

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT **RODRIGUEZ ELEMENTARY SCHOOL**

**2022-23**

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](mailto:cjordan@sandi.net)

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

**Board Approval: *October 25, 2022***

**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.*

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT**  
RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Laura G. Rodriguez Elementary PHONE: 619-699-4500 FAX: 619-619-4590

SITE CONTACT PERSON: Claudia E. Jordan 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 I Schoolwide Programs (SWP)       CSI School       ATSI School

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 composed correctly, and 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: October 5, 2022 |
| <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 type="checkbox"/> Site Governance Team (SGT)  | Date of presentation: _____           |
| <input type="checkbox"/> Other (list): _____   | Date of presentation: _____           |

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: October 6, 2022

**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 E. Jordan**

\_\_\_\_\_  
Type/Print Name of School Principal

PATRICIA MACEDO / ROY PADILLA  
Type/Print Name of SSC Chairperson

ELINA CEJA  
Type/Print Name of ELAC Representative

Eugene Brucker  
Type/Print Name of Area Superintendent

C. Jordan  
Signature of School Principal / Date

Patricia  
Signature of SSC Chairperson / Date

Elina Ceja  
Signature of ELAC Representative / Date

10/7/22  
Signature of Area Superintendent / Date

**Email & Submit Document with Original Signatures**  
Strategic Planning for Student Achievement Department  
Eugene Brucker Education Center, Room 3126

**Due October 7th 2022**

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**SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of Title 1/School-wide Program and Comprehensive Support and Improvement. The learning staff at Rodriguez Elementary are working diligently in meeting the needs of all students. School programs are reviewed and strategically designed to engage students and staff in learning. Rodriguez has shifted to providing students with a more balanced curriculum and enrichment environment. A big piece is meeting the needs of the whole child with socio-emotional support as well/ The School Plan for Student Achievement includes goals to monitor academic levels, parent participation, suspension, and chronic absenteeism rates. Since March 2020, in Covid-19 status with school closed, we are working on trying to get meeting quorums going with the use of Zoom/Online meetings. It has been a challenge but we continue to think outside the box in how we community information to our stakeholders with other online methods.

**PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)**

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning
5. Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

**ENGAGING EDUCATIONAL PARTNERS**

- January 22<sup>nd</sup> SGT meeting-Budget update and input
- January 24<sup>th</sup> SSC January meeting-new members appointed
- January 23<sup>rd</sup> ELAC meeting-Budget update Title 1 and input
- January 23<sup>rd</sup> ELAC meeting to present and make recommendations on Budget
- January 28<sup>th</sup> Budget release at 1:00 pm to principals at the Principal Institute/USD
- January 29<sup>th</sup> Budget meeting for staff (INPUT and IDEAS)
- January 30<sup>th</sup> Coffee with the Principal –Budget update to parents and input
- January 31<sup>st</sup> SSC Budget meeting #1
- February 4<sup>th</sup> SGT Budget input meeting and recommendations
- February 5<sup>th</sup> SSC Budget meeting #2 and finalization
- Aug 17<sup>th</sup> HRS task force began reflection sheets on CSI, PBIS, and academically struggling students.
- Aug 21<sup>st</sup> Staff meeting on CSI status and work that we will undertake to meet our first-year Tier 1 goals.
- Sept. 18<sup>th</sup> SSC meeting to review and approve CSI funding for 2020-2021

Sept. 23rd	ELAC meeting to introduce our school in CSI status for 2020-2021
Aug 26	Staff meeting on CSI status, assessment alignment and the Literacy Acceleration Plan for the year.
Sept 17	3rd-5th grade PLCs discussions on goals in ELA, MATH and CORE SEL
Sept 23	Marzano Task Force meeting on certification and assessments for this year.
October 05, 2022	ELAC meeting to present and make recommendations on SPSA
October 06, 2022	SSC revised and approved 2022-23 SPSA

**RESOURCE INEQUITIES**

We were identified with 4 areas of concern via our State Dashboard. They were Suspension Rate (red), Chronic Absenteeism (red), ELA (orange and Math (orange). Due to these areas, we qualified for Comprehensive School Improvement funds (CSI). We will be adding these funds to support our resource inequities due to being closed since March 2020 for Covid-19. Our online learning model has impacted students socio-emotionally, academically, and with attendance. We will be targeting these areas impacted.

Rodriguez's root analysis began in 2018 by analyzing the Balanced Literacy and Guaranteed Viable Curriculum. We analyzed our onsite data, CAASPP, the California Dashboard, and CHKS. Currently, we do not have Spring 2020 data due to the statewide Covid-19 crisis and school closures. Our data still reviewed is our 2018-2019 information. We have tracked data on students since May 2020 who have been struggling with technology, connectivity, and outreach due to not being able to assess them, attendance issues, Covid-19 cases in families, home visits, and a deficit in non-person learning. We hope to acquire some new data with Phase 1 online learning starting in Mid October.

The overall data for the 2018-2019 ELA SBAC information indicated that our 3rd-5th grade students had met or exceeded standards in ELA by 32.8%. There was an increase from 30.8% the previous year to 32.8% in 2018-2019. The data also indicated that there is an achievement gap with students who are English Learners and Students with Disabilities. Based on this data, we need to focus closely on these students in a case study per teacher. Our 3rd graders measured at 13%, 4th graders measured at 37.4%, and 5th grade at 41.6%. Our overall dip from 2015-2019 was for 3rd graders from 14.3% to 13%, 4th-grade growth from 2015 to 2019 was 28.3% to 37.4% and 5th graders growth from 2015 to 2019 was 21.5% to 41.6%. The SPSA funding focused more on ELA and supporting ELD development with interventions.

The overall data for the 2018-2019 Math SBAC information indicated that our 3rd-5th grade students had met or exceeded standards in Math by 25%. There was a drop from 27.2% the previous year. The data also indicated that there is an achievement gap with students who are English Learners and Students with Disabilities. Based on this data, we need to focus closely on these students in a case study per teacher.

Our 3rd graders measured at 26%, 4th graders measured at 23%, and 5th grade at 26%. Our overall growth from 2015-2019 was for 3rd graders from 13% to 26%, 4th-grade growth from 2015 to 2019 was 22% to 23% and 5th graders growth from 2015 to 2019 was 12% to 26%. The SPSA funding focused more on ELA and supporting ELD development with interventions.

Our RTI process needed to be revamped with a more aligned form to gather thorough information about the whole child. A Google SST/RTI form was designed to help with our Tier1, 2, and intervention log. Teachers will be trained on the process and all support staff will contribute to classroom

## Rodriguez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

teacher data. A VAPA program will be implemented for all students bi-monthly to provide total enrichment of subjects. Part of the importance of a positive, safe, supportive, and inclusive school environment, Rodriguez will continue to work and provide Professional Development in the areas of PBIS with District support.

### SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Janet Garcia	Parent
Brenda Gonzalez	Parent
Maria Cristina Davila	Parent
Claudia E. Jordan	Principal
Erika Payne	Classroom Teacher
Sonia Lunceford	Classroom Teacher
Clemen Vargas	Other School Rep
Nada Delatorre	Classroom Teacher
Antonia Gutierrez	Parent
Maria Ocampo	Parent

**GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW*****LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District*****Call to Action Belief Statement**

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

Black Youth: Developing antiracist and restorative school communities.

**District LCAP Goals**

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

**Annual Review of This Goal: SPSA Reviewed 2021-22****\*Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

The CORE SEL (Social-emotional learning) surveys in the 4th and 5th gave us a baseline for 2021-22. We noticed a 7.9% drop from our Fall to Spring data in the 5 components of Culture/Climate, Growth Mindset, Self-management, Self-Efficacy, and Social Awareness. Our suspension rate at 4.8% has shown that we have decreased over the years yet, with the Covid online timeline, we notice students coming back with anxiety and social-emotional needs. 19 out of 390 students were suspended. Our work this year is to support are targeted students alongside our chronic absentee students with the support of our new counselor, new attendance clerk, and our District Family Services Assistant. This District support will help monitor student attendance and behavior incidents to conduct outreach to families to connect them with services that assist in improving daily attendance and behavior. This data was presented to staff at the Opening of the 2022 staff meeting. Teachers were provided District links to Social Emotional learning resources; we purchased the Second Steps Program to further supplement the Social Emotional Needs at our site. The Elevo Learning services will be implemented to give all students a weekly experience of physical activity infused with social-emotional lessons. Our site will need to create a measure of assessment to see how our students are growing in the Social Emotional areas.

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

CSI funding will support us with the guidance of the SDSU Center for Excellence in Early Development with trauma-based training, one on one and family therapy. We are adding the Elevo Learning model to support our students with the 5 components of Social Emotional Learning with physical activity. They will offer an initial 12-week lesson design on the components with the students. We added Second Step Digital Program to support each classroom with socio-emotional skills as supplemental support.

**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Implementing SDSU Center for Excellence in Early Development services (HEY service) will need to be monitored for its impact on the targeted students and its impact. The clinician and Principal will meet monthly to review the information and maintain its confidentiality. The Second Steps Program is to further supplement the Social Emotional Needs within each classroom. The Elevo learning model will support teachers being released an hour weekly to data monitor and analyze student work while students receive Social Emotional Learning through movement.

**\*Identified Need**

According to our California Dashboard data, our Chronic Absenteeism increased by 6.2% in 2019. We are in the red indicator zone. Our suspension rate increased by 1.8%. These two areas have designated us as a CSI year 1 school and have begun the High-Reliability School status and professional development this school year 2020-21. With CSI funding, we will add extra hours to help track the number of students with COVID-related illnesses/absences. Saturday School will be modified with Covid protocols to help recoup attendance funding.

