

CHARTER
OF
THE LANGUAGE ACADEMY OF SACRAMENTO:
A TWO-WAY SPANISH IMMERSION CHARTER SCHOOL
A CALIFORNIA PUBLIC SCHOOL

Whereas the governing board of the Sacramento City Unified School District received a valid charter petition on November 14, 2003, duly signed by authorized teachers and submitted pursuant to Education Code Section 47605, and

Whereas the governing board of the Sacramento City Unified School District, after public hearing on ___ and considering the level of parent and staff support, has determined that the applicants have assembled and presented a valid and meritorious charter petition;

Resolved that the governing board of the Sacramento City Unified School District hereby approves and grants this charter petition by a vote of ___ to ___ on _____.

Be it further resolved that this charter constitutes a binding contract upon the Sacramento City Unified School District and The Language Academy of Sacramento.

Witnessed:

Robert Fong

President, Board of Trustees

Sacramento City Unified School District

PROPOSED SCHOOL LOCATION:

The Language Academy of Sacramento (LAS) requests that the Sacramento City Unified School District continue to provide the Language Academy with the shared use of the property and facilities of Fruit Ridge Elementary located at 4625 44th Street, Sacramento, 95820. The charter school and district shall enter into an agreement with standard terms, specifying that the charter school shall be “substantially rent-free.” The lease shall also specify that SCUSD will be responsible for all major maintenance at a level comparable with all major maintenance services provided for similar facilities. The charter school

shall be responsible for routine maintenance of the facilities, including janitorial, grounds keeping, minor maintenance, and utility costs.

SCUSD agrees to promptly notify the charter school in the event that the district vacates the existing space at Fruit Ridge Elementary or constructs new facilities that may be appropriate for instructional purposes. The specific lease terms for this facility will be negotiated in an annual operational agreement to be developed by the charter school and SCUSD.

I. EDUCATIONAL PROGRAM

A. Mission

The mission of the Language Academy of Sacramento (LAS) is to prepare kindergarten through eighth grade students, particularly those who come from economically disadvantaged backgrounds, with varying ranges of English and/or Spanish fluency to:

1. Attain high academic achievement in Spanish and English, and,
2. Become bilingual, biliterate and multiculturally competent leaders.

To develop full biliteracy, LAS will implement a dual immersion program model (instruction offered in Spanish and English) where learning best occurs through the strategic interaction between native Spanish speakers, native English speakers, fully bilingual students, and other students with varying levels of English or Spanish proficiency.

Students in the Language Academy of Sacramento will become educated persons in the 21st century by learning self-motivation, demonstrating social responsibility, excelling in all academic competencies and developing a life-long love of learning.

B. Rationale for Charter Proposal

1. Why Become An Independent Charter?

The year 2003 has truly been a milestone in the collective effort of the Fruit Ridge Elementary learning community: students and their families, community partners, leaders, administrators, and teachers, toward expanding the goals of the Two-Way Spanish Immersion (TWSI) Program. The passing of Proposition 227 in 1998 and the pending uncertainties of its legal implications, threatened the existence and the stability of the TWSI program at Fruit Ridge Elementary. The TWSI teachers, along with their strong beliefs in the effectiveness of dual language immersion pedagogy, proactively began attending state-wide conferences such as the Two-Way Immersion Conference and California Association of Bilingual Educators (CABE) and started exploring the charter school alternative.

After four years of considering the idea of charter status, the TWSI teachers surveyed the families of the immersion students for support in pursuing a charter school for the program expansion in the spring of 2002. Not only was the community extremely excited and provided overwhelming support, but also a group of parents volunteered to be the core development team to actively move the charter efforts forward. For the last eighteen months, the established core development team methodically studied, consulted experts, learned, and followed the charter planning development process.

As a unified entity, TWSI teachers and parents began networking with community organizations such as Area Congregations Together (ACT), St. Hope Corporation, and CSU, Sacramento, Bilingual Multicultural Education Department (BMED). Such collaboration has led to a charter plan for a unique partnership with the university in the areas of curricular design and professional development with emphasis on second language acquisition teaching in the dual immersion context, as well as program evaluation and accountability via the Language Minority Research Institute at UC Davis.

In order to meet the *No Child Left Behind Act's* stringent accountability requirements in the context of the dual language immersion pedagogical design, The Language Academy of Sacramento has to be an independent charter school. An independent governing board can focus on the recruitment and hiring of the required highly specialized and credentialed staff for the TWSI Program. All staff members can dedicate all of their time to ensure program development and implementation. Students will benefit from higher quality instruction because LAS teachers will receive staff development congruent with the language and instructional methodology of dual immersion. LAS parents and teachers will be able to study and choose appropriate texts for students' development of high academic proficiency in Spanish and English.

The LAS Governing Board consisting of parents, teachers and community members will ensure the allocation of resources to support the school's mission. As an incorporated charter school, the academy can create the necessary financial partnerships with various business organizations and national foundations that understand the value of investing resources to promote biliteracy and global citizenship. With an independent governing board, The Language Academy of Sacramento can proactively and efficiently respond to the provisions and compliance stipulations of the *No Child Left Behind Act*, and keep its promise of high student achievement in a dual language immersion context.

The promise of The Language Academy of Sacramento's strategic charter school design along with the grass-roots effort of the charter development team was recently recognized by the State of California. This past September, the California Department of Education awarded The Language Academy of Sacramento nearly a half million dollar (\$450k) startup grant to help ensure the successful development of the charter school this year and its full program implementation by the fall, 2004 school year; work that can only be achieved in cooperation and collaboration with Sacramento City Unified School District (SCUSD) and its innovative leadership team.

2. What Is Unique About the Charter Goals?

a. Oak Park Students and Two Way Immersion Achievement Results

The Language Academy of Sacramento will offer educationally and economically disadvantaged students the opportunity to 1) learn grade level content standards at an academically rigorous level, 2) become bilingual and biliterate in English and Spanish, 3) prepare to enter advanced language classes in high school and college, 4) prepare for International Baccalaureate (IB) programs in high school, 5) prepare to earn college credit through Advanced Placement language exams, and 6) develop positive cross-cultural knowledge and attitudes.

Currently, students in the Oak Park area are offered an impoverished schooling experience. The average base API score for the community schools is 550. The main feeder school for the Language Academy, Fruit Ridge Elementary, was a Comprehensive School Reform Development (CSRD) participant for three years and currently has been identified a Year 3 Program Improvement school. If the school enters Year 4, the next step will be restructuring. The ramifications of such drastic reform actions are not only unpredictable but also have the potential to be problematic.

Like Fruit Ridge, the other two Oak Park schools from which LAS will draw students, ranked near the bottom of 54 elementary schools in the Sacramento City Unified School District. Students go on to middle and high schools that are also ranked dismally low in student academic performance. Hiram Johnson Main Campus is the neighborhood high school for the aforementioned elementary schools. Out of the total incoming 9th graders, 29% will drop out by 12th grade; racial and linguistic minority students are strongly overrepresented in this statistic.

Only a small percentage of area students, 11%, are currently served in the Fruit Ridge dual immersion program. These students receive an enriched curriculum that includes bilingual instruction and a multicultural curriculum. The success of this program is reflected below in the SCUSD Assessment, Research and Evaluation’s analysis of immersion and non-immersion students based on the 2003 California Standards Test.

2003 California Standards Test:				
Percentages of Students at Advanced and Proficient				
	Two-Way Spanish Immersion		Non-Immersion Fruit Ridge	
	English Learners	English Only	English Learners	English Only
English Language Arts	22%	38%	15%	11%
Mathematics	33%	31%	26%	14%

While we applaud our efforts in improving our test scores we also recognize that the percentage of students scoring advanced or proficient on the California Standards Test needs to continue its trend in closing the achievement gap. Thus, we are pursuing an independent charter where our unique immersion program is at the forefront of the governing board and administration when making decisions regarding staff hiring, pre-service and in-service training, curriculum design, and implementation of instructional best practices. The extended day program along with focused intervention and enrichment programs for all students is a welcomed change by parents and teachers.

Unfortunately, the TWSI program can only currently serve 206 students. Area language minority students not served in the TWSI program are offered instruction only in English, and do not have the opportunity to become bilingual and biliterate. The rich language backgrounds that these students bring are not capitalized on in school, and students must wait until high school to begin formal “foreign” language instruction, often long after they have lost their proficiency in their native language. As reflected in the table above, the students in the two-way program consistently outperform students in the mainstream English-only program as measured by state standardized tests. This is consistent with nation-wide research indicating that students in two-way immersion programs achieve at levels considerably higher than students in English-only programs. We recognize the problematic structure of staying as a strand within a school, where for example, student achievement data is not disaggregated to reflect the different pedagogical programs and its implication in terms of API and AYP calculations. We are committed to continuing our academic growth pattern in a more focused structure as an independent charter school.

A truly innovative and challenging program is necessary for the Oak Park population, given that economically challenged students who come from diverse cultural and language backgrounds often do not find their educational needs met by their local schools. A full ninety-four percent (94%) of the current Oak Park students are economically disadvantaged and are eligible for free or reduced lunch and 54% are CAL WORKS (Children on Welfare) participants. Of the native Spanish speaking student population, most come from immigrant families who are living in poverty. Alienation in school, because of curriculum and instructional delivery that is unresponsive to students’ backgrounds, linguistic and academic needs and teachers who are not trained in teaching students how to negotiate formal and informal language registers (Payne, 2000), has been the rule rather than the exception in the Oak Park area. Disengagement leads to high absence levels, thus lowering students’ achievement levels and ultimately their chances to graduate from high school.

