

Language Academy of Sacramento Charter



*Original Charter Approved by Sacramento City Unified School District
February 19, 2004*

*Charter Renewals Approved by Sacramento City Unified School District
September 8, 2008
March 20, 2014*

*Charter Renewal Submitted for Approval to Sacramento City Unified School District
January 22, 2019
Charter Term: July 1, 2019 to June 30, 2024*

On October 10, 2018, State Superintendent Tom Torlakson's visit to LAS made a statement. All students deserve a quality education in the 21st century. When California voters passed Proposition 56 at a 73% approval in 2016, the California Department of Education (CDE) leadership team created the Global Initiative of 2030, with the goal of quadrupling the number of Dual Language Bilingual programs in the state. In its fifteenth year as a charter school, LAS is witnessing a rise in collective awareness of the public- a literal turn of the tide, since its inception as a direct consequence to the approval of anti-bilingual education Proposition 227 in 1998.

What an honor it truly is, to have remained steadfast in our school's belief in the efficacy of global citizenry and the shared respect of the community capacity for deeper connections and understandings through languages.

- Teejay Bersola

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The Language Academy of Sacramento (LAS) Charter: Assurances

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- 10.4-10.5 Assurances - General*
- 10.6-10.7 Assurances – Health*

Requirements Prior to Petition Submission Checklist

✓ Charter Department meeting

- At least 30 days prior to petition submission.

✓ Letter of Petition Intent - signed


- Due at a Board meeting during Public Comment at least 1 week before petition submission.
 - 8 copies for Board members
 - 1 copy for Superintendent
 - 1 copy for Charter Department (Email the day before Public Comment)

✓ Petitioner Assurances and Disclosures - signed

- Due at a Board meeting during Public Comment at least 1 week before petition submission.
 - 8 copies for Board members
 - 1 copy for Superintendent
 - 1 copy for Charter Department (Email the day before Public Comment)

✓ Public Comment at a Board meeting at least 1 week before petition submission to state intention to submit a petition

Eduardo de la Cruz
Name


Signature

11/29/18
Date

Language Academy of Sacramento
Charter School Name



A California Public School

2850 49th Street
Sacramento, CA. 95817
Phone 916.277.7137 Fax 916.277.7141

Letter of Petition Intent: Renewal

To: Sacramento City Unified School District Board of Education

From: Eduardo deLeón, Academic Director

Date: December 3, 2018

It is the intent of The Language Academy of Sacramento (LAS) to submit a renewal charter petition on January 22, 2019. The current charter petition expires on June 30, 2019.

The Language Academy of Sacramento seeks to be renewed as a classroom based charter school serving grades TK-8 with an anticipated year one enrollment of 608 students and an anticipated year five enrollment of 612 students.

The Language Academy of Sacramento seeks to be located at its current address at 2850 49th Street, Sacramento, CA. 95817 on district owned property.

The Language Academy of Sacramento is operated by a 501 (c) (3) non-profit organization that seeks to be direct funded.

It is the intention of The Language Academy of Sacramento to utilize El Dorado County Office of Education SELPA for Special Education services.

The Language Academy of Sacramento is also submitting the attached Petitioner Assurances and Disclosures at this time.

Thank you,

Eduardo deLeón
Academic Director

cc: Charter Department

Petitioner Assurances and Disclosures: Renewal

Yes ___ No

Petitioner has read and understands the Petitioner Requirements as available on the District's website.

Yes ___ No

Petitioner has read and understands the Board Policies and Administrative Regulations regarding charter school matters as available on the District's website.

Yes ___ No

Petitioner has met with the Charter Department at least 30 days prior to the anticipated petition submission date.

Yes ___ No

Petitioner assures that the same or similar petition has not been submitted to another authorizer within the last 60 days.

Yes ___ No

Petitioner will notify SCUSD if the same or similar petition is submitted to another authorizer within 7 days of that petition's submission date.

Yes ___ No

Petitioner assures that all ADA and revenues generated by the school will be spent for the respective school.

Yes ___ No

Petitioner understands that, until negotiated MOUs have been signed by the Petitioner and approved by the SCUSD Board, District staff will not participate in the charter school's Academic Performance Determination and other renewal documentation submissions to the California Department of Education. (Independents only).

Yes ___ No

Petitioner will not operate, manage or govern the charter school through a non-profit corporation that has a sole statutory member.

Yes ___ No

Petitioner deems a material amendment to the corporate bylaws of the non-profit corporation that operates or manages the charter school to be a material amendment to the charter petition. (An example of a material amendment to the corporate bylaws includes, but is not limited to, the appointment of a sole statutory member.)

Yes ___ No

Petitioner will follow the Petition Submission Requirements.

Yes ___ No

Petitioner is authorized to mutually agree with SCUSD for extensions up to 30 days for Board vote on the petition.

Yes ___ No

Petitioner is submitting a signed Letter of Petition Intent with this form.

Eduardo de Leon

Name



Signature

11/29/18
Date

Language Academy of Sacramento
Charter School Name

Assurances-General

Yes ___ No

Petitioner will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ed. Code §47605(c)(1)] <E1-3>

Yes ___ No

Petitioner will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code. [Ed. Code §47605(b)(5)(O)] <Impact>

Yes ___ No

Petitioner will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ed. Code §47605(d)(1)] <Lead>

Yes ___ No

Petitioner will not charge tuition. [Ed. Code §47605(d)(1)] <E9 and Lead>

Yes ___ No

Petitioner will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ed. Code §47605(d)(2)(B)] <E8>

Yes ___ No

Petitioner will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ed. Code §47605(d)(1)] <E8>

Yes ___ No

Petitioner will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it. <E1>

Yes ___ No

Petitioner will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. <E5>

Yes ___ No

Petitioner will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. Ed. Code §47605(l)] <E5>

Yes ___ No

Petitioner will at all times maintain all necessary and appropriate insurance coverage. <Impact>

Yes ___ No

Petitioner will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school. <Lead>

Yes ___ No

Petitioner will ensure that admission will not be determined according to the pupil or parent or guardian's place of residence within this state, except in cases when an existing public school converts partially or entirely to a charter school (these schools must give admission preference to pupils who reside within the school's former attendance area). [Ed. Code § 47605(d)(1)] <E8>

Yes ___ No

Petitioner will ensure if a pupil subject to compulsory full-time education is expelled or leaves the charter school without graduating or completing the school year, the charter school must notify the superintendent of the school district of the pupil's last known address within 30 days, and must, upon request, provide that school district with a copy of the pupil's cumulative record, including a transcript or report card and health info. [Ed. Code §47605(d)(3)] <Lead>

Yes ___ No

Petitioner will not charge fees or other mandatory payments for attendance at the charter school or for participation in programs that are required for students. <E9 and Lead>

Yes ___ No

Petitioner will not discriminate on the basis of the characteristics included in Ed. Code §220, including but not limited to race, color, creed, sex, sexual orientation, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. <All>

Yes ___ No

Petitioner will consult on a regular basis with parents, guardians, and teachers regarding its educational programs. [Ed. Code §47605(c) (2)] <E1 – LCAP>

Yes ___ No

Petitioner will offer, at a minimum, the number of minutes of instruction per grade level as required by Ed. Code §47605.5(a) (1) (A)-(D). <E1>

Yes ___ No

Petitioner will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960 (b) with respect to the legally required minimum school days. <E1>

Yes ___ No

Petitioner will maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection. [Ed. Code §47612.5(a) (2)] <E9 and Lead>

Yes ___ No

Petitioner will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health, and safety on school property. <E6>

Yes ___ No

Petitioner will obtain, keep current, and make available for inspection all necessary teacher certifications, permits, or other documents. [Ed. Code §47605(l)] <E5>

Yes ___ No

Petitioner will require the Charter School Board to comply with the provisions of the Brown Act. <E4>

Yes ___ No

Petitioner will comply with the provisions of the California Public Records Act. <E4>

Yes ___ No

Petitioner will ensure that schools are located within the geographical boundaries of the District or otherwise comply with the requirements of Ed. Codes §47605 and §47605.1. <Lead>

Yes ___ No

Petitioner shall comply with all applicable portions of the Every Student Succeeds Act. <All>

Eduardo de León

Name

[Signature]

Signature

11/29/18

Date

Language Academy of Sacramento

Charter School Name

Assurances-Health and Safety

<E6 Team>

- Yes ___ No Petitioner will require that each employee of the school furnish the school with a criminal record summary. [Ed. Code, §44237]
- Yes ___ No Petitioner will require the examination of faculty and staff for tuberculosis. [Ed. Code §49406]
- Yes ___ No Petitioner will require immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school. [Health & Safety Code §120325 et seq.]
- Yes ___ No Petitioner will require schools to screen pupils' vision and hearing and also, to screen pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school. [Ed. Codes §49452, 49452.5 and 49455]
- Yes ___ No Petitioner will provide emergency epinephrine auto-injectors for use by school nurses and trained personnel. [Ed. Code §49414]
- Yes ___ No Petitioner will adhere to requirements regarding training and procedures for handling concussions or head injuries caused by athletic activity, if the school offers an athletic program. [Ed. Code §49475]
- Yes ___ No Petitioner will prohibit tobacco use on school property and in school vehicles. [Health & Safety Code §104559]
- Yes ___ No Petitioner will annually train employees and persons working on their behalf regarding their duties as mandated reporters under child abuse reporting laws. [Ed. Code §44691; Pen. Code, § 11165.7(d)]
- Yes ___ No Petitioner will have health and safety policies and procedures addressing:
- Immunizations, health screenings and administration of medications
 - Student wellness
 - Food service
 - Campus supervision
 - Field trip supervision
 - Screening of volunteers
- Yes ___ No Petitioner will assure that facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible files documenting such compliance.
- Yes ___ No Petitioner will have a comprehensive school safety plan and kept on file for review, and that school staff will be trained annually on the safety procedures outlined in the plan.

Yes ___ No

Petitioner will include contract or other verification of plan for providing free or reduced price nutritionally adequate meals.

Yes ___ No

Petitioner will include certification that all employees have been trained in health, safety and emergency procedures.

Eduardo de León
Name


Signature

11/29/15
Date

Language Academy of Sacramento
Charter School Name

❑ INTRODUCTION

The Language Academy of Sacramento (“LAS”) hereby respectfully submits this charter renewal.

❑ VISION STATEMENT

The LAS vision is to provide an exceptional Spanish-English bilingual education for all students.

❑ MISSION STATEMENT

The LAS mission is to create a learning environment where students: 1) Utilize bilingualism and biliteracy (Spanish and English) to achieve academic excellence and apply skills in real-world situations and diverse settings. (BILITERACY); 2) Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others. (CONFIDENCE AND LIFE SKILLS); and, 3) 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/BACKGROUND

The origins of LAS began at Fruit Ridge Elementary School in 1995, over twenty years 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 both Spanish and English. 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 within the Fruit Ridge Elementary: Two-Way Spanish Immersion Program began to organize and discuss the possibility of creating a charter school. This group eventually became the Charter Development Team, and focused specifically on 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. They collaborated with various advocacy organizations for support: the 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 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.

□ ORIGINAL CHARTER DATE AND ALL RENEWAL DATES

On February 19, 2004, the SCUSD School Board unanimously voted to approve the charter petition for the Language Academy of Sacramento (LAS). The school operates as an independent, directly funded charter that is also a California non-profit 501(c)(3) public benefit corporation. SCUSD renewed the LAS charter on September 8, 2008 and again on January 24, 2014. LAS's current charter is set to expire on June 30, 2019. This charter renewal petition represents the LAS community's request for a fourth, five-year cycle beginning July 1, 2019 to June 30, 2024.

□ FOUNDERS/LEADERSHIP TEAM/KEY SUPPORTERS

2002 THE LAS CHARTER DEVELOPMENT TEAM

(Excerpt from LAS Charter, February 19, 2004)

Olga Arellano-Simms, Marivic Bautista-Dizon, Dr. Sue Baker, Teejay Bersola, Eduardo de León, Ray Dizon, Ann Hubbell, Rey Isaguirre, Carol Lazzarotto, Xana Macias, Doug MacPherson, DeAnne Manansala, Ed Manansala, Kelly Medina, Oscar Medina, Denise Navarro, Sylvia Nuñez, Erik Ostling, Linda Ostling, Pam Phelps, Martha Quadros, Virginia Rios-Nuñez, Lourdes Romero, Dana Romo, Juvencia Romo, Elena Soto-Chapa, Cynthia Suárez, and Cecil Williams I.

2004 LAS FOUNDING BOARD

Dr. Sue Baker, Teejay Bersola, Dr. Jose Cintrón, Eduardo de León, Ray Dizon, Martha Lara, Doug MacPherson, and Pam Phelps.

2019 LAS GOVERNING BOARD

Board Member Bio

Jennifer Bacsafra is a parent representative on the Language Academy of Sacramento Governing Board. She has been involved with the Language Academy of Sacramento program since 2001. Ms. Bacsafra has a specialized teaching credential in health and previously brought wellness programs to LAS. Since becoming a parent, Ms. Bacsafra has been a member of LAS Parent Association, served on Parent Council, and has helped to create literacy enrichment opportunities for students. Ms. Bacsafra has worked with students and families in public, private and charter schools for the past 21 years. She graduated from UCLA with an undergraduate degree in nursing and a master's degree in public health.

Araceli Campa de Ramirez is a Community Board Member Representative and is currently serving her second year on the board. She is the chair of the Finance Committee. She serves on the board due to her passion for biliteracy and is committed to expanding early bilingual education for all children. Professionally, Ms. Campa De Ramirez serves as the Capitol Director for Senator Ben Hueso who represents the 40th Senate District and staffs the Senator on education policies across the state.

Perla Campos is a teacher representative on the Language Academy of Sacramento Governing Board. She has been a member of the school board since 2016. Since joining the board she has served on the Curriculum Design Team Committee and ELAC. She has been teaching third grade at Language Academy of Sacramento since 2014. Mrs. Campos also has experience teaching in successful language immersion programs in Mexico and in Davis Joint Unified School District. Mrs. Campos received her teaching credential through the UC Davis School of Education and her Bachelors in Primary Education through the California State University of Sacramento School of Education.

Lourdes Gómez is a parent representative on the Language Academy of Sacramento Governing Board and member of ELAC. She has been a member of LAS Parent Association since 2007, supporting committees that organize educational, social and artistic activities. In 2010 and for several school periods until 2017, she was a key member of the Parent Council and the ELAC, thus developing her passion for service to the school community. Ms. Gómez has a degree in social work from the University of Guadalajara, México and a diploma in social development. She also has 11 years of experience in social work in a hospital school.

Adriana Yáñez Gutiérrez is a staff representative of the Language Academy of Sacramento Governing Board and a former parent. She has been a board member for 2 years and the office manager for 8 years. She has sat on the board of a non-profit folklorico dance group for 10 years. Mrs. Yáñez Gutiérrez has experience on the Facilities Committee and was a key member involved in the modernization project of the school. Currently, she is a member of both Facility Committee and the Policy and Bylaws Committee and continues her work towards the growth and success of the Language Academy.

Gemma Jáuregui has been a middle school teacher for 12 years and has a Bachelor's degree in Liberal Studies with an emphasis on Social Science and English from California State University of Sacramento (CSUS). She also received her teaching credential from CSUS through the Bilingual Multicultural Education Department. Mrs. Jáuregui has been a member of the Policy Committee and the Curriculum Design Team. As a middle school instructor, she teaches Spanish Language Arts, Math, and Medieval History. Her background range from teaching Spanish Language Development in first grade, leading interventions in grades sixth through eighth, tutoring in mathematics, and lastly, as a part time literacy coach.

Kathy Petree is a parent representative on the Language Academy of Sacramento Governing Board. As a great believer in the profound power of bilingual education, Ms. Petree is dedicated to supporting bilingual student achievement and elevating parent engagement at LAS. Since joining the Parent Association in 2012, she has demonstrated a passion for service to the LAS community through participation in Parent Council, and over the years bringing multiple programs to LAS including PIQE, Read to Succeed, Reading Buddies, Robotics, Young Eagles, Computers for Classrooms, School Cents, and more. Ms. Petree is so grateful that her children

have access to such an exceptional dual-immersion program and get to grow up in such a unique, caring community.

Nadeen Ruiz, Ph.D., obtained her MA and Ph.D. at Stanford University in bilingual education and linguistics after a career as a bilingual teacher. Formerly, Dr. Ruiz was Director of Elementary Education at Stanford University and of Teacher Preparation at CSU Sacramento. She received teaching awards at both institutions in 1997, 2004, and 2005. In addition, Dr. Ruiz is the recipient of the California Association of Bilingual Educators Teacher Preparation Program Award (2010) and the UC Davis School of Education Outstanding Alumna Award (2011). Dr. Ruiz co-founded the Optimal Learning Environment (OLE) Project, a research and professional development program that focuses on effective literacy instruction for English Learners in both general and special education classrooms, and for Migrant children. She is the author of over 40 articles and books on students' bilingualism and biliteracy, and on the preparation of bilingual teachers, regularly presenting on these topics at national and international conferences. Dr. Ruiz is currently on the roster of Fulbright Commission Specialists to work internationally in the areas of bilingual education and English language development. She is Professor Emeritus in Bilingual Multicultural Education at CSU Sacramento, and lecturer at the School of Education, University of California at Davis.

Erandi Zamora has served as a community representative of the LAS governing board since 2016 and currently serves as president of the board. Ms. Zamora is an attorney with the California Rural Legal Assistance Foundation (CRLAF), where she specializes on rural immigrant workers' rights and class action litigation. In this capacity, she represents farmworkers on matters including wage theft and sexual harassment. Before joining CRLAF, she worked with the Lawyers' Committee for Civil Rights Under Law in Washington, D.C. where she focused on voting rights. Ms. Zamora is a current appointee to the Sacramento Community Police Review Commission and she serves on the Cruz Reynoso Bar Association Board of Directors. Ms. Zamora graduated cum laude and Phi Beta Kappa from the University of California at Irvine in 2007, and received her law degree from Columbia University School of Law in 2011.

2019 LAS SCHOOL LEADERSHIP

Eduardo de León began his career in education as a 4th and 5th grade bilingual teacher at Fruit Ridge Elementary in Sacramento City Unified School District (SCUSD). A member of the LAS Charter Development Team and the 2004 LAS Founding Governing Board, he taught 4th through 8th grades for the LAS before transitioning to administration from Assistant Principal to Executive Director. Within these roles, he has supported the LAS mission by providing oversight in key areas related to academics, finance and governance. His dedication to bilingual education led him to teach a class at CSU Sacramento focused on preparing bilingual multiple and single subject credential candidates to teach in Spanish language learning environments. Mr. de León graduated from CSU Sacramento with an undergraduate degree in sociology, a multiple subject teaching credential with emphasis on bilingual education, an administrative credential with an emphasis on urban education, and is currently pursuing a masters in educational leadership.

LAS KEY SUPPORTERS (2002-Present)

Area Congregations Together (ACT); CSU Sacramento: College of Education and formerly known Bilingual and Multicultural Education Department (BMED), Child Development Department, Society for Hispanic Professional Engineers, and the College Assistant Migrant Program; UC Davis: College of Education, Children's Garden Program, and the International English and Professional Programs; UC Davis Medical Center: Community Relations, MIND Institute; Way Up Sacramento & Oak Park Smart; California Association of Bilingual Educators (CABE); La Raza Galleria Posada; California Musical Theatre (CMT); Mexican Consulate; KVIE; Association of Two Way and Dual Language Education (ATDLE); The Puente Project at Sacramento City College; The Puente Project, Sacramento City College; The Mexican Cultural Center; Sol Collective; Instituto Mazatlán de Bellas Artes Dance School; California Department of Education: Superintendent Tom Torlakson and the Global 2030 Project Team; Charter Schools Development Center (CSDC); California Charter Schools Association (CCSA); El Dorado County Office of Education (EDCOE).

INTERNATIONAL VISITORS: Through the years, LAS has served as a model for bilingual and immersion education for other international programs. Below is a list of representative countries of LAS visitors and their organizational affiliations:

ARGENTINA: American Councils of Education and U.S. Department of Education

BRAZIL: Brazilian Education Delegation (U.S. Department of Commerce)

COLOMBIA: UC Davis International English and Professional Program

GEORGIA: Georgian Education Delegation (Northern California World Trade Center)

INDONESIA: Indonesian Education Delegation (U.S. Department of State International Visitor Program)

JAPAN: Osaka City University: Graduate School of Literature and Human Sciences

JAPAN: UC Davis International English and Professional Programs

MALAYSIA: United States Department of Commerce

MEXICO: Instituto Pedagógico para Problemas de Lenguaje (IPPLIAP), US Library of Congress International Literacy Prize winner

TAIWAN: UC Davis International English and Professional Programs

□ HIGHLIGHTS/ACCOMPLISHMENTS:

LAS Facts

Academics:

- Congruent to the Dual Immersion Research, LAS 8th grade students achieve at comparable and/or higher levels than the neighborhood district schools/students and the State of California peer group in English, while **simultaneously** learning Spanish.
- LAS's educational model provides area high schools with the only students prepared to enroll in Advanced Placement Spanish courses.

Basic Infrastructure:

- As of 2015, LAS has completed a state of the art gymnasium and two-story structure for middle school.
- As of 2016, the access to technology for students in Grades K-1 is a 5:1 ratio and Grades 2-8 is a 1:1 ratio.
- As of 2018, 96% of LAS teachers have two years or more classroom teaching experience and 68% have five or more years of teaching experience.

Climate and Parent Engagement:

- Based on the 2018 student survey, 95%-97% of students agreed with the statement, “It is important to me to learn to read and write in English and Spanish, respectively,” and 90% responded, “I like my school.”
- Since its inception, LAS continues to meet its parent satisfaction goal with ~95% stating overall satisfaction with the school and over 95% stating they would recommend the school to others (Based on 2018 Parent Survey Data).

Statewide Recognition:

- According to a California Association of Bilingual Education (CABE) and Californians Together press release issued in November 2015, out of about 10,315 public schools, only 425 public schools offer a dual immersion program. LAS serves as a member of the 4% of all public schools that offer a globally relevant program.
- In November 2016, California voters approved Proposition 58 with 73.5% rating, allowing the implementation of the California Multilingual Education Act of 2016. LAS's existence is a validation of the public's evolved recognition of the efficacy of an expansive educational model with ancillary international relevance.
- In October of 2018, State Superintendent of Public Schools Tom Torlakson featured LAS as a Dual Language Immersion Program Model for the Global California 2030 Initiative.

International Recognition:

- Dr. Jun Takizawa, Professor of the Graduate School of Literature and Human Science at Osaka City University conducted multi-year research of the LAS program. Dr. Takizawa published the following articles about the Language Academy of Sacramento in the Japan Educational Administration Society Journal:
 - *A Charter School Implementing a Two-Way Immersion Program: The Significance and Factors of Compatibility of Securing Accountability and Realizing Bilingualism (2013).*
 - *The Potential for School Choice to Secure Equal Educational Opportunities for Language Minorities: A Study of Two-Way Immersion Programs in California (2014).*

□ DEFINE AND DESCRIBE PROGRAMS, CURRICULUM, AND INSTRUCTIONAL PRACTICES THAT DEFINE THE CHARTER SCHOOL

At the Language Academy of Sacramento, the method of instruction utilized is the Two-Way Spanish Immersion 90/10 model. Following transitional kindergarten, students in kindergarten and first grade receive 90% of their daily instruction in Spanish and 10% in English. Each year, students receive more instruction in English as the percentage of instruction in Spanish decreases. By 5th grade, students receive approximately 50% of their daily instruction in Spanish and 50% in English.

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

Grade Level	Percentage of Instruction in Spanish	Percentage of Instruction in English
Transitional Kinder	95%	5%
Kindergarten – First	90%	10%
Second	80%	20%
Third	70%	30%
Fourth	60%	40%
Fifth	50%	50%
Middle School	30-40%	60-70%

*middle school language of instruction varies per subject

Most instruction is in Spanish in the primary grades, and formal English literacy instruction begins in 2nd-3rd grades. English Language Development (ELD) is taught daily from kindergarten through eighth grade for English learners. In practice, LAS teachers have found that in the 90-10 model, English achievement in second and third grades is not adequately reflected on standardized state testing. However, by the sixth and seventh grades, students in dual immersion programs typically begin to outperform their counterparts in English-only programs. In fact, the real benefits of dual immersion instruction become evident in the middle school grades. This is precisely why the LAS school design incorporates kindergarten through eighth grade and is also the rationale for requesting a long-term commitment from every parent who

enrolls his/her child at LAS. Program duration research has shown that students learning a second language need at least five to seven years to fully develop both conversational and academic proficiency comparable to that of a native speaker. For this reason, the Language Academy is a self-contained Transitional Kindergarten through 8th grade school.

❑ SCHOOL LOCATION

The Language Academy of Sacramento is located at 2850 49th Street, Sacramento, CA 95817 where it leases the facility from Sacramento City Unified School District (“District”). With its \$11.5 million Prop 1D grant, the charter school has recently completed a facilities expansion project which includes a two-story building for middle school classrooms and a state of the art gymnasium.

❑ NUMBER OF STUDENTS AND GRADES SERVED

It is the intent of the LAS to offer an exemplary two-way immersion bilingual educational program for kindergarten through eighth grade students, particularly English learners and those from historically underserved populations. LAS expects to serve about 612 students in a given school year.

GRADES	NUMBER OF STUDENTS
TK	18
K	66
Gr1	66
Gr2	66
Gr3	67
Gr4	66
Gr5	66
Gr6	64
Gr7	64
Gr8	60
<i>Total (Estimated based on FY18)</i>	603

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's pedagogical design; and,
2. Understands the reason why some achievement measurements under the California Accountability Model and School Dashboard and standardized testing system are only logical and comparable in the middle school grade levels; and,
3. Recognizes LAS's 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.

MEETING CHARTER RENEWAL ACADEMIC PERFORMANCE CRITERIA

The Language Academy of Sacramento (LAS) charter term is set to expire on June 30, 2019. LAS complies with the legal requirements for renewal as set forth in Education Code 47607 (b) as it has demonstrated that *“the academic performance of the charter school is 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.”*

LAS's educational program provides SCUSD high schools a pool of middle school students within SCUSD who are ready to thrive and to enroll in an Advanced Placement foreign language course as freshmen in high school. LAS's 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. It directly advances the SCUSD principle of “ensuring that every student has an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.”

SCUSD's success as a charter authorizing agency in esprit de corps with LAS, is reflected in the results of family surveys, as families for fourteen years in a row conclude with over 95% confidence that “Yes, they would recommend the LAS to others.”