**\*Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Decrease the overall Chronic Absenteeism rate	24.1	12.1	Chronic Absenteeism	Trimester
June 2023	TK-5	Increase the percentage amount of students attending Saturday School	2	10	Attendance	Trimester
June 2023	TK-5	Decrease our suspension rate.	8.9	4.3	Suspension	Trimester

**\*Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
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June 2023	TK-5	English Learner	Decrease the overall Chronic Absenteeism rate	24.1	12.1	Chronic Absenteeism	Trimester
June 2023	TK-5	Students with Disabilities	Decrease Chronic Absenteeism	30	15	Attendance	Trimester
June 2023	TK-5	Black or African American	Decrease our suspension rate.	8.9	4.0	Suspension	Trimester
June 2023	4-5	English Learner	Increase our culture and climate area on the CORE SEL survey	56	61	Other (Describe in Objective)	Twice a year

### Supporting Black Youth - Additional Goals

- ✓ 1. Rodriguez's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance, and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at Rodriguez is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Rodriguez's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-23 school year, Rodriguez will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services, and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. Rodriguez will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include assigning a Student Champion.
- ✓ 5. Rodriguez's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue to support the development of safe, inclusive, and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. Rodriguez will intentionally engage parents, staff, and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. Rodriguez will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

### Strategy/Activity 1

#### \*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of **Suspensions** and **Chronic Absenteeism** support, specifically the subgroups: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged. In our past year, we saw a dramatic increase in some particular social-emotional cases of suspensions. Yet, there was a need to be more proactive and bring alternative

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socio-emotional programs or activities to support this. Covid-19 has brought our data to a near halt with 4 months of no disciplinary actions due to remote learning. That dent in suspensions also will transpire into other areas of need from home.

**Suspension Rate** 4.8% which is down from 8.9% in 2019-2021

**Chronic Absenteeism** was 14.43% of our school had chronic absenteeism (English Learners, Hispanic, Homeless, and Socioeconomically Disadvantaged)

### \*Strategy/Activity - Description

Implementing SDSU Center for Excellence in Early Development services (HEY services) will need to be monitored for its impact on the targeted students and its impact. The clinician and Principal will meet monthly to review the information and maintain its confidentiality. The Second Steps Program is to further supplement the Social Emotional Needs within each classroom. The Elevo learning model will support teachers being released an hour weekly to data monitor and analyze student work while students receive Social Emotional Learning through movement. Our revamped SST/RTI format will also assist in targeting our chronic absentees and forming a plan to support increasing attendance. Along with the attendance clerk, our ESA will coordinate the Saturday School program to help decrease absences and tardies with the counselor's tracking system.

### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01371U	School Counselor	0.20000	\$17,908.60	\$27,145.80	0137-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]		The new counselor will support our students struggling with Trauma and Social Emotional needs. She will oversee the SST model for Tier 2 support with our RTI team.
F01371V	School Counselor	0.20000	\$17,908.60	\$27,145.80	0137-30106-00-1210-3110-0000-01000-3999	Title I Supplmnt Prog Imprvmnt	[no data]		The counselor will work monthly with the principal, attendance clerk, and District Family Service Assitant to target our chronic absentee students to create a plan. Groups will be created to help students with suspensions and alternative supports to decrease behavior.
N0137CI	Other Nonclsrn PARAS Hrlly		\$850.00	\$1,164.59	0137-09800-00-2955-2700-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Hourly PARA support with chronic absenteeism. The attendance clerk can support the counselor, principal, and Family Service Assistant to target students who need an attendance plan.
N0137CM	Contracted Svcs > \$25K		\$88,200.00	\$88,200.00	0137-31820-23-5100-3900-	ESSA Schl Imp (CSI) Funding	[no data]		Elevo Learning and HEY Services will address our Social Emotional Learning at

## Rodriguez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

					0000-01000-0000				our school. We want to increase students' SEL by 5%.
N0137CO	Classroom PARAS Hrly		\$2,190.00	\$3,000.52	0137-31820-23-2151-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		PARA hourly support to target chronic absenteeism during online learning with counselor assistance. Home visits, calls, and instructional packets to support their learning.
N0137CP	Software License		\$2,329.00	\$2,329.00	0137-31820-23-5841-3900-0000-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		The Second Step Program will support teachers in the classroom with weekly SEL lessons that help their classroom needs.
N0137CQ	Prof&Currielm Dev Vist Tchr		\$3,924.00	\$4,858.30	0137-31820-23-1192-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Teachers will attend Professional Development sessions focused on Marzano's High-Reliability School model Level 1 Safe; Collaborative Culture and Level 2. Meet after to work on criteria.

## *LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All*

### **Call to Action Belief Statements**

**ELA:** We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

**Math:** All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

**English Learners:** We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

**Students with Disabilities: Ownership:** Principals, teachers, and support staff take ownership of all their students, including students with disabilities.  
**Access:** Students with disabilities are general education students first and should have access to a meaningful course of study. **Instruction:** All teachers will design instruction and create learning environments that meet students' individualized learning needs.

**Graduation/Promotion Rate:** 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.

### **District LCAP Goals**

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

**Annual Review of This Goal: SPSA Reviewed 2021-22**

**\*Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Our Dashboard data indicated that our ELA indicator was orange and we were at 54.3%...a -0.1% which is a maintained position. Classroom teachers will monitor the data with our District FAST and Benchmark growth report to determine instructional goals for Tier 1 and Tier 2 supports. Students, especially the subgroups identified, will be targeted for RTI support by the classroom teachers.

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Classroom teachers focused more on ELA than Math with Tier 2 supports. Our school did not have an aligned math assessment across TK-5th. This year the end of topic Math Assessments will support a closer look at Mathematics. DEMI results took too long and so the end of topic units will be faster data to look at. Software review will help identify evenly in ELA and Math. This year we are aligned in using ELA Benchmark FAST Reading and the DEMI assessments in 3-5. Primary grades will use the Fountas and Pinnell assessment for Reading.

**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Classroom teachers, the RTI team, and Education Specialists will monitor a case study for each of their classrooms, one English Learner and one Student with Disabilities. The principal will meet with staff quarterly to review the goals set for their case study students. Reflex Math was added as a supplemental to target and show progress in grade level numbers sense. EL Coordinator will provide ELPAC and ELD intervention data to the RTI team, classroom teachers, and EL Intervention Resource Teacher (ELIRT) in 3rd-5th. With CSI funding support, Elevo Learning will provide an additional 1-hour weekly planning time for staff.

**\*Identified Need - English Language Arts**

The overall data for the 2021-2022 CAASPP information indicated that our 3rd-5th grade students had met or exceeded standards in ELA by 18%. This is our new baseline since 2018. The data also indicated that there is an achievement gap with students who are English Learners and Students with Disabilities. Based on this data, we need to focus closely on these students in a case study per teacher. Our 3rd graders measured on the FAST at 29.6%, 4th graders measured at 31.1%, and 5th grade at 25.6%. The SPSA funding focused more on ELA and supporting ELD development with interventions. Our end-of-year FAST results indicated growth for 3rd-5th was 19.4%.

<b>*Goal 2 - English Language Arts</b>							
<b>By Date</b>	<b>Grade</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>	
June 2023	3-5	Move students from High Risk and Some Risk to the Low-RiskBand by 10% on the FAST.	30	40	FAST aReading	Annually	
June 2023	3	Move students from High Risk and Some Risk to the Low-RiskBand by 10% on the FAST.	35	45	FAST aReading	Annually	
June 2023	4	Move students from High Risk and Some Risk to the Low-RiskBand by 10% on the FAST.	30	40	FAST aReading	Annually	
June 2023	5	Move students from High Risk and Some Risk to the Low-RiskBand by 10% on the FAST.	30	40	FAST aReading	Annually	
June 2023	TK-K	Students will be reading at grade-level standards	Baseline	80	Fountas and Pinnell	Three times a year	
June 2023	1	Students will be reading at grade-level standards	Baseline	80	Fountas and Pinnell	Three times a year	
June 2023	2	Students will be reading at grade-level standards	Baseline	80	Fountas and Pinnell	Three times a year	
<b>*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2023	3-5	English Learner	Move students from High Risk and Some Risk to the Low-Risk Band by 10% on the FAST.	6	16	FAST aReading	Annually
June 2023	3-5	Students with Disabilities	Move students from High Risk and Some Risk to the Low-Risk Band by 10% on the FAST.	7	17	FAST aReading	Annually
June 2023	3-5	Black or African American	Move students from High Risk and Some Risk to the Low-Risk Band by 10% on the FAST.	28	38	FAST aReading	Annually
June 2023	TK-2	English Learner	Students will be reading at grade-level standards	Baseline	80	Fountas and Pinnell	Annually

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June 2023	TK-2	Students with Disabilities	Students will be reading at grade-level standards	Baseline	50	Fountas and Pinnell	Annually
June 2023	TK-2	Black or African American	Students will be reading at grade-level standards	Baseline	50	Fountas and Pinnell	Annually

### \*Identified Need - Math

The overall data for the 2021-2022 CAASPP information indicated that our 3rd-5th grade students had met or exceeded standards in MATH by 12%. This is our new baseline since 2018. The data also indicated that there is an achievement gap with students who are English Learners and Students with Disabilities. Based on this data, we need to focus closely on these students in a case study per teacher and a shift in using our site End of Unit Math Assessments so that our data is faster received than the District DEMI.

Our 3rd graders measured on the CAASSP at 16.4%, 4th graders measured at 13.4%, and 5th grade at 5.9%. The SPSA funding focused more on ELA and supporting ELD development with interventions. Our end-of-year DEMI results indicated 3rd at 36.1%, 4th at 51.7%, and 5th at 30.7%

### \*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Move students from Not Met and Nearly Met to Met by 10% on CAASPP MATH.	12	22	CAASPP Math	Trimester
June 2023	3	Move students from Not Met and Nearly Met to Met by 10% on CAASPP MATH.	16	26	CAASPP Math	Trimester
June 2023	4	Move students from Not Met and Nearly Met to Met by 10% on CAASPP MATH.	13	23	CAASPP Math	Trimester
June 2023	5	Move students from Not Met and Nearly Met to Met by 15% on CAASPP MATH.	6	21	CAASPP Math	Trimester

### \*Annual Measurable Outcomes (Closing the Equity Gap) - Math

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Move 10% of students from Levels 3 and 4 on the DEMI Math assessment to Level 2 (Standards Met).	18	28	DEMI	Trimester
June 2023	3-5	Students with Disabilities	Move 10% of students from Levels 3 and 4 on the DEMI Math assessment to Level 2 (Standards Met).	0	10	DEMI	Trimester

## Rodriguez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	3-5	Black or African American	Move 10% of students from Levels 3 and 4 on the DEMI Math assessment to Level 2 (Standards Met).	2	12	DEMI	Trimester
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### \*Identified Need - English Learners

The California Dashboard indicates that English Learners are making progress at 51.6%. In ELA CAASPP 6 out of 59 students were Strong or Proficient (10%).

