-
		All Middle	85%	22	63	12	4	15%	↑1		-
		District	85%	24	62	11	3	15%	↑-		-
	Asian	14*	50%		50	36	14	50%	↑10		-
		All Middle	63%	5	57	26	12	37%	↓7		-
		District	56%	6	50	26	18	44%	↓1		-
Cambodian	7*	43%		43	43	14	57%	↓5		-	
	All Middle	60%	7	53	27	13	40%	↓2		-	
	District	62%	7	54	26	12	38%	↑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 2025 :: 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	Filipino	3*	33%	33	67	67%	↑7		-	
		All Middle	50%	4	47	30	20	50%	↑4	
		District	53%	6	47	32	15	47%	↑1	
	American Indian	2*	50%	50	50	50%	-		-	
		All Middle*	80%	20	60	20	20%	↑9		
		District	64%	14	50	23	14	36%	↑17	
	Pacific Islander	2*	0%		100	100%	-		-	
		All Middle	82%	11	71	18	18%	↑8		
		District	87%	22	64	11	2	13%	↑4	
Gender	Female	125	56%	6	50	24	20	44%	↓10	
		All Middle	74%	13	61	18	7	26%	↑2	
		District	73%	13	59	19	8	27%	↑1	
	Male	125	40%	7	33	32	28	60%	↑-	
		All Middle	70%	16	54	21	9	30%	↑4	
		District	71%	17	54	19	10	29%	↑3	
	Nonbinary	All Middle*	89%	89	11	11%	↓14			
		District	82%	4	79	7	11	18%	↓21	
	Special Populations	EL + RFEP	26	81%	27	54	15	4	19%	↓18
All Middle			83%	20	63	14	3	17%	↑1	
District			83%	20	63	13	3	17%	↑1	
ELL		11*	100%	55	45	0%	-			
		All Middle	100%	46	54	0%	↓1			
		District	99%	43	56	1%	↓1			
RFEP		15*	67%	7	60	27	7	33%	↓19	

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

SBAC Science 2025 :: School Data by Subgroup

Rogers

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	RFEP	All Middle	76%	10	66	20	4	24%	↑1		-
		District	75%	9	66	20	5	25%	↑-		-
	Foster	All Middle	87%	22	65	13		13%	↑10		-
		District	83%	28	55	13	5	17%	↑6		-
	GATE/Excel	83	12%		12	31	57	88%	↑-		-
		All Middle	35%	2	32	40	25	65%	↓1		-
		District	35%	2	33	38	27	65%	↑1		-
	Homeless	6*	67%	17	50	17	17	33%	↑17		-
		All Middle	87%	25	62	9	4	13%	↑1		-
		District	86%	26	61	11	3	14%	↑-		-
	Homeless/Foster	6*	67%	17	50	17	17	33%	↑17		-
		All Middle	87%	25	63	10	3	13%	↑2		-
		District	86%	26	60	11	3	14%	↑1		-
	Low SES	72	68%	15	53	24	8	32%	↓2		-
		All Middle	80%	19	61	16	4	20%	↑3		-
District		81%	19	61	15	4	19%	↑1		-	
Special Ed.	30	80%	30	50	17	3	20%	↑6		-	
	All Middle	93%	35	57	6	1	7%	↑2		-	
	District	92%	37	55	6	2	8%	↓-		-	
Spec Ed. Speech/RSP	18*	67%	22	44	28	6	33%	↑12		-	
	All Middle	90%	30	61	9	1	10%	↑1		-	
	District	92%	32	60	7	2	8%	↓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 ELA GROWTH REPORT 2025 School Growth Data by Subgroup Rogers

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	All Students	721	30	35	11	12	42	
		All Middle	27	33	13	14	40	
		District	33	30	15	17	38	
	Grade	Gr. 06 (Minimum Growth Target: 27) (Min Accelerated Growth Target: 55) (Minimum Board Goal 2 Target: 81)	239	15	43	18	10	28
			All Middle	20	38	16	16	30
			District	23	36	16	17	31
		Gr. 07 (Minimum Growth Target: 25) (Min Accelerated Growth Target: 51) (Minimum Board Goal 2 Target: 80)	239	60	20	9	17	54
			All Middle	42	25	14	16	45
			District	41	25	14	16	45
		Gr. 08 (Minimum Growth Target: 14) (Min Accelerated Growth Target: 29) (Minimum Board Goal 2 Target: 83)	243	15	42	7	8	43
			All Middle	18	38	9	9	44
			District	17	38	9	9	44
	Ethnicity	White	299	30	33	11	14	42
			All Middle	27	32	13	16	39
			District	31	30	15	19	37
Hispanic		257	32	37	8	11	44	
		All Middle	27	33	13	14	40	
		District	34	30	14	17	38	
Other		75	34	32	21	11	36	
		All Middle	25	36	14	13	38	
		District	33	31	15	17	37	