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

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*

-California Education Code Section 47601(a)-(g)

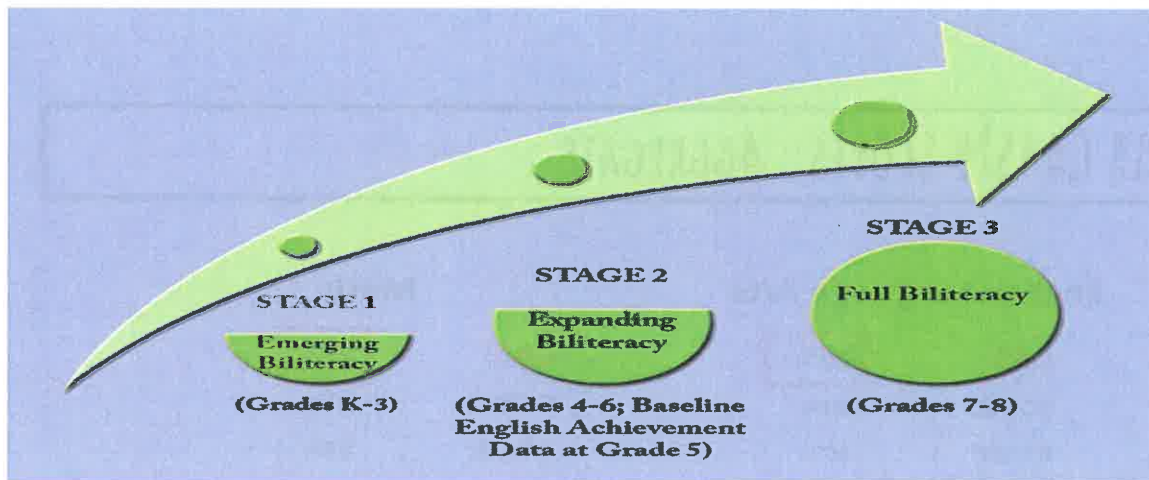
In accordance with the Charter School Act of 1992, LAS hereby respectfully petitions Sacramento City Unified School District (“the District”) to renew the LAS charter for a five-year period, from July 1, 2019 to June 30, 2024.

By granting this renewal, the District, in collaboration with the LAS, will meet the intent of the Charter School Act of 1992, and provide students in the District with the option to acquire a premier, dual immersion Spanish-English bilingual education.

- ❑ EXECUTIVE SUMMARY
- ❑ OVERVIEW OF THE PETITION
- ❑ KEY POINTS IN THE PETITION

The Language Academy of Sacramento serves a rare and important role in the educational offering for students in the Sacramento region. Research indicates that the full benefits of two-way immersion instruction do not become evident until the sixth and seventh grades (Steele, Salter, Zamorro, Miller, Burkhauser, Bacon, 2015; Thomas & Collier, 2002; Thomas & Collier, 2014; 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. By the seventh, and eighth grades, 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 Standard Met or Standard Exceeded in state standardized assessments.

LAS BILITERACY GRADE SPAN PROGRESSION



Overall, by the end of Grade 8, LAS achievement scores have been comparable or higher than the District and nearby public schools serving similar grades. Simultaneously, by end of Grade 8,

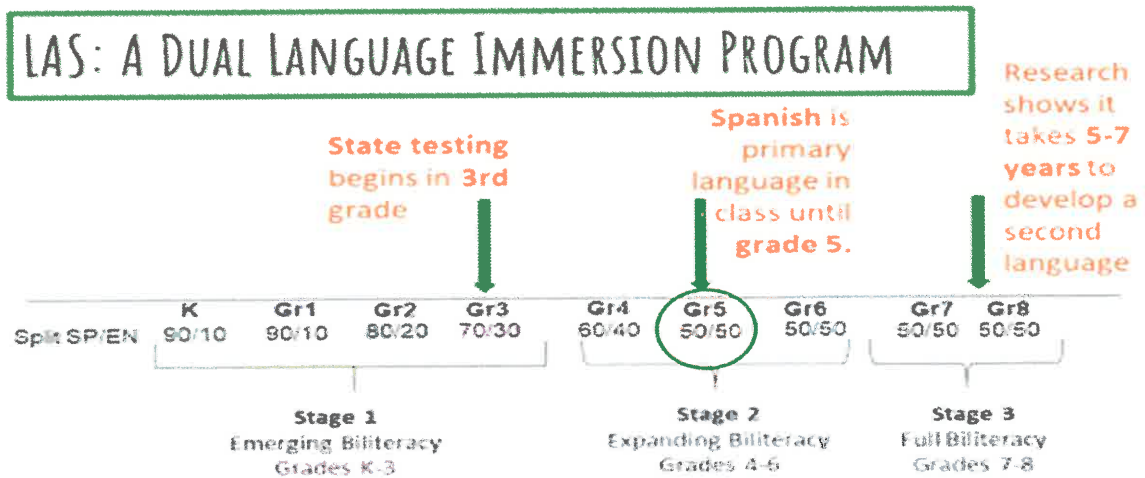
LAS student achievement scores on the diagnostic College Board SAT Subject Test in Spanish are comparable or higher than the national norm.

□ HIGHLIGHTS AND ACCOMPLISHMENTS OF THE CURRENT PETITION

YEARS:

ACHIEVEMENT IN ENGLISH

The Language Academy of Sacramento has demonstrated that by the comparative end of Grade 8, student performance is at least equal to the academic performance of nearby public schools, and it exceeds that of the district in certain subgroups.



2018 CAASPP SCORES: AGGREGATE

English Language Arts

LAS	35%
SCUSD	40%
STATE	50%

Math

LAS	28%
SCUSD	32%
STATE	39%

Aggregate scores do NOT tell our story...

LAS, STATE & SURROUNDING SCHOOLS

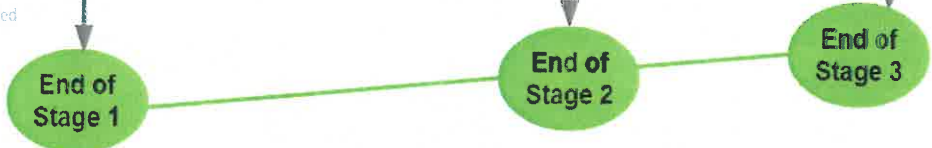
CAASPP BY GRADE LEVELS: ENGLISH LANGUAGE ARTS

% Percentage of Students At **Standards Met and Exceeded** in ELA

This is where we outperform!

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Highest Performance						
2nd Highest Performance						
3rd Highest Performance						
LAS	23%	25%	29%	35%	52%	59%
CA State	48%	49%	49%	48%	50%	49%
SCUSD	36%	38%	36%	38%	43%	44%
Pacific	17%	14%	18%	18%	na	na
Oak Ridge	17%	15%	12%	17%	na	na
Will C Wood	na	na	na	na	32%	30%

Using CAASPP 2017-2018 scores
% Students At Standards Met and Exceeded



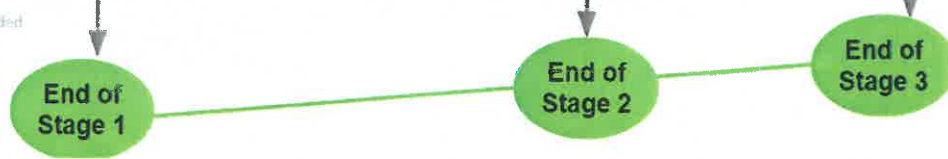
CAASPP BY GRADE LEVELS: MATH

% Percentage of Students At **Standards Met and Exceeded** in MATH

This is where we outperform!

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Highest Performance						
2nd Highest Performance						
3rd Highest Performance						
LAS	28%	14%	17%	26%	53%	37%
CA State	49%	43%	36%	38%	37%	37%
SCUSD	38%	35%	25%	34%	32%	32%
Pacific	28%	17%	9%	23%	na	na
Oak Ridge	14%	13%	10%	19%	na	na
Will C Wood	na	na	na	na	21%	21%

Using CAASPP 2017-2018 scores
% Students At Standards Met and Exceeded



SUBGROUP COMPARISON: SURROUNDING SCHOOLS

English Language Arts (Using CAASPP 2017-2018 aggregate scores)

Percentage of Students At **Standards Met and Exceeded in ELA**

				Reclassified Fluent English Proficient Learners (RFEPs)	
Highest Performance					
2nd Highest Performance					
3rd Highest Performance					
	All Students	Economically Disadvantaged	English Learner (ELs)		Latino
LAS	35%	29%	5%	52%	34%
SCUSD	40%	31%	8%	58%	31%
Pacific	17%	15%	5%	42%	16%
Oak Ridge	15%	14%	7%	35%	15%
Will C Wood	31%	30%	2%	48%	25%

Mathematics (Using CAASPP 2017-2018 aggregate scores)

Percentage of Students At **Standards Met and Exceeded in MATH**

				Reclassified Fluent English Proficient Learners (RFEPs)	
Highest Performance					
2nd Highest Performance					
3rd Highest Performance					
	All Students	Economically Disadvantaged	English Learner (ELs)		Latino
LAS	28%	22%	6%	40%	26%
SCUSD	32%	24%	9%	42%	23%
Pacific	19%	18%	14%	34%	22%
Oak Ridge	14%	14%	6%	32%	11%
Will C Wood	21%	20%	5%	32%	12%

SUBGROUP COMPARISON: SCUSD & STATE

English Language Arts (Using *end of 8th grade* CAASPP 17-18 scores)

% Percentage of Students who **Meet or Exceeded standards in ELA**

	All Students (Aggregate)	Economically Disadvantaged	English Learner (ELs)	Reclassified Fluent English Proficient Learners (RFEPs)	Latino
LAS	59%	46%	*	56%	60%
CA State	49%	37%	6%	51%	38%
Sac City District	44%	34%	3%	52%	33%

**Due to confidentiality, we do not report scores when there are less than 11 students in the group.*

By the end of 8th grade, LAS outperforms the State and the District as an aggregate and in all subgroups in English Language Arts!

Mathematics (Using *end of 8th grade* CAASPP 17-18 scores)

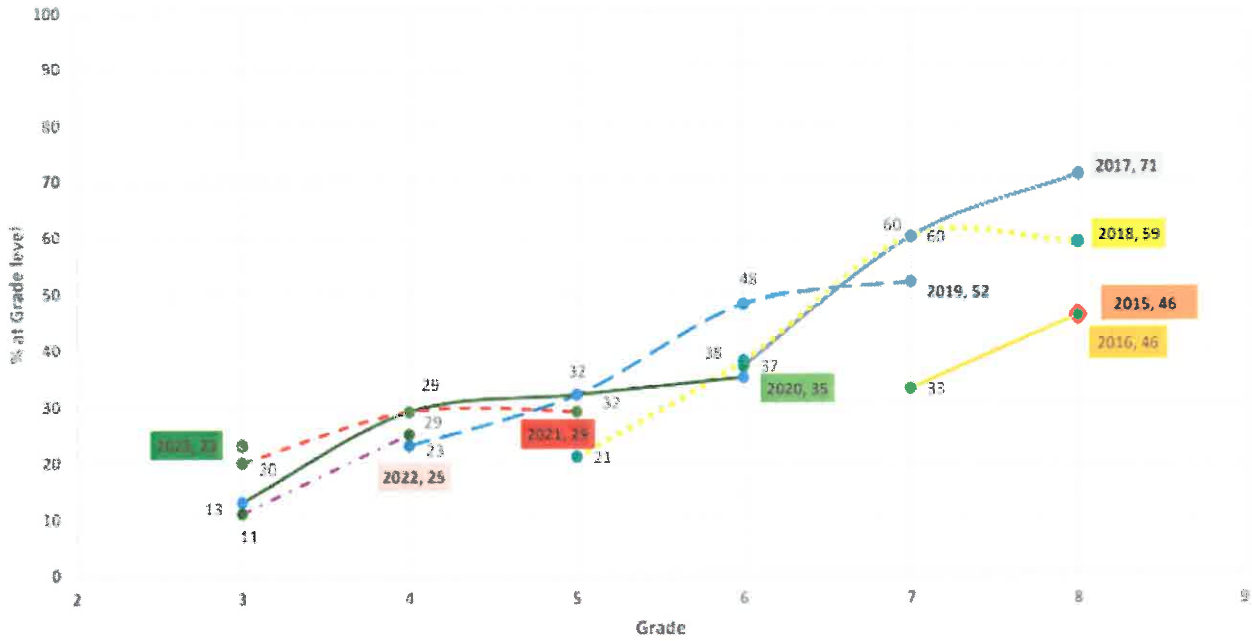
% Percentage of Students who **Meet or Exceeded standards in MATH**

	All Students	Economically Disadvantaged	English Learner (ELs)	Reclassified Fluent English Proficient Learners (RFEPs)	Latino
LAS	37%	*	*	30%	38%
CA State	37%	24%	7%	37%	24%
Sac City District	32%	23%	4%	36%	21%

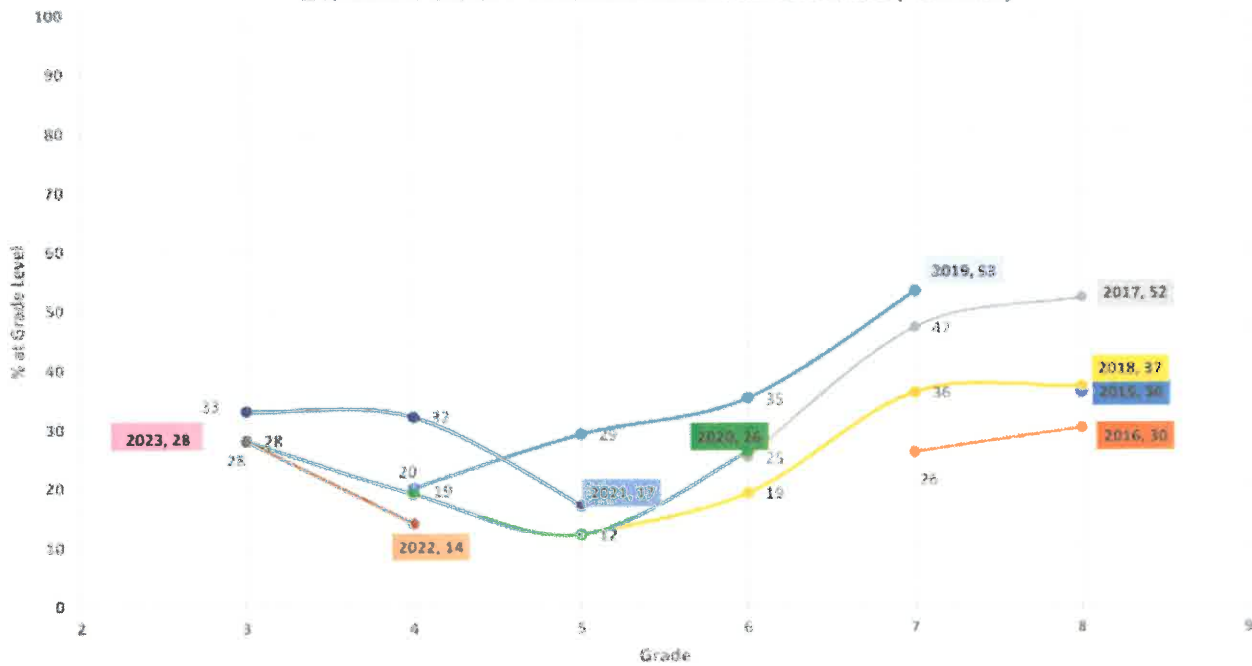
**Due to confidentiality, we do not report scores when there are less than 11 students in the group*

COHORT TRENDS

Cohort Trends by Grade and Graduation Year:
LAS ELA CAASPP % Standard Met and Exceeded (v10.10.18)



Cohort Trends by Grade and Graduation Year:
LAS MATH CAASPP % Standard Met and Exceeded (v10.8.18)



❑ ACADEMIC PLANS FOR THE FUTURE

LAS academic plans are detailed in the Local Control and Accountability Plan (LCAP). LAS has clearly delineated internal and external accountability goals for all its subgroups. Plans address student academic achievement in Spanish and English, as developmentally appropriate within the context of a two-way immersion bilingual program. Moreover, LAS will continue its research based program planning trajectory as state assessments such as Smarter Balanced Assessment Consortium (SBAC) and English Language Proficiency Assessments for California (ELPAC) reach full implementation. Their direct implication on the LAS immersion bilingual educational program design will be reviewed. LAS is currently studying the new frontier in dual language bilingual education research, namely the concept of translanguaging as a pedagogical practice with a focus on direct, explicit instruction on bilingual learning. Translanguaging approach considers language practices as a single language repertoire where bilingual learners internally navigate the world, taking control of their own learning, self-regulating when and how to language, depending on the demand of their social context (Sánchez, García, & Solorza, 2018; Cenoz & Gorter, 2015; Creese & Blackledge, 2015; MacSwan, 2017; García, Johnson, & Seltzer, 2017).

❑ FINANCIAL PLANS FOR THE FUTURE

LAS has completed its annual financial analysis and projections show the charter school's capacity to support the operation of a K-8 educational program on a financially sound foundation. LAS has researched multi-year scenarios to ensure financial stability incorporating anticipated changes in STRS/PERS and possible changes that could occur to The Local Control Funding Formula (LCFF).

❑ GOVERNANCE PLANS FOR THE FUTURE

LAS is governed by The Language Academy of Sacramento Governing Board in accordance with California's Charter Schools Act and the Nonprofit Public Benefit Corporation Law. The LAS charter school abides by the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. The Board and School Leadership understand the invaluable role of active, participatory governance for the LAS school community and hence, are diligent in their approach to recruiting and selecting new board members. It will

continue its effort to recruit a diverse board, with members who will enrich the expertise of the Board and strengthen its collective ability to address the changing needs and growth of the charter school.

□ OVERALL PLANS FOR FUTURE

The Language Academy of Sacramento is focused on fulfilling its vision of “providing an exceptional two-way Spanish-English bilingual education program for all students.” From this focal point arises all stakeholder work rooted in research, nurtured through professional development and curricular design, inevitably advancing the quality of instructional delivery and ultimately, increasing academic achievement. LAS consciously designs its educational program on the premise that prerequisite to academic achievement, there is a balanced experience of learning socio-emotional wellness practices. Together; families, students, and staff, discuss areas for improvement and calibrate school resources in order to reach the homeostasis between cognitive and socio-emotional growth and development of all students.

□ CHARTER GOALS

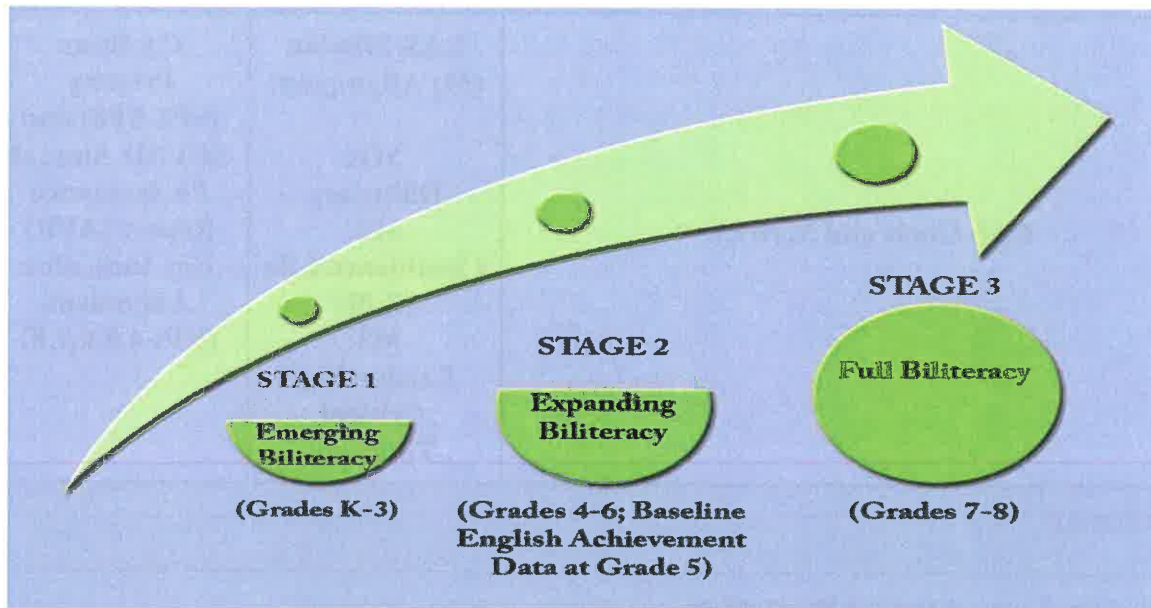
UNIQUE EDUCATIONAL PROGRAM CONTEXT IN UNDERSTANDING ACHIEVEMENT

Based on dual immersion and second language acquisition research, it takes approximately five to seven years to develop cognitive academic language proficiency (CALP) (Cummins, 2017; Howard, Lindholm-Leary, Rogers, Olague, Medina, Kennedy, Sugarman, & Christian, 2018). With biliteracy in about seven years as an end goal, LAS strategically monitors student achievement at critical grade spans. LAS's 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.

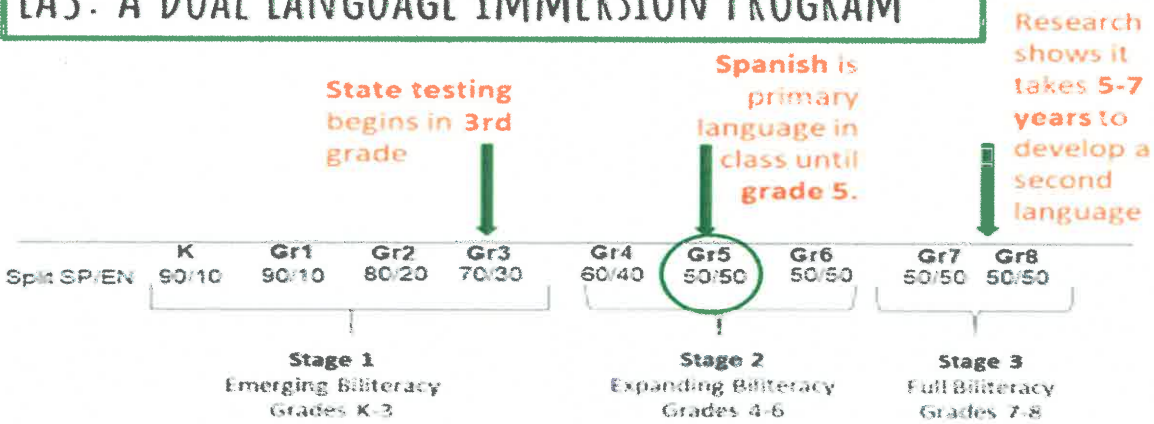
By the end of Stage 2, many students make the linguistic and academic transfer as expected in dual language bilingual education programs. Therefore, it is most appropriate for LAS to utilize the end of Grade 5 English standardized assessment data as the baseline for individual student growth analysis.

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. Simultaneously, 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. After reaching full biliteracy, the LAS Graduate enters the high school pipeline better prepared to travel the bridge to college and career milestones.

LAS BILITERACY GRADE SPAN PROGRESSION



LAS: A DUAL LANGUAGE IMMERSION PROGRAM



The Language Academy of Sacramento charter goals highlighted are in alignment with the State educational priorities as featured in the CA Dashboard and the Local Control Accountability Plan (LCAP) reporting as well as in the Sacramento City Unified School District (SCUSD) Annual Performance Report's (APR) Key Performance Indicators (KPI) section.

Note that the highlighted LAS academic performance goals below represent the End of Stage 3 Gr8 expectations per LAS Biliteracy Grade Span Progression.

□ LAS KEY CHARTER GOALS

LAS Goals and Metrics	LAS Mission (M) Alignment: M1: Biliteracy M2: Confidence/Life Skills M3: Leadership/ Critical Thinking	CA State Priority (SP1-SP8) and SCUSD Annual Performance Report (APR) Key Indicator Alignment (KP: 4,5,6,7,8)
LAS Goal #1		
Description: Low Chronic Absenteeism		
G1.0 Attendance rate of 95% or above	M2	SP5, KP4
LAS Goal #2		
Description: Low Suspension Rate		
G2.0 Suspension rate lower than 2%	M2	SP6, KP5
LAS Goal #3		
Description: High Achievement in Language Arts: English (ELA) and Spanish (SLA)		
External Accountability: G3.0 SBAC % of students who meet ELA standards-	M1	SP4, KP7

By End of Stage 3 Gr8, the cohort will show an upward trajectory from Gr5 SBAC ELA baseline		
G3.1 <u>End of Stage 3 (7-8) SBAC ELA</u> - Maintain performance data to be at comparable/competitive trajectory with the state, district, and neighboring schools		
Internal Accountability: G3.2 <u>LAS Benchmark DRA/EDL</u> - By End of Stage 2 Gr6, 70% or more of Gr6 students will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish		
Goal #4		
Description: High Achievement in Mathematics		
External Accountability: G4.0 <u>SBAC % of students who meet Math standards</u> - By End of Stage 3 Gr8, the cohort will show an upward trajectory from Gr5 SBAC Math baseline	M1	SP4, KP6
G4.1 <u>End of Stage 3 (7-8) SBAC Math</u> - Maintain performance data to be at comparable/ competitive trajectory with the state, district, and neighboring schools		
Internal Accountability: G4.2 <u>LAS Benchmark MAP Math</u> - By End of Stage 2 Gr6, 70% or more of Gr6 students will show growth from the beginning of the year to the end of year math assessment data		
Goal #5		
Description: Upward trajectory of EL Progress		
External Accountability: G5.0 <u>Cohort reclassification rate</u> of 70% or higher by the End of Stage 3 (Gr8).	M1	SP2
Internal Accountability: G5.1 <u>LAS Reading Benchmark</u> - By end of Stage 2, 70% or more of Gr6 EL students will show growth		

from the beginning of the year to the end of the reading assessment data		
Goal #6		
Description: High Satisfaction Data from Climate Survey		
<u>G6.0 Student Annual Survey Data:</u> 90% or higher of students will agree with the statement, "I like my school."	M3	SP3, SP5, KP8
<u>G6.1 Family Annual Survey Data:</u> 90% or higher of families will agree with the statement, "I would recommend the school to others."		
<u>G6.2 Staff Annual Survey Data:</u> 90% or higher of staff will agree with the statement, "I would recommend the school to others."		

