

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT LANGUAGE ACADEMY SCHOOL

**2011-12**

37-68338-6040000

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:** Lopez-Mendez, Veronika

**Contact Person:** Lopez-Mendez, Veronika

**Position:**

**Telephone Number:**

**Address:**

**E-mail Address:** vlopez-mendez@sandi.net

**The following items are included:**

- ☐ Recommendations and Assurances (*submit 2 original R & A's - each with original signatures*)
- ☐ Data Reports
- ☐ SPSA Assessment
- ☐ Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- ☐ Home/School Compact
- ☐ SARC

**Board Approval:** (*December 13, 2011*)

**SAN DIEGO UNIFIED SCHOOL DISTRICT**



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



San Diego Unified School District  
Office of Accountability  
Monitoring and Accountability Reporting Department

2011-12 SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: The Language Academy

DUE on October 14, 2011

SITE CONTACT PERSON: Veronika Lopez-Mendez

PHONE: 619 287 1182

FAX: 619 582- 1769

E-MAIL ADDRESS: vlopez-mendez@sandi.net

Check the appropriate box

☒ TITLE I ☒ PROGRAM IMPROVEMENT

TYPE OF SITE PLAN (check the appropriate box):

☒ SPSA ☐ SIG/QEIA  
☐ QEIA ☐ i3

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

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

BE SURE TO COMPLETE THIS SECTION AND CHECK ALL THAT APPLY TO YOUR SITE

- ☒ English Learner Advisory Committee (ELAC)  
☐ Community Advisory Committee for Special Education Programs (CAC)  
☐ Gifted and Talented Education Program Advisory Committee (GATE)  
☐ Site Governance Team (SGT)  
☒ Other (list): Parent group @ coffee with the Principal

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: October 3, 2011

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.

Veronika Lopez-Mendez  
Typed Name of School Principal

Veronika Lopez-Mendez  
Signature of School Principal

Oct 5, 11  
Date

Barbara Davis  
Typed Name of SSC Chairperson

Barbara Scott Davis  
Signature of SSC Chairperson

Oct. 5 2011  
Date

Dr. Sid Salazar  
Typed Name of Area Superintendent

Sid Salazar  
Signature of Area Superintendent

10/18/11  
Date

Submit Document With Original Signatures To:  
The Monitoring and Accountability Reporting Department  
Eugene Bruckner Education Center, Room 3126

DUE on October 14, 2011

10-12-11 P12:11 RCVD

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**SINGLE PLAN FOR STUDENT ACHIEVEMENT: INTRODUCTION**

**Legal Requirements for the SPSAEC** Section 64000 requires schools and districts that receive state and federal or other applicable funding through the district's ConApp process to prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students to the level of the performance goals, including both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measures. SPSA requirements are also included in the Categorical Program Monitoring process.

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

In order to thrive in a global society, Language Academy students will become bi-literate and bicultural through the implementation of a California standards-based, multi-cultural curriculum. Progress towards this goal will be monitored via on-going assessments which evidence critical thinking in two languages. The school community will provide appropriate and early interventions for student's not yet meeting proficiency. All goals and monitoring in this plan are to directly accelerate the student achievement of English Language Learner sub group not meeting AYP. Our Single Site Plan for Student Achievement fulfills this goal by guaranteeing that students will be bi-literate and bicultural when they leave our school community. The school staff, leadership team and SSC ensured that allocations were made to support students. This year, Language Academy had an API score of 862 with a total student enrollment of 958 students in Kinder-8th grade.

**PROCESS FOR MODIFYING THE SPSA**

This year, the SPSA was once again modified through the lens of the schools Restructuring Plan, which was board approved August 2010. Our School Site Stakeholders group was comprised of the principal, vice-principal, and elected SSC members. A preliminary draft of the goals was presented to the SSC on September 26, 2011. The SSC made recommendations and the final version of this plan was reviewed and approved on October 3, 2011.

**CHANGES TO THE SINGLE PLAN FOR STUDENT ACHIEVEMENT**

The initial changes to the SPSA were done in collaboration with the SSC. Once the SSC reviewed the goals further modifications were suggested. CST data was reviewed by the entire staff on August 30, 2011. At that time, growth areas were identified and subgroup needs were identified. On September 22, 2011 all teachers identified, set goals and planned for target students. The school wide SMART goals were developed with the support of SSC at the September 26th meeting.

**PERSONNEL**

The Language Academy community was committed to maintaining a high level of support staff to support teaching and learning. The school was able to maintain the same support staff for the 2011-12 school year but various positions have been reduced in FTE. The changes are as followed:

- Increase in Math support to 1.0 FTE Math resource teacher
- Decrease in FTE for the ELST due to funding
- Decrease in the French resource teacher FTE due to funding
- Decrease in Library Tech FTE due to funding
- Maintained same levels of funding for nurse, counselor, Spanish resource teacher and English resource teacher.

**BUDGET**

All of our funding was used to directly offer support to students and teachers. The school used the X-factor funding to fund positions that directly support students. With the loss of Magnet funds and positions, the school had to fund 2 over-formula teachers to continue maintaining the language focus of the school. A detailed budget description can be found under the English language Arts goal.

**CONCLUSIONS**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan, the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards. For the second year, this SPSA plan is written to directly correlate with the Restructuring Plan (Board approved on August 3, 2010).

### INSTRUCTIONAL LEADERSHIP TEAM

Member Name	Role
1. Veronika Lopez-Mendez	Principal
3. Jerome Uzzeni	Teacher
4. Alejandra Gomez	Teacher
5. Mimi Garrido	Teacher
6. Patty Albanez	Resource Teacher
7. Irazema Valdivieso	Vice-Principal

### SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Veronika Lopez-Mendez	Principal
Patricia Melban	Other
Barbara Davis	Teacher
Sheree Jones	Parent
Serge Ndondo-Lay	Parent
Monique Clifford	Parent
Pablo Roncoroni	Parent
Norma Sandoval	Parent
April Johnson	Teacher
Sandra Cheatham	Teacher

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

☒ Intervention Materials   ☒ Instructional Time   ☒ School Admin Training   ☒ Highly Qualified Teachers   ☒ Monitoring System   ☒ On-going Instructional Assistance   ☒ Monthly Teacher Collaboration   ☒ Lesson and course pacing/ intervention   ☒ Fiscal Support



## Language Academy SINGLE PLAN FOR STUDENT ACHIEVEMENT

### AREA 1: ENGLISH/LANGUAGE ARTS

Goal should be prioritized, measurable, and focused on identified student learning needs.