This lack of educational opportunity is a travesty; all students deserve a high quality education that is challenging and enriching and that readies them to be knowledgeable and productive citizens in our multicultural state and global communities. Area students deserve a schooling experience that is enriching, that capitalizes on the talents and knowledge they bring to school and that will ensure that they graduate from high school and are eligible for four year universities.

Students from high socio-economic status backgrounds often have the opportunity to learn school content through more than one language, and through an enriched schooling experience that provides the challenge they need in order to be fully engaged in school. This preparation allows them to be ready for challenging higher institutions of learning. Students from disadvantaged backgrounds deserve no less and will achieve at the same high level if they are offered similar opportunities. Oak Park is rich in language and cultural resources. The community is 30% African American, 40% Latino, 18% Asian, and 5% Caucasian. Forty-seven (47%) percent of the students in the community speak English as a second language. The structure of the Language Academy is innovative in that it will serve a truly unique mix of the local population of students, and will serve as the equalizing ground for the educational divide between affluent and impoverished students.

b. Strategic School Design for High Achievement

The Language Academy will be based on a two-way immersion educational model, the goals of which are high academic proficiency in two languages, high educational attainment, and mastery of the state's content standards, multiculturalism, life skills, and community service. Academic excellence in all subject areas in two languages is a goal of the Language Academy. In the area of language arts, students will speak, read, and write fluently in English and Spanish as measured by the state standardized assessments and teacher-developed assessments. The Language Academy will provide a curriculum based on California state standards. These will be taught through thematic cycles, identified through grade level standards in science and social studies, and designed to reflect the interests and backgrounds of the Language Academy's student population.

The two-way immersion program consistently teaches rigorous academic standards. Teachers must constantly balance the rigor of the subject matter with appropriate language objectives. The goal is that LAS students have the same access to the academic core curriculum as English-speaking students in an enriched English-only program. The future Language Academy will be different from the already existing program in that it will teach the standards based content through standards theme based teaching, cutting edge research-based sheltered instruction, student data-driven instruction, integrated community service and life skills, and an extended academic day and calendar year.

Also, unlike current practice, ancillary program choices will be strongly recommended to the students to ensure their high academic achievement and attainment of social and language skills. These choices will include: extra instructional minutes, after school programs including performing arts and sports, service learning, biweekly structured opportunities for parent-teacher conferences, and a highly structured research based program for English learners. To help students attain these goals, LAS will provide an extended day and academic year calendar, 10 extra hours per week for a total of approximately 26,400 additional instructional minutes per school year. The school day will begin at 8:00 a.m. and students will be in school until 5:00 p.m. in highly structured after school programs. In order to ensure more time on task, we will extend the regular

school calendar to 190 days, and will include some mandatory Saturday programs and summer sessions.

On-site Academic Conferences, currently a vital part of the Fruit Ridge program, will continue to be used in the Language Academy. For the past three years, the two-way program staff has conducted on-site Academic Conferences where school-wide data is analyzed and disaggregated to provide analysis specific to the two-way program. During the Academic Conferences, grade level teachers share student English and Spanish data and analyze it for grouping implications for reading and math. This process is critical in that teachers become cognizant of the students who are ready to transition to second language literacy and the students who need more support via interventions. Teachers then become very specific in diagnosing students' academic needs and in what particular language, with the ultimate goal of creating the necessary instructional experiences for every student in the program. In addition, during Academic Conferences teachers have the opportunity to do vertical articulation, where teachers of a particular grade level see the trends and expectations of the grade levels immediately below and above them and hence, are able to properly calibrate their instruction for system-wide program alignment. This overall powerful process creates a scientific and methodical way of using data to guide instruction.

Monthly Language Academy parent meetings will be enriched with family/faculty events every other week. This will provide parents and teachers with extended opportunities to interact in a relaxed atmosphere, thus strengthening the community bonds with the school. This will in turn enhance the educational attainment of the students, as the more the teachers know about their students and their backgrounds, the better they can tailor their instruction to their needs and interests. Likewise, the better the parents know the teachers and the school community, the better they can support their children's education at home.

Community service will be an essential aspect of the Language Academy. Students will assess the needs of different community organizations and, with the guidance of staff, come up with plans to address those needs. As appropriate, community service will be integrated into the regular curriculum. An example of an already existing community service project is the successful partnership that has been established between Fruit Ridge staff, parents, and CSUS to create a community garden. In the late spring of 2002, Fruit Ridge Elementary was one of the schools that was awarded state monies from the César Chávez Community Service Grant sponsored by CSUS Professor Dr. Hugo Chacón from the Bilingual Multicultural Education Department (BMED). Using grant monies to rent and buy the necessary equipment, parents and community partners gathered their families and together, dedicated three Saturdays in May to change what was once nothing but a grassy area to having eighteen beautiful redwood box planters, ready for planting.

By the end of May 2002, every single classroom learned the academic strategies of compare and contrast, cause and effect, and mathematical measurements, while participating in the planting of various vegetable seeds in the community garden. To continue the group's momentum, Fruit Ridge students attending summer school, took the

responsibility of the daily maintenance of the garden- i.e. weeding and watering in the context of studying the plant cycle. Last September during Back-to-School Night's symbolic Evening in the Garden Event, the Fruit Ridge community and its members sang songs, shared food, and harvested eggplants, corns, pumpkins, peppers, squash, and sunflowers. Indeed, the late César Chávez's legacy and work has become the catalyst to build an arena- the community garden, for democratic dialogue between all stakeholders in the spirit of service and learning.

Life skills will also be an essential component of the Language Academy curriculum. Life skills such as perseverance, empathy, leadership, delaying of gratification, persuasive communication, conflict resolution, active citizenship, and the ability to be a critical consumer of information, as well as commercial items, are important qualities for all students. A life skills curriculum utilized at Nueva Learning Center in San Francisco and based on the book Emotional Intelligence (Goleman, 1995) will be taught to all Language Academy students. Benchmarks for the learning and use of life skills will be assessed for each student.

The Bilingual Multicultural Education Department (BMED) at California State University at Sacramento will create a laboratory program at the Language Academy. In this endeavor, BMED faculty will provide training, coaching, and support for the Language Academy faculty, as well as support in policy making. BMED teacher candidates will be placed as student teachers at the Language Academy, thus "growing our own" pool of potential teachers, and lowering the adult/student ratio in the classroom. In addition, university courses will be taught on site in a laboratory model during the after school program, allowing the teacher candidates to learn in a "real-life" setting, and allowing Language Academy students to have exposure to new techniques and content. It is imperative that the Language Academy be able to create its own school. Autonomy over curricular and instructional decisions is a major aspect of the partnership with BMED, as the use of the laboratory model dictates that teachers and student teachers will use and develop cutting edge university researched curriculum and instruction with their students.

As an independent charter, the LAS can 1) focus on the goals and needs of our program, 2) utilize standards-based curriculum that is responsive to measurable student outcomes and needs, 3) tailor staff development to the needs of the LAS faculty, 4) dedicate program funding toward fulfilling the goals of the Language Academy and 5) extend the school day and school calendar year in order to implement research based intervention and enrichment programs.. In bringing together a two-way immersion program with thematic teaching based on the California state standards, community service and life skills education, the Language Academy will offer an innovative program to economically and educationally disadvantaged students in the Oak Park community. Being a charter school will allow us the pedagogical and logistical freedom to implement a focused program that will address the unique, changing needs and talents of our student population. By addressing these needs and nurturing local talents and strengths, Language Academy students will achieve at a high academic level, allowing them to become productive change agents in our local and global communities.

C. Overview of Two-Way Immersion Educational Program

- High Academic Achievement

One objective of the two-way immersion program is to provide students with the tools to become competent, self-motivated, life-long learners. We believe these objectives are accomplished through a focus on academic rigor, a program that builds competence and confidence across cultures and languages, and provides students with a creative, enriching environment in which to foster a passion for learning.

Students will engage in a highly challenging curriculum derived from the California State Standards as defined by the No Child Left Behind (NCLB) Act.

- Bilingualism and Biliteracy

All students will learn to read, write and speak in English and Spanish. Students will develop high levels of academic proficiency in two languages through the implementation of the best practices in dual immersion instruction (See page 4).

- Multicultural Competence

Students will develop high levels of self-confidence and cross-cultural understanding. Students will learn about their own culture and the values and customs of other cultures.

- Social Responsibility

The Language Academy of Sacramento will foster a strong sense of responsibility in students to help each other and contribute to the community. Students will analyze, question and be encouraged to develop leadership skills useful in the classroom, school and the community around them.

- Student-Centered Instruction

Teachers will deliver student-centered instruction, based on State and District Standards, where students feel safe to bring their knowledge into the classroom. Whenever possible, instruction will incorporate students' experiences and ideas.

- Experiential Learning

Students will learn by participating in curriculum that will be structured around projects and activities that will enable them to learn about key concepts and master important skills. Students will teach and learn from each other by working in cooperative groups.