PETITION ELEMENTS

ELEMENT 1: THE 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)

❖ STUDENTS SERVED

<u>Student Served</u>	<u>2015-2016</u> <u>Total #</u>	<u>2016-2017</u> <u>Total #</u>	<u>2017-2018</u> <u>Total #</u>	<u>2017-2018</u> <u>Total %</u>
- Total Enrollment	541	565	585	100%
- In District	403	426	455	78%
- Out of District	138	139	130	22%
- English Learner	222	266	238	41%
- Students with Disabilities	60	68	73	12%
- Socioeconomically Disadvantaged	402	312	389	67%
- Foster Youth	2	2	2	< 1.0
- Homeless Youth	0	6	4	< 1.0
- African American	13	10	14	2%
- American Indian or Alaska Native	0	0	0	0
- Asian	0	0	1	< 1.0
- Filipino	0	0	3	< 1.0
- Hispanic or Latino	509	528	551	94%
- Pacific Islander	0	0	0	0
- White	14	16	15	3%
- Two or More Races	5	11	1	< 1.0
- No Race Indicated				

VISION STATEMENT

The LAS vision is to provide an exceptional Spanish-English bilingual education for all students.

□ MISSION STATEMENT

The LAS mission is to create a learning environment where students: 1) Utilize bilingualism and biliteracy (Spanish and English) to achieve academic excellence and apply skills in real-world situations and diverse settings. (BILITERACY); 2) Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others. (CONFIDENCE AND LIFE SKILLS); and, 3) 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)

□ PROGRAM DESCRIPTION

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

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.

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 curriculum design.

THE LAS GRADUATE: 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 enduring, essential, and transferable foundational skills. In other words, the LAS Graduate will be able to construct meaning, learn with depth, and to transfer new knowledge beyond the school. The LAS Graduate will be prepared to apply the above competencies in diverse contexts and negotiate multicultural and multilingual settings.

Moreover, the LAS Graduate will be a contributor of possible ethical solutions to the complex dilemmas of a highly interdependent, technical global society.

At the core of LAS's educational experience is college and career readiness. Understanding that the demographic composition of LAS reflects groups that are traditionally underprepared for college, and 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 prior to statewide full implementation. Use of the CCSS has resulted in higher expectations and educational practices that place critical thinking habits and skills at the forefront of all subject areas.

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 who is able to negotiate the world with an internalized, cross-cultural compass and with not one, but two languages.

TWO-WAY SPANISH-ENGLISH BILINGUAL PROGRAM STRUCTURE AT LAS

For several years now, LAS has adopted and implemented the Common Core State Standards (CCSS) as the focal 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 state and federal guidelines (Howard, Lindholm-Leary, Rogers, Olague, Medina, Kennedy, Sugarman, & Christian, 2018).

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 encourage students to develop cross-cultural competencies.

Complexity is embedded in the design of the LAS two-way Spanish-English bilingual 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, mentors, literacy coaches, and administration.

A linguistically balanced classroom - for the purpose of language learning and language sharing, is an important component in a two-way bilingual 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.

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

Grade Level	Percentage of Instruction in Spanish	Percentage of Instruction in English
Transitional Kinder	95%	5%
Kindergarten – First	90%	10%
Second	80%	20%
Third	70%	30%

Fourth	60%	40%
Fifth	50%	50%
Middle School	30-40%	60-70%

*middle school language of instruction varies per subject

Research has shown that students need a minimum of seven years to fully develop both conversational and academic proficiency in a second language (de Jong, 2016, Steele, Salter, Zamarro, Miller, Burkhauser, Bacon, 2015; Hakuta, 2011; Genesee, Lindholm-Leary, Saunders & Christian, 2006). For this reason, the Language Academy educational program includes kindergarten through eighth grade. In accordance with the change of the eligible birthdate for kindergarten enrollment from December 1 to September 1, LAS initiated a transitional kindergarten program. Extending the program from transitional kindergarten through middle school permits the development of a ten year, clearly articulated two-way immersion program that gives students the time they need to become fully proficient in both languages.

Generally speaking, students from high socioeconomic status backgrounds often have opportunities to learn academic content through enriched school experiences. In an immersion program, they are taught in more than one language; hence, providing them a challenge that fully engages them 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 in the spirit of LAS's mission to address this socio-economic disparity and close the achievement gap.

□ CURRICULUM DESCRIPTION

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-English bilingual 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 a yearly backwards plan.

Based on the Standards for Mathematical Practice, LAS uses a balanced math approach that exemplifies the Common Core State Standards’ (CCSS) call for rigor in the math classroom, placing equal emphasis on conceptual understanding, procedural fluency, and application to real-life situations (Boaler, 2016). Two years ago, key LAS staff members received training in *Mathematical Mindsets* from Jo Boaler of Stanford University. Since then, middle school teachers have implemented key practices from the YouCubed website, including lessons from “Week of Inspirational Math.”

In correlation with the evolution of math instruction in the CCSS era, LAS has begun professional development training in the implementation of the Next Generation Science Standards (NGSS). Subject core ideas are taught integrated, and in synchronicity, with scientific and engineering practices and cross-cutting concepts. Throughout the grades, social science, history and language arts in Spanish and English are interwoven. Through the Units of Study designed by Lucy Calkins and the Teachers College Reading and Writing Project, students learn through explicit instructions the genre of opinion/argument, information, and narrative writing (Calkins, 2013). The subject of these writings are inspired by both the students’ study of social and scientific core understandings and enduring phenomena. It is an expectation of the LAS graduate to be a change agent and an advocate for social justice.

CURRICULUM LIST – State Adopted and Supplemental Materials

Mathematics	
<i>Grade Level</i>	<i>State Adopted Curriculum</i>
TK – 5	Eureka Math/Engage New York
6 – 8	College Preparatory Mathematics Educational Program
Supplementary Materials	Study Island, Khan Academy, YouCubed, Zearn Math

English Language Arts	
<i>Grade Level</i>	<i>State Adopted Curriculum</i>
3 – 5	Macmillan McGraw Hill Treasures, Columbia University Teacher’s College Reading and Writing Project’s (TCRWP) Units of Study Curriculum
6 – 8	McDougal Littell, Columbia University Teacher’s College Reading and Writing Project’s (TCRWP) Units of Study Curriculum
Supplementary Materials	What’s Happening Articles, Treasures, Wonders, Expository Reading and Writing Course (ERWC), Newsela, RAZ Kids http://www.readinga-z.com

Spanish Language Arts	
<i>Grade Level</i>	<i>State Adopted Curriculum</i>
K – 6	Macmillan McGraw Hill Tesoros, Columbia University Teacher’s College Reading and Writing Project’s (TCRWP) Units of Study Curriculum
7 – 8	McDougal Littell (Language and AP Literature), Columbia University Teacher’s College Reading and Writing Project’s (TCRWP) Units of Study Curriculum
Supplementary Materials	What’s Happening Articles, Tesoros, Newsela, RAZ Kids http://www.readinga-z.com

History/Social Science	
<i>Grade Level</i>	<i>State Adopted Curriculum</i>
4 – 5	Harcourt Brace

6 – 8	McDougal Littell
Supplementary Materials	Study Island; Macmillan McGraw Hill’s Wonders; Action Civics Initiative (Sacramento County of Education)

Science	
<i>Grade Level</i>	<i>State Adopted Curriculum</i>
4 – 5	Harcourt Brace
6 – 8	Holt and Prentice Hall, <i>(Research Pilot FY20)</i>
Supplementary Materials	Study Island

CURRICULUM FOR SOCIO-EMOTIONAL LEARNING

The LAS mission states the expectation that students develop confidence, life skills and leadership in order to fully participate as a global citizen and agent of change. In recent years, LAS has galvanized as a learning community and integrated school resources and systems to address socio-emotional learning. The following is the curriculum being implemented school-wide to ensure both a climate of safety and culture of holistic success for all students.

SECOND STEP

Second Step is a social-emotional learning program that teaches students skills to help themselves learn, including how to focus their attention, listen carefully, and use self-talk to stay on task. Students learn about empathy, how to identify and understand their own and others’ feelings, how to take another’s perspective, and how to show compassion. Students learn specific skills for emotional management, including calming down during strong feelings, such as anxiety or anger. In addition, students learn a process for solving problems with others in positive ways. The Language Academy of Sacramento began schoolwide (transitional-Kindergarten to eighth grade) implementation of the Second Step curriculum in the 2017-2018 school year, and it is currently in its second year of implementation. The Language Academy

also began to incorporate the Bullying Prevention Unit in 2018-2019. This unit teaches students in grades kindergarten to fifth grade how to recognize, report, and refuse bullying. Emphasis is placed on this topic school-wide in October each year.

The following are some of the concepts and skills explored through the program in grades TK-5, but may vary depending on grade level:

Skills for Learning	Empathy	Managing Emotions	Problem Solving
<ul style="list-style-type: none"> ● Learning to listen ● Focusing attention ● Following directions ● Staying on task ● Being assertive ● Using self-talk 	<ul style="list-style-type: none"> ● Identifying feelings ● Feeling confident ● Respecting different preferences ● Showing compassion ● Predicting feelings ● Making friends 	<ul style="list-style-type: none"> ● Managing frustration ● Calming down strong feelings ● Handling waiting ● Managing anger ● Managing worry ● Managing hurt feelings 	<ul style="list-style-type: none"> ● Solving problems ● Inviting to play ● Fair ways to play ● Handling name-calling ● Taking responsibility ● Responding to playground exclusion ● Dealing with negative peer pressure

The following are some of the concepts and skills explored through the program in grades 6-8, but may vary depending on grade level:

Mindsets and Goals	Values and Friendships	Thoughts, Emotions and Decisions	Serious Peer Conflicts
<ul style="list-style-type: none"> ● Starting middle school ● Growing your brain 	<ul style="list-style-type: none"> ● Values and decisions ● Social values ● What's a friend? 	<ul style="list-style-type: none"> ● What are emotions? ● Handling emotions ● Responding to anger 	<ul style="list-style-type: none"> ● Perspectives ● Assumptions ● Recognizing and avoiding serious conflicts

<ul style="list-style-type: none"> ● Making mistakes ● Learning strategies ● Setting goals ● If-then plans 	<ul style="list-style-type: none"> ● Positive relationships ● Making friends 	<ul style="list-style-type: none"> ● Unhelpful thoughts ● Handling rejection ● Calming down 	<ul style="list-style-type: none"> ● Making amends ● Taking responsibility ● Gender and sexual harassment
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RESTORATIVE JUSTICE PRACTICES AND CLASSROOM CIRCLES

Building community and establishing strong relationships is of essence at LAS. Through the incorporation of Restorative Justice Practices, such as community circles and/or more private problem solving sessions, students and staff work towards preventing conflict, building strong, positive relationships, repairing the harm and making things right. Restorative Justice Practices transform difficult behaviors or incidents that might otherwise result in punishment to learning opportunities that have a positive outcome for everyone.

ACTION CIVICS

LAS is a Sacramento County Office of Education (SCOE) Action Civics site and the school has been recognized in the Sacramento region for its program implementation in middle school. The program is aligned with CCSS literacy standards, 21st Century Skills and civics content. Middle school teachers work across curriculum in a coordinated, and integrated way, lead students through the investigative process, and develop students' critical thinking skills using the Socratic method of questioning, with the eventual goal of having students present their own research. The LAS Action Civics program continues to provide middle school students a venue to identify, analyze, and problem solve issues that matter most from their perspective; thus, advancing the student body's sense of wellness and community belonging.

CYBER CIVICS

Fully aware of the tremendous impact of digital technology exposure and its effect on the mental health of young adolescents today, LAS implements a Cyber Civics program starting in fifth grade and throughout the middle school years. Cyber Civics began in a Waldorf classroom and

was originally designed to address the question, “*How to teach kids to use digital technologies ethically, thoughtfully, and wisely.*” LAS teachers access easy-to-teach lessons via online portal on topics of 1) Digital Citizenship, 2) Information Literacy, and 3) Media Literacy for Positive Participation. Students learn how to responsibly navigate the perils, prospects, and possibilities, of the 21st century digital world.

□ INSTRUCTIONAL APPROACHES

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.

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 LAS immersion bilingual educational program design is grounded in the 2011 American Council on the Teaching of Foreign Languages (ACTFL's) publication on the Standards for World Language Instruction and Wiggins and McTighe's work, *Understanding by Design (UbD)*, in 2005.

Furthermore, the LAS academic program incorporates the World-Readiness Standards for Learning Languages, formerly known as 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. 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.

FIVE KEY MODES OF COMMUNICATIVE COMPETENCE

Communication:

The ability to convey and receive messages based on the three modes of communication; *interpersonal*, or two-way interaction with someone else, *interpretive*, the ability to understand and interpret a one-way aural or written text, and *presentational*, the ability to present information in either written or oral format.

Cultures:

As the teachings of language and culture are inextricably intertwined, students learn to understand the culture of the people who speak the target language through learning about the products and practices of the culture and how those relate to the perspective of the people of that culture.

Connections:

Students are able to access knowledge in other disciplines through the target language and to reinforce concepts already learned in these disciplines in the language classroom.

Comparisons:

As students learn a new language and culture, they develop insight into their own language and culture, thus providing them with a deeper understanding of how language works and how cultures reflect the perspectives, practices, and products of the people who speak that language.

Communities:

Language learning becomes even more purposeful for students when they see the application beyond the classroom. With today's communication technologies, language classrooms can bring the world to the students, as teachers provide opportunities for students to use the language beyond the confines of their classroom walls.

Guided by the mindset of defining what are essential, enduring, and transferable intellectual and sociological experiences, LAS professional staff masterfully design and facilitate 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. Students are provided 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 which are recognized as best practices for effective dual language immersion education.

LAS students engage in a rigorous curriculum derived from essential California Common Core State Standards (CCSS). Students at the Language Academy receive systematic, explicit, direct instruction driven by 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, 2011; Pearson & Gallagher, 1983; Duke & Pearson, 2002; Buehl, 2005; Kong & Pearson, 2003).

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 leadership and bilingual communicative skills in students to help each other and contribute to the community. One example of how students assume this responsibility is by participating in the Mentoring and Cross Age Tutoring elective class offered to middle school students. Each semester, middle

school students are assigned to various primary classrooms. Students support instruction by serving as role models, mentor small groups academically, and help students one-on-one. Moreover, middle schools students have the opportunity to experience the integration of writing for particular contexts – e.g. for Speech and Debate, Leadership, Environmental Science, Theatre, or Ethnic Studies electives. These are ways in which LAS students are encouraged to develop leadership and bilingual communicative skills that are useful in the classroom, school, and community.

INSTRUCTION IN ENGLISH

The Common Core State Standards (CCSS) for Language Arts and Mathematics, in conjunction with the English Language Development Standards of the State of California, form 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 placed in appropriate designated groupings for an English Language Development (ELD) period in order to ensure targeted instruction at the individual level. This serves to lower the affective filter while developing the necessary English skills to achieve academic success. Through both designated and integrated ELD, all students expand their knowledge and understanding of both formal and informal language registers as well as forms 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, as specific to the needs of Language Academy students.

INSTRUCTION IN SPANISH

The foundation for instruction in Spanish Language Arts is the California Common Core State Standards in Spanish Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. This document 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. 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 both Spanish and English. In this context, 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) organizations in order to assist in the development of a more effective Spanish Language assessment tool.

LITERACY INSTRUCTION

In recent years, LAS has invested in literacy support by sending key staff members to literacy instruction training at Columbia University's Teachers College in New York. Upon returning, LAS teachers have implemented the reading and writing workshop model as the basis for reading and writing instruction. These research-based practices allow teachers and students to spend time teaching and learning the skills necessary to become proficient readers and writers. Also embedded within instruction is time for students to practice these skills. With the use of the TCRWP Units of Study curriculum, the teachers at LAS are providing students with research-based instruction that supports the work of the reader and writer. For example, during the mini lesson section of the workshop, teachers model and directly teach the skills and strategies of proficient readers and writers. During the independent part of the day, students learn to develop a love for reading and writing as they explore both fiction and nonfiction texts and have time to write, all while getting support from their teacher through small group instruction and individualized conferences.

- ❑ IDENTIFYING AND RESPONDING TO NEEDS OF ALL PUPILS
- ❑ EL PROGRAM DESCRIPTION

At the core of two-way immersion research is data that supports the efficacy of such educational program in second language acquisition (Genesee, Lindholm-Leary, Saunders & Christian, 2006; Howard, E. R., Christian, D., & Genesee, F, 2004; Lindholm- Leary & Hernandez, 2011; de Jong 2016). 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.

As of 2018, nearly half of Language Academy of Sacramento’s student population are English Language Learners (ELs). Based on the last three years of data, and as contextualized within the LAS Bilingual Trajectory End of Stage 3, the LAS EL Reclassified Fluent English Proficient (RFEP) rate has ranged from 74%, 85% and 92%, with the average of about 84% by the End of Stage 3: Grade 8. It is the expectation that LAS Graduates finish their tenure with a high level of proficiency and biliteracy in Spanish and English; and hence, access to all available college and career pathways.

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 elect 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 bilingual education program, families waive their participation in more traditional options such as Structured English immersion, English language mainstream, etc.

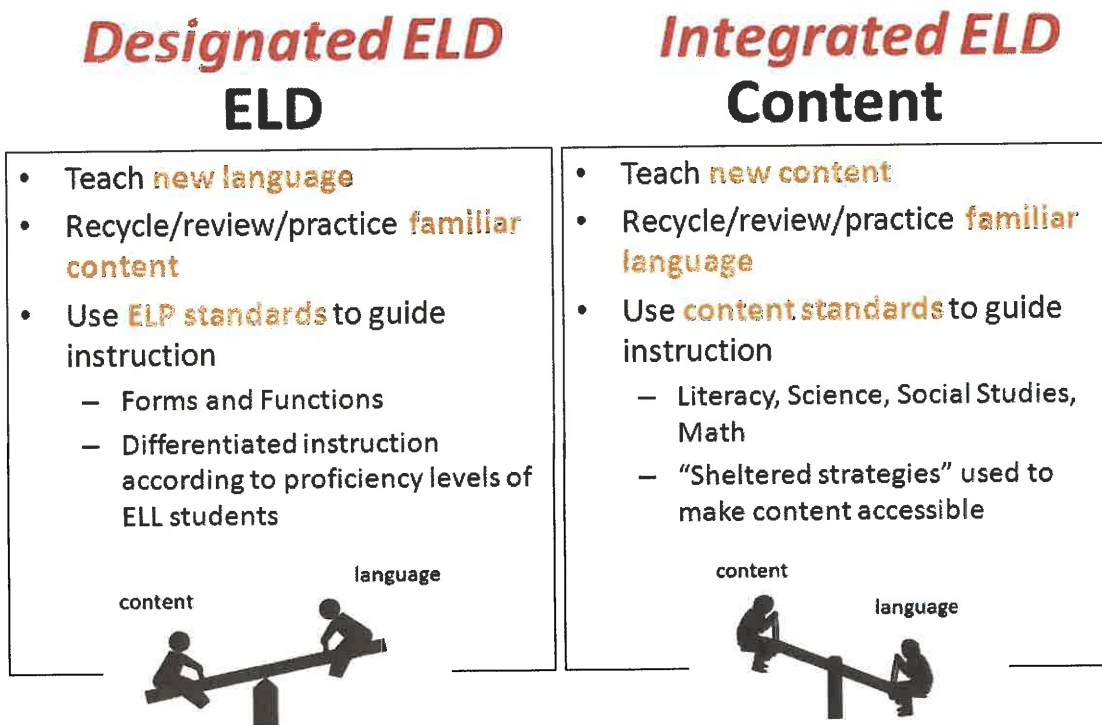
In addition to quality instruction within a two-way Spanish-English bilingual program context, the Language Academy implements a variety of strategies designed to meet the needs of English learners. Many English learners are provided with extended learning opportunities through after school programs,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

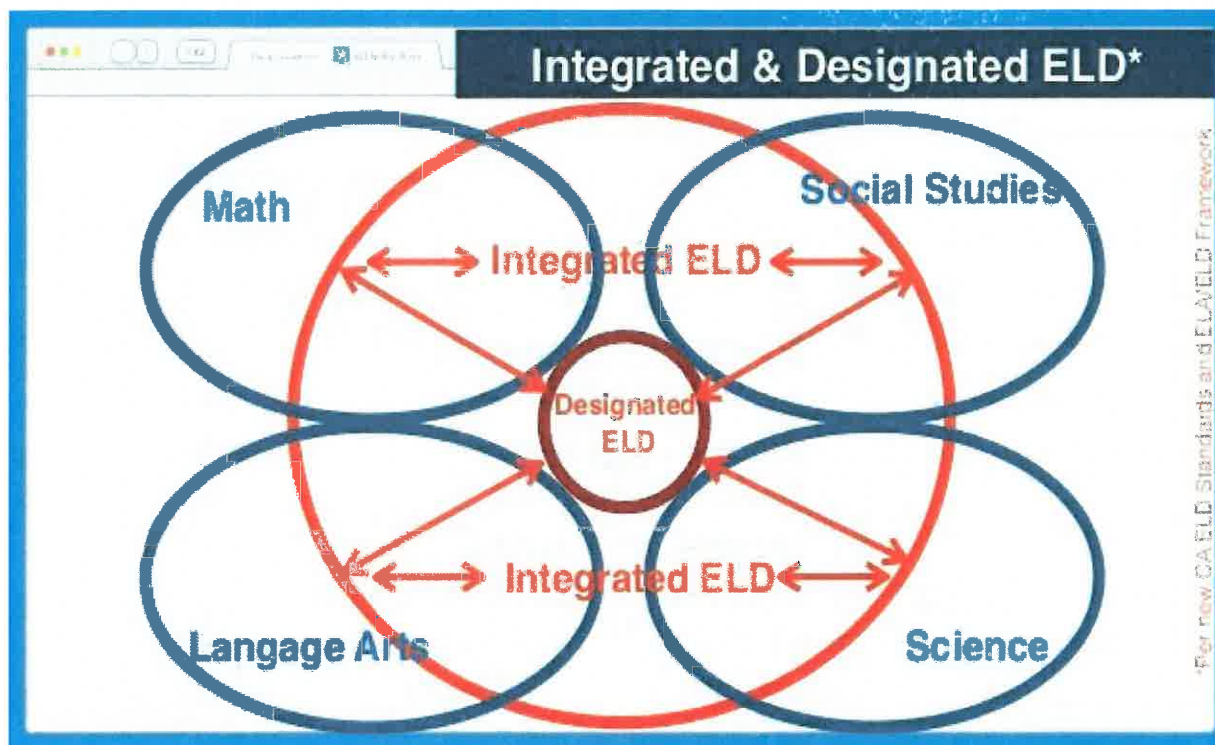
A core of LAS teachers received training in Systematic English Language Development (SELD) in conjunction with the California Reading and Literature Project. SELD training provided

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.

Below is an illustration of how ELD instruction and language instruction for content learning, designated and integrated model accordingly, is defined today within the Common Core State Standards and new subject matter standards such as the Next Generation Science Standards (NGSS).

Models for ELD in the Content Classroom





In addition, teachers have received training on Stanford’s University Jeff Zwiers’ Constructive Conversations practices. Through this training, teachers developed tools and strategies to systematically embed academic language forms and functions into Integrated and Designated ELD instruction (Zwiers, 2008; Zwiers & Crawford (2011).

Moreover, key LAS staff members have attended Columbia University Teachers’ College Readers and Writers Project’s Reading and Writing Institutes. At these institutes teachers received in-depth training on the Units of Study curriculum. This curriculum includes aligned supports for English Language Learners, ensuring the lessons are accessible to all students. *Link: [Units of Study: Supports for English Language Learners](#)*

In addition, a core of LAS teachers are trained in 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 former Bilingual Multicultural Education Department (BMED) of Teacher Education at CSU Sacramento. BMED was

dedicated to training teachers to be effective instructors of culturally, linguistically, and socio-economically diverse students, especially 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/EDMS 272, trains teachers how 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. For several years, Dr. Sue Baker from CSUS has conducted her university methods course at the LAS site, thus creating a laboratory field experience for graduate students learning second language development teaching strategies.

LAS will continue to meet all applicable legal requirements for EL students 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.

Home Language Survey

Upon the student's enrollment into the school, families complete a home language survey (HLS).

Home Language Survey questions:

1. *What language did your child first learn to speak?*
2. *What language does YOUR CHILD use the most at home?*
3. *What language do you use most frequently to speak to your son/daughter?*
4. *What is the language most often spoken by adults in the home?*

LAS staff reviews the results of the HLS to determine a student status either as follows:

- 1) English Only (EO) if the answers to the four questions on the HLS are "English." The student will be categorized as English Only; or,
- 2) To Be Determined (TBD) if the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language. From this data, the student will be assessed to measure his/her level of English proficiency.

Parents hold the right to amend their response to the HLS at any time. However, if the students has already been administered the Initial ELPAC, any changes to the HLS will not affect the student’s official language classification. If the parent amends the HLS prior to Initial ELPAC administration, LAS will honor the changes made.

For students who transfer from other schools, LAS staff will contact the previous school for student records as well as check the student language status on CALPADS. Upon analysis of the combined data sources, LAS staff will follow the state protocol in notifying parents and setting up students for appropriate state assessments.

State Assessment

Initial ELPAC: Students with a “TBD” determination after HLS review are assessed on their English language proficiency level with the Initial English Language Proficiency Assessment for California (ELPAC). The initial ELPAC is used for students who have not yet taken any previous state English language tests (CELDT/ELPAC) and who have not yet been classified as an English Learner.

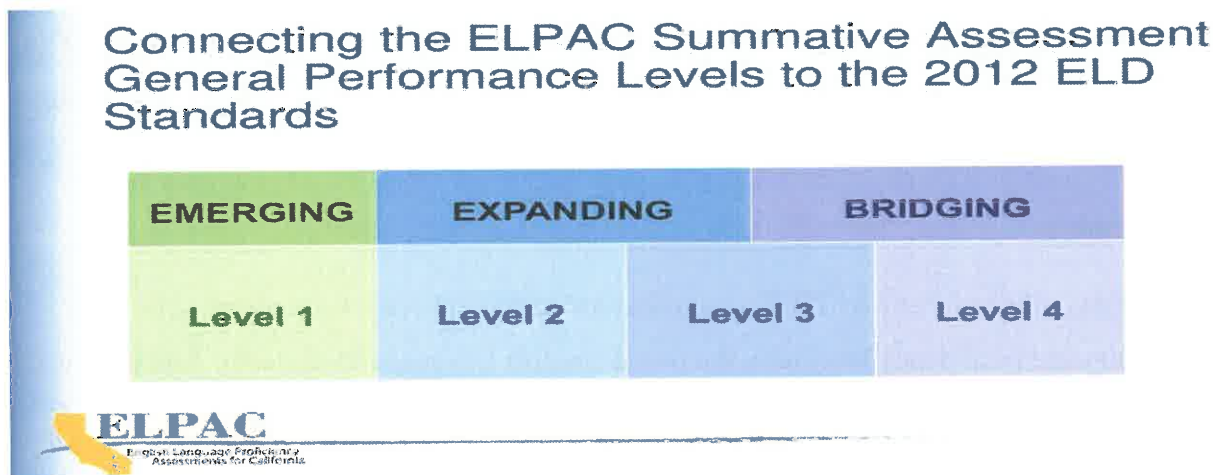
Administration of the initial ELPAC occurs within 30 calendar days at the beginning of the school year, or within two weeks of the student’s enrollment. The initial ELPAC is scored by the school site. Based on the student’s overall initial performance, they may be classified as:

1. An English Learner (EL) - the student must be annually assessed with the summative ELPAC until the student meets the eligibility criteria for reclassification and is Reclassified to Fluent English Proficient (RFEP); or,
2. An Initially Fluent English Proficient (IFEP)

Proper notification of overall performance results to families is completed within the 30 days of enrollment window.

