

## Glendale Unified School District

"Excellence is Worth the Effort"

# Roosevelt Middle School

## 2004-2005 School Accountability Report Card

222 East Acacia Avenue, Glendale, CA 91205

(818) 242-6845

Sixth through Eighth Grade

[www.gusd.net](http://www.gusd.net)

### School Administration

Dr. Maria G. Gandera  
Principal

Mark Brown  
Assistant Principal

Maurice James  
Assistant Principal



### 2004-05 Board of Education

Mary Boger, President  
Chakib Sambar, Vice President  
Pam Ellis, Clerk  
Greg Krikorian, Member  
Joylene Wagner, Member

### District Administration

Dr. Michael F. Escalante  
Superintendent

Alice Petrossian  
Assistant Superintendent  
Educational Services, Elementary Education

Dr. Gregory Franklin  
Assistant Superintendent  
Educational Services, Secondary Education



### Principal's Message

As principal, I have the unique privilege of introducing you to the Annual School Accountability Report Card for Roosevelt Middle School. Whether student, parent, staff or community member, the data contained within these pages will prove useful in informing you about our school and community, including but not limited to: demographics, achievements, progress evaluation, ongoing goal realization, discipline, budget, and facility enhancement.

In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card. However, we view this as not only a means of complying with State legislature, but an opportunity to publish the accomplishments we take great pride in sharing. We are at an exciting time at Roosevelt. We have modernized the school. New science labs, Internet connectivity and air conditioning were completed recently. We are also very proud of the academic growth we have shown over the past two years and know that the efforts our teachers put into improving their abilities is a critical factor in our progress. The new administration building opened, moving the front of the school onto Acacia Street, making it easier for parents and community members to access our school.

Our goal in presenting you with this information is to keep our community, and the public in general, well informed. In reflection of that goal, we desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have. It is the opinion of the district, myself in particular, that a well-informed public is vital in continuing to advance in an ever-evolving world. Thank you for helping Roosevelt Middle School change with the times and maintain flexibility in this and future generations.

### School Mission Statement

Roosevelt Middle School, a culturally rich diverse urban community of learners, is the bridge from elementary to high school that empowers students to channel their energy and vitality to become thinking, literate, caring, responsible and creatively expressive adolescents, capable and eager to achieve their full potential as life long learners. We will achieve this through multi-dimensional learning experiences, in and out of school, in a highly personal, supportive and developmentally appropriate school climate fostering personal growth, intellectual development, cross-cultural understanding and cooperation, fully integrating all school, family, and community resources.

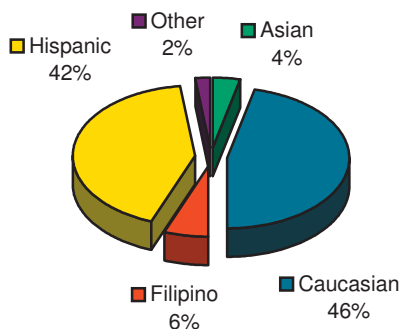
### Community & School Profile

The city of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo Mountains - only eight miles north of the city of Los Angeles. Embracing cultural diversity, 50 percent of the city's 200,000 residents were born outside the United States, challenging local educational agencies to offer and support over 60 foreign languages. National studies, residents, and realtors agree that Glendale's reputation for picturesque neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its many local attractions are motivating factors for families moving to the valley. Community pride and involvement are strong forces responding to educational issues, nonprofit causes, and city developments.

The Glendale Unified School District is proud of its excellent quality of education and award winning schools. Its commitment to providing safe and effective learning environments for students is unmatched. The District serves nearly 29,000 students in its 20 elementary schools, four middle schools, five high schools, and two specialized schools. Year-round and traditional calendar systems, complemented by a variety of creative programs, provide Glendale parents and students many choices for individual needs and achievements.

The Roosevelt Middle School community is located in the heart of the city of Glendale, serving nearly 1,200 students in grades six through eighth. Roosevelt Middle School teachers and staff are committed to providing a safe and productive learning experience. The educational programs at the school are tailored to meet the needs of a changing school population. Roosevelt Middle School is dedicated to ensuring the academic success of every student, and providing the most comprehensive educational experience.

**% of Student Enrollment by Ethnicity**



### Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at Roosevelt Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Roosevelt Middle School’s discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Students who develop a sense of personal responsibility will mature both academically and emotionally. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual parent/student handbooks.