- Home and School Partnership

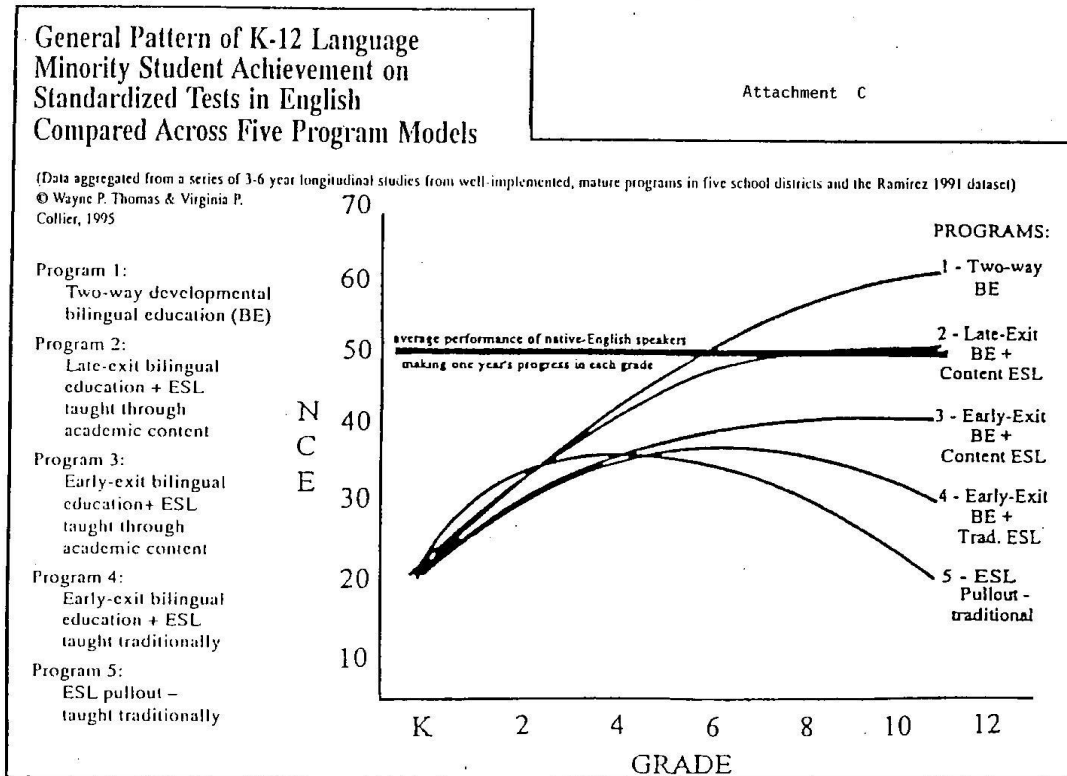
Parents are expected to be partners in the fulfillment of the school mission. Parents will regularly participate in future educational planning with their children and teachers.

D. Benefits of Two-Way Immersion Programs

The State of California's newly adopted Master Plan for Education calls for all California high school graduates to be bilingual and biliterate and for this language learning process to begin in the elementary years. Two-Way Immersion programs are important avenues for accomplishing this goal.

Academic excellence in all subject areas in two languages is a goal of Two-Way Immersion programs. Two-Way Spanish Immersion programs integrate Native Spanish speakers with Native English speakers allowing both groups of students to develop high levels of bilingualism and biliteracy along with grade-level academic achievement. Under the tutelage of highly trained dual immersion teachers, students act as language models for each other. Quite simply, students have the opportunity to maintain their primary language and become proficient in another.

Table 1: Language Minority Student Achievement Compared Across Program Models



As seen in Table 1 of Collier & Thomas' (1995) longitudinal study, when English Learner (EL) students receive an education in their primary language, they expand their academic concepts and skills at the same pace as native English speakers. This strong academic foundation in the native language in turn leads to greater successes in English acquisition (Krashen, 1999; Garner; Chiswick 1991, Chiswick and Miller, 1995; Espanshade and Lu, 1997).

Bilingual education carries another benefit. Curiel, Rosenthal, and Richek (1986), reported fewer dropouts among bilingual education students than among comparison students.

E. History and Prevalence of Two-Way Immersion Programs

Teaching in a language other than English has been a part of American history since early colonial times, when immigrants from countries other than England often schooled their children in their home language. Formal Two-Way Spanish Immersion programs began in the United States in the 1960's with the influx of Cuban refugees into the Miami public schools. Private bilingual schools were formed to develop bilingualism for the Cuban students. Native English speaking families recognized the benefits of a bilingual educational program and began enrolling their children in these programs. The Bilingual Education Act of 1968, passed during an era of immigration influx and fueled by the civil rights movement, encouraged local school districts to try ways of incorporating native-language instruction by providing federal funds. The Lau vs. Nichols case required schools to guarantee access to curriculum by seeking ways to overcome language barriers. Congress then passed the Equal Education Opportunity Act in 1974 to support this case. Civil rights laws have been created to require educational programs that offer equal opportunities to EL children.

Currently, there are 260 Two-Way Immersion programs in the United States with 131 programs in California spanning 67 school districts across the state. Immersion programs in the United States target a variety of languages such as Spanish, French, German, Korean, Cantonese, Japanese, Mandarin, and Portuguese. The programs have become a unique mixture of the best practices in foreign language and English language education.

Each summer, nearly 1,300 educators from around the country, along with researchers in the field, attend the annual Two-Way Immersion Conference, in part supported by the US Department of Language Acquisition. In addition, the California Department of Education has staff in the Language Policy and Leadership Department solely devoted to Two-Way Immersion instruction in California. (For more information see www.cde.ca.gov/el/twoway/)

The Sacramento City Unified School District, even after the passage of Proposition 227, along with many other districts has continued its support in maintaining alternative programs for English learners. In 1997, the SCUSD board issued a proclamation to support the bilingual and Two-Way programs in existence in the district. SCUSD has also

included in its master plan, a provision for Two-Way Immersion and bilingual programs. While the school district has supported two-way programs, curricular autonomy in line with TWSI Programs has not been a part of district support, nor has independence over staff development. Overall, the district's financial resources have been limited and have not allocated the financial support for administrative focus. Therefore, while the district has supported the model, in order to fully implement the model given best practices in the field it is imperative that we become an independent charter school.

F. Fruit Ridge Two-Way Spanish Immersion

1. Historical Background

Fueled by research that two-way immersion was the most effective way of educating EL students, nine years ago a core group of teachers at Fruit Ridge began a quest for an innovative educational program design for their students. After researching and analyzing various two-way programs from around the country as well as reading current research on bilingual education, they determined that a 90-10 two-way immersion program would yield the highest academic results. The program at River Glen Elementary School in San Jose became program's model. River Glen matched its schools demographics with its philosophy for the education of English Learners. It had also been honored as a National School of Excellence. This core group of Fruit Ridge teachers, along with the principal at the time, had several planning meetings with Rosa Molina, Director of Bilingual Education, San Jose Unified School District, who created the two-way program at River Glen. After a year of planning and research, the first Two-Way kindergarten class of 31 students was implemented. Currently, there are 206 students in kindergarten through fifth grade.

Academic success and continued growth can be seen in data analysis of Fruit Ridge Two-Way program. Native English speakers as well as native Spanish speakers continue to score high on SABE, (one of the state-adopted standardized tests in Spanish) and on the California Standards Test (see CST data on p. 4). These findings are consistent with national studies showing that students in alternative bilingual education programs outperform their peers in regular English immersion programs. A number of studies have shown that alternative bilingual education is effective. Children in well-designed dual language programs often perform better than children in mainstream English programs (Willig, 1985; Cummins, 1989; Krashen, 1996; Greene, 1997). English learners in the Fruit Ridge Two-Way program follow this trend as reflected in the 2003 California Standards Test.

The Two-Way staff at Fruit Ridge continues best practice instruction, reading new research, attending the Two-Way Immersion annual conference (the staff has presented its own parent meeting process at the conference), visitations to model schools and continued consultations with Rosa Molina. The Two-Way program at Fruit Ridge has been a strong educational alternative program in the Sacramento area and there are a number of parents that drive from out of the area to enroll their children in the program.

Monthly parent meetings have always been important to and a strong success of the Two-Way staff at Fruit Ridge. For the last seven years, these meetings have been successful in building a learning community that includes students, parents and staff. Informative meetings were held with parents before the program started and even now, the first parent meeting of each year is used to share the most current research of the 90-10 Two-Way model. The immersion parents have always been active parents in the school. Parents not only attend the monthly meetings, they are now leading some of them. They also volunteer countless hours helping out in classrooms and on school committees.

The Two-Way program at Fruit Ridge has benefits other than high student achievement and parent participation. Attendance of the students in the program averages 97.5%, 5% above the Fruit Ridge average. Student turnover is much lower as parents keep their children in the program, even when they move in some cases. Added benefits are the friendships and understanding of cultural identity gained when learning another's language. When one learns another language, they take on some of that cultural identity.

2. In Practice

At the Language Academy of Sacramento, the method of instruction utilized will be the 90-10 model of Two-Way Spanish Immersion in which a majority of the school curriculum is taught in Spanish. Students in kindergarten and first grade will receive 90% of their daily instruction in Spanish and 10% in English. Each year, students receive more instruction in English as the percentage of Spanish instruction time begins to decrease. By 5th grade students receive 50% of their daily instruction in Spanish and 50% in English.