In ELPAC 50 students (30%) are Moderately Developed (Score 3), 46 students(28%) are Somewhat Developed (Score 2), 36 students (22%) are Minimally Developed (Score1) and 35 students (21%) are Novice Learners (Score 0). Our EL Coordinator and our EL Interventions Resource Teacher will be supporting our ELLs with interventions in Language, newcomers, and Writing. Teachers will receive throughout the year PD support with Designated ELD and other EL needs.

### \*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Move students from High Risk and Some Risk to the Low-RiskBand by 10% on the FAST.	6	16	Other (Describe in Objective)	Trimester
June 2023	TK-5	English Learner	Move 10% of our students from Minimally and Somewhat Developed to Moderately Developed on the ELPAC test.	5	15	Summative ELPAC	Monthly

### \*Identified Need - Graduation/Promotion Rate

In reviewing our State data on SBAC summative results, our one grade level and subgroups that are not meeting or exceeding standards are 5th-grade ELLs and Students with Disabilities in comparison to the overall 3-5 data. This grade level is the most in need of support and focus, including both subgroups. 5th graders performed at 11% while 3-5 performed at 18%. ELLs in 3-5 did not meet standards by 89%. Our DRA levels need to be designed on SMART goal ranges. FAST Reading data will be our new baseline this year after having 2 years of no data due to Covid-19.



<b>*Goal 5- Graduation/Promotion Rate</b>							
<b>By Date</b>	<b>Grade</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>	
June 2023	3-5	Move ELL Learner students from High Risk and Some Risk to the Low-RiskBand by 10% on the FAST.	30	40	FAST aReading	Annually	
June 2023	3-5	Move students with Disabilities from High Risk and Some Risk to the Low-RiskBand by 10% on the FAST.	20	30	FAST aReading	Annually	
June 2023	3-5	Move African American students from High Risk and Some Risk to the Low-RiskBand by 10% on the FAST.	5	15	FAST aReading	Annually	
<b>*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2023	3	English Learner	Move students from High Risk and Some Risk to the Low-RiskBand by 10% on the FAST.	19	29	FAST aReading	Annually
June 2023	3	Students with Disabilities	Move students from High Risk and Some Risk to the Low-RiskBand by 10% on the FAST.	6	16	FAST aReading	Annually
June 2023	3	Black or African American	Move students from High Risk and Some Risk to the Low-RiskBand by 10% on the FAST.	2	12	FAST aReading	Annually
<b>Optional School Goal(s)</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2023	3-5	English Learners	Move students from High Risk and Some Risk to the Low-Risk Band by 10% on the FAST.	6	16	Measure the areas of need for FAST when results arrive and plan language and guided reading groupings around that.	Trimester

## Rodriguez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	Tk-2	English Learners	TK-2 grade-levels will increase their class reading level percentages by 30% with support from our RST and EL coordinator.	35	65	Each cycle will be monitored and reviewed to see if growth is occurring and re-shift targeted students to the next person for support (EL Coordinator, ELIRT and/or RST)	
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### Strategy/Activity 1

#### \*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of ELA, specifically our two subgroups, English Learners and Students with Disabilities.

#### \*Strategy/Activity - Description

Input on goals and needs for Tier 2 support will be tracked on a Google SST/RTO form and used to select students in need of after-school intervention. Data will be collected from the ELPAC, FAST Reading, Raz-Kids, and Fountas and Pinnell Reading levels. Supplies will be provided to support all assessments, libraries, and instructional tools. A trimester review of data will help assess growth and adjustments. EL coordinator will use data for Tier 2 ELL intervention groups and reclassification supports.

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01371Q	Inschool Resource Tchr -	0.15000	\$14,837.40	\$21,373.61	0137-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		EL Coordinator for each cycle will be monitored and reviewed to see if growth is occurring and re-shift targeted students to the next person for support (ELIRT and/or RST)
F01371R	Inschool Resource Tchr -	0.35000	\$34,620.60	\$49,871.75	0137-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		EL Coordinator will support with gathering and analysis of EL data and present it to SSC and ELAC as well as use the data to inform ELIRT and EL groups for language intervention.

## Rodriguez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N01377J	Retired NonClstrm Tchr Hrly		\$12,000.00	\$14,857.20	0137-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners		Support with all the initial and annual ELPAC testing of students.
N0137CG	PullOut/Push in Hrly		\$6,080.90	\$7,528.75	0137-30100-00-1159-1000-1110-01000-0000	Title I Basic Program	[no data]		Pull out/Push Hourly to offset the average salary difference of the FTE .70 ELIT
N0137CH	PullOut/Push in Hrly		\$2,606.10	\$3,226.62	0137-09800-00-1159-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Pull out/Push in Hourly to offset the average salary difference of the FTE .30 ELIT
N0137CL	Non Clstrm Tchr Hrly		\$5,000.00	\$6,190.50	0137-30100-00-1957-2700-0000-01000-0000	Title I Basic Program	[no data]		Teachers will do data analysis of DEMI and Math assessments to target end-of-year math goals
N0137CN	Non Clstrm Tchr Hrly		\$6,461.00	\$7,999.36	0137-31820-23-1957-2140-0000-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Teachers will do data analysis of ELA and Reading assessments to target end-of-year ELA goals

**\*Additional Supports for this Strategy/Activity**

### Strategy/Activity 2

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of ELA, specifically our two subgroups, English Learners and Students with Disabilities.

**\*Strategy/Activity - Description**

EL Coordinator and ELIRT will gather data on ELL progress after Tier 2 support and provide the Student Study Team and teachers information that will be needed for further Tier 2 or 3 supports. All software licenses are supplemental ELA, MATH, and ELL support within the classroom and online at home.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
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## Rodriguez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

F01371S	Inschool Resource Tchr -	0.15000	\$14,837.40	\$21,373.61	0137-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		EL coordinator oversees ELPAC assessments throughout the year and coordinates and facilitates ELAC efforts to oversee EL funding and instruction.
F01371T	Inschool Resource Tchr -	0.35000	\$34,620.60	\$49,871.75	0137-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		EL coordinator provides the Student Study team with data from Tier 2 intervention groups as well as from ELIRT groups. This will inform the next steps in instruction or resources.

### Strategy/Activity 3

#### \*Students to be served by this Strategy/Activity

Students will benefit from supplemental and material support and it will contribute to stronger Tier 1 instruction. Adding VAPA and field trips to our site will also benefit students in the areas of Visual Art, Dance, Theatre, and Music while teachers strategically plan curriculum and analyze student data.

- VAPA program was implemented to support a whole enrichment instructional program at the school site. Many students, especially English Learners, and Students with Disabilities benefit from an expressive enrichment program.
- Our school is 42.6% socio-disadvantaged and students may not have opportunities to participate in inter-program activities beyond the school day. Students will have the opportunity to be part of Inter-program Field Trips that will support their instructional learning. Field trips will be the enrichment that they will need after 2 years of COVID restrictions.

#### \*Strategy/Activity - Description

Supplemental and material support in the areas of ELA, Math, ELL, and SEL. The licenses help on-site and at home with student's needs.

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01372A	Interprogram Svcs/Field Trip		\$4,525.38	\$4,525.38	0137-09800-00-5735-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Fieldtrip will be extracurricular supplemental support for ELA and Math. Socialization outside of school benefits their SEL.
N01372L	Supplies		\$25,438.19	\$25,438.19	0137-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Instructional material support such as supplemental reading materials, calculators, etc...for ELA, Math, ELL, and SEL.

## Rodriguez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N01376U	Supplies		\$34,277.20	\$34,277.20	0137-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Instructional material support such as supplemental reading materials, calculators, etc...for ELA, Math, ELL, and SEL.
N01379U	Software License		\$10,481.00	\$10,481.00	0137-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Software licenses such as Raz Kids are supplemental for ELA, MATH and ELL supports within the classroom and online at home.
N0137B2	Interprogram Svc/VAPA		\$8,558.24	\$8,558.24	0137-30100-00-5738-1000-1110-01000-1313	Title I Basic Program	[no data]		VAPA supports our PLC planning for teachers as students learn the areas of Visual Arts, Dance, Theatre, and Music.

### Strategy/Activity 4

#### \*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of Math, specifically our two subgroups, English Learners and Students with Disabilities.

#### \*Strategy/Activity - Description

Target monitoring of students in each class will be done by each classroom teacher. Input on goals and needs for Tier 2 support will be tracked on a Google SST/RTO form and used to select students in need of after-school intervention. Data will be collected from the Envision Math Assessments, DEMI assessment, Reflex Math progress charts, and end-of-unit assessments. Supplies will be provided to support all assessments, libraries, and instructional tools. A trimester review of data will help assess growth and adjustments.

### Strategy/Activity 5

#### \*Students to be served by this Strategy/Activity

All students will benefit from this strategy/activity, especially English Learners.

#### \*Strategy/Activity - Description

Our ELST will support our English learners, LTELs, and reclassification students with classroom support and small-group interventions. Supplies will be provided to support all assessments, visuals, libraries, and instructional tools. Assessments for ELPAC will be coordinated with the ELST and a retired classroom teacher for the Initial and Spring time. Added technology supplementals will aid students in Math, Reading, and Science. The data collected will contribute to our RTI data-gathering process for interventions.

## Strategy/Activity 6

### \*Students to be served by this Strategy/Activity

Certificated staff will benefit from Professional Development in ELL/ELD instruction which will impact Tier 1 instructional design for English Learners.