☒ Intervention Materials ☒ Instructional Time ☒ School Admin Training ☒ Highly Qualified Teachers ☒ Monitoring System ☒ On-going Instructional Assistance ☒ Monthly Teacher Collaboration ☒ Lesson and course pacing/ intervention ☒ Fiscal Support

#### English/Language Arts SMART Goal:

\* By 08/15/2012, 72 % of Language Academy Students, Grades 2-5, Grade 6-8 will perform at proficient or advanced level in English-Language Arts on the CST, increasing from 66.6 % to 72 %, a gain of 5.40 % points

#### Closing the Gap SMART Goal:

\* By 08/15/2012, 60 % of Language Academy Black or African American will perform at proficient or advanced level in English-Language Arts on the CST, increasing from 53.8 % to 60 %, a gain of 6.20 % points

\* By 08/15/2012, 70 % of Language Academy Grade 07 will perform at proficient or advanced level in English-Language Arts on the CST, increasing from 59 % to 70 %, a gain of 11.00 % points

#### How does this goal align to our Local Educational Agency Plan goals?:

Our goal is focused on meeting 2011 Annual Measurable Objectives.

#### WHAT DATA DID YOU USE TO FORM THESE GOALS

(findings from data analysis)

☒ API ☐ AYP ☐ CAHSEE ☒ CELDT ☒ CST ☐ District Benchmarks ☐ Other

#### Other (Please Specify)::

#### Key Findings: What did the analysis of the data reveal that led you to these goals?

Percentage of students scoring Proficient or Advanced on CST

Grade Level	2007	2008	2009	2010	2011	Difference
3rd					44%	
4th				55%	57%	2%
5th			46%	46%	81%	35%
6th		45%	51%	79%	81%	2%

## Language Academy SINGLE PLAN FOR STUDENT ACHIEVEMENT

7th	26%	25%	59%	68%	59%	-9%
8th	38%	60%	70%	62%	75%	13%

### Which stakeholders were involved in data analysis and developing these goals?:

Staff reviewed all achievement data  
SSC was involved in setting the goals

Quarter One Short Term Targets	Quarter Two Short Term Targets	Quarter Three Short Term Targets	Quarter Four Short Term Targets
<p>* By 11/30/2011, 68 % of Language Academy Students, Grades 2-5, Grade 6-8 will meet or exceed proficient or advanced in District Literacy Benchmark Assessments</p> <p>* By 11/30/2011, 70 % of Language Academy Grade 07 will meet or exceed proficient or advanced in Literacy Benchmark 1</p> <p>* By 11/30/2011, 60 % of Language Academy Black or African American will meet or exceed proficient or advanced in Literacy Benchmark 1</p>	<p>* By 02/29/2012, 70 % of Language Academy Students, Grades 2-5, Grade 6-8 will meet or exceed proficient or advanced in District Literacy Benchmark Assessments</p> <p>* By 02/10/2012, 70 % of Language Academy Grade 07 will meet or exceed proficient or advanced in Literacy Benchmark 2</p> <p>* By 02/10/2012, 60 % of Language Academy Black or African American will meet or exceed proficient or advanced in Literacy Benchmark 2</p>	<p>* By 05/11/2012, 71 % of Language Academy Students, Grades 2-5, Grade 6-8 will meet or exceed proficient or advanced in District Literacy Benchmark Assessments</p> <p>* By 05/11/2012, 70 % of Language Academy Grade 07 will meet or exceed proficient or advanced in Literacy Benchmark 3</p> <p>* By 05/11/2012, 60 % of Language Academy Black or African American will meet or exceed proficient or advanced in Literacy Benchmark 3</p>	<p>* By 08/15/2012, 72 % of Language Academy Students, Grades 2-5, Grade 6-8 will meet or exceed proficient or advanced in English-Language Arts on the CST</p> <p>* By 08/15/2012, 70 % of Language Academy Grade 07 will meet or exceed proficient or advanced in English-Language Arts on the CST</p> <p>* By 08/15/2012, 60 % of Language Academy Black or African American will meet or exceed proficient or advanced in English-Language Arts on the CST</p>

## Language Academy SINGLE PLAN FOR STUDENT ACHIEVEMENT

**Description of Monitoring Process:** What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?

<ul style="list-style-type: none"> <li>Monthly RtI meetings</li> <li>Weekly Intervention Team meeting to monitor progress and growth of students</li> <li>Monitoring sheets- turned in by teachers</li> <li>Target student identification- by class</li> </ul>	<ul style="list-style-type: none"> <li>Monthly RtI meetings</li> <li>Weekly Intervention Team meeting to monitor progress and growth of students</li> <li>Monitoring sheets- turned in by teachers</li> <li>Information and data shared with SSC at Jan. 23rd mtg.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly RtI meetings</li> <li>Weekly Intervention Team meeting to monitor progress and growth of students</li> <li>Monitoring sheets- turned in by teachers</li> <li>Information and data shared with SSC at Mar. 5<sup>th</sup> mtg.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly RtI meetings</li> <li>Weekly Intervention Team meeting to monitor progress and growth of students</li> <li>Monitoring sheets- turned in by teachers</li> <li>Information and data shared with SSC at May 11<sup>th</sup> mtg.</li> </ul>
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**Description of Proposed Expenditures/Activities to Attain ELA Goal:** Please enter activity, expenditures associated with activity, and select tier(s)

The school site has determined a need to fund various positions using a combination of categorical and x-factor funds.

### TIER 2 INTERVENTIONS

☐ TIER 1 ☒ TIER 2 ☒ TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Position Regular Teacher	\$52,357.03	0170-70900-00-1107-1000-4760-01000-0000	EIA-SCE	Class size reduction teacher for Middle School
Position School Counselor	\$35,555.94	0170-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	Support students with attendance and behavior issues. Monitor academic progress of Middle school students
Position School Nurse	\$27,628.08	0170-30106-00-1240-3140-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	Monitor the health needs of students. Reduce attendance issues.
Position School Nurse	\$17,267.55	0170-30100-00-1240-3140-0000-01000-0000	Title I Basic Program	Monitor the health needs of students. Reduce attendance issues.
Position Regular Teacher	\$9,816.94	0170-70910-00-1107-1000-1110-01000-0000	EIA: Limited English Proficie	provide small group lessons to at-risk students
Position Teacher-Bilingual Education	\$18,981.38	0170-70910-00-1107-1000-1110-01000-0000	EIA: Limited English Proficie	Class size reduction teacher for 4th and 5th grade
Instructional Supplies	\$1,523.75	0170-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	Instructional supplies to supplement the curriculum.

**PROFESSIONAL DEVELOPMENT**

☐ TIER 1 ☒ TIER 2 ☒ TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Prof&Curriclm Dev Vist Tchr	\$10,300.00	0170-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	Visiting teachers for PLC time.
Prof&Curriclm Dev Vist Tchr	\$3,000.00	0170-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	Visiting teachers for PLC time.