Two-Way Immersion 90-10 Model: Percentages of Daily Instruction

Grade	% of Spanish	% of English
K and 1 st	90%	10%
2 nd	80%	20%
3 rd	70%	30%
4 th	60%	40%
5 th - 8 th	50%	50%

Spanish becomes the vehicle for content instruction and the subject of instruction itself. Primary age students in Two-Way Spanish Immersion are taught the California Standards in Spanish with an emphasis on concrete objects, first-hand experiences, visual aids and hands-on cooperative group learning. Most of the instruction is in Spanish in the primary

grades, and formal English literacy is taught in the later grades. English Language Development is taught daily from kindergarten through eighth grade.

In practice, teachers in the TWSI program have found that in the 90-10 model, English test scores in second and third grade do not reflect students’ actual achievement. However, by the fourth and fifth grades, students in dual immersion begin to outscore their counterparts in English only programs. (see CST data on p. 4.) In fact, the real benefit of dual immersion instruction becomes evident in the sixth and seventh grades. That is precisely why the LAS school design incorporates kindergarten through eighth grade.

Students are successful in dual immersion programs because the knowledge they learn in one language facilitates the acquisition of the second language. Once students understand the content, they can transfer that knowledge into their second language. For example, when students learn how to identify the main idea of a text, they do not need to relearn that concept in another language. Students can transfer those concepts to the second language. In addition, students benefit from the cognitive advantages they develop by being bilingual and biliterate.

“Two-Way” refers to the classroom composition. Research suggests that the two-way dual 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. Ten years of experience with a two-way dual immersion program at the Fruit Ridge Elementary School has shown us that success is attainable without striving to maintain these exact ratios. Often students participate who are not fluent in either English or Spanish. Students work together in groups as they engage in academically challenging instruction. They translate and learn from each other, hence the learning occurs in two ways.

3. Program Duration

Research has shown that students need at least 7 years to fully develop both conversational and academic proficiency in the second language. (Hakuta, 2001 and Genesee, 2003) For that reason, the Language Academy will be a self-contained pre-K through 8th grade program. The advantage of the link through middle school will permit the development of a clearly articulated program. Parents welcome the smaller learning community for their middle school aged children and the opportunity to further develop their child’s biliteracy.

4. Progression of Language and Literacy Development

Progression of English	Progression of Spanish
Language and Literacy Development	Language and Literacy Development

<p>Each grade will base instruction on the English Language Arts Standards and the English Language Development Standards of the State of California. All English Learners will receive instruction in vocabulary development and the structures of English language. Students will be exposed to both fictional and informational material. <i>The goal is for English Learners to be officially reclassified as Fluent English Proficient (FEP) no later than the end of 6th grade. Students from both Spanish-speaking and English-speaking backgrounds will develop high levels of academic proficiency in both written and oral English.</i></p>	<p>Spanish Language Arts will be taught according to the <i>Estándares de Lecto-Escritura de California</i>. This document is the equivalent of the California English Language Arts Standards and incorporates Spanish grammar and phonics. In the 90-10 model, all students are taught how to read and write in Spanish before receiving formal literacy instruction in English. Students will be exposed to both fictional and informational material. <i>A major goal of the Language Academy is for students from both Spanish-speaking and English-speaking backgrounds to develop high levels of academic proficiency in both written and oral Spanish.</i></p>
<p>The following are some of the English language and literacy goals per grade level:</p>	<p>The following are some of the Spanish language and literacy goals per grade level:</p>
<p>Kindergarten and 1st Grade – Students will focus primarily on oral expression, vocabulary and language structures through chants, songs, role play and hands-on activities. Students will also be exposed to the concepts of print in English through the use of fictional and informative texts, charts, lists, graphic organizers and labeling of objects.</p>	<p>Kindergarten – Students will know letter sounds and letter names, begin decoding grade level appropriate text as defined in the <i>Estándares de Lecto-Escritura de California</i>, and write their first and last names. In addition, they will be expected to express themselves in written form through pictures, phrases and/or sentences incorporating both phonetic and conventional spelling. Students will also be exposed to the concepts of print in Spanish through the use of fictional and informative texts, charts, lists, graphic organizers and labeling of objects.</p>
<p>1st Grade – Students will continue to focus primarily on oral expression through songs, poems, hands-on activities incorporating both science and social studies, participation in the reading of fictional and informative text, and the creation of charts, lists and graphic organizers. Students will expand their knowledge and understanding of the language structures and vocabulary of English.</p>	<p>1st Grade – Students will learn to read and analyze grade level appropriate texts as explained in the <i>Estándares de Lecto-Escritura de California</i>. Students will express themselves in legible written form. Teachers will guide students through the writing process to produce comprehensible final drafts of selected writing pieces.</p>
<p>2nd Grade – Students will continue to develop oral English skills and be</p>	<p>2nd grade – Students will be expected to master decoding skills and comprehension strategies</p>

<p>exposed to English print. Intense instruction in listening and speaking, vocabulary development, and language structures will be provided.</p>	<p>appropriate to second grade level texts as defined in the <i>Estándares de Lecto-Escritura de California</i>. Students will write on a given topic with an introduction, body and conclusion utilizing the writing process.</p>
<p>3rd Grade – Formal systematic instruction in the literacy components of the English Language Arts Standards will typically begin in third grade. In general, students must meet the following criteria before formal literacy instruction in English begins:</p> <ul style="list-style-type: none"> • Be at a minimum reading level of 2.5 grade in Spanish according to site adopted assessment • Score at the 80th percentile or above on the SABE • Produce a writing sample that scores a 3 or above on the LAS approved writing rubric • Obtain a score of Intermediate in the Listening/Speaking portion of the CELDT (English Learners only) <p>Teachers will implement a transitional curriculum that links Spanish and English literacy instruction. Students will master all of the letter sound correspondences that do not transfer from Spanish to English. Teachers will provide daily instruction where students will be expected to read, write and speak English. They will be given opportunities to integrate their Spanish literacy skills with newly learned English skills.</p>	<p>3rd grade – Students will read, comprehend and analyze grade level appropriate texts as outlined in the <i>Estándares de Lecto-Escritura de California</i>. Students will be expected to both increase vocabulary knowledge and to use newly acquired vocabulary in their writing. Students will write on a given topic with an introduction, body and conclusion utilizing the writing process. Students will connect established skills in Spanish to developing literacy skills in English.</p>
<p>4th, 5th and 6th Grades – The focus will be on English literacy through project-based units, research papers and</p>	<p>4th, 5th and 6th Grades – The focus will be on Spanish literacy through project-based units, research papers and presentations. Students will continue to engage in</p>

presentations. Students will continue to engage in vocabulary instruction, and English Learners will develop native-like proficiency in English.	vocabulary instruction, and Spanish Learners will develop native-like proficiency in Spanish.
7 th and 8 th Grades – A balance of Spanish and English instruction will be maintained. For example, students might have a Science and Math 2.5 hour block and a Social Science and Literature 2.5 hour block. One block of instruction would be in English and the other in Spanish for a period of time.	7 th and 8 th Grades – A balance of Spanish and English instruction will be maintained. For example, students might have a Science and Math 2.5 hour block and a Social Science and Literature 2.5 hour block. One block of instruction would be in English and the other in Spanish for a period of time.

G. Key Components of Highly Successful Two-Way Programs

1. Focus on Academic Achievement

Two-Way Immersion programs consistently teach rigorous academic standards. Because language is not taught in isolation, content-based language instruction has proven to be more effective in promoting second language development. Content-based language instruction uses techniques such as scaffolding, first-hand experiences, cooperative learning and explicit teaching to help students learn both academic content and language skills. Teachers must constantly balance the rigor of the subject matter with appropriate language objectives. The goal is that students have the same access to the academic core curriculum as students in an English only program.

2. Program Evaluation

An independent researcher with experience in Two-Way programs will be contracted annually to study the program’s effectiveness during the first three years of operation. The LAS Governing Board will retain the services of qualified researchers as needed. This research will guide needed adjustments in staff development and teaching strategies. In addition, this analysis will facilitate the program articulation Pre-K through 8th and allow the staff to grow professionally. Quality research will guide the program’s continuous efforts to strive for excellence.

3. Program Duration

Research has shown that students need at least 7 years to fully develop both conversational and academic proficiency in the second language. For that reason, the Language Academy of Sacramento will be a self-contained Pre-K through 8th grade program. The advantage of the link through middle school will permit the development of a clearly articulated program. Parents will also welcome the smaller learning community for their middle school aged children and the opportunity to further develop their child’s biliteracy.

4. Monolingual Delivery and Use of Language Models

The separation of languages for instruction promotes language development. The English and Spanish components of the school day are taught at distinctly different times. Teachers develop the strict discipline of monolingual delivery of instruction in either Spanish or English. The separation of languages is crucial to develop bilingualism and biliteracy.

The Language Academy of Sacramento will implement the use of teacher language models. In this model, the homeroom teacher will only speak to her students in Spanish and hence be the Spanish model. Her partner teacher will then only speak to the same group of students in English and hence be the English model. The use of language models in the classroom firmly establishes the student's need to use the target language (English for the Spanish speaker and Spanish for the English speaker). Students will associate one language with one teacher and vice-versa, certainly an authentic communicative need for bilingual proficiency.

5. Positive and Reciprocal Climate

Teachers build an accepting classroom environment in which students understand the importance of practicing their second language and accepting the contributions made by others. The sense of safety and constant encouragement allows students to develop native-like fluency in the targeted language. An important element in Two-Way instruction is that students learn in a positive and reciprocal environment. This helps the students learn to support each other in the language learning process. Students feel free to take risks and make mistakes in order to acquire a second language. This kind of teaching values contributions made by second language learners to the classroom discussion.

