

Language Academy of Sacramento Charter



Original Charter Approved by Sacramento City Unified School District

February 19, 2004

Charter Renewal Approved by Sacramento City Unified School District

September 8, 2008

Charter Renewal Submitted for Approval to Sacramento City Unified School District

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INTENT OF CHARTER SCHOOLS ACT OF 1992

CHARTER

of the

Language Academy of Sacramento

A CALIFORNIA PUBLIC CHARTER SCHOOL

It is the intent of the Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experience for pupils who are identified as academically low-achieving
- (c) Encourage the use of different and innovative teaching methods
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems
- (g) Provide vigorous competition within the public school systems to stimulate continued improvements in all public schools

The Charter Schools Act (or Act), California Education Code Section 47601(a)-(g), requires each charter school to have a "charter" that outlines at least the sixteen (16) mandatory items of the Act. The following provisions of this charter coincide with the requirements of Section 47605 of the Act.

AFFIRMATIONS AND ASSURANCES

Language Academy of Sacramento (LAS) will follow any and all federal, state, and local laws and regulations that apply to the charter school, including, but not limited to:

1. LAS shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Education Code Section 47065(c)(1)]
2. LAS shall be deemed the exclusive public school employer of the employees of the LAS for purposes of the Educational Employment Relations Act. [Education Code Section 47605(b)(0)]
3. LAS shall be non-sectarian in its curriculum, programs, admissions policies, governance, employment practices, and all other operations. [Education Code Section 47605(d)(1)]
4. LAS shall not charge tuition, fees, or other mandatory payments for attendance at the charter school for participation in programs that are required for students. [Education Code Section 47605(d)(1)]
5. LAS shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students.
6. LAS shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Education Code Section 47605(d)(1)]
7. LAS shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title I of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
8. LAS shall meet all requirements for employment set forth in application provisions of law, including, but not limited to credential, as necessary. [Title 5 California Code of Regulations Section 11967.5.1(f)(C)]
9. LAS shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public school are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. California Education Code Section 47605(1)]
10. LAS shall at all times maintain all necessary and appropriate insurance coverage.
11. LAS shall, for each fiscal year, offer at minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
12. If a pupil is expelled or leaves LAS without graduating or completing the school year for any reason, LAS shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with

- a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [California Education Code Section 47605(d)(3)]
13. LAS shall maintain accurate and contemporaneous written records that document all pupil attendance and make these record available for audit and inspection [California Education Code Section 47605(c)]
 14. LAS shall on a regular basis consult with its parents and teachers regarding the LAS education program. [California Education Code Sections 47605(c)]
 15. LAS shall comply with any jurisdictional limitations to locations of its facilities. [California Education Code Section 47605-47015.1]
 16. LAS shall comply with all laws establishing the minimum and maximum age for public schools enrollment [California Education Code Section 47612(b), 47610]
 17. LAS shall comply with all applicable portions of the No Child Left Behind Act.
 18. LAS shall comply with the Public Records Act.
 19. LAS shall comply with the Family Educational Rights and Privacy Act.
 20. LAS shall meet or exceed the legal minimum of school days. [Title 5 California Code of Regulations Section 11960]
 21. LAS shall adhere to all applicable provisions of federal law relating to students who are English learners, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
 22. LAS shall follow any and all other federal, state and local laws and regulations that pertain to the applicant of the operation of the school.
 23. LAS shall comply with the Ralph M. Brown Act ("Brown Act") (Cal. Gov. Code, §§ 54950 *et seq.*)
 24. LAS shall comply with the California Public Records Act (Cal. Gov. Code, §§ 6250 *et seq.*); State conflict of interest laws applicable to charter schools operated by nonprofit corporations, including but not limited to the Political Reform Act (Gov. Code, §§ 87100 *et seq.*; Gov. Code, §§ 1090 *et seq.*)

EXECUTIVE SUMMARY

LANGUAGE ACADEMY OF SACRAMENTO'S MISSION

To create a learning community where students:

- Utilize bilingual (Spanish and English) academic knowledge and skills in real-world situations and diverse settings. (BILITERACY)
- Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others. (CONFIDENCE AND LIKE SKILLS)
- Demonstrate leadership skills in order to build bridges between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society. (LEADERSHIP AND CRITICAL THINKING)

HISTORY OF THE COMMUNITY MOVEMENT

The origins of LAS began at Fruit Ridge Elementary School in 1995, nearly two decades ago. Fueled by the desire to address the academic needs of marginalized students, particularly English Learners (ELs), a community of parents and teachers structured a program strand where students, by choice, could learn to become bilingual and biliterate in Spanish and English. The program at Fruit Ridge began as an educational alternative for the Sacramento area in 1995. The K-5 Two-Way Spanish Immersion (TWSI) Program existed as a strand at Fruit Ridge Elementary before converting to a K-8 independent charter school.

In the spring of 2001, a group of parents and teachers at Fruit Ridge Elementary: Two-Way Immersion Program, which eventually became the Charter Development Team, began to organize and discuss the possibility of creating a charter school specifically for the two-way Spanish immersion program strand at the site.

In the subsequent eighteen months, the Charter Development Team worked diligently to research and design a blueprint for an exemplary TWSI charter school and collaborated with various advocacy organizations for support: Bilingual/Multicultural Education Department (BMED) at California State University Sacramento, Area Congregations Together (ACT), Sacramento City Teachers Association (SCTA), Charter Schools Development Center (CSDC), California Association for Bilingual Educators (CABE), California Department of Education (CDE) Language Policy and Leadership Department, and the Center for Applied Linguistics (CAL) in Washington, D.C.

In 2003, the Charter Development Team applied for and received a \$450,000 start-up grant issued by the State of California. Over the course of the following year, the Charter Development Team researched, wrote, and submitted a petition to the Sacramento City Unified School District to create an independent charter school.

BIRTH OF THE LANGUAGE ACADEMY OF SACRAMENTO CHARTER SCHOOL

On February 19, 2004, the SCUSD School Board unanimously voted to approve the charter petition for the Language Academy of Sacramento (LAS). Today the school operates as an independent directly funded charter that is also a California non-profit 501(c)(3) public benefit corporation. Since the charter school’s opening in 2004, LAS enrollment has grown from 228 students to 488 for the 2013-14 school year. LAS recently received an 11.5 million dollar facilities grant to expand its capacity at its current site. In the next five years, LAS expects to house its maximum enrollment target of 597.

LAS’ current charter is set to expire on June 30, 2014. This charter renewal petition represents the LAS community’s request for a third five –year cycle beginning July 1, 2014 to June 30, 2019.

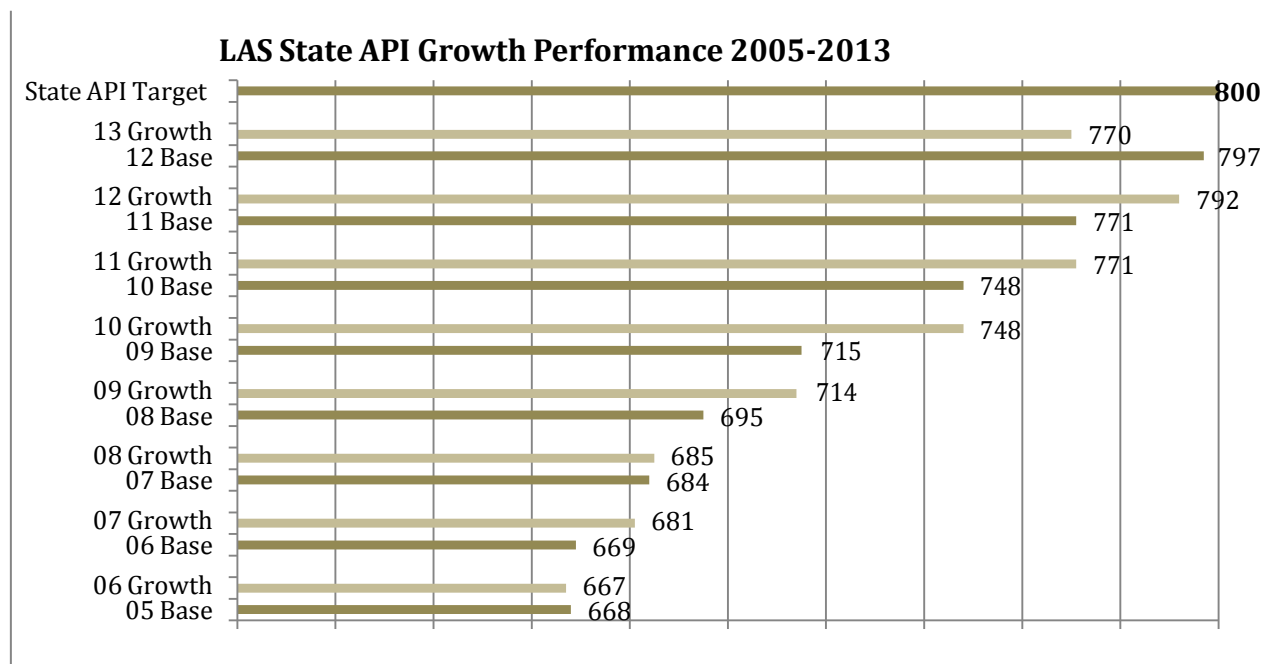
ACADEMIC ACHIEVEMENT ACCOLADES

Overall, LAS has an excellent academic record including meeting or exceeding the State Academic Performance Index (API) growth targets.

LAS Facts:

1. State API: With the exception of the 2013 results, LAS has shown consistent upward movement toward the State Goal of 800 API points, achieving its highest at 792 API points in 2012.
2. State API: Total growth of 103 points (2006-2013).

Figure 1: LAS STATE API GROWTH PERFORMANCE 2005-2013



As highlighted in the recent October 2013 California School Finance Authority (CSFA) Board report, LAS' Standardized Testing and Reporting (STAR) Test Results for 2011 through 2013, as posted on CDE's website for English Language Arts, illustrate that students in Grades 7 and 9 showed a substantially lower percentage in the "Below Basic" and "Far Below Basic" levels as compared with Grade 2 through 6, and students in Grade 7 and 9 showed a substantially higher percentage in the "Proficient" and "Advanced" levels as compared to student in Grade 2 through 6, as represented in the tables below:

Figure 2: LAS STAR RESULTS 2011-2013

STAR Test Results/Percent of Students at "Below Basic" or "Far Below Basic" in English - Language Arts by Grade Category (2011 through 2013)

YEAR	GRADES 2-6	GRADES 7-8
2011	32.3%	5.1%
2012	28.3%	3.0%
2013	30.6%	15.0%

STAR Test Results/Percent of Students at "Proficient" or "Advanced" in English - Language Arts by Grade Category (2011 through 2013)

YEAR	GRADES 2-6	GRADES 7-8
2011	39.2%	71.6%
2012	39.7%	72.6%
2013	39.4%	60.0%

These results conform to the two-way immersion theory which states that students enrolled in such programs show an increase in English language proficiency as they progress in grades.

LAS statewide and similar schools rankings based on its API base score include statewide similar schools rankings of "3" and "2," respectively, for both 2010-11 and 2011-12, and "4" and "4" respectively, for 2012-13. Hence, LAS has shown an improvement in its API performance over the past five years, given the increase in rankings and growth scores.

Comparatively speaking, LAS academic performance is at least equal to or better than the public schools that the charter school students would otherwise be required to attend.

LAS Facts: (Based on CDE's APR 2013 Data)

GRADES 7 AND 8 COMPARATIVE TO NEIGHBORHOOD MIDDLE SCHOOLS, SCUSD DISTRICT, AND STATE

1. Seventh and eighth grade students at LAS are achieving at higher levels in English Language Arts than students from the neighborhood middle schools: Fern Bacon and Will C. Wood, and the SCUSD District.
2. In ELA, the percentage of seventh grade LAS students at Below Basic and Far Below Basic consistently remains lower than the percentages for neighborhood middle schools, the District, and the State.
3. Seventh grade students at LAS are achieving at comparable levels in Math as the students from the neighborhood middle schools: Will C. Wood, the SCUSD District, and the State.
4. Eighth grade students at LAS are achieving at higher levels in Math than students from the neighborhood middle schools: Fern Bacon and Will C. Wood, the SCUSD District, and the State.
5. Eighth grade students at LAS are achieving at higher levels in Algebra 1 than students from the neighborhood middle schools: Fern Bacon and Will C. Wood, the SCUSD District, and the State.
6. Eighth grade students at LAS are achieving at higher levels in Science than students from the neighborhood middle schools: Fern Bacon and Will C. Wood, the SCUSD District, and is comparable to the State. Note: LAS utilizes Spanish language instruction and textbooks for subject content.
7. Eighth grade students at LAS are achieving at higher levels in History than students from the neighborhood middle schools: Fern Bacon and Will C. Wood, the SCUSD District, and the State.
8. LAS overall performance in the past nine years illustrates the efficacy of a dual-language educational program in learning academic English.
9. Comparatively speaking, LAS students are outperforming their neighborhood peers in the standardized assessment in English, while simultaneously acquiring literacy in another global language, Spanish.

MEETING CHARTER RENEWAL ACADEMIC PERFORMANCE CRITERIA

As evident above, LAS meets all of the four academic performance criteria as set forth in Education Code 47607 as it has:

1. Attained (or exceeded) its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years;
2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years;
3. Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years; and,

4. Performed at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil populations that is served at the charter school.

STANDARD FOR REVIEW OF THE LAS CHARTER PETITION FOR RENEWAL

In the context of charter petition review, the Language Academy of Sacramento operates under the premise that Sacramento Unified School District:

1. Supports the value and uniqueness of LAS' pedagogical design;
2. Understands the reason why some achievement measurements under the APR system are only logical and comparable in the middle school grade levels and;
3. Recognizes LAS' contributions in fulfilling SCUSD's goal of success for educating the whole child by "providing parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system."

LAS' educational program provides SCUSD high schools the only pool of middle school students within SCUSD who are ready to thrive and to enroll in Advanced Placement foreign language course as freshmen in high school. LAS' success is aligned with SCUSD's goal of preparing every student for college and career milestones and for responsible global citizenship in the 21st century.

SCUSD's success as a charter authorizing agency is reflected in the results of parents and guardians surveys, as families for nine years in a row conclude with over 97% confidence that "Yes, they would recommend the LAS to others."

LAS has completed its annual financial analysis and projections showing the charter school's capacity to support the operation of a K-8 educational program on a financially sound foundation.

LAS is located at 2850 49th Street, Sacramento, California 95817, where it currently leases the facility from Sacramento City Unified School District ("District"). With its 11.5 million Prop 1D grant, the charter school is in the midst of a facilities expansion project.

Evident of the its achievements in nearly a decade of charter school existence, LAS has contributed to the legislative goals delineated above, and if given the opportunity, will proceed in advancing the esprit de corps of the Charter School Act of 1992.

In accordance with the Charter School Act of 1992, LAS hereby respectfully petitions Sacramento City Unified School District ("the District") to renew the LAS charter for a five-year period, from July 1, 2014 to June 30, 2019. By granting this renewal, the District, in collaboration with the LAS, will meet the intent of the Charter School Act of 1992, while

providing the students in the District with the option to acquire a premier educational program of Two-Way Language Immersion in Spanish and English.

The Language Academy of Sacramento (“LAS”) respectfully submits this charter renewal to the Sacramento City Unified School District Board of Education.

ELEMENT 1: EDUCATIONAL PROGRAM

Governing Law: A description of the educational program of the school, designed among other things to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

-California Education Code Section 47605(b)(5)(A)(i)

Governing Law: A description, for the charter schools, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

-California Education Code Section 47605(b)(5)(A)(ii)

LAS MISSION

To create a learning community where students:

- Utilize bilingual (Spanish and English) academic knowledge and skills in real-world situations and diverse settings. (BILITERACY)
- Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others. (CONFIDENCE AND LIFE SKILLS)
- Demonstrate leadership skills in order to build bridges between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society. (LEADERSHIP AND CRITICAL THINKING)

LAS schoolwide goals provide the infrastructural framework that integrates all three mission statements above.

Figure 3: LAS MISSION



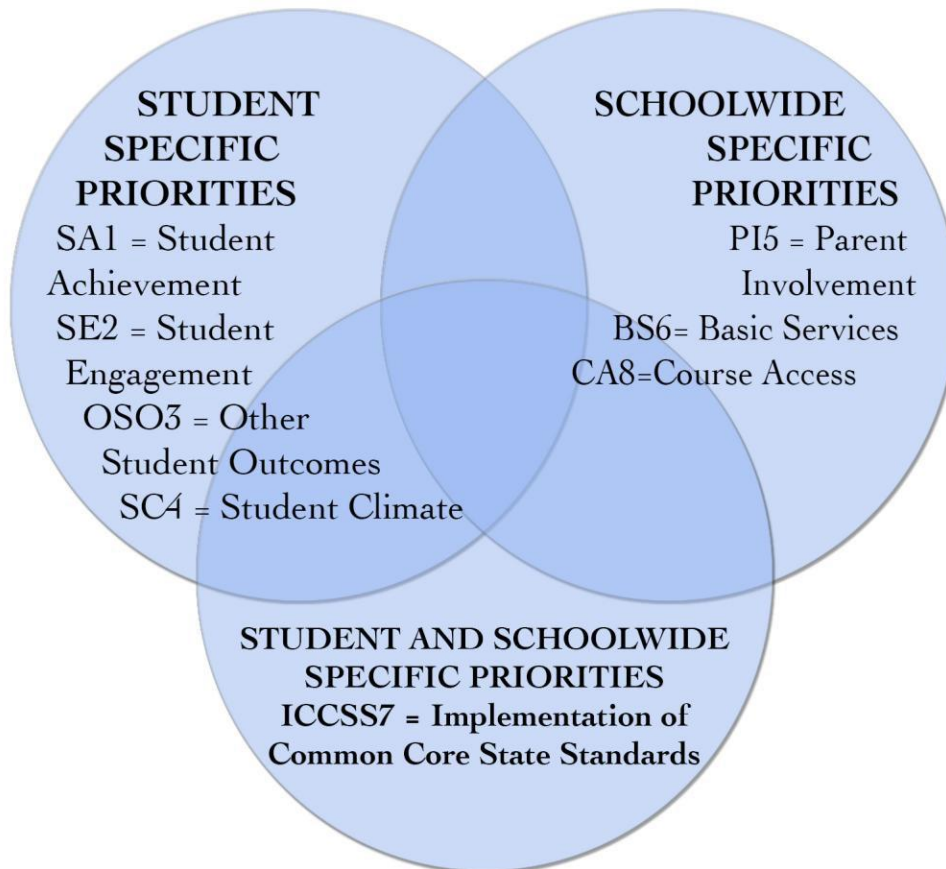
EIGHT STATE PRIORITIES

In July 2013, AB97 was signed into law and California identified eight state priorities for educational programs. These eight areas of specified state priorities are intended to encompass the key ingredients of high quality schools. LAS embraces these key components for success and for the purpose of discussion, has categorized the state priorities in two ways:

- 1) Student Specific Priorities = Focus on student action and performance
- 2) Schoolwide Specific Priorities = Focus on schoolwide decisions and priorities

State Priority on the Implementation of Common Core State Standards (ICCS7) belongs in both categories.

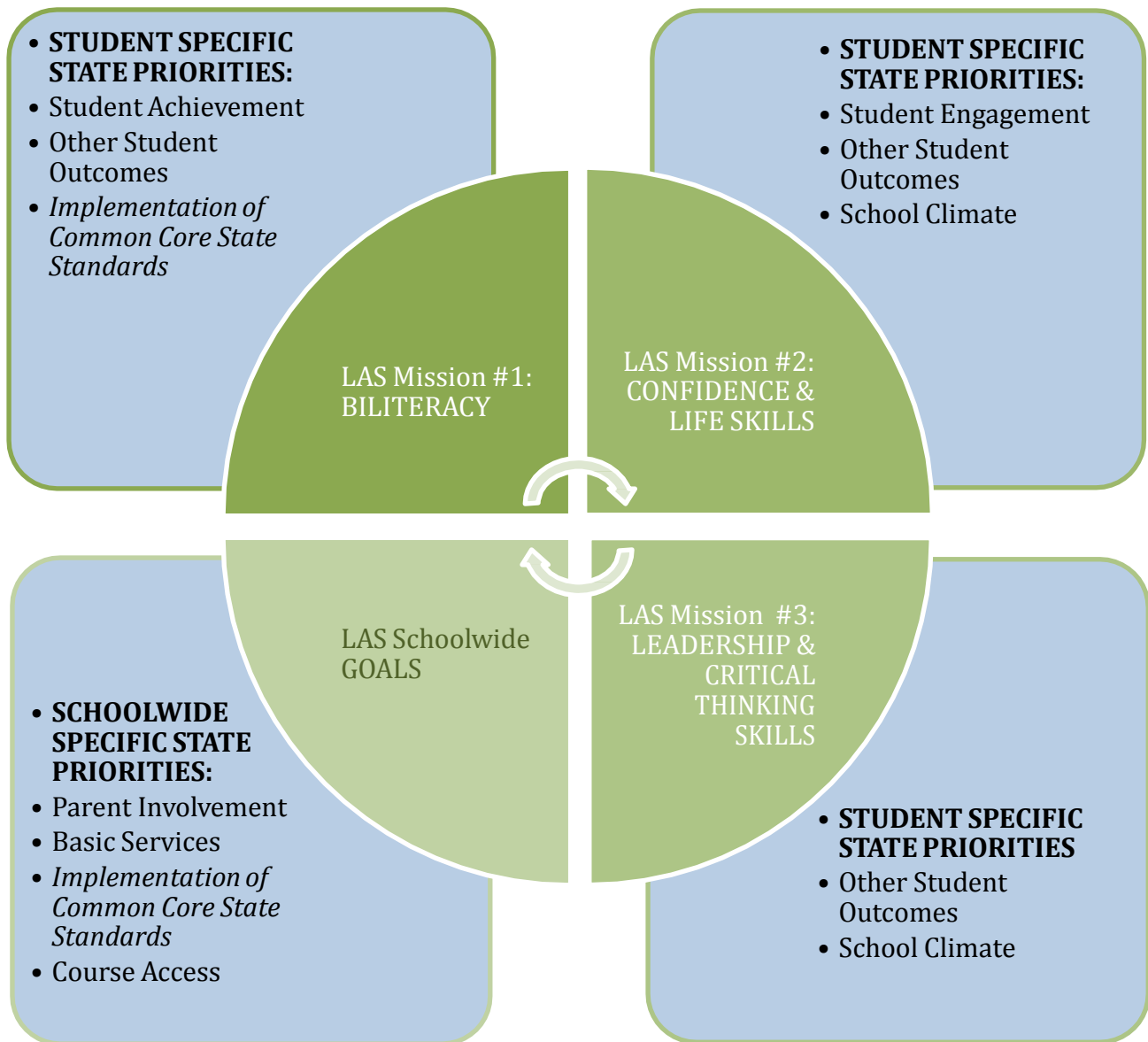
Figure 4: EIGHT STATE PRIORITIES: STUDENT SPECIFIC AND SCHOOLWIDE SPECIFIC



LAS MISSION ALIGNMENT WITH EIGHT STATE PRIORITIES

In its near decade of existence, LAS has embodied the elements of the eight state priorities and hence, has provided not only a high quality, but also unique dual language immersion educational program for its learning community. LAS mission aligned with the state of California's eight areas of priorities for effective schools will continue to be the driving force for continuous improvement in teaching and learning at the Language Academy of Sacramento.

Figure 5: LAS MISSION ALIGNMENT WITH EIGHT STATE PRIORITIES



POPULATION TO BE SERVED BY THE SCHOOL

It is the intent of the LAS to offer an exemplary two-way language immersion educational program for kindergarten through eighth-grade students, particularly English learners and those from historically underserved populations. As the facilities expansion project reaches completion, LAS expects to serve 597 students at its maximum capacity.

ENROLLMENT

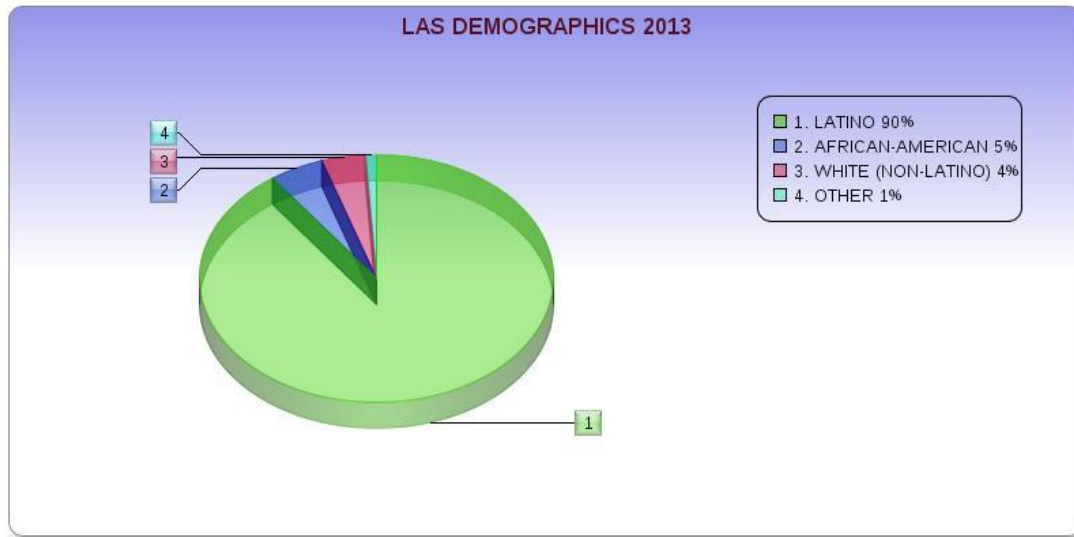
1. There is a growing interest in LAS' unique dual language immersion program in Sacramento, with an average of over 100 new student applicants in each of the last four years.
2. As of the April 2013 lottery, there are 276 new applicants to LAS, of which 221 are placed on the waiting list.
3. The enrollment has grown consistently since the school opened its doors nine years ago.
4. LAS has shown an average enrollment growth of 31 students a year over the past nine years.
5. In nearly a decade, LAS has increased enrollment by 260 students. By its 10th year of operation, the school will have more than doubled its initial enrollment.

Figure 6: LAS ENROLLMENT TRENDS



According to demographic data compiled by the California Department of Education (“CDE”), the LAS 2013-14 enrollment constitutes 90% Latino, 4% Caucasian, 5% African Americans, and 1% other. In the same year, 49% are English Language Learners and 78% are qualified for Free and Reduced Lunch Program.

Figure 7: STUDENT DEMOGRAPHICS 2013



Although LAS is currently located near the Broadway and Stockton Boulevard intersection, it continues to serve a large percentage of students from the former Fruit Ridge Elementary School attendance area located in the Oak Park community, a rich hub of language and cultural resources. The school neighborhood demographics include 24% African American, 42% Latino, 20% Asian, and 7% Caucasian. Thirty-nine (39%) percent of the students in the community speak English as a second language and about 95% qualify for free and reduced lunch program.

The program structure of the Language Academy is innovative; it allows a diverse group of students to learn from each other and about each other's cultural and linguistic backgrounds. LAS serves a truly unique mix of the local population of students and has become an equalizing ground for the educational divide between affluent and under-resourced students. The Language Academy learning community can only continue to thrive with the collaboration and support of the Sacramento City Unified School District (SCUSD) and its exemplary leadership team.

Cognizant of the evolving demand for students to be prepared for a global economy, LAS is dedicated to providing students and families in the Sacramento region with the option of learning to read, write, and speak proficiently in English and in Spanish – a dominant language in California, as well as in international marketplace.