## Language Academy SINGLE PLAN FOR STUDENT ACHIEVEMENT

### AREA 2: MATHEMATICS

Goal should be prioritized, measurable, and focused on identified student learning needs.

☒ Intervention Materials ☒ Instructional Time ☒ School Admin Training ☒ Highly Qualified Teachers ☒ Monitoring System ☒ On-going Instructional Assistance ☒ Monthly Teacher Collaboration ☒ Lesson and course pacing/ intervention ☒ Fiscal Support

#### Mathematics SMART Goal:

\* By 08/15/2012, 74 % of Language Academy Students, Grades 2-5, Grade 6-8 will perform at proficient or advanced level in Mathematics on the CST, increasing from 68.8 % to 74 %, a gain of 5.20 % points

#### Closing the Gap SMART Goal:

\* By 08/15/2012, 60 % of Language Academy Black or African American, Grades 2-6, Grade 07, Grade 08, Students will perform at Proficient or Advanced level in Mathematics on the CST, increasing from 53.3 % to 60 %, a gain of 6.70 % points

#### How does this goal align to our Local Educational Agency Plan goals?:

Our goal is focused on meeting 2011 Annual Measurable Objectives.

#### WHAT DATA DID YOU USE TO FORM THESE GOALS

(findings from data analysis)

☒ API ☒ AYP ☐ CAHSEE ☐ CELDT ☒ CST ☒ District Benchmarks ☐ Other

#### Other (Please Specify)::

#### Key Findings: What did the analysis of the data reveal that led you to these goals?

Percentage of students who scored Proficient or Advanced in Mathematics

Grade Level	2007	2008	2009	2010	2011	Difference
4th				69%	72%	3%
5th			67%	62%	77%	15%
6th		68%	62%	78%	82%	4%
7th	56%	47%	53%	64%	61%	-3%
8th	43%	59%	50%	53%	65%	12%

## Language Academy SINGLE PLAN FOR STUDENT ACHIEVEMENT

**Which stakeholders were involved in data analysis and developing these goals?:**

Staff reviewed all achievement data  
SSC was involved in setting the goals

Quarter One Short Term Targets	Quarter Two Short Term Targets	Quarter Three Short Term Targets	Quarter Four Short Term Targets
<p>* By 11/30/2011, 70 % of Language Academy Students, Grades 2-5, Grade 6-8 will meet or exceed proficient or advanced in Math Benchmark 1</p> <p>* By 11/30/2011, 60 % of Language Academy Black or African American will meet or exceed proficient or advanced in Math Benchmark 1</p>	<p>* By 02/29/2012, 72 % of Language Academy Students, Grades 2-5, Grade 6-8 will meet or exceed proficient or advanced in Math Benchmark 2</p> <p>* By 02/10/2012, 60 % of Language Academy Black or African American will meet or exceed proficient or advanced in Math Benchmark 2</p>	<p>* By 05/11/2012, 73 % of Language Academy Students, Grades 2-5, Grade 6-8 will meet or exceed proficient or advanced in Math Benchmark 3</p> <p>* By 05/11/2012, 60 % of Language Academy Black or African American will meet or exceed proficient or advanced in Math Benchmark 3</p>	<p>* By 08/15/2012, 74 % of Language Academy Students, Grades 2-5, Grade 6-8 will meet or exceed proficient or advanced in Mathematics on the CST</p> <p>* By 08/15/2012, 60 % of Language Academy Black or African American will perform at proficient or advanced level in Mathematics on the CST, increasing from 53.8 % to 60 %, a gain of 6.20 % points</p>

**Description of Monitoring Process:** What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?

<ul style="list-style-type: none"> <li>Monthly RtI meetings</li> <li>Weekly Intervention Team meeting to monitor progress and growth of students</li> </ul>	<ul style="list-style-type: none"> <li>Monthly RtI meetings</li> <li>Weekly Intervention Team meeting to monitor progress and growth of students</li> <li>Information and data shared with SSC</li> </ul>	<ul style="list-style-type: none"> <li>Monthly RtI meetings</li> <li>Weekly Intervention Team meeting to monitor progress and growth of students</li> <li>Information and data shared with SSC</li> </ul>	<ul style="list-style-type: none"> <li>Monthly RtI meetings</li> <li>Weekly Intervention Team meeting to monitor progress and growth of students</li> <li>Information and data shared with SSC</li> </ul>
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**Description of Proposed Expenditures/Activities to Attain Math Goal:** Please enter activity, expenditures associated with activity, and select tier(s)

**PROFESSIONAL DEVELOPMENT**

☐ TIER 1 ☒ TIER 2 ☒ TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Position Inschool Resource Tchr	\$68,302.63	0170-00010-00-1109-1000-1110-01000-0000	Position Allocation	MRT will support teachers through PD and coaching
Supplies	\$31.37	0170-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	math manipulatives

## Language Academy SINGLE PLAN FOR STUDENT ACHIEVEMENT

### AREA 3: ENGLISH LEARNER

Goal should be prioritized, measurable, and focused on identified student learning needs.

☒ Intervention Materials ☒ Instructional Time ☒ School Admin Training ☒ Highly Qualified Teachers ☒ Monitoring System ☒ On-going Instructional Assistance ☒ Monthly Teacher Collaboration ☒ Lesson and course pacing/ intervention ☒ Fiscal Support

#### English Learner SMART Goal:

\* By 08/15/2012, 47 % of Language Academy English Learner will perform at proficient or advanced level in English-Language Arts on the CST, increasing from 41.5 % to 47 %, a gain of 5.50 % points

#### Closing the Gap SMART Goal:

By June 2012, 30 English Language Learners will have met the reclassification criteria.

#### How does this goal align to our Local Educational Agency Plan goals?:

Goal directly supports the schools goal to reclassify all English Language Learners prior to leaving the 8th grade.

#### WHAT DATA DID YOU USE TO FORM THESE GOALS

(findings from data analysis)

☐ API ☒ AYP ☐ CAHSEE ☒ CELDT ☒ CST ☐ District Benchmarks ☐ Other

#### Other (Please Specify)::

#### Key Findings: What did the analysis of the data reveal that led you to these goals?

In 2011, 56.9 percent of English Language Learners scored Proficient or Advanced on CST MATH. An additional 5% growth is needed to reach safe harbor goal

In 2011, 41.5 percent of English Language Learners scored Proficient or Advanced on CST ELA. An additional 5% growth is needed to reach safe harbor goals.