6. Home/School Collaboration

Before parents join the program they must fully understand the components of the program model and the outcomes. Parents take an active role to ensure a child's success in the program. They must be ready and willing to support the efforts at school.

In the current Two-Way Spanish Immersion program at Fruit Ridge, a majority of parents consistently attend each monthly meeting designed by the teachers. The meetings span a variety of topics such as: testing, reading comprehension, services offered at school, developing family history, etc. Attendance varies from 70% to 80% parents from the English and Spanish speaking communities. Teachers also conduct home visits with students to further facilitate communication with parents. The fact that all of the teachers are bilingual makes the parents feel comfortable with the program. The level of trust translates into increased parent participation. In May of 2002, when teachers first began to seriously explore the idea of transforming the TWSI program into a charter school, TWSI parents were surveyed to assess their level of support for this endeavor. Eighty-five school families participated (out of 110 total school families), and 95% were overwhelmingly supportive of the creation of the Language Academy of Sacramento.

With this mandate, teachers and parents began to work together to lay the groundwork for this proposal.

7. Quality of Instructional Personnel

Teachers in Two-Way programs must be academically and culturally proficient in both English and Spanish in order to handle the demands of the curriculum. They must be culturally competent educators, meaning they must be sensitive to other cultures and promote social responsibility. Teachers need to be highly trained in the California State Standards, second language acquisition skills, and best teaching practices.

The TWSI teachers have over 81 years of combined experience and an average of 8 years each. Several TWSI teachers are certified trainers in the California Reading and Literature Project and the Migrant Education - Optimal Learning Environment (OLE) project. Currently 70% either have or are pursuing Masters Degrees in Multicultural Education at California State University, Sacramento. The TWSI teachers also participate in the annual Two-Way Immersion Conference and in Sacramento City Unified District Committees. It is The Language Academy of Sacramento's intent to continue such ties and to continue to contribute to the professional development of other SCSUD teachers.

H. Curriculum and Instruction

1. Curriculum

As high quality curriculum in both English and Spanish is an essential feature of successful two-way programs, TWSI teachers have consistently researched successful nationwide two-way programs¹. Their research so far indicates that successful programs use a combination of state-adopted texts and additional authentic literature in the target language (in our case, Spanish). Teachers use their extensive professional knowledge to appropriately adapt texts to be accessible to all students and allow them to meet or exceed the state standards.

Two-way immersion teachers at Fruit Ridge are currently creating thematic units based on appropriate state-adopted texts and supplemented with authentic literature. All themes will reflect California grade level standards in all content areas, and will include multicultural content as well. Students' backgrounds and interests will provide natural points of departure for the themes, and the community's "funds of knowledge" will be tapped into as resources for learning. The multicultural component of the curriculum will be based on Sleeter and Grant's (2001) model of multicultural education, which stresses the learning of core academic content knowledge along with knowledge of democratic processes and social equity.

2. Instruction

Instructional strategies will be based on the Sheltered Instructional Observation Protocol (SIOP), a research-driven approach to teaching students who are learning academic

content in a second language. Strategies from the SIOP include identifying academic language to be taught explicitly in each lesson, using appropriate formative and summative assessment tools, and using different participatory structures to enhance language use and elicit extended academic discourse in students' second language. Special attention will be paid to grouping students, since research on successful two-way programs indicates that: "Classrooms should include a balance of students from the non-English and English backgrounds who participate in instructional activities together," and, "Positive interactions among students should be facilitated by the use of strategies such as cooperative learning."² In response to these findings, students will often be grouped heterogeneously by language in cooperative learning groups, and will engage in activities that are meaning-based and allow the students to work toward common academic goals. Academy teachers are already familiar with many of the SIOP instructional strategies, but in order to further nurture continuity and standardization in the Academy program they will receive extensive training and coaching in the SIOP from CSUS faculty during the first three years after the Academy is established.

English learners have two basic educational needs: to learn the English language and to learn the state content standards. During a daily English Language Development (ELD) period, students will be grouped within the same classroom and across classrooms by English proficiency level and will be taught by a teacher who has a deep knowledge of the English language curriculum that corresponds to the students' language and cognitive levels. At the start of the academic year, teachers will analyze the scores of the annually administered California English Language Development Test (CELDT) in order to determine appropriate groupings. During the course of the year, ongoing assessments in ELD will provide a more accurate picture as students develop higher levels of English proficiency in line with annual program expectations.

In order to make content accessible to English learners, teachers will use GLAD (Guided Language Acquisition Development) educational strategies, which has received nationwide recognition for enhancing English learners' educational success. Native English speakers will serve as language models for the English learners and will receive instruction appropriate to their needs. In order to fulfill these needs, a similar twofold strategy will be used. Native English speakers will be taught in Spanish with similar language content to English learners. In addition, teachers will use the GLAD and SIOP methods when they teach in Spanish, to ensure that native English speakers have access to the core curriculum. The table below reflects the synthesis of the Language Academy's expected exit outcomes for students in alignment with curriculum, instruction, and assessment.

Exit Outcomes	Curriculum	Assessment
Academic mastery of core academic skills	Interdisciplinary project, cooperative group work	Portfolio, exhibition, standardized tests, ongoing teacher assessment
Social skills (citizenship, leadership, etc.)	Interdisciplinary project, cooperative group work, school based mediation	Ongoing teacher observation, interactive journal writing

	training	
English (academic and social) for EL students	Thematic units adapted from adopted texts	CELDT, portfolio, exhibition, ongoing teacher assessment
Spanish (academic and social) for all students	Thematic units adapted from adopted texts	SABE, portfolio, exhibition, ongoing teacher assessment
Multicultural skills, knowledge, and dispositions	Thematic units adapted from adopted texts	Ongoing teacher assessment

3. Professional Development

It will be the policy of the LAS to encourage and support each staff member's continuous improvement through education, training, coaching, supervision, and self-study and reflection. Ongoing staff development, peer coaching, and mentoring will take place during weekly grade level articulation meetings, Academic Conferences and/or team meetings. The staff development will be made available by the site and will be tailored to the needs of the staff. The following is a proposed staff development plan:

- English Language Development lesson planning and instructional strategies
- Process of adding second language literacy – theory and practice
- Development of a comprehensive writing program for students
- Core curriculum training and implementation
- Training for shared governance of charter school
- Effective practitioner mentoring, including new teachers and student teachers
- Development, implementation and interpretation of assessment tools to refine instruction.

II. MEASURABLE STUDENT OUTCOMES

A. Two-Way Students: An Overview

Student outcomes are defined as the extent to which all students demonstrate that they have attained the skills and knowledge necessary to meet or exceed the Language Academy’s educational and social goals. The Language Academy will meet the California State English and Spanish standards and conduct the pupil assessments as required pursuant to Education Code Section 60605.

The school’s goal is to produce productive, responsible citizens capable of using the knowledge and skills learned at the Language Academy to improve and effect change in the community. In the process of mastering the outcomes below, students will meet or exceed state standards in each of these areas.

Measurable Student Outcomes	Assessment Procedures
<p>Student outcomes by subject area include the following:</p>	<p>Methods used to measure pupil progress towards grade level appropriate student outcomes include:</p>
<p>Language Arts</p>	<p>Language Arts</p>
<ul style="list-style-type: none"> • Students will speak, read and write fluently in English and Spanish • Students will read Spanish and English selections for pleasure, understanding and/or information. • Students will read and interpret a variety of materials from different sources to gain information and then apply this information to benefit their classroom and/or their community. • Students will write in a variety of genres including narrative, expository and persuasive. • Students will present information in a variety of formats, including performances, exhibitions, speeches, debates, dramatic plays, and technology presentations. 	<ul style="list-style-type: none"> • Curriculum embedded assessments • Statewide standardized assessments (CAT, CST, SABE and CELDT) • California Reading and Literature Project RESULTS literacy assessments based on the California Language Arts Standards and English Language Development Standards • Curriculum embedded writing prompts in both Spanish and English (depending on grade level) using standards-based scoring rubrics • Student performances, exhibitions, presentations, speeches, debates, dramatic plays, and technology assessed using standards-based scoring rubrics • Portfolios to monitor students' progress over time.
<p>Mathematics</p>	<p>Mathematics</p>
<ul style="list-style-type: none"> • Students will think critically using mathematical concepts. • Students will use logical thinking to solve everyday 	<ul style="list-style-type: none"> • Statewide standardized assessments (CAT, CST, SABE) • Curriculum embedded

mathematical problems.

- Students will apply their knowledge of mathematical concepts to their everyday lives.

assessments

- Standards-based assessments
-
- Students will explain mathematical procedures and reasoning in written form.
- Portfolios to analyze student progress over time

Science

- Students will utilize scientific research and inquiry methods to explore and understand major scientific concepts.
- Students will apply their understanding of scientific theories and concepts as they engage in small-scale classroom research.
- Students will apply their knowledge of scientific theories and concepts to their everyday lives.