THE EDUCATED PERSON IN THE 21st CENTURY

Language Academy of Sacramento students are being prepared to become educated and active participants in the 21st century. It is imperative that LAS students understand how to learn independently and that they have the enduring, essential, and transferable foundational skills,

as well as the complimentary habits of mind for in-depth learning. The following competencies are hallmarks of students prepared for the 21st century (Wagner, 2008; ACTFL and P21, 2011):

- Critical thinking
- Collaboration
- Creativity
- Communication – proficiency in at least two global languages as well as technological literacy

In other words, the LAS Graduate will be able construct meaning, to learn with depth, and to transfer new knowledge beyond school. The LAS Graduate will be prepared to apply the above competencies in diverse contexts and negotiate in multicultural and multilingual settings. Moreover, the LAS Graduate will be a contributor of possible solutions to dilemmas of a highly interdependent, technical global society.

HOW LEARNING BEST OCCURS

LANGUAGE ACADEMY OF SACRAMENTO LEARNING PRINCIPLES

The American Council on the Teaching of Foreign Languages (ACTFL) continues to lead the research in foreign language learning. The table below illustrates how language instruction has transformed in the last twenty years.

Figure 8: ACTFL: LANGUAGE INSTRUCTION: PAST AND PRESENT

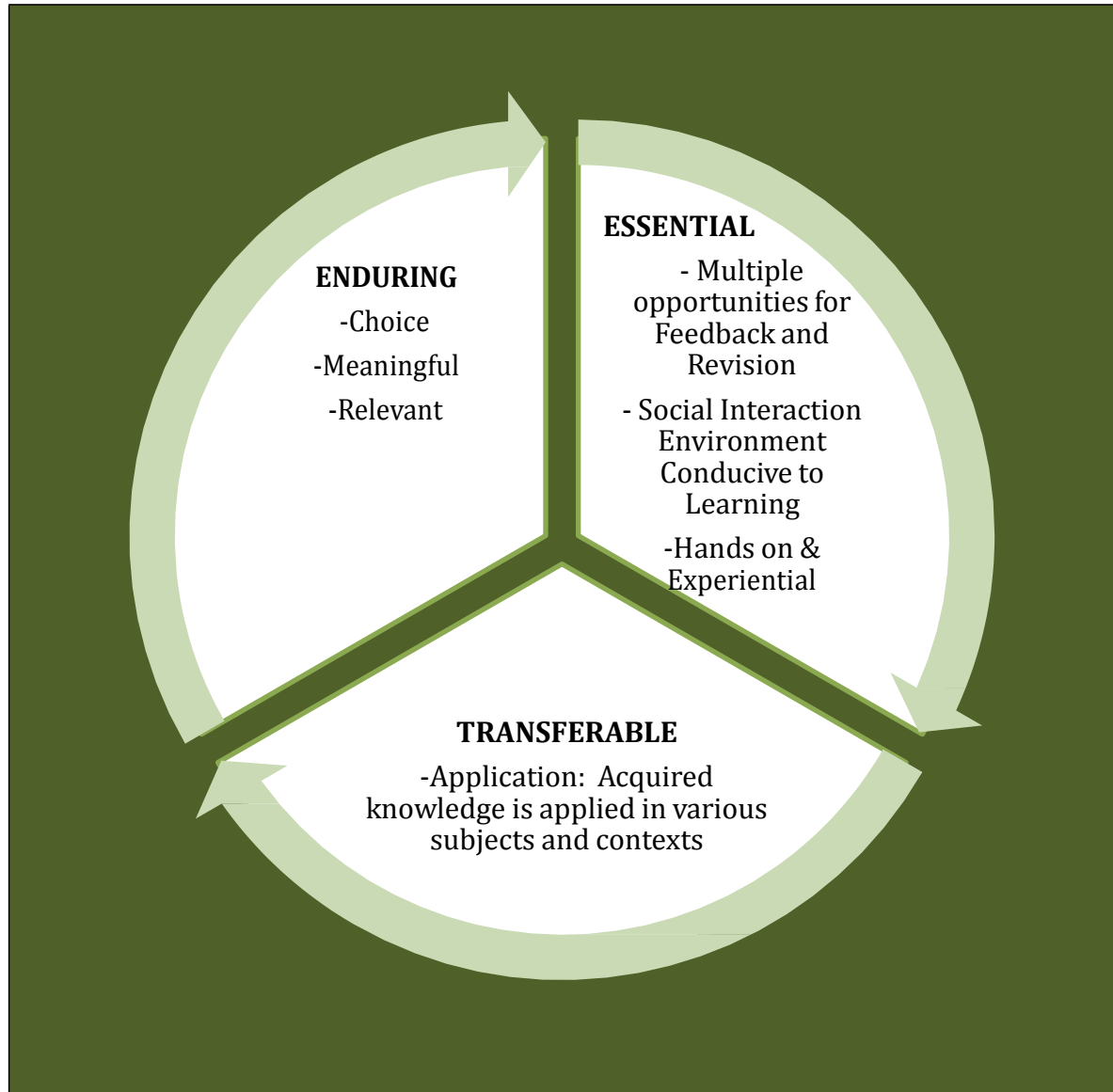
IN THE PAST	TODAY
Students learned about the language (grammar)	Students learn to use the language
Teacher-centered class	Learner-centered with teacher as facilitator/collaborator
Focused on isolated skills (listening, speaking, reading, and writing)	Focus on the three modes: interpersonal, interpretive, and presentational
Coverage of a textbook	Backward design focusing on the end goal
Using the textbook as the curriculum	Use of thematic units and authentic resources
Emphasis on teacher as presenter/lecturer	Emphasis on learner as “doer” and “creator”
Isolated cultural “factoids”	Emphasis on the relationship among the perspectives, practices, and products of the culture
Use of technology as a “cool tool”	Integrating technology into instruction to enhance learning
Only teaching language	Using language as the vehicle to teach

	academic content
Same instruction for all students	Differentiating instruction to meet individual needs
Synthetic situations from textbook	Personalized real world tasks
Confining language learning to the classroom	Seeking opportunities for learners to use language beyond the classroom
Testing to find out what students don't know	Assessing to find out what students can do
Only the teacher knows criteria for grading	Students know and understand criteria on how they will be assessed by reviewing the task rubric
Students "turn in" work only for the teacher	Learners create to "share and publish" to audiences more than just the teacher

The composition of the LAS Learning Principles is grounded on the 2011 ACTFL's publication on the Standards for World Language Instruction and Wiggins and McTighe's work, *Understanding by Design (UbD)*, in 2005. LAS aspires to create learning experiences with laser focus and depth, a goal aligned with the Common Core State Standards. In a given year, it would require 400 school days to effectively teach the content found in a single year's worth of current state standards (Marzano, 2010). Given the impracticality of this scenario, it is crucial for LAS to identify the skills and content critical for students to acquire annually and then provide in-depth instruction that is designed in order for students to acquire enduring conceptual understanding. In order to prepare LAS students for the 21st century, teaching and learning must change and begin with the core framework of defining what is truly enduring, essential, and transferable.

The LAS Learning Principles (Adopted from Wiggins & McTighe's *Understanding by Design*, 2005)

Figure 9: LAS LEARNING PRINCIPLES



Embodying the ACTFL criteria for effective language classroom, the LAS Learning Principles serve as a framework for collaborative pedagogy at the school. Core day faculty and after-school staff, along with governing board members, defined the Learning Principles that would ensure student success in learning the enduring, essential and transferable academic habits of mind and life skills. (Wiggins & McTighe, 2005)

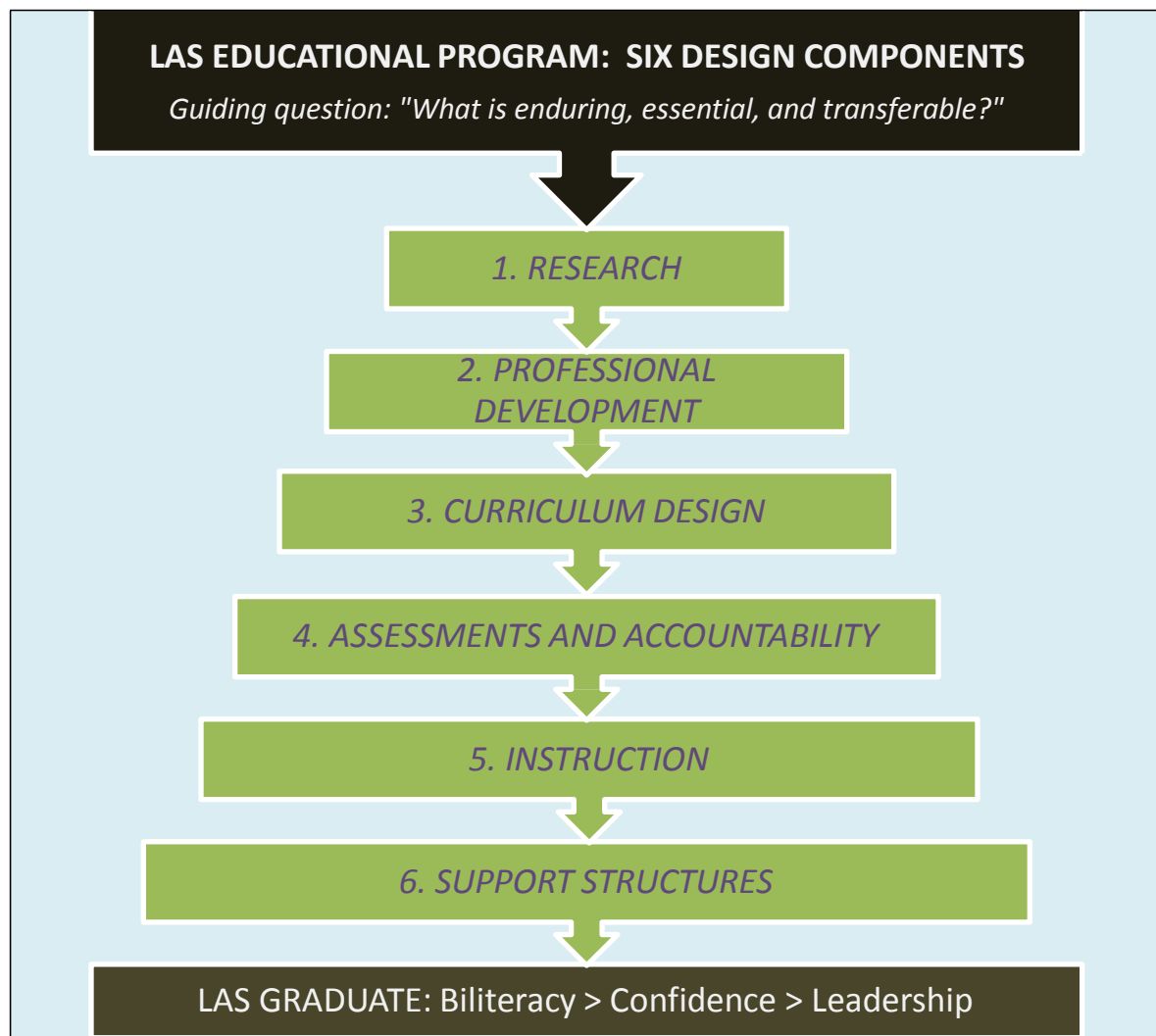
At the core of LAS' educational experience is college and career readiness. Understanding that its K-8 program is a crucial pipeline in improving college freshmen readiness for rigorous higher education coursework, LAS professional staff began delving into the Common Core State Standards (CCSS) about two years ago.

For several years, LAS has defined the picture of the LAS Graduate in relation to a college and career readiness template. Upon finishing grade 8, the LAS Graduate will possess the cornerstone skills of a 21st century-educated person and be able to negotiate the world not just in one, but at least two languages.

LAS EDUCATIONAL PROGRAM: SIX DESIGN COMPONENTS

LAS mission of biliteracy, confidence, and leadership for the LAS Graduate commands a well-structured educational program. The question, “What is enduring, essential, and transferable?” serves as a guiding focus as staff meets to address the LAS Educational Program: Six Design Components.

Figure 10: LAS EDUCATIONAL PROGRAM: SIX DESIGN COMPONENTS



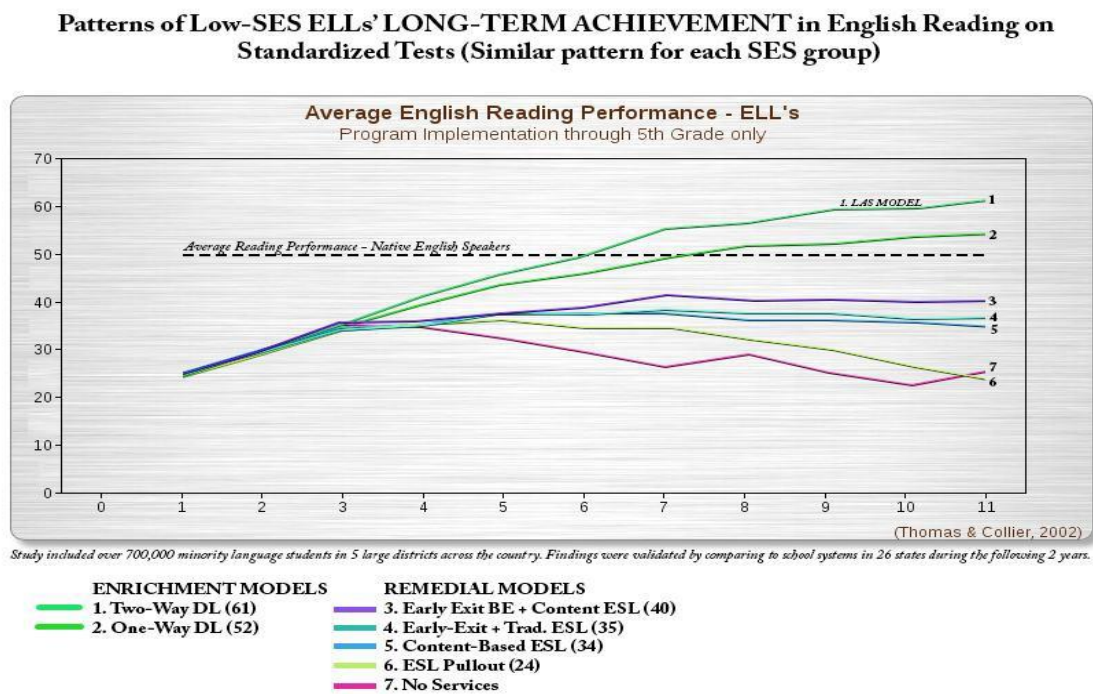
1. RESEARCH

BENEFITS OF TWO-WAY IMMERSION PROGRAMS

Academic excellence in all subject areas in two languages is a goal of two-way immersion programs. Two-way Spanish immersion programs integrate native Spanish speakers with native English speakers, allowing both groups of students to develop high levels of bilingualism and biliteracy along with grade-level academic achievement. Highly trained two-way Spanish immersion teachers provide a unique blend of foreign language and native language instruction and create contexts in which students act as language models for each other. Quite simply, students have the opportunity to maintain their primary language and become proficient in another.

As seen in Thomas and Collier’s (2002) longitudinal study, when English learner (EL) students receive an educational foundation in their primary language, they expand their academic concepts and skills at the same pace as native English speakers. This strong academic foundation in the native language in turn leads to greater successes in English acquisition (Lindholm-Leary & Hernandez, 2011; Francis, Lesaux & August, 2006; Lindholm-Leary & Genesee, 2008).

Figure 11: PATTERNS OF LOW SOCIO-ECONOMIC STUDENTS (SES) ELL’s LONG TERM ACHIEVEMENT



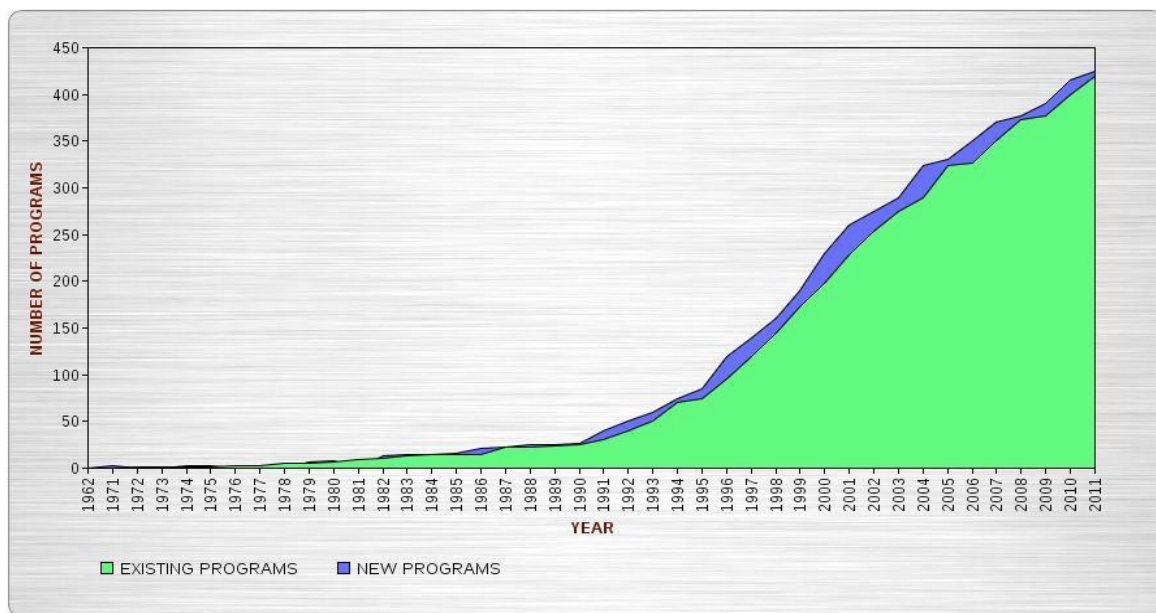
Two-way immersion is about language learning from two sources: students learn academic language from the teacher and conversational competencies from target-language peers. Students are able to learn core content and a second language in two-way immersion programs because the knowledge they learn in one language facilitates the acquisition of knowledge in the second language. In other words, when students understand content in one language, they can transfer that content to the second language. In addition, students in two-way immersion programs benefit from the intrinsic cognitive advantages of being bilingual and biliterate (Bialystok, 2007; Lindholm-Leary & Genesee, 2008).

HISTORY AND PREVALENCE OF TWO-WAY IMMERSION PROGRAMS

Teaching in a language other than English has been a part of the history of the United States since early colonial times when schooling children in their home language was the norm rather than the exception. Formal two-way Spanish immersion programs began in the United States in the 1960's with the influx of Cuban refugees into Miami public schools. Private bilingual schools were formed to help Cuban immigrant students maintain their first language. Native English speaking families in the Miami area recognized the benefits of bilingual education and enrolled their children in the program.

As evidenced in the chart below, the number of two-way immersion programs has grown exponentially since the 1960's.

Figure 12: TWO-WAY IMMERSION PROGRAMS IN THE U.S.



Source: Directory of Two-Way Immersion Programs in the US, Available at <http://www.cal.org/twi/directory>.

As evidenced in the chart below, the number of two-way immersion programs has grown exponentially since the 1960's.

Figure_TWO-WAY IMMERSION PROGRAMS IN THE U.S.

As of 2011, there were 442 two-way immersion programs nationwide. In the same year, California alone had 133 programs in languages as diverse as Korean, French, Mandarin Chinese, and Spanish. The incredible growth in the number of programs has been fueled by research studies, such as the 2004 Collier and Thomas article *The Astounding Effectiveness of Dual Language Education for All*, published in the NABE Journal of Research and Practice, and *The Development of Bilingualism and Biliteracy from Grade 3 to 5: A Summary of Findings from the CAL/CREDE Study of Two-Way Immersion Education*, by Howard, Christian, and Genesee (2004), which consistently show the advantages of two-way immersion education for both English learners and native-English speaking students. As further evidence of the importance and prevalence of two-way programs, the California Department of Education has staff in the Language Policy and Leadership Department devoted solely to two-way immersion instruction in California. In addition, educators and researchers from around the country attend the annual Two-Way Immersion Conference, supported in part by the U.S. Department of Education, Office of English Language Acquisition (OELA).

National studies demonstrate that students in alternative bilingual education programs outperform their peers in regular English immersion programs (e.g., Francis, Lesaux & August, 2006; Lindholm-Leary & Borsato, 2006). A number of studies provide evidence that alternative bilingual education is effective and that children in well-designed two-way immersion programs often perform better than children in mainstream English programs (Francis, Lesaux & August, 2006; Genesee, Lindholm-Leary, Saunders & Christian, 2006; Lindholm-Leary & Genesee, 2008). Recent research specific to Latino students indicates that by the time native Spanish speaking EL students enrolled in dual immersion programs reach fourth grade, they achieve at a higher level in English than their peers enrolled in mainstream programs (Lindholm-Leary & Hernandez, 2011).

In addition, students graduate from two-way immersion programs with bilingual and biliteracy skills that can set them apart in high school, college and in the workplace. According to the Foreign Language Framework for California Public Schools (reposted 2009) “Studying a foreign language completes and improves a student’s education while providing the foundation for further personal enrichment, scholastic achievement, and economic opportunities.” Furthermore, knowledge of a second language can enhance students’ achievement in high school and college, as students can earn college credits by taking AP high school classes in their second (or first) language. Bilingualism and biliteracy is also an essential skill in the workplace. As the Partnership for 21st Century Skills notes, workers need to be able to communicate effectively in a global market, and thus graduate from public schools fully bilingual and biliterate in a second (or third) language.

TWO-WAY IMMERSION PROGRAM STRUCTURE AT LAS

Nearly two years ago, LAS began a conscious shift to adopt and implement the Common Core State Standards (CCSS) as the focus point in defining the enduring, essential and transferable habits of mind and skills for the 21st century. In addition, LAS school leadership and staff work collaboratively to ensure that the educational program adheres to the Guiding Principles for

Dual Language Education, as well as the state and federal guidelines. In alignment with the LAS Learning Principles, the school utilizes state-adopted curricula for core subject matter, and English Language Development (ELD) is provided for English learners who have not yet been reclassified as Fully English Proficient. In addition to mastering essential state content standards, teachers foster a passion for social justice and community service, as well as encourage students to develop cross-cultural competencies.

Complexity is embedded in the design of the LAS two-way Spanish immersion educational program. The infrastructure of the program supports frequent programmatic analysis, instructional planning and articulation. At the classroom level, teachers meet weekly to plan instruction and review assessment data. Teachers also meet in primary, intermediate, and middle school cohorts to vertically and horizontally articulate curricula and assessments across grade levels. Rooted in the model of the Lesson Study process (Stepanek et al., 2007), teachers have an opportunity to work with colleagues across the grade levels during common planning time. Peer observations have also been incorporated into the LAS structure in order to provide all teachers an opportunity to observe effective instructional practices in and out of the school. This process also allows for teachers to be observed and receive feedback from peers and administration.

A linguistically balanced classroom - for the purpose of language learning and language sharing- is an important component in two-way program structure. Research suggests that a two-way immersion program achieves optimal success when the classroom is integrated with one-third native Spanish speakers, one-third native English speakers, and one-third fully bilingual students (Lindholm-Leary, 2011). Students work together in groups as they engage in academically rigorous instruction. They interpret, translate, and learn from one another, expanding and improving both their language proficiency and academic skills.

A variety of models exist within the two-way program structure. LAS follows the 90/10 model, in which a majority of the school curriculum is taught in Spanish in the primary grades. Students in kindergarten and first grade receive ninety percent of their daily instruction in Spanish and ten percent in English. Each year, the percentage of instruction in English increases, while the percentage of instructional time in Spanish begins to decrease. By fifth grade, students receive fifty percent of their daily instruction in Spanish and fifty percent in English.

Figure 13: TWO-WAY IMMERSION 90/10 MODEL: PERCENTAGES OF DAILY INSTRUCTION

* LAS middle school language of instruction varies per subject

Grade Level	Percentage of Instruction in Spanish	Percentage of Instruction in English
Kindergarten – First	90%	10%
Second	80%	20%
Third	70%	30%
Fourth	60%	40%
Fifth – *Eighth	50%	50%

Research has shown that students need a minimum of seven years to fully develop both conversational and academic proficiency in a second language (Hakuta, 2011; Genesee, Lindholm-Leary, Saunders & Christian, 2006). For this reason, the Language Academy educational program spans from kindergarten through eighth grade. Extending the program through middle school permits the development of a clearly articulated two-way immersion program and gives students the time they need to become fully proficient in both languages.

Students from high socio-economic status backgrounds often have the opportunity to learn school content through more than one language and through an enriched schooling experience that provides the challenge they need in order to be fully engaged in school. This preparation allows them to be successful in college and postgraduate studies. Students from under-resourced backgrounds deserve no less and will achieve at the same high level if they are offered similar opportunities. It is embedded in LAS' mission to address this socio-economic disparity and close the achievement gap.

2. PROFESSIONAL DEVELOPMENT

A quality professional development plan is an essential component of an effective educational program. Teachers at LAS participate in professional development and articulation meetings each week to analyze data and evaluate academic progress. Throughout the school year, teachers are provided with extended professional development time in order to meet, reflect, study, and plan. In addition to participating in regularly scheduled on-site professional development, teachers and staff are encouraged to attend professional development opportunities sponsored by other educational institutions.

With recent educational shifts related to the CCSS, staff members have participated in professional development offered by the Sacramento County Office of Education (SCOE), the Northern California Literacy Consortium, as well as others. In addition to these opportunities, the following are areas that have been the focus of professional development at LAS during the

last five years: Implementation of core curriculum (MacMillan/McGraw Hill's Treasures and Pearson Envision); Expository Reading and Writing Course (ERWC) to support CCSS Language Arts; Math CCSS implementation best practices; Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS); Spanish Language Development (SLD); Strategies for improving Executive Function- R.O.P.E.S. in the classroom; as well as others. Visitations to other classrooms at LAS and model schools are encouraged for both teachers and administrators.

Recently, teachers and staff have participated in the training implementation of Participatory Action Research (PAR) strategies in middle school in order to guarantee higher levels of student engagement and academic projects that address the needs of our school community (Rodriguez & Wasserberg, 2010). This training, sponsored by the National Latino Education Research Agenda Project (NLERAP), is connected to a national initiative to increase the educational opportunities for Latino students and strengthen the pipeline for teachers that work with this population (Pedraza and Rivera, 2005; Rodriguez & Wasserberg, 2010). This work exemplifies LAS' commitment in addressing the closing of the achievement gap for Latinos, a significant subgroup in the state's accountability system.