### \*Strategy/Activity - Description

New ELD benchmarks will be introduced and classroom teachers will benefit from understanding how to assess the instructional tools and resources from the benchmarks. It will contribute to tracking progress on targeted ELLs. ELPAC training will also be provided to better support the language development of students.

## Strategy/Activity 7

### \*Students to be served by this Strategy/Activity

All students at our school will benefit from the 3 supplemental programs in ELA, Science, and Math. The alignment in assessments will contribute to a more standardized baseline. TK-2nd will use Fountas and Pinnell while 3-5 will use FAST Reading and DEMI Math assessments.

### \*Strategy/Activity - Description

To support Tier 1 instruction, 3 software licenses are in place to help all students, including students with disabilities in the areas ELA, Science and Math. These supplemental software programs can be used in school and at home.

## Strategy/Activity 8

### \*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy support.

### \*Strategy/Activity - Description

Our TK-2nd grade teachers have participated in the Reading Strategies approaches to align Tier 2 support in Guided Reading. They will participate in the District Literacy Acceleration Program and have a Reading Support Teacher. 3rd-5th will also have LAP and a Reading Support Teacher. The SAI and support team will support Tier 1-2 interventions with teachers in response to our SST/RTI. Supplies will be provided to support all assessments, libraries, and instructional tools.

## Strategy/Activity 9

### **\*Students to be served by this Strategy/Activity**

We will look at a target study with our youngest learners in Kindergarten. We have 6 students we can monitor their early learning with struggles and successes.

### **\*Strategy/Activity - Description**

Our HRS Task Force and our Student Study team will identify areas of need with the targeted group and designate the needed interventions.

## Strategy/Activity 10

### **\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of ELA, specifically our two subgroups, English Learners and Students with Disabilities.

### **\*Strategy/Activity - Description**

Our support team and grade level team will monitor student data via the reading levels, end-of-unit assessments, RTI forms for interventions, and supplemental software reports. Once the ELD benchmarks are introduced, their monitoring system will support English Learners. Purchase of instructional supplies and reviewing monitoring sheets will support the RTI, ELST, and teacher tracking of student growth.

## *LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools*

### **Call to Action Belief Statement**

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

### **District LCAP Goals**

5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

### **Annual Review of This Goal: SPSA Reviewed 2021-22**

#### **\*Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

For parents to be involved, more trainings and opportunities need to be provided. We look forward to this school year we have back-to-campus opportunities for parents which will provide monthly parent workshops to support their involvement with instruction and socio-emotional needs. Students who are targeted with reading support by the Reading Support Teacher will have progress reports on their work. Committees and councils will also provide parents places to be parent leaders and help our school.

#### **\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Last year, with Covid protocols, parents on campus were minimal. The major difference this year is that they can be on campus, and we can have in-person meetings rather than online. Volunteers are back on campus and our goal is to increase the volunteer pool.



**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

School Messenger and Class Dojo have been our highest percentage tools to reach parents. It is a new learning curve yet we need to promote these online connections. Our monthly and/or weekly flyers will continue to go out. Classroom teachers and staff will, at the trimester, contribute their input on the progress of our outreach to families. At our ELAC and parent meetings, input will be collected on the parent workshops. SSC will review our foci areas in ELA, Math, and ELL and the progress towards the SPSA goals.

**\*Identified Need**

Rodriguez has had a growing increase in parent volunteers. Staff and parents gave input at ELAC, SGT, Coffee with the Principal, and a variety of workshops on how to better understand the curriculum, strategies in Reading and Math, and socio-emotional areas. Our office staff has shifted into a stronger customer service approach by reaching out more to parents via phone and at the counter. They will work with the principal and counselor to identify the parent's needs and requests. Our ESA will be coordinating the Saturday School program to increase student attendance and support parents with their student's absenteeism. Or the school counselor will be the lead in overseeing the new attendance team with our Family Service Assistant.

Based on the California Dashboard on chronic absenteeism and the CSPA preliminary data, the need to work on attendance and socio-emotional needs is a priority. Rodriguez needs to assist our parents with these needs.

**Parent Volunteerism-** Our team has focused on having a first-of-the-year parent volunteer meeting thoroughly explaining the many ways to contribute volunteer time to our site, the volunteer application process, and a list of annual events where their support is needed with students. We have designated a parent volunteer lead in coordination with our ESA.

**\*Goal 6- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Volunteers	Increase the amount of parents volunteering and attending our monthly events with a variety of trainings, events and strategy work	25	35	Other - Describe in objective

**\*Annual Measurable Outcomes**

## Rodriguez Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Volunteers	increase Parents at all Parent conferences	20	30	Meeting Attendance

### Strategy/Activity 1

#### \*Families to be served by this Strategy/Activity

All families and students will benefit from this strategy/activity.

#### \*Strategy/Activity - Description

The principal, ELST, and Counselor will provide parent workshops and meetings to support the needs of parents and students. Office staff will coordinate with ELST and the Counselor on parent needs for workshops, training, and chronic absenteeism. Communication to parents will be weekly via flyers, notices, Class Dojo flyer postings (visual), and School Messenger. In-person meetings will be conducted for assemblies and parent workshops yet follow Covid-19 guidelines this school year. This is subject to change with state guidelines adjusting during the pandemic.

#### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non-Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01378D	Inservice supplies		\$2,753.00	\$2,753.00	0137-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Instructional Inservice Supplies such as Post-It, Markers, papers for parent meetings, ELAC, and other workshops.

## APPENDICES

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

**APPENDIX A**

**BUDGET SUMMARY**

# Rodriguez Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 177,358
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 106,387
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 422,170

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 71,904
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 71,904

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 66,521
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 66,521

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 422,170

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Rodriguez Elementary	09800 LCFF Intervention Support	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.3	\$29,674.80
Rodriguez Elementary			3000 Benefits		0	\$13,072.42
Rodriguez Elementary		<b>Inschool Resource Tchr Total</b>			<b>0.3</b>	<b>\$42,747.22</b>
Rodriguez Elementary		(blank)	1159 PullOut/Push in Hrly	PullOut/Push in Hrly	0	\$2,606.10
Rodriguez Elementary			1986 Retired NonClsmr Tchr Hrly	Retired NonClsmr Tchr Hrly	0	\$12,000.00
Rodriguez Elementary			2955 Other Nonclsmr PARAS Hrly	Other Nonclsmr PARAS Hrly	0	\$850.00
Rodriguez Elementary			3000 Benefits		0	\$3,792.31
Rodriguez Elementary			5735 Interprogram Svcs/Field Trip	Interprogram Svcs/Field Trip	0	\$4,525.38
Rodriguez Elementary		<b>(blank) Total</b>			<b>0</b>	<b>\$23,773.79</b>
Rodriguez Elementary	<b>09800 LCFF Intervention Support Total</b>				<b>0.3</b>	<b>\$66,521.01</b>
Rodriguez Elementary	30100 Title I Basic Program	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.7	\$69,241.20
Rodriguez Elementary			3000 Benefits		0	\$30,502.30
Rodriguez Elementary		<b>Inschool Resource Tchr Total</b>			<b>0.7</b>	<b>\$99,743.50</b>
Rodriguez Elementary		School Counselor	1210 Counselor	Counselor	0.2	\$17,908.60
Rodriguez Elementary			3000 Benefits		0	\$9,237.20
Rodriguez Elementary		<b>School Counselor Total</b>			<b>0.2</b>	<b>\$27,145.80</b>
Rodriguez Elementary		(blank)	1159 PullOut/Push in Hrly	PullOut/Push in Hrly	0	\$6,080.90
Rodriguez Elementary			1957 Non Clsmr Tchr Hrly	Non Clsmr Tchr Hrly	0	\$5,000.00
Rodriguez Elementary			3000 Benefits		0	\$2,638.35
Rodriguez Elementary			4301 Supplies	Supplies	0	\$25,438.19
Rodriguez Elementary			5738 Interprogram Svcs/VAPA	Interprogram Svcs/VAPA	0	\$8,558.24
Rodriguez Elementary		<b>(blank) Total</b>			<b>0</b>	<b>\$47,715.68</b>
Rodriguez Elementary	<b>30100 Title I Basic Program Total</b>				<b>0.9</b>	<b>\$174,604.98</b>
Rodriguez Elementary	30103 Title I Parent Involvement	(blank)	4304 Inservice supplies	Inservice supplies	0	\$2,753.00
Rodriguez Elementary		<b>(blank) Total</b>			<b>0</b>	<b>\$2,753.00</b>
Rodriguez Elementary	<b>30103 Title I Parent Involvement Total</b>				<b>0</b>	<b>\$2,753.00</b>
Rodriguez Elementary	30106 Title I Supplmnt Prog Imprvmnt	School Counselor	1210 Counselor	Counselor	0.2	\$17,908.60
Rodriguez Elementary			3000 Benefits		0	\$9,237.20
Rodriguez Elementary		<b>School Counselor Total</b>			<b>0.2</b>	<b>\$27,145.80</b>
Rodriguez Elementary		(blank)	4301 Supplies	Supplies	0	\$34,277.20
Rodriguez Elementary			5841 Software License	Software License	0	\$10,481.00
Rodriguez Elementary		<b>(blank) Total</b>			<b>0</b>	<b>\$44,758.20</b>
Rodriguez Elementary	<b>30106 Title I Supplmnt Prog Imprvmnt Total</b>				<b>0.2</b>	<b>\$71,904.00</b>
Rodriguez Elementary	31820 ESSA Schl Imp (CSI) Funding	(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$3,924.00
Rodriguez Elementary			1957 Non Clsmr Tchr Hrly	Non Clsmr Tchr Hrly	0	\$6,461.00
Rodriguez Elementary			2151 Classroom PARAS Hrly	Classroom PARAS Hrly	0	\$2,190.00
Rodriguez Elementary			3000 Benefits		0	\$3,283.18
Rodriguez Elementary			5100 Contracted Svcs > \$25K	Contracted Svcs > \$25K	0	\$88,200.00
Rodriguez Elementary			5841 Software License	Software License	0	\$2,329.00
Rodriguez Elementary		<b>(blank) Total</b>			<b>0</b>	<b>\$106,387.18</b>
Rodriguez Elementary	<b>31820 ESSA Schl Imp (CSI) Funding Total</b>				<b>0</b>	<b>\$106,387.18</b>