#### Which stakeholders were involved in data analysis and developing these goals?:

Staff reviewed all achievement data  
SSC was involved in setting the goals



## Language Academy SINGLE PLAN FOR STUDENT ACHIEVEMENT

Quarter One Short Term Targets	Quarter Two Short Term Targets	Quarter Three Short Term Targets	Quarter Four Short Term Targets
* By 11/30/2011, 47 % of Language Academy English Learner will meet or exceed proficient or advanced in Literacy Benchmark 1	* By 02/29/2012, 47 % of Language Academy English Learner will meet or exceed proficient or advanced in Literacy Benchmark 2	* By 05/11/2012, 47 % of Language Academy English Learner will meet or exceed proficient or advanced in Literacy Benchmark 3	* By 08/15/2012, 47 % of Language Academy English Learner will perform at proficient or advanced level in English-Language Arts on the CST, increasing from 41.5 % to 47 %, a gain of 5.50 % points
<b>Description of Monitoring Process:</b> What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?			
Review unofficial CELDT scored and CST scores from 2011.  Identify all English Learners in 4th-8th grade and meet with them prior to CELDT administration. We explain the importance of this assessment and review their CST data from the previous year with them.	Monthly monitoring meeting  Benchmark data analysis  Meet with a minimum of 50% of all parents of English Learners in 4th-8th grade to review reclassification criteria.	Monthly monitoring meeting  Benchmark #2 monitoring  Meet with a minimum of 75% of all parents of English Learners in 4th-8th grade to review reclassification criteria.	Review criteria for reclassification  Identify students to be reclassified  Meet with 100% of all parents of English Learners in 4th-8th grade to review reclassification criteria.
<b>Description of Proposed Expenditures/Activities to Attain English Learner Goal:</b> Please enter activity, expenditures associated with activity, and select tier(s)			
See goal # 1 Same expenditures will be used to support English Language Learners.			

**TIER 2 INTERVENTIONS**

☐ TIER 1 ☒ TIER 2 ☐ TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Position Inschool Resource Tchr	\$17,075.66	0170-70910-00-1109-1000-4760-01000-0000	EIA: Limited English Proficie	ELST will support ELL's
Position Inschool Resource Tchr	\$17,075.66	0170-42030-00-1109-1000-4760-01000-0000	Title III LEP	ELST will support ELL's

**PROFESSIONAL DEVELOPMENT**

☐ TIER 1 ☒ TIER 2 ☒ TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Short Term Leave Visiting Tchr	\$4,600.00	0170-70900-00-1162-1000-1110-01000-0000	EIA-SCE	visiting teachers for PD
Short Term Leave Visiting Tchr	\$2,000.00	0170-70910-00-1162-1000-4760-01000-0000	EIA: Limited English Proficie	substitutes provided for PD

**INSTRUCTIONAL MATERIALS**

☐ TIER 1 ☒ TIER 2 ☐ TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Supplies	\$516.15	0170-70900-00-4301-1000-1110-01000-0000	EIA-SCE	instructional materials to support Tier 2 and 3 instruction
Supplies	\$360.56	0170-70910-00-4301-1000-4760-01000-0000	EIA: Limited English Proficie	Purchase additional math manipulative and tier 2 intervention materials

## Language Academy SINGLE PLAN FOR STUDENT ACHIEVEMENT

### AREA 4: GRADUATION/PROMOTION RATE

Goal should be prioritized, measurable, and focused on identified student learning needs.

☒ Intervention Materials ☒ Instructional Time ☒ School Admin Training ☒ Highly Qualified Teachers ☒ Monitoring System ☒ On-going Instructional Assistance ☒ Monthly Teacher Collaboration ☒ Lesson and course pacing/ intervention ☒ Fiscal Support

#### Graduation Rate SMART Goal:

\* By 06/29/2012, 90 % of Language Academy Grade 08, Students will perform at passing grade level in Other Areas

#### Closing the Gap SMART Goal:

#### How does this goal align to our Local Educational Agency Plan goals?:

Our goal is focused on meeting 2011 Annual Measurable Objectives and promotion guidelines.

#### WHAT DATA DID YOU USE TO FORM THESE GOALS

(findings from data analysis)

☐ API ☐ AYP ☐ CAHSEE ☒ CELDT ☒ CST ☒ District Benchmarks ☒ Other

#### Other (Please Specify)::

Quarter #1 progress report

#### Key Findings: What did the analysis of the data reveal that led you to these goal

On last years CST, there were 6 students (6th, 7th and 8th grade) that tested Far Below or Below Basic on English Language Arts and 13 students in Math. These students are in danger of not meeting grade level standard and therefore require close monitoring and intervention.

#### Which stakeholders where involved in data analysis and developing these goals?:

Staff reviewed all achievement data  
SSC was involved in setting the goals

## Language Academy SINGLE PLAN FOR STUDENT ACHIEVEMENT

Quarter One Short Term Targets	Quarter Two Short Term Targets	Quarter Three Short Term Targets	Quarter Four Short Term Targets
* By 11/30/2011, 100 % of Language Academy Grade 6-8 will attend 4 year plan assemblies as measured by Attendance	* By 11/30/2011, 90 % of Language Academy Grade 08 will meet or exceed passing grades in core classes in Other Areas	* By 02/10/2012, 90 % of Language Academy Grade 08, Students will meet or exceed passing semester 1 grade in Other Areas	* By 05/11/2012, 90 % of Language Academy Grade 08, Students will meet or exceed passing 2nd semester grade in Other Areas

**Description of Monitoring Process:** What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?

<ul style="list-style-type: none"> <li>Intervention team monitoring meetings-MONTHLY (Leadership team)</li> <li>8<sup>th</sup> grade monitoring will occur on a weekly basis (counselor/Principal)</li> </ul>	<ul style="list-style-type: none"> <li>Intervention team monitoring meetings-MONTHLY (Leadership team)</li> <li>8<sup>th</sup> grade monitoring will occur on a weekly basis (counselor/Principal)</li> <li>Review quarter 1 grades and meet with any student that is failing one or more classes</li> </ul>	<ul style="list-style-type: none"> <li>Intervention team monitoring meetings-MONTHLY (Leadership team)</li> <li>8<sup>th</sup> grade monitoring will occur on a weekly basis (counselor/Principal)</li> </ul>	<ul style="list-style-type: none"> <li>8<sup>th</sup> grade monitoring will occur on a weekly basis (counselor/Principal)</li> </ul>
---	--	---	--

**Description of Proposed Expenditures/Activities to Attain Graduation/Promotion Rate Goal:** Please enter activity, expenditures associated with activity, and select tier(s)  
 Counselor monitor 8th graders progress on a monthly basis.  
 Counselor will offer one on one and group interventions for students no passing core classes. Counselor and principal will hold a conference with any student who failed a core class at semester 1.

### 4.1 SEE ELA GOAL

☐ TIER 1 ☐ TIER 2 ☐ TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale

## Language Academy SINGLE PLAN FOR STUDENT ACHIEVEMENT

### AREA 5: PARENT INVOLVEMENT AND COMMUNITY ENGAGEMENT

Goal should be prioritized, measurable, and focused on identified student learning needs.