Figure 14: PROFESSIONAL DEVELOPMENT PORTFOLIO

Category	Organization <i>*Staff presented at the conference</i>
Two Way Language Immersion	<ul style="list-style-type: none"> • California Association for Bilingual Education (CABE) • World Class Instructional Design and Assessment (WIDA) • Center for Applied Linguistics (CAL) • National Two-Way CABE Conference • American Council on the Teaching of Foreign Language • *American Educational Research Association (AERA)
College and Career Readiness & Common Core State Standards	<ul style="list-style-type: none"> • Expository Reading and Writing Course (ERWC) • Understanding by Design (UbD) • Developing Academic Language and Literacy in Grades 6-9 presented by Kate Kinsella Association for Supervision and Curriculum Development (ASCD) • CCSS Mathematics - Sacramento County Office of Education (SCOE) • The Leadership and Learning Center • Northern California Literacy Consortium

	<p>Solano County of Education: Arts Integration in the CCSS</p> <ul style="list-style-type: none"> • Solano County of Education: Vocabulary Development in CCSS
Charter School & School Culture/Reform	<ul style="list-style-type: none"> • *Charter Schools Development Center (CSDC) • *California Charter Schools Association (CCSA) • National Charter Schools Conference • *National Association for Multicultural Educators (NAME)
Content Specific	<ul style="list-style-type: none"> • Systematic English Language Development (SELD) • California Association for Health, Physical Education, Recreation and Dance (CAHPERD) • California Association of Resource Specialists (CARS) • *California Reading and Literature Project (CRLP) • Sacramento Area Reading Association (SARA) • *Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) • *Spanish Language Development (SLD) • R.O.P.E.S. - Learning for Improved Executive Function • California Musical Theatre (CMT) • McKenzie's "Setting Limits- Behavioral Management" • First Aid: CPR and Epi-pen • Mandated Abuse Reporting • Science in River City (SIRC) • Physical Activity and the Brain – SCUSD, CAHPERD. Alliance for Healthier Generation Ambassador • Central Valley Holocaust Educators' Network

The staff at the Language Academy of Sacramento strives to provide the best two-way Spanish immersion education possible to its students. All classroom teachers are highly qualified in accordance with the No Child Left Behind Act (NCLB). The majority of classroom teachers hold a Crosscultural Language and Academic Development (CLAD), a Bilingual/Crosscultural Language and Academic Development (BCLAD) or an equivalent credential. In addition, teachers and administrators continue to educate themselves about current research, theory, and practice, as well as issues pertinent to charter schools, by attending conferences and reading articles in

academic journals. About 32% of staff members have obtained or are pursuing advanced degrees in education.

3. CURRICULUM

LAS PROGRAM FRAMEWORK: BASED ON UNDERSTANDING BY DESIGN (UbD)

Understanding by Design (UbD) is the work of Grant Wiggins and Jay McTighe (2005). At its core, UbD serves as an exemplary framework for curriculum design approach that begins with the end in mind. In other words, the UbD approach to planning units and lessons begins with defining desired outcomes and standards, followed by deciding on the evidence needed to illustrate understanding and transfer, and finally, planning the learning activities necessary to achieve the desired end in mind. The basic premise in UbD is that merely “telling” cannot lead to understanding; instead, understanding occurs when students apply or transfer knowledge and skills to real-life situations, thus learning by doing. The UbD framework provides the basis for the charter school’s work on the LAS newly refined Mission and Learning Principles.

Figure 15: CURRICULUM DESIGN UbD STAGES (Adapted from Wiggins & McTighe, 2005)

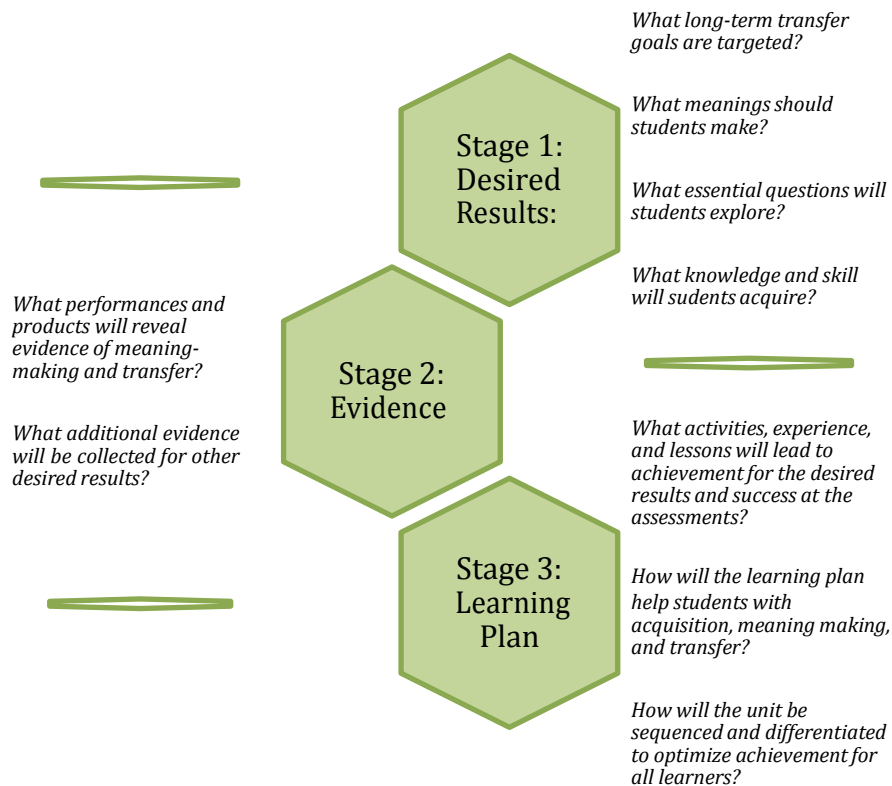
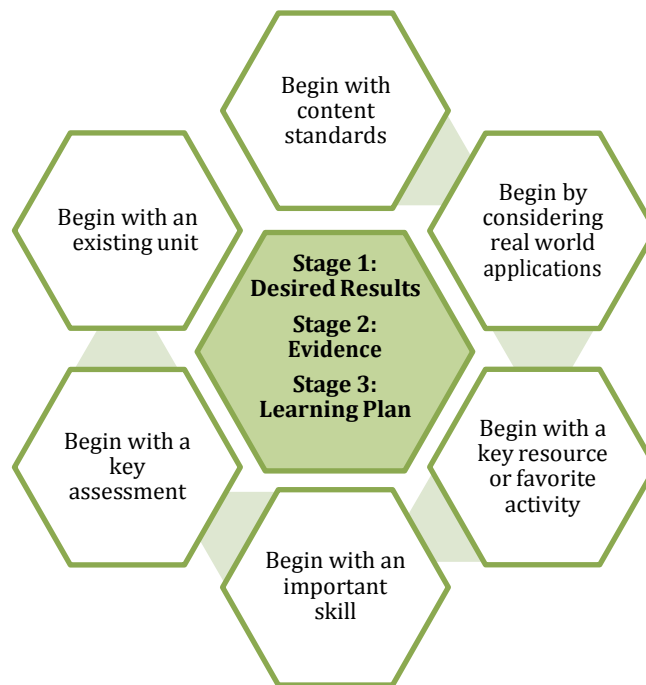


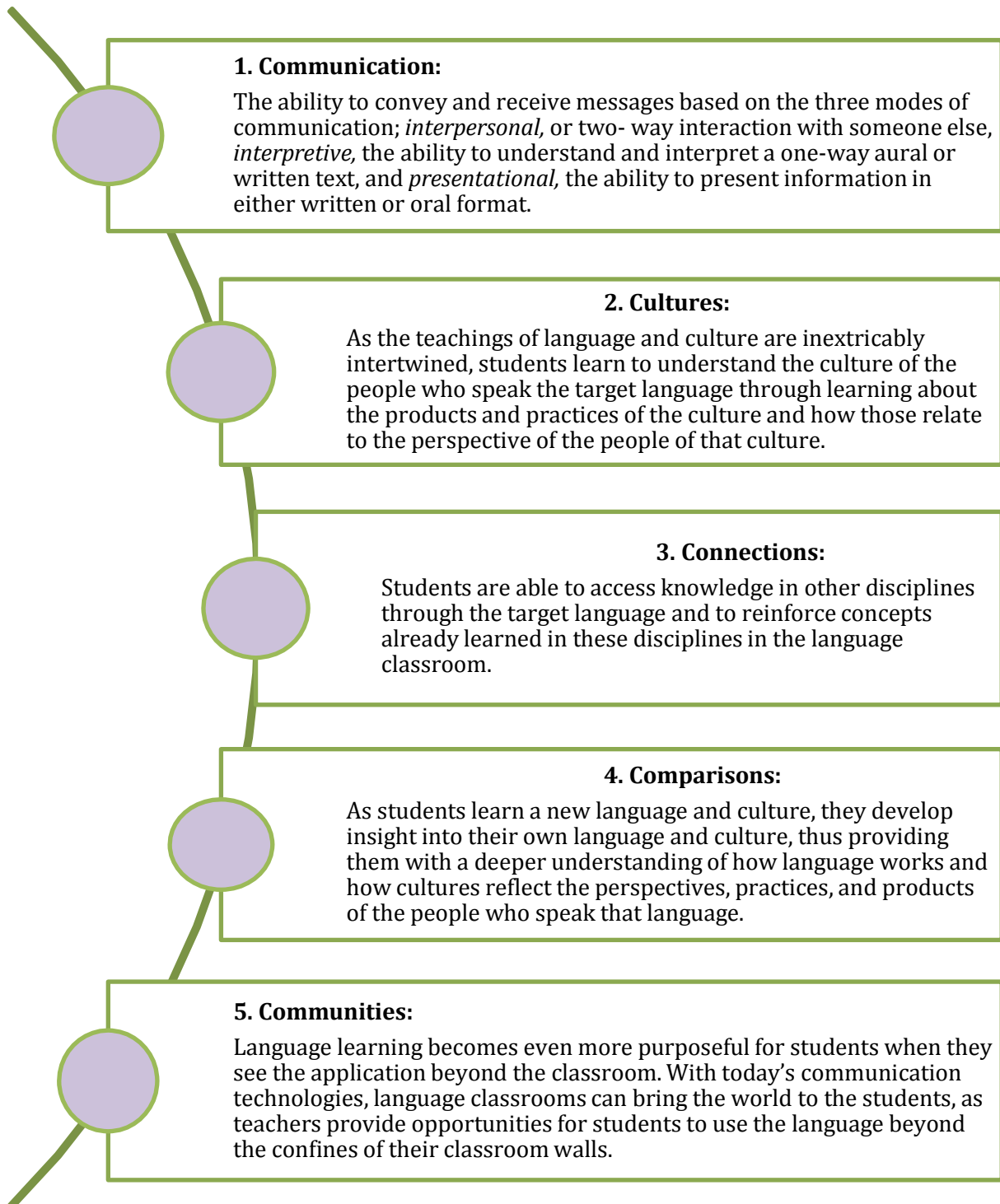
Figure 16: CURRICULUM DESIGN PROCESS (Wiggins & McTighe, 2005)



Furthermore, LAS overall curriculum program incorporates the national standards for Foreign Language Learning in the 21st Century. According to the Partnership for 21st Century Skills, language learning goals should be designed around five key modes of communicative competence: 1) communication, 2) cultures, 3) connections, 4) comparisons, and 5) communities. These five modes of communicative competence serve as structural benchmarks in monitoring students' linguistic progress in both English and Spanish.

A two-way language immersion program not only contributes to the career and college readiness of LAS students, but also helps develop them as individuals, as language learners take on a new and more invigorating view of the world. LAS students gain multicultural and multilingual perspectives that expand and deepen their awareness of cross-cultural contexts and relationships. Students learn about their own culture, the values and customs of other cultures, and, inevitably, develop high levels of cross-cultural competency.

Figure 17: FIVE KEY MODES OF COMMUNICATIVE COMPETENCE



CURRICULUM: STATE ADOPTED AND SUPPLEMENTARY MATERIALS

Using the Common Core State Standards (CCSS) as the omniscient backdrop, teachers at the Language Academy of Sacramento utilize standards-based, state-adopted curricula for core instruction and supplemental materials to ensure students develop academic habits of mind and acquire life skills that are enduring, essential, and transferable. These high quality curricula promote and encourage the development of bilingual, biliterate, and multicultural competencies for all students. In addition, LAS staff has developed a process for the development and enhancement of high quality curricula specifically designed for the two-way Spanish immersion program. This structured process includes both vertical and horizontal teacher articulation within and across grade levels. During articulation, staff members clearly delineate learning expectations and curricular alignment. Moreover, LAS teachers are skilled at integrating their knowledge of subject matter standards, including English Language Development Standards, with core curricula and document their work in yearly backwards plan.

Figure 18: CURRICULUM LIST – State Adopted and Supplemental Materials

Mathematics	
Grade Level	State Adopted Curriculum
K – 5	Pearson Envision
6 – 8	Prentice Hall
Supplementary Materials	Study Island; Standards Plus

English Language Arts	
Grade Level	State Adopted Curriculum
3 – 5	Macmillan McGraw Hill Treasures
6 – 8	McDougal Littell; Expository Reading and Writing Course (ERWC)
Supplementary Materials	Standards Plus; Study Island; What’s Happening Articles, Treasures Wonders

Spanish Language Arts	
Grade Level	State Adopted Curriculum
K – 6	Macmillan McGraw Hill Tesoros
7 – 8	McDougal Littell (Language and AP Literature)
Supplementary Materials	What’s Happening Articles, Tesoros

History/Social Science	
Grade Level	State Adopted Curriculum
4 – 5	Harcourt Brace
6 – 8	McDougal Littell
Supplementary Materials	Study Island; Macmillan McGraw Hill’s Wonders

Science	
Grade Level	State Adopted Curriculum
4 – 5	Harcourt Brace
6 – 8	Holt and Prentice Hall
Supplementary Materials	Study Island

LIFESKILLS

In *A Celebration of Neurons*, Dr. Robert Sylwester, from the University of Oregon, reiterates the fact that brain research supports the concept that emotions play a critical role in learning. He states, “...Emotion drives attention and attention drives learning and memory.” At LAS, students learn LIFESKILLS, as defined by the work of Susan Kovalik’s, *ITI Model (Integrated Thematic Instruction)*, which integrates current brain research about the human brain and learning. Working under the premise that at its core, effective teaching and learning has a direct correlation to the nature of teacher-student and student-student interactions, LIFESKILLS curriculum offers clear delineation of character traits, values, and attitudes for individuals to harness. With the individual members practicing LIFESKILLS at its nucleus, comes the evolution of highly functioning and supportive classroom cultures.

Figure 19: LIFESKILLS/HABILIDADES (DESTREZAS) DE LA VIDA

LIFESKILLS	HABILIDADES (DESTREZAS) DE LA VIDA
Integrity	Integridad
Initiative	Iniciativa
Flexibility	Flexibilidad
Perseverance	Perseverancia
Organization	Organización
Sense of Humor	Sentido del Humor
Effort	Esfuerzo
Common Sense	Sentido Común
Problem Solving	Solución de Problemas
Responsibility	Responsabilidad
Patience	Paciencia
Friendship	Amistad
Curiosity	Curiosidad
Cooperation	Cooperación
Caring	Consideración
Courage	Valor
Pride	Orgullo
Resourcefulness	Ingenio

TECHNOLOGY

Even prior to the Common Core State Standards (CCSS) inception, LAS began building its infrastructure for technology. From the beginning, LAS has always envisioned itself as an arena to bridge the digital divide. Currently, LAS uses technology as a tool for research, communication (including translation) and production of presentation materials. In preparation for active educated participation in the 21st century, it is imperative that LAS students acquire skills to access the virtual world. On demand and accessible 24/7, technology continues to play an integral role in the increasing information database. As schools transition to the Common Core Assessments and computer adaptive testing, classroom experiences need to include more opportunities to work with various technological devices.

Today, LAS has several mobile laptop computer carts, as well as at least six desktop computers in each classrooms in grades 4-8. In addition, LAS has committed its resources to state of the art technology that will include the latest Microsoft Active Directory Domain Servers coupled with a Lightspeed Systems Content Filter housed locally onsite. This creates the latest virtual educational hub between a student and the world locally at their fingertips. Including user accounts, data storage and local web filtration system locally on site will allow LAS to have the granularity needed without sacrificing internet traffic bandwidth, and hence, have full access control of the LAS network resources at all times. In the event that internet traffic is down, all local resources such as local AD server, home folders, and any local data storage continue to be available to ensure uninterrupted instruction.

By acquiring Microsoft Active Directory, currently the most commonly used network operating system in the world along with Lightspeed Systems, the LAS campus will have combined the best network management system, learning management system and content management system. In addition, LAS has recently contracted with ILLUMINATE as the school's student information system and as the data system of record for all student achievement data. As such, LAS will have access to Activate Instruction which will enable teachers, parents, and students to access grade level curriculum designed as playlists, pooled from the best schools around the nation. Together, LAS future technology infrastructure will not only meet the anticipated demands for the CCSS Smarter Balanced Assessments, but also create an environment where learning is fully integrated with resources from the global classroom resources.

It is a common scene for LAS visitors to see entire classrooms with students with laptops on their desks engrossed in their group research and individual writing. Document readers and projectors are in the classrooms which students comfortably utilize to share their written paper projects in front of an audience. The same tool is used in grades 4-8; however, at those grade levels, students use laptop computers to project their multi-media presentations in various subjects such as history and science.

For several years, LAS students have had access to an English and Spanish online study program where they can practice language arts, science, history, and math inside and outside of school. Since its implementation, LAS has shown a significant increase in Science, History and Algebra

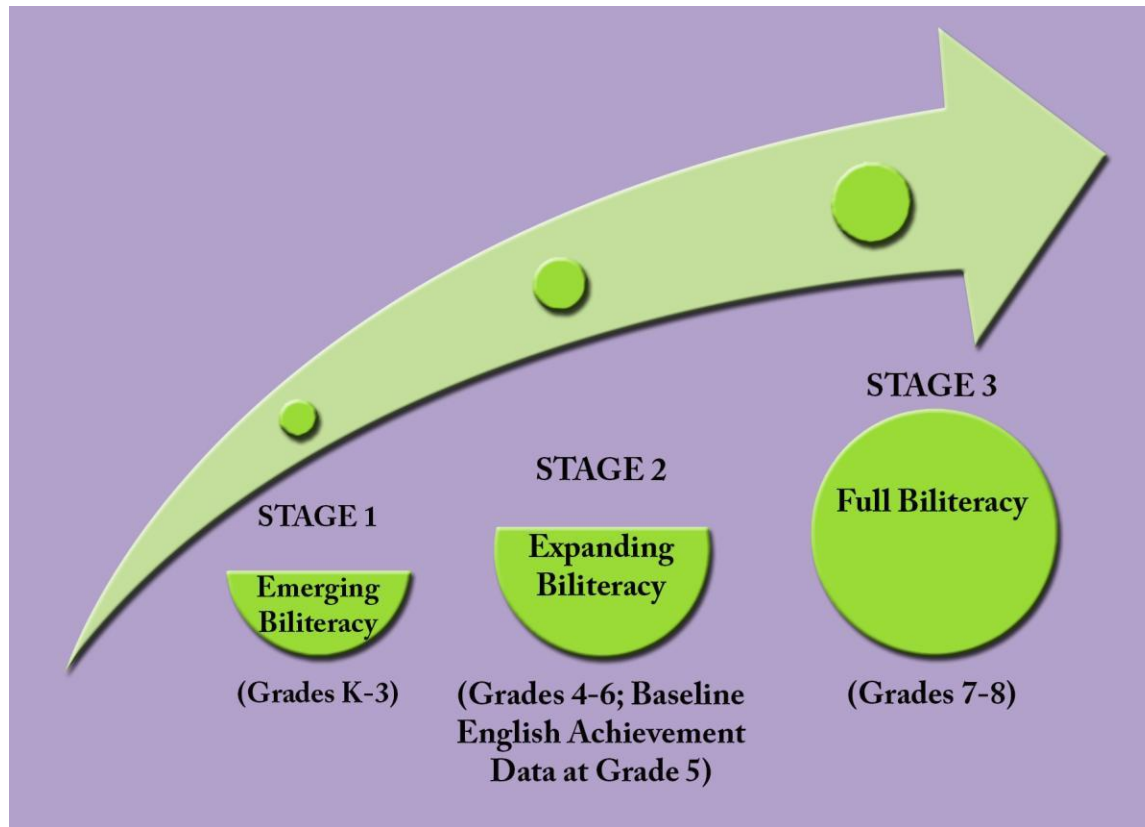
state exam results. Prior to the 2009-10 pilot year of the online program, the percentage of Proficient/Advanced Grade 8 students in History was 21%. Since its implementation, History scores have ranged from 59%-65%. Improvement is also evident in Grade 8 Science, with Proficient/Advanced scores increasing from 39% in the non-pilot base year to a range of 64%-85% and in Algebra 1, from 47% to 88%-100% of students scoring Proficient/Advanced, in the subsequent implementation years. Building a solid technology infrastructure that is fully integrated in teaching and learning will continue to be a priority at LAS. After all, it is an essential experience, and a prerequisite to developing independent, life-long learners in the 21st century.

4. ASSESSMENTS AND ACCOUNTABILITY

Beginning with the end in mind, assessments are the cornerstone of LAS curricular design. As Common Core State Standards and computer adaptive testing implementation expands nationally, LAS' assessment portfolio will evolve accordingly. Eventually, LAS assessments will become the compilation of the professional staff's research based deliberations and agreements on the skills and habits of mind that are essential, enduring, and transferable in the 21st century.

Based on dual immersion and second language acquisition research, it takes approximately five to seven years to develop cognitive academic language proficiency (CALP). With biliteracy in about seven years as an end goal, LAS strategically monitors student achievement at critical grade spans. LAS' biliteracy grade span progression is divided into three stages: Stage 1: Emerging Biliteracy, Stage 2: Expanding Biliteracy, and Stage 3: Full Biliteracy. Because of its 90-10 dual language immersion model, LAS students in Stage 1 and early Stage 2 receive instruction primarily in Spanish. Concurrently, academic assessments at these levels are predominantly conducted in Spanish. By the end of Stage 2, many students make the linguistic academic transfer as expected in dual language immersion programs. Therefore, it is most appropriate for LAS to utilize the end of Grade 5 English standardized assessment data as the baseline for individual student growth analysis. By Grades 7 and 8 in Stage 3, LAS students' English proficiency in various subject matters is at least comparable, if not higher than, students in non-dual language immersion schools. At the same time, these same LAS middle school students will have acquired Spanish language proficiency comparable to that of a college student enrolled in an advanced level language class. Reaching full biliteracy, the LAS Graduate enters the high school pipeline better prepared to travel the bridge to college and career milestones.

Figure 20: LAS BILITERACY GRADE SPAN PROGRESSION



The Governing Board of the Language Academy of Sacramento actively promotes the maintenance of a school-wide accountability process for the collection and analysis of data related to student performance, programmatic success, and stakeholder satisfaction. In collaboration with Kathryn Lindholm-Leary, program evaluator, LAS has compiled annual programmatic audit reports that provide a synopsis of the Language Academy's student academic performance as measured by both state and federal accountability systems. In recent years, LAS has continued to seek out input from independent evaluators regarding program effectiveness. Some of these individuals include Dr. Lisa Winstead, Professor of Elementary and Bilingual Education Program at California State University, Fullerton, and Dr. Jun Takizawa, Professor of the Graduate School of Literature and Human Science at Osaka City University. In the past two years, they have worked with LAS staff to analyze academic progress and its correlation to teacher effectiveness and parent involvement. In addition to these independent evaluations, LAS has also become a center for global visitors who are interested in learning about dual language education.

Figure 21: LAS PROGRAM DESIGN INTERNATIONAL VISITORS

Visiting Year	Organization	Visiting Country
2010 2012	Osaka City University: Graduate School of Literature and Human Science	Japan
2011	Indonesian Education Delegation (U.S. Department of State International Visitor Program)	Indonesia
2011	Japanese Teachers enrolled in the UC Davis International English and Professional Programs - visited and worked alongside LAS middle school staff to research effective English Language Learner teaching strategies	Japan
2012	Brazilian Education Delegation (U.S. Department of Commerce)	Brazil
2012	Georgian Education Delegation (Northern California World Trade Center)	Georgia
2013	Two Way California Association for Bilingual Education Institute	California, U.S.A
2013	American Councils of Education in conjunction with the U.S. Department of Education	Argentina

Furthermore, the school continues to educate the community on the applicability and alignment of the current state and federal systems of academic achievement measures in relation to the goals of the charter school. On the micro level, the staff at the Language Academy of Sacramento uses multiple measures to assess students' oral proficiency, literacy, and academic progress toward California State Standards in both English and Spanish. In addition to administering the state standardized assessments, teachers also use curriculum-embedded assessments to monitor student progress toward the linguistic, academic, and multicultural goals of the program. Data are analyzed on a regular basis by the staff, as well as outside evaluators, to measure student progress toward benchmarks and to guide core and supplemental instruction and intervention, professional development, and program design. Data are shared with stakeholders on a regular basis. In addition, LAS staff has continued to develop a system to track LAS graduates' academic progress in high school, college and into the careers of their choice.

LAS continues its collaboration with the Center for Applied Linguistics (CAL) in Washington D.C. and the World-Class Instructional Design and Assessment (WIDA), whose mission is to advance academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators. The WIDA Spanish Language Development (SLD) Standards outline the progression of Spanish language development in any Pre-kindergarten through grade 12 classroom where Spanish is the language for content instruction. The WIDA SLD Standards make explicit connections to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and other state content standards. WIDA's SLD standards were built upon the same

framework as the WIDA English Language Development (ELD) Standards, and feature the same aspects of academic language:

- Linguistic Complexity: Quantity and variety of oral and written text
- Language Forms and Conventions: Types, array, and use of language structure
- Vocabulary Usage: Specificity on word or phrase choice

LAS staff has recently traveled to Washington D.C. and participated in the formulation of standards-based Spanish language development assessment. Consequently, LAS is the only school in California who will be participating in the field testing of Prueba Óptima del Desarrollo del Español Realizado (PODER) and Prueba Útil y Eficaz del Desarrollo del Español (PUEDE) which are standards-based Spanish language development assessments in the spring of 2014.

5. INSTRUCTION

The LAS Learning Principles serves as a reference framework for the instructional design and delivery at Language Academy of Sacramento. Guided by the mindset of defining what are essential, enduring, and transferable intellectual and sociological experiences, LAS professional staff masterfully designs and facilitates effective instruction. The Language Academy of Sacramento believes high academic achievement is accomplished through a focus on academic rigor and through a program that builds competence and confidence across cultures and languages and that provides students with a creative, enriching environment in which to foster a passion for learning. A critical component of the LAS instructional approach is the consistent implementation of research-based instructional methods and strategies recognized as best practices for effective dual language immersion education. LAS students engage in a rigorous curriculum derived from essential California State Standards aligned with the Common Core State Standards (CCSS).

Students at the Language Academy receive systematic, explicit, direct instruction driven by the California State Content Standards and the CCSS. Teachers have received training in the area of CCSS implementation and best practices to help students achieve in these areas. Curriculum implementation and teaching strategies are designed to provide universal access for all students, and student engagement is monitored in order to ensure active participation in classroom lessons and activities. Teachers follow a three-stage sequence of instruction to support students in reaching mastery of skills, strategies, and content knowledge: The teacher explicitly models and guides student learning, students and teacher work together, and students work independently. This sequence is referred to as the “I do. We do. You Do.” instructional method (Kinsella, 2006; Pearson & Gallagher, 1983; Duke & Pearson, 2002; Buehl, 2005; Kong & Pearson, 2003).

On the macro level, LAS teachers incorporate in their daily instruction the components of the LAS Learning Principles, a framework based on Wiggins and Grant’s work, *Understanding by Design*. In order to facilitate comprehension, teachers build background knowledge, scaffold instruction to ensure access to the curriculum for all language learners, and frontload language

frames and structures to support communication and academic development in the target language. Teachers model and encourage student use of academic language in Spanish and English. Whenever possible, instruction incorporates students' experiences and ideas in order to be responsive to their cultural and linguistic backgrounds. Students work in cooperative groups in order to construct and share new knowledge while capitalizing on language learning and practice with their peers.

The Language Academy of Sacramento aims to foster a strong sense of responsibility in students to help each other and contribute to the community. One example of how students assume this responsibility is the Mentoring and Cross Age Tutoring elective class offered to middle school students. Each semester, middle school students are assigned to various primary classrooms where they support instruction by working with small groups, in one-on-one settings, and serve as role models for students in these grade levels. Moreover, middle school students have the opportunity to experience the integration of writing for particular contexts – e.g. for the Speech and Debate, Leadership, Environmental Science, or Theatre class. These are ways in which LAS students analyze, question, and are encouraged to develop leadership as well as bilingual communicative skills useful in the classroom, school, and the community.