**APPENDIX B****PARENT & FAMILY ENGAGEMENT POLICY**



Unified School District

Finance Division

Strategic Planning for Student Achievement Department

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*Laura G. Rodriguez Elementary*

**TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023**

2.0 With approval from the local governing board, Laura G. Rodriguez Elementary has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

*Parent input came from parent meetings such as Coffee with the Principal, Title 1, SSC, Program Options and ELAC. Written notice is distributed after SSC approval of document which will be October 10th, 2022.*

**2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM**

The school-level parent and family engagement policy shall describe the means for how Laura G. Rodriguez Elementary school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

*Annual October meeting is held. 2022-2023 was held October 4th, 2022.*

- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])
- *Parent meetings are offered at 8:40am soon after start of the school day and in the evenings at 5:30pm. We will have meetings to support parents online on a zoom meeting if needed.*



c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

*The process of revising and improving has been to discuss Title I programs and the parent improvement policy at the 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. This information is presented at ELAC.*

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

*Information is provided after the District ELPAC 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 summative ELPAC is administered in the Spring to all English Learners. ELPAC information is provided at ELAC meetings.*

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

- *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.*

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

- *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.*

e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

*Parents can use the Uniform Complaint Procedure to address their not satisfactory concerns on the plan, Parent meeting requests on concerns are encouraged on an ongoing basis beyond the bi-annual parent teacher conferences.*

## 2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

*Information is provided to parents at conferences, at parent requested meetings, IEPs and at our Student Study Team meetings.*

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

*We host workshops on a variety of topics, work with ELAC on other topics needed.*

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

*The school solicits parent feedback on their needs and discusses with parents their needs and learnings at Coffee with the Principal, District workshops and one to one meetings.*

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

*The school must follow the federal, state and local programs and provides and gets feedback from parents at ELAC and SSC. These two groups oversee and advise federal mandated requirements.*

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

*The school must provide and communicate in the language of their choice so that we have better participation and understanding.*

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

*Parent ideas and requests are vital to how a school can increase their parent involvement as well as grow stronger parent school collaboration.*

### 2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, Laura G. Rodriguez Elementary to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

*Any information requested by parents will be provided as a Free Public School system.*

**APPENDIX C**

**SCHOOL PARENT COMPACT**



San Diego Unified School District  
Finance Division  
Strategic Planning for Student Achievement Department

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**Title I School-Parent Compact 2022-2023**  
**Laura G. Rodriguez Elementary**

**2.4 School-Parent Compact**

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

- *Standards based assessments and district adopted textbooks and curriculum are implemented*
- *Benchmark curriculum ELD training has been provided to all TK-5th grade staff*
- *Benchmark curriculum will be an ongoing training and professional development that teachers attend to incorporate a more aligned standards based instructional program with English Language Arts.*
- *VAPA program is offered to TK-2nd and 3-5, between 5-7 times in the areas of Music, Theatre, Art and Dance.*

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

- *Nov. 14th-Nov 18th, 2022*
- *March 20th-March 24th, 2023*

2. Frequent reports to parents on their children’s progress. (20 U.S.C. § 6318[d][2][B])

- *Periodic reports by teachers, academic and behavioral.*
- *Phone or parent teacher conferences to discuss more specific progress*

3. Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

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

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

- *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.*
- *Access to principal is on the spot meetings or immediate phone call return or scheduled meeting.*
- *For scheduled appointments or conferences, the turnaround time for a scheduled meeting is 1 to 2 days or an immediate phone call.*

## APPENDIX D

### DATA REPORTS

Data Reports: Attached Data comes from the ELA/Math Multi-year Demographic Summary found at: [https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school). Additional data for schools can be found in:

- Illuminate
- California Dashboard

\* 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.



**2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	274	27.0	249	24.1	244	30.7	189	32.8	171	18.7	-8.3	-14.1	278	24.5	249	27.7	246	27.2	188	25.0	173	12.1	-12.4	-12.9
<b>Female</b>	142	29.6	124	29.8	125	40.0	93	40.9	83	25.3	-4.3	-15.6	144	24.3	125	31.2	126	27.8	95	22.1	80	10.0	-14.3	-12.1
<b>Male</b>	132	24.2	125	18.4	119	21.0	96	25.0	88	12.5	-11.7	-12.5	134	24.6	124	24.2	120	26.7	93	28.0	93	14.0	-10.6	-14.0
<b>African American</b>	9	-	10	20.0	6	-	0	-	7	-	-	-	9	-	10	10.0	6	-	0	-	7	-	-	-
<b>Asian</b>	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
<b>Filipino</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Hispanic</b>	259	28.2	228	25.0	230	31.3	182	31.9	155	19.4	-8.8	-12.5	262	25.6	227	29.1	233	27.9	180	24.4	155	12.3	-13.3	-12.1
<b>Native American</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Pacific Islander</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>White</b>	6	-	5	-	3	-	1	-	8	-	-	-	7	-	5	-	2	-	1	-	9	-	-	-
<b>Multiracial</b>	0	-	6	-	5	-	6	-	0	-	-	-	0	-	7	-	5	-	7	-	1	-	-	-
<b>English Learner</b>	152	10.5	128	3.1	144	12.5	102	18.6	77	7.8	-2.7	-10.8	156	12.2	130	12.3	148	16.2	104	10.6	78	2.6	-9.6	-8.0
<b>English-Speaking</b>	122	47.5	121	46.3	100	57.0	87	49.4	94	27.7	-19.8	-21.7	122	40.2	119	44.5	98	43.9	84	42.9	95	20.0	-20.2	-22.9
Reclassified†	71	62.0	60	63.3	52	71.2	54	59.3	56	39.3	-22.7	-20.0	71	49.3	59	57.6	52	51.9	53	50.9	56	25.0	-24.3	-25.9
Initially Eng. Speaking	51	27.5	61	29.5	48	41.7	33	33.3	38	10.5	-17.0	-22.8	51	27.5	60	31.7	46	34.8	31	29.0	39	12.8	-14.7	-16.2
<b>Econ. Disadv.*</b>	268	27.2	238	23.1	236	30.1	181	33.7	161	18.6	-8.6	-15.1	271	25.1	237	27.0	237	27.4	180	25.6	162	12.3	-12.8	-13.3
<b>Non-Econ. Disadv.</b>	6	-	11	45.5	8	-	8	-	10	20.0	-	-	7	-	12	41.7	9	-	8	-	11	9.1	-	-
<b>Gifted</b>	43	48.8	25	48.0	20	55.0	9	-	3	-	-	-	43	51.2	24	62.5	20	70.0	9	-	3	-	-	-
<b>Not Gifted</b>	231	22.9	224	21.4	224	28.6	180	32.2	168	17.9	-5.0	-14.3	235	19.6	225	24.0	226	23.5	179	23.5	170	11.2	-8.4	-12.3
<b>With Disabilities</b>	41	4.9	38	0.0	41	9.8	30	6.7	28	0.0	-4.9	-6.7	39	2.6	36	0.0	40	2.5	31	0.0	28	0.0	-2.6	0.0
<b>WO Disabilities</b>	233	30.9	211	28.4	203	35.0	159	37.7	143	22.4	-8.5	-15.3	239	28.0	213	32.4	206	32.0	157	29.9	145	14.5	-13.5	-15.4
<b>Homeless</b>	62	22.6	41	22.0	34	26.5	18	33.3	32	18.8	-3.8	-14.5	65	30.8	42	28.6	33	21.2	20	20.0	31	16.1	-14.7	-3.9
<b>Foster</b>	0	-	3	-	1	-	2	-	0	-	-	-	2	-	3	-	1	-	2	-	0	-	-	-
<b>Military</b>	3	-	2	-	4	-	3	-	1	-	-	-	3	-	2	-	4	-	3	-	1	-	-	-

\* 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.





**2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	95	21.1	91	16.5	79	24.1	0	-	58	19.0	-2.1	-	96	28.1	89	27.0	80	23.8	49	26.5	55	16.4	-11.7	-10.1
Female	52	25.0	45	17.8	37	32.4	0	-	30	20.0	-5.0	-	53	34.0	45	26.7	37	27.0	27	18.5	28	7.1	-26.9	-11.4
Male	43	16.3	46	15.2	42	16.7	0	-	28	17.9	1.6	-	43	20.9	44	27.3	43	20.9	22	36.4	27	25.9	5.0	-10.5
African American	2	-	0	-	1	-	0	-	2	-	-	-	2	-	0	-	1	-	0	-	2	-	-	-
Asian	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	90	22.2	86	17.4	76	23.7	0	-	51	19.6	-2.6	-	91	29.7	84	27.4	77	23.4	46	23.9	48	16.7	-13.0	-7.2
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	3	-	1	-	0	-	0	-	5	-	-	-	3	-	1	-	0	-	0	-	5	-	-	-
Multiracial	0	-	4	-	2	-	0	-	0	-	-	-	0	-	4	-	2	-	3	-	0	-	-	-
English Learner	67	13.4	59	1.7	54	13.0	0	-	32	12.5	-0.9	-	68	22.1	58	15.5	55	16.4	20	5.0	30	6.7	-15.4	1.7
English-Speaking	28	39.3	32	43.8	25	48.0	0	-	26	26.9	-12.4	-	28	42.9	31	48.4	25	40.0	29	41.4	25	28.0	-14.9	-13.4
Reclassified†	8	-	12	83.3	11	63.6	0	-	12	41.7	-	-	8	-	11	63.6	11	72.7	20	40.0	12	50.0	-	10.0
Initially Eng. Speaking	20	25.0	20	20.0	14	35.7	0	-	14	14.3	-10.7	-	20	25.0	20	40.0	14	14.3	9	-	13	7.7	-17.3	-
Econ. Disadv.*	94	21.3	85	14.1	77	23.4	0	-	57	19.3	-2.0	-	94	28.7	83	25.3	78	24.4	48	27.1	54	16.7	-12.0	-10.4
Non-Econ. Disadv.	6	-	6	-	2	-	0	-	1	-	-	-	2	-	6	-	2	-	1	-	1	-	-	-
Gifted	11	27.3	4	-	5	-	0	-	3	-	-	-	11	45.5	3	-	5	-	4	-	3	-	-	-
Not Gifted	84	20.2	87	16.1	74	21.6	0	-	58	19.0	-1.2	-	85	25.9	86	25.6	75	18.7	45	24.4	55	16.4	-9.5	-8.0
With Disabilities	41	4.9	13	0.0	8	-	0	-	9	-	-	-	11	0.0	11	0.0	8	-	9	-	9	-	-	-
WO Disabilities	83	24.1	78	19.2	71	25.4	0	-	49	22.4	-1.7	-	85	31.8	78	30.8	72	26.4	40	32.5	46	19.6	-12.2	-12.9
Homeless	24	16.7	9	-	10	20.0	0	-	17	23.5	6.8	-	25	36.0	9	-	10	10.0	3	-	17	23.5	-12.5	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	4	-	0	-	0	-	-	-	1	-	0	-	4	-	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.