Science

- Statewide standardized test for subject matter
- Curriculum embedded assessments
- Standards-based assessments
- Statewide standardized assessments
- Students will explain their scientific reasoning and understanding of concepts in written form.
- Portfolios to analyze student progress over time

Social Science

- Students will understand various historical perspectives and apply these ideas to their analysis of current events.
- Students will have an understanding of geographic knowledge and how geographical location influences interactions and events both locally and worldwide.
- Students will develop a detailed proposal that describes a meaningful service to the

Social Science

- Curriculum embedded assessments
- Written evaluations incorporating the assessment of factual knowledge into the interpretation of current and/or historical events
- Student performances, exhibitions, presentations, speeches, debates, dramatic plays, and videos assessed using standards-based scoring rubrics

community. Students will provide the service and then present a report through the use of a technological, oral, artistic, or other medium.

- Teacher observation
- Teacher, student and peer evaluation of community service project

World Language

- Students will be bilingual and biliterate in both English and Spanish.
- Students will understand key aspects of the culture of their second language.
- Students will explore both the historical and the current relationship between the culture of their first language and that of their second language.

World Language

- Students will demonstrate competency in this area by successful performance throughout the subject areas.
- Students will utilize the needed language in proper contexts and registers—social and academic.
- Standardized assessments
- Curriculum embedded assessments

Visual and Performing Arts

- Students will demonstrate their developing talents in the visual and performing arts.

Visual and Performing Arts

- Teacher observation
- Rubrics for student progress created by both students and teachers based on the standards
- Student performances, exhibitions, presentations, speeches, debates, dramatic plays, and videos assessed using standards-based scoring rubrics

Physical Education

- Students will learn to play team sports and exhibit good sportsmanship
- Students will demonstrate proficiency in Physical Education in compliance with the California State Education

Physical Education

- Standards-based Physical Education assessments
- California Physical Fitness Test

Code. What is the code

Life-long Learning Skills

- Students will know and demonstrate life skills through their daily behavior.
- Students will develop study skills such as note taking, outlining texts to be studied and summarizing that will enable them to succeed in future academic endeavors.
- Students will be knowledgeable about a variety of strategies for assessment preparation and which skills best suit their needs.
- Students will be proficient in the use of research skills for application to texts and/or to computer-based resources.

Life-long Learning Skills

- Students will prepare notes, outlines and summaries for both self-evaluation and evaluation by the teacher.
- As part of a reflection on their academic progress, students will explain how they prepared for assessments, whether or not they feel the preparation was effective and efficient, and how they plan to prepare for assessments in the future.
- Research projects will include a list of resources and references. Drafts will include notes and outlines.

Social-interpersonal Skills

- Students will practice teamwork and citizenship daily.
- Students will develop leadership skills through a variety of activities. Examples might include mentoring, acting as facilitator for group work in classroom settings, cross-age and peer tutoring, and/or participation in the LAS Governing Board.

Social-interpersonal Skills

- Rubrics for student behavior created by both students and teachers
- Assessment of the development of leadership skills such as a written self-evaluation and a teacher-student conference to reflect and set goals for further growth.
- Teacher, student and peer evaluation of community service project

Life Skills

- Students will explore career

Life Skills

- Students will develop a project,

<p>opportunities and set tentative goals for the future. They will research not only career possibilities, but the preparation required for each career path.</p> <ul style="list-style-type: none"> • Students will learn how to manage finances. For example, they might study budgeting by outlining what they would do for three months given a certain salary and expenses. 	<p>either group or individual, about careers and the paths that lead to success in each.</p> <ul style="list-style-type: none"> • Students will submit an analysis of their financial awareness after participating in mock budgeting and/or investment projects.
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B. Special Needs

Interventions and Enrichment

It is the full intention of The Language Academy to serve the academic needs of all its students. The ultimate goal of the academy is to have a student body performing at/above proficiency in achievement tests. Establishing an effective intervention system is a critical component of a sound educational program. Embedded in the school’s longer instructional calendar day is the LAS intention to implement during the day, extended day, and intercession academic support structure for students and their identified needs. There are two particular groups of students who need strategically differentiated intervention/enrichment; first, students who do not meet their Progression of Language and Literacy benchmarks, and second, students who are achieving above grade level.

There are two important variables in creating an effective intervention program: student achievement accountability system and quality personnel. The attachment titled, “Below Standard/At Risk Flow Chart” in the intervention appendix, delineates the procedural timeline that LAS intends to follow in monitoring identified students needing intervention in certain content areas. As bolded on this flow chart, there are three particular timelines: Mid First Trimester (Four to Eight Weeks Pass), Middle Second Trimester (Twelve to Eighteen Weeks Pass), and Three Weeks Prior to End of the School Year (Thirty to Thirty-Two Weeks pass). The LAS recognizes the importance of home/school connection in implementing academic interventions. It is the LAS’ goal that families know the timeline and expected benchmarks for the identified at-risk student and that fair, due process has been followed way before that student is even considered for retention (Refer to The Four Step Decision Making Process for Student Retention/Promotion page in the appendix).

As a collective staff, certificated personnel and instructional assistants of the Language Academy of Sacramento will be conducting intervention programs for students throughout the calendar year: during the day, extended day, and intercession. LAS personnel will also tap into community partners such as university student teachers, Mini-

corps volunteers, America Reads, and AmeriCorps NCCC, to expand its resources and serve more students in a more effective intervention setting of lower student to tutor/teacher ratio. All intervention staff will receive training in providing primary language, English Language Development, as well as Access to the Core Content Areas.

The aforementioned intervention structure will also be utilized in serving the needs of those students who are achieving above grade level. The pedagogical approach will obviously need to be differentiated according to the interests and levels of proficiency of the high achieving students. This includes having varied forms of assessments such as conducting a project-based exhibit, writing research based position papers, participating in school wide academic competitions, or posing community based problems and proposing possible solutions. Needless to say, LAS personnel will study and implement state adopted curricula in terms of applying differentiated instruction for high achieving students. This will be enriched by also becoming proficient of the research in multiple intelligences, cooperative learning, multicultural education, and constructivist learning. These areas of research provide insights in addressing the needs of gifted and high achieving students, including unequivocal promotion of strategic student interactions in order to maximize time spent on academic language dialogue, such as the practice of students teaching one another what they have learned and understand about an academic concept thus far.

Special Education

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

Research on English learners with learning disabilities clearly points to primary language instruction as a key component of effective special education instruction. The Language Academy's preferred method is to deliver research based instruction to students with learning disabilities through an innovative resource specialist program based on the OLE: Optimal Learning Environment Project (Ruiz, Vargas, and Beltrán, 2002). This project is a result of a longitudinal study with migrant and special education students funded by the state. Although OLE is LAS preferred method of meeting the needs of students with learning disabilities, LAS is committed to working with SCUSD to ensure that each student's special education needs are being met as outlined in a student's individualized education programs ("IEP"), and in accordance with applicable laws and with SCUSD policies and practices regarding students with exceptional needs. LAS will work with SCUSD staff to provide any required special education services to pupils and to identify and refer students as needed for such services using an agreed upon protocol approved by LAS and SCUSD. The Language Academy is committed to securing such services as may be required by the IEP or in compliance with other laws governing students with disabilities, including Section 504 of the Rehabilitation Act. Unless otherwise agreed between LAS and SCUSD, the Language Academy will be solely responsible for compliance with Section 504. LAS will seek to finalize an Agreement Regarding Special Education Services as part of a Memorandum of Understanding with SCUSD.LAS

intends to function as a “public school of the Sacramento City Unified School District for purposes of providing special education and related services” pursuant to Education Code Section 47641(b). Each year that LAS operates as an arm of the district for special education purposes, LAS shall pay to the district an amount of funding per ADA equal to the amount that the district spends from its general fund per ADA to support special education costs in the district. In return, the district shall provide the school with all funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend LAS are provided a free and appropriate education in accordance with each student’s IEP.

The Language Academy of Sacramento and SCUSD shall annually and in good faith negotiate a written agreement to more clearly specify the desired mix of special education funding and services to be provided, such as the use of bilingual Speech and RSP teachers. The school shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code Section 47646(b). The school and district shall work in good faith to document the specific terms of this relationship in an annual contract or memorandum of understanding.

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

III. ASSESSMENT PROCEDURES

Student outcomes are defined as the extent to which 80% of students in each grade level demonstrate that they have attained the skills and knowledge necessary to meet or exceed the Academy’s educational and social goals. The Language Academy will utilize the California State English and Spanish standardized assessments. As documented in the dual language research, the academy expects 80% of its 6th and 7th graders to perform at/or above basic proficiency level in both the English and the Spanish standardized tests.

The school’s goal is to produce productive, responsible citizens capable of using the knowledge and skills learned at the Language Academy to improve and effect change in the community. In the process of mastering the outcomes below, 80% of students will meet or exceed state standards in each of these areas.

The Language Academy of Sacramento, recognizing that academic accountability is one of the foundations of the charter schools concept, believes in the importance of federal and state assessment measures meant to evaluate student performance and hold schools accountable for performance. High academic achievement is a fundamental component of the LAS educational program. The LAS will strive to meet its growth and performance targets on the Academic Performance Index and Adequate Yearly Progress,

or other federal or state-supported assessment program that may be adopted in accordance with federal and state law.

Student outcomes at each grade level will be determined by the Standards of the State of California. The methods used to assess the students at the Language Academy are based on the following considerations:

- A variety of assessments should be used to obtain a complete picture of each child
- Assessment is used to guide and inform instruction
- Students and parents should have an understanding of assessment results and be aware of target goals in order to reach mastery.