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

^Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Rogers

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
Category	Subgroup	N	Average Scale Score Change	Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	African American	39	27	33	13	5	49	
		All Middle	24		35	12	14	39
		District	31		32	14	15	39
	Asian	35	22	40	14	9	37	
		All Middle	26		34	14	13	39
		District	34		29	15	17	39
	Cambodian	18^	-	22	22	11	44	
		All Middle	26		33	15	14	38
		District	35		29	15	18	38
	Filipino	9^	-	33	22	11	33	
		All Middle	34		31	14	13	42
		District	39		29	14	17	41
	American Indian	4^	-	50	25	25		
		All Middle^	37		29	7	14	50
		District	36		23	13	23	42
Pacific Islander	3^	-	67	33	0			
	All Middle	23		30	19	14	37	
	District	30		29	18	15	37	
Gender	Female	358	31	33	12	15	40	
		All Middle	29		32	13	14	41
		District	33		30	15	17	38

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

^Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup Rogers

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Gender	Male	363	29	37	10	9	44	
		All Middle	25	35	13	14	39	
		District	33	31	14	17	38	
	Nonbinary	All Middle	37	32	18	9	41	
		District	33	36	15	5	44	
Special Populations	EL + RFEP	76	28	41	9	9	41	
		All Middle	30	31	12	14	43	
		District	34	31	13	16	41	
	ELL	25	22	60	4	36		
		All Middle	29	33	13	13	41	
		District	36	30	14	17	38	
	RFEP	51	32	31	14	12	43	
		All Middle	31	31	12	14	44	
		District	31	31	12	14	43	
	Foster	1^	-				100	0
		All Middle	22	38	15	5	41	
		District	33	33	17	13	37	
	GATE/Excel	233	24	35	13	18	34	
		All Middle	26	33	13	15	39	
		District	32	29	16	19	36	
	Homeless	14^	-	29	7	7	57	

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

^Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup Rogers

3/30/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	Special Populations	Homeless	All Middle	26	33	15	14	39
			District	33	31	15	16	38
		Homeless/Foster	15^	-	27	13	7	53
			All Middle	26	33	15	13	39
			District	34	31	16	15	38
			Low SES	230	31	34	9	13
		All Middle		26	34	13	14	40
		District		34	30	15	16	39
		Special Ed.	93	32	34	6	9	51
			All Middle	27	33	13	14	40
			District	36	30	14	17	39
		Spec Ed. Speech/RSP	62	30	34	6	10	50
			All Middle	25	34	13	13	40
			District	37	31	13	16	41

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

^Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup Rogers

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
M a t h	All Students	722	14	40	13	13	34	
		All Middle	17	38	12	13	36	
		District	23	34	20	19	27	
	Grade	Gr. 06 (Minimum Growth Target: 24) (Min Accelerated Growth Target: 49)	239	18	36	15	20	30
			All Middle	11	40	15	15	29
			District	14	39	15	16	30
		Gr. 07 (Minimum Growth Target: 17) (Min Accelerated Growth Target: 35)	240	20	38	12	9	41
			All Middle	22	34	11	12	43
			District	23	34	11	12	43
		Gr. 08 (Minimum Growth Target: 19) (Min Accelerated Growth Target: 39)	243	5	47	12	9	31
			All Middle	18	40	10	12	38
			District	17	41	10	12	37
Ethnicity	White	299	16	40	13	13	34	
		All Middle	20	37	12	13	38	
		District	23	34	20	19	26	
	Hispanic	258	13	42	12	11	35	
		All Middle	15	40	12	13	35	
		District	22	35	19	19	27	
	Other	75	25	28	15	17	40	
		All Middle	25	32	13	15	41	
		District	27	31	20	20	28	

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

^Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

Rogers

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
Category	Subgroup	N	Average Scale Score Change	Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math	African American	39	-23	64	8	8	21	
		All Middle	13		40	12	12	36
		District	21		35	20	18	28
	Asian	35	16		37	17	17	29
		All Middle	27		31	15	14	40
		District	28		31	21	20	29
	Cambodian	18 [^]	-		33	11	17	39
		All Middle	27		31	15	16	38
		District	29		30	20	20	30
	Filipino	9 [^]	-		22	22	11	44
		All Middle	27		31	15	13	42
		District	31		30	19	21	30
	American Indian	4 [^]	-		50		50	0
		All Middle [^]	3		53	13	7	27
		District	26		31	28	13	28
Pacific Islander	3 [^]	-				33	67	
	All Middle	14		37	9	15	39	
	District	14		35	22	20	23	
Gender	Female	359	16		38	13	15	34
		All Middle	18		37	13	13	37
		District	22		34	20	18	27

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

[^]Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup Rogers

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
M	a	N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Gender	Male	363	13	42	13	11	34
		All Middle	16	39	12	13	36
		District	23	35	19	19	27
	Nonbinary	All Middle	22	36	14	9	41
		District	12	45	10	15	30
Special Populations	EL + RFEP	78	-	55	8	9	28
		All Middle	14	40	12	13	36
		District	21	37	18	18	27
	ELL	26	-10	69	4	23	
		All Middle	5	46	11	11	32
		District	20	38	18	18	26
	RFEP	52	5	48	10	12	31
		All Middle	21	36	13	13	38
		District	21	36	18	18	28
	Foster	1^	-				100
		All Middle	17	39	11	15	35
		District	27	36	17	17	30
	GATE/Excel	232	24	31	17	15	37
		All Middle	24	33	14	14	39
		District	26	31	21	21	27
	Homeless	14^	-	29	7		64