Building a positive self-image, as well as respect for others, is important to a student’s success. The District supports the philosophy that students who have high self-esteem are more likely to become productive citizens and resist temptations such as abusing alcohol and dangerous drugs. In addition to sponsoring programs to eliminate bullying, resolve conflicts, and promote peace on its campuses, the District participates in the Glendale Character and Ethics Project. This character education program provides a strong link between the schools and the community. The project highlights one “guiding word” per month, such as respect, honesty, self-discipline, citizenship, and responsibility. The Glendale Character and Ethics Project teaches children to consider the consequences of their actions and encourages them to choose behaviors that benefit themselves and others. Additionally, Roosevelt Middle School students participate in a series of lessons called “Project Peace,” which helps students develop and practice problem solving techniques through acceptance and conflict resolution without physical aggression.

The “Suspensions and Expulsions” table displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Roosevelt Middle			GUSD		
	2003	2004	2005	2003	2004	2005
Suspension (#)	595	457	601	5489	4903	4882
Suspension (%)	56.24	44.03	50.72	18.65	17.01	16.94
Expulsion (#)	3	5	10	46	65	56
Expulsion (%)	0.28	0.48	0.84	0.16	0.23	0.19

### Extracurricular and Enrichment Activities

Students are encouraged to participate in the school’s additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Theodore Roosevelt Middle School has had the fortune of partnering with the city of Glendale through the Police Activities League (PAL), where students participate in competitive sports such as football, basketball, equestrian races, drill team, and boxing. PAL also provides academic support for the students.

Other extracurricular and enrichment activities include: Advancement Via Individual Determination (AVID), After-school Sports Program, Builders Club, California Junior Scholarship Federation (CJSF), Drama Club, Drill Team, Food Club, Journalism, Lunchtime Spirit Activities, Lunch Sports/Games Program, Marching Band, Music Club, and Spelling Bee.

To build self-esteem and recognize student achievement, certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include: Academic Achievement Award, Academic and Citizenship Recognition Program, Academic Excellence, After-school Awards, Awards Night, Assemblyman D. Frommer Award for Academic Excellence, Bonus Tickets, California Junior Scholarship Federation Award, Distinguished Writer’s Award, Perfect Attendance, Presidential Academic Awards, Presidential Physical Fitness Awards, and Student of the Month.

### School Enrollment & Attendance

School-wide enrollment at the beginning of the 2004-05 school year was 1,185 students. The District recognizes that regular attendance and punctuality are not only necessary parts of the learning process, but are critical to academic success. School districts receive financial support from the state for the education of students they serve based on how many students attend school each day. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Independent study is available for students who require extended leaves from school.

### Class Size

Roosevelt Middle School maintained a schoolwide average class size of 29 students in the 2004-05 school year. The “Teaching Load Distribution” table illustrates the average class size by subject. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Teaching Load Distribution											
	Average Class Size			Classrooms containing:								
				1-22 Students		23-32 Students		33+ Students				
03	04	05	03	04	05	03	04	05				
English	21	23	23	48	28	35	30	27	33	4	3	6
Math	25	26	27	17	15	9	34	21	38	3	11	6
Science	26	28	30	8	8	5	19	10	13	7	15	20
Social Science	28	29	30	4	6	7	24	16	12	9	13	22

## Instructional Time

During the 2004-05 school year, all instructional minutes and days offered at Roosevelt Middle School exceeded State requirements as specified in the California Education Code. Some students in grades seventh and eighth receive instruction in applied technology, drama, arts, woodshop, music, and food in addition to the core subjects. For the 2004-05 school year, Roosevelt Middle School offered 60,947 instructional minutes, which exceeded the State's minimum requirement of 54,000 minutes.

For the 2004-05 school year, Theodore Roosevelt Middle School offered 180 days of instruction comprised of 166 regular days and nine minimum days. Minimum days are used for Back to School Night, Open House, the last day of school, and state testing. Each Tuesday is a "Banking Day" when students arrive one hour later in the morning. Each week "Banking Days" allow teachers additional time to meet once by department, once by academic team and once for staff development. The fourth banking day can be used for ad hoc meeting or classroom planning.