**2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	87	24.1	89	22.5	87	29.9	0	-	62	24.2	0.1	-	87	24.1	89	25.8	91	26.4	69	23.2	67	13.4	-10.7	-9.8
Female	41	22.0	49	30.6	46	34.8	0	-	32	37.5	15.5	-	41	24.4	48	33.3	48	20.8	34	26.5	31	16.1	-8.3	-10.4
Male	46	26.1	40	12.5	41	24.4	0	-	30	10.0	-16.1	-	46	23.9	41	17.1	43	32.6	35	20.0	36	11.1	-12.8	-8.9
African American	4	-	6	-	2	-	0	-	3	-	-	-	4	-	6	-	2	-	0	-	3	-	-	-
Asian	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	82	25.6	79	22.8	82	31.7	0	-	58	24.1	-1.5	-	82	24.4	78	28.2	86	27.9	66	24.2	61	13.1	-11.3	-11.1
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	1	-	3	-	1	-	0	-	0	-	-	-	1	-	3	-	1	-	0	-	1	-	-	-
Multiracial	0	-	1	-	2	-	0	-	0	-	-	-	0	-	2	-	2	-	3	-	1	-	-	-
English Learner	55	10.9	45	4.4	56	16.1	0	-	24	8.3	-2.6	-	55	7.3	46	10.9	60	15.0	44	11.4	27	0.0	-7.3	-11.4
English-Speaking	32	46.9	44	40.9	31	54.8	0	-	38	34.2	-12.7	-	32	53.1	43	41.9	31	48.4	25	44.0	40	22.5	-30.6	-21.5
Reclassified†	13	76.9	19	42.1	15	80.0	0	-	24	45.8	-31.1	-	13	76.9	19	63.2	15	53.3	15	66.7	24	20.8	-56.1	-45.9
Initially Eng. Speaking	19	26.3	25	40.0	16	31.3	0	-	14	14.3	-12.0	-	19	36.8	24	25.0	16	43.8	10	10.0	16	25.0	-11.8	15.0
Econ. Disadv.*	86	24.4	86	22.1	85	29.4	0	-	54	24.1	-0.3	-	86	24.4	85	25.9	88	27.3	66	24.2	58	13.8	-10.6	-10.4
Non-Econ. Disadv.	6	-	3	-	2	-	0	-	8	-	-	-	1	-	4	-	3	-	3	-	9	-	-	-
Gifted	15	46.7	11	45.5	4	-	0	-	3	-	-	-	15	53.3	11	54.5	4	-	2	-	3	-	-	-
Not Gifted	72	19.4	78	19.2	83	28.9	0	-	62	24.2	4.8	-	72	18.1	78	21.8	87	25.3	67	20.9	67	13.4	-4.7	-7.5
With Disabilities	16	6.3	14	0.0	18	5.6	0	-	11	0.0	-6.3	-	16	6.3	14	0.0	18	0.0	12	0.0	11	0.0	-6.3	0.0
WO Disabilities	71	28.2	75	26.7	69	36.2	0	-	51	29.4	1.2	-	71	28.2	75	30.7	73	32.9	57	28.1	56	16.1	-12.1	-12.0
Homeless	23	17.4	23	17.4	8	-	0	-	9	-	-	-	24	20.8	23	26.1	8	-	9	-	9	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	2	-	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.



**2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	92	35.9	69	36.2	78	38.5	0	-	51	11.8	-24.1	-	95	21.1	71	31.0	75	32.0	70	25.7	51	5.9	-15.2	-19.8
<b>Female</b>	49	40.8	30	46.7	42	52.4	0	-	21	14.3	-26.5	-	50	14.0	32	34.4	41	36.6	34	20.6	21	4.8	-9.2	-15.8
<b>Male</b>	43	30.2	39	28.2	36	22.2	0	-	30	10.0	-20.2	-	45	28.9	39	28.2	34	26.5	36	30.6	30	6.7	-22.2	-23.9
<b>African American</b>	3	-	4	-	3	-	0	-	2	-	-	-	3	-	4	-	3	-	0	-	2	-	-	-
<b>Asian</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Filipino</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Hispanic</b>	87	36.8	63	38.1	72	38.9	0	-	46	13.0	-23.8	-	89	22.5	65	32.3	70	32.9	68	25.0	46	6.5	-16.0	-18.5
<b>Native American</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Pacific Islander</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>White</b>	2	-	1	-	2	-	0	-	3	-	-	-	3	-	1	-	1	-	1	-	3	-	-	-
<b>Multiracial</b>	0	-	1	-	1	-	0	-	0	-	-	-	0	-	1	-	1	-	1	-	0	-	-	-
<b>English Learner</b>	30	3.3	24	4.2	34	5.9	0	-	21	0.0	-3.3	-	33	0.0	26	7.7	33	18.2	40	12.5	21	0.0	0.0	-12.5
<b>English-Speaking</b>	62	51.6	45	53.3	44	63.6	0	-	30	20.0	-31.6	-	62	32.3	45	44.4	42	42.9	30	43.3	30	10.0	-22.3	-33.3
Reclassified†	50	56.0	29	69.0	26	69.2	0	-	20	30.0	-26.0	-	50	36.0	29	51.7	26	42.3	18	50.0	20	15.0	-21.0	-35.0
Initially Eng. Speaking	12	33.3	16	25.0	18	55.6	0	-	10	0.0	-33.3	-	12	16.7	16	31.3	16	43.8	12	33.3	10	0.0	-16.7	-33.3
<b>Econ. Disadv.*</b>	88	36.4	67	35.8	74	37.8	0	-	50	12.0	-24.4	-	91	22.0	69	30.4	71	31.0	66	25.8	50	6.0	-16.0	-19.8
<b>Non-Econ. Disadv.</b>	4	-	2	-	4	-	0	-	1	-	-	-	4	-	2	-	4	-	4	-	1	-	-	-
<b>Gifted</b>	17	64.7	10	60.0	11	54.5	0	-	3	-	-	-	17	52.9	10	70.0	11	63.6	3	-	3	-	-	-
<b>Not Gifted</b>	75	29.3	59	32.2	67	35.8	0	-	48	8.3	-21.0	-	78	14.1	61	24.6	64	26.6	67	25.4	48	2.1	-12.0	-23.3
<b>With Disabilities</b>	13	7.7	11	0.0	15	13.3	0	-	8	-	-	-	12	0.0	11	0.0	14	7.1	10	0.0	8	-	-	-
<b>WO Disabilities</b>	79	40.5	58	43.1	63	44.4	0	-	43	14.0	-26.5	-	83	24.1	60	36.7	61	37.7	60	30.0	43	7.0	-17.1	-23.0
<b>Homeless</b>	15	40.0	9	-	16	31.3	0	-	6	-	-	-	16	37.5	10	40.0	15	33.3	8	-	5	-	-	-
<b>Foster</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Military</b>	0	-	2	-	0	-	0	-	1	-	-	-	1	-	2	-	0	-	1	-	1	-	-	-

\* 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.

Rodriguez Elementary (San Diego, CA)  
**San Diego Unified**

[Return to Search](#)

Reporting Year: 2019 ▼

[View other reports for this School](#)

This report displays the performance level (color) for each student group on all the state indicators.

[Pivot Data by StudentGroups](#)

**Student Group Report for 2019**

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Red	Red	None	None	Orange	Orange
English Learners	Red	Red	None	None	Yellow	Yellow
Foster Youth	None	None	None	None	None	None
Homeless	Red	Orange	None	None	None	None
Socioeconomically Disadvantaged	Red	Red	None	None	Orange	Yellow
Students with Disabilities	Orange	Orange	None	None	Red	Orange
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Red	Red	None	None	Orange	Orange

Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

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**APPENDIX E****2021-22 SPSA ASSESSMENT AND EVALUATION**

**Rodriguez Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

**SCHOOL NAME: RODRIGUEZ ELEMENTARY**

**SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820**

**SCHOOL YEAR: 2021-22**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Strategy/Activity 2**

**\*Strategy/Activity - Description**

VAPA program was implemented to support a whole enrichment instructional program at the school site. Many students, especially English Learners, and Students with Disabilities, benefit from an expressive enrichment program.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>Modifications based on qualitative and quantitative data.</b>
School Counselor -	0.20000	\$25,882.32	30100-1210	The counselor supports students	Realignment with the Student Study Team, and adding a new	The lack of survey needs to staff on what supports will be	The new counselor has sent our surveys to staff on areas of

## Rodriguez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				with socio-emotional needs via groups, the Second Steps program, and coordinating SEEP and HEY services with students.	Attendance Team to tackle chronic absenteeism will help meet CA Dashboard goals. Our data shows that our Chronic Absenteeism increased by 6.2% in 2019. We are in the red indicator zone. Our suspension rate increased by 1.8%. These two areas have designated us as a CSI year 1 school and have begun the High-Reliability School status and professional development this school year 2020-21.	needed with students and conflicts with teachers caused the slowdown in services for parents and students.	need, has supported the Attendance team, and will support parent workshops on student behavior needs.
Short-Term Leave Visiting Tchr		\$5,990.50	30100-1162	Visiting teacher monies to support planning, assessing students, and analyzing data.	Prior to COVID, we were able to have the Task Force join our Marzano-Level 1 meetings. It was helpful to be able to plan the next steps for our school site with the task Force in the areas of PLCs and School Climate.	We had a sub shortage and it was unsuccessful. The principal did not have the team to support the CSO plan.	Sub shortage has declined and we have been successful in having coverage. We add a day for the Task Force to meet all day and review our progress.
Interprogram Svcs/VAPA		\$6,201.16	30106-5738	VAPA program enriches students' skills in the areas of Dance, Music, Visual Arts, and Theatre. It supports their socio-emotional state.	Prior to VAPA lack of subs and creating lesson planning put a strain on teachers. This supports teachers' PLC and planning while students go to the artist rooms for 3- an hour rotation for Theater, Dance, Art, and Music. The cost of subs for PC was	Previous efforts were a lack of subs showing up and time spent on lesson planning for 3 hours.	We recommend continuing this activity.