☐ Intervention Materials
 ☐ Instructional Time
 ☐ School Admin Training
 ☐ Highly Qualified Teachers
 ☒ Monitoring System
 ☐ On-going Instructional Assistance
 ☐ Monthly Teacher Collaboration
 ☐ Lesson and course pacing/ intervention
 ☒ Fiscal Support

#### Parent Involvement and Community Engagement SMART Goal:

\* By 06/29/2012, 90 % of Language Academy Parents/Guardians, English Learner will regularly participate in parent involvement activities as measured by Attendance

#### Targeted Population: (Grade Levels and Significant Subgroups)

English Language Learners- All grades

#### How does this goal align to our Local Educational Agency Plan goals?:

Our goal is focused on meeting 2012 Annual Measurable Objectives.

#### What data did you use to form these goals: (findings from data analysis)

We looked at the number of students that did not meet reclassification criteria at 5th grade and above.

#### Key Findings: What did the analysis of the data reveal that led you to these goals?

English Language Learners have meet AYP targets over the last 2 years. We want to continue this positive trend.

#### Which stakeholders where involved in data analysis and developing these goals?:

Staff reviewed all achievement data  
SSC was involved in setting the goals

## Language Academy SINGLE PLAN FOR STUDENT ACHIEVEMENT

Quarter One Short Term Targets	Quarter Two Short Term Targets	Quarter Three Short Term Targets	Quarter Four Short Term Targets
* By 10/31/2011, 100 % of Language Academy Parents/Guardians, English Learner will receive a phone call inviting them to parent meeting in Other Areas	* By 02/10/2012, 60 % of Language Academy Parents/Guardians, English Learner will attend a reclassification parent meeting in Other Areas	* By 05/31/2012, 80 % of Language Academy Parents/Guardians, English Learner will attend a reclassification parent meeting in Other Areas	* By 07/15/2011, 90 % of Language Academy Parents/Guardians, English Learner will participate in Parent and Community Engagement
<b>Description of Monitoring Process:</b> What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?			
<ul style="list-style-type: none"> <li>Ensure message was received by all parents in English and Spanish</li> <li>ELST, counselor and Principal will monitor.</li> </ul>	<ul style="list-style-type: none"> <li>Send reminder message and letter home inviting parents to a meeting</li> <li>ELST, counselor and Principal will monitor.</li> </ul>	<ul style="list-style-type: none"> <li>Identify families that did not attend one session-mail letter via US mail and make call to family</li> <li>ELST, counselor and Principal will monitor.</li> </ul>	<ul style="list-style-type: none"> <li>Do a final count of how many parents attended and/or received the information</li> <li>ELST, counselor and Principal will monitor.</li> </ul>
<b>Description of Proposed Expenditures/Activities to Attain Parent/Community Goal:</b> Please enter activity, expenditures associated with activity, and select tier(s)			

### PARENT TRAININGS

☐ TIER 1 ☒ TIER 2 ☐ TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Inservice supplies	\$1,112.00	0170-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	provide refreshments at all parent involvement functions
Classroom Teacher Hrly	\$300.00	0170-30103-00-1157-1000-0000-01000-0000	Title I Parent Involvement	Pay classroom teachers to provide after hours training to parents
Other Nonclsrn PARAS Hrly	\$400.00	0170-30103-00-2955-2495-0000-01000-0000	Title I Parent Involvement	provide childcare at parent meetings and workshops.

**AFTER HOURS PARENTAL INVOLVEMENT**

☐ TIER 1 ☒ TIER 2 ☐ TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Custodian Hrly	\$500.00	0170-30103-00-2251-2495-0000-01000-0000	Title I Parent Involvement	pay for custodial overtime for all after hour parent involvement events
Clerical OTBS Hrly	\$300.00	0170-30103-00-2451-2495-0000-01000-0000	Title I Parent Involvement	Pay for clerical overtime to work with new incoming parents and parents of ELL's

## Language Academy SINGLE PLAN FOR STUDENT ACHIEVEMENT

### AREA 6: ADDITIONAL SITE IDENTIFIED AREA (OPTIONAL)

Goal should be prioritized, measurable, and focused on identified student learning needs.

☐ Intervention Materials ☐ Instructional Time ☐ School Admin Training ☐ Highly Qualified Teachers ☐ Monitoring System ☐ On-going Instructional Assistance ☐ Monthly Teacher Collaboration ☐ Lesson and course pacing/ intervention ☐ Fiscal Support

**Additional Site Identified SMART Goal:**

**Closing the Gap SMART Goal:**

**How does this goal align to our Local Educational Agency Plan goals?:**

### WHAT DATA DID YOU USE TO FORM THESE GOALS

(findings from data analysis)

☐ API ☐ AYP ☐ CAHSEE ☐ CELDT ☐ CST ☐ District Benchmarks ☐ Other

**Other (Please Specify)::**

**Key Findings:** What did the analysis of the data reveal that led you to these goals?

**Which stakeholders were involved in data analysis and developing these goals?:**

Quarter One Short Term Targets	Quarter Two Short Term Targets	Quarter Three Short Term Targets	Quarter Four Short Term Targets

**Description of Monitoring Process:** What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?

**Description of Proposed Expenditures/Activities to Attain Goal:** Please enter activity, expenditures associated with activity, and select tier(s)

### 6.1 ACTIVITY

☐ TIER 1 ☐ TIER 2 ☐ TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale



## **APPENDICES**

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

- A. Data Reports
- B. SPSA Assessment Summary
- C. SARC (short version only)
- D. Title I Parent Involvement Policy or Parent Involvement Policy for Non-Title I Schools
- E. Home/School Compact
- F. Categorical Budget Allocations Summary Grid (provided by Monitoring and Accountability Reporting Department)
- G. Professional Development Expenditures for Program Improvement and Watch List Schools Only

**APPENDIX A****DATA REPORTS**

Data Reports:

*(See SPSA Guidelines for instructions))*

All Schools: CST, CELDT

High School: CAHSEE

[DataQuest home](#) > [AYP home](#) > [Reports](#) > [Select School](#) > [School Reports](#) > Current Page

## 2010 -11 Accountability Progress Reporting (APR)



### School Report

### 2011 Adequate Yearly Progress (AYP) Report

California Department of Education  
Assessment and Accountability Division  
9/22/2011

School: Language Academy  
LEA: San Diego Unified  
County: San Diego  
CDS Code: 37-68338-6040000  
School Type: Elementary

#### 2011 AYP and PI Links:

<a href="#">School Chart</a>
<a href="#">School PI Status</a>
<a href="#">LEA List of Schools</a>
<a href="#">County List of Schools</a>