## School Facilities & Safety

Roosevelt Middle School was originally built in 1922, but school buildings have been refurbished many times since then. School facilities are situated on six acres and encompass more than 100,000 square feet. They consist of 50 classrooms, a gymnasium, fitness center, an auditorium, a cafeteria, two computer labs, a library, administrative offices, an outdoor lunch court, grassy fields, and blacktop playground. Measure K funds, retroactively completed installing air conditioning in all rooms, connecting all classrooms to the Internet, construction of a new science lab, nine modern science classrooms, and an additional court surface was created. Additionally, the newly built administrative office will have the main entrance on Acacia Avenue with the goal of improving student safety. The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information was current as of October 24, 2005.

### Safety

Safety of students and staff is a primary concern of Roosevelt Middle School. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and earthquake drills are conducted on a regular basis throughout the school year. During lunch, recesses, and before and after school, administrators, teachers, and campus supervisors monitor students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. All visitors must report to the front office, sign in, and obtain a visitor's pass before entering the campus.

The Comprehensive School Safety Plan was developed by the school staff in consultation with local law enforcement to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe coming and leaving from school, sexual harassment policy, and dress code policy. Roosevelt Middle School reviews the plan annually. The plan was last updated and shared with school staff in March 2005. An updated copy of the plan is available to the public at the school and at the District office.

### Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service

and that emergency repairs are given the highest priority. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order. As of October 24, 2005, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school.

### Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. Currently all schools are on a daily cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2004-05 school year, the District budgeted \$1,050,000 for the deferred maintenance program. This represents 0.5% of the District's general fund budget.

### Deferred Maintenance Projects

For the 2005-06 school year, the District's governing board approved deferred maintenance projects for this school that will result in new carpeting or tile flooring, replacement of underground plumbing, and interior or exterior painting of school buildings. The District's complete deferred maintenance plan is available at the District office.

School Facility Conditions			
Facilities information current as of: October 24, 2005			
Interim Evaluation Instrument Guidelines	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior/exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior/exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside/outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		

# Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Roosevelt Middle School. These assessments provide a measurement of students' actual progress and evaluate the effectiveness of the instructional program. In addition to school- and district-developed assessments, the State and Federal government have set standards for student achievement. The school's progress in meeting or exceeding those standards is measured through the results of testing and other criteria. In addition to the academic measurements required by the State of California, the school and the District administer other assessments to determine the progress of each student. Students in grades seven and eight are evaluated based on the results of their writing, and end of course exams each semester in English, Math and Science and their report card grades in English and Math. Annually, the District evaluates the results of these assessments, and State testing, to determine whether each student is meeting the district's grade level standards.

## No Child Left Behind

The Federal No Child Left Behind Act requires all students, including socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups, to meet State academic achievement standards in English/language arts and math by 2014. To achieve that goal, districts and schools must demonstrate "Adequate Yearly Progress" (AYP). Schools achieve AYP if they meet certain requirements each year:

- Each school and subgroup must perform to a proficiency level; 24.4% of elementary and middle school students must be proficient in English and 26.5% must be proficient in Math.

- At least 95% of students must take State standards tests.

- Schools must show improvement in the Academic Performance Index (API).

Schools receiving Title I funds that do not meet the AYP standards face several consequences. Students may receive additional tutoring or school staff may be replaced. Students would also be allowed to transfer to other schools within their district that meet AYP and the former school would be required to provide transportation to the new site. After two consecutive years of failing to meet AYP in a particular subgroup, the school may be identified for Title I Program Improvement (PI). Schools can be categorized as a PI school for a maximum of five years before the State takes drastic measures to improve the performance of the school. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). Roosevelt Middle School met all of the 2005 AYP criteria.

More information about Title I and NCLB requirements can be found on the State Department of Education's website <http://www.cde.ca.gov/nclb> and the U.S. Department of Education's website <http://www.nclb.gov>. District-level information for comparison may be found in the *Glendale Unified School District Report Card*.

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the State has set 800 as the API score that schools should strive to meet. 2005 API growth scores were unavailable at the time of publication.