## Rodriguez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					at \$36,000 and now we are at \$8-9000 for the VAPA program so we are saving \$27,000 in sub costs.		
Prof&Curriclm Dev Vist Tchr		\$18,877.27	31820-1192	Prof Development Visiting teacher funds to support our HRS Task Force members to attend our Marzano coaching sessions for certification and data analysis.	Teachers supporting the principal with the Professional Development session focused on Marzano's High-Reliability School model Level 1 Safe & Collaborative Culture and Level 2 has previously assisted in more criteria being completed.	During Covid-19, 21-22, the lack of subs contributed to no teachers participating on the Task Force for CSI which is a big piece in meeting Certification Level 1.	The Taskforce with combine with the ILT so that a cross-team of teachers supports the CSI criteria for the Certification process
Contracted Svcs > \$25K		\$66,000.00	31820-5100	SDSU Center for Excellence in Early Development has offered to customize its menu of options to support the needs of the community at Rodriguez by providing staff members, students and families a clinician to help with trauma based training, one on one and family therapy. This will support them as	Throughout the Covid online year, our site noticed a decline in participation in students. We anticipated that social-mental support would be needed for students and families returning to our site due to the pandemic and its challenges. Our Chronic Absenteeism increased and our requests for Mental health increased.	Our RTI system only addressed social-emotional needs on an 8 to 12-week basis and our site counseling groups were not impacting the deeper social-emotional needs. Our local Family health Clinic services were also decreasing with staffing issues.	HEY Services will need to provide data on the impact of these supports on students and families to demonstrate that the need was met.

## Rodriguez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				they navigate their personal struggles.			
Contracted Svcs Less Than \$25K		\$7,342.00	31820-5853	Second Step Elementary's digital program is flexible, web-based, and uses up-to-date research to help teachers engage children with age-appropriate, culturally relevant content in the areas of growth mindset, emotional management, empathy, kindness, and problem-solving.	Before this program, this site has not had an SEL supplemental curriculum.	In 21-22, our SEL survey data demonstrated a need in two areas of the SEL components. This indicated that our site needed to focus on lessons on Culture/Climate, Growth Mindset, Self-management, Self-Efficacy, and Social Awareness. <a href="#">SEL DATA</a>	

**Goal 2 - English Language Arts**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

In closing the achievement gap, K-1 has already attended District Reading Strategies training. 2nd grade will also be trained in order to strengthen and align the use of reading strategies in Guided Reading. PD will also be used to train teachers in areas of RTI, assessment analysis, and Tier 2 support.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr -	0.25000	\$33,684.45	30100-1109	ELST supports intervention with at-risk students during our SST process alongside our counselor.	In-School resource teacher supported PLCs in planning for both designated and integrated ELD lessons. In-school resource teacher planned for professional	We have reduced the position in a small increment so we will need to adjust the levels of ELL services.	This year we will plan a format of job skills and responsibilities for the EL Coordinator position for next year's new person.

## Rodriguez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					development on culturally responsive teaching through equity. The California Dashboard indicates that English Learners are making progress at 51.6%. In ELPAC 50 students (30%) are Moderately Developed (Score 3), 46 students (28%) are Somewhat Developed (Score 2), 36 students (22%) are Minimally Developed (Score1) and 35 students (21%) are Novice Learners (Score 0). <a href="#">EL Data</a>		
Classroom Teacher Hrly		\$5,990.50	30106-1157	Teachers created academic contracts and did data analysis to help support our SPSA and annual goals.	Teachers and special education teachers supported Tier 2 interventions to close the achievement gap with our struggling learners.	We lost partial afterschool support due to school closures.	The area of need is to develop a team model that can support data gathering and analysis for all staff.
Supplies		\$37,950.00	30106-4301	Instructional supplies for daily learning, and books for classroom libraries.	Instructional supplies have assisted students and teachers with their academic teaching and learning.	We had a lack of supplies available to students during March-Jun 2020 while we had school closures and a partial learning design.	Supplies will be for home distribution and normal materials for school are not for home. Purchasing will change to the replenishment of materials.
Software License		\$3,000.00	30106-5841	Software licenses for Raz-Kids, and Reflex math to supplemental support students	Supplemental software licenses supported independent practices by	The new online learning model created a disadvantage because of	Supplemental supports have been added to 2 new learning platforms, Seesaw and Google

## Rodriguez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				with ELA and Math.	students in areas of need.	technical issues such as login errors, computer problems, and disorganized schedules.	Classroom. This has assisted teachers with providing an organized tech platform that is accessible.
Interprogram Svcs/VAPA		\$6,201.16	30106-5738	VAPA program enriches students' skills in the areas of Dance, Music, Visual Arts, and Theatre. It supports their socio-emotional state.	Prior to VAPA lack of subs and creating lesson planning put a strain on teachers. This supports teachers' PLC and planning while students go to the artist rooms for 3-an hour rotation for Theater, Dance, Art, and Music.	Previous efforts were a lack of subs showing up and time spent on lesson planning for 3 hours.	We recommend continuing this activity.
Non-Clstrm Tchr Hrly		\$9,999.34	31820-1957	Teachers attend PD sessions on establishing a safe & collaborative culture that addresses the social/emotional issues that impact chronic absenteeism and suspension rate.	Teachers saw the need and as the 21-22 got on the way, the demands of COVID became a priority of safety and health on the site. <a href="#">SEL DATA</a>	We did not establish a PD that SEL and culture rather we were addressing COVID protocols and site safety shifts with health.	We added a supplemental SEL license to help teachers teach weekly lessons on the 5 components. The extension is to create an assessment similar to the SEL survey that 4-5 graders took last year that gave us the areas of need.

<b>Goal 3 - Mathematics</b>							
<b>Strategy/Activity 3</b>							
<b>*Strategy/Activity - Description</b>							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>Modifications based on qualitative and quantitative data.</b>
Supplies		\$13,024.35	30100-4301	Instructional supplies for daily learning, and books for classroom libraries.	Teachers are able to enhance the curriculum with supplies and materials so students are engaged with their learning.	We have reduced material purchases of items that are no longer a benefit and concentrated on the practical items that students need.	Continue to review what is purchased for student learning use and modify as needs arise.
Classroom Teacher Hrly		\$5,990.50	30106-1157	Teachers created academic contracts and did	Teachers and special education teachers supported	We lost partial afterschool support	The subcommittee will develop a model that can

## Rodriguez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				data analysis to help support our SPSA and annual goals.	Tier 2 interventions to close the achievement gap with our struggling learners.	due to school closures.	support online learning with struggling students. Phase 1 model can assist with this.
Software License		\$3,000.00	30106-5841	Software licenses for Raz-Kids, and Reflex math to supplemental support students with ELA and Math.	Supplemental software licenses supported independent practices by students in areas of need.	The new online learning model created a disadvantage because of technical issues such as login errors, computer problems, and disorganized schedules.	Supplemental supports have been added to 2 new learning platforms, Seesaw and Google Classroom. This has assisted teachers with providing an organized tech platform that is accessible.
Inter-program Svcs/VAPA		\$6,201.16	30106-5738	VAPA program enriches students' skills in the areas of Dance, Music, Visual Arts, and Theatre. It supports their socio-emotional state.	Prior to VAPA lack of subs and creating lesson planning put a strain on teachers. This supports teachers' PLC and planning while students go to the artist rooms for 3- an hour rotation for Theater, Dance, Art, and Music.	Previous efforts were a lack of subs showing up and time spent on lesson planning for 3 hours.	We recommend continuing this activity.

**Goal 4- Supporting English Learners**

**Strategy/Activity 3**

**\*Strategy/Activity - Description**

New ELD benchmarks will be introduced and classroom teachers will benefit from understanding how to assess the instructional tools and resources from the benchmarks. It will contribute to tracking progress on targeted ELLs. ELPAC training will also be provided to better support the language development of students.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr -	0.50000	\$67,368.91	30100-1109	ELST supports ELLs with Tier 2 intervention and assists the school with ELPAC	In-School resource teacher supported PLCs in planning for both designated and integrated ELD lessons. In-school resource teacher planned for	We have reduced the position in a small increment so we will need to adjust the levels of ELL services.	This year we will plan a format of job skills and responsibilities for the EL Coordinator position for next year's new person.



## Rodriguez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				assessments and Reclassification.	professional development on culturally responsive teaching through equity		
Interprogram Svcs/VAPA		\$6,201.16	30106-5738	VAPA program enriches students' skills in the areas of Dance, Music, Visual Arts, and Theatre. It supports their socio-emotional state.	Prior to VAPA lack of subs and creating lesson planning put a strain on teachers. This supports teachers' PLC and planning while students go to the artist rooms for 3- hour rotation for Theater, Dance, Art, and Music.	Previous efforts were a lack of subs showing up and time spent on lesson planning for 3 hours.	We recommend continuing this activity.

