



THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **RODRIGUEZ ELEMENTARY SCHOOL**

2018-19

37-68338-0114033
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Jordan, Claudia
Contact Person: Jordan, Claudia
Position: Principal
Telephone Number: 619-699-4500
Address: 825 South 31st Ave, Rodriguez Elementary, San Diego, CA, 92113,
E-mail Address: cjordan@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy
- Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: LAURA G. RODRIGUEZ

DUE: May 15, 2018 (Year Round)

SITE CONTACT PERSON: CLAUDIA E. JORDAN

PHONE: 619-699-4500 FAX: 619-699-4590 E-MAIL ADDRESS: cjordan@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | |
|--|--------------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: <u>2/21/18</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>3/6/18</u> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 4.4.18

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

CLAUDIA JORDAN
Type/Print Name of School Principal

CE Jordan
Signature of School Principal

6.5.18
Date

Mike Mike Sluzenski
Type/Print Name of SSC Chairperson

Mike Sluzenski
Signature of SSC Chairperson

6/7/18
Date

Type/Print Name of Area Superintendent

[Signature]
Signature of Area Superintendent

6/8/18
Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3209

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

Our mission is to continue to close the achievement gap with our struggling students, Tier 2 and 3, English Learners and Special Education. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS. Our site concerns are still with English Learners acquiring stronger mastery of the English Language and students who have not met proficiency levels in Reading and Math.

The contents of this SPSA include the 2018-19 SSC approved categorical budget. The work toward approving the 2018-19 categorical budget was completed in the February 2018 in preparation for the 2018-19 school year. This document is contained in the appendix and has been updated to address the 2018-19 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY

Our school vision is to create a community of divergent critical thinkers. We want to build teacher leaders and professional learning communities that problem solve and keep the lenses of continual learning up front. Create a professional community that strives for best practices and develops purposeful instruction with high student engagement in lessons and tasks. We will alignment to common core standards through our work with Math and Literacy. We will evolve into a culture in which all students and staff work toward our customized beliefs around being Proud Sharks at our quarterly assemblies and work on our quarterly School Climate and Safety Character traits. We want all students to grow into responsible citizens and have school pride. We work together as a team to maintain the privilege of the beautiful campus that we have and collaborate on how to work on continual modes of improving for site environment.

- Continue to work on common core understanding and lessons in our PLCs and beginning to release responsibility to lead teachers at PLCs.
- Looking at the big ideas of what the Common Core outcomes are. Imbedding lesson design, reteach, reflections and common monitoring items in our PLCs.

Analyze and out into place supports for English Learners, Reclassified, Tier 2 and 3 and Special education students.

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day.

K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet District growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Developing our clear goals for Areas 1-5 the grade level SBAC testing PLC groups were consulted about the type of goals that should be measured. The use of site based assessments over the once a year. SBAC gauge. Site based assessments were decided for the SPSA development process as documented on the Recommendations and Assurances page. Parents who are active on ELAC and serve on SSC contributed to new Parent Involvement ideas that added to the new Parent goal.

LCFF COMMUNITY AND STAFF ENGAGEMENT

The principal held 2 meetings for parents regarding Title 1 funding and showed how the monies were used last year and projections for 2018-2019. The meetings were held (1/22/18) in the a.m. and p.m. An emergency SGT (1/31/18) and ELAC meeting (1/29/18) were held for budgetary input. A parent input survey was explained, questions and ideas were taken and the survey was sent home for parents to give feedback on the funds. Deadline to collect surveys was February 3rd. The survey results were taken into consideration for Title 1 and LCFF. A staff meeting was held 1/29/18 as well regarding funding, excessing teachers. Our SSC held two meetings to review and finalize budget on (1/30 and 2/6).

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Cynthia Sanchez	Parent
Yohana Vazquez	Parent
Carmen Partida	Parent
Kayla Cale	Parent
Claudia E. Jordan	Principal
Clemen Herrera-Rodriguez	Other
Michael Sluzenski	Teacher
Michael Spingola	Teacher
Sonia Lunceford	Teacher
Fabiola Merino	Parent/ELAC rep

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 26% (approx. 22 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 40% (approx. 30 5th graders) will meet or exceed standards in ELA on the SBAC exam

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019, 24% (approx. 11 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 25% (approx. 8 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 26% (approx. 20 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 40% (approx. 28 5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT Interim Assessments End-Of-Course
 Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
 Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Instructional reading levels for current Kinder-5th grade are analyzed each cycle. Student evidence of critical literacy charts (story arc), student writing samples and conceptual blurbs that provide examples of conceptual word understanding are also analyzed. We use student grade level writing rubrics and critical literacy rubrics to gauge student growth. We started two coaching cycles in K, 1st and 3rd on NF and Fictional understanding within and outside the text. The goals above are formulated in the Spring of 2018. Based on what we know about our student growth, we anticipate newly entering 3rd graders to begin the 2018-19 school year at or around 24-28% proficiency. 3rd grade is our lowest achieving area.