Teachers will continue to participate in seminars called Academic Conferences to discuss the progress of each and every child in the program. This system will give the staff the opportunity to use both qualitative and quantitative data to drive instruction. Each teacher will receive a student performance data sheet listing the above student performance indicators. This information will be updated after each grade reporting period. Teachers will use this data to determine 1) what academic areas need to be reviewed, 2) which students are in need of academic interventions or enrichment during the extended portions of the school day, 3) whether instructional practices and/or lessons are effective, 4) appropriate groupings for instruction in literacy and core content.

Students will demonstrate mastery through written evaluations incorporating the assessment of factual knowledge into the interpretation of current and/or historical events. In addition, assessments will include student performances, exhibitions, presentations, speeches, debates, dramatic plays, and videos assessed using standards-based scoring rubrics created by both teachers and students. The community service project will be assessed through teacher, student, peer, and community organization feedback and evaluation. A more detailed list of student outcomes and proposed assessments is provided below.

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

Quantitative Assessments	Qualitative Assessments
Statewide standardized assessments (CST, CAT-6, SABE/2, CLEPA, and 4 domains of CELDT)	Portfolios to analyze student progress over time
California Reading and Literature Project RESULTS literacy assessments based on the California Language Arts Standards and English Language Development standards	Performance-based assessments Standards-based Teacher generated protocol for observation

Standards-based scoring rubrics for writing prompts in both Spanish and English (depending on grade level)	Interactive journal Literature response journals
Standards-based scoring rubrics created by both teachers and students for assessing student performances, exhibitions, presentations, speeches, debates, dramatic plays, and videos	

Program Evaluation

The Language Minority Research Institute at UC Davis will be contracted to study the program’s overall effectiveness. This research will guide needed adjustments in staff development and teaching strategies. In addition, this analysis will facilitate the program articulation pre-K through 8th and allow the staff to grow professionally. Rigorous evaluations will ensure the program’s excellence over time.

IV. SCHOOL GOVERNANCE

A. Charter Development Team

Since the spring of 2002, a diverse group of parents, teachers, administrators and university faculty have met to discuss the creation of the Language Academy of Sacramento. This talented group of individuals has freely given their time to create a unique opportunity for children. As a result of their efforts, the group has recently been awarded \$450,000 from the State of California Department of Education, Charter Schools Development Start-up grant. This funding has allowed the group to participate in the Charter Schools Development Center (CSDC) -Incubator Project. This has meant that the Language Academy of Sacramento Development Team has been able to attend CSDC workshops and will continue to be guided by the center’s expertise in developing charter schools. In addition, this funding has allowed group to hire the CSDC consultants to provide legal, financial and educational assistance to facilitate the creation of LAS. The following is a list of the qualifications of the LAS Charter Development Team.

- Olga Arellano is a parent in the program, a former TWSI teacher and currently is a vice-principal in SCUSD. She holds a BA in Education, a BCLAD credential and a MA in Educational Administration.
- Marivic Bautista, a parent in the program, is a registered nurse and holds a BS in Nursing.
- Dr. Sue Baker is a professor in the Bilingual Multicultural Education Department (BMED) at CSUS. She has extensive theoretical and practical expertise in second language learning; including employment in a dual language immersion school in Arlington, Virginia and the Center for Applied Linguistics in Washington D.C. She is also a prospective parent of a future LAS student.

- Teejay Bersola, is a parent of two students in the program and a resource teacher at Fruit Ridge. She holds a BA with emphasis in government, economics, and anthropology, a MA in Multicultural Education, and she is a lecturer for CSUS.
- Eduardo de León is also a teacher in the program; he holds a BA in Sociology and a BCLAD credential and is currently enrolled in the MA program for Educational Administration at CSUS.
- Ray Dizon is a parent in the program. He holds a B.S. in Computer Science Engineering and has expertise in systems integration.
- Ann Hubbell is a teacher in the program; she holds a BA in Russian Literature, a BCLAD credential, and is currently enrolled in the Bilingual MA program at CSUS. She is also a state-wide trainer/consultant for RESULTS (California Literature Project Reading Assessment System).
- Rey Isaguirre is a parent of two children in the program; he holds a BS in Project Management Engineering with a Minor in Business Management, a CLAD credential and is currently pursuing a Bilingual MA at CSUS.
- Carol Lazzarotto is the parent of two students in the program; she holds a BA in Political Science and a MA in Public Policy.
- Xana Macías is a teacher in the program; she holds a BA in American Studies, BCLAD credential and is the mother of a prospective LAS student.
- Doug MacPherson is a parent of two students in the program; he holds a BS in Mechanical Engineering and has a MBA. He works as a human resources manager.
- DeAnne Manansala, also a parent, holds a BS in Nursing and is a certificated nurse practitioner.
- Ed Manansala is a parent of two children in the program and is a high school administrator in SCUSD. He has a MA in Social Work and holds a Pupil Personnel Services Credential in Counseling and Social Work. He is also an associate clinical social worker.
- Kelly Medina holds a BS in Business Administration with emphasis in accounting, and works as a senior staff accountant.
- Oscar Medina holds a BA in Literature and a BCLAD credential, is a former bilingual high school teacher, and is a bilingual education consultant for the California Department of Education.
- Denise Navarro is a co-founder of the program and a teacher. She holds a BA in Child Development and a BCLAD credential.
- Sylvia Núñez is a co-founder of the program and a teacher. She holds a BA in Liberal Studies and a BCLAD credential.
- Erik Ostling is a parent in the program; he holds a BA in History, and has a J.D. and LLM (Tax Attorney Degree). He is a practicing attorney.

- Linda Ostling is a parent in the program; she holds an AA in Business and currently, she works as a human resources staffing consultant.
- Pam Phelps is a teacher in the program; she holds a BA in Home Economics, a BCLAD credential, and is currently enrolled in the Bilingual MA program at CSUS.
- Martha Quadros is a program co-founder, teacher and former vice-principal of Fruit Ridge Elementary School. She holds a BA in Child Development, a BCLAD credential, and the Professional Administrative Credential. She is currently enrolled in a MA program at CSUS.
- Virginia Rios-Núñez is a teacher in the program; she holds a BA in Liberal Studies and a BCLAD credential.
- Lourdes Romero is a parent and teacher in the program; she holds a BA in Liberal Studies and a BCLAD credential.
- Dana Romo is a parent and teacher in the program; she has a BA in Liberal Studies, a BCLAD credential, and a MA in Bilingual Education. She is an Optimal Learning Environment Project state-wide trainer and consultant (OLE is a research based project on the educational needs of second language learners).
- Juvencia Romo is a parent in the program; she holds a BA in English. She works as an associate transportation planner for the California Highway Patrol.
- Elena Soto-Chapa is an English Learner/ TWSI resource teacher; she holds a BA in Political Science and Spanish Literature, a BCLAD credential and a MA in Educational Administration. She is also the prospective parent of two LAS students.
- Cynthia Suárez is a teacher in the program; she holds a BA in Psychology and Child/Family Studies, a BCLAD credential and is currently enrolled in the Bilingual MA program at CSUS.
- Cecil Williams is a parent in the program; he is a Spanish bilingual real estate broker.

B. Governance Structure

The Language Academy of Sacramento will be a directly funded independent charter school and will constitute itself as a California Public Benefit Corporation pursuant to California law.

Upon approval of the charter proposal, the LAS Charter Development Team will select nine voting members to become the LAS Founding Board. This group of individuals shall provide resources, curriculum creativity, academic leadership, support, fundraising assistance and management expertise. The LAS Founding Board will oversee the majority of the start-up responsibilities up until the beginning of 2004-2005 school year including:

- Negotiate and approve the Memorandum of Understanding with SCUSD
- Hire and evaluate a Director
- Develop and establish Governing Board policy and procedures
- Establish and maintain fiscally sound budget practices
- Evaluate the effectiveness of school programs
- Set the calendar and operations schedule
- Approve start-up costs, such as books, copiers, student materials etc.
- Oversee elections and appointments to the Governing Board in the spring of 2005 to ensure proper transition

Once the 2004-05 school year begins, the Founding Board will transition into The LAS Governing Board, which will be composed of 9 voting members and in addition, 3 non-voting members: the LAS Director, a student representative and a district representative. To prevent any real or perceived conflict of interest or incompatibility of office, the district representative will sit on the board as a non-voting member who facilitates communication and mutual understanding between the charter and district. The procedure for the election and appointment of the Governing Board members will be explicitly delineated in the LAS Governing Board by-laws. The Governing Board shall oversee all decisions pertaining to curriculum, finance and personnel. Additional school committees such as the Curriculum Design Team, Finance Team, Facility Team, Parent Council, and the English Learners Advisory will provide recommendations to the Governing Board.

The Director and staff shall implement policies approved by the Governing Board.

The LAS Founding Board will negotiate buying back certain services from SCUSD that may include, but is not limited to: payroll, STRS, insurance, special education services, maintenance, food and health services. These agreements shall be detailed in a Memorandum of Understanding and negotiated between the LAS Founding Board and SCUSD staff members.

The Language Academy of Sacramento will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. The School shall not charge tuition and shall not discriminate on the basis of race, ethnicity, national origin, gender, or disability.