Summative ELPAC: All students with “EL” designation take the summative ELPAC every spring between February and May until they are reclassified as English proficient. The Summative ELPAC is used to assess EL students’ progress towards mastery of the English language, as well as to fulfill the Every Student Succeeds Act (ESSA) federal requirement.

ELPAC assessment includes all four language domains: Listening, Speaking, Reading, and Writing. Overall scaled scores fall within levels one through four. These four ELPAC performance levels are aligned with the 2012 California Framework. EL students are leveled in three ways per the following Proficiency Level Descriptors (PLDs): 1) Emerging, 2) Expanding, and 3) Bridging.



As published in the ELD Standards Publication from the California Department of Education (CDE), the Proficiency Level Descriptors (PLDs) below provide an overview of the stages of English language development through which English learners (ELs) are expected to progress as they gain increasing proficiency in English as a new language. The descriptors provide teachers a guide in curriculum planning and instructional delivery for ELs during designated and integrated English language development.

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of

highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in *all* content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

The LAS dual language bilingual education program pedagogical design lends itself to ideal correlation with the new 2012 CA ELD Standards, where students are expected to not just learn English in isolation, but rather in a constructivist and meaning centered way. Understanding and critical thinking skills are at the forefront of both, helping EL students to acquire language for both communicative and academic purposes.

Table 5.1 Comparison of the 1999 CA ELD Standards and the 2012 CA ELD Standards

1999 CA ELD Standards	2012 CA ELD Standards
<i>Prior focus on:</i>	<i>New emphasis on understanding:</i>
English as a set of rules	→ English as a meaning-making resource with different language choices based on discipline, topic, audience, task, and purpose
Grammar as syntax, separate from meaning, with discrete skills at the center	→ An expanded notion of grammar as encompassing discourse, text structure, syntax, and vocabulary and as inseparable from meaning
Language acquisition as a linear, individual process	→ Language acquisition as a nonlinear, spiraling, dynamic, and complex social process in which meaningful interaction with others is essential
Language development focused on accuracy and grammatical correctness	→ Language development focused on interaction, collaboration, comprehension, and communication, with strategic scaffolding to guide appropriate linguistic choices
Simplified texts and activities, often separate from content knowledge, as necessary for learning English	→ Complex texts and intellectually challenging activities focused on building content knowledge as essential to learning academic English

ELD Instruction

The LAS community understands that by the End of Stage 3: Grade 8, the goal is to have the majority of EL students who began the program as kindergarteners become English proficient and qualify for reclassification. Through thoughtfully designed ELD instruction and on-going, varied assessments and progress monitoring, the average LAS RFEP rate in the last three years is 84% by the end of Grade 8 (Umansky & Reardon, 2014).

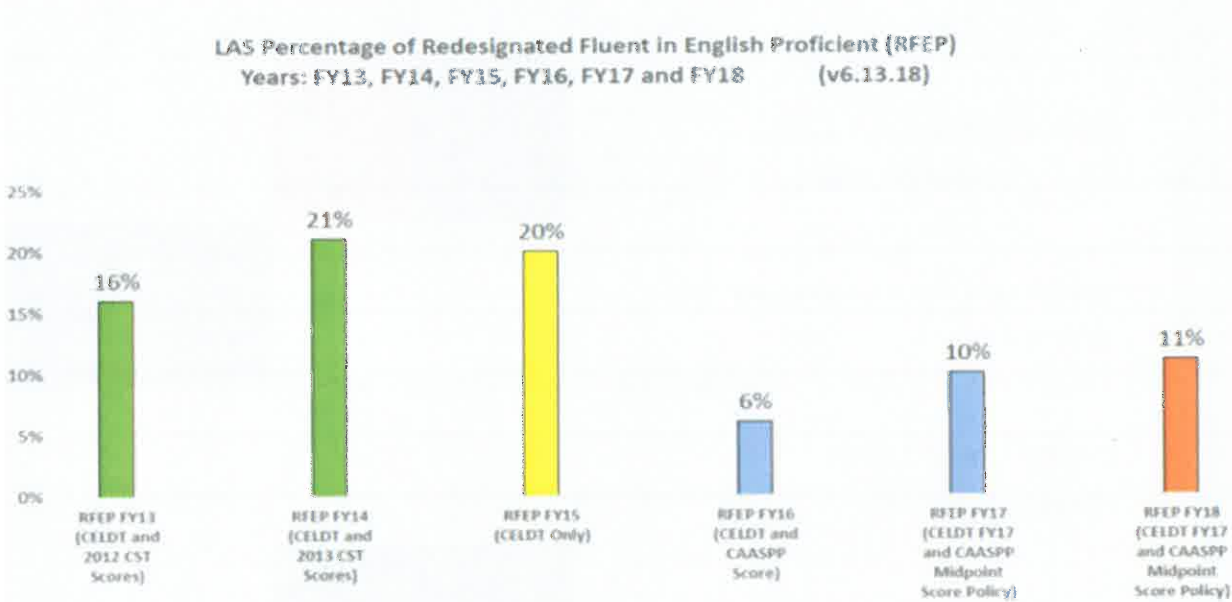
The following LAS LCAP excerpts are illustrations that show the two ways LAS monitors EL students' progress with the ultimate goal of reclassification by End of Stage 3: Grade 8. The first table show LAS internal benchmarks by the end of the three different stages of biliteracy trajectory, with the emphasis on the end goal of high reclassification rate by the end of Grade 8. The second table show a contrast and reflects how reclassification rate is traditionally accounted statewide as an aggregate of all EL students from all grades in a given school year. Expectably, the second table shows a much lower rate since it is an aggregate calculation- a formula that is not compatible with dual immersion bilingual programs like LAS.

Table 1: LAS Internal Benchmark of EL Students Progress in the Context of the Three Stages of Biliteracy Trajectory

Note: CELDT 2017 - Data is the same for EOS 1 Gr3 (FY17 Cohort) and for EOS 2 for Gr6 (FY17 Cohort) since CELDT for FY18 was not administered to Gr1-8 (Only CELDT initials were administered for Gr TK-K). EOS Gr8 (FY18 Cohort) data reflects CELDT 2017 and CAASPP FY17 criteria qualification per LAS redesignation criteria.

	2017 CELDT Proficiency Level Overall Text	2017 CELDT Proficiency Level Listening (L)	2017 CELDT Proficiency Level Speaking (S)	2017 CELDT Proficiency Level Reading (R)	2017 CELDT Proficiency Level Writing (W)
END OF STAGE 1 Gr3: Goal					
Goal	80% INT or Above (L & S)	93%	71%		
Goal	End of Stage 1 Gr3: Goal 80% EI or Above (R&W)			83%	93%
END OF STAGE 2 Gr6: Expanding Bilingual					
Goal	End of Stage 2 Gr6: Goal 80% EA or Above (L & S)	93%	96%		
Goal	End of Stage 2 Gr6: Goal 80% I or Above (R&W)			96%	96%
END OF STAGE 3 Gr8: Full Bilingual					
Goal	End of Stage 3 Gr8: Goal 90% of EL Redesignated (RFEP)	FY17 74%			
		FY18 85%			

TABLE 2: LAS Redesignated Fluent in English Proficient (RFEP) Historical Data Based on Traditional Aggregate (All Grades) View



	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
#EL	203	210	209	221	250	238
RFEP by School Year (Fall + Spring)	32	25	15	0	2	0
RFEP by School Year (+ Spring)	0	19	26	13	22	24
TOTAL	32	44	41	13	24	24
% of RFEP	16%	21%	20%	6%	10%	11%

ELD INSTRUCTION DESIGN

Integrated ELD and Designated ELD: Integrated ELD refers to class time where teachers use the 2012 ELD Standards in synchronicity with the focal subject matter standards- Common Core State Standards for ELA/Literacy and Mathematics, or CA Next Generation Science Standards (NGSS). In contrast, designated ELD is a protected, set time during the school day when teachers use the 2012 ELD Standards as the focus standards for instruction. During designated ELD, EL students develop important English language skills, knowledge, and abilities needed for content learning in English. ELD instruction at LAS is based on systematic English language development (SELD) and Columbia University Teachers College Reading and Writing Project (TCRWP) foundations. Lessons are contextualized within the dual immersion bilingual

education design with the ultimate goal of all LAS students reaching biliteracy and academic proficiency in two languages: Spanish and English.

LAS teachers and key instructional staff receive annual, external achievement data delineating EL students' status and recent performance in state assessments. In addition, internal benchmark results (e.g. DRA/ EDL, and MAP Math) are reviewed. Teachers analyze their EL student needs and plan grouping and instruction accordingly.

LAS Redesignation Process and Reclassification Criteria

LAS English Learner (EL) Student Reclassification policies and procedures are based on the four criteria set forth in the State Board of Education's Reclassification Guidelines (Education Code 313b). The following criteria reflects LAS reclassification procedures per CDE's guidance. The procedure utilizes multiple criteria in determining whether to classify a student as proficient in English including, but not limited to, all of the following:

RECLASSIFICATION CRITERIA

Students will be Reclassified as Fluent English Proficient (RFEP), when the following four criteria have been met:

- 1) Assessment of English Language Proficiency
- 2) Comparison of Performance of Basic Skills
- 3) Teacher Evaluation
- 4) Parent Opinion and Consultation

All English learners' progress will be analyzed at least once annually. Those recommended for reclassification will be reviewed by a team of Curriculum Design Team (CDT) members or designees.

1) Assessment of English Language Proficiency (*Note: FY 2018-2019 only; In FY 2019-2020, LAS will comply with the recently approved January 2019 State Board of Education requirement of an overall score of performance level "4" for K-12*)

- Grades K-8 students may be considered for reclassification if they have:
 1. An OVERALL ELPAC proficiency level of 3 (moderately developed) or higher and

2. Oral and written subscores of 3 or higher

2) Comparison of Performance of Basic Skills

- Grades K-3 students may be considered for reclassification if they have a score of 3 or higher in their end of the year Language Academy of Sacramento reading benchmark assessment (Evaluación del desarrollo de la lectura (EDL) / Developmental Reading Assessment (DRA))
- Grade 4-8 students may be considered for reclassification if:
 1. They have a score of 3 or higher in their end of the year EDL/DRA assessments and
 2. They have scaled scores that meet the Grade Level Academic Criterion Midpoint Score for CAASPP in English Language Arts (ELA).

Current Grade Level	Grade when CAASPP test was administered	CAASPP ELA Midpoint Scale Score of Standard Nearly Met and Standard Met
4	3	2400+
5	4	2445+
6	5	2472+
7	6	2494+
8	7	2516+

3) Teacher Evaluation

Grade K-8 teachers review student academic performance utilizing:

- Teacher recommends reclassification based on classroom observations, validating the student's range of performance in basic skills, including oral English language proficiency and fluency (i.e., comparable to native English speakers)
- Teacher recommends reclassification based on evidence such as, but not limited to:

- Grades K-2: End of year Report card grade of 3 (Consistently Meets Standards) or higher in the majority of Language Arts Standards
- Grades 3-5: End of year Report card grade of 3 (Consistently Meets Standards) or higher in the majority of English Language Arts Standards
- Grades 6-8: End of year Report card grade of C (Meeting Standard) or higher in English Language Arts

** Note that incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.*

4) Parent Opinion and Consultation

- Provide notice to parents and guardians of their right to participate in the reclassification process and encourage them to do so.
- Provide an opportunity for a face-to-face meeting with parent or guardian to discuss recommendation.

Reclassification:

- The students who meet the above four criteria will be Reclassified as Fluent English Proficient (RFEP).
- Parents/guardians will be notified of the reclassification status of their student.
- School records will be updated.
- Reclassified students will be monitored for two years by the CDT members or designee(s) and the students' homeroom teacher at least once per year after reclassification to ensure they are making adequate academic progress. Students will be provided interventions as needed.

EL STUDENTS WITH DISABILITIES

English learner students with disabilities who take the ELPAC will have access to the universal tools, designated supports, and accommodations, as updated annually by CDE.

Special needs students who are unable to meet the reclassification criteria as a result of their disability may be recommended by the IEP Team for reclassification based on alternative

criteria. English learners with identified disabilities can be reclassified at an IEP meeting that includes a person with a Bilingual/Cross-cultural Language and Academic Development (B/CLAD) credential or Specially Designed Academic Instruction in English (SDAIE) training. If deemed appropriate by the IEP Team, English Learners may be assessed with an alternate assessment to the ELPAC to determine English proficiency levels. When the IEP team determines that an EL student with an IEP under such circumstances would benefit from EL reclassification, the ELPAC assessment can be substituted by an alternative reclassification process. The alternative reclassification process consists of a thorough student file review and considers standardized assessment data. Through this alternative reclassification process, the IEP team completes an *Alternative Reclassification of Special Education of English Learners* form which consists of:

- A. Gathering basic student information
- B. Considering factors such as: Three years of CELDT/ELPAC scores, most recent statewide assessment results, and identified disabilities
- C. Review of student cumulative records and confidential special education file, including most recent standardized testing results (i.e. Woodcock Johnson, CELF etc.)
- D. Parent input/recommendation
- E. IEP team input/recommendation

Through this process, the IEP team determines if the primary reason why the student does not meet reclassification criteria is due to the disability or limited English proficiency. This individualized reclassification protocol may be appropriate for a relatively small number of students.

□ SUPPORT FOR STUDENTS ACHIEVING BELOW GRADE LEVEL

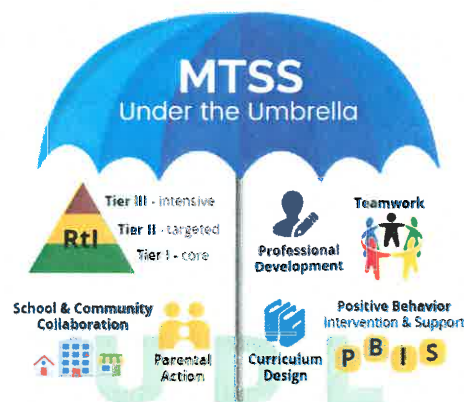
The ultimate goal of the Language Academy is to provide a rigorous and enriching educational program that prepares students to perform at or above grade level on a variety of assessment measures, including standardized achievement tests, curriculum-embedded assessments, and alternative assessments.

Students who are not obtaining desired academic achievement levels or who demonstrate behavior or social-emotional needs will be supported through a Multi-Tiered System of Support,

which incorporates various means to address areas of concern and develop skills needed to meet grade level benchmarks.

MTSS (Multi-Tiered System of Support)

The LAS Multi-Tiered System of Support is a systematic, continuous improvement structure where data based problem solving and decision making is practiced to address the academic, behavioral or socio-emotional needs of students. Through this system of supports and intervention practice, the classroom teacher identifies the academic and/or behavioral concern/s and implements research based interventions that may become increasingly intensive depending on the level of concern and the student's response to the intervention. The classroom teacher will inform parents of the concern/s, implement interventions, collect data, and monitor student progress. When additional guidance and support is necessary the teacher may consult with the Intervention Progress Team (IPT), composed of academic and behavior experts, to gain new perspectives on the student's needs and gather additional intervention strategies. The IPT may suggest further interventions or refer the case to the Student Success Team (SST), which usually consists of parents, teachers, school support personnel and an administrator to further examine the student's academic, behavioral and socio-emotional concerns. LAS implements this MTSS model in an effort to meet all student needs within the regular instructional setting. In addition, anytime the student is not responding to interventions, a Student Success Team (SST) meeting may be recommended.



Student Success Team

The Student Success Team (SST) is a general education function where a school-site team, typically consisting of the student's parents/guardians, teacher(s), school administrator, and other key participants, collaborate in developing a plan to support students in area(s) of concern. Participants of the SST can also include counselors, doctors, social workers, law enforcement or others who can provide information about the student's strengths, concerns, and strategies that have been implemented in the past. An SST referral or request may be made by a parent, teacher, administrator, or the Intervention Progress Team (IPT) when the student has not responded to previous interventions or when there are urgent concerns. The SST's purpose is to identify areas

of concern that are interfering with the student's success in the areas of academics, socio-emotional/behavior, attendance, or health. The SST reviews the concern(s), plans strategies, organizes resources, and develops a plan of action to address student needs. The SST may recommend accommodations to the student's program or request intervention support from specialized staff. The team aims to develop a plan that meets the needs of the student in the general education setting. When more significant concerns exist and there is a suspected disability, the team will refer the student for a 504 accommodation plan or special education evaluation.

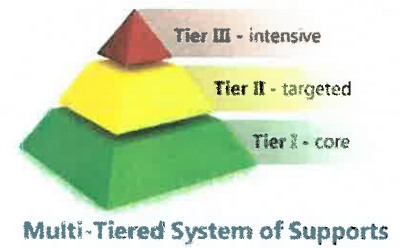
Interventions

Certificated personnel and intervention staff at the Language Academy of Sacramento conduct intervention programs for students throughout the calendar year. Through the Reading Intervention Program, trained reading interventionists support grades K-8 to deliver targeted reading support and help students advance their reading skills. When funding is available, LAS has provided summer school and winter break programs for students performing below grade level on statewide assessments. LAS also offers a yearly, pre-kindergarten program during the summer for all incoming students.

Multi-Tier System of Supports (MTSS)

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.

THREE TIERED INTERVENTION APPROACH



Multi-Tiered System of Supports at LAS		
Tier 3 Intensive Interventions 3-5%		
Behavior/Socio-Emotional	Both	Academic
<ul style="list-style-type: none"> ● Individual Counseling ● Crisis Prevention Intervention (CPI) Training ● Behavior Intervention Plans (BIP) ● *Restorative Justice ● Conflict Resolution Meetings ● ACCESS/Mental Health Referrals ● Social Skills Counseling Groups ● Pull-out/Push-in Supports ● Strategic Interventions ● Suicide Risk Assessment ● Individual Mental Health Counseling ● Outreach to outside professional agencies for intervention support 	<ul style="list-style-type: none"> ● IEP ● SPED Consultants ● SPED Team Meetings ● Parent Communication ● *Home Visits ● Family Meetings ● *Parent Education 	<ul style="list-style-type: none"> ● Adaptive P.E ● Occupational Therapy ● Speech and Language Therapy ● Specialized Academic Instruction 1:1, small group ● 504 Accommodation Plans ● After-school Tutoring ● *Student Attendance Review Board (SARB) ● Special Education Bimonthly Meetings ● Targeted Curriculum designed to accelerate students ● Intensive extended-day sessions

Tier 2 Targeted Interventions 10-15%

Behavior/Socio-Emotional	Both	Academic
<ul style="list-style-type: none"> ● Behavior Plan/ Reward System ● Social Skills Group ● Counseling ● Office Referral ● Club Colibri ● Life Skills Program ● Manchas Jaguares ● Spotlight Student ● Consistent expectations for delivery of work on time 	<ul style="list-style-type: none"> ● Yellow Folder Referrals ● MTSS/IPT Meetings ● SST ● Parent Communication ● Parent Association Monthly Meetings ● Home Visits ● Parent Education 	<ul style="list-style-type: none"> ● Implementing research based strategies ● Push-in Support ● Peer Tutoring ● Study Skills ● Reading/Math Leveled group ● After-School Tutoring ● *Co-teaching ● Small Group Instruction ● Mentoring/Cross-Age Tutoring (MCAT) ● Classroom Interventions ● Reading Intervention Team ● Attendance Recognition Assemblies ● Targeted Instruction ● Targeted referrals: Vision/Hearing ● *Student Attendance Review Board ● Study hall attendance

Tier 1 Universal Supports 80-90%

Behavior/Socio-Emotional	Both	Academic
<ul style="list-style-type: none"> ● Setting Limits ● Rewards Systems ● Positive Behavior Intervention System (PBIS)/School Rules ● Program Structures ● Community Building ● Teacher Buddy System ● Classroom Meetings ● Drop-in Lunch Consultation (Counselor) ● Manchas Jaguares, weekly incentives 	<ul style="list-style-type: none"> ● After School Program Collaboration/check in/observations ● Parent communication ● Conferences/Progress Reports ● Brain Breaks ● Staff Self-Assessment Goal Setting ● Executive Function such as organizational skills ● Professional Development 	<ul style="list-style-type: none"> ● 90/10 Bilingual Program ● Common Core Math ● Civic Action ● Smarter Balanced Assessment ● Common Planning Time (CPT) ● Constructive Conversations ● Benchmark Assessments ● Bilingual Academic Program ● *Co-teaching ● Peer Observations

<ul style="list-style-type: none"> ● Life Skills; monthly incentives ● Clear behavior expectations with consistent follow through 	<ul style="list-style-type: none"> ● Horizontal/Vertical Articulation ● Parent Teacher Conferences ● Health Insurance Outreach ● Common Planning Time (CPT) ● Family Nights (Reading, Math, Health, Games, Cultural) ● Provide psycho-educational resource materials to teachers ● Culturally Responsive Teaching & Learning (CRTL Strategies Recall, Organization/Planning, Prioritizing/Goal-setting, Eval/Critical Thinking Skills, Self-Management (ROPES)) ● Extensive scaffolding of skill development 	<ul style="list-style-type: none"> ● Parent Volunteer Hours ● *Readers Workshop ● Writers Workshop ● Expository Reading/Writing Course: MS (ERWC) ● Developmental Reading Assessment (DRA)/Evaluación del Desarrollo de Lectura (EDL) ● *Leveled Reading Text ● Progress Reports ● Parent Grade Level Representatives ● *Lesson Study/Instructional Rounds ● Increased length in instructional day ● Vision/Hearing/Dental Screenings (Specific grade levels) ● *School-wide literacy campaign (Reading Rewards) ● Systematic Instruction of Phonemic Awareness & Phonics (SIPPS) Curriculum ● Community Partnerships (CSU Sacramento, UC Davis) ● Closer monitoring of homework completion ● Differentiated homework ● Longer assignments chunked with frequent checks. ● Assessments using multiple modalities ● SDAIE/Sheltered Instruction Observation Protocol (SIOP) methodology for ELs
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□ 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 a 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.

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 of Sacramento (LAS) is committed to offer a high quality education to all students, including those identified with special needs. LAS will provide students with disabilities a Free and Appropriate Public Education (“FAPE”) within the Least Restrictive Environment (“LRE”). In an effort to meet these individualized needs, LAS will comply with all regulatory special education requirements of the Individuals with Disabilities Education Improvement Act (“IDEIA”), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (“OCR”). LAS will not discriminate against any student based on his or her disabilities and will provide a high quality, research based education with a structured curriculum to all students.

English Learners with Individualized Education Plans

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 the El Dorado County Charter SELPA to ensure that each student's special education needs are being met as outlined in their Individualized Education Program/Plan (IEP) and in accordance with applicable laws and SELPA policies and practices regarding students with exceptional needs.

Child Find

LAS's 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 intake practices that identify students with exceptional needs to help ensure that the school is aware of all students who have identified special needs;
- Develop relations with all feeder local education agencies to request and obtain cumulative files and other documents in a timely fashion;
- Staff development and training to ensure an understanding of tools and techniques used to identify students who may have exceptional needs;
- Review of student assessment data, including but not limited to, state-mandated testing, to identify students who fall below 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 SELPA and DISTRICT (as applicable) policies and procedures.

LAS will notify each school district about students newly enrolled at LAS and ensure that LAS receives any active IEP's for students who used to attend its schools in a timely manner. LAS will notify the new district when a student with an IEP leaves the charter school. These processes will occur by mailing notices to each district's special education director and via phone calls for follow up as necessary.

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 504 Coordinator 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 will be 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 educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials are 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 educational need, and not merely those which are designed to provide a single general intelligence quotient
- Test 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 be identified as a person with a disability is made by the 504 team in writing. Notice is given to the parent or guardian in their primary language along with procedural safeguards. During the evaluation, if the 504 team obtains information indicating possible eligibility for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the 504 team determines that the student has 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 a 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 participants, including parents, guardians, teachers, substitutes, tutors, and any other significant participant in the student's education, must have a copy of the student's 504 Plan. The Executive 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 student's file. All student 504 Plans will be reviewed at least once per year to determine if accommodations remain appropriate, to discuss modifications to the plan, and to document continued eligibility.

□ SPECIAL EDUCATION PROGRAM DESCRIPTION

The special education program at LAS will be led by the Special Education Coordinator who will be directly responsible for ensuring that LAS is in compliance with all applicable special education laws and requirements. Experienced and certified special education teachers will be employed to ensure that the unique needs and learning styles of all students are met. Whenever possible, students will be 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 the student's academic progress, LAS may utilize pull-out services to aid the student's academic success. Education Specialists will coordinate the direct instruction and inclusion of Special Education students. Classroom teachers will be informed of their responsibilities for particular students, trained and guided by the SPED Coordinator, SPED teachers and/or the Executive Director of the school on how to successfully meet those responsibilities, and will implement any accommodations and modifications in the general education 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 will be

provided either by LAS certified staff or specially contracted expert, professionals for those with special needs.

Special Education Services

The Charter School will provide a free and appropriate education in the least restrictive environment to each student eligible under IDEIA. This will be done in accordance with the IDEIA, Education Code requirements, and applicable policies, procedures, and forms of the El Dorado County Charter SELPA.

Staffing

The charter school will be responsible for the hiring, training, and employment of site staff necessary to provide special education services through direct hire or contracted through agencies. The Charter School shall ensure that all special education staff hired or contracted by the Charter School are qualified pursuant to SELPA policies and legal requirements.

Identification and Referral

The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have a susceptible disability. Students will be referred to special education only after intervention resources of the general education program have been implemented.