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department to analyze DRA, Fountas and Pinnell, student work, INSPECT assessments and ARI results 4 times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics**Mathematics SMART Goal:**

By June 2019, 33% (approx. 28 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 36% (approx. 27 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019, 25% (approx. 12 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 25% (approx. 8 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 33% (approx. 26 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 36% (approx. 25 5th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course

Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit

Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Gathered student evidence of number talk charts (number sequence on base ten), site based designed measures and Math unit assessments and student math journal samples.

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level monthly to analyze end of unit assessments 7 times per year. Analysis will inform subsequent instruction.

Area 3: English Learner

English Learner SMART Goal:
 By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students (RFEP) in 2nd-5th will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services. In 2018 we increased our RFEP students by 7.2% bringing our RFEP numbers to 17%

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

- Student evidence of critical literacy charts (story arc)
- Student writing samples showing vocabulary development
- Collected conceptual blurbs that provide examples of conceptual word understanding
- Teacher recommendations
- Retest of ELPAC sections
- In 2018 we added 6.5% more 2nd grade students to RFEP (3 students)
- In 2018 we added 11.7% more 3rd grade students to RFEP (10 students)
- In 2018 we added 4% more 4th grade students to RFEP (5 students)
- In 2018 we added 8% more 5th grade students to RFEP (6 students)

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?
 RFEP potential candidates are identified at the beginning of the school year and are monitored at PLC's. They are targeted on our quarterly monitoring sheets so to keep an instructional focus on Listening, Speaking Writing or Reading. Next year, early ELPAC results will assist with different strand focus that can be incorporated for the Spring retest. Our English Language Resource teacher will coordinate review and monitoring of Potential RFEPs with 2nd-5th grade teachers.

Area 4: Graduation/Promotion Rate**Graduation Rate SMART Goal:**

By June 2019, at least 50% (approx. 30 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 33% (approx. 25 5th graders) will meet or exceed level 44 in DRA.

Closing the Gap SMART Goal (Optional for Elementary schools):**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers will meet by grade level/department to analyze DRA, Fountas and Pinnell, student work, INSPECT assessments and ARI results 4 times per year. Analysis will inform subsequent instruction.

Area 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 80% (approx. 384 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 15% (approx. 64 families) will attend 2 training/workshops on Reading and Mathematics to increase knowledge on how to support students at home.

Targeted Population:

There are many subgroups of parents. We want to be able to offer different parent venues to access the different groups.

- update our school website and include social media
- parent center and ELST next to each other
- collect and reach out to parents on different types of volunteer projects
- update our marquees for monthly events
- target one day in the week for flyer/reminder distributions
- inform parents of school wide goals/understand SMART goals
- spread out parent workshops to avoid scheduling conflicts

What data did you use to form these goals?

- Sign in sheets from different events
- Family Wednesdays
- Coffee with the Principal
- Parent Teacher Conferences
- Open House

Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers and Support Team will meet 2 times per year to analyze student progress using site developed criteria. Families are contacted based on progress.

Administration will identify specific audience and track attendance along with the counselor as well as have CAASAS monthly.

BUDGET: Resources Aligned to Area Goals**Core Program:**

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use the Just Think Literacy Curriculum for Critical Thinking, Supplement with units of Inquiry, District Mathematical Concept Units 2-5, ELA Framework and California Common Core grade level standards in designing and differentiating instruction.
- Teachers will provide balanced literacy instruction including guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.
- All English learners will be assessed using ELPAC and the Express Assessment from the SELD curriculum.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, attendance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs with the Pilot Chronic Absence Project.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district interim assessments and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy and math instruction

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in/pull out supplemental small group instruction for targeted students in need.
- .75 FTE ELST will consult with teachers to provide supports for targeted English Learners such as LTELs, consult with teachers regarding literacy interventions, assessment, lesson studies and professional development understanding around lesson design and monitoring of .
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- .75 FTE ELST will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.
- Counselor and support mentors (if available) will provide monthly check in with at risk students and will provide supplemental support to teachers with a caseload of students with regards to Student Study Team academic reading concerns
- Support by Support staff (if available) to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):

Providing professional development meetings for teachers will assist in the understanding and strengthening of core instructional practice. Having monthly PLCs in order to learn about what a strong lesson design is and what standards to focus on will support classroom instruction.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr -	0.3750	\$33,351.75	\$49,291.54	0137-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Support students, teachers and parents with EL needs, small group interventions, teaches EL supports, and coordinates parent workshops and some activities.
Supplies		\$10,900.00	\$10,900.00	0137-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, LCFF 1, LCFF 2	Supplies to assist teachers and students with core subjects such as pencils, journals, etc.