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Adequate Yearly Progress				
California Standards Test (CST)				
English/Language Arts				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
<b>Target</b>	95%		24.4%	
	<b>Met</b>	<b>Met</b>	<b>Met</b>	<b>Met</b>
<b>All Students</b>	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	Yes
SED <sup>^</sup>	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	Yes	Yes
Math				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
<b>Target</b>	95%		26.5%	
	<b>Met</b>	<b>Met</b>	<b>Met</b>	<b>Met</b>
<b>All Students</b>	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	Yes
SED <sup>^</sup>	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	Yes	Yes

<sup>^</sup>SED = Socioeconomically Disadvantaged

API School Results						
	Base			Growth		
	2002	2003	2004	2003	2004	2005
<b>All Students</b>						
Percent Tested	100	100	100	Percent Tested	99	100
API Score	646	687	686	API Growth Score	682	686
Growth Target	8	6	6	Actual Growth	36	-1
Statewide Rank	5	6	5	Eligible for Awards	Not funded	
Similar Schools Rank	9	10	5	Eligible for II/USP	Not funded	
<b>Subgroups</b>						
<b>Socioeconomically Disadvantaged</b>						
Base API Score	624	668	673	API Growth Score	662	674
Growth Target	6	5	5	Actual Growth	38	6
<b>Caucasian</b>						
Base API Score	653	701	684	API Growth Score	693	689
Growth Target	6	5	5	Actual Growth	40	-12
<b>Hispanic</b>						
Base API Score	603	644	654	API Growth Score	640	650
Growth Target	6	5	5	Actual Growth	37	6

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

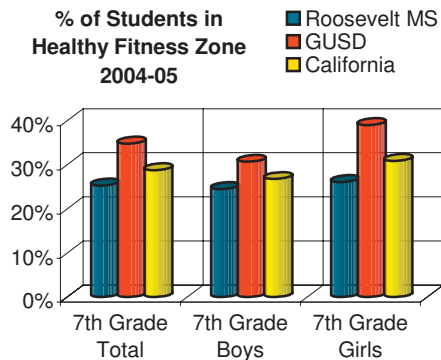
Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

### California Standards Tests (CST)

The California Standards Test (CST) is administered to all students in the spring to determine student performance in relation to the State content standards. Student scores are reported as performance levels: Advanced (exceeds State standards), Proficient (meets State standards), Basic (approaching State standards), Below Basic (below State standards), and Far Below Basic (well below State standards). Students scoring at the Proficient or Advanced level meet State standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

### Physical Fitness

In the spring of each year, Roosevelt Middle School is required by the State to administer a physical fitness test to all students in seventh grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).



Federal Awards & Intervention Programs			
	2003	2004	2005
Recognition for Achievement (Title I)	NO	NO	NO
Identified for Program Improvement	NO	NO	NO
Exited Title I Program Improvement	n/a	n/a	n/a
Number of Years in Program Improvement	n/a	n/a	n/a

### California Standards Test (CST) 2003, 2004, 2005 Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts			Math Standards		
	03	04	05	03	04	05
<b>Sixth Grade</b>						
All Students	42	34		46	40	
Females	40	37		40	38	
Males	44	32		52	42	
English Learners			15			21
Non English Learners	48	41		50	46	
SED^	36	31		39	37	
Special Education		8			8	
Caucasian	41	36		45	43	
Filipino		64			79	
Hispanic or Latino	35	24		42	24	
<b>Seventh Grade</b>						
All Students	32	32	44	36	39	46
Females	39	37	50	36	36	44
Males	25	26	38	35	41	48
English Learners	9	11	18	18	19	26
Non English Learners	56	40	54	53	46	54
SED^	30	30	42	33	37	45
Special Education	5	3	0	7	3	3
African American			46			38
Asian	69	59	62	62	77	85
Caucasian	32	30	48	38	41	54
Filipino	69	54	73	59	50	73
Hispanic or Latino	26	28	36	28	29	33

^SED - Socioeconomically Disadvantaged  
Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

### California Standards Test (CST) 2003, 2004, 2005 Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts			General Math			Algebra I			Social Science		
	03	04	05	03	04	05	03	04	05	03	04	05
<b>Eighth Grade</b>												
All Students	27	20	36	33	31	51	82	78	86	28	21	32
Females	29	25	35	33	29	48	73	81	86	29	22	29
Males	24	15	37	33	34	54	88	72	85	28	20	36
English Learners	8	4	19	24	31	38	83			8	7	17
Non English Learners	40	26	43	42	32	57	81	80	89	43	25	39
SED^	23	20	31	30	31	49	79	78	81	26	19	29
Special Education	3	3	0	8	8	14				8	3	4
Asian	52		61	55		88				50		70
Caucasian	30	20	36	37	34	53	83	74	90	30	17	30
Filipino	46	44	55	55	45	65	77	83		59	43	61
Hispanic or Latino	16	15	28	25	28	45	75	82	73	18	20	25