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

^Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup Rogers

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math at Special Populations	Homeless	All Middle	14	42	12	11	35
		District	17	38	20	16	26
	Homeless/Foster	15^	-	27	13		60
		All Middle	14	41	12	12	35
		District	18	38	20	16	26
		Low SES	231	10	46	10	11
	All Middle		15	40	12	13	35
		District	22	35	19	19	27
		Special Ed.	93	6	51	4	6
	All Middle		11	43	10	12	35
		District	22	36	17	17	29
		Spec Ed. Speech/RSP	62	13	50	2	6
	All Middle		10	43	9	12	35
		District	22	36	18	17	29

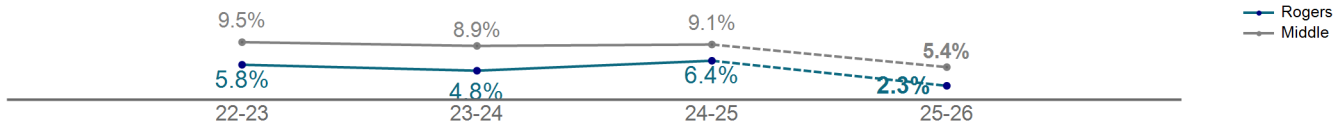
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

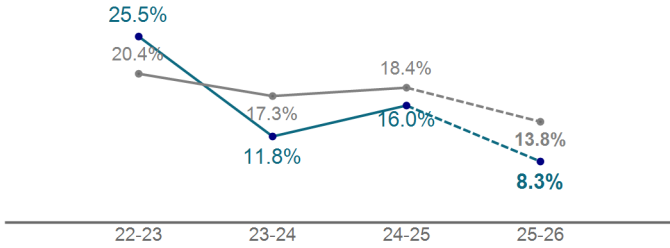
*Accelerated Growth = At least double the minimum growth target for the grade level.

Suspension Rate

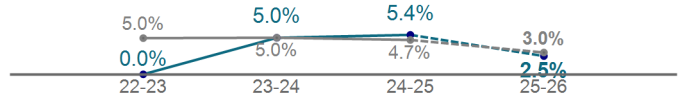
Rogers
All Students
N = 780



African American
N = 36



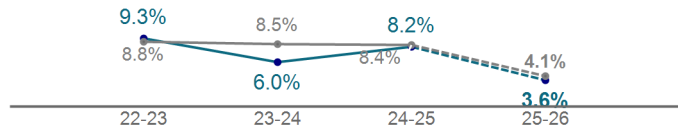
Asian
N = 40



Filipino

Subgroup with fewer than 20 students.

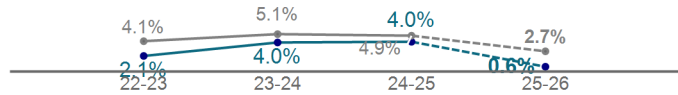
Hispanic
N = 280



Pacific Islander

Subgroup with fewer than 20 students.

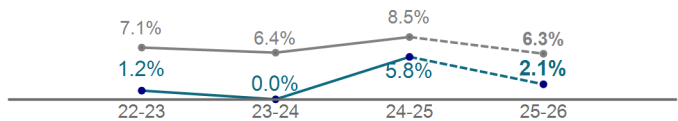
White
N = 317



Native American

Subgroup with fewer than 20 students.

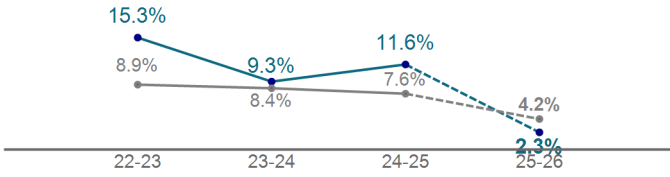
Other
N = 97



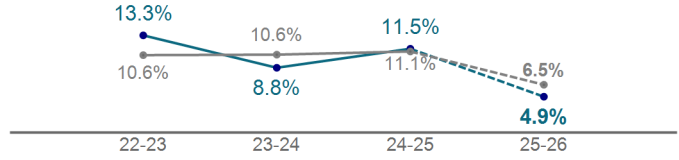
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