How will you monitor these strategies/activities?

We will monitor our K-2 struggling students with reading assessments for growth. EL DPI and DRA will be used for our 2nd-5th grade reclassification candidates and math exit slips and math interims will be used with our 2nd-5th grade students to inform our instruction. Finally our 3rd grade students will be measured by instructional reading levels via google forms.

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):

Our intervention support goal will be to professional train teachers in Common Core lesson planning and a small group intervention with our large newcomer population.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr	0.3750	\$33,351.75	\$49,291.54	0137-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	03, 05, LCFF 1, LCFF 2, LCFF 3	Support students, teachers and parents with EL needs, small group interventions, teaches EL supports, and coordinates parent workshops and some activities.
School Counselor -	0.3000	\$23,829.30	\$34,213.13	0137-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04	Support student, teacher and parent needs with individual or small groups, coordinate SSTs, co-coordinate the Pilot Chronic Absence Pilot as well as provide parents with outside community support.

Rodriguez Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Supplies		\$4,900.00	\$4,900.00	0137-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, LCFF 1, LCFF 2	Supplies to assist teachers and students with core subjects such as pencils, journals, etc.
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How will you monitor these strategies/activities?
 We will monitor our K-2 struggling students with reading assessments for growth, our afterschool students will be monitored using instructional reading levels for growth measures. EL DPI and DRA will be used for our 1st and 2nd grade reclassification candidates and math exit slips and math interims will be used with our 4th grade students. Finally our 3rd grade students will be measured by instructional reading levels.

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):
 All grade levels will meet every 4-5 weeks in their PLC groups to discuss learning, assessments, curriculum, data, interventions, professional development, research, strategies and more in an effort of closing the achievement gap for academically disadvantaged students. Site professional development for the 2018-2019 year will focus on in strengthen our Shared and Guided Reading.

How will you monitor these strategies/activities?
 The following items will be used for monitoring student growth. They are the interim assessments in Math and Literacy, the monthly instructional reading levels, exit slips, annotated notes from small group instruction and student writing.

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):
 Staff will assist students in meeting graduation requirements by attending to their health needs and providing academic career planning. Teachers will work with the School Counselor, ELST and support team in order to assist with struggling students.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor -	0.3000	\$23,829.30	\$34,213.13	0137-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	04, 05, LCFF 1	Support student, teacher and parent needs with individual or small groups, coordinate SSTs, co-coordinate the Pilot Chronic Absence Pilot as well as provide parents with outside community support.
Supplies		\$1,973.64	\$1,973.64	0137-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05, LCFF 1, LCFF 2	Supplies to support teachers and counseling with parent meetings and documentation.

How will you monitor these strategies/activities?
 During monthly Professional Learning Communities principal will review assessments and with teachers identify students with the need of social emotional.

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):

Our goal is to increase parent engagement at our site by 15% at 2 events with 64 families in attendance. We will offer various workshops that support parents learning alongside their child with FACE department guidance.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
In-service supplies		\$2,984.00	\$2,984.00	0137-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05, LCFF 3	Light refreshments to engage parents at workshops and meetings that provide new insight around their children's learning/core subjects.
Supplies		\$2,000.00	\$2,000.00	0137-30100-00-4301-2495-1110-01000-0000	Title I Basic Program	01, 02, 03, 05, LCFF 3	Supplies to assist parents at workshops, trainings and home communication sheets.

How will you monitor these strategies/activities?

Targeted parent event sign in sheets.

Local Control Funding Formula Goals and Budget

Goal 1: Intervention Supports

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal::

Our intervention support goal will be to professional train teachers in Common Core lesson planning, building upon our K, 1st and 3rd grade coaching cycles in targeting specific struggling student groups.

Identified Need::

Using the 4 SMART goals, specific students will be part of our Closing the Gap goal. Our specific targeted groups will be 2nd-5th grade ELL students who are reclassification candidates and 3rd grade students at the Basic band in Literacy using coaching cycle models.