Assessments

The Charter School's special education team will determine what assessments, if any, are necessary and arrange for the administration of such assessment for referred or eligible students in accordance with the applicable law. The Charter School shall obtain parent/guardian consent to assess students.

IEP Meetings

The Charter School shall arrange and notify team members of necessary IEP meetings. The IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the student's

parent/guardian, a designated school administrator, the case manager, the general education teacher, the student if appropriate, and other related special education service provider.

IEP Development

The Charter School understands that decisions regarding eligibility, goals, objectives, program services, placement, and exit from special education is the decision of the IEP team. Special Education Program services and placement shall be provided to all eligible Charter school students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. Parents shall be provided with reports on student progresses at the frequency indicated in the student's IEP.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students with individualized educational plans and transferring into the Charter School within the academic school year. The Charter School shall provide a free and appropriate education including with services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

Non-Public Placement/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students

Non-Discrimination

It is understood and agreed that all children have access to Language Academy of Sacramento and no student shall be denied admission or counseled out of the Charter School regardless of the

nature, extent or severity of the disability or due to the students' request for, or actual need, for special education services.

Parent/Guardian Concerns and Complaints

The Charter School maintains policies for responding to parental concerns or complaints related to special education services. The Charter school shall receive concerns raised by parents/guardians regarding related services and rights. The designated representative will investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearing

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parent/guardian file for a due process hearing, or request for mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School shall represent itself at SELPA meetings.

Funding

The Charter School is subject to the allocation plan of the El Dorado County Charter SELPA.

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

1. Have students with learning disabilities underline key words or directions on activity sheets
2. Pace instruction carefully to ensure clarity
3. Encourage students to practice using technical words in exchanges among peers
4. Always ask questions in a clarifying manner, then have the students with learning disabilities describe his or her understanding of the questions
5. Spend more time on building background for the reading selections and creating a mental scheme for the organization of the text
6. Use the Elmo projector with an outline of the lesson

7. Suggest that students use both visual and auditory senses when reading the text
8. Reduce course load for student with learning disabilities
9. Review relevant material, preview the material to be presented, present the new material, then summarize the material just presented
10. Provide clear copies of lesson notes and overhead presentations as needed
11. Read aloud material that is written on the whiteboard and/or on the projector
12. Provide students with chapter outlines or student guides that cue them to key points in their readings
13. Offer to read written material aloud, when needed
14. Provide a course syllabus before class begins
15. Announce readings and assignments well in advance
16. Ask questions in a way that helps the student gain confidence
17. Consider alternate activities that are more accommodating for the student but meet the same objectives
18. Keep oral instructions logical and concise. Reinforce them with a brief cue words
19. Clearly label equipment, tools, and materials. Color code for enhanced visual recognition
20. Repeat or restate complicated directions
21. Eliminate classroom distractions such as excessive noise, flickering lights, etc.
22. Outline class presentations on the whiteboard
23. Outline material to be covered during each class period
24. Establish the clarity of understanding that the student has about class assignments
25. Give assignments both in written and oral form
26. Have practice exercises available for lessons, and pre-teach material
27. Present new and/or technical vocabulary on the whiteboard
28. Provide and teach memory associations (mnemonic strategies)
29. Support one modality of presentation by following it with instruction, then use another modality
30. Talk distinctly and at a rate that the students with a learning disability can follow
31. Technical content should be presented in small, incremental steps
32. Assist the student to borrow classmates' notes as needed
33. Use plenty of examples, oral or otherwise

34. Use straight forward instruction with step by step unambiguous terms
35. Write legibly, use large type; do not clutter the whiteboard
36. Use props to make narrative situations more vivid and clear

SELPA Membership

The Language Academy of Sacramento has a partnership with the El Dorado County Office of Education Charter SELPA as an independent Local Education Agency (LEA) to ensure that a free and appropriate education is provided to all students with exceptional needs.

LAS shall assume full responsibility for the provision of special education and related services to eligible students as an LEA member of the El Dorado County Office of Education (EDCOE) Charter SELPA. As such, State and Federal funding shall be allocated directly to LAS per allocation plan of the EDCOE Charter SELPA. LAS will assume responsibility for the general education contribution which may be necessary, the provision of special education services to identified students, and shall meet the annual Maintenance of Effort Requirement.

As required of LEA members within the EDCOE Charter SELPA, The Charter School provides the following assurances:

- Free Appropriate Public Education (FAPE)-The Charter School will assure that a free appropriate public education shall be provided to all enrolled students, including children with disabilities who have been suspended or expelled from school.
- Child Find-The Charter School will assure that all students with disabilities are identified.
- Full Educational Opportunity-The Charter School will assure that all students with disabilities have access to the full range of programs available to non-disabled students.
- Least Restrictive Environment (LRE)-The Charter School will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids, supports and services in the general education environment.

- Individualized Education Program (IEP)-The Charter School will assure that an Individualized Education Plan is developed, reviewed and revised for each child who is eligible.

- Assessments-The Charter School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years, and more often if conditions warrant or if requested by the student's parents or teacher to determine continued eligibility and needs.

- Confidentiality and Procedural Safeguards-The Charter School will assure that the confidentiality of identifiable data shall be protected at collection, storage, disclosure and destruction. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and provisions for a Free Appropriate Public Education.

- Personnel Standards-The Charter School will assure that good faith efforts will be made to attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to eligible children with disabilities.

- State Assessments-The Charter School will assure that students with disabilities are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

LAS shall comply with all requirements of the Federal Individuals with Disabilities in Education Improvement Act (IDEIA), State laws and the EDCOE Charter SELPA Local Plan, and perform all corrective actions deemed necessary by the Charter SELPA and/or CDE. A Program Specialist shall be assigned to support The Charter School and to provide coaching support to the site special education team to ensure that all requirements of IDEIA are met, and each child is well served.

The LAS SPED team will develop a professional development plan based on the needs of the team to provide ongoing learning opportunities and support to special education staff, and build the capacity of the site team in meeting compliance with state and federal statutes and reporting requirements. Professional development will be provided regarding best practices that support the specialized learning needs of students with disabilities in the least restrictive environment.

□ NUMBER OF SCHOOL DAYS AND INSTRUCTIONAL MINUTES FOR EACH GRADE LEVEL

	FY 2018	FY 2019
First School Day	08/14/2017	08/13/2018
Last School Day	06/01/2018	05/30/2019
Instructional Days	179	179
Instructional Minutes – K (36,000)	45,030	45,030
Instructional Minutes – Gr1- Gr3 (50,400)	55,770	55,770
Instructional Minutes – Gr4- Gr8 (54,000)	57,780	57,780

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. Since 2010, LAS has implemented 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 160 students, Monday- Friday until 6PM. The program balances access to arts and music with homework support, 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 Folklorico Dance, Health and Fitness classes (e.g. Zumba, jump rope), Arts and Crafts, Theatre, Classical Ballet, Violin, Robotics, and Guitar. A third after school program, the YMCA, was added due to increasing need. In collaboration with the

YMCA, families have another option for their student(s) to receive quality afterschool learning time. 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.

□ TECHNOLOGY AND MATERIALS AVAILABLE TO STUDENTS INCLUDING STUDENT TO COMPUTER RATIO

LAS has a robust inventory of technology equipment available to students, creating a 5:1 Grade K-1 and a 1:1 Grades 2-8 student to technology ratio.

Even prior to the Common Core State Standards (CCSS) inception, LAS began building its infrastructure for technology. 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.

LAS has committed its resources to state of the art technology that includes the latest Microsoft Active Directory Domain Servers coupled with a Lightspeed Systems Content Filter housed locally onsite. Having user accounts, data storage and local web filtration systems locally allows LAS to have the granularity needed without sacrificing internet traffic bandwidth, and ensures 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, the LAS campus will have combined the best network management system, learning management system and content management system. LAS uses Illuminate as the school's student information system and as the data system of record for all student achievement data. Together, LAS future technology infrastructure not only meets the demands for the CCSS Smarter Balanced Assessments, but also creates 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 of students with laptops on their desks engrossed in 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. Students start creating multimedia presentations by fourth grade, and develop their presentation skills through grade eight in all subjects.

For several years, LAS students have had access to an English and Spanish online study program, Study Island, where they can practice science, history, and math, both 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.

□ LCAP EXECUTIVE SUMMARY (Excerpt from LAS LCAP)

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 585 for the 2017-18 school year. As of June 2018, there are 732 children on the LAS waiting list.

LAS Demographics

During the 2017-18 year, LAS demographic data constituted 75% Socioeconomically Disadvantaged, 41% English Learners and 11% qualified for Special Education services. Ethnicity data revealed that 94% of students were Latino, 2% Black/African American, 3%

White, and 1% Other. Sixty one (61%) of the families at LAS identified Spanish as their primary language.

LAS Academics

LAS is a TK-8 Two Way Spanish Immersion public school that offers a challenging curriculum emphasizing **Academic Achievement, Bilingualism and Biliteracy**, and a **Collaborative** home and school relationship. Key components of the LAS academic program include instruction in English and Spanish in all grade levels, smaller class size, an extended school day and year, and community partnerships to enrich the curriculum. Currently In its 14th year, LAS has become the area’s only TK-8 dual immersion educational program. It has seen continuous academic growth and supports college and career readiness.

□ 8 STATE PRIORITIES AND LAS LCAP GOALS

<p>State Priority Description <i>Sub-Priorities</i></p>	<p>Measurable Goals to Achieve Sub-Priorities</p>	<p>Actions to Achieve Measurable Goals</p>	<p>Measurable Outcome to Define Success <i>(Methods of Measurement)</i></p>
<p>SP1: Basics: Teachers, Instructional Materials, Facilities</p>			
<p><i>Provide all students access to fully credentialed teachers</i></p>	<p>FY17 and FY18: 100% of teachers are fully credentialed</p>	<p>Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed</p>	<p>Maintain 100% of teachers fully credentialed <i>(Percentage of properly credentialed teachers)</i></p>
<p><i>Provide students access to standards-aligned instructional materials</i></p>	<p>Instructional materials are researched based, implemented with fidelity within the context of a dual language program, and aligned with</p>	<p>All core subjects instruction are based on Common Core State Standards</p>	<p>Record of research and purchase: CCSS aligned curricula Implementation support by school leadership</p>

	Common Core State Standards		<i>(Percentage of students with access to standards-aligned instructional material)</i>
<i>Provide facilities in good repair</i>	FY17 and FY18: SARC rating “Good”	Facilities Committee continues to address the short and long term vision for the school, including updates to ADA compliant projects. Ensure hiring of exemplary staff to help with continued maintenance of the facility	Maintain an overall rating of “Good” on SARC <i>(Facilities in good repair per SARC)</i>
State Priority Description <i>Sub-Priorities</i>	Measurable Goals to Achieve Sub-Priorities	Actions to Achieve Measurable Goals	Measurable Outcome to Define Success <i>(Methods of Measurement)</i>
SP2: Implementation of state standards and addressing how EL students will be enabled to gain academic content knowledge and English language proficiency			
<i>Provide an educational experience where alignment of all curriculum and assessments in core subjects, including ELD standards within the dual immersion context, ensure biliteracy for all students</i>	FY17 and FY18 Professional development learnings reflect a 100% focus on CCSS aligned curriculum, instruction and assessment, learning and teaching best practices, including foundational trainings of ELD standards and the new ELPAC statewide assessment for English language proficiency.	School Leadership and the Curriculum Design Team will continue Professional Development trainings that deepen staff understanding of state standards and its efficacy in addressing the progress of English learners.	Professional Development Calendar that reflects CCSS and ELD trainings Implementation support by school leadership <i>(Full implementation of the academic content and performance standards adopted by the state board)</i>

			<i>(Strategic tandem implementation of CCSS and ELD standards that enable English learners to access academic content knowledge and gain English language proficiency)</i>
State Priority Description <i>Sub-Priorities</i>	Measurable Goals to Achieve Sub-Priorities	Actions to Achieve Measurable Goals	Measurable Outcome to Define Success <i>(Methods of Measurement)</i>
SP3: Parent engagement , including efforts to seek parent input for making decisions and to promote parent participation of unduplicated students and those with exceptional needs			
<i>LAS: Volunteerism</i>	FY17 and FY18: Total volunteer hours are 3947 and 4930.5, respectively FY17 and FY18: 56% and 62% of families with some/met 20 hours of volunteer, respectively	Continue the annual calendar of meetings and events for families to participate, share their voice about student learning and how they can volunteer to help achieve school goals.	Maintain or increase current data of annual total number of volunteer hours <i>(LCAP reported items: Annual total number of volunteer hours)</i>
<i>LAS: Voter participation</i>	FY17 and FY18: 62% and 57%, governing board voter participation rate, respectively	Continue to share the importance of voting participation as an independent governing charter school	Maintain or increase current percentage of voter participation in governance elections <i>(LCAP Reported Items: Annual percentage of voter participation in governance elections)</i>
<i>LAS: Stakeholder Satisfaction</i>		Continue to reflect on annual survey data to implement key	Maintain or increase current percentage of at least 90% of annual

		initiatives that help expand parent engagement	survey participants who would “recommend the school to others.” <i>(LCAP Reported Items: Annual satisfaction data based on annual stakeholder survey)</i>
State Priority Description <i>Sub-Priorities</i>	Measurable Goals to Achieve Sub-Priorities	Actions to Achieve Measurable Goals	Measurable Outcome to Define Success <i>(Methods of Measurement)</i>
SP4: Student Achievement based on statewide assessments, percentage of ELs making progress in ELPAC, and EL reclassification rate			
<i>Student achievement and biliteracy for all students</i>	Based on the LAS Biliteracy Grade Span Progression Measurable Outcomes- External Accountability: <i>Establish new baseline based on ELPAC after 2yrs of implementation</i> Stage 1: Emerging Biliteracy (K-3) Stage 2: Expanding Biliteracy (4-6) Stage 3: Full Biliteracy (7-8)	Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators	Maintain End of Stage 3 (7-8) SBAC ELA and Math performance data to be at comparable/ competitive trajectory Maintain End of Stages (1, 2, and 3) English learner dual language program academic growth trajectory, including End of Stage 3 (7-8) 5% increase reclassification rate annually <i>(Statewide assessment 100% participation rate goal; RFEP rate and EL annual growth progress percentages)</i>

<p>State Priority Description</p> <p><i>Sub-Priorities</i></p>	<p>Measurable Goals to Achieve Sub-Priorities</p>	<p>Actions to Achieve Measurable Goals</p>	<p>Measurable Outcome to Define Success</p> <p><i>(Methods of Measurement)</i></p>
<p>SP5: Student Engagement based on school attendance rates, chronic absenteeism rate, and middle school dropout rate</p>			
<p><i>Student engagement and building confidence and life skills for all students</i></p>	<p>FY17 and FY18 Data: Attendance rate Actual: 97%</p>	<p>Continue to closely monitor student attendance trends</p>	<p>Attendance rate of 95% or above</p> <p><i>(Annual attendance rate)</i></p>
<p><i>Low chronic absenteeism rate</i></p>	<p>Absenteeism (chronic) at 2.9% and 3.2% rate, respectively</p>	<p>Continue coordinated effort with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate</p>	<p>Chronic Absenteeism rate of less than 3%</p> <p><i>(Annual chronic absenteeism rate)</i></p>
<p><i>Low middle school dropout rate</i></p>	<p>Dropout for middle school at zero rate</p>	<p>Continue review of annual student survey data for improvement areas</p>	<p>Middle school dropout rate at less than 1%</p> <p><i>(Annual middle school dropout rate Annual student survey data)</i></p>

State Priority Description <i>Sub-Priorities</i>	Measurable Goals to Achieve Sub-Priorities	Actions to Achieve Measurable Goals	Measurable Outcome to Define Success <i>(Methods of Measurement)</i>
SP6: School Climate- Suspension rate and expulsion rate Other local measures, including survey of pupils, parents and teachers regarding school climate, school safety and connectedness			
<i>School climate and building confidence, leadership, and critical thinking skills for all students</i> <i>Low suspension rate</i>	FY17 and FY18: Suspension rate = 1.9% and less than 1%, respectively	Continue high level of student engagement academically and socio-emotionally	Suspension rate goal of 2% or less <i>(Annual suspension rate)</i>
<i>Low expulsion rate</i>	Expulsion rate= 0% for both years		Expulsion rate goal of less than 1% <i>Annual expulsion rate</i>
<i>High participation rate</i>	FY17 and FY18: Stakeholder survey participation: Student: 95% and 93%, respectively Families: 69% and 67%, respectively Staff: 95% and 98%, respectively	Continue administering stakeholder survey data annually and monitor for areas of improvement	Stakeholder survey participation goal: maintenance of 90% and above current rate and incremental 5% increase for family survey completion <i>Annual stakeholder survey data:</i> <ol style="list-style-type: none"> 1) Families 2) Staff 3) Students

<p>State Priority Description</p> <p><i>Sub-Priorities</i></p>	<p>Measurable Goals to Achieve Sub-Priorities</p>	<p>Actions to Achieve Measurable Goals</p>	<p>Measurable Outcome to Define Success</p> <p><i>(Methods of Measurement)</i></p>
<p>SP7: Course Access - Broad course of study that included all the subject areas described in 51210 and 51220(a)(i) as applicable; Programs and services developed and provided to unduplicated pupils and students with exceptional needs</p>			
<p><i>Course access and its role in supporting the fulfillment of LAS mission</i></p> <p><i>1) LAS students are enrolled in broad course of study. As a DLBE program, students receive instruction equivalent to advanced level of foreign language study</i></p>	<p>100% of students have access to broad course of study, including: PE, visual and performing arts technology, and global language</p>	<p>Continue elective courses offerings in middle school</p>	<p>100% of MS students participate in elective courses</p> <p><i>(Course offering archives)</i></p>
<p><i>Set events on schooling pipeline</i></p>	<p><i>Facilitated transition of graduates to local high schools</i></p>	<p>Continue Senderos al Exito (SALE) meetings where LAS Gr8 families learn about high school programs</p> <p>Continue facilitated support of Gr8 students as they apply to local high schools</p>	<p>100% Gr8 students and families are provided the SALE venue and have access to staff support in understanding high school applications and transitions</p> <p><i>(Calendar of Middle School Events and attendance sign up forms)</i></p>

State Priority Description <i>Sub-Priorities</i>	Measurable Goals to Achieve Sub-Priorities	Actions to Achieve Measurable Goals	Measurable Outcome to Define Success <i>(Methods of Measurement)</i>
SP8: Other Student Outcomes- Pupil outcomes (if available) in the subject areas described in 51210 and 51220(a)(i) as applicable			
<i>LAS Mission: BILITERACY- Spanish language proficiency</i>	EDL Spanish reading data by End of Stage 2 (Gr6): 75% at grade level	Continue administration of Spanish language assessment in reading (K-8) and in math (2-4)	<i>At least a 5% increase in Spanish grade level EDL percentage by End of Stage 2 (Gr6) annually</i>
	Gr8 Diagnostic SAT Subject Test in Spanish/ AP Spanish Test: Comparable data with College Board average score	Continue administration of Gr8 diagnostic College Board exams in Spanish	Gr8 College Board Tests in Spanish comparative performance data to College Board average score <i>(Gr8 College Board Spanish test data)</i>

❑ **ELEMENT 2: MEASURABLE PUPIL OUTCOMES**

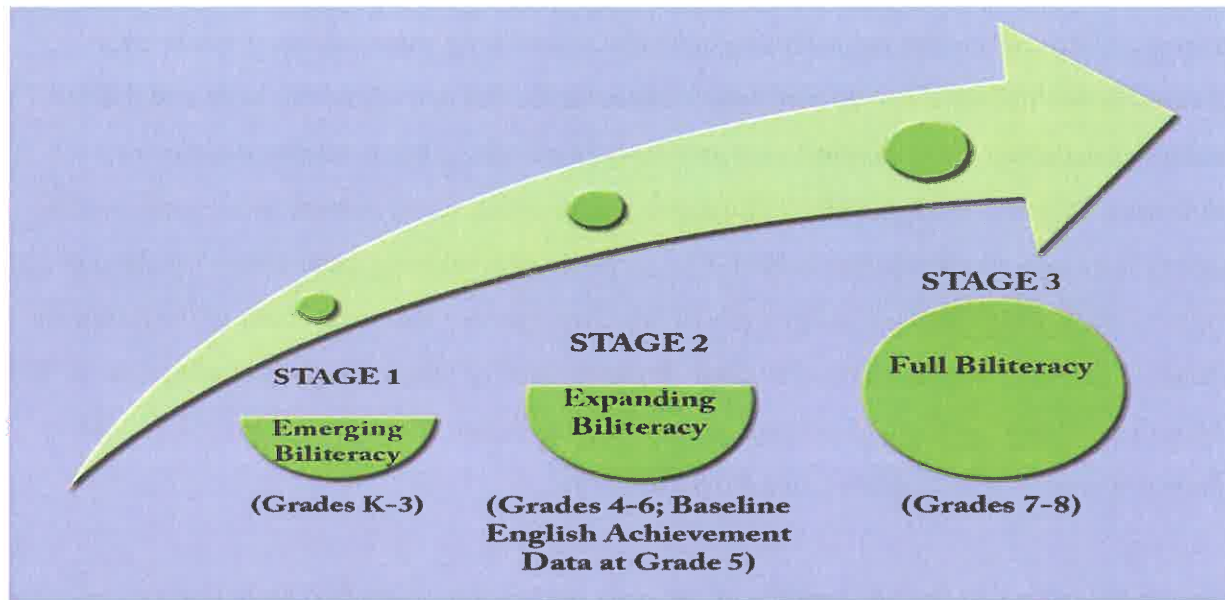
Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational 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, which 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 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 subgroup 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 (Steele, Salter, Zamarro, Miller, Burkhauser, Bacon, 2015; Thomas & Collier, 2002; Thomas & Collier, 2014; 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 early 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, and demonstrates an upward trajectory for Grades 7 & 8 students scoring at Standard Met or Standard Exceeded in state standardized assessments.

LAS BILITERACY GRADE SPAN PROGRESSION



E2 - Measurable Student Outcomes

<u>SBAC</u> <u>ELA</u>	Number of Students Tested 2017-18	% Standard Met/Exceeded 2017-18 Difference from 2014-15	% Standard Met/Exceeded 2014-15	% Standard Met/Exceeded 2015-16	% Standard Met/Exceeded 2016-17	% Standard Met/Exceeded 2017-18	District % Standard Met/Exceeded 2017-18	Comp School 1 Pacific 77 of students: % Standard Met/Exceeded 2017-18	Comp School 2 Oak Ridge 246 of students: Standard Met/Exceeded 2017-18	Comp School 3 Will C Wood 323 of students: % Standard Met/Exceeded 2017-18
- Site	368	8	27	35	39	35	40	17	15	31
- African American	8	*	*		45					
- American Indian or Alaska Native	0									
- Asian	0									
- Filipino	0									
- Hispanic or Latino	349	9	25	34	37	34	31	16	15	25
- Pacific Islander	0									
- White	8									

- Two or More Races	3										
- Male	178	12	19	25	30	31	35	11	16	26	
- Female	190	5	34	42	46	39	45	22	15	36	
- English Learner	476	0	5	7	13	5	8	5	7	2	
- Reclassified-Fluent English Proficiency (RFEP)	99	10	42	54	66	52	58	42	35	48	
- Students with Disabilities	51	12	0	16	18	12	15	0	14	6	
- Economically Disadvantaged	275	10	19	28	30	29	31	15	14	30	
- Foster Youth	2										
- Homeless Youth	4										
Grade 3	66	10	13	20	11	23	36	17	17		
Grade 4	66	2	23	27	29	25	38	14	15		
Grade 5	66	8	21	32	32	29	36	18	12		
Grade 6	68	-2	37	38	48	35	38	18	17		
Grade 7	61	19	33	60	60	52	43			32	
Grade 8	41	13	46	46	71	59	44			30	
Grade 11											
<u>SBAC Math</u>	Number of Students Tested 2017-18	% Standard Met/Exceeded 2017-18 Difference from 2014-15	% Standard Met/Exceeded 2014-15	% Standard Met/Exceeded 2015-16	% Standard Met/Exceeded 2016-17	% Standard Met/Exceeded 2017-18	District % Standard Met/Exceeded 2017-18	Comp School 1 Pacific 77 of students: % Standard Met/Exceeded 2017-18	Comp School 2 Oak Ridge 246 of students: Standard Met/Exceeded 2017-18	Comp School 3 Will C Wood 323 of students: % Standard Met/Exceeded 2017-18	
- Site	368	4	24	29	31	28	32	19	14	21	
- African American	8		*	*	36						
- American Indian or	0										

Alaska Native										
- Asian	0									
- Filipino	0									
- Hispanic or Latino	349	4	22	28	29	26	23	22	11	12
- Pacific Islander	0									
- White	8									
- Two or More Races	3									
- Male	178	4	24	25	27	28	32	22	18	21
- Female	190	4	24	32	34	28	32	17	10	21
- English Learner	476	-4	10	5	11	6	9	14	6	5
- Reclassified-Fluent English Proficiency (RFEP)	103	3	37	42	49	40	42	34	32	32
- Students with Disabilities	51	10	0	14	18	10	13	0	14	2
- Economically Disadvantaged	275	3	19	22	22	22	24	18	14	20
- Foster Youth	2									
- Homeless Youth	4									
Grade 3	66	0	28	33	27	28	38	28	14	
Grade 4	66	-6	20	19	32	14	35	17	13	
Grade 5	66	5	12	29	12	17	25	9	10	
Grade 6	68	1	25	19	35	26	34	23	19	
Grade 7	61	27	26	47	36	53	32			21
Grade 8	41	1	36	30	52	37	32			21

School Climate Rate	9,10- ,39	pages 11-12							
KPI-9: Participation in Expanded Learning Rate	51%	68%	-	-					
KPI-10: Participation in Advanced Learning Rate	-	-	-	-					
KPI-A: 3rd Grade Reading	9%	9%	-	-					

<u>CST/CAST Science</u>	Number of Students Tested for 2017-18 (Field Test)	Standard % Standard Met/Exceeded 2015-16 Difference from 2014-15	% Standard Met/Exceeded 2014-15	% Standard Met/Exceeded 2015-16
Grade 5	66	10	77	87
Grade 8	41	-8	82	74

□ **SCHOOLWIDE PERFORMANCE GOALS TO BE ACHIEVED OVER A GIVEN PERIOD OF TIME**

The Language Academy of Sacramento key charter goals highlighted below are in alignment with the State educational priorities as featured in the CA Dashboard and the Local Control Accountability Plan (LCAP) reporting as well as in the Sacramento City Unified School District (SCUSD) Annual Performance Report (APR) Key Performance Indicators (KPI) section.