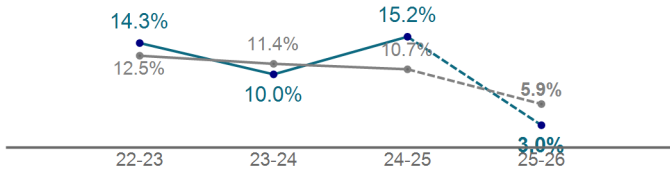
EL + RFEP
N = 86



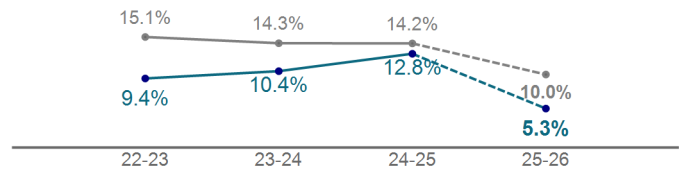
Low SES
N = 246



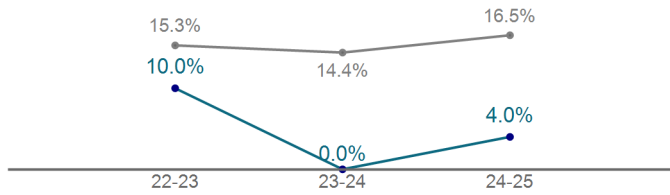
English Learner
N = 33



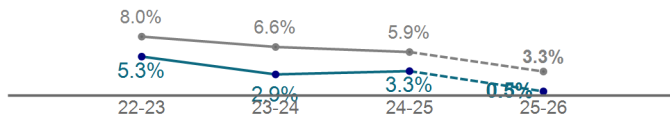
Special Education
N = 113



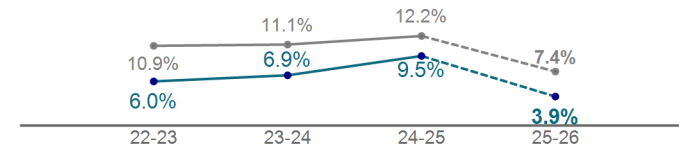
Homeless or Foster Youth



Female
N = 373



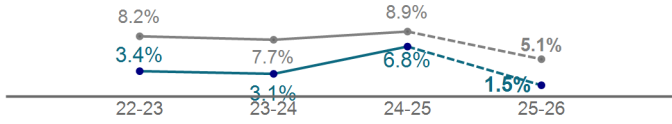
Male
N = 406



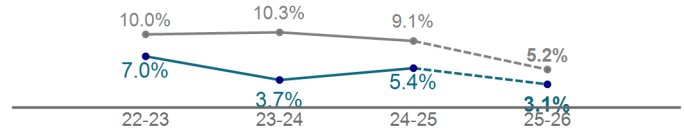
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

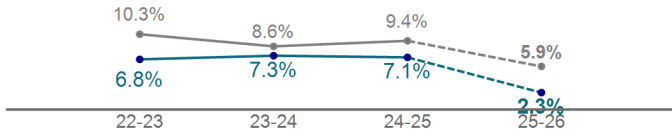
Gr. 06
N = 264



Gr. 07
N = 254



Gr. 08
N = 262



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

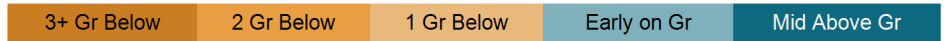
i-Ready Math Overall Relative Placement

School Data by Subgroup

Rogers 2024-2025 Grade 6



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
6	All Students	All	1	240	14	9	26	31	20
			2	244	9	8	27	29	27
			3	231	9	4	22	29	36
	Teacher	Bruss, A	1	13	85	8	8		
			2	12	75	17	8		
			3	12	58	17	25		
		Davis, M	1	115	4	9	30	37	20
			2	117	24	32	31	31	
			3	112	2	24	29	45	
		Elsworth, C	1	116	15	9	28	28	21
			2	118	10	10	24	30	26
			3	111	10	6	20	33	31
	Ethnicity	African American	1	10	20	10	40	20	10
			2	11	9	18	27	36	9
			3	8	25	38	38		
		American Indian	1	2	50		50		
			2	1			100		
			3	2	50		50		
		Asian	1	13	15		46	38	
			2	13	15	15	69		
			3	12	8	8	83		
		Filipino	1	1			100		
			2	1			100		
			3	1			100		
		Hispanic	1	99	22	12	37	18	10
			2	99	16	10	35	24	14
			3	96	16	6	31	28	19
White	1	90	6	8	20	40	27		
	2	94	25	20	35	37			
	3	89	23	15	30	49			
Other	1	25	12	8	8	52	20		
	2	25	12	8	24	32	24		
	3	23	4	13	39	43			

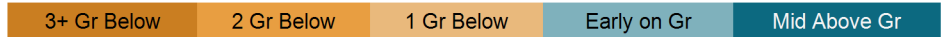
i-Ready Math Overall Relative Placement

School Data by Subgroup

Rogers 2024-2025 Grade 6



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
6	Gender	Female	1	111	14	9	26	35	16
			2	112	6	9	25	37	23
			3	107	7	4	21	31	36
		Male	1	129	14	9	26	28	22
			2	132	11	7	28	23	31
			3	124	10	5	22	27	36
	Special Populations	Low SES	1	90	24	16	30	24	6
			2	92	21	12	35	22	11
			3	82	18	7	34	26	15
		ELL	1	9	67	22	11		
			2	9	67	33			
			3	9	67	33			
		RFEP	1	19	11	5	26	53	5
			2	20	5	20	20	20	35
			3	17	6	41	18	35	
		EL + RFEP	1	28	29	11	21	36	4
			2	29	24	14	24	14	24
			3	26	23	4	38	12	23
		Special Ed.	1	39	59	15	13	10	3
			2	39	46	26	18	5	5
			3	36	44	17	25	11	3
		Spec Ed. Speech/RSP	1	27	52	19	19	11	
			2	27	41	30	22	4	4
			3	24	46	13	29	8	4
		Homeless	1	6	33	67			
			2	5	20	20	60		
			3	6	17	67	17		
GATE/Excel	1	88			13	36	51		
	2	92			11	27	62		
	3	84			15	20	74		