Target Group::

Our specific targeted groups will be 2nd-5th grade ELL students who are reclassification candidates and 3rd grade students using the coaching cycle models.

Monitoring::

We will monitor our K-2 struggling students with reading assessments for growth, our afterschool students will be monitored using instructional reading levels for growth measures. ELDPI and DRA will be used for our 1st and 2nd grade reclassification candidates and math exit slips and math interims will be used with our 4th grade students. Finally our 3rd grade students will be measured by instructional reading levels.

Personnel Responsible::

Teachers, ELST, Support team members and the principal will monitor students' progress.

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal::

Providing professional development meetings for teachers will assist in the understanding and strengthening of core instructional practice. Having monthly PLCs in order to learn about what a strong lesson design is and what standards to focus on will support classroom instruction.

Identified Need::

Understanding deeper Common Core standards in mathematics and reading is a need. Learning about balanced literacy with District support will strengthen our reading practice.

Target Group::

Struggling readers and math students as well as English Learning not meeting OLP levels for their second language pathway.

Monitoring::

Teachers and push in support will use instructional reading behavior levels to gauge growth in literacy in class or in afterschool tutoring, math exit slips and journals, and ELDPI for English Language growth. We will be studying the ELD Bundles for the 2018 year.

Personnel Responsible::

Teachers, ELST, Support team members and the principal will monitor students' progress.

Goal 3: Professional Development

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:

Rodriguez Professional Development goal is to support teachers in improving core instruction alongside the learning and understanding of Common Core Standards. Part of this goal is to have all teachers attend the required district trainings in ELA, Math, and Science. Provide Monthly on-site PD second Wednesday of each month. Coordinate monthly (Professional Learning Communities) PLCs with the focus on Common Core-aligned lesson planning and developing common assessments. Provide grade-level PLC lesson planning and analysis of student work during the PLCs. The use of Lesson studies are to support understanding of effective instruction via observation of students with the Literacy Resource teacher, fellow teachers or subject experts. Regular observation of lessons and feedback to teachers will help with the analysis of student data collection and setting targets for growth for the following PLC.

Identified Need::

An identified need is to support teachers with understanding of Common Core lessons rolled out with new Math Concept units and Literacy units. There has been an instructional shift since the implementation of Common Core Standards.

Target Group::

Our specific targeted groups will be 2nd-5th grade ELL students who are reclassification candidates and 3rd-5th grade students at the Basic band.

Monitoring::

The following items will be used for monitoring student growth. They are the interim assessments in Math and Literacy, the monthly instructional reading levels, exit slips, annotated notes from small group instruction and student writing.

Personnel Responsible::

Principal, English Language Support teacher (ELST), Instructional Support Team (IST) and teachers within each PLC grade level.

Rodriguez Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

LCFF Intervention Supports							
Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Health Technician -	0.2000	\$6,823.60	\$14,633.31	0137-09800-00-2236-3140-0000-01000-0000	LCFF Intervention Support	05, LCFF 1, LCFF 2	Support our health office on non-nurse days with student medical needs and parent support.
Retired NonClstrm Tchr Hrly		\$9,500.00	\$11,437.05	0137-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	01, 03, LCFF 2	Visiting teacher support to assist testing/scoring with the new ELPAC test in the fall and Spring of 2018-2019.
Supplies		\$30,586.34	\$30,586.34	0137-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 05, LCFF 1, LCFF 2, LCFF 3	Supplies/tools to support classroom learning
Other Support Prsnl PARAS Hrly		\$3,000.00	\$3,852.30	0137-09800-00-2281-3160-4760-01000-0000	LCFF Intervention Support	03, LCFF 2	Hourly support to assist EL team with ELPAC Fall and Spring testing in 2018-2019.
Prof&Curriclm Dev Vist Tchr		\$30,000.00	\$36,117.00	0137-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 2, LCFF 3	Visiting teacher support to assist teachers to attend monthly PLCs and trainings for Core Subjects or District initiatives.
Interprogram Svcs/Field Trip		\$5,000.00	\$5,000.00	0137-09800-00-5735-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 05, LCFF 2	Extracurricular experiences to support core subjects and build schema.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. Title I Parent Involvement Policy
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Rodriguez
All Grades Combined