^SED - Socioeconomically Disadvantaged  
Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## California Achievement Test (CAT/6)

The California Achievement Test (CAT/6) is a standardized test that compares a student or group of students with a "norm" group from around the country. Reading and Math results of this test are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to District and State level results. All students in grades two through eight are tested in reading, spelling, written expression, and language arts. Beginning in 2005, the CAT/6 tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

		CAT/6 Norm Referenced Test 2003, 2004, 2005 % At or Above 50th Percentile																		
Subject Area	Grade Level	Year Ending	Reading									Math								
			6			7			8			6		7		8				
			03	04	05	03	04	05	03	04	05	03	04	05	03	04	05			
<b>All Students</b>																				
	Roosevelt Middle		61	39	41	40	35	34		61	46	49	49	53	49					
	GUSD		57	59			54	55	56	47	51			72	72	63	66	68	66	69
	California		45	46			45	45	46	41	41			51	53	46	48	49	48	49
<b>Subgroups</b>																				
	Females		57	45	46	41	36	36		57	50	44	47	56	49					
	Males		67	32	36	39	34	32		67	42	54	51	50	50					
	SED <sup>^</sup>		59	35	40	38	31	31		55	43	47	47	50	48					
	English Learners			14	17	16	11	14			24	25	28	31	38					
	Non English Learners		67	63	51	50	52	41		67	69	59	57	68	53					
	Special Education			7	3	5	5	3			14	6	8	8	8					
	African American					62							38							
	Asian			69	68	77	55				85	77	92	77						
	Caucasian		64	38	39	41	34	30		64	47	51	56	58	50					
	Filipino			69	50	62	66	68			75	63	85	74	73					
	Hispanic or Latino		54	34	37	33	27	31		50	38	40	36	39	42					

<sup>^</sup>SED - Socioeconomically Disadvantaged  
Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Teacher Assignment

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2004-05 school year, Roosevelt Middle School Elementary School had 52 fully credentialed teachers.

	Teacher Credential Status		
	03	04	05
Fully Credentialed	41	44	52
Emergency Credentials	4	3	2
Interns	5	1	3
Waivers	1	0	0
<b>Total Teachers</b>	<b>51</b>	<b>47</b>	<b>56</b>
Average Years Teaching	9.3	11.2	10.4
Average Years in District	7.5	8.9	8.9
Working Outside Subject	0	4	4

*Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.*

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire semester.

	Misassignments/Vacancies		
	03-04	04-05	05-06
Misassignments of Teachers of English Learners	0	10	*
Vacant Teacher Positions	0	2	*

*\*2005-06 data was unavailable at the time of publication*

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements by the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree; possession of an appropriate California teaching credential; and demonstrated competence in core academic subjects. At the start of the 2004-05 school year, 78.1% of core academic classes at Roosevelt Middle School were taught by NCLB-compliant teachers. District-level information for comparison may be found in the *Glendale Unified School District Report Card*.

Teacher Education Levels 2004-05	
	Roosevelt MS
Doctorate	0.0%
Master's Degree +30*	42.9%
Master's Degree	1.8%
Bachelor's Degree +30*	37.5%
Bachelor's Degree	17.9%
Less Than Bachelor's	0.0%
None Reported	0.0%

*\*Indicates additional hours above and beyond degree.*

## Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary, probationary, and non-credentialed teachers are evaluated annually. Permanent teachers are evaluated every other year. Provisions exist for qualified tenured teachers who meet specific criteria to be evaluated every third year. Evaluations are conducted by the principal and assistant principal. These administrators have been trained and certified for competency to perform teacher evaluations. Evaluation criteria in the Glendale Unified School District Standards for Educators include:

- Engaging All Students In The Learning Process
- Understanding and Organizing Content Knowledge for Student Learning
- Assessing Student Learning To Determine Instruction
- Creating and Maintaining an Effective Environment for Student Learning
- Planning Instruction and Designing Effective Learning Experiences for All Students
- Developing as a Professional Educator
- Fulfilling Professional Responsibilities

### Substitute Teachers

The District has not experienced any difficulties retaining qualified substitute teachers. On rare occasions when a substitute is not available for an absent teacher, credentialed staff or administrators take the role of the substitute. Substitute teachers must hold a bachelor’s degree and have successfully passed the California Basic Educational Skills Test. Prior to a substitute’s first assignment in the district, he/she attends a three-hour training session on District policies and expectations. A pool of over 300 qualified substitutes is available to Glendale’s schools.