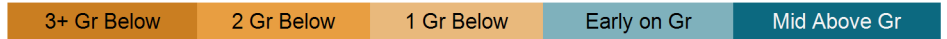
i-Ready Math Overall Relative Placement

School Data by Subgroup

Rogers 2024-2025 Grade 7



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	
7	All Students	All	1	246	16	13	30	30	11	
			2	245	13	8	32	31	16	
			3	233	11	9	24	34	21	
	Teacher	Bruss, A	1	12	92	8				
			2	12	92	8				
			3	11	64	27	9			
		Castellanos, J	1	116	14	13	31	38	4	
			2	115	10	9	35	35	12	
			3	112	6	11	25	40	18	
		Davis, M	1	19	37	63				
			2	18	6	17	61	17		
			3	19	16	68	16			
	Klements, C	1	32	16	6	25	31	22		
		2	32	3	9	31	31	25		
		3	30	13	3	17	30	37		
	Malsberger, J	1	64	11	9	31	28	20		
		2	65	12	5	25	37	22		
		3	62	11	5	18	37	29		
	Ethnicity	African American	1	9	11	22	33	33		
			2	9	11	33	22	33		
			3	9	11	11	33	44		
		Asian	1	10	10	20	30	10	30	
			2	10	20	40	10	30		
			3	9	11	22	33	33		
		Filipino	1	5				80	20	
			2	5				40	60	
			3	5				40	60	
Hispanic		1	86	26	15	33	22	5		
		2	86	21	13	37	20	9		
		3	78	18	14	24	29	14		
Pacific Islander	1	1	100							
	2	1	100							
	3	1	100							

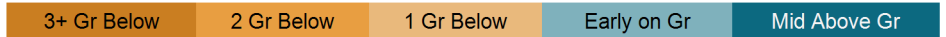
i-Ready Math Overall Relative Placement

School Data by Subgroup

Rogers 2024-2025 Grade 7



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
7	Ethnicity	White	1	105	7	17	32	31	12
			2	104	6	6	33	38	17
			3	100	4	8	29	37	22
		Other	1	30	23	27	43	7	
			2	30	17	7	20	47	10
			3	31	19	3	19	39	19
	Gender	Female	1	131	11	18	31	33	8
			2	131	9	11	37	31	12
			3	126	7	10	27	37	20
		Male	1	115	21	9	30	26	14
			2	114	18	4	26	32	19
			3	107	15	9	21	32	22
	Special Populations	Low SES	1	73	30	15	34	16	4
			2	75	27	12	32	24	5
			3	68	22	13	24	26	15
		ELL	1	9	78	11	11		
			2	10	80	10	10		
			3	8	75	13	13		
		RFEP	1	17	18	24	29	24	6
			2	17	12	12	41	29	6
			3	15	7	13	47	20	13
		EL + RFEP	1	26	38	19	23	15	4
			2	27	37	11	30	19	4
			3	23	30	13	30	17	9
Special Ed.		1	32	56	16	25	3		
		2	33	58	6	30	6		
		3	29	41	24	17	14	3	
Spec Ed. Speech/RSP		1	22	55	18	27			
		2	23	57	4	35	4		
		3	19	37	32	16	16		
Homeless	1	5	60	20	20				
	2	5	40	20	20	20			
	3	4	25	25	25	25			

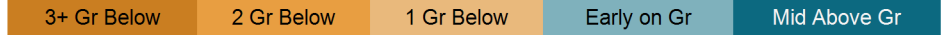


i-Ready Math Overall Relative Placement

School Data by Subgroup

Rogers 2024-2025 Grade 7

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
7	Special Populations	GATE/Excel	1	59	2	12	49	37	
			2	58	10	41	48		
			3	55	2	35	64		
		Foster	2	1	100				
			3	1	100				

i-Ready Math Overall Relative Placement

School Data by Subgroup

Rogers 2024-2025 Grade 8



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	
8	All Students	All	1	244	20	12	32	22	15	
			2	244	19	11	30	25	16	
			3	224	16	9	32	21	22	
	Teacher	Bruss, A	1	11	91					9
			2	11	73		18	9		
			3	11	91				9	
		Klements, C	1	137	18	11	37	18	16	
			2	141	18	9	33	21	20	
			3	133	14	11	33	21	21	
		Malsberger, J	1	100	18	14	27	27	14	
			2	100	18	11	26	33	12	
			3	95	15	7	32	22	24	