Note that the highlighted LAS academic performance goals below represent the End of Stage 3 Gr8 expectations per LAS Biliteracy Grade Span Progression.

□ LAS KEY CHARTER GOALS

LAS Goals and Metrics	LAS Mission (M) Alignment: M1: Biliteracy M2: Confidence/Life Skills M3: Leadership/Critical Thinking	CA State Priority (SP1-SP8) and SCUSD Annual Performance Report (APR) Key Indicator Alignment (KP: 4,5,6,7,8)
LAS Goal #1		
Description: Low Chronic Absenteeism		
G1.0 Attendance rate of 95% or above	M2	SP5, KP4
LAS Goal #2		
Description: Low Suspension Rate		
G2.0 Suspension rate lower than 2%	M2	SP6, KP5
LAS Goal #3		
Description: High Achievement in Language Arts: English (ELA) and Spanish (SLA)		
External Accountability: G3.0 <u>SBAC % of students who meet ELA standards-</u> By End of Stage 3 Gr8, the cohort will show an upward trajectory from Gr5 SBAC ELA baseline	M1	SP4, KP7
G3.1 <u>End of Stage 3 (7-8) SBAC ELA-</u> Maintain performance data to be at comparable/ competitive trajectory with the state, district, and neighboring schools		
Internal Accountability: G3.2 <u>LAS Benchmark DRA/EDL-</u> By End of Stage 2 Gr6, 70% or more of Gr6 students will show growth		

from the beginning of the year to the end of year reading assessment data in English and Spanish		
Goal #4		
Description: High Achievement in Mathematics		
External Accountability: G4.0 <u>SBAC % of students who meet Math standards-</u> By End of Stage 3 Gr8, the cohort will show an upward trajectory from Gr5 SBAC Math baseline	M1	SP4, KP6
G4.1 <u>End of Stage 3 (7-8) SBAC Math-</u> Maintain performance data to be at comparable/ competitive trajectory with the state, district, and neighboring schools		
Internal Accountability: G4.2 <u>LAS Benchmark MAP Math-</u> By End of Stage 2 Gr6, 70% or more of Gr6 students will show growth from the beginning of the year to the end of year math assessment data		
Goal #5		
Description: Upward trajectory of EL Progress		
External Accountability: G5.0 <u>Cohort reclassification rate</u> of 70% or higher by the End of Stage 3 (Gr8).	M1	SP2
Internal Accountability: G5.1 <u>LAS Reading Benchmark-</u> By end of Stage 2, 70% or more of Gr6 EL students will show growth from the beginning of the year to the end of the read reading assessment data		
Goal #6		
Description: High Satisfaction Data from Climate Survey		
G6.0 <u>Student Annual Survey Data:</u> 90% or higher of students will agree with the statement, "I like my school."	M3	SP3, SP5, KP8

<p><u>G6.1 Family Annual Survey Data:</u> 90% or higher of families will agree with the statement, “I would recommend the school to others.”</p>		
<p><u>G6.2 Staff Annual Survey Data:</u> 90% or higher of staff will agree with the statement, “I would recommend the school to others.”</p>		

❑ **ELEMENT 3: PUPIL PROGRESS**

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 in this section.

The Language Academy of Sacramento’s dual language immersion educational program is rooted in Common Core State Standards and a strong data-driven learning culture. Embedded in the LAS academic program design are six components: 1) research, 2) professional development, 3) curriculum design, 4) assessment and accountability, 5) instruction, and 6) support structure. As current legislation changes affect statewide standards, curriculum, assessments and accountability, LAS begins at component one, research, and ensures that full implementation of the other five program components are aligned, in compliance, and fulfilled in the charter school mission.

LAS will comply with all requirements pursuant to CA Ed. Code 57605(b)(5)(A)(ii) including development of annual goals for all pupils and for each subgroup of pupils as identified in CA Ed. Code 52052. LAS will also comply with all requirements for each of the applicable eight (8) state priorities in CA Ed. Code 52060(d). LAS will comply with all elements of the Local

Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education. LAS reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.

In accordance with CA Ed. Code 47605 (b)(5)(A)(ii), LAS shall include a description 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.

- DESCRIPTION OF SUBSTANTIVE AND NORMED ASSESSMENTS UTILIZED NOT INCLUDING CAASPP, ELPAC, CST/CAST AND PFT

READING ASSESSMENT

LAS uses a portfolio of reading assessments, specific to the target language of literacy for the particular grade level. In the K-2 primary grades, reading assessments are conducted in Spanish. By Grade 3, student reading assessments begin in two languages: Spanish and English.

LAS Instructional Reading Benchmark Assessments (EDL & DRA) Guidelines

The following are guidelines for reporting student reading progress:

- EDL and/or DRA will be used to find students' independent reading levels. This score along with teacher observation will be used to determine instructional reading level. Instructional reading levels are targeted at least one or two levels above the students' independent reading level.
- Teachers are responsible for reporting independent reading levels at least two times per year and for maintaining an ongoing record of instructional reading level progress for instructional purposes. DRA and EDL testing protocols will be followed to maintain testing reliability and efficacy.
- Classroom teachers, with the support of the literacy coach, should administer ALL EDL/DRA assessments. Instructional Aides and Interventionists can administer follow up

running records (EDL/DRA/PM) to inform their instruction, but they should not administer initial and final assessments.

- Education Specialists will collaborate with classroom teachers on possible accommodations/modifications of DRA/EDL administration and scoring for students receiving “specialized academic instruction” in reading per their IEP. Refer to list of modifications and accommodations.
- It is expected that the running record (RR) assessments and anecdotal notes will be used to monitor progress throughout the school year.
- To the extent possible, teachers are to report independent reading levels for Oral Reading Fluency AND Comprehension.

Example of Teacher Reporting Dates per school year:

Reporting Window One - Data Due: September

Reporting Window Two - Data Due: January

Reporting Window Three - Date Due: April

The LAS's goal is for students to reach or exceed a level 60 in both Spanish and English by the end of 6th grade. Grade level curriculum and assessments will be utilized to continue monitoring progress in reading.

WRITING ASSESSMENT

In the primary grades, LAS writing assessments focus on developing written literacy in Spanish. Beginning in Grade 4, LAS students take Writers Workshop On-Demand at least three times a year, in Spanish and English. Staff use established rubrics with a focus on structure, development, and conventions, based on the state standards and then calibrate in teams to score writing per a given grade level. In the past two years, LAS staff have embarked on learning about changes in writing instruction as inspired by the Common Core State Standards (CCSS). Teachers from Grades 6-8 have received training in the Expository Reading and Writing Course (ERWC) and have begun implementing the instructional design of the program in English and Spanish.

Recently, LAS implemented the reading and writing workshop model as the basis for reading and writing instruction. These research-based practices allow teachers and students to spend

time teaching and learning the skills necessary to become proficient readers and writers, as well as giving students the time needed to practice these skills. Language Academy of Sacramento teachers are employing the Teacher's College Reading and Writing Project's (TCRWP) approach to their reading and writing workshops.

Example of Writers Workshop Post Unit On-Demand Assessment Data Date Submission:

- Window One: November
- Window Two: March
- Window Three: May

MATHEMATICS ASSESSMENT

LAS students take at least three mathematics benchmark assessments per year. LAS teachers administer Measures of Academic Progress (MAP), a computer adaptive assessment to measure students' learning growth. This test helps teachers identify where each student is currently ready to learn. LAS students take the test at the beginning of the school year, in the winter, and at the end of the school year.

After completing a MAP test, students will get a Rasch UnIT (RIT) score. The RIT score is an estimate of a student's instructional level. The RIT scale also measures students' progress and academic growth from year to year. The expectation is for the RIT scores to increase over time. Typically, younger students show more growth in one year than older students. Students who achieve a higher RIT score often show less growth.

Kindergarten through Grade 2 classes utilize a curriculum based, math benchmark in Spanish. Grade 2 to Grade 8 use a MAP benchmark assessment. Depending on the language of instruction used for the particular subject, Grades 2-8 students take additional math assessments in Spanish and/or English.

EXTERNAL REPORTING

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

LAS will comply with the Local Control Accountability Plan (LCAP) and relevant deadlines, state priorities, formats and related regulations and compliance requirements. The 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. The plan will be submitted to, but not approved by, the charter authorizer. Through the LAS's governing venues, various stakeholder groups will engage in the plan's development and review.

External reporting of results to parent stakeholders, i.e. 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.

□ DESCRIPTION OF HOW CHOSEN ASSESSMENTS ARE APPROPRIATE FOR STANDARDS AND SKILLS THEY SEEK TO MEASURE

QUANTITATIVE AND QUALITATIVE ASSESSMENTS

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

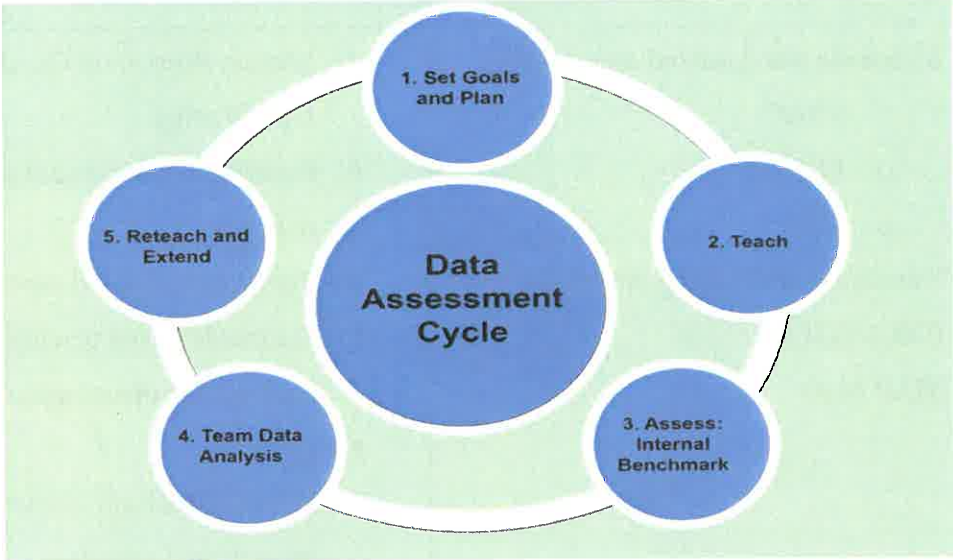
Quantitative Assessments	Qualitative Assessments
<ul style="list-style-type: none"> ● Statewide standardized assessments <ul style="list-style-type: none"> ○ SBAC ○ ELPAC ○ PFT ● Development Reading Assessment (DRA/EDL) ● MAP Math 	<ul style="list-style-type: none"> ● Writers Workshop On-Demand Post Unit Writing ● Portfolios to analyze student progress over time ● Performance-based assessments ● Standards-based teacher generated protocol for observation ● Journals ● Formal classroom presentations of projects and reports

	<ul style="list-style-type: none">● Self-assessments – reflections on long-term and short-term learning
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The LAS academic program is standards-based and data-driven. Multiple sources of data, including the California state content and performance standards, form the basis of the school’s teaching. Performance assessments will be evaluated with the use of common benchmarks and rubrics; both will be analyzed on a regular basis to help drive the school’s educational program. Both teachers and students will use the rubric to score the work and make improvements. The rubrics will be used to inform students and parents about the standards for student work. The expectation is that both computer-adaptive quantitative and qualitative rubric-based assessments 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 engage in professional dialogue about aspects of the data assessment cycle that need improvement.



□ PLAN FOR COLLECTING, ANALYZING, AND REPORTING DATA ON PUPIL ACHIEVEMENT TO SCHOOL STAFF, SITE GOVERNANCE, STUDENTS, AND PARENTS

LAS staff collect and analyze student achievement data on a regular basis, and provide student achievement data to staff, parents, 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 individualized student goals for academic achievement, examine current student data, reflect on student progress, determine new goals for student achievement, and plan instruction accordingly.

Assessment data is shared with students' families on a regular basis. During Parent Teacher Conferences, teachers review and discuss student academic progress. Parents are made aware of their child'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 identify 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 academic 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 to analyze data comprehensively. A school-wide plan for professional development is based on this data.

LAS uses many internal assessments to inform daily instruction. The internal assessments are based on adopted curriculum. These LAS academic assessments provide important benchmarks to monitor a student's progress towards reaching the state standards.

□ PLAN FOR UTILIZING DATA CONTINUOUSLY TO MONITOR AND IMPROVE THE EDUCATIONAL PROGRAM

After every administration of benchmark exams, student data is analyzed at several levels – classroom, grade level and school-wide. Through weekly common planning time (CPT) and bimonthly horizontal and vertical articulation meetings, teachers review the most recent assessment data and make instructional plans and decisions accordingly. These meetings are coordinated with the literacy coach, educational specialists, and other members of the MTSS team. If any student is not making sufficient progress toward the benchmark targets, teachers, parents or administrators may begin recommendation for MTSS intervention programs and/or a Student Study Team meeting.

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 enables 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, instructional content, and experiences based on individual student learning needs, while integrating other digital content and tools from providers like Khan Academy.

□ METHOD FOR MEASURING PUPIL OUTCOMES FOR STATE PRIORITIES IS CONSISTENT WITH THE WAY INFORMATION IS REPORTED ON SARC

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 Annual Performance Report (APR) due in the fall of each year.

To the extent that it is meaningful and fair, LAS will show a method for measuring pupil outcomes for state priorities that is consistent with the information reported on SARC.

ELEMENT 4: GOVERNANCE

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).

INCORPORATION DATE, IF APPLICABLE

December 19, 2003

INCORPORATION TYPE, IF APPLICABLE

Non-Profit 501(c)(3)

SOLE STATUTORY MEMBER STATUS: YES OR NO

No

LEGALLY RELATED ENTITIES:

The Language Academy of Sacramento does not have any legally related entities.

LAS GOVERNING BOARD: SIZE AND COMPOSITION OF THE BOARD

HOW OFTEN THE BOARD WILL MEET

BOARD MEETING ACCESSIBILITY

The Governing Board is composed of nine members, all of whom are elected by their peers. 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.

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.

The Governing Board meets on a monthly basis in an open, publicized forum.

The LAS 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, policy development and multiple 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 an Executive 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 the school's executive personnel. Additional board committees and stakeholder members provide recommendations to the Governing Board.

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

LISTING OF BOARD MEETINGS DATES HELD IN 2017-18

Board Meetings 2017-18							
As of: June 30, 2018							
List in Ascending Chronological Order Starting with July							
Month	Day	Year	Meeting Held	Start Time	End Time	Meeting Type	Location
August	18	2017	Yes	5:36	7:02	Regular	LAS
September	15	2017	Yes	5:36	8:00	Regular	LAS
October	20	2017	Yes	5:43	10:00	Regular	LAS
November			No				
December	1	2017	Yes	5:35	9:09	Regular	LAS
January	19	2018	Yes	5:33	7:43	Regular	LAS
February	16	2018	Yes	5:34	7:03	Regular	LAS
March	16	2018	Yes	5:36	7:31	Regular	LAS
April	20	2018	Yes	5:37	7:59	Regular	LAS
May	18	2018	Yes	5:43	8:52	Regular	LAS
June	15	2018	Yes	5:39	8:50	Regular	LAS

COMPLIANCE WITH BROWN ACT AND PUBLIC RECORDS ACT

All board members receive Governance and Brown Act Training upon commencing their membership.

GOVERNANCE TRAINING DATE

10.8.17 and 9.8.18

BROWN ACT TRAINING DATE

10.8.17 and 9.8.18

DESCRIBE: PUBLIC ACCESS TO AGENDAS AND MINUTES

Agendas for regular and special School Board meetings are posted 72 and 24 hours, respectively, in advance of such meetings at the School for public preview. The Board agenda with supporting

information for a regular School Board meeting is delivered to Board members, whenever, practicable, at least 72 hours prior to the meeting. For special Board meetings, the agenda and supporting information is delivered at least 24 hours prior to the meeting. Moreover, the Board's complete public agendas are provided to those persons or parties who have requested to be placed upon the School's mailing list.

□ DESCRIBE: PARENT INVOLVEMENT, OVERVIEW

Home and School Partnership

Parent participation is the key to the success of the Language Academy of Sacramento. In fact, the school was created in large part because of the support, time, and talent that parents provided. Upon enrollment, all parents are expected to participate in the path to fulfilling the school's mission by volunteering at least 20 hours per school year. *NOTE: Parent volunteering is not a condition of admission and/or continued enrollment at LAS.*

Parent Agreement

<p>Program Continuity</p> <ul style="list-style-type: none"> ● Maintain my child in the program for the duration of the program. 	<p>Parent Association</p> <ul style="list-style-type: none"> ● Attend monthly Parent Association meetings.
<p>Learning Environment</p> <ul style="list-style-type: none"> ● Create a quiet area with school supplies for my child to complete homework ● Review that homework is complete ● Limit the amount of television that my child watches ● Establish a set bedtime with a regular routine so that my child can rest and be ready to learn the next day ● Read to my child, or have my child read: 20 min. daily - K – 2nd 30 min. – 40 min. daily - 3rd – 8th 	<p>Parent Participation</p> <ul style="list-style-type: none"> ● Volunteer a minimum of twenty hours per school year per family <p>Suggestions to fulfill volunteer commitment:</p> <ul style="list-style-type: none"> ● Volunteer in the classroom or garden ● Offer to prepare class materials at home ● Attend or serve on the Governing Board ● Serve on the Parent Council ● Read and provide feedback on LAS Local Control Accountability Plan (LCAP)

<ul style="list-style-type: none"> ● Talk with my child’s teacher about my child’s progress and challenges ● Attend parent conferences and school events ● Communicate high expectations for my child’s future. ● Support the learning in school by routinely asking my child what he/she has learned ● Encourage my child by giving them compliments specific to the task or behavior s/he accomplished/performed ● Encourage my child to practice Life Skills in all venues 	<ul style="list-style-type: none"> ● Assist with field trips <p>Sign up to help plan and work a school event such as:</p> <ul style="list-style-type: none"> ● Back to School Night ● Winter Festival ● Family Reading/Book Fair Night ● Health Fair ● Student Expo ● Career Day ● Day of the Child ● Donate food or materials for an event ● Assist a class in the After School Program: Academic or Enrichment
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Parent Rights

Parent/Guardians of pupils enrolled at LAS have the right to work together in a mutually supportive and respectful partnership to help their student succeed. Parents/Guardians are subject to certain conditions and notifications and have the right to:

- Observe the classroom(s) in which their child is enrolled or will be enrolled. Parents must check into the office prior to visit.
- Meet with their student’s teacher(s), counselor, and/or administrator.
- Volunteer, under the supervision of LAS employees, their time and resources for the improvement of school facilities and programs. However, please note that in order to keep all students safe and in consideration of the best interest of the school, LAS may require volunteers to be fingerprinted through the Department of Justice.
- Be notified if their child is absent from school without permission.
- Receive the results of their student’s performance on standardized and statewide tests
- Receive information on the performance of the school.

- Have a school environment for their child that is safe and supportive of learning.
- Examine the curriculum materials of the class(es) in which their child is enrolled.
- Be informed of their student's progress in school and of the appropriate school personnel whom they should contact if problems arise with their student.
- Have access to the school records of their child and to question anything that they feel is inaccurate, misleading or is a violation of the student's privacy rights and to receive a response from the school.
- Receive information concerning the academic performance standards, proficiencies, and skills their child is expected to accomplish.
- Be informed in advance about school rules, attendance policies, dress codes, and procedures for visiting the school.
- Receive information about academic testing, psychological testing or counseling services the school does involving their child and to deny permission to give the test.
- Participate as a member of a school-wide committee, governing board, or parent organization in accordance with any rules and regulations governing membership in these groups.

□ LISTING OF COMMITTEES AVAILABLE TO PARENTS

Participation in Advisory Councils

A parent or guardian has the right to participate as a member of various Board committees, including: English Language Advisory Committee, Finance Committee, Facilities Committee, Curriculum and Design Team Committee; Parent Council; School Site Council or the LAS Governing Board in accordance with the rules governing parent or guardian memberships in those organizations.

English Learners Advisory Committee

The Language Academy of Sacramento, in conjunction with other parent and school advisory councils, annually convenes the English Learners Advisory Committee (ELAC). The ELAC serves as the advisory body on the development of English Learner curriculum, progress, training of teachers, and attendance policies. The school works with the parents of English Learners and English speaking students to develop and adopt policies and strategies.

□ ADDRESSING FAMILY CONCERNS AND COMPLAINTS

Communicating Concerns or Suggestions

Effective and open communication is a basic component of establishing an environment where stakeholders trust each other and work together toward achieving the academic and life-learning goals stated in the school’s mission. At the Language Academy of Sacramento, we believe that a clearly delineated process of communication is important, not just in terms of providing a solid procedure that supports the policies of the school, but also in the overall establishment of the school’s culture as evidenced in the nature of its stakeholders’ discourse, or what we will call *Language of Communication*.

Language of Communication at LAS:

Description

At LAS, the *Language of Communication* in addressing concerns, questions, and ideas between stakeholders follows the same premise and dialogue format in all cases, whether the issue at hand is being conducted in an informal or formal setting and/or procedure. The basic premise is that individuals in the dialogue come from unique perspectives and have the right to express themselves. The *Language of Communication*, the means with which they express themselves, will follow the usage of “I” Statements and Listening for Understanding discourse methods.

Protocol

Steps to Take Before Addressing a Concern:

Steps	Dialogue
<p>1. Reflect and breathe. (Take 3 deep breaths.) Oxygen provides the energy in our brain to help us process things more clearly.</p>	<p>How do I feel right now? What do I need? How would I want to resolve this?</p>
<p>2. Mediator Is this something you can solve on your own, or do you need a mediator? (Sometimes having a mediator may appear intimidating to the other person; be thoughtful and considerate about the use of mediators.)</p>	<p>Would you be okay if we have (mediator’s name) help us resolve this conflict?</p>

3. Make a request to dialogue.	Would you be willing to talk about what just happened? If the other person is not ready to talk yet, ask for another time.
4. Remember non-verbal communication, “body language,” speaks louder than words.	Use eye contact and be aware of how your arms and body are relative to the person whom you are addressing.
5. Remember the rules of Listening for Understanding.	“I will listen attentively.” “I won’t interrupt.”

Resolving the Conflict

Steps	Dialogue
1. Share feelings using “I” statements.	“I felt sad when you...” “I felt very frustrated when...”
2. Listen for understanding (paraphrase).	“I heard you say that you felt sad when...”
3. Acknowledge the other person’s feelings. (Apologize, if appropriate.)	“I am sorry that you felt sad when...” “I understand how that may have hurt your feelings...”
4. Make a request; arrive at an understanding.	“Would you be willing to ...?”
5. Express gratitude.	“Thank you for taking the time to talk about...” “I appreciate you for listening...” Shake hands and make eye contact.

Ways to Communicate with School Personnel

1. Call the school, and leave a message for the teacher.
2. Make an appointment to see the teacher.
3. Send a written request for a meeting or phone conversation via note/email.

Expressing Concerns

If there is a concern regarding the performance of a school employee, contact School Administration. If the outcome does not suffice, a Formal Grievance Complaint may be followed.

Formal Grievance/Complaint Procedures

In the event of a dispute involving a family or student, a formal complaint may be submitted by following the procedures outlined below. PARENTS AND ADULTS ARE STRICTLY PROHIBITED FROM CONFRONTING STUDENTS DIRECTLY. Direct questions or concerns to teachers and/or school administration when deemed necessary.

Grievance Filing Process

1. Parent or student may submit his/her grievance in writing to the School Administration within five working days of a failed good faith effort to resolve the dispute.
2. Within a reasonable amount of time after receipt of the written complaint, the School Administration shall schedule a meeting at a mutually convenient time and place for discussion of the complaint with all parties involved.
3. School Administration (and if necessary, an administrative assistant or designee) will conduct further investigation of the matter at hand, write the findings and the final determination report, and share the write-up with all the parties involved.
4. Within five days after receiving the final determination report, the parent, teacher, and/or student may submit an appeal to the President of the Governing Board. The LAS Governing Board may review and modify the School Administration's final determination report, if it finds that the School Administration failed to properly follow the grievance process described above. The President or board designee shall schedule a meeting to consider such an appeal as soon as practical. Any such proceedings shall be conducted in closed sessions, unless requested otherwise by the parent, teacher, and/or student.

CONFLICT OF INTEREST POLICY

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission (FPPC) has adopted a regulation (2 CA Code of Regs. Sec. 18730) that

contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the FPPC to conform to amendments in the Political Reform Act. Therefore, the terms of 2 CA Code of Regulation Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code of the Language Academy of Sacramento.

Individuals holding designated positions shall file their statement of economic interests with LAS, which will make the statements available for public inspection and reproduction (Gov. Code Sec. 81008). Upon receipt of the statement for the Members of the Board and the School Leadership staff, LAS shall retain originals, onsite, and make them available at the public's request.

As aforementioned in the section on governance, 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 schools). 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. (Gov. Code 1090). LAS will continue to research and be updated with changes in legislation that directly impacts the charter entity and follow with necessary actions accordingly.

- POLICY CHANGE IN 2017-18 (Refer to APR and Appendix for details)

1) Staff Social Media and Network Policy, 2) Admission and Enrollment Policy

- SITE ADVISORY COMMITTEE NAME

School Site Advisory Council is comprised of 10 members: 1 school leadership staff, 3 classroom teachers, 1 non-classroom staff, and 5 parents or community members. The group learns about the school's academic achievement, areas of strengths and needs, and provides advice on how to align funding and resources to ensure student engagement and achievement.

□ PARENT TEACHER ORGANIZATIONS

Parent Council

Parent Council (PC) is an elected body representing LAS parents. The organization is responsible for involving parents in the activities of the school for the purpose of strengthening the LAS community. Parent Council is comprised of 14 elected parents: 4 Executive Officers – President, Vice President, Secretary and Treasurer and 10 Grade Level Representatives (TK-8). A language balance is sought within the Parent Council but all parents are encouraged to participate. Elections are held annually in April. PC members hold monthly open meetings to discuss PC business and goals, plan for school events/activities, and provide input into school documents when necessary.

Parent Association

All parents and guardians of LAS students are members of the Parent Association. The sole primary purpose of the Parent Association is to support the mission of the Language Academy of Sacramento. Parent Association meetings are held monthly, planned and led by School Leadership and Parent Council. During Parent Association meetings, there is an opportunity to 1) Build community, 2) Review important school information: e.g. charter, compliance topics, academic data, and 3) Receive Parent Council and Board updates.