A. INSTRUCTION IN ENGLISH

The Common Core State Standards (CCSS) for Language Arts and Mathematics and the English Language Development Standards of the State of California are the foundation for the instructional practices of the LAS educational program. English learners receive instruction in comprehension, vocabulary development, and the grammatical structures of the English language. In all grades, students are also placed in leveled groups for an English Language Development (ELD) period in order to ensure targeted instruction at the individual level and lower the affective filter while developing the necessary English skills to achieve academic success. All students expand their knowledge and understanding of both formal and informal language registers and functions of the English language. Students study expository and narrative texts and receive academic vocabulary instruction. Transitional strategies that link Spanish and English literacy are taught explicitly. Instruction is designed to meet the linguistic and academic needs of both native English speakers and native Spanish speakers. Staff members have received professional development in Systematic English Language Development (SELD) and implement curriculum and assessments based on the program, specific to the needs of Language Academy students.

B. INSTRUCTION IN SPANISH

The foundation for instruction in Spanish Language Arts is the *Estándares de Lecto-Escritura de California en Español kindergarten al duodécimo grado* (Lavadenz, Dorta-Duque de Reyes, & Rojas, 2001). This document is the equivalent of the California English Language Arts Standards and incorporates Spanish grammar and phonics. In the LAS two-way Spanish immersion program, all students are taught to comprehend, read, and write in Spanish before receiving formal literacy instruction in English. In addition, The San Diego County Office of Education has

developed a version of the Common Core State Standards in Spanish that have helped to facilitate articulation across the grade levels in order to ensure college and career readiness in Spanish and English. Moreover, LAS staff has access to the Spanish version of the Common Core State Standards (CCSS) website and is learning how to incorporate these to grade level yearlong plans. With this added tool, students expand their knowledge and understanding of both formal and informal language registers and functions of the Spanish language. Students study informational and fictional texts and receive academic vocabulary instruction. Students connect established skills in Spanish to developing literacy skills in English. Instruction is designed to meet the linguistic and academic needs of both native English speakers and native Spanish speakers. In recent years, Spanish language experts have also assisted with professional development as a way to ensure that students are prepared to enter high school and university Advanced Placement classes. At the national level, LAS has collaborated with the Center for Applied linguistics (CAL) and World Class Instructional Design and Assessment (WIDA) in order to assist in the development of a more effective Spanish Language assessment. Teachers and administrators have reviewed primary grade level assessments which will be piloted during the 2014-15 school year.

LEARNING TIME

The LAS school calendar and instructional day have been adjusted to provide extended educational opportunities above and beyond those required by the state of California in order to meet the goals of the charter.

Extended educational opportunities at LAS include both extra academic support in core subjects and enrichment classes. In 2010, LAS was awarded an After School Education and Safety (ASES) grant. Through this grant, LAS has been able to provide a highly engaging after school program that serves approximately 140 students, one-third of the student body, Monday- Friday until 6PM. The program balances access to arts and music with homework support, and math and language arts instruction. In addition, students have the opportunity to participate in weekly after-school enrichment classes sponsored by the Language Academy and collaborating community partners. Enrichment classes have included Music Production, Folkloric Dance, Soccer, Health and Fitness, Art, Theatre, Girl Scouts, Classical Ballet, and Guitar. Given the high quality and variety of in-school and after-school opportunities outlined above, it is evident that all aspects of the LAS program structure work together to achieve the goals of additive bilingualism, biliteracy, and cross-cultural competence while meeting grade-level academic expectations.

Community service is an essential component of the Language Academy learning experience. Students assess needs in the school community and, with the guidance of staff, design plans to address those needs. As appropriate, community service is integrated into the regular curriculum. Several community service efforts are organized and carried out by the Student Council, allowing students to learn leadership skills and community service skills in tandem. Examples of student organized community service projects include building and maintaining a school community garden, Oak Park neighborhood clean-up programs, book drive for children's

hospitals, coat drives for charity and canned food drive for the Sacramento Food Bank and Elk Grove Food Bank.

6. SUPPORT FOR STUDENTS

SUPPORT FOR ENGLISH LEARNERS (EL)

At the core of two-way immersion research is data that support the efficacy of such educational program in second language acquisition (Genesee, Lindholm-Leary, Saunders & Christian, 2006; Lindholm-Leary & Genesee, 2008; Howard, E. R., Christian, D., & Genesee, F., 2004; Lindholm-Leary & Hernandez, 2011). LAS longitudinal data illustrate that by middle school grades, LAS students, including English Learners (“EL”) begin to meet and/or exceed the performance of students in traditional programs in state standardized exams in English while simultaneously acquiring college level proficiency in Spanish.

Primary language instruction is a critical component of the Language Academy's pedagogical instructional design. Instruction in the primary language allows English learners to learn grade-level content in their native language as they acquire academic English language skills. Families of LAS students decide to enroll their children at the charter school, fully aware of the school's unique pedagogical design. By making the choice to be in a dual language immersion program, families elect to receive the LAS educational program and waive their participation in more traditional options such as Structured English immersion, English language mainstream, etc.

In addition to quality instruction in a two-way immersion context, the Language Academy implements a variety of strategies designed to meet the needs of English learners. Many English learners are provided with extended learning opportunities and teachers have received training in strategies designed to effectively teach content and language to English learners.

A core of LAS teachers received training in Systematic English Language Development (SELD) through the California Reading and Literature Project in cooperation with Susana Distro and EL Achieve. SELD training provides teachers with a scope and sequence for English language development and a comprehensive set of strategies for planning, instruction and assessment. During common planning time and professional development time, grade levels work on peer training and instructional planning, which includes student groupings based on ELD diagnostic assessments.

Moreover, a core of LAS teachers attended training for Guided Language Acquisition Design (GLAD). GLAD strategies are designed to simultaneously teach grade-level content and academic language for English learners.

The majority of LAS faculty members are graduates of the Bilingual Multicultural Education Department (BMED) of Teacher Education at CSU Sacramento. BMED, which is now integrated into the university's entire teacher education program, is dedicated to training teachers to be effective instructors of culturally, linguistically, and socio- economically diverse students. A

main focus of the BMED program is training teacher candidates in effective instruction for English learners. All BMED graduates take three units of coursework (forty-five hours of instruction) above and beyond the teacher candidate requirements, focused solely on the instruction of English learners. This course, EDBM 272, trains teachers to use current strategies in English language development, how to scaffold instruction to make content accessible to English learners, and how to advocate for English learning students and their families within the school context. In the past several years, Dr. Sue Baker from CSUS has conducted her university methods course at the LAS site, creating a laboratory field experience for graduate students learning second language development teaching strategies.

To supplement the annual California English Language Development Test (CELDT), LAS teachers use two other assessments designed to measure the English-language proficiency of English learners throughout the year. These assessments are A Developmental English Proficiency Test (ADEPT) and the Express assessment. The academic progress of English learners is regularly monitored through the academic conference process LAS has established to gauge student progress.

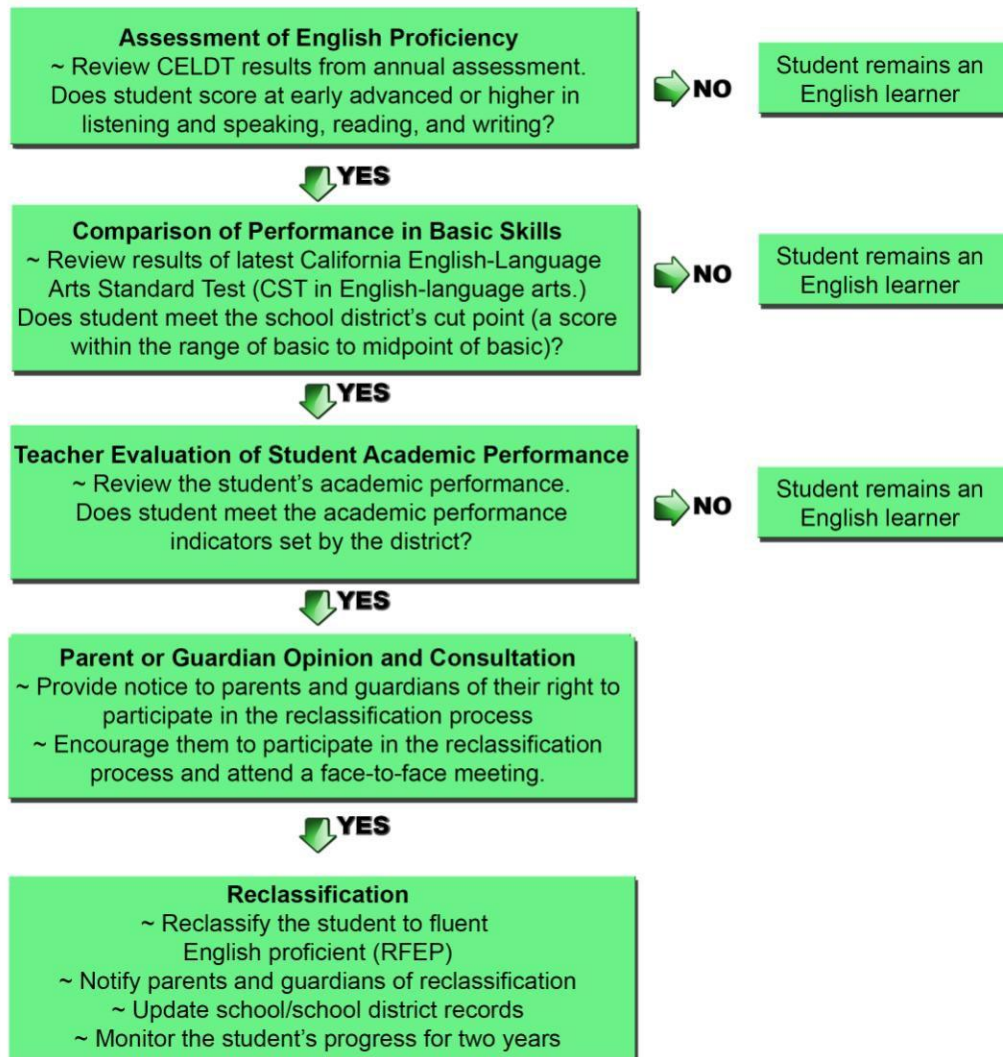
LAS will continue to meet all applicable legal requirements for ELLs as it pertains to annual notification to parents, student identification via Home Language Survey, placement, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and standardized testing requirement.

ENGLISH LEARNER RECLASSIFICATION PROCESS

LAS English Language Learner (ELL) Student Reclassification policy and procedures are based on the four criteria set forth in the State Board of Education's Reclassification Guidelines (Education Code 313(d)).

California Department of Education Decision Guide:
 Reclassifying a Student from English
 Learner to Fluent English Proficient

Figure 22: CDE EL RECLASSIFICATION PROCESS



All English learners’ progress will be analyzed at least once annually. A team of teachers or designees will review those recommended for reclassification.

LAS students will be Reclassified as Fluent English Proficient (RFEF) based on multiple criteria including, but not limited to, all of the following:

Assessment of English language proficiency using a standardized assessment instrument including, but not limited to, CELDT; Goal and objective completion on Individualized Educational Plan (IEP) (for special education students)

- Comparison of performance of basic skills against an objectively established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age.
- Teacher observation-validating the student's range of performance in basic skills, including oral English language proficiency is sufficiently fluent (i.e. comparable to native English speakers) to function and compete in an English-only environment; indicating the student will likely be successful without English learner instructional services.
- Parental opinion and consultation achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate in the reclassification process.

EL STUDENTS WITH DISABILITIES

English learners with identified disabilities can be reclassified at an IEP meeting that includes a credentialed person with a Bilingual/Crosscultural Language and Academic Development (B/CLAD) or Specially Designed Academic Instruction in English (SDAIE) training. Special needs students not able to meet the reclassification criteria, as a result of their disability, must be recommended by the IEP Team for reclassification based on alternative criteria.

SUPPORT FOR STUDENTS ACHIEVING BELOW GRADE LEVEL

The ultimate goal of the Language Academy is to provide a rigorous and enriching educational program that prepares students to perform at or above grade level on a variety of assessment measures, including standardized achievement tests, curriculum-embedded assessments, and alternative assessments. LAS implements a "student success team" (SST) model to attempt to meet all students needs within the regular instructional setting prior to requesting for formal assessment for special education purposes. Such teams typically consist of the student's teacher(s), a school administrator, the student's parent/guardian, and others. The team oversees development of plans to meet students' needs, if possible without referral to assessment for special education needs. The team monitors students' progress.

An SST utilizes a systematic problem solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher and student. An SST is a general education function. All students can benefit from an SST, including but not limited to, those students achieving below or above

grade level, and students who have experienced emotional trauma, have behavioral issues, or language issues.

Anyone who has concern for students can refer that student to an SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student's strengths as well as concerns and strategies that have been used in the past. These people may include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers and law enforcement. The meeting is designed to bring out the best in the people involved.

Students who do not reach assessment benchmarks require strategically differentiated intervention. Establishing an effective intervention system for students who are not meeting benchmarks is a critical component of the LAS educational program. Interventions are designed around a three-tiered approach. All three components of the intervention program address specific academic needs as identified by assessment data.

Figure 23: THREE TIERED INTERVENTION APPROACH

First Tier	<ul style="list-style-type: none"> Implementation of strategic small-group interventions in the classroom; closer monitoring of homework completion; differentiated homework; longer assignments chunked with frequent checks; extensive scaffolding of skill development; assessments using multiple modalities; SDAIE/Sheltered Instruction Observation Protocol (SIOP) methodology for ELs; clear behavior expectations with consistent follow through
Second Tier	<ul style="list-style-type: none"> In addition to the tier components above, tutorials and during the day instructional support; study hall attendance; consistent expectations for delivery of work on time
Third Tier	<ul style="list-style-type: none"> In addition to the previous tiers above, targeted curriculum designed to accelerate students; intensive extended-day sessions; outreach to outside professional agencies for intervention support

Certificated personnel and intervention staff at the Language Academy of Sacramento conduct intervention programs for students throughout the calendar year. Community partners such as student teachers from the California State University, Sacramento, America Reads tutors, Mini Corps, Grandparents Association, as well as parent reading buddies and other interested volunteers support LAS personnel. These community partners enable LAS to expand its resources and to lower the student-to-adult ratio to about 7:1 for most of the instructional day.

Depending on funding availability, LAS has provided summer school as well as winter break programs for students performing below grade level on statewide assessments. In addition, LAS has also offered a pre-kindergarten program during the summer for all students entering

kindergarten, including those who have not attended a pre-kindergarten program and/or have not yet mastered pre-kindergarten skills.

SUPPORT FOR STUDENTS ACHIEVING ABOVE GRADE LEVEL

Embedded in the two-way language immersion program design is the challenge to learn about the world and communicate in two distinct languages. All LAS students experience high level of biliterate communicative experience and challenge on a daily basis. Moreover, LAS personnel implement state adopted curricula and teacher-generated lessons, based on student interest and need in order to provide differentiated instruction for all students. Aligned with the components of the Gifted and Talented Educational Program Standards, a myriad of instructional strategies are embedded in the classrooms that foster enrichment and accelerated learning for identified students. Student interests and levels of proficiency guide the selection of content and instructional strategies for academic enrichment. Curricula may include creative writing, poetry, project-based exhibits, research-based position papers, academic competitions, and identifying community-based problems and possible solutions.

LAS students participate in dynamic, flexible groups in language development and mathematics readiness levels in middle school grades. For example, Grade 6 students who are ready for Algebra 1 are able to study the subject per collaborative consensus between the family members, teachers, students, and administration. Overall, through their academic enrichment experiences, LAS students are provided with opportunities to showcase their bilingual, biliterate and academic skills in the school and the community.

SUPPORT FOR STUDENTS WITH DISABILITIES

The Language Academy adheres to the Response to Intervention (RTI) model as outlined in the IDEA 2004. It clearly spells out the mandates of providing a continuum of interventions for students to ensure their access to academic achievement. Support staff and teachers at the Language Academy of Sacramento provide instructional and/or interventions to students based on their individual needs. LAS and SCUSD annually and in good faith negotiate a written agreement that clearly specifies the special education funding and services to be provided.

Whenever possible, students with disabilities at LAS are educated within the regular education classroom, unless the nature of the disability requires a student's removal. In exceptional circumstances, when it is critical to a student's academic progress, the school utilizes pull-out services to aid the student's academic success. SPED specialists coordinate the direct instruction and inclusion of Special Education students. Classroom teachers are informed of their responsibilities for particular students, trained and guided by the SPED Specialists and/or the Academic Director on how to successfully meet those responsibilities and implement any modifications or accommodations in their classes in accordance with the students' Individualized Education Plans (IEPs). As required (outside of the classroom) tutoring, counseling, physical, occupational, speech and language therapy services is provided for those with special needs.

Accommodation Strategies to Ensure Effective Teaching and Learning of Special Education Students

- Have students with learning disabilities underline key words or directions on activity sheets
- Pace instruction carefully to ensure clarity
- Encourage students to practice using technical words in exchanges among peers
- Always ask questions in a clarifying manner, then have the students with learning disabilities describe his or her understanding of the questions
- Spend more time on building background for the reading selections and creating a mental scheme for the organization of the text
- Use the Elmo projector with an outline of the lesson
- Suggest that the students use both visual and auditory senses when reading the text
- Reduce course load for student with learning disabilities
- Review relevant material, preview the material to be presented, present the new material then summarize the material just presented
- Provide clear copies of your notes and overhead presentations, if the students need it
- Read aloud material that is written on the whiteboard and on the projector
- Provide students with chapter outlines or student guides that cue them to key points in their readings
- Offer to read written material aloud, when needed
- Provide a course syllabus before class begins
- Announce readings as well as assignments well in advance
- Ask questions in a way that helps the student gain confidence
- Consider alternate activities that can be utilized with less difficulty for the students, with same objectives
- Keep oral instructions logical and concise. Reinforce them with a brief cue word
- Clearly label equipment, tools, and materials. Color code for enhanced visual recognition
- Repeat or re-word complicated directions
- Eliminate classroom distractions such as, excessive noise, flickering lights, etc.
- Outline class presentations on the whiteboard
- Outline material to be covered during each class period
- Establish the clarity of understanding that the student has about class assignment
- Give assignments both in written and oral form
- Have practice exercises available for lessons, in case the student has problems
- Present new and or technical vocabulary on the whiteboard
- Provide and teach memory associations (mnemonic strategies)
- Support one modality of presentation by following it with instructional then use another modality
- Talk distinctly and at a rate that the student with learning disability can follow
- Technical content should be presented in small incremental steps
- Assist the student, if needed, in borrowing classmates' notes
- Use plenty of examples, oral or otherwise
- Use straight forward instruction with step by step unambiguous terms
- Write legibly, use large type; do not clutter the white board
- Use props to make narrative situations more vivid and clear

SECTION 504 OF THE REHABILITATION ACT

LAS recognizes its legal responsibility to ensure that no qualified person with disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the charter school. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by LAS.

A 504 team will be assembled by the Academic Director and shall include the parent/guardian, the student (when appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the Individual with Disabilities in Education Improvement Act (IDEIA) but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the education program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel
- Tests and other evaluation materials include those tailored to assess specific areas of education need, and not merely those which are designed to provide a single general intelligent quotient
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian for the student in their primary language along the procedural safeguard available to them during the evaluation, the 504 team obtains information indicating possible eligibility for the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education (FAPE). In developing the 504 Plan, the 504 team shall consider all relevant documentation utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by LAS staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participant, parents, guardians, teachers, and any other participant in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Academic Director will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that s/he review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's life. Every student 504 Plan will be reviewed at least once per year to determine the appropriateness for the Plan, needed modifications to the plan, and continued eligibility.

Child Find

LAS intent is to participate in a comprehensive "child find" system to identify students who have or may have exceptional needs. The charter anticipates that these systems will include various policies and practices, including, but not limited to the following:

- Post-matriculation in-take practices that identify students with exceptional needs to help ensure that the school is aware of all students who have identified special needs;
- Seeking to develop relations with all feeder local education agencies to request and obtain cumulative files and other documents in timely fashion
- Staff development and training school staff, to ensure that they possess an understanding of tools and techniques to identify students who may be have exceptional needs, and;
- Review of student assessment data, including but not minted to, state-mandated testing, to identify student who may be falling behind expectations in their academic progress and are in need of additional support or services;
- Collection of comprehensive data on enrollment forms;
- Any and all requirements of application SELPA and DISTRICT (as applicable) policy and procedure.

LAS will notify each school district of the students enrolled at LAS that formerly attended the district and ensure that LAS receives in a timely fashion any active IEP's for students that used to attend its schools and are currently enrolled at LAS. LAS will notify the home district when a student becomes eligible or becomes ineligible or leaves the charter school. These processes will occur by mailing these list and notices to each district's special education director and via phone calls for follow up if necessary.

SELPA MEMBERSHIP

The Language Academy of Sacramento has had a partnership with the Sacramento City Unified School District and Special Education Local Plan Areas (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs.

Research on English learners with learning disabilities clearly points to primary language instruction as a key component of effective special education instruction (Abedi, 2001; Artiles & Ortiz, 2002; Genesee, Lindholm-Leary, Saunders & Christian, 2006). LAS is committed to working with a SELPA to ensure that each student's special education needs are being met as outlined in a student's Individualized Education Program (IEP) and in accordance with

applicable laws and SELPA policies and practices regarding students with exceptional needs. Therefore, LAS will partner with SELPA staff to provide any required special education services to pupils and to identify and refer students as needed for such services using an agreed upon protocol approved by LAS and SELPA.

The Language Academy is committed to securing such services as may be required by an IEP or in compliance with other laws governing students with disabilities, including Section 504 of the Rehabilitation Act. Unless otherwise agreed upon between LAS and SELPA, the Language Academy will be responsible for compliance with Section 504. Currently, LAS has an agreement regarding Special Education Services as part of a Memorandum of Understanding with SCUSD. LAS functions as a “public school of the Sacramento City Unified School District for purposes of providing special education and related services” pursuant to Education Code Section 47641(b). Each year that LAS operates as an arm of the District for special education purposes, LAS shall pay to the District a contracted fee per Americans with Disabilities Act (ADA) not exceeding the amount that the District spends from its general fund per ADA to support special education costs in the District. In return, the District shall provide the school with all funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend LAS are provided a free and appropriate education in accordance with each student’s IEP.

The Language Academy of Sacramento and SCUSD shall annually, and in good faith, negotiate a written agreement that clearly specifies the desired mix of special education funding and services to be provided, such as the use of bilingual Speech Therapists, Psychologists, Resource Specialist Programs (RSP), and any other resources, services or specialists as identified in each student’s IEP. LAS shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code Section 47646(b). LAS and SCUSD shall work in good faith to document the specific terms of this relationship in an annual contract or memorandum of understanding.

LAS shall reserve the right to pursue independent local education agency (SELPA) status pursuant to Education Code Section 47641(a), and the District shall not hinder or otherwise impede the efforts of LAS to do so. In the event that LAS opts not to establish independent Local Educational Agency (LEA) status, it shall remain an arm of the District for special education purposes as required by Education Code Section 47641(b) and shall continue to receive funding and services pursuant to the terms of this section and an annual agreement.

LAS MISSION AND STATE PRIORITIES: ANNUAL GOALS AND ACTIONS

In compliance with Education Code Section 47605(b)(5)(A)(ii) for Charter Petition Element A, the following table illustrates the alignment of LAS mission and AB97 identified eight areas of priorities. An expansive information on annual goals is located in Element 2: Measurable Outcomes and Element 3: Methods of Measurement.

Figure 24: ALIGNED STATE PRIORITIES (SP) and LAS MISSION MATRIX

Eight SP	ALIGNED STATE PRIORITIES (SP)	SCHOOLWIDE GOALS AND ACTIONS	SUBGROUPS GOALS AND ACTIONS	ADDRESSED ON CHARTER RENEWAL PAGE(S)
SP#1	Student Achievement	X	X	32-33
				38-43
				51-52
				62-67
SP#2	Student Engagement	X	X	53-54
				68-69
SP#3	Other Student Outcomes	X	X	32-33
				38-43
				51-52
				53-54
				55-56
				62-69
SP#4	School Climate	X	X	30
				53-54
				55-56
				68-69
				70-72
				80-83
SP#5	Parent Involvement	X	X	57-58
				72-74
				78-80
SP#6	Basic Services	X	X	57-58
				72-74
SP#7	Implementation of Common Core State Standard	X	X	21-29
				31-32
				35
				51-52
				57-58
				62-67
SP#8	Course Access	X	X	57-58
				72-74

LAS MISSION: #1 BILITERACY

Students will utilize bilingual (Spanish and English) academic knowledge and skills in real-world situations and diverse settings.

Aligned STATE PRIORITIES

State Priority #1 (SP#1): Student Achievement

- A. *Statewide assessments (STAR, or any subsequent assessment as certified by State Board of Education (SBE)*
- B. *The Academic Performance Index (API)*
- C. *Percentage of ELs who make progress toward English language proficiency as measured by the CELDT*
- D. *EL reclassification rate*

State Priority #3 (SP#3): Other Student Outcomes

Pupil outcomes, if available, in the subject areas described as:

“Broad course of study: includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. 51210)

Grade 7-12 (Applicable for Grades 7 and 8 at LAS): English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, and other as prescribed by the governing board (E.C. 51220(a)-(i)).

State Priority #7 (SP#7): Implementation of Common Core State Standards (ICCSS7)

Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.

LAS GOALS

SP#1: Student achievement and biliteracy for all students

1. Based on the LAS Biliteracy Grade Span Progression Measurable Outcomes – EXTERNAL Accountability (See page 59, Figure: 28)
 - STAGE 1: Emerging Biliteracy (Gr K-3)
 - STAGE 2: Expanding Biliteracy (Gr 4-6)
 - STAGE 3: Full Biliteracy (Gr 7-8)

SP#3: Other student outcomes and biliteracy for all students

2. Based on the LAS Biliteracy Grade Span Progression Measurable Outcomes – INTERNAL Accountability (See page 58, Figure: 27)
 - STAGE 1: Emerging Biliteracy (Gr K-3)
 - STAGE 2: Expanding Biliteracy (Gr 4-6)
 - STAGE 3: Full Biliteracy (Gr 7-8)

SP#7: Full implementation of Common Core State Standards (CCSS) and aligned English Language

Alignment of (ELD) Standards within the dual immersion context to ensure biliteracy for all students

ACTIONS TO ACHIEVE GOALS

LAS EDUCATIONAL PROGRAM: SIX DESIGN COMPONENTS (See page 18, Figure: 10)

<p>1. RESEARCH</p>	<p>1.1 Analyze achievement data by schoolwide, grade level and subgroups: Socio Economic Disadvantaged (SED), Latino, Students with Disabilities (SWD) and EL. (Foster youth number at LAS does not qualify as numerically significant). 1.2 Continued study on most recent two-way immersion research and its efficacy for all students, including the subgroups above 1.3 Research and/or use of standardized Spanish assessments</p>
<p>2. PROFESSIONAL DEVELOPMENT</p>	<p>2.1 Provide differentiated professional development (<i>Training - Coaching - Mentoring</i>) in the following, but not limited to: a. Data analysis (API, Benchmarks) b. Common Core State Standards (CCSS) c. Expository Reading and Writing Training such as (ERWC) d. Designing CCSS redefined rubrics e. Differentiated Instruction f. Executive Functions such as R.O.P.E.S. g. Response to Intervention</p>
<p>3. CURRICULUM DESIGN</p>	<p>3.1 Use of CCSS aligned core and supplementary materials 3.2 Design ELD lessons aligned with the ELD Standards and the CCSS and based on assessment results – i.e. CELDT, ADEPT 3.3 Create year-long backward plans for curriculum 3.4 Implement Understanding by Design (UbD) principles in curriculum/instructional planning 3.5. Implementation of Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (Gr2-5)</p>
<p>4. ASSESSMENTS AND ACCOUNTABILITY</p>	<p>4.1 Administer and analyze Curriculum Design Team (CDT) defined language level diagnostic assessments for Spanish learners and ELs 4.2 Administer CDT defined curriculum and benchmark assessments 4.3 Participate in World-Class Instructional Design and Assessment (WIDA) Field testing of Prueba Óptima del Desarrollo del Español Realizado (PODER) and Prueba Útil y Eficaz del Desarrollo del Español (PUEDE) (Gr1-2)</p>
<p>5. INSTRUCTION</p>	<p>5.1 Implementation of CCSS aligned core curriculum 5.2 Incorporate basic math concepts (mental math and basic measurements) during PE instruction 5.3 Utilize second language learning strategies such as SDAIE, SIOP</p>
<p>6. SUPPORT STRUCTURE</p>	<p>6.1 Extensive student support structures (Examples: differentiated instruction, tutoring, summer school, extended day remediation and acceleration) 6.2 Schoolwide agreements on homework expectations 6.3 100% of middle school SWD who need extra study skills support will receive assistance 6.3 Refer to “Interventions Model” page 42, Figure: 10</p>

LAS MISSION: #2 CONFIDENCE AND LIFE SKILLS

Develop and exhibit positive self-esteem, pride, confidence,
and respect for themselves and others.