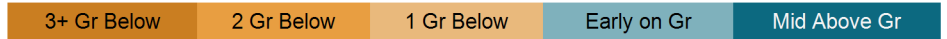
i-Ready Math Overall Relative Placement

School Data by Subgroup

Rogers 2024-2025 Grade 8



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	
8	Ethnicity	African American	1	21	38	19	33	10		
			2	21	24	5	52	19		
			3	19	26	21	26	16	11	
		American Indian	1	2		50			50	
			2	1					100	
			3	2		50			50	
		Asian	1	14	7	21	36	21	14	
			2	14	14	21	21	29	14	
			3	13		8	38	31	23	
		Filipino	1	3		33	33	33		
			2	3		33	33	33		
			3	3	33		67			
		Hispanic	1	72	26	11	36	17	10	
			2	77	25	16	34	16	10	
			3	67	22	9	37	16	15	
		Pacific Islander	1	2		50			50	
			2	2		50			50	
			3	2		50			50	
		White	1	109	12	12	28	26	22	
			2	103	13	9	25	28	25	
			3	95	9	7	28	25	29	
Other	1	21	24	5	33	29	10			
	2	23	26	4	17	39	13			
	3	23	22	9	26	13	30			
Gender	Female	1	122	20	15	34	20	12		
		2	126	19	12	33	24	13		
		3	112	13	11	35	21	21		
	Male	1	122	20	9	30	24	17		
		2	118	19	9	26	25	20		
		3	112	20	7	29	21	23		
Special Populations	Low SES	1	66	33	20	30	9	8		
		2	67	34	15	34	12	4		
		3	60	33	10	37	10	10		

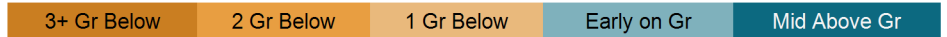
i-Ready Math Overall Relative Placement

School Data by Subgroup

Rogers 2024-2025 Grade 8



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		
8	Special Populations	ELL	1	11	64	18	18				
			2	11	64	27	9				
			3	11	64	9	27				
		RFEP	1	13	15	8	46	15	15		
			2	14	21	14	36	14	14		
			3	11	18		55		27		
		EL + RFEP	1	24	38	13	33	8	8		
			2	25	40	20	24	8	8		
			3	22	32	14	41		14		
		Special Ed.	1	28	64	11	21	4			
			2	27	59	19	19	4			
			3	28	61	7	21	7	4		
		Spec Ed. Speech/RSP	1	17	53	18	24	6			
			2	15	60	13	20	7			
			3	16	56	13	25	6			
		Homeless	1	6		50	17		33		
			2	7	14	14	29	29	14		
			3	7	14	14	43		29		
		GATE/Excel	1	85			1	2	18	38	41
			2	82			2	20		35	43
3	77				1	19		25	55		
Foster		3	1	100							

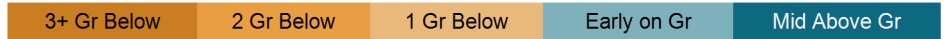
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Rogers 2024-2025 Grade 6



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	
6	All Students	All	1	243	14	11	22	16	37	
			2	223	13	7	20	18	43	
			3	218	14	6	18	14	47	
	Teacher	Buell, O		1	100	12	12	21	16	39
				2	99	13	10	19	18	39
				3	93	13	3	17	18	48
		Paone, S		1	132	9	11	23	17	39
				2	130	10	8	22	18	43
				3	124	12	9	21	11	47
		Stakias, A		1	13	85			8	8
				2	12	75			17	8
				3	11	73			18	9
	Ethnicity	African American		1	11	18	9	18	45	9
				2	9	11		44	11	33
				3	10	20		20	30	30
		American Indian		1	2	50			50	
				2	2	50			50	
				3	2	50			50	
		Asian		1	12			25	25	50
				2	12	8	17	17	58	
				3	13	8	23	15	54	
		Filipino		1	1					100
				2	1					100
				3	1					100
		Hispanic		1	100	22	14	28	16	20
				2	88	23	13	20	13	32
				3	85	27	9	21	8	34
White		1	92	5	12	16	8	59		
		2	89	6	2	19	19	54		
		3	84	6	2	15	17	60		
Other		1	25	16	4	20	28	32		
		2	22	9	18		36	36		
		3	23	9	4	17	22	48		

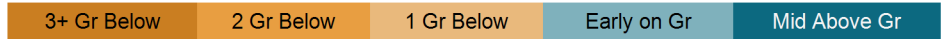
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Rogers 2024-2025 Grade 6