**Goal 5 - Supporting Students with Disabilities**

**Strategy/Activity 3**

**\*Strategy/Activity - Description**

VAPA program was implemented to support a whole enrichment instructional program at the school site. Many students, especially English Learners and Students with Disabilities, benefit with an expressive enrichment program.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/VAPA		\$6,201.16	30106-5738	VAPA program enriches students' skills in the areas of Dance, Music, Visual Arts, and Theatre. It supports their	Prior to VAPA lack of subs and creating lesson planning put a strain on teachers. This supports teachers' PLC and planning while students go to the	Previous efforts were a lack of subs showing up and time spent on lesson planning for 3 hours.	We recommend continuing this activity.

**Rodriguez Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				socio-emotional state.	artist rooms for 3-hour rotation for Theater, Dance, Art, and Music.		

**Goal 7 - Family Engagement**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Principal, ELST and Counselor will provide parent workshops and meetings to support the needs of parents and students. Classroom teachers will encourage and promote the SEEP parent workshops on a weekly basis. Office staff will coordinate with ELST and Counselor on parent needs for workshops, trainings and chronic absenteeism. Communication to parents will be weekly via flyers, notices, Class Dojo flyer postings (visual) and School Messenger. Zoom meetings will be conducted for assemblies and parent workshops due to COvid-19 guidelines this school year. This is subject to change with state guidelines adjusting during the pandemic.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
In-school Resource Tchr -	0.25000	\$33,684.45	30100-1109	ELST supports ELAC, Reclassification with families, and	EL coordinator working with our ELIRT has given us more advantage in supporting our ELLs	Prior to ELIRT support, our EL Coordinator could only service newcomers	The EL Coordinator has peer support with the ELIRT and the OLA department on

## Rodriguez Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				meets quarterly with parents regarding students with interventions.	with ELPAC and writing	and EL-level interventions.	the best group targets in ELL.
Inservice supplies		\$2,767.00	30103-4304	In-service supplies are used to encourage parent participation at our ELAC, parent workshops and provide printed flyers, reminders and informational item about the school or students.	When we provide parents with in-service supplies, it creates a more inviting environment to talk and discuss topics.	Not having material information does not benefit the parent. Part of parent involvement is to inform and all better decisions to new ideas or concepts.	We recommend continuing this activity.
Classroom PARAS Hrly		\$10,000.38	31820-2151	Support staff hourly support to target chronic absenteeism during online learning with counselor assistance. Home visits, calls and instructional packets to support their learning.	Support staff hourly support to target chronic absenteeism during online learning with counselor assistance. Home visits, calls and instructional packets to support their learning.	We had an inconsistent team and both have since retired.	The new attendance team will add extra hours to our PARA attendance in support of targeted attendance groups with the help of our Family Service Assistant.

**Goal 6 - Supporting Black Youth**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Our HRS Task Force and our Student Study team will identify areas of need with the targeted group and designate the needed interventions.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/VAPA		\$6,201.20	30106-5738	VAPA program enriches students skills in the areas of Dance, Music, Visual Arts and Theatre. It supports their	Prior to VAPA lack of subs and creating lesson planning put a strain on teachers. This supports teachers' PLC and planning while students go to the artist rooms for 3-	Previous efforts were a lack of subs showing up and time spent on lesson planning for 3 hours.	We recommend continuing this activity.

				socio-emotional state.	hour rotation for Theater, Dance, Art and Music.		
<p>What are my leadership strategies in service of the goals?</p> <p><b>Monitoring Student Learning and Providing Support</b></p> <ul style="list-style-type: none"> <li>Develops a comprehensive assessment system and leads three- to six-week data cycles in an effort to closely monitor student mastery of standards throughout the year.</li> <li>Uses common formative and summative assessment data to lead teacher teams (PLCs) in designing effective lessons and targeted interventions based on student needs.</li> </ul> <p><b>Targeted Professional Learning and Implementation</b></p> <ul style="list-style-type: none"> <li>Uses data from classroom observations and common assessments to inform professional learning grounded in current research and based on students' needs.</li> </ul> <p><b>Monitoring Instructional Content, Pedagogy, and Student Engagement</b></p> <ul style="list-style-type: none"> <li>Prioritizes and conducts daily classroom observations with feedback in order to monitor the implementation of the curriculum, school-wide strategies, and the quality of student learning.</li> <li>Ensures that a guaranteed and viable curriculum is in place for every class/course.</li> </ul> <p><b>Interpersonal and Intrapersonal Skills</b></p> <ul style="list-style-type: none"> <li>Has positive and productive relationships with staff, students, parents, and community with effective communication.</li> </ul>							
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**SCHOOL NAME: RODRIGUEZ ELEMENTARY**

**SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800**

**SCHOOL YEAR: 2021-22**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Strategy/Activity 2**

**\*Strategy/Activity - Description**

VAPA program was implemented to support a whole enrichment instructional program at the school site. Many students, especially English Learners and Students with Disabilities, benefit with an expressive enrichment program.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom PARAS Hrly		\$1,330.90	09800-2151	Paras support our students across the	Our new attendance clerk is very detail oriented which will	Our prior attendance clerk lacked the skills to help target	We are creating an Attendance team to



## Rodriguez Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				<p>year with socio-emotional, COVID guidelines and classroom student support.</p>	<p>help with identifying students with chronic absenteeism. Extra hours to meet with the Rodriguez Attendance team will strengthen our need to improve this area of need from CA Dashboard. Chronic Absenteeism increased by 6.2% in 2019. We are in the red indicator zone. Our suspension rate increased by 1.8%. These two areas have designated us as a CSI year 1 school and have begun the High-Reliability School status and professional development this school year 2020-21.</p>	<p>students. We had miscoded and not corrected in attendance that contributed to our absenteeism list.</p>	<p>support our chronic absenteeism goal.</p>
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**Goal 2 - English Language Arts**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

In closing the achievement gap, K-1 has already attended District Reading Strategies training. 2nd grade will also be trained in order to strengthen and align the use of reading strategies in Guided Reading. PD will also be used to train teachers in areas of RTI, assessment analysis and Tier 2 supports.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Counselor – Magana, Marisol	0.20000	\$51,764.60	09800-1210	Counselor supports intervention with at risk students during our SST process along side our ELST.	Realignment with Student Study Team, adding a new Attendance Team to tackle chronic absenteeism will help meet CA Dashboard goals. Chronic Absenteeism	Lack of survey needs to staff on what supports are needed with students and conflicts with teachers caused slowdown in services for parents and students.	New counselor has sent our surveys to staff on areas of need, has supported the Attendance team and will support parent workshops on student behavior needs.

## Rodriguez Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					increased by 6.2% in 2019. We are in the red indicator zone. Our suspension rate increased by 1.8%. These two areas have designated us as a CSI year 1 school and have begun the High-Reliability School status and professional development this school year 2020-21.		
Interprogram Svcs/Field Trip		\$2,250.00	09800-5735	Field trips are designed around ELA, Science and math curriculum to provide an enrichment experience to students.	Teachers, parents and students benefit from visiting local art and tourist venues that add to the cultural climate of our city and to their curriculum connection.	During Covid, we lost places to visit due to restrictions and now that we are fully back, teachers want to add supplemental support to their curriculum with Science, Social Studies and Arts.	Field trips have always benefited students from low socio-economic neighborhoods with visiting other parts of the city and their Arts and Science attractions.

<b>Goal 3 - Mathematics</b>							
<b>Strategy/Activity 3</b>							
<b>*Strategy/Activity - Description</b>							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	<b>Modifications based on qualitative and quantitative data.</b>
Interprogram Svcs/Field Trip		\$2,250.00	09800-5735	Field trips are designed around ELA, Science and math curriculum to provide an enrichment experience to students.	Teachers, parents and students benefit from visiting local art and tourist venues that add to the cultural climate of our city and to their curriculum connection.	During Covid, we lost places to visit due to restrictions and now that we are fully back, teachers want to add supplemental support to their curriculum with Science, Social Studies and Arts.	Field trips have always benefited students from low socio-economic neighborhoods with visiting other parts of the city and their Arts and Science attractions.

**Goal 4- Supporting English Learners**

**Strategy/Activity 3**

**\*Strategy/Activity - Description**

New ELD benchmarks will be introduced and classroom teachers will benefit from understanding how to assess the instructional tools and resources from the benchmarks. It will contribute to tracking progress on targeted ELLs. ELPAC training will also be provided to better support the language development of students.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Retired NonClstrm Tchr Hrly		\$14,377.20	09800-1986	In order to support our ELPAC annual and summative assessment window, extra	Having extra support to complete the annual ELPAC requirements allows us meet timelines. The person who now supports us cut our	Initial and summative ELPAC took enormous amounts of time due to lack of and effectiveness of the VTs.	We hired a former retired teacher who was more efficient, computer knowledgeable and we were able to complete the testing in time.

## Rodriguez Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				help is needed in administering the tests over the year.	cost and completion rate was faster.		
Supplies		\$18,647.90	09800-4301	Instructional supplies for daily learning, and books for classroom libraries.	Teachers are able to enhance the curriculum with supplies and materials so students are engaged with their learning.	We have reduced material purchases of items that are no longer a benefit and concentrated on the practical items that students need.	Continue to review what is purchased for student learning use and modify as needs arise.

What are my leadership strategies in service of the goals?

### Monitoring Student Learning and Providing Support

- Develops a comprehensive assessment system and leads three- to six-week data cycles in an effort to closely monitor student mastery of standards throughout the year.
- Uses common formative and summative assessment data to lead teacher teams (PLCs) in designing effective lessons and targeted interventions based on student needs.

### Targeted Professional Learning and Implementation

- Uses data from classroom observations and common assessments to inform professional learning grounded in current research and based on students' needs.

### Monitoring Instructional Content, Pedagogy, and Student Engagement

- Prioritizes and conducts daily classroom observations with feedback in order to monitor the implementation of the curriculum, school-wide strategies, and the quality of student learning.
- Ensures that a guaranteed and viable curriculum is in place for every class/course.

### Interpersonal and Intrapersonal Skills

- Has positive and productive relationships with staff, students, parents, and community with effective communication.