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

2010-11 APR		2010-11 State API			2011 Federal AYP and PI		
<a href="#">Summary</a>	<a href="#">Glossary</a>	<a href="#">Base</a>	<a href="#">Guide</a>	<a href="#">Growth</a>	<a href="#">AYP</a>	<a href="#">PI</a>	<a href="#">Guide</a>

Made AYP: No

Met 24 of 25 AYP Criteria

## Participation Rate

	English-Language Arts Target 95%					Mathematics Target 95%				
	Met all participation rate criteria? Yes					Met all participation rate criteria? Yes				
GROUPS	Enrollment First Day of Testing	Number of Students Tested	Met 2011 AYP Rate	AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Met 2011 AYP Rate	AYP Criteria	Alternative Method
<b>Schoolwide</b>	630	630	100	Yes		630	630	100	Yes	
Black or African American	108	108	100	Yes		108	108	100	Yes	
American Indian or Alaska Native	0	0	--	--		0	0	--	--	
Asian	10	10	100	--		10	10	100	--	
Filipino	3	3	100	--		3	3	100	--	
Hispanic or Latino	326	326	100	Yes		326	326	100	Yes	
Native Hawaiian or Pacific Islander	3	3	100	--		3	3	100	--	
White	142	142	100	Yes		142	142	100	Yes	
Two or More Races	38	38	100	--		38	38	100	--	
Socioeconomically Disadvantaged	330	330	100	Yes		330	330	100	Yes	
English Learners	194	194	100	Yes		194	194	100	Yes	
Students with Disabilities	45	45	100	--		45	45	100	--	

## Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 67.6 % Met all percent proficient rate criteria? No					Mathematics Target 68.5 % Met all percent proficient rate criteria? Yes				
	Valid	Number	Percent	Met	Alternative	Valid	Number	Percent	Met	Alternative
	Scores	At or Above Proficient	At or Above Proficient	2011 AYP Criteria		Scores	At or Above Proficient	At or Above Proficient	2011 AYP Criteria	
<b>Schoolwide</b>	619	402	64.9	Yes	<a href="#">SH</a>	619	426	68.8	Yes	
Black or African American	106	55	51.9	No		106	58	54.7	Yes	<a href="#">SH</a>
American Indian or Alaska Native	0	--	--	--		0	--	--	--	
Asian	10	--	--	--		10	--	--	--	
Filipino	3	--	--	--		3	--	--	--	
Hispanic or Latino	318	190	59.7	Yes	<a href="#">SH</a>	318	206	64.8	Yes	<a href="#">SH</a>
Native Hawaiian or Pacific Islander	3	--	--	--		3	--	--	--	
White	141	118	83.7	Yes		141	125	88.7	Yes	
Two or More Races	38	29	76.3	--		38	28	73.7	--	
Socioeconomically Disadvantaged	320	172	53.8	Yes	<a href="#">SH</a>	320	193	60.3	Yes	<a href="#">SH</a>
English Learners	191	90	47.1	Yes	<a href="#">SH</a>	191	113	59.2	Yes	<a href="#">SH</a>
Students with Disabilities	45	15	33.3	--		45	20	44.4	--	

## Academic Performance Index (API) - Additional Indicator for AYP

2010 Base API	2011 Growth API	2010-11 Growth	Met 2011 API Criteria	Alternative Method
835	862	27	Yes	

**2011 API Criteria for meeting federal AYP:** A minimum "2011 Growth API" score of 710 OR "2010-11 Growth" of at least one point.

## Graduation Rate Goal: 90 Percent

### Current Year: Graduation Rate Results

2010 Graduation Rate (Class of 2008- 09)	2011 Graduation Rate (Class of 2009- 10)	2011 Target Graduation Rate	2011 Graduation Rate Criteria Met	Alternative Method or Exclusion
			N/A	

**Graduation Rate Criteria:** (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for local educational agencies and schools that have not reached the 90% goal.

# The Language Academy

## English Language Arts 2011 Cohort Data

### Students Performing at Proficient or Advanced Levels

Grade Level	2007	2008	2009	2010	2011	Difference
2nd					44%	
3rd				55%	57%	+2%
4th			46%	46%	81%	+35%
5th		45%	51%	79%	81%	+2%
6th	26%	25%	59%	68%	59%	-9%
7th	38%	60%	70%	62%	75%	+13%
8th	61%	70%	62%	75%	81%	+6%

### Students Performing at Below Basic and Far Below Basic Level

Grade Level	2007	2008	2009	2010	2011	Difference
2nd					18%	
3rd				17%	19%	+2%
4th			25%	16%	5%	-11%
5th		23%	13%	5%	2%	-3%
6th	37%	34%	5%	2%	1%	-1%
7th	35%	8%	6%	7%	6%	-1%
8th	10%	3%	7%	6%	0	-6%

Language Academy  
Cohort Data  
COHORT DATA- Mathematics  
Students Performing at Proficient and Advanced Level

Grade Level	2007	2008	2009	2010	2011	Difference
2nd					65%	
3rd				69%	72%	+3%
4th			67%	62%	77%	+15%
5th		68%	62%	78%	82%	+4%
6th	56%	47%	53%	64%	61%	-3%
7th	43%	59%	50%	53%	65%	+12%
8th	56%	67%	54%	59%	57%	-2%

COHORT DATA- Mathematics  
Students Performing at Below Basic and Far Below Basic Level

Grade Level	2007	2008	2009	2010	2011	Difference
2nd					11%	
3rd				14%	10%	-4%
4th			14%	15%	7%	-8%
5th		9%	13%	5%	3%	-2%
6th	18%	30%	13%	11%	5%	-6%
7th	32%	14%	24%	17%	10%	-7%
8th	19%	11%	14%	15%	20%	+5%

## APPENDIX B

### SINGLE PLAN FOR STUDENT ACHIEVEMENT

### 2011-12 ASSESSMENT SURVEY SUMMARY

**School Name:** The Language Academy

*TYPE OR PRINT*

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
HIGH EXPECTATIONS	The school community will continue to hold students to the expectation that they meet California Standards and acquire the target language at high proficiency levels. Professional Learning Communities (PLC) will allow teachers the time to create and calibrate common assessments and set SMART goals per grade level.
STANDARDS-BASED CURRICULUM & INSTRUCTION	The school provides a common core Tier 1 level of instruction for all students. We supplement instructional materials for our French and Spanish immersion program. Students have access to all California adopted curriculum and supplemental French and Spanish language materials. PLC time offers teachers the opportunity to plan common pacing and formative assessments to inform instruction.
USE OF DATA	The school uses district created Literacy, target language and math benchmarks to monitor student progress. Grade levels plan and use common assessments developed during PLC time. Additional work needs to be done to develop formative assessments that measure daily and weekly student progress.
STRATEGIC SUPPORT	All classrooms teach a common Tier 1 curriculum and we offer tier 2 interventions to at risk students. Interventions are provided in 12 week cycles. Student progress is monitored weekly by support staff that offers interventions and teachers turn in monitoring sheets 5 times a year to support the monitoring of progress for all students.
PROFESSIONAL LEARNING	Professional development goals for 2011-2012: <ul style="list-style-type: none"> <li>• Strengthen PLC's- PLC training has been provided to all staff at The Language Academy. This year's focus is to continue refining the work of each PLC.</li> <li>• Continue to develop strong conceptual understanding of how to teach Mathematics.</li> <li>• Language development throughout the grades- Work with Lyn Regget on building</li> </ul>