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
6	Gender	Female	1	114	9	12	25	14	40
			2	107	9	7	19	20	45
			3	106	13	8	14	11	53
		Male	1	129	19	10	19	17	35
			2	116	16	6	22	16	41
			3	112	15	4	22	17	41
	Special Populations	Low SES	1	91	24	19	24	20	13
			2	81	22	11	27	16	23
			3	73	25	15	23	14	23
		ELL	1	9	89	11			
			2	7	100				
			3	9	89	11			
		RFEP	1	20	10	35	35	20	
			2	17	12	18	18	12	41
			3	18	6	17	39	39	
		EL + RFEP	1	29	28	10	24	24	14
			2	24	38	13	13	8	29
			3	27	33	15	26	26	
		Special Ed.	1	37	59	16	11	8	5
			2	32	53	9	19	13	6
			3	31	61	13	10	13	3
		Spec Ed. Speech/RSP	1	25	52	24	16	8	
			2	20	50	10	20	20	
			3	21	62	10	14	14	
		Homeless	1	6	33	50	17		
			2	5	40	40	20		
			3	6	33	33	17	17	
GATE/Excel	1	91			13	11	11	74	
	2	84			13	12		75	
	3	86			12	10	9	77	

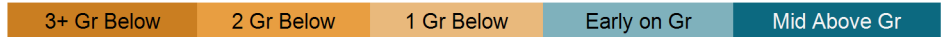
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Rogers 2024-2025 Grade 7



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	
7	All Students	All	1	241	17	7	15	24	37	
			2	229	12	9	16	22	41	
			3	227	12	5	15	24	43	
	Teacher	Jespersen, M		1	135	17	4	14	25	39
				2	129	8	12	18	21	41
				3	131	8	8	17	22	45
		Stakias, A		1	8	100				
				2	8	100				
				3	7	100				
		Vaughn, E		1	100	15	10	16	22	37
				2	98	13	7	15	24	40
				3	96	11	5	15	27	42
	Ethnicity	African American		1	9	11	22	22	44	
				2	8	38	25	38		
				3	7	29	71			
		Asian		1	10	20	40	20	20	
				2	10	30	30	20	20	
				3	9	22	11	44	22	
		Filipino		1	5	20	80			
				2	5	40	60			
				3	5	40	40	20		
		Hispanic		1	84	27	11	15	19	27
				2	76	20	16	14	18	32
				3	79	18	6	22	19	35
		Pacific Islander		1	1	100				
				2	1	100				
				3	1	100				
White		1	103	9	5	15	30	42		
		2	102	5	7	16	24	49		
		3	96	5	5	11	29	49		
Other		1	29	21	7	7	17	48		
		2	27	15	7	11	26	41		
		3	30	17	3	17	13	50		

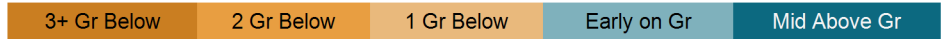
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Rogers 2024-2025 Grade 7



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
7	Gender	Female	1	130	13	8	17	25	37
			2	128	7	12	20	21	40
			3	126	9	7	14	27	43
		Male	1	111	23	5	13	22	38
			2	101	19	6	10	24	42
			3	101	16	3	17	21	44
	Special Populations	Low SES	1	69	33	7	20	22	17
			2	68	22	18	16	19	25
			3	65	25	8	18	28	22
		ELL	1	9	89	11			
			2	9	78	22			
			3	9	89	11			
		RFEP	1	16	38	25	25	13	
			2	14	21	14	14	43	7
			3	15	13	20	20	33	13
		EL + RFEP	1	25	56	4	16	16	8
			2	23	43	17	9	26	4
			3	24	42	13	13	25	8
		Special Ed.	1	32	59	6	13	13	9
			2	30	47	17	10	17	10
			3	29	48	10	14	14	14
		Spec Ed. Speech/RSP	1	23	61	4	17	13	4
			2	20	40	25	10	20	5
			3	19	42	16	16	16	11
		Foster	1	1					100
			2	1					100
			3	1					100
Homeless	1	4	25	25	50				
	2	4		25	25	50			
	3	5	20	40		40			
GATE/Excel	1	57			2	19	77		
	2	58			2	9	79		
	3	58			2	14	78		

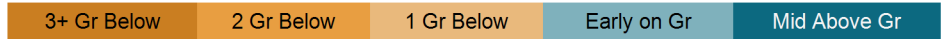
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Rogers 2024-2025 Grade 8



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	
8	All Students	All	1	242	17	6	20	18	39	
			2	237	16	5	16	20	43	
			3	229	14	4	17	20	45	
	Teacher	Armstrong, M	1	134	13	8	21	18	40	
			2	131	14	5	17	22	43	
			3	128	9	4	20	20	46	
		Buell, O	1	35	11	3	20	23	43	
			2	34	12	3	24	21	41	
			3	34	6	3	29	21	41	
		Stakias, A	1	15	93		7			
			2	15	80		13		7	
			3	15	87		7		7	
		Vaughn, E	1	67	16	4	22	18	39	
			2	70	17	4	14	19	46	
			3	65	15	5	12	23	45	
		Ethnicity	African American	1	23	30	13	22	17	17
				2	21	29	5	19	24	24
				3	20	20		30	30	20
	American Indian		1	2	50		50			
			2	2	50		50			
			3	1			100			
	Asian		1	13	31	8	23	8	31	
			2	14	29	7	7	14	43	
			3	13	23	15	15	15	31	
	Filipino	1	3	33		33		33		
		2	3	33		67				
		3	3	33		67				
	Hispanic	1	72	21	8	24	14	33		
		2	69	20	7	23	17	32		
		3	67	24	3	16	24	33		
Pacific Islander	1	2	50		50					
	2	2			50		50			
	3	2			50		50			