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	274	21.2	274	27.0	249	24.1	2.9	-2.9	273	16.1	278	24.5	249	27.7	11.6	3.2
Female	124	29.0	142	29.6	124	29.8	0.8	0.2	124	16.9	144	24.3	125	31.2	14.3	6.9
Male	150	14.7	132	24.2	125	18.4	3.7	-5.8	149	15.4	134	24.6	124	24.2	8.8	-0.4
African American	5	-	9	-	10	20.0	-	-	5	-	9	-	10	10.0	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	264	21.6	259	28.2	228	25.0	3.4	-3.2	263	16.7	262	25.6	227	29.1	12.4	3.5
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Pacific Islander	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
White	0	-	6	-	5	-	-	-	0	-	7	-	5	-	-	-
Multiracial	1	-	0	-	6	-	-	-	1	-	0	-	7	-	-	-
English Learner	183	7.1	152	10.5	128	3.1	-4.0	-7.4	183	7.7	156	12.2	130	12.3	4.6	0.1
English-Speaking	91	49.5	122	47.5	121	46.3	-3.2	-1.2	90	33.3	122	40.2	119	44.5	11.2	4.3
Reclassified†	26	80.8	71	62.0	60	63.3	-17.5	1.3	26	53.8	71	49.3	59	57.6	3.8	8.3
Initially Eng. Speaking	65	36.9	51	27.5	61	29.5	-7.4	2.0	64	25.0	51	27.5	60	31.7	6.7	4.2
Econ. Disadv.*	274	21.2	268	27.2	238	23.1	1.9	-4.1	273	16.1	271	25.1	237	27.0	10.9	1.9
Non-Econ. Disadv.	0	-	6	-	11	45.5	-	-	0	-	0	-	12	41.7	-	-
Gifted	40	45.0	43	48.8	25	48.0	3.0	-0.8	40	37.5	43	51.2	24	62.5	25.0	11.3
Not Gifted	234	17.1	231	22.9	224	21.4	4.3	-1.5	233	12.4	235	19.6	225	24.0	11.6	4.4
With Disabilities	40	5.0	41	4.9	0	-	-	-	40	0.0	39	2.6	0	-	-	-
WO Disabilities	234	23.9	233	30.9	211	28.4	4.5	-2.5	233	18.9	239	28.0	213	32.4	13.5	4.4
Homeless	74	16.2	62	22.6	41	22.0	5.8	-0.6	72	12.5	65	30.8	42	28.6	16.1	-2.2
Foster	3	-	0	-	0	-	-	-	3	-	2	-	0	-	-	-
Military	3	-	3	-	2	-	-	-	3	-	3	-	2	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Rodriguez
Grade 3

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	98	14.3	95	21.1	91	16.5	2.2	-4.6	94	13.8	96	28.1	89	27.0	13.2	-1.1
Female	44	22.7	52	25.0	45	17.8	-4.9	-7.2	41	14.6	53	34.0	45	26.7	12.1	-7.3
Male	54	7.4	43	16.3	46	15.2	7.8	-1.1	53	13.2	43	20.9	44	27.3	14.1	6.4
African American	2	-	2	-	0	-	-	-	2	-	2	-	0	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	94	14.9	90	22.2	86	17.4	2.5	-4.8	90	14.4	91	29.7	84	27.4	13.0	-2.3
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	0	-	3	-	1	-	-	-	0	-	3	-	1	-	-	-
Multiracial	0	-	0	-	4	-	-	-	0	-	0	-	4	-	-	-
English Learner	67	6.0	67	13.4	59	1.7	-4.3	-11.7	65	7.7	68	22.1	58	15.5	7.8	-6.6
English-Speaking	31	32.3	28	39.3	32	43.8	11.5	4.5	29	27.6	28	42.9	31	48.4	20.8	5.5
Reclassified†	0	-	8	-	12	83.3	-	-	0	-	8	-	11	63.6	-	-
Initially Eng. Speaking	31	32.3	20	25.0	20	20.0	-12.3	-5.0	29	27.6	20	25.0	20	40.0	12.4	15.0
Econ. Disadv.*	98	14.3	94	21.3	85	14.1	-0.2	-7.2	94	13.8	94	28.7	83	25.3	11.5	-3.4
Non-Econ. Disadv.	0	-	6	-	6	-	-	-	0	-	0	-	6	-	-	-
Gifted	19	26.3	11	27.3	4	-	-	-	19	31.6	11	45.5	3	-	-	-
Not Gifted	79	11.4	84	20.2	87	16.1	4.7	-4.1	75	9.3	85	25.9	86	25.6	16.3	-0.3
With Disabilities	12	0.0	41	4.9	0	-	-	-	12	0.0	39	2.6	0	-	-	-
WO Disabilities	86	16.3	83	24.1	78	19.2	2.9	-4.9	82	15.9	85	31.8	78	30.8	14.9	-1.0
Homeless	31	6.5	24	16.7	9	-	-	-	29	10.3	25	36.0	9	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	2	-	1	-	0	-	-	-	2	-	1	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Rodriguez
Grade 4