	<p>Academic Language, supporting the use of language and planning for structured oral language opportunities.</p> <ul style="list-style-type: none"><li>• Build leadership and capacity within the current teaching staff.</li><li>• Continue with a focused path to supporting at-risk students- RtI</li></ul>
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**APPENDIX C****SCHOOL ACCOUNTABILITY REPORT CARD**  
(Short Version Only)

**APPENDIX D**

**TITLE I PARENT INVOLVEMENT POLICY**  
**OR**  
**PARENT INVOLVEMENT POLICY**  
**FOR NON-TITLE I SCHOOLS**  
*(Provided by the School Site)*

# **SAN DIEGO UNIFIED SCHOOL DISTRICT**

## **LANGUAGE ACADEMY** **TITLE I PARENT INVOLVEMENT POLICY** **2011-2012**

An annual meeting will be October 11, 2011 held to share with parents the Title I program and its requirements.

Language Academy will provide a flexible number of meetings to allow for parent involvement. These meetings will cover topics such as:

- Improving communication between the school and home
- Conferring with teachers
- Instructional programs offered at the school
- Discussing current student assessment data and student progress
- Providing training programs to help parents support and work with their children at home

Parental input from the parent meetings that is appropriate for review or action will be shared with the School Site Council.

A school-wide parent newsletter is mailed home informing parents/community of all meetings of interest. Meetings are also advertised on the bulletin board by the front office and on the school's website.

Parents are encouraged to be involved in the planning, review, and improvement of educational programs in the following ways:

1. Parental representation/membership on the School Site Council, English Learners Advisory Committee, PTA, Friends of the Language Academy and GATE.
2. Parent attendance at meetings planned and hosted by ELAC, PTA, FOLA and GATE.

A Parent Center is located in room B1. The Parent Center encourages volunteerism and opportunities to be involved with the school in such a way that promotes academic success for all students.

Parents have access to school and student information in a variety of ways:

- Copies of the School Accountability Report Card can be found in the office or online at <http://studata.sandi.net/research/sarcs/index.asp>
- Language Academy's website at <http://.sandinet/languageacademy/>
- Parent conferences
- Monthly coffee with the principal
- Middle school grades and course information is available online at <http://www.language.groupfusion.net/>

**APPENDIX E****HOME/SCHOOL COMPACT**

*(Provided by the School Site)*

**San Diego Unified School District  
The Language Academy  
HOME/SCHOOL COMPACT**

Language Academy and the parents of the students participating in activities, services, and programs funded by Title I, part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during school year 2011-2012.

**School Responsibilities**

**The Language Academy will:**

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:**
  - It is our goal to improve student academic performance through exemplary teaching practices. Resource teachers work directly with students in need of additional support and assist teachers as needed. Administrators work closely with the resource teachers to plan comprehensive professional development and support teachers in providing academically rigorous instruction for all students. The district's balanced literacy and mathematics frameworks guide this work.
- 2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
  - Parent conferences will be held on

**Provide parents with frequent reports on their child's progress.**

- For the elementary and middle school, progress reports are sent home in November, February, and July
  - For the middle school, student progress may also be checked throughout the year online at <http://www.language.grouppfusion.net>
- 3. Provide parents reasonable access to staff.**
    - The administration is available to meet with parents as needed.
    - Teachers are available to meet with parents before and after school. Parents may call the school/teacher to arrange conferences.
  - 4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:**
    - The Language Academy has many opportunities for parent involvement. A team of parents help coordinate the efforts to recruit and organize classroom volunteers for teachers who request assistance in the classroom. Language

Academy has an active PTSA, School Foundation FOLA and room Parent program.

- Parental involvement is valued and we consistently recruit parents to support our school.

### **Parent Responsibilities**

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

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

### **Student Responsibilities**

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

- Doing my homework every day and asking for help when I need it.
- Behaving in a responsible and respectable manner in my classroom and on the playground.
- Doing all of my classwork and asking my teacher for help when I need it.
- Give my parents or the adult who is responsible for me all notices and information I receive from school each day.

**APPENDIX F****CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID**

*(Provided by Monitoring and Accountability Reporting Department)*

San Diego Unified School District  
 Site: 0170 Language Academy  
 As of Date 12-05-2011  
 Extended Summary