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Rogers 2024-2025 Grade 8

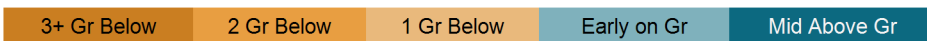


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
8	Ethnicity	White	1	105	7	5	14	23	51
			2	104	11	12	21	56	
			3	100	5	5	15	16	59
		Other	1	22	23	36	9	32	
			2	22	9	9	23	27	32
			3	23	13	26	22	39	
	Gender	Female	1	123	13	7	21	17	41
			2	121	13	6	15	21	45
			3	114	10	4	15	25	46
		Male	1	119	20	5	19	18	37
			2	116	19	3	17	19	41
			3	115	17	4	20	16	43
	Special Populations	Low SES	1	65	29	9	20	14	28
			2	66	33	5	17	15	30
			3	63	30	5	21	21	24
		ELL	1	11	100				
			2	10	90	10			
			3	11	82	9	9		
		RFEP	1	14	50	21	29		
			2	13	8	8	31	23	31
			3	13	15	15	31	38	
		EL + RFEP	1	25	44	28	12	16	
			2	23	43	9	17	13	17
			3	24	46	4	13	17	21
		Special Ed.	1	28	64	7	18	7	4
			2	28	54	11	11	14	11
			3	27	59	11	15	7	7
		Spec Ed. Speech/RSP	1	17	47	6	29	12	6
			2	16	31	13	13	25	19
			3	15	40	13	20	13	13
Homeless		1	7	14	29	57			
		2	7	14	29	14	43		
		3	7	29	14	14	43		
GATE/Excel		1	85	2	11	11	75		
		2	82	2	1	13	80		
		3	76	4	16	80			

i-Ready Math Overall Relative Placement School Data by Subgroup Rogers 2024-2025



Legend



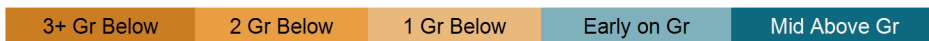
Category		Diagnostic Window	# Students	Percent by Category				
All Students	710	3	710	13	7	26	28	26
Grade	Gr. 06	3	235	9	4	22	29	36
	Gr. 07	3	235	11	9	25	34	21
	Gr. 08	3	240	18	9	31	21	21
Ethnicity	African American	3	39	23	13	23	26	15
	Asian	3	34	6	24	24	47	
	Hispanic	3	250	20	9	30	26	16
	White	3	293	6	6	25	30	32
	Other	3	78	14	5	21	31	29
Gender	Female	3	350	10	8	28	29	25
	Male	3	360	16	7	24	27	27
Special Populations	Low SES	3	218	25	10	31	22	13
	ELL	3	28	68	7	21	4	
	RFEP	3	45	4	11	47	13	24
	EL + RFEP	3	73	29	10	37	10	15
	Special Ed.	3	95	48	16	21	11	4
	Spec Ed. Speech/RSP	3	61	46	18	23	8	5
	GATE/Excel	3	222			10	26	63

The percentages may not equal 100% due to rounding.

i-Ready Reading Overall Relative Placement School Data by Subgroup Rogers 2024-2025



Legend



Category		Diagnostic Window	# Students	Percent by Category				
All Students	706	3	706	14	6	18	19	43
Grade	Gr. 06	3	228	15	7	19	14	45
	Gr. 07	3	236	13	6	15	24	42
	Gr. 08	3	242	15	4	19	20	42
Ethnicity	African American	3	40	18	5	20	28	30
	Asian	3	35	14	11	14	23	37
	Hispanic	3	247	25	7	20	16	32
	White	3	291	6	4	15	21	54
	Other	3	78	13	4	21	18	45
Gender	Female	3	355	11	7	14	21	46
	Male	3	351	18	5	21	17	40
Special Populations	Low SES	3	215	27	10	20	20	22
	ELL	3	29	86	7	3	3	
	RFEP	3	48	13	15	25	19	29
	EL + RFEP	3	77	40	12	17	13	18
	Special Ed.	3	92	58	11	13	11	8
	Spec Ed. Speech/RSP	3	60	52	12	17	13	7
	GATE/Excel	3	225			2	18	13

The percentages may not equal 100% due to rounding.



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/guardians 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 their 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.

Parent Signature

Student Signature

Date



**365 Monrovia Avenue
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rogers.lbschools.net**

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/tutores 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.

Firma de los padres

Firma del estudiante

Fecha



STATE & FEDERAL PROGRAMS
Long Beach Unified School District



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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 ≥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 Rogers School Site Council members on [9/30/25](#) and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before [12/20/25](#). Rogers, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.



Signature of Principal

12/20/25
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 **09/30/25** y estarán vigentes por un periodo de un ciclo escolar. La Escuela distribuirá la Guía a las familias el **12/20/25** 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 Directoro

12/20/2025
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