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	92	28.3	87	24.1	89	22.5	-5.8	-1.6	94	22.3	87	24.1	89	25.8	3.5	1.7
Female	46	34.8	41	22.0	49	30.6	-4.2	8.6	48	20.8	41	24.4	48	33.3	12.5	8.9
Male	46	21.7	46	26.1	40	12.5	-9.2	-13.6	46	23.9	46	23.9	41	17.1	-6.8	-6.8
African American	1	-	4	-	6	-	-	-	1	-	4	-	6	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	91	28.6	82	25.6	79	22.8	-5.8	-2.8	93	22.6	82	24.4	78	28.2	5.6	3.8
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	0	-	1	-	3	-	-	-	0	-	1	-	3	-	-	-
Multiracial	0	-	0	-	1	-	-	-	0	-	0	-	2	-	-	-
English Learner	57	8.8	55	10.9	45	4.4	-4.4	-6.5	58	8.6	55	7.3	46	10.9	2.3	3.6
English-Speaking	35	60.0	32	46.9	44	40.9	-19.1	-6.0	36	44.4	32	53.1	43	41.9	-2.5	-11.2
Reclassified†	14	78.6	13	76.9	19	42.1	-36.5	-34.8	14	71.4	13	76.9	19	63.2	-8.2	-13.7
Initially Eng. Speaking	21	47.6	19	26.3	25	40.0	-7.6	13.7	22	27.3	19	36.8	24	25.0	-2.3	-11.8
Econ. Disadv.*	92	28.3	86	24.4	86	22.1	-6.2	-2.3	94	22.3	86	24.4	85	25.9	3.6	1.5
Non-Econ. Disadv.	0	-	6	-	3	-	-	-	0	-	0	-	4	-	-	-
Gifted	15	53.3	15	46.7	11	45.5	-7.8	-1.2	15	40.0	15	53.3	11	54.5	14.5	1.2
Not Gifted	77	23.4	72	19.4	78	19.2	-4.2	-0.2	79	19.0	72	18.1	78	21.8	2.8	3.7
With Disabilities	11	9.1	16	6.3	0	-	-	-	11	0.0	16	6.3	0	-	-	-
WO Disabilities	81	30.9	71	28.2	75	26.7	-4.2	-1.5	83	25.3	71	28.2	75	30.7	5.4	2.5
Homeless	19	31.6	23	17.4	23	17.4	-14.2	0.0	19	21.1	24	20.8	23	26.1	5.0	5.3
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Rodriguez
Grade 5

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	84	21.4	92	35.9	69	36.2	14.8	0.3	85	11.8	95	21.1	71	31.0	19.2	9.9
Female	34	29.4	49	40.8	30	46.7	17.3	5.9	35	14.3	50	14.0	32	34.4	20.1	20.4
Male	50	16.0	43	30.2	39	28.2	12.2	-2.0	50	10.0	45	28.9	39	28.2	18.2	-0.7
African American	2	-	3	-	4	-	-	-	2	-	3	-	4	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	79	21.5	87	36.8	63	38.1	16.6	1.3	80	12.5	89	22.5	65	32.3	19.8	9.8
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	0	-	2	-	1	-	-	-	0	-	3	-	1	-	-	-
Multiracial	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
English Learner	59	6.8	30	3.3	24	4.2	-2.6	0.9	60	6.7	33	0.0	26	7.7	1.0	7.7
English-Speaking	25	56.0	62	51.6	45	53.3	-2.7	1.7	25	24.0	62	32.3	45	44.4	20.4	12.1
Reclassified†	12	83.3	50	56.0	29	69.0	-14.3	13.0	12	33.3	50	36.0	29	51.7	18.4	15.7
Initially Eng. Speaking	13	30.8	12	33.3	16	25.0	-5.8	-8.3	13	15.4	12	16.7	16	31.3	15.9	14.6
Econ. Disadv.*	84	21.4	88	36.4	67	35.8	14.4	-0.6	85	11.8	91	22.0	69	30.4	18.6	8.4
Non-Econ. Disadv.	0	-	4	-	2	-	-	-	0	-	0	-	2	-	-	-
Gifted	6	-	17	64.7	10	60.0	-	-4.7	6	-	17	52.9	10	70.0	-	17.1
Not Gifted	78	16.7	75	29.3	59	32.2	15.5	2.9	79	8.9	78	14.1	61	24.6	15.7	10.5
With Disabilities	17	5.9	13	7.7	0	-	-	-	17	0.0	39	2.6	0	-	-	-
WO Disabilities	67	25.4	79	40.5	58	43.1	17.7	2.6	68	14.7	83	24.1	60	36.7	22.0	12.6
Homeless	24	16.7	15	40.0	9	-	-	-	24	8.3	16	37.5	10	40.0	31.7	2.5
Foster	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Military	0	-	0	-	2	-	-	-	0	-	0	-	2	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Laura G. Rodriguez Elementary School
TITLE I PARENT INVOLVEMENT POLICY