### Professional Development

The District provides high-quality professional development to promote powerful teaching and learning. Professional development in the District focuses on standards-based instruction and strategies to promote literacy and critical thinking skills in all subject areas. The District schedules three staff development days annually.

Roosevelt Middle School prepares a staff development plan that is aligned with District strategic targets and which uses a variety of resources to assist teachers in refining instructional practice. During the 2004-05 school year, staff development focused on checking for understanding to ensure student comprehension in all areas.

The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veteran teachers refine subject matter knowledge and instructional strategies. The Beginning Teacher Support and Assessment (BTSA) program is a two-year program that provides ongoing support from Consulting Teachers, with an emphasis on formative assessment and reflection. All activities are based on the California Standards for the Teaching Profession. The Paraprofessional Teacher Training Program (PTTP) offers assistance to educational assistants interested in pursuing a teaching career. This program sponsors enrollment in required university courses and provides peer support and training to prepare participants to enter an intern program. The AB75 Principal Training Program is available to site administrators.

### Textbooks & Instructional Materials

Glendale Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the instructional program. Glendale Unified School District held a Public Hearing on August 16, 2005, and determined that each school within the District has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been selected from the State’s most recent list of standards-based materials. Teachers participate in the selection process to ensure that the textbooks support the District curriculum and content standards. Prior to adoption, all materials are on display for 30 days at the District office to be evaluated by parents and community members.

District-Adopted Textbooks			
Grade Levels	Subject	Publisher	Adoption Year
6th	Language Arts	McDougal Littell	2003
7th-8th	Language Arts	McDougal Littell	2001
6th	Mathematics	Everyday Learning Corporation	2001
7th-8th	Mathematics	Glencoe - McGraw Hill	1997
6th	Science	Holt, Rinehart & Winston	2000
7th	Science	Holt, Rinehart & Winston	2000
8th	Science	Holt, Rinehart & Winston	2001
6th	Social Studies	McGraw-Hill	2000
7th	Social Studies	Houghton Mifflin	2000
8th	Social Studies	Prentice Hall	2000

### Counseling & Other Support Services

It is the goal of Roosevelt Middle School to assist students in their social, personal, and academic development. The District makes available professional guidance and counseling personnel to work with students who experience achievement problems, classroom behavior concerns, difficulty coping with personal and family problems, trouble with decision-making and peer pressure. Administration coordinates counseling and support services. Counselors also analyze grades, standardized test scores, and overall academic performance in order to place students in intervention programs. These students are monitored closely all year. The academic counselor to pupil ratio is 1:593.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Counselor	2	1.6
Gear Up Coordinator	1	1.0
Health Aide	1	1.0
Nurse	1	0.4
Psychologist	1	0.4
Special Education Teacher	5	5.0
Speech/Language Specialist	1	0.6

Roosevelt Middle School offers a variety of programs, training, activities, and services to provide for students’ emotional, physical, and academic needs. In addition to counseling services provided by Roosevelt Middle School or through community-based organizations, the district participates in the state’s Healthy Start, Healthy Families, and Healthy Kids programs. These programs, based at the District office and the Pacific Avenue Center, serve qualifying students and their families throughout the District, providing medical and nutrition services along with a variety of other assistance and referrals.

A recently developed program at Glendale Unified School District assists homeless families to enroll their children in school, to overcome obstacles that might keep their child from attending school, and to allow their child to stay in one school while the family is transitioning into a more stable environment. Another new program is a federally funded grant project to combat alcohol abuse in high school students. Four of the five District high schools will be participating in the three-year program.

Roosevelt Middle School offers assistance and specialized instruction to students with special needs. Teachers receive assistance in developing research-based intervention strategies for at-risk students so that all students have the opportunity to meet rigorous standards. The Roosevelt Read 180 program offers extended day classes to at-risk students. Also available is a two-hour extended day math program. After school tutoring is offered to enhance students’ understanding and mastery of core subject matter. The school supports English Language Learners with appropriate evaluation and sheltered instruction based upon English acquisition levels.