Aligned STATE PRIORITIES

State Priority #2: Student Engagement

Pupil engagement, as measured by all of the following as application:

- A. *School attendance rate*
- B. *Chronic absenteeism rate*
- C. *Middle school dropout rate*

State Priority #3: Other Student Outcomes

Pupil outcomes, if available, in the subject areas described as:

“Broad course of study: includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. 51210)

Grade 7-12 (Applicable for Grades 7 and 8 at LAS): English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, and other as prescribed by the governing board (E.C. 51220(a)-(i)).

State Priority #4: Student Climate

School climate, as measured by all of the following, as applicable:

- A. *Pupil suspension rate*
- B. *Pupil expulsion rate*
- C. *Other local measures, including surveys of pupils, parents, and teachers on the sense of safety, and school connectedness*

LAS GOALS

SP#2 Student engagement and building confidence and life skills for all students

1. Attendance rate of 95% or above
2. Absenteeism (chronic) at rate of less than 1%
3. Dropout for middle school at zero rate

SP#3 Other student outcomes and building confidence and life skills for all students

4. Subject emphasis: PE (K-Gr4) 80% or more of students will meet grade level mark or above in their courses by the end of the year
5. Subject emphasis: PE (Gr5-Gr8) 85% or more of students will earn a passing grade of C or above in their courses
6. 100% of Gr2-Gr6 students participate in fitness programs such as Adventures to Fitness funded by the Physical Activity Plus Grant Program
7. 100% of K-8 students participate in daily “Brain Breaks” physical activities

SP#4 School climate and building confidence and life skills for all student

8. Suspension and expulsion rate at less than 1% per year

9. Student survey completion (Gr2-Gr8) at ninety-five percent (95%) or above participation
10. Agreement with the student survey statement, "It is important to me to learn to read and write in Spanish at eighty percent (80%) or above rating
11. Students have the opportunity to enroll in after-school activities such as Ballet Folklórico, Classical Ballet, Violin, Guitar, Recorder classes, Martial Arts, Visual Arts, Music Production

ACTIONS TO ACHIEVE GOALS

LAS EDUCATIONAL PROGRAM: SIX DESIGN COMPONENTS (See page 18, Figure: 10)

1. RESEARCH	1.1 Study recent brain research in relation to socio-emotional and intellectual development, particular to LAS significant subgroups 1.2 Study research on the non-academic benefits of dual language immersion programs – i.e. cross cultural competencies, cross-generational connections
2. PROFESSIONAL DEVELOPMENT	2.1 Provide differentiated professional development (<i>Training - Coaching - Mentoring</i>) in: <ol style="list-style-type: none"> a. Brain research in relation to physical fitness, best practices for major subgroups (Latino, SED, Students with Disabilities, and EL), neurological disorders, and strategies to support struggling students b. Performance task rubric design and calibration, and multiple measures of achievement c. Training on how to implement physical activities to stimulate attention and focus in the classroom 2.2 Hire highly qualified and credentialed Physical Education instructors to teach PE classes
3. CURRICULUM DESIGN	3.1 Incorporate socio-emotional, strategies from the physical activity grant and LifeSkills goals and activities in unit and lesson design 3.2 Incorporate “Brain Break” into lesson planning
4. ASSESSMENTS AND ACCOUNTABILITY	4.1 Conduct attendance and LifeSkills recognition assemblies; invite families 4.2 Encourage classroom and grade level incentives 4.3 Administer and analyze yearly student survey 4.4 Post a sign outside each classroom door to highlight 100% attendance 4.5 Analyze student achievement in Physical Education
5. INSTRUCTION	5.1 Integrate lessons on life skills and healthy life style choices during instruction 5.2 Ensure consistent opportunities for students to formulate and present their ideas during instruction
6. SUPPORT STRUCTURE	6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate 6.2 Publish newsletter information on health, nutrition choices in relation to attendance 6.3 Capitalize on students’ progress in After-school Education and Safety (ASES) Program and Enrichment classes 6.4 Coordinate with Parent Council, Parent Association, Student Council groups for emphasis on practicing LifeSkills 6.5 Ensure students’ access to technology and communication venues such as school website, intercom and ConnectEd to encourage engagement in civic actions 6.6 Promote schoolwide healthy snack choices 6.7 Maintain suspension and expulsion rate at less than 1% per year

LAS MISSION: #3 LEADERSHIP & CRITICAL THINKING

Application of LAS Mission #1 and #2:

Demonstrate leadership skills in order to build bridges between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society

Aligned STATE PRIORITIES

State Priority #3: Other Student Outcomes

Pupil outcomes, if available, in the subject areas described as:

“Broad course of study: includes the following, as applicable:

*Grades 1-6: English, mathematics, social sciences, **visual and performing arts, health, physical education, and other as prescribed by the governing board.** (E.C. 51210)*

*Grade 7-12 (Applicable for Grades 7 and 8 at LAS): English, social sciences, **foreign language(s), physical education, science, mathematics, visual and performing arts, and other as prescribed by the governing board** (E.C. 51220(a)-(i)).*

State Priority #4: Student Climate

School climate, as measured by all of the following, as applicable:

A. Pupil suspension rate

B. Pupil expulsion rate

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety, and school connectedness

LAS GOALS

SP#3 Other student outcomes and building leadership and critical thinking skills for all students

1. 100% of students participate in the election process for Student Council Officers
2. 100% of Gr 3-8 students participate in voting for Grade Level Representatives
3. 100% of K-8 students have opportunities to practice leadership skills by the end of Gr8.
4. 80% or more of students participate in Student Council sponsored activities such as community service events and/or Spirit Days
5. 100% of students participate in schoolwide cleaning.
6. By the end of Gr 8, all students will have participated in a student directed community based research such as National Latino Education Research Agenda Project (NLERAP) Participatory Action Research (PAR)
7. By the end of Gr 8, all students will have completed a minimum of 10 hours of community service.
8. Subject emphasis: Electives (Middle School only)
 - a. LAS will offer five or more elective courses annually
 - b. 85% or more of students earning a passing grade of C or above in their elective course
 - c. 100% of students who need extra study skills support will receive assistance during elective block

SP#4 Student climate and building leadership and critical thinking skills for all students

9. Students reflect on student survey results from previous year(s) and design action plans to address an identified need
10. 95% or above of students participate in student survey completion
11. Parent surveys indicate a rating of 90% or above overall satisfaction with the school

ACTIONS TO ACHIEVE GOALS

LAS EDUCATIONAL PROGRAM: SIX DESIGN COMPONENTS (See page 18, Figure: 10)

1. RESEARCH	<p>1.1 Document student driven projects based on current community needs: Classroom, grade level, schoolwide, and community at large</p> <p>1.2 Analyze community survey for responses to questions about community service projects and parent satisfaction with student progress</p>
2. PROFESSIONAL DEVELOPMENT	<p>2.1 Professional development on performance task rubric design, calibration, and multiple measures of achievement</p> <p>2.2 Continued training in student directed participatory research</p>
3. CURRICULUM DESIGN	<p>3.1 Ensure curriculum includes leadership and critical thinking components</p> <p>3.2 Include community service projects in curriculum design based on student reflections on survey results</p>
4. ASSESSMENTS AND ACCOUNTABILITY	<p>4.1 Encourage classroom and grade level incentives for those who participate in Student Council sponsored activities</p> <p>4.2 Administer yearly student survey</p> <p>4.3 Ensure participation in the election process for Student Council Officers and Grade Level Representatives</p> <p>4.4. Analyze student achievement in middle school elective courses</p>
5. INSTRUCTION	<p>5.1 Highlight student led participatory action research projects and events during class</p> <p>5.2 Ensure multiple opportunities for students to practice critical thinking and collaboration</p> <p>5.3 Offer elective classes in middle school</p>
6. SUPPORT STRUCTURE	<p>6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school</p> <p>6.2 Publish newsletter information on leadership and citizenship</p> <p>6.3 Ensure students' access to technology and communication venues such as the school website and ConnectEd to encourage engagement in leadership and critical thinking</p> <p>6.4 Provide opportunities for students to participate in schoolwide cleaning and beautification</p>

LAS MISSION: LAS SCHOOLWIDE GOALS

Schoolwide implementation of key infrastructures to support fulfillment of LAS mission

Aligned STATE PRIORITIES

State Priority #5: Parent Involvement

Parent Involvement, including efforts to seek parent input for making decision for schools, and how the school will promote parent participation

State Priority #6: Basic Services

The degree to which teachers are appropriately assigned and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials, and school facilities are maintained in good repair

State Priority #7: Implementation of Common Core State Standards

Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.

State Priority #8: Course Access

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services develop and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth) and students with exceptional needs.

“Broad course of study: includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. 51210)

Grade 7-12 (Applicable only for Grades 7 and 8 at LAS): English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, and other as prescribed by the governing board (E.C. 51220(a)-(i)).

LAS GOALS

SP#5: Parent involvement and its role in supporting the fulfillment of LAS mission

1. Ninety percent (90%) or above of families complete annual parent survey
2. Families recommend the school to others at 95% or above rating
3. One hundred percent (100%) completion of Parent Student Teacher Compact
4. Families participate in various parent governance venues: Governing Board, Parent Council, Parent Association, Grade Level Representative, Volunteers, Reading Buddies:
 - 90% or more of parents participate in election process for parent representatives to various governing bodies: Governing Board, Parent Council, Committees
5. 90% or more of families will show a survey response indicating satisfaction with student(s) progress

SP#6: Basic services and its role in supporting the fulfillment of LAS mission

6. LAS teachers are highly qualified and are placed in proper teaching assignments
7. LAS utilizes standards-aligned materials which are available to all students
8. LAS, in conjunction with SCUSD, maintains facilities in good repair

SP#7: Implementation of Common Core State Standards (CCSS) and its role in supporting the fulfillment of LAS mission

9. LAS curriculum and assessments are aligned to CCSS within the framework of a dual language immersion program design

10. Conduct on-going research on how to improve CCSS implementation that support ELs and other subgroups
11. Design on-going Professional Development on CCSS, including Understanding by Design (UbD) and methods to support ELs

SP#8: Course access and its role in supporting the fulfillment of LAS mission

12. LAS students are enrolled in a broad course of study delineated by Education Code above
13. As a result of LAS dual language immersion program design, LAS students receive instruction equivalent to advanced level of foreign language study in non-dual immersion educational programs
14. Facilitate transition of LAS Graduates to local high schools

ACTIONS TO ACHIEVE GOALS

LAS EDUCATIONAL PROGRAM: SIX DESIGN COMPONENTS (See page 18, Figure: 10)

1. RESEARCH	1.1 School leadership researches and establishes rigorous hiring process 1.2 Curriculum Design Team (CDT) Committee researches and obtains updated standards aligned materials 1.3 School leadership and CDT Committee assess curriculum, assessments and professional development needs and create an action plan to address them 1.4 School leadership, CDT Committee, and the faculty annually review course requirements and curriculum and ensure LAS students are offered a broad course of study with effective dual language instruction
2. PROFESSIONAL DEVELOPMENT	2.1 Ensure all faculty are highly qualified 2.2 Ensure all full-time faculty members attend Professional Development delineated for the year 2.3 School leadership attends new accountability and assessment training from CDE and charter organizations 2.4 Faculty receives on-going training on EL teaching methodology 2.5 Implement extensive professional development: -Data analysis -CCSS -Expository Reading and Writing Course (ERWC) -Designing CCSS redefined rubrics, and differentiation
3. CURRICULUM DESIGN	3.1 Integrate CCSS in yearlong backwards planning 3.2 Ensure use of state approved standards based materials
4. ASSESSMENTS AND ACCOUNTABILITY	4.1 Administer annual parent surveys 4.2 Completion of Parent - Student - Teacher Compact 4.3 Administer student and parent surveys and analyze of responses
5. INSTRUCTION	5.1 Implement Understanding by Design (UbD) principles in curriculum/instruction planning
6. SUPPORT STRUCTURE	6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school 6.2 Publish list of differentiated opportunities for parental involvement 6.3 Designate time for parent representatives to meet with school leadership for feedback 6.4 School leaders conduct regular walk through of facilities 6.5 Facilities Committee conducts an annual facilities checklist survey 6.6 Middle school faculty conducts Senderos al Éxito (SALE) Parent Meetings that support LAS graduates' transition to high school programs 6.7 LAS will annually conduct articulation meetings with local high schools to ensure smooth LAS graduates' transition to 9 th grade. 6.8 Ensure technology infrastructure is compatible with CCSS implementation needs

Assurance: LAS will comply with all requirements pursuant to California Education Code 47605(b)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code 52052, for each of the application eight (8) state priorities identified in California Education Code 52060(d). Please refer to the table in Element 2: Measurable Pupil Outcomes for the school wide goals for relevant subgroups and corresponding assessments. Beginning in fiscal year 2014-15, LAS will comply with all elements of the Local Control Accountability Plan pursuant to regulations and template adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.

ELEMENT 2: MEASURABLE PUPIL OUTCOMES

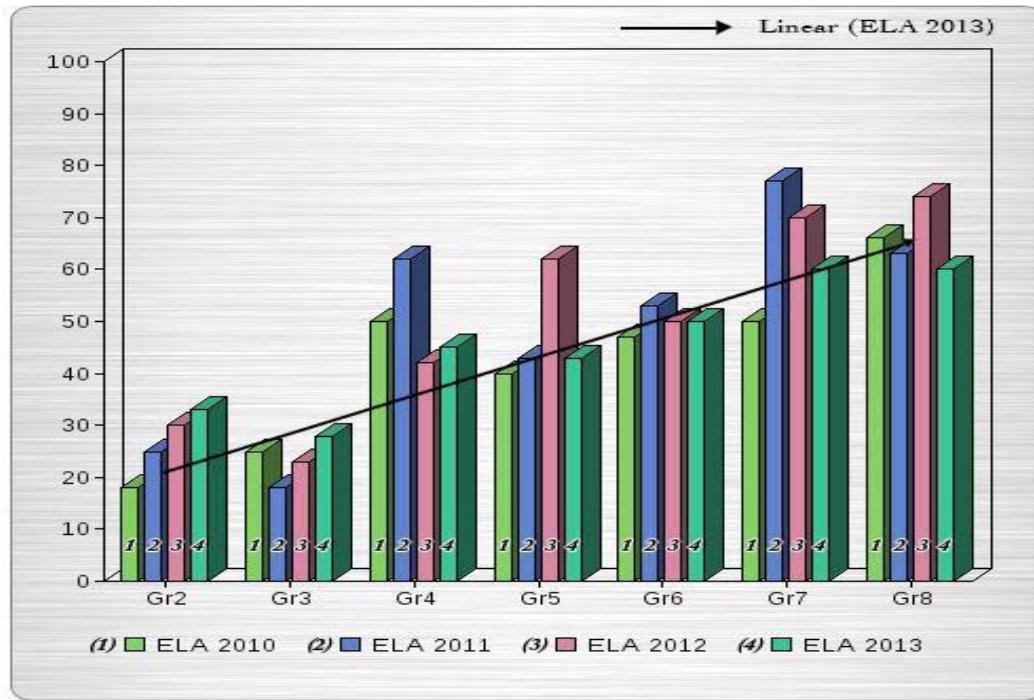
Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

California Education Code Section 47605(b)(5)(B)

Assurance: LAS will pursue the following schoolwide and subgroups outcomes goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including the new Common Core) as well as applicable state priorities detailed in California Education Code 52060(d) that apply for the grade levels served, or the nature of the program operated, by the charter school. For purposes of measuring achievement of these goals, a numerically significant pupil subgroups will be defined as one that meets both of the following criteria: i. The subgroup consists of at least 50 pupils each of whom has a valid test score. ii. The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores. (CA Education Code 47607(a)(3)(B).

Research indicates that the full benefits of two-way immersion instruction do not become evident until the sixth and seventh grades (Thomas & Collier, 2002; Lindholm-Leary, 2011). Since formal instruction in English literacy typically begins in the third grade, two-way students often lag behind their peers on standardized tests in English in the primary and intermediate grades. As students move into middle school, the gap decreases and, eventually, the achievement of two-way students surpasses that of students in English-only programs. Indeed, teachers in the two-way Spanish immersion program at LAS have found that, in the primary grades, standardized tests in Spanish have greater validity in reflecting students' knowledge and skills than standardized tests in English. By the sixth, seventh, and eighth grades, however, students begin to outscore their counterparts in English-only programs on standardized tests in English. It is precisely for this reason that the LAS school design extends through the eighth grade. The figure below illustrates the expected biliteracy progression for LAS students, as well as showing an upward trajectory of Grades 7 & 8 students scoring at Proficient or Advanced.

Figure 25: LAS PERCENT PRO/ADV PER GRADE 2010-2013: UPWARD TRAJECTORY IN ELA ACHIEVEMENT



To measure progress towards biliteracy for all students, the Language Academy utilizes multiple, internal and external accountability measurement tools, including the California State English and Spanish standardized assessments.

LAS overarching goal is biliteracy for all students, including those who belong in significant subgroups: Socio Economic Disadvantaged (SED), Special Education, Latino, and English Learners (EL). Students who do not reach grade-level benchmarks receive academic intervention, targeting skills and strategies necessary to meet this goal.

Academic accountability is one of the pillars of the Charter Schools Act. LAS will continue to strive to meet its growth and performance targets on the Academic Performance Index, as well as other assessment programs that may be adopted in accordance with federal or state law.

The following chart delineates LAS schoolwide and subgroups outcome goals and performance targets aligned to the state’s priorities that apply for the grade levels served, or the nature of the program operated, by the charter schools, methods for measuring progress and the

individual(s) with primary responsibility for each, all aligned with the state’s priorities defined in CA Education Code 52060(d). As the State finalize new standardized assessment tools and new school performance measures (e.g. API), and finalize the format of the new Local Control Accountability Plans as applicable to charter schools, LAS will work with the District to ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a “material revision to the charter” as defined on section 47607. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition (e.g. Element 1: Educational program. Element 4: Governance and parental involvement, etc.) See the following charter for specific actions, their corresponding measurable outcomes and methods of measurement.

Figure 26: LAS BILITERACY GRADE SPAN PROGRESSION MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT

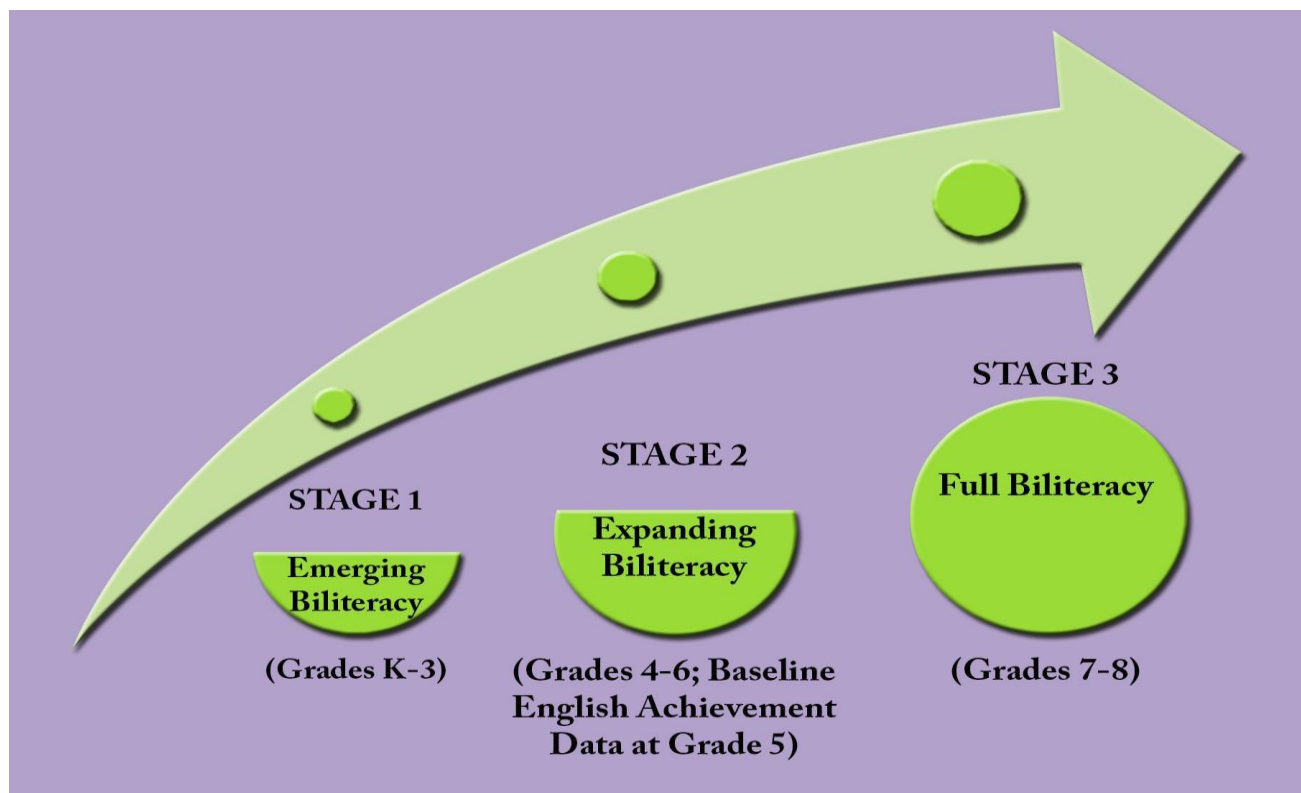


Figure 27: INTERNAL ACCOUNTABILITY: SPANISH AND ENGLISH PERFORMANCE







	 STAGE 1 Emerging Biliteracy Grades K-3	 STAGE 2 Expanding Biliteracy Grades 4-6	 STAGE 3 Full Biliteracy Grades 7-8
INTERNAL Accountability: Spanish and English Performance	1.1 (SPANISH) <i>80% or more of all students will show progress on internal benchmark assessments</i>	2.1A (SPANISH) <i>80% or more of all students will show progress on internal benchmark assessments</i> 2.1B (ENGLISH) <i>70% or more of all students will show progress on internal benchmark assessments</i>	3.1A (SPANISH) <i>80% or more of all students will show progress on internal benchmark assessments</i> 3.1B (ENGLISH) <i>80% or more of all student will show progress on internal benchmark assessments</i>
	1.2A (SPANISH GrK-3) <i>80% or more of all students will meet grade level mark or above in their courses by the end of the year</i> 1.2B (ENGLISH: Gr3 only) <i>80% will be approaching grade level by the end of 3rd grade</i>	2.2A (SPANISH Gr4 only) <i>80% or more of all students will meet grade level mark or above in their courses by the end of the year.</i> 2.2B (ENGLISH Gr4 only) <i>70% or more of all students will meet grade level mark or above in their courses by the end of the year.</i> 2.2.C (SPANISH and ENGLISH: Gr5 and Gr6) <i>80% or more of all students will earn a passing grade of C or above in their courses</i>	3.2 (SPANISH and ENGLISH) <i>85% or more of all students will earn a passing grade of C or above in their courses</i>

Figure 28: EXTERNAL ACCOUNTABILITY: ENGLISH PERFORMANCE

	 STAGE 1 Emerging Biliteracy Grades K-3	 STAGE 2 Expanding Biliteracy Grades 4-6	 STAGE 3 Full Biliteracy Grades 7-8
EXTERNAL Accountability: English Performance	PREMISES FOR DATA ANALYSIS (PDA) <ol style="list-style-type: none"> <i>LAS will meet the state API targets for school wide and LAS significant subgroups</i> <i>LAS will establish new goals upon the official implementation of the new state assessments: Smarter Balanced Tests and English Language Proficiency Assessments (ELPAC)</i> <i>LAS will use the 2014-2015 data as the growth baseline to align with the first year administration of the Smarter Balanced Tests</i> <i>End of Gr 5 standardized test in English data will serve as baseline for Gr 6 -8 students progress</i> <i>End of Grade Level Span CELDT goals will be assessed in the fall of the following year</i> <i>Students who do not reach grade-level benchmarks receive academic intervention, targeting skills and strategies necessary to meet this goal.</i> 		
	1.1 (ENGLISH) 80% of all EL students will be at: a. Intermediate level or above in the listening and speaking sections and; b. Early Intermediate level or above in the reading and writing sections of the CELDT by the end of Stage 1	2.1 (ENGLISH) 80% of all EL students will be at: a. Early Advanced level or above in listening and speaking sections and; b. Intermediate level or above in the reading and writing sections of the CELDT by the end of Stage 2	3.1 (ENGLISH) 90% or more of EL students will be reclassified by the end of Stage 3
		2.2 (ENGLISH) 70% or more of all Gr 6 students will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)	3.2 (ENGLISH) 70% or more of all students will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)
		2.3 (ENGLISH) 70% or more of students in identified subgroups will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5) *SED *Latino *SWD *EL	3.3 (ENGLISH) 70% or more of students in identified subgroups will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5) *SED *Latino *SWD *EL



Learning within the program framework defined by what is essential, enduring, and transferable, the Language Academy of Sacramento student will master basic skills, acquire the thinking skills needed for the 21st century, and develop productive life skills. The LAS educational program, as captured in the school mission, is aligned with the key state priorities and is designed to help all its students to develop the following measurable pupil outcomes.