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Laura G. Rodriguez Elementary school has developed a written Title I parental involvement policy with input from Title I parents. *Parent input came from parent meetings such as Coffee with the Principal, Title I, GATE, Program Options and ELAC.*

It has distributed the policy to parents of Title I students.

The policy is distributed each Fall to parents. This year it will be revised to accommodate new policy template requirements.

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at *Laura G. Rodriguez Elementary school*, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. *Annual October meeting is held.*
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. *Parent meetings are offered at 8:40am soon after start of the school day and in the evenings at 5:30pm.*
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, *review, and improvement of the school's Title I programs and the Title I parental involvement policy. **** *The process of revising and improve has been to discuss Title I programs and the parent improvement policy at the bi-annual Program Options meetings, ELAC, and SSC. Each Fall the new revised policy and programs are discussed. Spring meetings for Parent Involvement policy will be included.***
- The school provides parents of Title I students with timely information about Title I programs. *Information is provided after the District CELDT tests are administered in the fall to initial entry students, student placement is adjusted around current ELL levels and Program Options meetings are an extension of explaining all District English Learner Programs. The new assessment will be the ELPAC and will be administered in the Spring of 2018.*
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. *Monthly Coffee with the Principal will host on curriculum and subject explanation/presentations to parents. Assessments are explained with*

curriculum and strategy support and student proficiency levels are explained at parent-teacher conferences or ongoing parent teacher meetings.

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. ***Parent requested meetings for their child's educational progress is strongly recommended and encouraged on an ongoing basis beyond the bi-annual parent teacher conferences.***

*****The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c) (3)]***

Building Capacity for Involvement

Laura G. Rodriguez Elementary School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. ***Hold annual meetings on Common Core Standards per their child's grade level, present information on standards and assessments at their parent teacher conference and demonstrated at Coffee with the Principal meetings, ways that parents can help their child with reading and math strategies.***
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. ***Teachers provide parents with homework packets that align with our school homework policy of Reading daily, Writing daily and Math focus work per their level.***
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. ***Parent input is provided at staff meetings, with the Instructional leadership team, at school committees and councils. Staff coordinates together how to meet the parent involvement goal set out in the SPSA.***
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. ***Include all parents in the monthly Family Wednesdays were we target our SPSA parent involvement goals, bring off site resources to our school in the areas of language, mental health services and enrichment services.***
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

Our school provides/distributes materials and information in two languages, English and Spanish.

- The school provides support for parental involvement activities requested by Title I parents. ***The following are current requests for support that parents ask for: Translations for meetings, materials in their native language, childcare and document or technical support with applications.***

Accessibility

Laura G. Rodriguez Elementary School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. ***Our school provides/distributes materials and information in two languages, English and Spanish. Presenting information and explaining school and district acronyms is important in breaking down a better understanding of what programs or assessments are in SDUSD.***

APPENDIX C

HOME/SCHOOL COMPACT



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

School-Home Compact

Laura G. Rodriguez Elementary school distributes to parents of Title I students a school-parent compact. *Parent input comes from parent meetings such as Coffee with the Principal, Title I, GATE, Program Options, individual parent input and ELAC.* The compact, which has been developed from parents input with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

School Responsibilities

The *Laura G. Rodriguez Elementary* will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:**
 - o *Standards based assessments and district adopted textbooks and curriculum are implemented*
 - o *Systematic ELD training has been provided to all upper grade staff*
 - o *Units of Inquiry are an ongoing training and professional development that teachers attend to incorporate a more aligned standards based instructional program with English Language Arts.*
- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.**
 - o *Nov. 13th-Nov 17th , 2017 and March 19th -March 23rd , 2018*
- 3. Provide parents with frequent reports on their child's progress.**
 - o *Periodic reports by teachers, academic and behavioral.*
 - o *Phone or parent teacher conferences to discuss more specific progress*
- 4. Provide parents reasonable access to staff.**
 - o *Staff is available on a daily basis to assist and meet with parents. An open door policy is the belief of the staff at large.*
 - o *Access to principal is on the spot meetings or immediate phone call return or scheduled meeting.*

- *For scheduled appointments or conferences, the turn around time for a scheduled meeting is 1 to 2 days or an immediate phone call.*

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- *Parent classroom volunteers is highly encouraged*
- *Monthly assemblies are planned to promote school wide character focus and award recognition*

Parent Responsibilities

We, as parents, will support our child's learning by:

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television my child watches.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my child's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.*

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards.