□ 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 Executive Director. Each certificated employee at the charter school will meet the state licensing requirements for the position that they hold.

□ GENERAL QUALIFICATIONS FOR VARIOUS CATEGORIES OF EMPLOYEES
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. Clearance from the DOJ and as related to the TB screening must be attained prior to being employed at LAS.

□ CREDENTIALING REQUIREMENTS

TEACHERS

Pursuant to the teacher qualification requirements under the Elementary and Secondary Education Act, 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.

**E5 - Employee
Qualifications (as of
December 30, 2018)**

<u>Teachers 2018-19</u>	Number of teachers	Number of credentials current	Number of appropriate assignments
K	4	4	4
1	3	3	3
2	3	3	3
3	3	3	3
4	3	3	3
5	3	3	3
6	3	3	3
7	2	2	2
8	2	2	2
Totals	26	26	26

□ NON-CORE TEACHING POSITIONS AND QUALIFICATIONS

In accordance with Ed. Code 47065(1), flexibility shall be given with regard to non-core, non-college preparatory courses. Below are non-core teaching positions at LAS that contribute to the daily functioning of the school.

After School Educators - Site Coordinator and Team Leaders

Under the direct supervision of the Site Coordinator, the Team Leader will provide classroom instruction, assistance, and tutoring to students in the after school program, and will lead engaging, culturally rich, academic, enrichment and recreation activities with groups of up to 25 students. Team Leaders will provide opportunities for students to develop and strengthen academic, physical, and social skills. In addition, team leaders must demonstrate:

- Ability to effectively implement curricula and program activities

- Knowledge of child development concepts and differentiated learning styles; demonstrated enthusiasm for working with young people
- Proficiency in use of technology and internet

Educational level:

- Associate's degree or college credits

Experience level:

- Experience working with children in a school or community based setting
- Experience: 1+ year as a teacher or teacher assistant, preferred

❑ NUMBER OF CURRENTLY EMPLOYED NON-CORE TEACHERS

Currently, LAS has three (3) non-core teachers during the day; all of these are physical education teachers, who hold teaching credentials. In the After-School Education and Safety (ASES) Program, there are nine (9) non-core teachers.

❑ ADMINISTRATOR REQUIREMENTS

Executive Director

Overall responsibility for the Executive Director encompasses both academic and fiscal management for the Language Academy of Sacramento. The Executive Director oversees educational program implementation, operations, fiscal management, compliance, and human resource management. The Executive Director supports the core school leadership team in ensuring results and growth while upholding the mission and values of LAS.

Required knowledge, skills, and abilities:

- Experience in the charter sector and leadership of an independent, directly funded, dual language immersion program charter school
- Proven ability to lead an organization through its next phase of growth: fiscally, operationally, and educationally
- Ability to inspire and maintain a strong organizational culture; exceptional ability to bridge and enhance cooperative working relationships

- Success as an instructional and organizational leader and in the professional development of teachers
- Exceptional management skills including: planning, directing, reporting, budgeting and administrative responsibilities
- Experience working with students, families, and staff from diverse cultural and linguistic backgrounds
- Ability to communicate skillfully, both orally and in writing: complex reports, formal presentations and negotiation meetings
- Technology skills (Microsoft Office and internet)
- Excellent human relations skills
- Passion for equity and excellence in dual language immersion education

Required educational level:

- Bachelor's Degree required; Master's degree preferred
- 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

Required experience:

- 5+ years teaching
- 5+ years in school administration in a charter school or school district
- Experience in public K-8 educational reform

- RECORD KEEPING OF CREDENTIAL INFORMATION TO INCLUDE ASSURANCE THAT RECORDS ARE READILY AVAILABLE FOR INSPECTION

The Language Academy of Sacramento Business and Operations Office, on an annual basis, leads an audit of employee authorization data and ensures that teachers are authorized for their assignments and that there is no lapse in the employee's authorization for their given assignment(s).

❑ **ELEMENT 6: HEALTH AND SAFETY**

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.

Comprehensive school safety plans; contents; disaster procedures; development

California Education Code Section 32282

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.

❑ **IMMUNIZATIONS**

All LAS staff and students enrolled shall be required to provide records documenting immunizations as is required at public schools. *Health and Safety Code Sections 120325-120375, and Title 17, CA Code of Regulations Sections 6000-6075.*

❑ **SCREENINGS**

LAS adheres to the requirement regarding screening of pupils for vision, hearing, and scoliosis as applicable to grade levels served by the school. *Ed Code 49450, et seq.*

❑ **ADMINISTRATION OF MEDICATIONS**

LAS adheres to the requirement regarding administration of medication in school per the California Department of Education's guidance and applicable law. *Ed Code 49423.*

❑ **ZERO TOLERANCE FOR USE OF DRUGS AND TOBACCO**

LAS shall function as a drug, alcohol, marijuana, and tobacco free workplace.

❑ **BACKGROUND CHECK**

LAS adheres to the requirement that each employee of the school submits to a criminal background check and furnishes a criminal record summary as required by Education Code Section 44237.

❑ MANDATED REPORTING

LAS adheres to the requirement that all staff, including teachers and non-teachers, shall be mandated child abuse reporters, and will be required to complete training on “Child Abuse: Mandatory Reporting,” and will follow all applicable reporting laws.

❑ EARTHQUAKE AND NATURAL DISASTER PREPAREDNESS

LAS adheres to the requirement that staff participate in school-wide training in response to natural disasters and other emergencies, including flood, civil unrest, fires, and earthquakes.

➤ BLOODBORNE PATHOGENS

LAS adheres to the state and federal standards that address prevention of contact with bloodborne pathogens.

❑ STAFF TRAINING TO INCLUDE EMERGENCY AND FIRST AID RESPONSE

LAS adheres to the requirement that staff are trained in emergency response, including appropriate “first responder” training or its equivalent.

❑ SAFETY TRAINING

LAS shall comply with safety protocols such as conducting fire drills as required under Ed Code 32001 and check that the sprinkler system, fire extinguishers and fire alarms are in operable conditions. LAS shall conduct fire drills per required by law.

❑ FACILITIES ADA COMPLIANCE AND SEISMIC SAFETY

LAS leases its facility from SCUSD and receives certification through SCUSD that school facilities have received state Fire Marshal approval and have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. The school has facilities improvement plans to ensure that the school is accessible to all staff and students.

➤ TUBERCULOSIS

LAS adheres to the requirement that all faculty and staff shall be tested/examined for tuberculosis prior to commencing employment. *Ed. Code 49406*

□ **ELEMENT 7: 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(G)

	2017-18	2017-18	2017-18	2017-18	2016-17	2016-17	2016-17
<u>Student Population</u>	<u>District: #</u>	<u>Site: #</u>	<u>Site: %</u>	<u>District: %</u>	<u>Site: %</u>	<u>District: %</u>	<u>District: #</u>
- Total Enrollment	40,854	593	100%	100	100%	100	41,085
- English Learner	7,752	238	41%	19	47%	19.8	8,143
- Students with Disabilities	5,973	73	12%	14.6	12%	13.3	5,455
- Socioeconomically Disadvantaged	29,147	389	67%	71.3	55%	70.3	28,876
- Foster Youth	207	2	< 1.0	0.5	<1.0	< 1.0	261
- Homeless Youth	319	4	< 1.0	0.8	1%	0.8	367
- African American	5,751	14	2%	14.1	2%	14.2	5,818
- American Indian or Alaska Native	216	0	0	0.5	0	0.6	251
- Asian	7,274	1	< 1.0	17.8	0	17.6	7,219
- Filipino	618	3	< 1.0	1.5	0	1.5	604
- Hispanic or Latino	15,964	551	94%	39.1	93%	39.3	16,136
- Pacific Islander	907	0	0	2.2	0	2.2	891
- White	7,332	15	3%	17.9	3%	18.2	7,476

- Two or More Races	2,785	1	< 1.0	6.8	2%	6.5	2,690
- No Race Indicated	7	0	0	< 1.0	0	unavail able	unavai lable

□ MEETING BALANCE: YES OR NO

Yes; LAS program is designed based on linguistic balance of the dual immersion program. In terms of demographic student population ranking, both LAS and SCUSD’s highest number of students are Latino. At both entities, the second ranking number is White, with Asian and African American at interchangeable third and fourth rankings.

□ PLAN FOR ACHIEVING BALANCE

LAS is a dual language immersion program and by design, seeks a linguistic balance of its student enrollment. LAS will continue to strive for a racially and ethnically diverse student population interested in a dual immersion bilingual school setting.

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).

□ PLAN FOR MONITORING AND CORRECTING IMBALANCES

LAS is committed to ensuring that all students and families involved with outreach and process are made to feel welcome and respected. No person shall be subjected to discrimination on the basis of disability, gender, gender identity, gender expression, 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, including immigration status.

□ ANNUAL OUTREACH EFFORTS WITH SPECIFIC ORGANIZATIONS AND MEDIA

It is LAS's intention to outreach to the SCUSD's racially and ethnically diverse community by ensuring that recruitment materials are available in English, Spanish, and other languages as needed to communicate the charter school's mission and educational program. 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 various preschool programs, or organizations that provide services to this age group in the surrounding Oak Park neighborhoods, with multilingual recruitment materials. 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.

Additional Outreach Actions:

- Each year, LAS announces the Open Enrollment period via our website, social media, through messages that are sent to school families and community partners, as well as through flyer distribution in diverse communities that surround the school.
- Parents distribute flyers in local communities in an effort to attract a diverse student population.
- During the months of February and March of each year, weekly morning and afternoon enrollment information sessions are held for interested parents, alternating between English and Spanish sessions.
- During school community events, flyers are distributed. Examples of these events are Health & Science Fair, Family Math Event and Family Literacy Night.
- School representatives present at local parent meetings in the community aimed at providing families with information about K-12 school options. Recent examples include: Fruit Ridge Elementary Preschool; Fruit Ridge Head Start; Crossroad Gardens SETA Head Start program.
- School representatives attend local educational fairs in the community to share information about the LAS academic program and enrollment options. Recent examples include the Univisión Feria de Educación held at CSU Sacramento; CSU Sacramento's Celebration of Teaching Event; Celebrate Oak Park Annual event at McClatchy Park; City of Sacramento District 8 Community Festival; CSU Sacramento College Making it Happen Event.
- Targeted outreach to families with EL students via flyer distribution and neighborhood survey walks with translators in Spanish, Cantonese, Tagalog, and other languages as feasible.

□ PRACTICES AND POLICIES TO SUPPORT BALANCE

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.
- Organizations that LAS will engage in an effort to spread information about enrollment include: Oak Park Community Center; La Familia Counseling Center; Asian Resources (ARI); St. Paul’s Baptist Church and Family Life Community Center; Sacramento Food Bank & Family Services; Sacramento Children's Home; WellSpace Community Health Center; River Oak Center for Children; Greater Sacramento Urban League; 100 Black of Sacramento; Colonial Heights Library; Fruit Ridge Collaborative organizations such as the Black Parallel School Board and the Hmong Women’s Heritage Association.

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.

□ **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.

- ❑ APPLICATION PROCESS
- ❑ APPLICATION TIMELINE
- ❑ ENROLLMENT PROCESS
- ❑ ENROLLMENT TIMELINE

The LAS application process is comprised of the following:

1. Completion of a Student Interest Form for each child who is interested in attending the school.
2. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year.
3. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability.
4. In the event that this occurs, 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.

Language Academy of Sacramento: Open Enrollment (OE) Timeline: General Overview

Date(s)	Assignment	Objective/Notes
Nov & Dec	Present information regarding Open Enrollment at Parent Association meeting(s)	
Nov	Send out fliers to all area preschools, advertise in LAS newsletter, Connect-Ed	Involve the parents, community and staff to advertise
By November	Add Wait List/Notification List information to Connect-Ed	
Give out January Return by January	Survey current LAS students (Keep track of students <i>not returning</i> , <i>new kinder siblings</i> and sheets NOT turned in)	To determine how many students will be returning to LAS and how many slots will need to fill

Begin in December Dec, Jan , Feb, March Dates	Notification to students on the waiting list (WL) Connect-ed messages (phone/email) to all wait list students	To find out how many students will remain in the WL
December and Jan	Reminder Connect-Ed Messages to “Notification List” students	Sign them up for an information session- on Open Enrollment
January - March Dates	Open Enrollment Period	Tuesday Enrollment Information Sessions for all interested parents are held during this period 9-10:15AM or 5-6PM
<u>Tuesday</u> April Date	Lottery	
<u>Notify April</u> <u>after Lottery</u> <u>Date</u>	Notification to accepted parents	Notify parents of the registration. Schedule appointments.
Apr.-May	New student registration period Schedule appointment to turn in paperwork.	Obtain all registration paperwork, including vaccinations
By second week of May	Create class placement information list	
TBD	New Kinder student orientation Collect Emergency Cards from Families	
1 st by Mid May Date 2 nd by Mid June Date	Send out “Failure to comply” letter to parents.	Deadline to turn in info (July Date)
June/July	Students of other grade levels	Begin calling wait list for other grade levels
May/June/July	Input Kinder information into Illuminate & set-up classes	

- ❑ DESCRIPTION OF LOTTERY SYSTEM/LOTTERY PROCESS
- ❑ ADMISSIONS PREFERENCES FOR CONVERSION CHARTER SCHOOLS TO INCLUDE PUPILS WHO RESIDE WITHIN THE FORMER ATTENDANCE AREA OF THAT PUBLIC SCHOOL
- ❑ ADMISSION PREFERENCES TO INCLUDE AT MINIMUM: PUPILS CURRENTLY ATTENDING THE CHARTER SCHOOL AND PUPILS WHO RESIDE IN THE DISTRICT EXCEPT AS PROVIDED FOR IN SECTION 47614.5

During Open Enrollment period (January to March of every year), interested parent signs up for a mandatory information session and tour.

During the session, parent completes an Interest Form Application.

Enrollment Interest Forms are sorted by language groups:

- Native English speaker
- Native Spanish speaker
- Bilingual speaker

Public lottery is held annually in April. Classes and wait lists are created by language groups using a lottery system with enrollment preferences as follows:

1. Siblings of current Language Academy students
2. Children of Language Academy staff
3. Students that reside within the 95820 zip code and can verify their address through a rental agreement or utility bill in their name.
4. Students that reside within the Sacramento City Unified School District (SCUSD) attendance area and can verify their address through a rental agreement or utility bill in their name.
5. Students that reside outside the SCUSD attendance area

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 school year.

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

❑ WAITING LIST NUMBER OF STUDENTS ON THE 5TH SCHOOL DAY IN 2018-19

There were 713 students on the waiting list on the 5th day of school. Interest Forms for students are updated annually.

❑ RECRUITMENT OF ACADEMICALLY LOW ACHIEVING STUDENTS, ECONOMICALLY DISADVANTAGED STUDENTS AND STUDENTS WITH DISABILITIES

The Language Academy of Sacramento consciously designs outreach strategies and practices to support a balanced student body. The following are examples of this effort:

- ✓ Engage in outreach efforts via neighborhood groups, community organizations, other leadership organizations and local preschools.
- ✓ Provide all outreach efforts in English and Spanish.
- ✓ Design an enrollment timeline with a transparent process that allows for a broad-based recruitment and application process.
- ✓ Post flyers and/or TV/radio public announcements targeted towards diverse populations, and when needed, in various languages.
- ✓ Inclusive recruitment of all student populations, including academically low-achieving and economically disadvantaged students.

❑ STATEMENT THAT SCHOOL WILL ADMIT ALL PUPILS WHO WISH TO ATTEND

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.

□ COMMENTARY REGARDING ADMISSION SCREENING OF STUDENTS

LAS shall admit all pupils who reside in the State of California who wish to attend the 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.

□ AB1360: INFORM PARENTS AND GUARDIAN OF APPLICANTS THAT PARENTAL INVOLVEMENT IS NOT A REQUIREMENT FOR ACCEPTANCE OR CONTINUED ENROLLMENT

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 the 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.

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.

□ ELEMENT 9: FINANCIAL

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.

□ PERSON/ORGANIZATION RESPONSIBLE FOR CONTRACTING AND OVERSEEING THE INDEPENDENT AUDIT

Language Academy of Sacramento (LAS) internal points of contact with the external, independent auditors are the current LAS Governing Board Audit Committee member(s), and LAS Business and Operations Officer.

□ AUDITOR EXPERIENCE WITH EDUCATION FINANCE

LAS auditors are from Squar Milner; one of the nation's largest accounting firms as well as one of the largest accounting and advisory firms in California.

□ PROCESS OF PROVIDING AUDIT REPORTS TO THE DISTRICT AND SCOE

LAS shall provide reports to the District as follows, and may provide additional fiscal reports as requested:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update to the Local Control and Accountability Plan (LCAP) required pursuant to Education Code Section 47606.5.
3. By September 15, a final unaudited report for the full prior year.
4. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31.
5. By December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year.
6. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

LAS shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirement of Ed Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. LAS shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits

Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partners, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

❑ TIMELINE FOR AUDIT EXCEPTIONS TO BE ADDRESSED

LAS continues to work diligently to ensure a successful yearly audit; should any audit expectations be identified during the interim audit, LAS will immediately look to address the root cause of the issue and seek to determine an action plan proactively and ensure a successful final audit.

❑ PROCESS AND TIMELINE FOR RESOLVING AUDIT EXCEPTIONS AND DEFICIENCIES

LAS understands the crucial role of the annual audit and will ensure that necessary processes and procedures are put in place to minimize risk of issues of audit exceptions and deficiencies to corrode LAS's financial and fiscal efficiency and sustainability via additional staff trainings.

- ❑ FINANCIAL PLANNING AND ASSUMPTIONS
- ❑ GRANTS, FUNDRAISING AND OTHER PROJECTED REVENUE
- ❑ RESERVES PROJECTIONS, AND REASONABLENESS OF PROJECTIONS AND ASSUMPTIONS

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

Independent Charters Only

	2017-18	2016-17	2015-16	2014-15	2013-14
Annual Revenues:	\$6,369,152.00	\$5,994,760	\$5,720,301	8,639,600	3,879,271
Annual Expenses	\$5,985,023.00	\$5,515,992	\$4,929,841	4,087,536	3,602,258
Beginning Cash Balance:	\$5,006,485.00	\$5,446,625	\$5,901,227	-	-

Ending Cash Balance:	\$5,073,794.00	\$5,006,485	\$5,446,625	-	-
Independent Negative Cash flow Months:	\$0.00	0	0	-	-
Outstanding Receivables	\$1,220,489.00	\$814,352	\$830,998	-	-
Outstanding Payables	\$376,635.00	\$86,023	\$321,870	-	-
Beginning Fund Balance	\$7,956,584.00	\$7,447,816	\$6,687,356	-	-
Ending Fund Balance	\$5,073,794.00	\$7,956,584	\$7,477,816	-	-
Board Approved Audit Firm (Independent only):	Squar Milner	Squar Milner	Squar Milner	Patel & Assoc.	Patel & Assoc.
Number of Outstanding Audit Resolutions:	0	0	0	0	0

❑ **ELEMENT 10: SUSPENSIONS- EXPULSIONS**

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

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

❖ **STUDENT SUSPENSION AND EXPULSION NUMBERS**

<u>Student Population</u>	Suspensions 2017-18	Suspension % 2017-18	Expulsions 2017-18	Expulsion % 2017-18	Suspensions 2016-17	Expulsions 2016-17	Suspensions 2015-16	Expulsions 2015-16
Total Enrollment	5	<1.0%	0	0	6	0	10	0
English Learner	0	0	0	0	2	0	1	0
Students with Disabilities	2	<1.0%	0	0	3	0	4	0
Socioeconomically Disadvantaged	4	<1.0%	0	0	5	0	9	0
Foster Youth	0	0	0	0	0	0	0	0
Homeless Youth	0	0	0	0	0	0	0	0
African American	1	<1.0%	0	0	1	0	3	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0
Filipino	0	0	0	0	0	0	0	0
Hispanic or Latino	4	<1.0%	0	0	5	0	7	0
Pacific Islander	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0
Two or More Races	0	0	0	0	1	0	0	0

<u>Exits</u>	2017-18	2016-17	2015-16	2014-15	2013-14
Total Exits	8	12	17	9	24
District Notified of All Exits	Yes	Yes	Yes	-	-

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.

Progressive Discipline

The LAS staff is responsible for providing students with reasonable, logical and related consequences to ensure a positive classroom climate. Every teacher will discuss classroom procedures (Student Behavior Management Process/Flowchart) during Back to School Night. Student Reflection Sheets and/or Referrals may be used to communicate and document minor and major incidents and consequences. Reflection Sheets and/or Referrals (verbal or written) will be shared between the student, parent, teacher, and administration for repeated or major offenses. To ensure parent communication, students are required to report Reflection sheets and Referrals to parents. Parents must sign and return the document to school the following day. The following list of behavior consequences is meant to serve as a guideline.

1. Verbal Warning

Students will receive a verbal warning or participate in a community circle conference when they display inappropriate behavior.

2. Time Out in the Classroom/Think Spot

Students will receive time out in a designated area in the classroom when they are demonstrating disruptive or off-task behavior.

3. Time Out in Buddy Classroom and Follow up Agreement

Students will spend time out in another classroom when a verbal warning or classroom time out has not changed the misbehavior. They will complete a Behavior Reflection Sheet and confer with a staff member to problem solve through their challenge and repair harm.

4. Loss of Recess

Time out during recess is another possible consequence for students who require additional practice time to ensure they follow playground and/or classroom rules. This additional practice may take place with the classroom teacher or with support staff in the office. A phone call and/or referral may be issued and sent home for parents to sign when a student has loss of recess more than three times.

5. After School Detention

Students may be asked to stay after school for failure to follow school rules or classroom expectations. Teachers may assign a 15-minute detention after school without parent notification. In the event that the detention time exceeds 15 minutes, parents will be notified by phone.

6. In-House Suspension

Students who commit more serious or frequent infractions may be assigned to another classroom for the day. Parents will be notified of the in-house suspension. When students are assigned In-House Suspension, they may attend a different lunchtime or recess time. Students assigned to In-House Suspension are expected to sit and work quietly in the designated classroom. Parents must sign and return a referral the following day.

□ SEPARATELY IDENTIFY OFFENSES FOR WHICH STUDENTS MUST OR MAY BE SUSPENDED

7. Suspensions/Expulsions

Suspensions are consequences for serious or persistent behaviors. At the time of the suspension, the school administration will contact the student's parent/guardian regarding the suspension and notify the parent/guardian of the suspension in writing. The school administration shall meet with the pupil to inform him/her of the reason for the disciplinary action and evidence against him/her, the other means of correction that were attempted before the suspension, and the student shall be given the opportunity to present his/her version and evidence in his/her defense. The school may request to meet with the parent/guardian about the suspension. Under state law (Education Code 48914), the parent is then obligated to meet with school staff without delay. A conference by phone or in person will be held to clarify the reason for the disciplinary action and to verify the events or evidence. Parents must keep their child at home for the duration of the suspension. Teachers are not required to supply schoolwork for suspended students.

A student will not be suspended from school for more than five days unless the student is recommended for an expulsion. If the student is recommended for expulsion, the matter will be referred to the LAS Board, and the Board will hold a closed hearing to avoid violating the student's right to privacy (Education Code 49073-49079). In the event of a recommendation for an expulsion leading to a suspension of more than ten days, the school

will provide timely, written notice of the charges against the pupil and an explanation of the student's basic rights. The student will be provided a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence and witnesses, and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. At this hearing, prior to a separate hearing on the expulsion recommendation, it will be determined whether the presence of the student at the School would cause a danger to persons or property or a threat of disrupting the instructional process pending the results of an expulsion hearing.

Note: Consideration must be given to the severity of the behavior. It may be necessary to assign suspension for a first offense.

Education Code 48900 Subsections – Grounds for Suspension or Expulsion. During the period of suspension the student is not to be on school campus or attend any day or evening school-related activities or may be subject to arrest (PC 626.2).

The following are offenses with grounds for suspension with the possibility of school transfer or expulsion.

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- c. Unlawfully possessed, used, sold or otherwise furnished or been under the influence of, any controlled substance, an alcoholic beverage, or an intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage or an intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another controlled substance, alcoholic beverage or intoxicant. This includes drug paraphernalia, including medical marijuana.
- e. Committed or attempted to commit robbery or extortion.
- f. Stolen or attempted to steal school property or private property.
- g. Possessed or used tobacco, any products containing tobacco or nicotine products.
- h. Committed an obscene act or engaged in habitual profanity or vulgarity.

- i. Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia, including medical marijuana.
- j. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators or other school official engaged in the performance of their duties.
- k. Sexual Harassment: Conduct considered sufficiently severe or pervasive to have a negative impact upon an individual's performance or created an intimidating, hostile, or offensive education environment.
- l. Harassment, threats, intimidation: Intentional behavior severe enough to disrupt class work, create substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.
- m. Hate violence: Willfully interfering with or threatening another person's personal property or property rights because of his or her race, ethnicity, national origin, religion, disability, or sexual orientation. A verbal act (speech) is not sufficient unless the speech threatens violence against person or persons, and perpetrator has apparent ability to carry out the threat.
- n. Knowingly received stolen school property or private property.

□ SEPARATELY IDENTIFY OFFENSES FOR WHICH STUDENTS MUST OR MAY BE EXPELLED

Mandatory Recommendation for Expulsion is required by Education Code Section §48915–

(a) Mandatory Recommendations, Permissive Expulsions: Except as provided in subdivisions (c) and (e) the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstances or that an alternative means of correction would address the conduct.

(1)(A) Causing serious physical injury to another person, except in self-defense.

Penal Code 243 - Serious Bodily Injury, Definition – Partial Quotation

(f)(4) “Serious bodily injury” means a serious impairment of physical condition including, but not limited to, the following: loss of consciousness; concussion; bone fracture; protracted loss of impairment of function of any bodily member or organ; a wound requiring extensive suturing; and serious disfigurement.

(1)(B) Possession of any knife or other dangerous object of no reasonable use to the pupil.

(1)(C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:

- (i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
- (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.

(1)(D) Robbery or extortion.

(1)(E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

(b) Dual finding required for 48915(a) and 48900(a), (b), (c), (d) and (e): Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of section 48900. A decision to expel shall be based on a finding of one or both of the following:

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(c) Mandatory Expulsions (one year from date of expulsion): Principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
- (2) Brandishing a knife at another person. As used in this section, “knife” means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade (any size) that locks into place, or a razor with an unguarded blade.
- (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code. (any amount)
- (4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- (5) Possession of an explosive.