Name	FTE	30100 Title I Basic Program		FTE	30103 Title I Parent Involvement		FTE	30106 Title I Supplmnt Prog Imprvmnt	
		MONTHS/ AMOUNT	TOTAL		MONTHS/ AMOUNT	TOTAL		MONTHS/ AMOUNT	TOTAL
		Allocated:	\$85,671.00		Allocated:	\$2,914.00		Allocated:	\$41,306.00
		Distributed:	\$85,670.95		Distributed:	\$2,913.61		Distributed:	\$41,306.00
		Remaining:	\$0.05		Remaining:	\$0.39		Remaining:	\$0.00
<b>Certificated Salaries / Monthly</b>	<b>0.80</b>	<b>52,823.4863</b>	<b>\$52,823.49</b>	<b>0.00</b>	<b>0.0000</b>	<b>\$0.00</b>	<b>0.40</b>	<b>27,628.0782</b>	<b>\$27,628.08</b>
2000 Regular Teacher	0.00	0.0000	\$0.00	0.00	0.0000	\$0.00	0.00	0.0000	\$0.00
2025 Teacher-Bilingual Education	0.00	0.0000	\$0.00	0.00	0.0000	\$0.00	0.00	0.0000	\$0.00
2040 Inschool Resource Tchr	0.00	0.0000	\$0.00	0.00	0.0000	\$0.00	0.00	0.0000	\$0.00
2500 School Nurse	0.25	17,267.5489	\$17,267.55	0.00	0.0000	\$0.00	0.40	27,628.0782	\$27,628.08
2605 School Counselor	0.55	35,555.9374	\$35,555.94	0.00	0.0000	\$0.00	0.00	0.0000	\$0.00
<b>Certificated Salaries</b>		<b>10,300.0000</b>	<b>\$10,300.00</b>		<b>300.0000</b>	<b>\$300.00</b>		<b>3,000.0000</b>	<b>\$3,000.00</b>
1157 Classroom Teacher Hrly		0.0000	\$0.00		300.0000	\$300.00		0.0000	\$0.00
1162 Short Term Leave Visiting Tchr		0.0000	\$0.00		0.0000	\$0.00		0.0000	\$0.00
1192 Prof&Curriclm Dev Vist Tchr		10,300.0000	\$10,300.00		0.0000	\$0.00		3,000.0000	\$3,000.00
<b>Classified Salaries</b>		<b>0.0000</b>	<b>\$0.00</b>		<b>1,200.0000</b>	<b>\$1,200.00</b>		<b>0.0000</b>	<b>\$0.00</b>
2251 Custodian Hrly		0.0000	\$0.00		500.0000	\$500.00		0.0000	\$0.00
2451 Clerical OTBS Hrly		0.0000	\$0.00		300.0000	\$300.00		0.0000	\$0.00
2955 Other Nonclsrn PARAS Hrly		0.0000	\$0.00		400.0000	\$400.00		0.0000	\$0.00
<b>Employee Benefits</b>		<b>21,023.7100</b>	<b>\$21,023.71</b>		<b>301.6100</b>	<b>\$301.61</b>		<b>10,646.5500</b>	<b>\$10,646.55</b>
<b>Books and Supplies</b>		<b>1,523.7500</b>	<b>\$1,523.75</b>		<b>1,112.0000</b>	<b>\$1,112.00</b>		<b>31.3700</b>	<b>\$31.37</b>
4301 Supplies		1,523.7500	\$1,523.75		0.0000	\$0.00		31.3700	\$31.37
4304 Inservice supplies		0.0000	\$0.00		1,112.0000	\$1,112.00		0.0000	\$0.00
<b>Services and Other Operating</b>		<b>0.0000</b>	<b>\$0.00</b>		<b>0.0000</b>	<b>\$0.00</b>		<b>0.0000</b>	<b>\$0.00</b>
5100 Contracted Svcs > \$25K		0.0000	\$0.00		0.0000	\$0.00		0.0000	\$0.00



San Diego Unified School District  
 Site: 0170 Language Academy  
 As of Date 12-05-2011  
 Extended Summary

Name	FTE	70900 EIA-SCE		FTE	70910 EIA: Limited English Proficie		FTE	90651 ASES (Primetime)	
		MONTHS/ AMOUNT	TOTAL		MONTHS/ AMOUNT	TOTAL		MONTHS/ AMOUNT	TOTAL
		Allocated:	\$75,646.00		Allocated:	\$64,874.00		Allocated:	\$0.00
		Distributed:	\$75,646.01		Distributed:	\$64,874.00		Distributed:	\$155,603.00
		Remaining:	-\$0.01		Remaining:	\$0.00		Remaining:	-\$155,603.00
<b>Certificated Salaries / Monthly</b>	<b>0.80</b>	<b>52,357.0270</b>	<b>\$52,357.03</b>	<b>0.68</b>	<b>45,873.9787</b>	<b>\$45,873.98</b>	<b>0.00</b>	<b>0.0000</b>	<b>\$0.00</b>
2000 Regular Teacher	0.80	52,357.0270	\$52,357.03	0.15	9,816.9426	\$9,816.94	0.00	0.0000	\$0.00
2025 Teacher-Bilingual Education	0.00	0.0000	\$0.00	0.28	18,981.3787	\$18,981.38	0.00	0.0000	\$0.00
2040 Inschool Resource Tchr	0.00	0.0000	\$0.00	0.25	17,075.6574	\$17,075.66	0.00	0.0000	\$0.00
2500 School Nurse	0.00	0.0000	\$0.00	0.00	0.0000	\$0.00	0.00	0.0000	\$0.00
2605 School Counselor	0.00	0.0000	\$0.00	0.00	0.0000	\$0.00	0.00	0.0000	\$0.00
<b>Certificated Salaries</b>		<b>4,600.0000</b>	<b>\$4,600.00</b>		<b>2,000.0000</b>	<b>\$2,000.00</b>		<b>0.0000</b>	<b>\$0.00</b>
1157 Classroom Teacher Hrly		0.0000	\$0.00		0.0000	\$0.00		0.0000	\$0.00
1162 Short Term Leave Visiting Tchr		4,600.0000	\$4,600.00		2,000.0000	\$2,000.00		0.0000	\$0.00
1192 Prof&Curriclm Dev Vist Tchr		0.0000	\$0.00		0.0000	\$0.00		0.0000	\$0.00
<b>Classified Salaries</b>		<b>0.0000</b>	<b>\$0.00</b>		<b>0.0000</b>	<b>\$0.00</b>		<b>0.0000</b>	<b>\$0.00</b>
2251 Custodian Hrly		0.0000	\$0.00		0.0000	\$0.00		0.0000	\$0.00
2451 Clerical OTBS Hrly		0.0000	\$0.00		0.0000	\$0.00		0.0000	\$0.00
2955 Other Nonclsrn PARAS Hrly		0.0000	\$0.00		0.0000	\$0.00		0.0000	\$0.00
<b>Employee Benefits</b>		<b>18,172.8300</b>	<b>\$18,172.83</b>		<b>16,639.4600</b>	<b>\$16,639.46</b>		<b>0.0000</b>	<b>\$0.00</b>
<b>Books and Supplies</b>		<b>516.1500</b>	<b>\$516.15</b>		<b>360.5600</b>	<b>\$360.56</b>		<b>0.0000</b>	<b>\$0.00</b>
4301 Supplies		516.1500	\$516.15		360.5600	\$360.56		0.0000	\$0.00
4304 Inservice supplies		0.0000	\$0.00		0.0000	\$0.00		0.0000	\$0.00
<b>Services and Other Operating</b>		<b>0.0000</b>	<b>\$0.00</b>		<b>0.0000</b>	<b>\$0.00</b>		<b>155,603.0000</b>	<b>\$155,603.00</b>
5100 Contracted Svcs > \$25K		0.0000	\$0.00		0.0000	\$0.00		155,603.0000	\$155,603.00

## APPENDIX G

### Professional Development Expenditures For Program Improvement & Watch List Schools Only

**Title 1 total allocation (30100 & 30106): \$8,567 (30100) & \$4,130 (30106)**

**10% of total Title 1 allocation:**

Please check one: ☐ Watch List ☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5 ☒ Year 5+

**NOTE:** All schools in Program Improvement must set aside a minimum of 10% of their Title I allocation for Professional Development. In addition, our department makes this a requirement for Watch List schools

Description of Professional Development	Expenditure
Professional Development – Visiting Teachers	\$10,300 (30100) & \$3,000 (30106) plus benefits
<b>TOTAL ALLOCATED FOR PROFESSIONAL DEVELOPMENT</b>	<b>\$13,300 plus benefits</b>