LAS MISSION AND STATE PRIORITIES: SCHOOL GOALS, ACTIONS, MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT

LAS MISSION: #1 BILITERACY		
Aligned STATE PRIORITIES: <i>State Priority #1 (SP#1): Student Achievement State Priority #3 (SP#3): Other Student Outcomes State Priority #7 (SP#7): Implementation of Common Core State Standards (ICCS7)</i>		
LAS GOALS		
<p><u>SP#1: Student achievement and biliteracy for all students</u></p> <ol style="list-style-type: none"> Based on the LAS Biliteracy Grade Span Progression Measurable Outcomes – EXTERNAL Accountability (See page 59, Figure: 28) STAGE 1: Emerging Biliteracy (Gr K-3) STAGE 2: Expanding Biliteracy (Gr 4-6) STAGE 3: Full Biliteracy (Gr 7-8) <p><u>SP#3: Other student outcomes and biliteracy for all students</u></p> <ol style="list-style-type: none"> Based on the LAS Biliteracy Grade Span Progression Measurable Outcomes – INTERNAL Accountability (See page 58 Figure: 27) STAGE 1: Emerging Biliteracy (Gr K-3) STAGE 2: Expanding Biliteracy (Gr 4-6) STAGE 3: Full Biliteracy (Gr 7-8) <p><u>SP#7: Full implementation of Common Core State Standards (CCSS) and aligned English Language</u> 3. Alignment of (ELD) Standards within the dual immersion context to ensure biliteracy for all students</p>		
ACTIONS TO ACHIEVE GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT	
LAS EDUCATIONAL PROGRAM: SIX DESIGN COMPONENTS (See page 18, Figure: 10)		
RESEARCH	<ol style="list-style-type: none"> Analyze achievement data by schoolwide, grade level and subgroups: SED, Latino, SWD and ELs (Foster youth number at LAS does not qualify as numerically significant.) Continued study on most recent two-way immersion research and its efficacy for all students, including the subgroups above Research and/or use of standardized Spanish assessments 	<ul style="list-style-type: none"> CDT research on current work by World-Class Instructional Design and Assessment (WIDA) Field test WIDA’s Prueba Óptima del Desarrollo del Español Realizado (PODER) and Prueba Útil y Eficaz del Desarrollo del Español (PUEDE) for Grades K-2 PD calendars and agendas Grade level data meeting archives and student data Analysis of data Subscriptions to professional journals Consultations with known experts and researchers in the field



		<p>CDT meeting agendas Attended workshop/conference agendas</p> <ul style="list-style-type: none"> • Communiques with Center for Applied Linguistics (CAL)
PROFESSIONAL DEVELOPMENT	<p>2.1 Provide differentiated professional development (<i>Training - Coaching - Mentoring</i>) in the following, but not limited to:</p> <ul style="list-style-type: none"> ○ Data analysis (API, Benchmarks) ○ Common Core State Standards (CCSS) ○ Expository Reading and Writing Training such as (ERWC) ○ Designing CCSS redefined rubrics ○ Differentiated Instruction ○ Executive Functions such as ROPES ○ Response to Intervention 	<ul style="list-style-type: none"> • PD calendars and agendas • PD handouts and powerpoints • Common Planning Time agendas and work archives • Yearlong backwards plan and lesson plans
CURRICULUM DESIGN	<p>3.1 Use of CCSS aligned core and supplementary materials</p> <p>3.2 Design ELD lessons aligned with the ELD Standards and the CCSS and based on assessment results – i.e. CELDT, ADEPT</p> <p>3.3 Create yearlong backward plans for curriculum</p> <p>3.4 Implement Understanding by Design (UbD) principles in curriculum/instructional planning</p> <p>3.5. Implementation of Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (Gr2-Gr5)</p>	<ul style="list-style-type: none"> • Yearlong backwards plan and lesson plans • Peer observations • Administrative observation reflections • SIPPS level assignments • Student lists and language proficiency levels
ASSESSMENTS AND ACCOUNTABILITY	<p>4.1 Administer and analyze Curriculum Design Team (CDT) defined language level diagnostic assessments for Spanish learners and ELs</p>	<ul style="list-style-type: none"> • <i>Refer to Figure_ : LAS Biliteracy Grade Span Progression Measurable Outcomes and Methods of Measurement</i> • Assessment data such as ADEPT,

	<p>4.2 Administer CDT defined curriculum and benchmark assessments</p> <p>4.3 Participate in World-Class Instructional Design and Assessment (WIDA) Field test Prueba Óptima del Desarrollo del Español Realizado (PODER) and Prueba Útil y Eficaz del Desarrollo del Español (PUEDE) for Grades K-2</p>	<p>RESULTS, DRA</p> <ul style="list-style-type: none"> • Academic Assessments Calendar • Testing Schedules
INSTRUCTION	<p>5.1 Implementation of CCSS aligned core curriculum</p> <p>5.2 Incorporate basic math concepts (mental math and basic measurements) during PE instruction</p> <p>5.3 Utilize second language learning strategies trainings such as SDAIE, SIOP</p>	<ul style="list-style-type: none"> • Yearlong backwards plan and lesson plans • Peer observations • Administrative observation reflections • PE assessments data
SUPPORT STRUCTURE	<p>6.1 Extensive student support structures (Examples: differentiated instruction, tutoring, summer school, extended day remediation and acceleration)</p> <p>6.4 Schoolwide agreements on homework expectations</p> <p>6.5 100% of middle school SWDs who need extra study skills support will receive assistance</p> <p>6.3 Refer to “Interventions Model” pages ____</p>	<ul style="list-style-type: none"> • PD archives on homework agreements • Grade level data meeting archives and student data • CCSS ELA and Math, including emphasis on EL instructional support • Extended day study skills class enrollment • Reading Buddies Program data • Special Education staff schedule • Lesson plans • Homework packets or files • After-school homework support

LAS MISSION: #2 CONFIDENCE AND LIFE SKILLS

Aligned STATE PRIORITIES *State Priority #2: Student Engagement State Priority #3: Other Student Outcomes State Priority #4: Student Climate*

LAS GOALS

SP#2 Student engagement and building confidence and life skills for all students

1. Attendance rate of 95% or above
2. Absenteeism (chronic) at rate of less than 1%
3. Dropout for middle school at zero rate

SP#3 Other student outcomes and building confidence and life skills for all students

4. Subject emphasis: PE (K-Gr4) 80% or more of students will meet grade level mark or above in their courses by the end of the year
5. Subject emphasis: PE (Gr5-Gr8) 85% or more of students will earn a passing grade of C or above in their courses
6. 100% of Gr2-Gr6 students participate in fitness programs such as Adventures to Fitness as funded by the Physical Activity Plus Grant Program
7. 100% of K-8 students participate in daily "Brain Breaks" physical activities

SP#4 School climate and building confidence and life skills for all student

8. Suspension and expulsion rate at less than 1% per year
9. Student survey completion (Gr2-Gr8) at ninety-five percent (95%) or above participation
10. Agreement with the student survey statement, "It is important to me to learn to read and write in Spanish at eighty percent (80%) or above rating
11. Students have the opportunity to enroll in after-school activities such as Ballet Folklórico, Classical Ballet, Violin, Guitar, Recorder classes, Martial Arts, Visual Arts, Music Production

ACTIONS TO ACHIEVE GOALS LAS EDUCATIONAL PROGRAM: SIX DESIGN COMPONENTS (See page 18, Figure: 10)		MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
RESEARCH	<p>1.3 Study recent brain research in relation to socio-emotional and intellectual development, particular to LAS significant subgroups</p> <p>1.4 Study research on the non-academic benefits of dual language immersion programs – i.e. cross cultural competencies, cross generational connections</p>	<ul style="list-style-type: none"> • PD calendars • PD agendas
PROFESSIONAL DEVELOPMENT	<p>2.1 Provide differentiated professional development (<i>Training - Coaching - Mentoring</i>) in:</p> <ol style="list-style-type: none"> a. Brain research in relation to physical fitness, socio-emotional health best practices for major subgroups (Latino, SED, SWD, and EL), neurological disorders, and strategies to support struggling students b. Performance task rubrics design and calibration, and multiple measures of achievement c. Training on how to implement physical activities to stimulate attention and focus in the classroom <p>2.2 Hire highly qualified and credentialed Physical Education instructors to teach PE classes</p>	<ul style="list-style-type: none"> • PD calendars • Professional credential profiles • Physical Activity Plus Grant data (Gr2-6) • PD agendas • Teacher developed performance tasks rubrics • Lesson plans • Programmatic Audit Report

CURRICULUM DESIGN	<p>3.1 Incorporate socio-emotional, strategies from the physical activity grant and LifeSkills goals and activities in unit and lesson design</p> <p>3.2 Incorporate “Brain Break” into lesson planning</p>	<ul style="list-style-type: none"> • Lesson Plans incorporating socio-emotional activities such as “Bucket Filling” • Yearlong plans
ASSESSMENTS AND ACCOUNTABILITY	<p>4.1 Conduct attendance and LIFESKILLS recognition assemblies; invite families</p> <p>4.2 Encourage classroom and grade level incentives</p> <p>4.3 Administer and analyze yearly student survey</p> <p>4.4 Post a sign outside each classroom door to highlight 100% attendance (K-Gr5)</p> <p>4.5 Analyze student achievement in Physical Education</p>	<ul style="list-style-type: none"> • ILLUMINATE Student Information System will reflect: <ul style="list-style-type: none"> ➤ Attendance rate of 95% or above ➤ Less than 1% of chronic absenteeism rate ➤ Zero middle school dropout rate ➤ Less than 1% suspension and expulsion rate per year • Recognition assembly awardee data • P1, P2, Annual financial reports • PFT: Annual increase of students meeting Physical Fitness Test (PFT) benchmark from previous year
INSTRUCTION	<p>5.1 Integrate lessons on life skills and healthy life style choices during instruction</p> <p>5.2 Ensure consistent opportunities for students to formulate and present their ideas during instruction and beyond</p>	<ul style="list-style-type: none"> • Lesson Plans • Peer observation • Administrative observation reflections • Student work samples
SUPPORT STRUCTURE	<p>6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate</p> <p>6.2 Publish newsletter information on health, nutrition choices in relation to attendance</p> <p>6.3 Highlight on students’ progress in After-school Education and Safety (ASES) Program and Enrichment classes</p> <p>6.4 Coordinate with Parent Council, Parent Association, Student Council groups for emphasis on practicing LifeSkills</p> <p>6.5 Ensure students’ access to technology and communication venues such as school website, intercom and ConnectEd to encourage engagement in civic actions</p> <p>6.6 Promote schoolwide healthy snacks choices</p> <p>6.7 Maintain suspension and expulsion rate at less than 1% per year</p>	<ul style="list-style-type: none"> • Governing Board, Parent Council, Parent Association, and Student Council agendas • Newsletter archives • ASES/Enrichment: Calendars and Program archives • Ninety-five percent (95%) or above of students participate in student survey completion • Eighty percent (80%) or above of students in agreement with the student survey statement, "It is important to me to learn to read and write in Spanish." • Ninety percent (95%) or above of families recommend the school to others via community survey • Ninety percent (90%) or above of families rate the school's overall performance at Good/Excellent • Classroom newsletters • Participation in after school physical activities such as Running for Rhett, Jog-a-thon, soccer • School newsletter with readings on healthy vs. unhealthy life style choices • Student Council Agendas • Monthly recognition assemblies

LAS MISSION: #3 LEADERSHIP & CRITICAL THINKING

Aligned STATE PRIORITIES *State Priority #3: Other Student Outcomes State Priority #4: Student Climate*

LAS GOALS

SP#3 Other student outcomes and building leadership and critical thinking skills for all students

1. 100% of students participate in the election process for Student Council Officers
2. 100% of Gr 3-8 students participate in voting for Grade Level Representatives
3. 100% of K-8 students have opportunities to practice leadership skills by the end of Gr8.
4. 80% or more of students participate in Student Council sponsored activities such as community service events and/or Spirit Days
5. 100% of students participate in schoolwide cleaning.
6. By the end of Gr 8, all students will have participated in a student directed community based research such as NLERAP Participatory Action Research (PAR)
7. By the end of Gr 8, all students will have completed a minimum of 10 hours of community service.
8. Subject emphasis: Electives (Middle School only)
 - (i) LAS will offer five or more elective courses annually
 - (ii) 85% or more of students earning a passing grade of C or above in their elective course
 - (iii) 100% of students who need extra study skills support will receive assistance during elective block

SP#4 Student climate and building leadership and critical thinking skills for all students

9. Students reflect on student survey results from previous year(s) and design action plans to address an identified need
10. 95% or above of students participate in student survey completion
11. Parent surveys indicate at rating of 90% or above overall satisfaction with the school

ACTIONS TO ACHIEVE GOALS LAS EDUCATIONAL PROGRAM: SIX DESIGN COMPONENTS (See page 18, Figure: 10)		MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
RESEARCH	1.1 Document student driven projects based on current community needs: Classroom, grade level, schoolwide, and community at large 1.2 Analyze community survey for responses to questions about community service projects	<ul style="list-style-type: none"> • Community surveys: Student, Parents, Teachers, and Board Members • Student work samples
PROFESSIONAL DEVELOPMENT	2.1 Professional development on performance task rubric design, calibration, and multiple measures of achievement 2.2 Continued training in student directed participatory research	<ul style="list-style-type: none"> • Professional development calendar reflecting training in performance tasks rubric design and calibration, and multiple measures of achievement
CURRICULUM DESIGN	3.1 Ensure curriculum includes leadership and critical thinking components 3.2 Include community service projects in curriculum design based on student reflections on survey results	<ul style="list-style-type: none"> • Curriculum planning, performance tasks, annual research and projects
ASSESSMENTS AND ACCOUNTABILITY	4.1 Administer yearly student survey 4.2 Ensure participation in the election process for Student Council Officers and Grade Level Representatives 4.3 Analyze student achievement in middle	<ul style="list-style-type: none"> • ILLUMINATE Student Information System will reflect: <ul style="list-style-type: none"> ➤ Attendance rate of 95% or above ➤ Less than 1% of chronic absenteeism rate

	school elective courses	<ul style="list-style-type: none"> ➤ Zero middle school dropout rate ➤ Less than 1% suspension and expulsion rate per year • Recognition assembly awardee list • P1, P2, Annual financial reports, MCAT Elective - Mentoring and Cross Age Tutoring Rubric • Ninety-five percent (95%) or above of students participate in student survey completion • Eighty percent (80%) or above of students in agreement with the student survey statement, "It is important to me to learn to read and write in Spanish." • Ninety-five percent (95%) or above of families recommend the school to others a via community survey • Ninety percent (90%) or above of families rate the school's overall performance at Good/Excellent • Student Council agendas • Middle school grades • Document the percent of student who participate in Student Council sponsored activities
INSTRUCTION	<p>5.1 Highlight student led participatory action research projects and events during class</p> <p>5.2 Ensure multiple opportunities for students to practice critical thinking and collaboration</p> <p>5.3 Offer elective classes in middle school</p>	<ul style="list-style-type: none"> • Refer to Figure_ : LAS Biliteracy Grade Span Progression Measurable Outcomes and Methods of Measurement • Middle school class schedule • Presentation rubrics • Lesson plans • Elective classes lists • Class projects • Student work samples (i.e. Choose 3 Ways)
SUPPORT STRUCTURE	<p>6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school</p> <p>6.2 Publish newsletter information on leadership and citizenship</p> <p>6.3 Ensure students' access to technology and communication venues such as the school website and ConnectEd to encourage engagement in leadership</p>	<ul style="list-style-type: none"> • Governing Board, Parent Council, Parent Association, and Student Council agendas • Newsletter archives • Classroom and grade-level newsletters • Schoolwide cleaning student participation data • Study Island Online Program activity data



	and critical thinking 6.4 Provide opportunities for students to participate in school wide cleaning 6.5 Encourage classroom and grade level incentives for those who participate in Student Council sponsored activities	
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LAS MISSION: LAS SCHOOLWIDE GOALS

Aligned STATE PRIORITIES *State Priority #5: Parent Involvement State Priority #6: Basic Services State Priority #7: Implementation of Common Core State Standards State Priority #8: Course Access*

LAS GOALS

SP#5: Parent involvement and its role in supporting the fulfillment of LAS mission

1. Ninety percent (90%) or above of families complete annual parent survey
2. Families recommend the school to other at 95% or above rating
3. One hundred percent (100%) completion of Parent Student Teacher Compact
4. Families participate in various parent governance venues: Governing Board, Parent Council, Parent Association, Grade Level Representative, Volunteers, Reading Buddies:
 -90% or more of parents participate in election process for parent representatives to various governing bodies: Governing Board, Parent Council, Committees
5. 90% or more of families will show a survey response indicating satisfaction with student(s) progress

SP#6: Basic services and its role in supporting the fulfillment of LAS mission

6. LAS teachers are highly qualified and are placed in proper teaching assignments
7. LAS utilizes standards-aligned materials which are available to all students
8. LAS, in conjunction with SCUSD, maintains facilities in good repair

SP#7: Implementation of Common Core State Standards (CCSS) and its role in supporting the fulfillment of LAS mission

9. LAS curriculum and assessments are aligned to CCSS within the framework of a dual language immersion program design
10. Conduct on-going research on how to improve CCSS implementation that support ELs and other subgroups
11. Design on-going Professional Development on CCSS, including Understanding by Design (UbD) and methods to support ELs

SP#8: Course access and its role in supporting the fulfillment of LAS mission

12. LAS students are enrolled in a broad course of study delineated by Education Code above
13. As a result of LAS dual language immersion program design, LAS students receive instruction equivalent to advanced level of foreign language study in non-dual immersion educational programs
14. Facilitate transition of LAS Graduates to local high schools

ACTIONS TO ACHIEVE GOALS

LAS EDUCATIONAL PROGRAM: SIX DESIGN COMPONENTS (See page 18, Figure: 10)

MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT

RESEARCH	1.1 School leadership researches and establishes rigorous hiring process 1.2 Curriculum Design Team (CDT) Committee researches and obtains updated standards aligned materials 1.3 School leadership and CDT Committee assess curriculum, assessments and professional development needs and create an action plan to address them 1.4 School leadership, CDT Committee, and the faculty annually review course requirements and curriculum and ensure LAS students are offered a broad course of study with effective	<ul style="list-style-type: none"> • LAS Graduate profile on high school admission to specialized programs • LAS Graduates enrollment status in Spanish level classes in high school • LAS employment application and process • LAS PD Calendar
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	dual language instruction	
PROFESSIONAL DEVELOPMENT	<p>2.3 Ensure all faculty are highly qualified</p> <p>2.4 Ensure all full-time faculty members attend Professional Development delineated for the year</p> <p>2.3 School leadership attends new accountability and assessment training from CDE and charter organizations</p> <p>2.4 Faculty receives on-going training on EL teaching methodology</p> <p>2.5 Implement an extensive professional development:</p> <ul style="list-style-type: none"> -Data analysis -CCSS -Expository Reading and Writing Course (ERWC) -Designing CCSS redefined rubrics, and differentiation 	<ul style="list-style-type: none"> • Zero percent teacher misassignment and vacant teacher positions • Curriculum Design Team (CDT) Committee, Common Planning Time (CPT) agendas • PD agendas • PD attendance sign-in binders • PD calendar
CURRICULUM DESIGN	<p>2.2 Integrate CCSS in yearlong backwards planning</p> <p>2.3 Ensure use of state approved standards based materials</p>	<ul style="list-style-type: none"> • 1:1 student to standards aligned materials ratio for all subjects • CDT agendas; CDT approved schoolwide agreements
ASSESSMENTS AND ACCOUNTABILITY	<p>4.1 Administer yearly parent surveys</p> <p>4.3 Completion of Parent - Student - Teacher Compact</p> <p>4.3 Administer student and parent surveys and analysis of responses pertinent to materials, facilities, and teacher performance</p>	<ul style="list-style-type: none"> • Ninety percent (90%) or above of families complete annual parent survey • Families recommend the school to other at 95% or above rating • One hundred percent (100%) completion of Parent Student Teacher Compact
INSTRUCTION	<p>5.1 Implement Understanding by Design (UbD) principles in curriculum/instruction planning</p>	<ul style="list-style-type: none"> • Lesson plans • Yearlong backwards plan
SUPPORT STRUCTURE	<p>6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school</p> <p>6.2 Publish list of differentiated opportunities for parental involvement</p> <p>6.3 Designate time for parent representatives to meet with school leadership for feedback</p> <p>6.4 School leaders conduct regular walk through of facilities</p> <p>6.5 Facilities Committee conducts an annual facilities checklist survey</p> <p>6.6 Middle school faculty conducts Senderos al Éxito (SALE) Parent Meetings that support LAS graduates' transition to high school programs</p>	<ul style="list-style-type: none"> • Governing Board, Parent Council, Parent Association, and Student Council agendas • Newsletter archives • (SCUSD and LAS) Maintain facilities in good repair and safety status • Annual facilities checklist survey Facilities Committee will address at least one identified facilities need from previous year's annual checklist • SALE Parent Meeting Agendas • LAS calendar reflecting transition to high school events and

	<p>6.7 LAS will annually conduct articulation meetings with local high schools to ensure smooth LAS graduates transition to 9th grade.</p> <p>6.8 Ensure technology infrastructure is compatible with CCSS implementation needs</p>	<p>meetings</p> <ul style="list-style-type: none"> • LAS Technology Plan
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SUBJECT-SPECIFIC STUDENT OUTCOMES AND MEASUREMENT INDICATORS

Below is a table that illustrates subject specific student outcomes. These outcomes are based on the state content standards as well as the Common Core State Standards (CCSS). The measurement indicators delineated include current performance indicators and will be revised as the new statewide CalMAPP Assessment system becomes more defined.

Figure 29: SUBJECT-SPECIFIC STUDENT OUTCOMES AND MEASUREMENT INDICATORS

LAS Mission #1: BILINGUALISM and BILITERACY		
Subject	Student Outcomes	Measurement Indicators
<i>Science</i>	<p>Ask questions and defining problems</p> <p>Develop and use models</p> <p>Plan and carry out investigations</p> <p>Analyze and interpret data</p> <p>Use mathematics and information and computer technology</p> <p>Develop explanations and design solutions</p> <p>Engage in evidence based argument</p> <p>Obtain, evaluate, and communicate information</p>	<ul style="list-style-type: none"> • Publisher assessments • Teacher designed assessments • Student presentations • Standardized tests (CST) • IEP Goals • Online assessments • Performance Tasks
<i>Social Studies</i>	<p>Possess grade level skills and knowledge in history, geography, civics, and economics</p> <p>Possess grade level skills in chronological and spatial thinking</p> <p>Write evidence based research</p>	<ul style="list-style-type: none"> • Publisher assessments • Teacher designed assessments • Performance Tasks • Student presentations • Standardized tests (CST) • IEP Goals • Online assessments

<p><i>Mathematics</i></p>	<p>Explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency</p>	<p>Diagnostic assessments Publisher assessments Teacher designed assessments Student presentations Standardized tests IEP Goals Online assessments Performance Tasks</p>
<p><i>Language Arts (Spanish)</i></p>	<p>Read analytically to comprehend complex literary and informational text</p> <p>Produce effective writing for a range of purposes and audiences</p> <p>Employ effective speaking and listening skills for a range of purposes and audiences</p> <p>Engage in research/inquiry to investigate topics and analyze, integrate, and present information</p>	<ul style="list-style-type: none"> • Diagnostic assessments • Publisher assessments • Teacher designed assessments • Teacher observations/records • Student presentations • Student writing samples • Standardized tests • IEP Goals • Online assessments • Performance Tasks
<p><i>Language Arts (English)</i></p>	<p>Read analytically to comprehend complex literary and informational text</p> <p>Produce effective writing for a range of purposes and audiences</p> <p>Employ effective speaking and listening skills for a range of purposes and audiences</p> <p>Engage in research/inquiry to investigate topics and analyze, integrate, and present information</p>	<ul style="list-style-type: none"> • Diagnostic assessments • Publisher assessments • Teacher designed assessments • Teacher observations/records • Student presentations • Student writing samples • Standardized tests • IEP Goals • Online assessments • Performance Tasks
<p>LAS Mission #2: CONFIDENCE and LIFE SKILLS</p>		
<p><i>Physical Education</i></p>	<p>Maintain healthy life styles and demonstrate physical fitness skills</p> <p>Embody respect for the whole individual – intellectually, physically, spiritually, and emotionally</p>	<ul style="list-style-type: none"> • Teacher observations • Student demonstrations • Skills inventory • Physical Fitness Tests

LAS Mission #3: LEADERSHIP and CRITICAL THINKING SKILLS		
<i>Electives</i>	<p>Apply classroom learning to real world experiences</p> <p>Use higher order thinking skills to meet a need (personal and/or community)</p>	<ul style="list-style-type: none"> • Teacher observations • Student demonstrations • Student presentations • Student initiated projects

LAS subject specific measurable student outcomes is a cornucopia of elements from the Common Core State Standards, California State Content Standards, Newmann's Standards for Authentic Instruction and Assessment, and the Secretary's Commission on Achieving Necessary Skills. These outcomes reflect the essential, enduring, and transferable standards for all students in the 21st century. Lastly, LAS measurable student outcomes will continue to dynamically evolve as the professional staff becomes more sophisticated in implementing the Common Core State Standards. In addition to qualitative based assessments, LAS students will continue to participate in the legally required statewide assessments pursuant to Education Code Section 47605 and to illustrate the efficacy of a two-way immersion educational program.

ELEMENT 3: METHODS OF MEASUREMENT

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

California Education Code Section 47605(b)(5)(C)

Assurance: LAS shall adhere to all state testing requirements, including provisions of AB 484/2012 and any revision of Education Code that are applicable to charter schools. As established in the previous section, LAS will be utilizing diverse assessments that are aligned with the curriculum and instruction program, compliant with state expectations. They will be administered according to the assessment cycle as described on this section.

QUANTITATIVE AND QUALITATIVE ASSESSMENTS

The proposed methods used to measure pupil progress towards grade-level appropriate student outcomes include:

Figure 30: QUANTITATIVE AND QUALITATIVE ASSESSMENTS

Quantitative Assessments	Qualitative Assessments
<ul style="list-style-type: none"> • Statewide standardized assessments • Standards-based scoring rubrics • California English Language Development Test (CELDT) • ADEPT • ADEPT - Express • Curriculum-based assessments • Standards-based Physical Education assessment • Benchmark assessments • California Physical Fitness Test • California Reading and Literature Project RESULTS assessments • Development Reading Assessment (DRA) 	<ul style="list-style-type: none"> • Portfolios to analyze student progress over time • Performance-based assessments • Standards-based teacher generated protocol for observation • Journals • Content-based assessments • Standards-based rubrics • Demonstration of mastery by peer teaching and/or cross age tutoring • Formal presentation to the class of projects and reports • Self-assessments – reflections on long term and short term learning

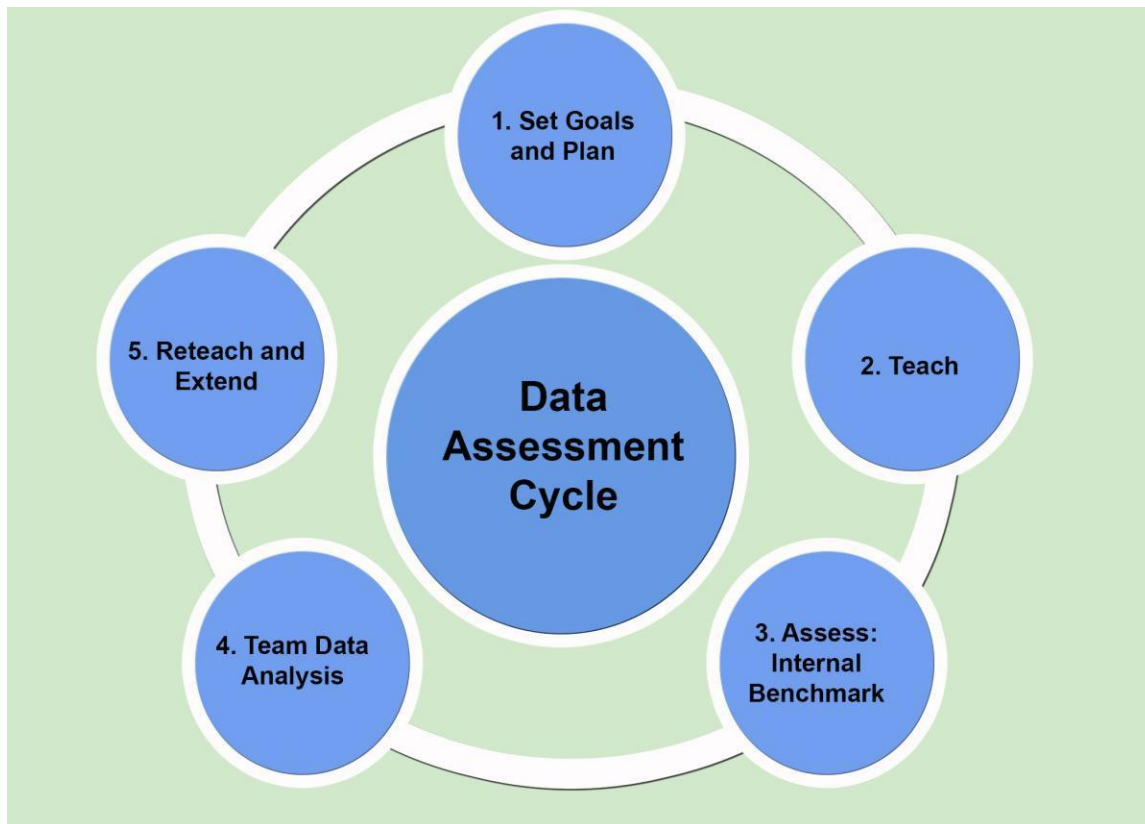
LAS’ academic program is standards-based and data driven. The California state content and performance standards and multiples sources of data form the basis of the school’s teaching. Performance assessments will be evaluated with the use of common benchmarks and rubrics

and will be analyzed on a regular basis to help drive the school's education program. The rubrics will be used to inform students and parents about the standards for student work. Both teachers and students will use the rubric to score the work and make improvements. Rubrics used throughout the year will show growth over time.