Harassment of Any Type

LAS will not tolerate any harassment and/or bullying of any type. LAS is considered a Zero Tolerance campus. Harassment or bullying is defined as follows:

Harassment or bullying is any gesture or written, verbal, graphic, physical or electronic act (i.e. including, but not limited to, internet, cell or smartphone, or wireless handheld device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race; color; religion; ancestry; national origin; socioeconomic status; academic status; mental, physical, development or sensory disability or impairment; creed; political belief; age; linguistic or language differences; height; weight; marital status; parental status; or by any other

distinguishing characteristic; or because of an association with a person who has or is perceived to have one or more of these characteristics. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, in a school vehicle, or by students, family members or staff.

Students and staff must conduct themselves in a respectful manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

Sexual Harassment Policy

Sexual harassment of or by any student or staff member at the Language Academy of Sacramento will not be tolerated. The LAS Governing Board considers sexual harassment to be a major offense that may result in disciplinary action, including dismissal or expulsion, of the offending student or staff member, or other appropriate sanction. Sexual harassment could include, but is not limited to: sexual flirtations; touching, advances, or propositions; verbal abuse of a sexual nature; graphic or suggestive comments about dress or body; sexually degrading words; and/or the display of sexually suggestive or offensive pictures. All complaints will be investigated promptly, objectively, and as confidentially as possible. Staff will clearly communicate to students that sexual harassment is prohibited and advise students to report any sexual harassment that they experience or observe.

Social Media Policy

In light of the explosive growth and popularity of social media technology in today's society, LAS has developed the Social Media Policy to establish rules and guidelines regarding the appropriate use of social media and internet use by students on school owned equipment, networks, and/or social media sites. This policy applies to situations when students/parents: (1) make a post to a social media platform that is related to the School; (2) engage in social media activities during school hours; (3) use School equipment or resources while engaging in social media activities; (4) use School email address to make a post to a social media platform; (5) post in a manner that reveals affiliation with the school; or (6) interact with other school students or school employees on the internet and/or on social media sites.

Discipline

Students who are in violation of this Social Media Policy may receive disciplinary action, up to and including immediate suspension.

Parents who are in violation of this Social Media Policy may be prohibited from using school equipment or permanently removed from the School's social media network.

Retaliation Is Prohibited

The School prohibits retaliation against any student, school employee and/or parent for reporting a possible violation of this policy or for cooperating in an investigation of a potential violation of this policy. Any student or parent who retaliates against another student, parent and/or employee for reporting a possible violation of this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including suspension and/or criminal charges.

Language Academy of Sacramento Student Behavior Management Process/Flowchart



- Creating a Culture: Classroom Environment
(Adult Strategies)**
- ✔ Build Relationships with Students
 - ✔ Teach Behavioral Expectations
 - ✔ Reinforce Positive Behaviors (5:1 Ratio)
 - ✔ Problem Solve with Student(s)
 - ✔ Elicit Parent/Guardian/Family Support

Show Respect
Make Good Decisions
Solve Problems

Observe and Identify Problem Behavior
Determine if the behavior is minor or major.

Verbal Warning/Social Conference:
Staff member identifies behavior to be corrected and teaches behavior expectation.

Think Spot: Student takes a break to reflect away from the group within the classroom (set timer for 5 mins). Staff member checks-in with student to discuss what the student will do to not engage in the behavior.

Buddy Classroom & Follow-Up Agreement

1. Student completes reflection form outside of the classroom or away from playground (set timer for 10 mins)
2. Student and staff member confer and review student reflection form and discuss how to repair harm.
3. See Responsive Classroom Interventions.

Contact Parents:
Discuss how to work together.

Refer to School Climate Committee (SCC): Problem Solving Process

- Minor (Staff Managed)**
- Inappropriate Language/ Body Language
 - Horseplay
 - Non-Compliance
 - Off-Task Behavior
 - Side-Talking/Noises
 - Inappropriate Affection; PDA
 - Lying/False Information
 - Tardy
 - Minor Destruction of Property
 - Copying/cheating
 - Running
 - Tattling
 - Stealing
 - Verbal conflict/arguing
 - Pretend Weapons
 - Rude Behavior
 - Teasing
 - Rumor/Gossip

- Major (Admin. Managed)**
- Bullying: Repeated, Unwanted, Aggressive Behavior that involves a Real or Perceived Power Imbalance.
 - Physical Fighting
 - Major Destruction of Property
 - Stealing (if items not returned)
 - Threats to Harm Self/Others
 - Drug/Alcohol Use/Possession
 - Weapons/Weapon-Like Implement Use/Possession
 - Serious Disruption of Class
 - Harassment
 - Racial
 - Sexual
 - Physical
 - Repeated Minor Infractions (more than three)

Referring Staff Member completes and sends student to the office with a referral form. If the student is a Special Education student, contact the SPED coordinator.

1. Student completes reflection form before meeting with Administrator.
2. Administrator follows-up with the referring staff member.
3. Student and Administrator confer and review student reflection form and discuss how to repair harm.

Administrator determines consequence and follows up as needed (Intervention team, parent, student, and staff).

Data is entered in IlluminateEd

Did the behavior change?

NO: SCC Referral and Possible Office Intervention

YES: Reinforce and Recognize Corrected Behavior

□ SUSPENSION AND EXPULSION PROCEDURES

LAS DISCIPLINE RECORD

The staff works proactively with both students and families to find constructive solutions to disciplinary issues. During its fifteen 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 results.

POLICIES AND PROCEDURES: SUSPENSIONS AND EXPULSIONS

The Language Academy of Sacramento maintains a comprehensive set of student discipline policies. A draft of these policies is attached hereto in the Appendix and is reviewed and ratified by the LAS Governing Board.

□ PROCEDURES FOR INFORMING PARENTS AND PUPILS ABOUT REASONS FOR SUSPENSIONS AND OF DUE PROCESS RIGHTS:

These policies will be distributed as part of the school's student handbook and will clearly describe the school's expectation regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his/her parent will be 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 a 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 students/parent rights to the appropriate caregiver and 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.

□ DUE PROCESS FOR STUDENTS WITH DISABILITIES:

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 an individualized education plan team meeting if a suspension lasts beyond ten days or in the event that expulsion is recommended.

Manifestation Determination for Special Education Students Based on Education Code 48900

(1) Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the child's IEP Team (as determined by the parent and the LEA) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine--

(i) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

(ii) If the conduct in question was the direct result of the LEA's failure to implement the IEP.

(2) The conduct must be determined to be a manifestation of the child's disability if the LEA, the parent, and relevant members of the child's IEP Team determine that a condition in either paragraph (e)(1)(i) or (1)(ii) of the ED Code section was met.

(3) If the LEA, the parent, and relevant members of the child's IEP Team determine the condition described in paragraph (e)(1)(ii) of the Ed Code section was met, the LEA must take immediate steps to remedy those deficiencies.

(f) Determination that behavior was a manifestation. If the LEA, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must--

(1) Either--

(i) Conduct a functional behavioral assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or

(ii) If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and

(2) Except as provided in paragraph (g) of this section, return the child to the placement from

which the child was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan.

□ DISTRICT INVOLVEMENT OR NOTIFICATION OF DISCIPLINARY MATTERS

LAS will notify SCUSD of any expulsions and will include suspension and expulsion data in its annual performance report.

□ COMMENTARY REGARDING COUNSELING OUT OF STUDENTS

The Language Academy of Sacramento does not counsel out students. No student will be involuntarily removed by the charter school for any reason unless the parent or guardian has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or student's parent or guardian or, if the student is a foster child or a homeless youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below, the student shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this policy, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions. The parent, guardian, or educational rights holder may request a written notice of the charges against the student and an explanation of the student's basic rights and request a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence and witnesses, and confront and cross-examine witnesses, and at which the student has the right to bring legal counsel or an advocate.

In recent years, LAS has consciously created a community designed ideal school and learning climate which embeds structures and systems that encourage student engagement and limit the number of suspensions. The following are prevention strategies and direct alternatives to suspension.

Climate for Learning

LAS school staff is committed to providing a safe, orderly and caring learning environment where students feel comfortable, share responsibility for maintaining a positive school climate, and take pride in their school and their achievements. As a school, LAS encourages attitudes and behaviors that promote mutual respect and harmonious relations. LAS values and encourages student involvement and provides opportunities for students to voice their opinions about school policies and practices. Through Multi-Tiered Systems of Support (MTSS), Positive Behavior Intervention Supports (PBIS), Social Emotional Learning (SEL), and Restorative Justice Practices, LAS strives to foster a supportive, academic, behavioral and physical school environment for students and the entire school community.

Each support structure plays a vital role in maintaining a positive school climate and culture. The Multi-Tiered System of Supports (MTSS) provide a structure that integrates varying levels of support that help meet the individualized academic and/or behavioral needs of students. Positive Behavior Intervention Supports (PBIS) provides explicit school wide agreements and expectations for students, staff and school community. Our Social Emotional Learning Practices (SEL) provide students with tools they can use when they find themselves in difficult situations or when school rules/agreements are not followed. Restorative Justice Practices help establish and create an inclusive community to problem solve and restore damaged relationships.

MTSS (Multi-Tiered Systems of Supports)

The LAS Multi-Tiered System of Supports is a systematic, continuous improvement structure where data-based problem solving and decision making is practiced to address the academic, behavioral or socio-emotional needs of students. Through this intervention practice, the classroom teacher identifies the academic and/or behavior concern/s and implements research-based interventions that may become increasingly intensive depending on the level of concern and the student's response to the intervention.

The classroom teacher will inform parents of the concern/s, implement interventions, and through a "yellow folder" process, collect data and monitor student progress. When additional guidance and support is necessary, the teacher may consult with the Intervention Progress Team (IPT), composed of academic and behavior experts, to gain new perspectives on the student's needs and gather additional intervention strategies. The IPT may suggest further interventions or refer the case to the Student Success Team (SST), which usually consists of parents, teacher,

school support personnel, and an administrator, to further examine the student's academic, behavioral and socio-emotional needs.

Positive Behavioral Interventions and Support (PBIS) and Jaguar Ticket Rewards

PBIS is a school-wide approach to support student-success in school. Emphasis is placed on proactive procedures and practices to prevent problem behavior and improve school climate. It is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, 80-85% of students will meet these expectations. At LAS, all students are expected to follow the Jaguar Norms: BE RESPECTFUL, MAKE RESPONSIBLE DECISIONS and RESOLVE PROBLEMS. These school rules are covered throughout the year. When a student is observed demonstrating one of these three Jaguar Norms or the Second Step Skills for Social and Academic Success, a staff member will complete a "Mancha Jaguar" ticket which identifies the positive behavior that was observed. The student will keep the original copy of the Mancha Jaguar and a second copy will be turned in to the office as an entry for periodic drawings. The 15-20% of the students not responding to these expectations will receive additional support through interventions.

Social Emotional Learning (SEL)/Second Step

Social-emotional learning is the process through which children and adults acquire knowledge, attitudes and skills they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively. LAS teachers implement *Second Step*, a social emotional learning program, as part of weekly instructional goals.

Throughout the school year, students are recognized for demonstrating the Second Step Skills for Social and Academic success. LAS requests families to support student practice of the following skills beyond the school grounds, such as at home and during after-school activities. At times, students will be recognized during school-wide assemblies and/or during classroom gatherings.

□ ELEMENT 11: STAFF RETIREMENT

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)

❑ DESCRIBE ALL RETIREMENT PLANS

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 for an alternative retirement plan (e.g. an employer-sponsored 403(b) account).

❑ ELIGIBLE STAFF AND QUALIFICATIONS FOR ALL RETIREMENT PLANS

The Business and Operations Officer of LAS will ensure that appropriate arrangements for 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.

❑ PLAN TO ADEQUATELY ADDRESS EMPLOYEE RETIREMENT FUNDING

The Language Academy of Sacramento is aware of the increasing STRS employer contributions and has built those increases into the schools' multi-year financial projections. Depending on the increases in LCFF funding, LAS is prepared to make tradeoffs if needed, and is incorporating various scenarios in its long-term budget projections.

❑ 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)

❑ ATTENDANCE ALTERNATIVE POLICY

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: EMPLOYEE RIGHTS**

Governing Law: A description of the rights of an 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.

□ **RIGHTS OF SCHOOL DISTRICT EMPLOYEES POLICY**

Employees of the District who choose to leave the employment of the District to work at LAS shall have no automatic rights to return to the District after employment at LAS unless specifically granted by the District through a leave of absence or other agreement policy of the District as aligned with the collective bargaining agreements of the District.

ELEMENT 14: DISPUTE RESOLUTION

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)

- **DISPUTE RESOLUTION PROCESS WITH SCUSD**
- **STATEMENT THAT THE DISPUTE RESOLUTION PROCESS WITH SCUSD IS NOT A PREREQUISITE FOR DISTRICT TO INITIATE REVOCATION PROCEEDINGS**

District Required Language

Any and all disputes between Sacramento City Unified School District (District) and The Language Academy of Sacramento (Charter School) shall be subject to the following procedure until a resolution is reached. Once the Parties have exhausted the procedures stated in (a)-(c), below, each may pursue a remedy as entitled to them by law. Notwithstanding the foregoing, if any such dispute concerns facts or circumstances that may be cause for revocation of the Charter, the District shall not be obligated by the terms of this section as a precondition to revocation.

- (a) The disputing party shall provide written notice of the dispute to the other party. Thereafter, the Charter School's designee shall meet with the District's Superintendent or designee within thirty (30) days to attempt informal resolution of the dispute.
- (b) In the event this informal meeting fails to resolve the dispute, both Parties or their designees, within sixty (60) days counting from the initial informal meeting date, shall identify two governing board members from their respective boards who shall jointly meet with the Charter School's designee and the District's Superintendent or designee and attempt to resolve the dispute.
- (c) If this joint meeting fails to resolve the dispute, the District and the Charter School shall enter into non-binding mediation before a mutually agreed upon mediator, with the costs of the non-binding mediation to be split evenly between the Parties. The format of the mediation shall be developed jointly by the District and the Charter School, and shall incorporate informal rules or evidence and procedure, unless both Parties agree otherwise. Notwithstanding the foregoing, the findings or recommendations of the mediator shall be non-binding, unless the governing board of the Non-Profit and the District jointly agree to bind themselves.

Exercise of any dispute mechanism authorized by this Agreement shall not, and of itself, constitute a material violation of the charter or otherwise be grounds for revocation.

RESOLUTION PROCESS FOR INTERNAL COMPLAINTS AND DISPUTES

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.

Language Academy of Sacramento Formal Grievance/Complaint Procedures

In the event of a dispute involving an employee, family or student, they may submit a complaint following the procedures outlined below. **PARENTS AND ADULTS (NON-LAS EMPLOYEES) ARE STRICTLY PROHIBITED FROM CONFRONTING STUDENTS DIRECTLY.** Direct questions or concerns should be directed to teachers and/or school administration when deemed necessary.

Grievance Filing Process

1. Parent/Public or student may submit his/her grievance in writing to the School Administration within five working days of a failed good faith effort to resolve the dispute. a. Confidentiality: Information obtained from the Complainants will be maintained in the most confidential manner possible, but in some circumstances absolute confidentiality cannot be assured. b. Non-Retaliation: Complainants are protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

2. Within a reasonable amount of time after receipt of the written complaint, the School Administration shall schedule a meeting at a mutually convenient time and place for discussion of the complaint.

3. School Administration (or designee) will conduct further investigation of the matter at hand, write the findings and the final determination report, and share the write-up with all the parties involved.

4. Within five days after receiving the final determination report, the parent, teacher, and/or student may submit an appeal to the President of the Governing Board. The LAS Governing Board may review and modify the School Administration's final determination report, if it finds that the School Administration failed to properly follow the grievance process described above. The President or board designee shall schedule a meeting to consider such an appeal as soon as practical. Any such proceedings shall be conducted in closed sessions, unless requested otherwise by the parent, teacher, and/or student. The Governing Board's final decision shall be sent to the complainant within 60 days from receipt of the complaint by LAS. The Governing Board's final decision shall contain: 1) the findings of fact based on the evidence gathered; 2) conclusions of law; 3) disposition of the complaint; 4) the rationale for such disposition; 5) corrective actions, if they are warranted, including with respect to a pupil fee complaint, a remedy that comports with Education Code section 49013(d) and 5 CCR § 4600(u); 6) notice of the complainant's right to appeal the decision to the California Department of Education (CDE); and 7) procedures to be followed for initiating an appeal to the CDE.

5. If dissatisfied with the Governing Board's decision, the complainant may appeal in writing to the California Department of Education within 15 days of receiving the Governing Board's final decision. For good cause, the Superintendent of Public Instruction may grant an extension for filing appeals.

□ UNIFORM COMPLAINT PROCESS

The LAS Governing Board recognizes that LAS is responsible for complying with applicable state and federal laws and regulations governing educational programs. We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws

governing education programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP). The UCP shall be used for any program or activity conducted by LAS, which is funded directly by or that received or benefits from any state financial assistance.

This section contains rules and instruction about the filing, investigation and resolution of a UCP complaint.

A UCP complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying, or charging pupil fees for participation in an educational activity, or noncompliance with the requirement of our LCAP. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging any of the above listed UCP complaint reasons. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

LAS shall follow UCP for all allegations of unlawful discrimination, harassment, intimidations or bullying against any protected groups as identified in Education Code section 200 and 220 and Government Code section 11135. This includes any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. This list may be updated as required by law.

UNIFORM COMPLAINTS: 2015-16 TO 2017-18

2* currently under investigation process

UNIFORM COMPLAINTS RESOLVED: 2015-16 TO 2017-18

None

NUMBER OF OCR AND OTHER COMPLAINTS: 2015-16 TO 2017-18

None

STATUS OF CURRENT OCR AND OTHER COMPLAINTS

None

PARENT COMPLAINT PROCESS AND INFORMATION ON WEBSITE

LAS Website Link:

<http://www.lasac.info/Policies--Forms/Formal-Complaint-Procedures-Procedimientos-formales-de-queja/index.html>

ELEMENT 15: PROCEDURES FOR SCHOOL CLOSURE

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)(O)

CLOSURE PROTOCOL

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 records 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.)

DISPOSITION OF ASSETS AND LIABILITIES

PLAN FOR PAYMENT OF OUTSTANDING DEBTS AND EXPENSES

The Language Academy of Sacramento is 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.

❑ MAINTENANCE AND TRANSFER OF PUPIL RECORDS

LAS will facilitate the timely transfer of student records to each student's district of eligibility or school to which the student will transfer. Pupil records, including all state assessment results and special education records, shall be maintained and transferred to the custody of the Authorized 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 the Family Education Rights and Privacy Act ("FERPA") and with all applicable law.

❑ MAINTENANCE AND TRANSFER OF FINANCIAL AND OTHER SCHOOL RELATED RECORDS

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. LAS will also submit year-end financial reports to the CDE and the District in the form and time frame required.

Documentation of Closure Action

The decision to close LAS for any reason will be documented by an official action of the LAS Governing Board. The action will identify the reason for LAS's closure (i.e. whether the charter was revoked, not renewed or closed voluntarily) and the effective date of the closure, and an entity and person or persons responsible for closure-related activities.

□ NOTIFICATIONS TO: DISTRICT, SCOE, STUDENTS, PARENTS, STAFF, SELPA, CDE, COMMUNITY, VENDORS, AND ALL OTHER INTERESTED PARTIES

The notice to the varying entities: LAS constituents, the State Board of Education, the Sacramento County Office of Education, LAS's SELPA: El Dorado County Office of Education, the retirement systems in which LAS employees participate (e.g. State Teachers' Retirement System, 403b companies, and federal social security) and the California Department of Education, 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.

Notification to Receiving Districts

In the event that any students reside outside the District, LAS will notify each school district that is responsible for providing education services so that the receiving district may assist in facilitating student transfers.

Notification to the California Department of Education

Notification will be given to the Charter Schools Unit at the CDE and to the Sacramento County Office of Education. The notification will include the following information:

- a. School name, charter number, and CDS code;
- b. Date of closure action;
- c. Effective date of the closure, if different; and
- d. Reason for the closure. (Note: If the charter is revoked pursuant to Education Code Section 47604.5 or revoked or not renewed pursuant to Education Code Section 47607, the notice should clearly state that the charter has been revoked or not renewed, as appropriate. If it is being closed for other reasons, the notice should specify the reason(s) and clarify that the charter school is being closed, but not revoked).

□ IMPACT TO DISTRICT

The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the Charter School, including, but not limited to, the facilities to be utilized by The Charter School, the manner in which administrative services of The Charter School are to be provided, and potential civil liability effects, if any, upon The Charter School and upon The Charter School district. The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including start-up costs, and cash-flow and financial projections for the first three years of operation.

-California Education Code Section 47065(g)

□ CIVIL LIABILITY

*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 of 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.

□ ADMINISTRATIVE, SUPPORT, AND OTHER SERVICES FROM THE DISTRICT

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.

□ EXCLUSIVE 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)(6)

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.

COLLECTIVE BARGAINING UNITS AND AGREEMENTS

This is not applicable to The Language Academy of Sacramento.

FACILITIES TO BE UTILIZED

The Language Academy of Sacramento intends to continue operating at its current location at 2850 49th Street, Sacramento, CA. 95817. The Charter School plans to honor its Facilities Use Agreement with SCUSD.

INSURANCE AND INDEMNIFICATIONS TO INCLUDE FIRM, COVERAGE TYPES AND AMOUNTS

The Language Academy of Sacramento 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. Currently, LAS insurance coverage is provided by CharterSAFE.

CMO RELATIONSHIPS TO INCLUDE COSTS

Not applicable to LAS.

BACK OFFICE AND OTHER SUPPORT UTILIZED BY THE SCHOOL

The Language Academy of Sacramento works with EdTec Inc. for back office support for payroll, accounts payable, and accounting functions, as well as to support financial analysis, reporting and compliance requirements. In the event that any administrative services are to be provided by the District, the specifics will be agreed to in a Memorandum of Understanding between LAS and the District.

TIMELY SUBMISSION OF CALENDAR DUE DATE ITEMS FY2017-2018

10 out of 16; LAS is in compliance

TIMELY SUBMISSION OF REQUEST FOR INFORMATION ITEMS FY2017-2018

0 out of 0; LAS is in compliance

❑ CONCLUSION

❑ REASONS CHARTER PETITION SHOULD BE APPROVED

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 Historical Data 2013-2018 and California Dashboard)

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, the SCUSD District, and the State.
2. Seventh grade students and eighth grade students at LAS are achieving at comparable and/or higher levels in Mathematics than students from the neighborhood middle schools: Fern Bacon and Will C. Wood, the SCUSD District, and the State.
3. 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 are comparable to the State. Note: LAS utilizes Spanish language instruction and textbooks for subject content (CST Data).
4. 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 (CST Data).
5. LAS overall performance in the past 13 years illustrates the efficacy of a dual-language educational program in learning academic English.
6. Comparatively speaking, LAS students are outperforming their neighborhood peers in the standardized assessment in English and math while simultaneously acquiring literacy in another global language, Spanish.

MEETING CHARTER RENEWAL ACADEMIC PERFORMANCE CRITERIA

EC 52052(f): For any program identified in law that utilized a calculation pursuant to the former Academic Performance Index established pursuant to this section, as this section read on

January 1, 2018, the 2013 growth calculation shall be applied for those purposes. For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 47607, alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used.

As evident in the charter petition, LAS meets the relevant and applicable criteria of the academic performance items as set forth in Education Code 47607 as it has:

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 schools in the school district in which the charter school is located, taking into account the composition of the pupil populations that are 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 the Sacramento City Unified School District:

1. Supports the value and uniqueness of LAS's pedagogical design;
2. Understands the reason why some achievement measurements under the California Accountability Model, School Dashboard and standardized testing system are only logical and comparable in the middle school grade levels; and,
3. Recognizes LAS's 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's educational program provides SCUSD high schools the rare 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's 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. It directly advances the SCUSD principle of "ensuring that every student has an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options." Lastly, LAS will continue to serve as a lighthouse for the state-wide

Global California Initiative 2030, illuminating the possibilities for students who are culturally and linguistically prepared for global citizenry through education.

The joint achievement of LAS as a learning community and SCUSD's success as a charter authorizing agency is reflected in the results of family surveys; for fourteen consecutive years, LAS families conclude with over 95% confidence that "Yes, they would recommend the LAS to others."

□ FINAL COMMENTARY

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*
- g) *outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems*
- h) *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)

Evident of the its achievements in over 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.

□ CHARTER TERM REQUEST (5 YEARS FOR RENEWALS)

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, 2019 to June 30, 2024.

By granting this renewal, the District, in collaboration with the LAS, will meet the intent of the Charter School Act of 1992, by providing the students in the District with the option to acquire a premier dual immersion Spanish-English bilingual education.

□ **SIGNATURE PAGE**

January 22, 2019

Superintendent Jorge Aguilar

Members of the Sacramento City Unified School District Board of Education

5735 47th Avenue,

Sacramento, CA 95824

Dear Superintendent Aguilar and Members of the Sacramento City Unified School District Board of Education:

On behalf of our learning community, I would like to submit Language Academy of Sacramento (LAS)'s renewal charter petition. If the renewal petition is approved, our school would continue to serve our students and their families for the term of 2019-2024.

Thank you for your continued support for our dual immersion Spanish and English bilingual educational program and your belief in preparing students for global citizenry.

Respectfully,

Eduardo de León

Executive Director

REFERENCES

The American Council on the Teaching of Foreign Languages (ACTFL) is a leadership organization that focuses on innovation and quality of language teaching and learning.

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

<https://www.actfl.org/about-the-american-council-the-teaching-foreign-languages>

On September 6, 2013, SBE adopted the Next Generation Science Standards for California (CA NGSS). The Science curriculum Framework was adopted by the State Board of Education on November 3, 2016.

<https://www.cde.ca.gov/ci/sc/cf/>

<https://www.nextgenscience.org/california>

CDE and the San Diego County of Education (SDCOE) in collaboration created the Common Core Translation Project.

<https://commoncore-espanol.sdcoe.net/>

State Board of Education approved English language development (ELD) standards in November 2012.

<https://www.cde.ca.gov/sp/el/er/eldstandards.asp>

<https://www.cde.ca.gov/re/cc/eldresources.asp>

In 2010, the Common Core State Standards was adopted by more than 40 states, defining the key essential English and math standards for all students.

<https://www.cde.ca.gov/re/cc/whatareccss.asp>

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García, O., Johnson, S., & Seltzer, K. (2017). *The translanguaging classroom*. Philadelphia, PA: Caslon.

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