- *Do my homework every day and ask for help when I need it. Emphasis on writing a page a day to build up stamina.*
- *Read at least 30 minutes every day outside of school time. The higher amount of reading students do correlates with the higher amount of vocabulary and language they are exposed to.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*
- *Work on the Laura G. Rodriguez way of life which is to be respectful, responsible and being a role model via character traits. Work on being a F.I.E.R.C.E scholars which is to work toward being Focused, Independent, Engaged, Responsible, Compassionate and Enthusiastic with my learning and with others.*

Building Capacity for Involvement

Laura G. Rodriguez Elementary School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. ***Hold annual meetings on Common Core Standards per their child's grade level,***

present information on standards and assessments at their parent teacher conference and demonstrated at Coffee with the Principal meetings, ways that parents can help their child with reading and math strategies.

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. *Teachers provide parents with homework packets that align with our school homework policy of Reading daily, Writing daily and Math focus work per their level.*
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. *Parent input is provided at staff meetings, with the Instructional leadership team, at school committees and councils. Staff coordinates together how to meet the parent involvement goal set out in the SPSA.*
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. *Include all parents in the monthly Family Wednesdays were we target our SPSA parent involvement goals, bring off site resources to our school in the areas of language, mental health services and enrichment services.*
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. *Our school provides/distributes materials and information in two languages, English and Spanish.*
- The school provides support for parental involvement activities requested by Title I parents. *The following are current requests for support that parents ask for: Translations for meetings, materials in their native language, childcare and document or technical support with applications.*

Accessibility

Laura G. Rodriguez Elementary School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. *Our school provides/distributes materials and information in two languages, English and Spanish. Presenting information and explaining school and district acronyms is important in breaking down a better understanding of what programs or assessments are in SDUSD.*

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount		
Rodriguez Elementary	09800	1192	Prof&Curriclm Dev Vist Tchr			\$ 30,000.00		
		1986	Retired NonClstrm Tchr Hrly			\$ 9,500.00		
		2236	Health Prsnl PARAS	Health Technician	0.2000	\$ 6,823.60		
		2281	Other Support Prsnl PARAS Hrly			\$ 3,000.00		
		3000	Employee Benefits			\$ 16,716.06		
		4301	Supplies			\$ 30,586.34		
		5735	Interprogram Svcs/Field Trip			\$ 5,000.00		
		09800 Total					0.2000	\$ 101,626.00
		30100	1109	1109	Pull/Out Push In	Inschool Resource Tchr	0.7500	\$ 66,703.50
				1210	Counselor	School Counselor	0.6000	\$ 47,658.60
3000	Employee Benefits					\$ 52,647.24		
4301	Supplies					\$ 19,773.64		
30100 Total					1.3500	\$ 186,782.98		
30103	4304	Inservice supplies			\$ 2,984.00			
30103 Total						\$ 2,984.00		

APPENDIX E**2018-19 SPSA ASSESSMENT AND EVALUATION**

APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Rodriguez Elementary
TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	Rodriguez is making substantial progress in the areas of clearly articulating strategies for maximizing instruction, pacing and assessing student progress.
CLOSING THE ACHIEVEMENT GAP	Partial to substantial progress toward closing achievement gaps has been made in the areas of articulating measurable goals, strategies, and assessment.
PROFESSIONAL DEVELOPMENT	Two coaching cycles for literacy in the primary grades as well as ELLA and CCSS resource teacher support. The entire teaching staff has been trained to administer the ELPAC. Each grade level PLC team discusses the professional development need for them as teachers and for student support with the principal.
GRADUATION/PROMOTION	Data is collected for 3 rd grade students using Non Fiction Fountas and Pinnell assessment and we distinguish the data as literal and inferential. The assessment is conducted pre and post to determine areas of growth and need.
PARENT ENGAGEMENT	FACE workshops in primary. More workshops are needed.