DATA ASSESSMENT CYCLE

The data assessment cycle at LAS reflects an organized, intentional, and differentiated process for each teacher and grade-span level. During grade-level team and school leadership meetings, staff engages in professional dialogue about aspects of the data assessment cycle that are pertinent and need improvement.

Figure 31: DATA ASSESSMENT CYCLE



COLLECTING, ANALYZING, AND REPORTING DATA

LAS staff collects and analyzes data on student achievement on a regular basis and provides student achievement data to staff, parents and guardians, and the District.

Academic Conferences serve as a forum for staff to monitor the progress of each and every child in the program. This system allows teachers to examine both qualitative and quantitative data to gauge student progress and guide instruction. At each Academic Conference, teachers

review previous goals for academic achievement set for each student, examine current student data, reflect on student progress, determine new goals for student achievement, and plan instruction accordingly.

Assessment data are shared with students' families on a regular basis. During Parent Teacher Conferences, teachers review and discuss student academic progress. Parents are aware of their children's progress and that of the school as a whole. During Parent Association meetings, families receive training on how to read and interpret results from standardized exams.

Assessment results are also shared with students themselves. Teachers work with students to analyze academic strengths and areas for improvement. Based on assessment data, students and teachers work together to set short-term and long-term goals and monitor academic progress toward these goals.

LAS uses the State Board approved standardized tests to assist in identifying strengths and weaknesses of students. Additionally, LAS administers a standardized exam in Spanish and the California Physical Fitness test to inform the school program. Every summer, LAS has staff meetings where data is analyzed. School wide plan for professional development is based on this data.

LAS uses many internal assessments, which inform daily instruction. The internal assessments will mostly be developed internally, based on adopted curriculum. Three LAS academic assessments provide the best benchmarks of a student's progress towards reaching the state standards.

READING ASSESSMENT

LAS uses a portfolio of reading assessments, specific to the target language of literacy for the particular grade level. In the primary grades, K-2, reading assessments are conducted in Spanish. By Grade 3, student reading assessments begin in two languages: Spanish and English. Teachers use the RESULTS assessments at least twice a year. The intermediate grades also use DRA for diagnostic purposes of target students.

WRITING ASSESSMENT

In the primary grades, LAS writing assessments focus on developing written literacy in Spanish. Beginning in Grade 3, LAS students take writing assessments at least three times a year, in Spanish and English. Staff uses established rubrics based on the state standards and calibrate in teams to score writing per a given grade level. In the past two years, LAS staff has embarked on learning about changes in writing instruction as inspired by the Common Core State Standards (CCSS). Teachers from Grades 4-8 have received training in Expository Reading and Writing Course (ERWC) and have begun implementing the instructional design of the program in English and Spanish. In the upcoming years, LAS anticipates to be in alignment with the emerging CCSS instructional framework and assessments.

MATHEMATICS ASSESSMENT

LAS students take at least three mathematics benchmark assessments in a year. Kindergarten to Grade 2 (fall tri-semester) utilize a curriculum based math benchmark in Spanish and Grade 2 (winter tri-semester) to Grade 8 use a statewide calibrated benchmark assessment in English. Moreover, depending on the language of instruction used for the particular subject, Grades 2-8 students take additional math assessments in Spanish.

ASSESSMENT RESULTS ANALYSIS AND PLANNING

After every administration of the benchmark exams, the student data are analyzed at several levels – classroom, grade level and school-wide. If any student is not making sufficient progress to meet the benchmark targets, teachers, parents or administrators begin recommendation for intervention programs and/or Student Study Team meeting. From this meeting, an action plan is created to support the student.

EDUCATIONAL TECHNOLOGY FOR DATA, LEARNING, AND ASSESSMENT

LAS intends to be a leader in collecting, analyzing, and acting on data in order to maximize student learning. LAS has contracted with ILLUMINATE as the school's student information system and as the data system of record for all student achievement data. ILLUMINATE links to Activate Instruction, a free foundation-sponsored curriculum management system which will enable our teachers, parents, and students to access the very best curated content from high performing schools around the country. With Activate's highly modular structure, teachers can create custom playlists of assessments, instruction content, and experiences based on individual student learning needs, while integrating other digital content and tools from providers like Khan Academy.

REPORTING AND ACCOUNTABILITY

LAS statewide testing will be administered independently from the District. LAS hereby grants authority to the State of California to provide a copy of all test results to the District.

Test results for the prior year will be provided by LAS to the District via the school's yearly programmatic audit report due in the fall of each year.

TESTING ACCOMMODATIONS FOR ENGLISH LANGUAGE LEARNERS AND FOR SPECIAL EDUCATION STUDENTS

Academic accountability nationwide is in the midst of an enormous transition. During the spring of 2014 in California, schools will be participating in two types of testing: STAR (i.e. Science) and Smarter Balanced Assessments. LAS intends to adhere to the rules and regulations of both types of testing. Given that Smarter Balanced Assessments system is in its pilot stage, LAS expects further modifications on the implementation guidelines as the Consortium receives feedback from its various state members.

In the meantime in September, 2013, the California Department of Education (CDE) published Smarter Balanced Assessment Consortium (SBAC): Usability, Accessibility, and Accommodations Guidelines to serve as a reference point of information for classroom teachers, English development educators, special education teachers, assessment staff, administrators, and related services personnel to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them.

The following table is based on the SBAC Guidelines and delineates the tools available to students with varying needs:

Figure 32: SBAC GUIDELINES

	All Students	English Language Learners (ELLs)	Students With Disabilities (SWD)	ELLs With Disabilities
UNIVERSAL TOOLS	x	x	x	x
DESIGNATED SUPPORTS	x*	x*	x	x
ACCOMMODATIONS			x	x

**Only for instances that an adult (or team) has deemed the supports appropriate for a specific student's testing needs.*

English Language Learners:

(Exemption – ELLs who are enrolled for the first year in a U.S. school)

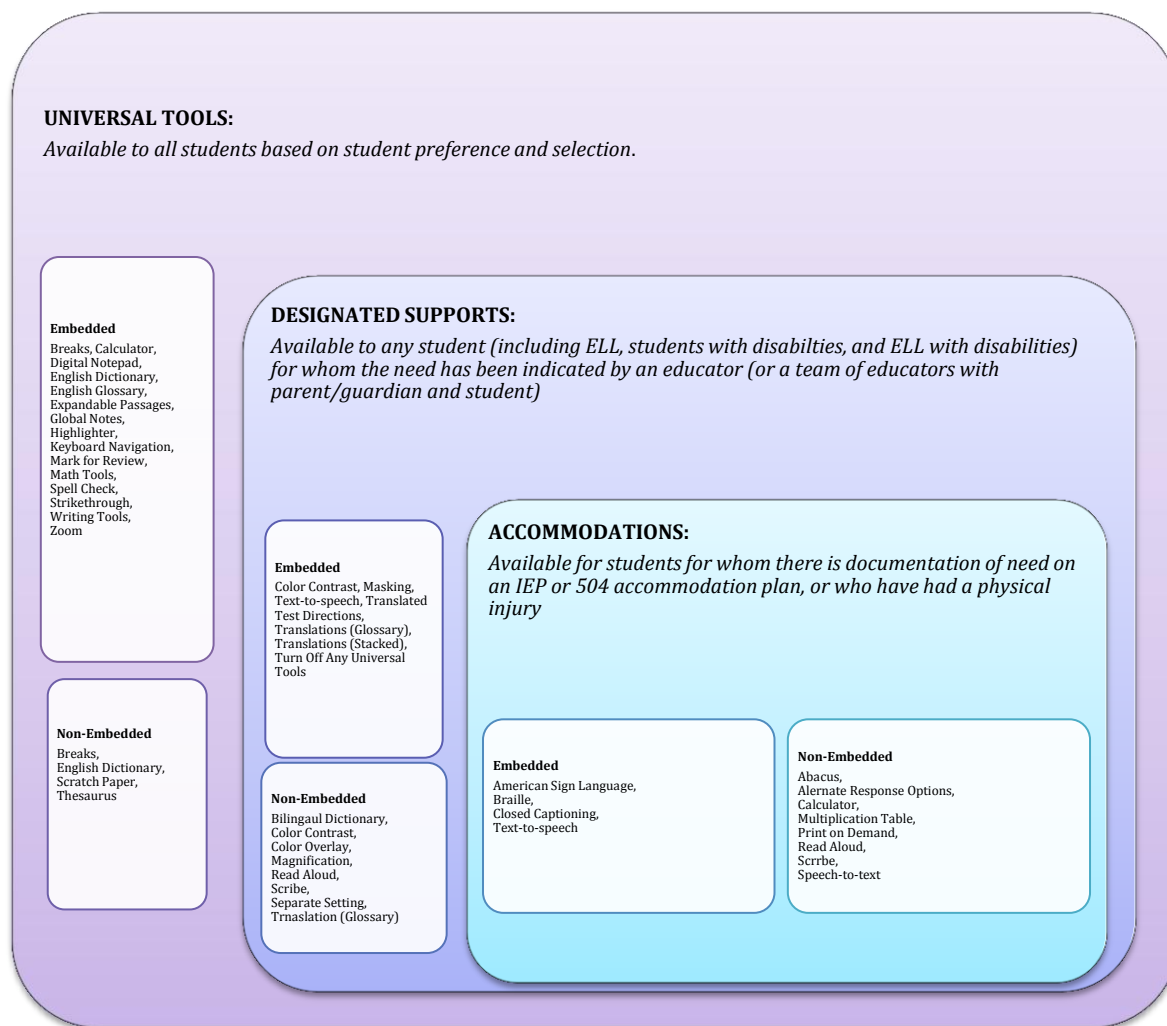
The language access needs of ELLs are addressed through the provision of numerous universal tools and designated supports. These include universal tools such as English Dictionaries for full writes and English glossaries, and designated supports such as translated test directions and glossaries. These are not considered accommodations in the Smarter Balanced assessment system. No accommodations are available for ELLs on the Smarter Balanced assessments; accommodations are only available to students with disabilities and ELLs with disabilities.

Students With Disabilities:

Students with disabilities (including those who are ELLs) can use embedded accommodations (e.g., American Sign Language, braille, speech-to-text) and non-embedded accommodations (e.g., abacus, alternate response, options) that have been documented on an IEP or 504 accommodations plans. These students also may use universal tools and designated supports.

SBAC has created a Conceptual Model under the premise that all students should be held to same expectations for instruction in Common Core State Standards (CCSS) and simultaneously, have accessible to them universal tools, as well as designated supports, and accommodations for identified students.

Figure 33: CONCEPTUAL MODEL UNDERLYING THE SMARTER BALANCED USABILITY, ACCESSIBILITY AND ACCOMMODATIONS



Overall, SBAC researchers found that students greatly benefit from having the opportunity to practice new item types and new accessibility features in advance. Moreover, their research emphasized the benefits of cognitive labs and item tryouts with students with varying profile of needs. Therefore, it is LAS intention to learn more about the new Smarter Balanced assessments content and logistical design in order to ensure student’s ability to prepare and to be ready to take on the challenge of the state’s new testing system.

EXTERNAL REPORTING

LAS maintains sufficient staff and systems, including technology, required to ensure timely reporting of necessary data to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.

Results from the listed measurable outcomes and methods of measurement for achievement

are available for each individual student and his/her parents to view at all times via ILLUMINATE's secure web-based platform. This platform can be accessed from any Internet connection or on specifically designated computers at LAS during regular operating hours.

LAS will comply with the new Local Control Accountability Plan and relevant deadlines, state priorities, school stakeholders, formats and any related regulations and compliance requirements. A Local Control Accountability Plan (LCAP) shall be developed in accordance with a template adopted by the state board. The plan will be reviewed and updated annually, including a budget to implement the actions described in the plan and submitted to, but not approved by, its authorizer. Through the LAS' governing venues, various stakeholder groups will engage in the plan development and review.

ELEMENT 4: GOVERNANCE STRUCTURE OF SCHOOL

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.

-California Education Code Section 47605(b)(5)(D)

The Language Academy of Sacramento is a directly funded independent charter school and a non-profit corporation pursuant to California Corporations Code section 501(c)(3).

GOVERNING BOARD

The Governing Board is composed of ten members, nine of whom are elected by their peers and one who is appointed by Sacramento City Unified School District. The nine elected members consist of Community members, parent representatives, and teacher/staff representatives. The combination of teacher/staff, parent, and community membership ensures that the voice of each group of stakeholders is taken into consideration.

The Governing Board meets on a monthly basis, and it is not uncommon to see Governing Board members visiting and observing classrooms. Moreover, the Board has continually made fiscally sound decisions designed to ensure the financial longevity of LAS. Governing Board members have developed and continue to monitor school policies. The Board receives training on charter renewal, legal and financial matters, and other subjects.

The LAS Governing Board provides resources, academic leadership, support, fundraising assistance, and management expertise. The Governing Board has the responsibility to:

- Negotiate and approve the Memorandum of Understanding, Special Education Memorandum of Understanding and Facilities Use Agreement with SCUSD
- Hire and evaluate a Director
- Develop, establish, implement, and maintain Governing Board policy and procedures
- Establish and maintain fiscally sound budget practices
- Evaluate the effectiveness of school programs
- Approve the academic calendar and operations schedule
- Oversee annual elections and appointments to the Governing Board to ensure proper transition.

The Governing Board oversees all decisions pertaining to curriculum, finance, and personnel. Additional board committees with stakeholder members provide recommendations to the Governing Board.

The LAS Governing Board approves the buying back of selected services from SCUSD that may include, but are not limited to, special education services, maintenance, and food and health

services. These agreements shall be detailed in a Memorandum of Understanding and negotiated between the LAS Director or designee and SCUSD Representatives.

Based on legal review and in consultation with charter experts, LAS is currently in the process of updating its Conflict of Interest policy pursuant to California Corporations Code (specific to non-profit entities like charter school). LAS includes a clause addressing conflict of interest for staff who serve on the Governing Board. This clause indicates that teacher members are required to abstain and/or recuse themselves from discussion and/or voting if the agenda item presents a conflict of interest.

LAS is non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student or employee on the basis of race, ethnicity, national origin, gender, sexual orientation or disability or any other characteristics described in Education Code Section 220. LAS complies with all applicable federal, state and local laws applicable to its operation. It will retain its own legal counsel when necessary. It will purchase and maintain as necessary general liability, property, workers' compensation and unemployment insurance policies.

COUNCILS

Parent Council

The Parent Council is the organization responsible for involving parents in the activities of the school for the purpose of strengthening the LAS community. The Parent Council is comprised of a President, Vice-President, Treasurer, Secretary, a representative from the English Learner Advisory Committee, as well as a representative for each grade level. The Parent Council coordinates the activities of the entire Parent Association and provides input to the Governing Board. The Council meets on a monthly basis to plan and coordinate family involvement activities, strategies to promote academic achievement and communicate feedback to the Governing Board. In addition, the Parent Council has sponsored school events that have drawn over eighty percent of our student population and has spearheaded several fundraising activities to support extra-curricular activities, such as arts and sports programs. All presentations and written materials are provided in both Spanish and English in order to provide accessibility for all families.

Student Council

The Language Academy of Sacramento supports youth leadership through Student Council, thereby providing an opportunity for students in the third through eighth grades to participate in the governance of the school. This opportunity for student leadership creates a conduit for student input into the creation and implementation of school policy and deepens the relationship between students, families, staff, and community. Participation in student government encourages students to develop civic and individual responsibility and provides them with an opportunity to participate in the democratic process. Students support the school's mission by sponsoring school and community service activities and social activism. Attendance at the California Association of Student Councils Conference enables LAS students to meet with student council members from throughout California and learn leadership skills vital to participation in Student Council.

The Student Council consists of an Executive Council (President, Vice-President, Secretary, and Treasurer) which is elected each spring by the entire student body. Additionally, class representatives are elected for third through eighth grades. In addition, students may apply to be appointed as a member of student council. Designated LAS staff members serve as advisors to the Student Council.

PARENT INVOLVEMENT

Parent Association

All parents are members of the Parent Association and have opportunities to participate in the decision-making process of the school. As members of the Parent Association, families plan and participate in monthly school events, learn about topics related to their children's education, and coordinate with the Parent Council. Parents actively participate in the development of the school plan and the charter. Moreover, parents contribute to the fiscal solvency of the school by promoting regular school attendance, reviewing the school budget and orchestrating fundraising opportunities. Parents receive ongoing information about Title I, standardized test scores and related information, parents' role in school governance [Ed. Code 47605(b)(5)(D)], a description and explanation of the school's curriculum, academic assessments used to measure student progress, and student benchmarks. On a monthly basis, Governing Board and Parent Council representatives attend the Parent Association meetings to ensure two-way communication and input on decisions made at LAS.

Parent Association meetings are held on a monthly basis. Each Association meeting includes reports from the Parent Council and the Student Council; a student presentation; an informational presentation about fiscal matters, governance, federal and state compliance, and/or student achievement, including topics from the English Learner Advisory Committee (ELAC); and an interactive workshop related to families' needs and interests.

Parents are active contributors to their children's education. Parents are committed to ensuring that their children are in school on a daily basis; the historical average of student attendance rate at LAS is ninety-seven percent. Nearly every LAS parent attends parent/teacher conferences. Parents volunteer at the school on a regular basis; this support can take many forms, including instructional assistance, preparation of materials, organization and coordination of monthly family events, and on-going maintenance of the LAS grounds and gardens.

In accordance with NCLB Title I, LAS provides necessary support, education, and assistance targeted toward the implementation of effective parent involvement activities. The Parent Association actively participates in the planning, organization, and execution of family activities. Examples of academic and artistic events include Family Reading Night, Spelling Bee, Science Fair, Book Fair, Art Exhibits, Harvest Festival, Student Performances, Math Conferences, and an annual spring carnival. The goal of these gatherings outside of the school day is to provide families with strategies to support their children academically. In addition, in past years, LAS has collaborated with CSUS professors and Mercy Education to offer parents English as a Second Language (ESL) classes at no cost. All of these components aim to prepare students to be college and career ready.

Additional Opportunities for Parent Involvement

- Parents, students and teachers meet at least twice a year to plan and assess the students' learning progress and determine goals
- Exhibition panels- parents may sit on panels to judge student work
- School and staff evaluations- parents fill out a programmatic climate survey each year evaluating the strengths and weaknesses they identify with the program at the School
- Student-led conferences- students will lead conferences on their work during the year to keep parents informed
- Volunteer Opportunities- various opportunities will arise for parents to volunteer, such as helping in classrooms, leading extra-curricular activities, assisting in event planning, attending study trips, and serving on parent committees
- Fundraising- parents and community members may work with the schools to raise additional resources to support students and the school program
- Advocacy- parents and community members communicate the school design and outcomes to the public, educators and policy makers and advocates for necessary policies and resources
- LAS Board of Directors meetings- parents and community members are welcome to the Board meeting. In compliance with the Brown Act, LAS posts the agenda for LAS Board of Directors meetings at least 72 hours prior to the meeting

COMMUNITY INVOLVEMENT: SUPPORT AND RESOURCES

In addition to the enthusiastic support of staff, and families, LAS enjoys the support of many local and regional experts and agencies. Since its inception as a charter school, LAS has

established collaborative partnerships with various community organizations. These organizations provide resources and personnel that enhance and expand our educational program. During the past nine years, LAS has established and maintained relationships with the California Musical Theater, UC Davis Children's Garden Program, Instituto Mazatlán de Bellas Artes Dance School, the Mexican Consulate, La Raza Galería Posada, and the Mexican Cultural Center, Sol Collective, among others.

Since the charter school's opening in 2004, the CSUS College of Education, Bilingual Multicultural Education Department (BMED), and staff, have been key advocates of the two-way Spanish immersion program at LAS. They have created a teacher laboratory program at our school. In this endeavor, university faculty members provide training, coaching, and support for the Language Academy faculty. Bilingual teacher candidates are placed as student teachers at the Language Academy where they learn from experienced immersion teachers and lower the adult/student ratio in the classroom. Conversely, LAS staff has been invited to guest lecturer with the teacher preparation courses and on panels in order to further support students from the College of Education, Child Development Department, Society for Hispanic Professional Engineers, and the College Assistant Migrant Program regularly volunteer on the LAS campus and offer direct academic support to students and teachers.

In addition, nationally renowned educational researcher Dr. Kathryn Lindholm-Leary served as LAS's independent program evaluator. For several years, she studied the program's effectiveness and worked with LAS administration to ensure that the LAS educational program was aligned with the Guiding Principles for Dual Language Education. Data from the program evaluation is shared with all stakeholders. Analysis of the data becomes the catalyst for program articulation and an opportunity for professional growth. Rigorous evaluations ensure the program's excellence over time.

Moreover, Rosa Molina, a two-way bilingual immersion expert and the Executive Director of the Association of Two Way and Dual Language Education (ATDLE) has worked with the LAS two-way immersion program since its inception. Rosa's experience in education spans over twenty years. She specializes in assisting new and existing programs to understand effective practices related to two-way bilingual immersion education. In the fall of 2008, she advised LAS on technical matters for the school's mid-year and end-of-the-year reviews, provided professional development for both teachers and administration, collaborated with staff on curriculum development and alignment with state standards, and assisted in the analysis of school-wide data.

In the fall of 2007, Doctoral candidate Michelle Anberg-Espinosa investigated the attitudes of African-American students and parents at LAS toward bilingualism and participation in the LAS two-way Spanish immersion program. Her findings are utilized in planning and refining future instructional planning and delivery. Her research findings were shared with the LAS staff in August, 2008.

In the fall of 2008, Dr. José Cintrón, Professor of Bilingual and Multicultural Education at the California State University, Sacramento, conducted a research study investigating LAS educational practices. Dr. Cintrón devoted an entire semester to the observation and evaluation of instruction at LAS. A major goal of the study is to identify successful teaching strategies for two-way Spanish immersion programs. This research project provided LAS with an evaluation of instructional practices across the grade levels and enabled LAS staff members to deepen and refine their understanding of effective instruction in a two-way immersion context.

Since the fall of 2006, Dr. Susan Baker, Associate Professor of Bilingual and Multicultural Education at the California State University, Sacramento, investigated the relationship between student achievement in English Language Development (ELD) and students' growth in writing skills. As part of her project, Dr. Baker taught ELD and English Language Arts at the third-grade level during the 2006-07, 2007-08, and 2008-09 school years. Along with the third-grade team, she presented her findings to the LAS faculty, provided professional development in ELD for the faculty, and supported the second-grade team. Project research findings were presented at the annual California Association for Bilingual Education (CABE) conference and the CABE Two-Way Immersion Program Conference.

In 2009, Dr. Pia Wong, Associate Dean of the College of Education at California State University Sacramento, along with Dr. Ronald David Glass published "Interrupting Tradition: Prioritizing Urban Children, their Teachers and Schools through Professional Development Schools." The book includes the research work of LAS staff members, "*Education of the Community, by the Community and for the Community: The Language Academy of Sacramento.*" As participant researchers, LAS staff collaborated with university professors in investigating and documenting the emerging needs of the families and their children at LAS. The community research work culminated with the LAS staff and parent participants presenting their research findings at the national American Educational Research Association (AERA) Conference.

All funding received by LAS is targeted toward meeting the goals and objectives of the educational program. In addition to state and federal funds, LAS has applied for and received substantial monetary grants including a charter startup grant from the California Department of Education (\$450,000.00), U.S. Department of Education: Foreign Language Assistance Program Grant (\$450,000.00), After School Education and Safety Grant (\$450,000), Proposition 1D Facilities Funding (\$11.5 million), Myrna Castrejon, CCSA-Walton Foundation (\$10,000).

Community partners have been an integral part of the learning community at LAS since its inception. In the past, KVIE staff worked alongside LAS teachers to provide workshops for parents related to early childhood literacy. The Mexican Cultural Center has enhanced the cultural experience of students and families at LAS by delivering presentations on issues specific to Latino culture. In addition, the Mexican Consulate has provided LAS with educational resources and helped to develop insight into local and international politics. In conjunction with the City of Sacramento and surrounding neighbors, safety speed bumps were installed in front of the school's former Fruit Ridge location. La Raza Galleria Posada helped to foster the arts at the Language Academy by providing art contests and opportunities to work under the tutelage

of artists working in the theater. The California Musical Theatre (CMT) and the Central Valley Holocaust Educators' Network (CVHEN) have both worked with LAS to plan and implement a theatre arts program.

In 2011, the following organizations have partnered with LAS in various capacities ranging from organizing experiential hands-on field trips in medical school settings to awarding grant monies to support student-generated community projects. Various organizations such as the University of California Davis School of Medicine, UCD Extension, U.S. World Trade Center, CAFE, MET High School, Cristo Rey High School, Sol Collective, Common Vision, University of California Davis Medical Center, Sacramento Ballet, Sierra Foundation (GABY Grant – Student Council), Univision, SMUD and Comcast. Every LAS student continues to reap the benefits of being in a hub of an “entire village” ready to help every child succeed.

In September 2013, the College of Education from California State University Sacramento, named LAS as its “Education Partnership Award” recipient. This recognition validates the core of the LAS learning community. It is, after all, a school created by the community, for the community and of the community and sealed by the power of partnership and community collaboration.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

Governing Law: The qualification to be met by individuals to be employed by the school

California Education Code Section 47605(b)(5)(E)

For all positions, certificated and non-certificated, the employee, at minimum, needs to satisfactorily meet the performance specifications required for the position and must possess the qualifications required to perform the essential functions of the position, as determined by the LAS Governing Board or the Academic Director. Each certificated employee at the charter school will meet the state licensing requirements for the position that they hold.

TEACHERS

Pursuant to the teacher qualification requirements under the No Child Left Behind Act (NCLB), all LAS teachers teaching core subjects will be “highly qualified.” Teachers employed at the Language Academy of Sacramento must meet the following qualifications:

- Hold a valid California Teaching Credential
- Possess a Bilingual Cross-cultural Language Acquisition Development certificate (B-CLAD) or equivalent.
- Demonstrate proficiency in both written and spoken English and Spanish.