Roosevelt Middle School also participates in the State's "Gaining Early Awareness and Readiness for Undergraduate Programs" (GEAR UP), a program grant to enable more students to be prepared academically and financially to enter and succeed in college. The program brings together a unique community of support from across the educational spectrum, including local schools, community organizations, businesses, and universities. Roosevelt Middle School provides activities and services such as College Awareness Week, Career Guidance, and workshops for getting organized, academic tutorials and provides speakers promoting higher education for all students, especially those from communities and backgrounds with historically low college-going rates. In addition, Roosevelt Middle School is an "Advancement Via Individual Determination" (AVID), demonstration site offering a preparatory program for ethnically diverse, low-income, and first generation college students.

Students identified as English Learners (EL) through the California English Language Development Test (CELDT) and the Home Language Survey (HLS) are assigned to appropriately credentialed teachers and receive leveled ELD instruction according to their needs and abilities. English Language Learners are tested with the California English Language Development Test (CELDT) annually to measure progress.

The District's Gifted and Talented Education (GATE) program is offered to students in grades 6-8 who have been recognized as capable of attaining high levels of achievement by their teachers and identified through State testing programs. Students in the GATE program receive differentiated instruction in their classrooms and may participate in district-sponsored GATE activities. Roosevelt Middle School provides specific courses for GATE students.

The District's Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problems areas, placement, and program implementation. The director of special education administers the program and assigns a teacher specialist and a special coordinator to support the school principal and teachers. The director is also available to answer any questions and provide support to the principal and teachers. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction a child will receive. All work together to ensure that the needs of special students are being met. All students receive instruction in the least restrictive environment and all students are mainstreamed as often as possible, based upon the guidelines set forth in each student's IEP.

### School Leadership

Leadership at Roosevelt Middle School is a responsibility shared among District administration, the principal, the assistant principal, school administration, instructional staff, students, and parents. Principal Maria Gandera joined the school in the fall of 2005. She brings to the school more than 15 years of educational experience. The School Site Council, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school. The school's Instructional Cabinet, comprised of department chairpersons, establishes policies regarding logistical issues. The School Planning Team, comprised of teacher representatives, counselors, and administrators, oversees curriculum issues.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. These committees include: School Site Council, Leadership Team, Curriculum Study Council, Individual Education Plan (IEP) Teams, Individual Intervention Learning Plans, Field Trip Committee, Dress Code Committee, Discipline Committee, Technology Committee, and Student Study Teams.

### Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2003-04 school year. In 2003-04, Glendale Unified School District spent an average of \$6,639 to educate each student (based on 2003-04 audited financial statements). The figures shown in the "Current Expense of Education Per Student" table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

Current Expense of Education Per Student*		
2003-04		
Statewide Average		
All Unified School		
GUSD	Districts	All Districts
\$6,639	\$6,987	\$6,919

*\*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund State funding, Glendale Unified School District receives State and Federal categorical funding for special programs. For the 2003-04 school year, the District received approximately \$2,166 per student in Federal and State aid for the following categorical, special education, and support programs: Applied Technology Education Act, Class Size Reduction, Economic Impact Aid, Educational Technology Assistance Grants, Gifted and Talented Pupils, Home-to-School Transportation, Instructional Materials, Peer Assistance and Review Program, Safe and Drug Free Schools Program, School Improvement Program, Special Education, Tenth Grade Counseling, Title I Program, and Year-round School Incentive.

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having more than 20,000 average daily attendance throughout the State.

Average Salary Information		
Teachers - Principal - Superintendent		
2003-04		
	GUSD	State Average
Beginning Teachers	\$37,236	\$37,061
Mid-Range Teachers	\$57,164	\$58,294
Highest Teachers	\$73,765	\$72,876
Elementary Principals	\$93,497	\$94,471
Middle School Principals	\$99,311	\$98,940
High School Principals	\$104,304	\$107,418
Superintendent	\$174,000	\$179,061

Salaries as a Percentage of Total Budget		
Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.1%	5.1%

### Contact Information

Parents who wish to participate in Roosevelt's leadership teams, school committees, school activities, or become volunteers may contact Principal Maria Gandera or Assistant Principals Mark Brown and Maurice James at (818) 242-6845.