ADMINISTRATORS

Administrators employed at the Language Academy of Sacramento must meet the following qualifications:

- Possess a valid California Administrative Credential
- Hold a valid California Teaching Credential
- Possess a Bilingual Cross-cultural Language Acquisition Development certificate (B-CLAD) or equivalent
- Demonstrate proficiency in both written and spoken English and Spanish

STAFF

The minimum requirements for all LAS staff are the following:

- Experience working within a school setting
- Experience working in the subject matter area (example: art, science, academic tutoring)
- CPR/First Aid Certification
- Resume
- Letters of Recommendation
- Tuberculosis Screening and
- Live Scan Screen through the California Department of Justice (DOJ)

All candidates for instructor positions must submit all of the aforementioned documents prior to being interviewed and clearance from DOJ and related to the TB screening must be attained prior to being employed at LAS.

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237

California Education Code Section 47605(b)(5)(F)

The Language Academy of Sacramento has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies were developed in consultation with the school's insurance carriers, applicable laws and regulations and approved by the LAS Governing Board. The LAS health and safety policies include:

- Documentation of immunizations to the extent required for enrollment in public school.
- School-wide training in response to natural disasters and other emergencies, including civil unrest, fires, and earthquakes.

Prevention of contact with bloodborne pathogens.

- Emergency response training for all staff, including appropriate “first responder” training or its equivalent.
- Certification through SCUSD that school facilities have received state Fire Marshall approval and have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- Assurance that the school functions as a drug, alcohol, and tobacco free workplace.
- Requirement that each employee of the school submits to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237.
- Examination of faculty and staff for tuberculosis.
- Screening of pupils for vision, hearing, and scoliosis.

ELEMENT 7: MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

-California Education Code Section 47605(b)(5)(G)

LAS will strive to ensure that the student population of the School will be reflective of the general population residing within the territorial jurisdiction of the District. LAS will monitor the racial and ethnic balance among its students on an annual basis, to try to achieve a racially and ethnically diverse student population. These strategies will include:

-Developing an enrollment timeline and process that allows for a broad-based recruiting and application process

-Engaging in outreach efforts and making presentations via neighborhood groups, community organizations, churches, other leadership organizations, and local preschools

-Advertising enrollment openings through marketing brochures, posting flyers in neighborhoods, distributing flyers at local grocery stores, and/or TV/radio public service announcements targeted towards diverse populations, and when needed, in various languages.

LAS shall not discriminate against any pupil on the basis of the characteristics, whether actual or perceived, as listed in Education Code section 220, including, but not necessarily limited to the following: Disability, gender, nationality, race, ethnicity, religion, sexual orientation, or any association with a person or group with one or more of the above actual or perceived characteristics.

RACIAL AND ETHNIC BALANCE

In an effort to achieve a racial and ethnic balance among students that is reflective of SCUSD’s demographics, the Language Academy of Sacramento implements a student recruitment strategy that includes, but is not necessarily limited to, the following strategies:

- An enrollment process that includes a timeline that allows for a broad-based recruiting and application process.
- Promotional and informational materials that appeal to all of the various racial and ethnic groups represented in SCUSD
- Promotional and informational materials in languages other than English to appeal to limited-English-proficient populations.
- Distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in SCUSD.
- Focused recruitment of groups in which LAS is underrepresented, using brochures, public meetings, and other venues.
- Outreach meetings in several areas of SCUSD to reach prospective students and parents.

As a K-8 school, LAS does the majority of its recruitment for Kindergarten. In order to do this, LAS conducts outreach to various programs serving young children. This includes providing every preschool in the surrounding neighborhood such as Oak Park with recruitment materials in English and Spanish and multiple languages as needed. It is LAS’s intention to outreach to the SCUSD’s racially and ethnically diverse community by ensuring that its recruitment materials are available in English and Spanish and other languages as needed to communicate the charter school’s mission and educational program.

LAS Recruitment Efforts

Location	Description of Outreach Activities
Community Resources (including but not limited to the list below): <ul style="list-style-type: none"> • SCUSD Annual School Readiness Fair • Fruit Ridge Head Start Program • Fruit Ridge Preschool • Sacramento Hispanic Chamber of Commerce • Hmong/Mien/Lao Community Action Network • Sacramento Area Congregations 	Information sessions (if feasible), flyer distribution

<p>Together- ACT</p> <ul style="list-style-type: none"> • Oak Park Neighborhood Association • Latino Coalition for A Healthy California • California State University, Sacramento (including educational fairs and information sharing with the College of Education) • La Familia Counseling Center • MIND Institute • Ronald McDonald House Charities • Sol Collective Community Center • CSUS, Society for Hispanic Professional Engineers 	
<p>LAS Community Events</p> <ul style="list-style-type: none"> • Health and Science Fair • Summer Carnival • Math Conference • Family Reading Night 	<p>Information session, flyer distribution</p>
<p>Press Releases:</p> <ul style="list-style-type: none"> • El Hispano Newspaper • Vida en el Valle Newspaper • Radio La Grande (97.9) 	<p>Press releases to newspapers, radio and television stations</p>
<p>Supermarkets</p>	<p>Flyer distribution</p>
<p>Libraries and local businesses</p>	<p>Flyer distribution</p>
<p>Sacramento HUD Housing</p>	<p>Flyer distribution</p>
<p>Having a presence at...</p>	<p>Sacramento World Music and Dance Festival, California State Fairs, cultural festivals, Music Circus</p>
<p>Targeted Outreach to Families with EL students</p>	<p>Flyer distribution and neighborhood survey walks with translators in Spanish, Cantonese, Tagalog, and other languages as feasible</p>

ELEMENT 8: ADMISSION REQUIREMENTS

Governing Law: Admission requirements, if applicable.

-California Education Code Section 47605(b)(5)(H)

LAS will be nonsectarian in its programs, admission policies and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

LAS shall admit all pupils who reside in the State of California who wish to attend the Charter School subject to the provisions set forth below. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. LAS will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

The LAS application process is comprised of the following:

-Completion of a Student Interest Form for each child who is interested in attending the school.

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, application shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students who are guaranteed enrollment in the following school year. Enrollment preferences in the case of a public random drawing shall be as follows:

1. Students who are siblings of current LAS students
2. Students who are children of current, permanent LAS staff
3. Students who reside within the 95820 zip code
4. Students who reside within the remaining areas of the Sacramento City Unified School District
5. Students who reside outside the Sacramento City Unified School District

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year.

Upon confirmation that a student has secured a spot at the school, parents must submit a completed Registration packet.

Figure 34: PLANNED APPLICATION, PUBLIC RANDOM DRAWING, AND ADMISSION SCHEDULE

Months	Enrollment Activities
December-January	Recruit students (via referrals, networking, and holding enrollment and option fairs). Collect Student Interest Form.
January-March	Send re-enrollment of forms to existing students to identify open seats. Public random drawing conducted.
March-May	Wait list letters distributed to applicants not selected in the public random drawing. Acceptance letter and registration packets distributed to parents and children who have been drawn in the public random drawing.

ADMISSION REQUIREMENTS

Admission to the Language Academy of Sacramento is based upon parental commitment, program commitment, the enrollment capacity of the Language Academy, and linguistic balance in the classroom. Subject to these requirements, LAS will admit all pupils who wish to attend.

Students new to two-way immersion programs generally enter during kindergarten. Enrollment in kindergarten is determined via a lottery system. Kindergarten admissions and lottery procedures are detailed in LAS Policy.

LAS works with individual families and students to determine the suitability of the program for students who wish to enroll in higher grade levels. If it is determined that enrollment in the two-way program would be in the best interest of a student in grades one through eight and space is not available, the student is added to a waiting list.

A. Parental Commitment

Interested families of prospective students must visit the school and meet with a staff member to learn more about LAS. A designated staff member explains the program model to prospective families, provides a tour of selected classrooms, and delivers an overall orientation of policies and expectations. The tour and orientation are delivered in Spanish and English. Once a student has been enrolled in LAS, a parent and/or guardian is requested to sign a Parent Compact which is a voluntary agreement between family, school, and student.

The provisions of the Parent Compact are described below:

- Maintain their child in the program for nine years, kindergarten through eighth grade
- Work with staff to provide an optimal learning environment at home and school
- Attend monthly Parent Association meetings
- Contribute a minimum of twenty hours per school year in a volunteer capacity.

The intent of the Parent Compact is to create a strong relationship between families, students, and school personnel. Opportunities to meet the commitments of the Parent Compact are flexible in order to provide for varying parent and guardian schedules and needs. Parent volunteer hours may be fulfilled by volunteering in the classroom and/or the school, chaperoning field trips, tutoring, attendance at Parent Association meetings and/or ELAC, participation in the coordination and implementation of LAS functions and events, and working in the school garden. Although the fulfillment of the Parent Compact is highly recommended, children whose parents are unable to complete the agreements will not be excluded from the program, nor will they be penalized in any way by school personnel.

B. Program Commitment

Given that a key determinant in a child's success in two-way immersion is the continuity of their instruction, parents of prospective LAS students are requested to make a commitment to maintain their child in the two-way Spanish immersion program from kindergarten through eighth grade. LAS understands that situations may arise in which parents need to dis-enroll their children from the program because of unforeseen circumstances. However, it is the policy of LAS to encourage all parents to maintain their children's enrollment in the program whenever possible.

C. Enrollment Capacity

Enrollment in kindergarten through fifth-grade classrooms will not exceed an average of twenty-two students per teacher. In sixth through eighth grades, we strive to achieve an average of no more than twenty-five students per teacher. If a student desires to enroll in a grade level in which enrollment has already reached maximum capacity, the student will be placed on a waiting list and then contacted, should space become available.

D. Linguistic Balance

LAS exists to serve the particular academic and linguistic needs of the large number of students in the Fruit Ridge area, and throughout SCUSD, who have a range of proficiency in English and/or Spanish. However, students who are not fluent in either Spanish or English will have an equal opportunity to enroll in the Language Academy. In order to provide for optimal implementation of the 90-10 model, the school strives to create linguistically balanced classrooms for the purpose of language learning and language sharing. The literature suggests that two-way immersion programs function best when classrooms are composed of one-third native Spanish speakers, one-third native English speakers, and one-third fully bilingual students (Lindholm-Leary & Hernandez, 2011; Lindholm-Leary, 2011).

ELEMENT 9: FINANCIAL AUDITS

Governing Law: The manner in which annual, independent, financial audits shall be conducted, shall employ Generally Accepted Accounting Principles (GAAP), and the manner in which audit exceptions and deficiencies shall be resolved to the satisfactions of the chartering authority

-California Education Code Section 47605(b)(5)(I)

Each fiscal year, the LAS Governing Board instructs the Audit Committee to oversee the completion of an annual audit of the school's financial affairs. The audit is conducted in accordance with regulations governing charter school audits, promulgated by the Education Audit Appeals Panel and in accordance with generally accepted accounting principles applicable to the school, such as the Standards and Procedures for Audits K-12 Local Education Audit Guide. The annual audit is completed by December 15 each year, and a copy of the auditor's findings is forwarded to the Director of Budget Services of the Sacramento County of Education, Sacramento City Unified School District, the, California Department of Education and the State Controller. The LAS Governing Board reviews any audit exceptions or deficiencies and makes recommendations on how to resolve them. The Board then reports to the charter-granting agency regarding how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies are referred to the dispute resolution process.

ELEMENT 10: PUPIL SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled

-California Education Code Section 47605(b)(5)(J)

The policies and procedures for suspension and expulsion will be periodically reviewed and the list of offenses for which students are subject to suspension and expulsion will be modified as necessary. The school will notify the District of any expulsions. The school will account for suspended or expelled students in its average daily attendance accounting as provided by law.

In accordance with Education Code 47605(d)(3) upon expulsion of any student, the school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

SUSPENSION AND EXPULSION PROCEDURES

The Language Academy of Sacramento maintains a comprehensive set of student discipline policies. These policies are attached hereto in the Appendix and have been reviewed and ratified by the LAS Governing Board. These policies are distributed as part of the school's student handbook and clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his/her parent are required to verify that they have reviewed and understand the policies prior to enrollment. Students who violate the school's discipline policies, who are serious disruptions to the education process, and/or who present a health or safety threat may be suspended for up to ten school days. LAS will notify and confer with the student's parent or caregiver as soon as possible regarding the suspension. If the violation of the discipline policies is a serious offense that merits expulsion, and/or if the student presents an ongoing threat to health and safety, LAS may take action to expel the student. In such cases, LAS will send a written notice of the facts, allegations, and student/parent rights to the parent or caregiver. A committee designated by the LAS Governing Board will hold a hearing regarding the offense. Upon the committee's determination, the student may be expelled or offered reinstatement as appropriate. These processes will be amended as required by law to protect the rights of students with disabilities or exceptional needs. This includes, but is not limited to, convening a manifestation determination team meeting if suspensions exceed ten cumulative days or in the event that expulsion is recommended. LAS will notify SCUSD of any expulsions and will include suspension and expulsion data in its annual performance report.

LAS DISCIPLINE RECORD

The staff works proactively with both students and families to find constructive solutions to disciplinary issues. During its nine years of operation as a charter school, LAS has had an exemplary discipline record. There have been no expulsions during the tenure of the LAS charter. Our goal is to continue to work with students and their families to continue these efforts.

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEM

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employee's Retirement System, or federal social security.

-California Education Code Section 47605(b)(5)(K)

All LAS employees who qualify for membership in STRS or an alternate retirement system shall be covered under the appropriate system. Employees will contribute at the rate established by

STRS or at the designated rate by LAS for non-STRS members. The Payroll/Benefits Manager of LAS will ensure that appropriate arrangements for the coverage have been made. LAS will make all employer contributions as required. LAS will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer.

ELEMENT 12: ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools

California Education Code Section 47605(b)(5)(L)

Students who opt not to attend LAS may attend other district schools or pursue an inter-district transfer in accordance with the existing enrollment and transfer policies of their district or county of residence.

ELEMENT 13: DESCRIPTION OF EMPLOYEE RIGHTS

Governing Law: A description of the rights of nay employee of the schools district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school

California Education Code Section 47605(b)(5)(M)

Charter school employees will be entitled to receive health, dental, and vision insurance coverage that is comparable to the coverage offered by surrounding schools, so long as these policies are commercially available and financially sound. Nothing in this charter shall be construed as preventing the LAS Governing Board from offering increased salary or better working conditions in lieu of some benefits, so long as the overall package of salary, benefits, and working conditions is competitive with those offered by surrounding districts.

The charter school agrees to provide teachers with a minimum of \$1,000,000 insurance coverage or funds sufficient to purchase professional liability insurance coverage relating to abuse and alleged abuse of students.

ELEMENT 14: DISPUTE RESOLUTIONS PROCEDURE

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve dispute relating to provisions of the charter.

-California Education Code Section 47605(b)(5)(N)

The dispute resolution process is designed to:

- Address internal school disputes pursuant to the school's policies with the goal of minimizing the oversight burden on the charter granting agency
- Ensure a fair and responsive resolution to disputes
- Outline a charter oversight and renewal process and timeline.

Public Comments

The staff, the Governing Board, and the charter granting agency will refrain from public comments until the dispute resolution process has been completed.

Disputes Arising from within the School

Disputes within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organization(s), and LAS Governing Board members, shall be resolved pursuant to policies and processes developed by the school.

Resolution decisions are the ultimate responsibility of the Language Academy of Sacramento's Governing Board. The charter granting agency shall refer any complaints or reports regarding such internal disputes to the Governing Board for resolution pursuant to the school's policies.

Disputes between LAS Charter School and SCUSD

In the event that the School or granting agency has a dispute regarding the terms of this charter or any other issue regarding the School and grantor's relationship, both parties agree to follow the process outlined below:

The staff and Governing Board members of the School and District agree to document the issue in written format and refer the issue to the Director of LAS and the Superintendent of SCUSD. In the event that the grantor believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The Director and Superintendent or party designee(s) shall informally meet and confer within thirty calendar days to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both party designees, within 60 calendar days counting from the initial informal meeting date, shall identify two Governing Board members from their respective Boards who shall jointly meet with the Superintendent and the Director and attempt to resolve the dispute. If this joint formal meeting fails to resolve the dispute, the Superintendent and the Director shall meet to jointly identify a neutral, third-party arbitrator. The format of the session shall be developed jointly by the Superintendent and Director and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the arbitrator shall be non-binding, unless the Governing Boards of the School and grantor jointly agree to bind themselves.

Each party is responsible for any costs incurred by each side for legal advice and representation.

In situations where the provisions of the Dispute Resolution Process articulated in the Charter conflict with those articulated in the Operational MOU, such as in the event of a conflict between the law and terms of such Agreement, the law shall prevail, and any such conflicting terms shall be severed from the Agreement and nullified. In situations where the fiscal relationship and/or fiscal control provisions of the Dispute Resolution Process articulated in the Charter conflict with those articulated in the Operational MOU, the provisions contained in the Operational MOU shall control. To the extent that the Agreement is inconsistent with any of the remaining provisions of the Charter, the Parties agree to jointly make any modification of the agreement needed to effectuate changes in state or federal laws following the execution of the Agreement.

Oversight Reporting, Revocation, and Renewal

Charter School will permit the State and the District, its successors, assigns, agents, or any experts designated by the State and/or the District to have full access to the School Site, including Project Facilities with prior written notice to Charter School or the school administration during reasonable business hours for purposes of such independent investigation of compliance with all Application Environmental Laws, provided that the District and the State have no obligation to do so, or any liability for any failure to do so, or any liability should it do so.

If the SCUSD Board believes it has cause to revoke this charter, the Board agrees to notify the LAS Governing Board in writing, noting the specific reasons for which the charter may be revoked and grant LAS reasonable time to respond to the notice and take appropriate corrective action, unless the alleged violations present an immediate threat to health and safety.

ELEMENT 15: EXCLUSIVE PUBLIC SCHOOL EMPLOYER DECLARATION

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relation Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).

California Education Code Section 47605(b)(5)(O)

The Language Academy of Sacramento shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of The Educational Employment Relations Act.

ELEMENT 16: CLOSING PROCEDURES

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records

California Education Code Section 47605(b)(5)(P)

In the event that the Language Academy of Sacramento ceases operation and the LAS Governing Board determines that there is no successor charter school, then the LAS Governing Board shall designate an entity or individual to take charge of the closure activities. The designated entity or individual shall be known as the Authorized Closer. The Authorized Closer shall begin closure activities by notifying parents and guardians of pupils, the State Board of Education, the County Office of Education, the SELPA in which LAS participates, the retirement systems in which LAS employees participate, and the California Department of Education.

The Authorized Closer will be qualified to handle student record under federal and state privacy laws concerning student records. (Family Educational Rights and Privacy Act, "FERPA", 20 U.S.C. 1232g; Education Code 49073 et seq.)

The notice to the varying entities shall include the effective date of closure, the party to contact for information related to the closure, the pupils' districts of residence, and the manner in which parents and guardians may obtain copies of pupil records. LAS shall provide the Authorized Closer with a list of pupils in each grade level, together with information on the pupils' districts of residence.

Pupil records, including all state assessment results and special education records, shall be maintained and transferred to the custody of the Authorizer Closer, except for records and/or assessment results that, under the provisions of the governing charter, are required to be transferred to a different entity. Personnel records shall be maintained and transferred in accordance with applicable law.

The Language Academy of Sacramento shall complete an independent final audit within six months of the school closure. The audit may also serve as the annual audit and at the very least must include the following:

- An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment, and supplies.
- An accounting of liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation.
- An assessment of the disposition of any restricted funds received by or due to LAS.

The Authorized Closer must provide for the completion and filing of any annual reports required by Ed. Code section 47604.33.

The Language Academy of Sacramento may form as or be operated by a California nonprofit public benefit corporation. If in connection with the closure, the LAS Governing Board determines that it will dissolve the school corporation (“Dissolution”), then (i) the Dissolution shall be conducted in accordance with the requirements of the California Nonprofit Public Benefit Corporation Law (“Law”) including, without limitation, Corp. Code sections 6610 et seq. and sections 6710 et seq., and (ii) the LAS Governing Board may select the Authorized Closer to assist with the wind-up and Dissolution of the school corporation. Any net assets remaining after all debts and liabilities of the school corporation (i) have been paid to the extent of the school corporation’s assets, or (ii) have been adequately provided for, shall be distributed in accordance with the school corporation’s Articles of Incorporation.

Prior to the distribution of any remaining net assets, the school corporation shall:

- Determine if there are any remaining proceeds of any Restricted Government Grant that have not been expended for the purposes set forth in the Restricted Government Grant, and shall return any such remaining proceeds to the applicable federal or California governmental agency; and
- Dispose of, distribute, or otherwise utilize any proceeds of any grants or donations, whether in cash or in-kind (i.e., materials or property), received by LAS or the school corporation from any private foundation, any other entity exempt from tax under Section 501(c)(3) of the Internal Revenue Code, as amended, any other person, or the general public in accordance with the restrictions, if any, imposed by the grantor or donor on such grants or donations at the time received by LAS or the school corporation.

For purposes of the subparagraph above, “Restricted Government Grant” means any grant or donation, in cash or in-kind (i.e. materials or property), made by any federal or California governmental agency to the school or the school corporation, the grant instrument of which, or the applicable law governing, requires that, upon closure of the school or dissolution of the school corporation, any proceeds of such Restricted Government Grants that have not been expended for the purposes set forth in the grant instrument or in applicable law, be returned to the granting or donating governmental agency. The school shall use, but is not limited to, school reserves normally maintained for contingencies and emergencies to fund closure proceedings.

Term:

The term of this charter shall begin on July 1, 2014 and expire June 30, 2019.

Amendments:

Any amendments to this charter shall be made by the mutual agreement of the Governing Board of the Language Academy of Sacramento and the School Board of the Sacramento City

Unified School District. Material revision and amendments shall be made pursuant to the standards, criteria, and timelines detailed in Education Code Section 47605.

Severability:

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Sacramento City Unified School District and the Language Academy of Sacramento Governing Board. The District and School agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith manner.

MISCELLANEOUS PROVISIONS

BUDGET AND FINANCIAL REPORTING

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation

California Education Code Section 47605(g)

Attached, as Appendixes, MP1, MP2, MP3, please find the following document:
a projected three-year budget

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, annual update required pursuant to Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and Sacramento County Office of Education.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

INSURANCE

The Charter School shall acquire and finance general liability, workers compensations, and other necessary insurance of the types and in the amount required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer.

ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the school are to be provided

California Education Code Section 47605(g)

As an independent charter school, the Language Academy of Sacramento may explore entering into a contract whereby the SCUSD may provide the following services or any other services as mutually agreed between the parties. These agreements will be detailed in a Memorandum of Understanding and negotiated between the LAS Governing Board and SCUSD.

FACILITIES

The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate

California Education Code Section 47605(g)

The Charter School plans to honor its Facilities Use Agreement with SCUSD. The Charter School wishes to continue serving students from an attendance area that is in Program Improvement (PI) Year 3, 4, or 5, and has an Academic Performance Index (API) decile rank of 1 or 2.

LEGAL REFERENCES

The Language Academy of Sacramento agrees to comply with The Ralph M. Brown Act: Code Section 54950-54963 and the Public Records Act: Code Section 6258.

AFFIRMATIONS OF THE CONDITIONS – EDUCATION CODE SECTION: 47605(d)

The Language Academy of Sacramento shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics, whether actual or perceived, as listed in Education Code section 220, including, but not necessarily limited to the following: Disability, gender, nationality, race, ethnicity, religion, sexual orientation, or any association with a person or group with one or more of the above actual or perceived characteristics.

POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: Potential civil liability effects, if any, upon the school and upon the District

California Education Code Section 47605(g)

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning

of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47605(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate By-laws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agent, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risk.

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for school for similar size, location, and student populations. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening employees, establishing codes of conduct for students, and dispute resolution.

CONCLUSION

By approving this charter renewal, the SCUSD will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education. By granting this renewal, LAS, in collaboration with the SCUSD, will continue to provide the students in the district with the option to acquire a premier educational program of Two-Way Language Immersion in Spanish and English.

**LANGUAGE ACADEMY OF SACRAMENTO
CHARTER SCHOOL**

EDUCATION PARTNERSHIP AWARD RECIPIENT

College of Education

CALIFORNIA STATE UNIVERSITY SACRAMENTO

SEPTEMBER 2013



ACRONYMS

LAS Charter Renewal Acronym/Abbreviation Glossary

ACT	Area Congregations Together
ACTFL	American Council on the Teaching of Foreign Languages
ADA	Americans with Disabilities Act
ADEPT	A Developmental English Proficiency Test
AERA	American Educational Research Association
API	Academic Performance Index
ASCD	Association for Supervision and Curriculum Development
ASES	After School Education and Safety
ATDLE	Association of Two Way and Dual Language Education
BCLAD	Bilingual/Cross-cultural Language and Academic Development
BMED	Bilingual/Multicultural Education Department
CABE	California Association for Bilingual Educators
CAHPERD	California Association for Health, Physical Education, Recreation and Dance
CAL	Center for Applied Linguistics
CARS	California Association of Resource Specialists
CCSA	California Charter Schools Association
CCSS	Common Core State Standards
CDE	California Department of Education
CDT	Curriculum Design Team
CELDT	California English Language Development Test
CLAD	Cross-cultural Language and Academic Development
CMT	California Musical Theatre
CREDE	Center for Research on Education, Diversity, and Excellence
CRLP	California Reading and Literature Project
CSDC	Charter Schools Development Center
CSFA	California School Finance Authority
CST	California Standardized Test
CVHEN	Central Valley Holocaust Educators' Network
DL	Dual Language
DRA	Development Reading Assessment
EL	English Learner
ELAC	English Learner Advisory Committee
ELD	English Language Development
ELL	English Language Learner
ELPAC	English Language Proficiency Assessments for California

ERWC	Expository Reading and Writing Course
ESL	English as a Second Language
GLAD	Guided Language Acquisition Design
ICCSS7	Implementation of Common Core State Standards
IEP	Individualized Educational Plan
ITI	Integrated Thematic Instruction
LAS	Language Academy of Sacramento
LCAP	Local Control Accountability Plan
LEA	Local Educational Agency
MCAT	Mentoring and Cross-Age Tutoring
NABE	National Association for Bilingual Educators
NAME	National Association for Multicultural Educators
NCLB	No Child Left Behind Act
NGSS	Next Generation Science Standards
NLERAP	National Latino Education Research Agenda Project
OELA	Office of English Language Acquisition
PAR	Participatory Action Research
PD	Professional Development
PDA	Premises for Data Analysis
PODER	Prueba Óptima del Desarrollo del Español Realizado
PUEDE	Prueba Útil del Desarrollo del Español
R.O.P.E.S.	Recall, Organization, Prioritizing, Evaluation, and Self-Management Program
RESULTS	(California Reading Literature Project) RESULTS Assessment
RFEP	Reclassified as Fluent English Proficient
RSP	Resource Specialist Programs
RTI	Response to Intervention
SALE	Senderos al Éxito
SARA	Sacramento Area Reading Association
SBE	State Board of Education
SCOE	Sacramento County Office of Education
SCTA	Sacramento City Teachers Association
SCUSD	Sacramento City Unified School District
SDAIE	Specially Designed Academic Instruction in English
SED	Socio Economically Disadvantaged
SELD	Systematic English Language Development
SELPA	Special Education Local Plan Areas
SES	Socio Economic Students
SES	Supplemental Education Services
SIOP	Sheltered Instruction Observational Protocol

SIPPS	Systematic Instruction in Phonological Awareness, Phonics, and Sight Words
SIRC	Science in River City
SLD	Spanish Language Development
SMUD	Sacramento Municipal Utility District
SST	Student Success Team
STAR	Standardized Testing and Reporting
STRS	State Teachers' Retirement System
SWD	Student With Disabilities
TWSI	Two-Way Spanish Immersion
<i>UbD</i>	<i>Understanding by Design</i>
UCD	University of California Davis
UCDMC	University of California Davis Medical Center
WIDA	World Class Instructional Design and Assessment

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