C. Advisory Boards

1. Finance Team

The Director, a member of the LAS Governing Board and selected teachers will compose the Finance Team. Their duties will be to: develop the annual budget; identify budgetary modifications during the school year; review and manage expenses, establish financial needs and priorities, assure that procedures and controls are in place to maintain financial integrity and make financial recommendations to the LAS Governing Board.

2. Facility Team

The Director, a member of the LAS Governing Board and selected teachers will compose the Facility Team. Their duties will be to: plan and oversee all aspects of site development and maintenance; assess needs and establish priorities of work; determine cost; and prepare recommendation to the LAS Governing Board.

3. Curriculum Design Team

A Curriculum Design Team shall be composed as follows: the Director, the Coordinator and three teachers elected by their peers, and (when available) university representatives appointed by the LAS Governing Board. The Curriculum Design Team shall advise on the following topics: curriculum/textbook adoption, changes to curriculum, curriculum implementation, professional development needs, peer coaching and support, inclusion of paraprofessionals, language use, academic goals, assessment, student performance benchmarks, etc.

During the first year of operation, the Curriculum Design Team will evaluate a wide range of instructional materials in English and Spanish appropriate to Two-Way immersion instruction and in accordance with NCLB guidelines/standards. This team of teachers and university professors will make an informed decision regarding textbook adoption and make a formal recommendation to the Governing Board of Language Academy of Sacramento for curriculum approval.

4. English Learners Advisory Council

The Language Academy of Sacramento will form an English Learner Advisory Committee (ELAC) in conformance with state law. The ELAC shall serve as an advisory body to the LAS Governing Board on the four areas enumerated in Education Code Section 52176(c). Duly elected ELAC members shall elect a site representative to the District English Learner Advisory Committee. The school will work with parents of both English learners and English speaking students to develop and adopt a set of parent involvement policies and strategies.

5. Parent Council

The Parent Council is the organization responsible for involving parents in the activities of the school for the purpose of strengthening the LAS community. The Parent Council will develop by-laws and will include a president, vice-president, secretary, treasurer, parent volunteer coordinator. The Parent Council will oversee the election of parent representatives to the LAS Governing Board. A language balance will be sought within the Parent Council. All parents will be encouraged to attend Parent Council meetings.

All parents of LAS students will be members of the Parent Association whose sole purpose is to support the mission of the Language Academy of Sacramento. Parent Association institutes will be held monthly, and will be planned and led by the Parent

Council composed of parent leaders elected by the Parent Association. The Parent Council will generate the topics of interest from parents for these meetings. Institutes could range from inviting guest speakers, to sharing information regarding social services available, to workshops on classroom activities. As an example of the latter, parents may be asked to participate in a hands-on science experiment; teachers would guide the experiment in a manner that mimics how such an experiment would be conducted in the classroom.

Parent Association events will be attended by the director, teachers, parents, and students. These events will provide an opportunity for parents to communicate with their children's teachers and to get to know their children's peers and other parents.

Academic and artistic events will be developed and organized by the administrators, the teachers, the Parent Council and other volunteers. These groups will meet at the end of the academic year to decide what type of and how many academic events will take place in the subsequent year. Examples of academic events include: Family Reading Night, Spelling Bee, Science Fair, Family Math Night, Social Science Exhibits, or a Multicultural Fair. Arts events may include plays, talent shows, student choir, dance recitals, and classroom performance nights.

V. EMPLOYEE QUALIFICATIONS

A. Teacher

Each certificated employee at the charter school will meet the state licensing requirements for the position that he/she holds. No state licensing requirements exist for most classified positions. 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 Director. A description of the likely qualifications required for each of the initial anticipated positions at LAS are outlined below.

Teachers in the Language Academy of Sacramento must be highly proficient in both written and spoken English and Spanish. They must possess a Bilingual Cross-cultural Language Acquisition Development certificate (B-CLAD) or equivalent. Potential LAS teachers' Spanish and English proficiency will be determined by an oral interview and a written sample as part of the interview process. Teachers must also demonstrate a willingness to support and be committed to the LAS mission which includes increasing the school calendar year and extending the instructional day. Teachers must participate on at least one committee or council; be willing to participate and/or lead arts and academic events and LAS parent council events. Teachers are expected to attend conferences and staff development related to program improvement. Teachers are expected to study, follow, and implement Two Way instructional pedagogical design.

Pursuant to the teacher qualification requirements under the No Child Left Behind Act (NCLB), prior to July 1, 2006, all LAS teachers teaching core subjects will be “highly qualified” as that term is defined under NCLB and further defined by California state regulations implementing the NCLB requirements, unless such requirements are not deemed by the federal or state government to apply to charter schools such as LAS. If, at any time prior to July 1, 2006, LAS receives Title I federal funding, LAS will ensure that it has fully complied with the applicable NCLB teacher qualification requirements at that time.

All teachers who have been involved in the LAS Charter Development Team will have the opportunity to work in the Language Academy of Sacramento. In addition, the Director and selected teachers will interview additional candidates to complete the staffing plan.

First Year: 1 Director, 1 Coordinator, 12 Teachers K-7, 1 Prep-teacher, 1 Office Clerk, 1 part-time Library Technician, 1 part-time custodian, 1 part time nurse, 1 instructional aide.

Second Year: Three additional Teachers: K and 8th Grade, a full-time Library Technician

Third Year: One additional Teacher- 1st Grade

Additional staff will be hired as the need arises and funding is available.

B. Director

The Director is the educational leader of the school and will ensure that the curricula are implemented in order to maximize student learning experiences. The director reports directly to the LAS governing board, and s/he is responsible for the supervision of all employees within the school, and the orderly operation of the school.

The Director shall perform such tasks as are assigned by the Governing Board and is required to undertake some or all of the tasks enumerated below. These tasks may vary from time to time with the evolution of the organization and may include but not be limited to the following:

- Ensure charter school enacts its mission
- Communicate and report to LAS Governing Board
- Serve on or appoint a designee to serve on the Curriculum Design Team, Finance Council, Facility Council and Parent Council.
- Work with Sacramento State University to develop university partnership
- Supervise and evaluate teachers and staff
- Oversee school finances, including ensuring financial stability
- Participate in CSDC workshops

- Interview and hire staff with the advice of selected teachers and parent representatives
 - Ensure compliance with all applicable state and federal laws, communicate with parents, recruit new families and students, help secure local grants, etc.
 - Take all reasonable steps to secure full and regular attendance at school of the students enrolled in the school in accordance with policies established by the Governing Board;
 - Complete and submit required documents as requested by the charter and/or governing board
 - Identify the staffing needs of the school and assist with the selection of staff of the school;
 - Maintain up-to-date financial records;
 - Ensure that appropriate evaluation techniques are used for both students and staff;
 - Establish and maintain a system to handle organizational tasks such as student records, teacher records, attendance, purchasing, budgets, and timetables;
 - Hire substitute teachers as required;
 - Ensure the security of the school building;
 - Interact effectively with media and promote positive public relations.
-

Leadership Competence

- a. The ability to articulate and support the philosophy and direction of the LAS Program;
- b. The ability to implement Program initiatives through appropriate professional development for staff;
- c. The ability to lead effectively within a team environment;
- d. The ability to communicate effectively with staff, students, parents, community, private partners and outside agencies to better meet the needs of the students in the school;
- e. The ability to use appropriate communication tools, especially current technologies;
- f. Exhibit and promote multicultural awareness, gender sensitivity and racial and ethnic appreciation;
- g. The ability to implement a shared decision making process agreed upon by all stakeholders;
- h. The ability to establish a framework for collaborative action and involve the school community in developing and supporting shared beliefs, values, mission and goals for the school;
- i. The ability to make informed, objective judgments;
- j. The ability to work with all staff to create an effective staff development plan for all staff;

- k. Ability to maintain and promote confidentiality as the norm under which the school operates;
- l. The desire and ability to engage in continuing education and skills upgrading.

Administrative Competence

- m. The ability to create and maintain a safe, orderly, positive and effective learning environment;
 - n. The ability to annually evaluate the performance of all school-based staff;
 - o. The ability to employ and monitor acceptable accounting procedures in the maintenance of all fiscal records;
 - p. The ability to coordinate the operation of the school governing board;
 - q. The ability to create and maintain a climate of respect and fairness for all staff and students.
-

Overall Qualifications:

- a. BCLAD or equivalent; Professional Administrative Credential and/or Masters Degree in Education or equivalent;
 - b. At least 5 years experience in the education field;
 - c. Bilingual in English and Spanish
 - d. Management, administrative and instructional expertise
 - e. Extensive knowledge and experience with dual immersion programs
 - f. Curriculum implementation expertise
 - g. Experience with school budgets
 - h. Willingness to learn about charter school leadership
-

Qualifications for Coordinator

- Support the charter school mission
- Communicate and report to LAS Governing Board as needed
- Serve on the Curriculum Design Team and/or Parent Council.
- Work with Sacramento State University to develop university partnership
- Assist the Director in the development and implementation of various administrative projects
- Support teachers and staff
- Participate in CSDC workshops
- Communicate with parents, recruit new families and students, help secure local grants, etc.

- Complete and submit required documents as requested by the charter and/or governing board
- Assist with the selection of staff of the school;
- Maintain up-to-date records to ensure English Learner compliance;
- Interact effectively with media and promote positive public relations.
- Coordinate academic conferences and intervention plan

Leadership Competence

- The ability to articulate and support the philosophy and direction of the LAS Program;
- The ability to assist in the implementation of Program initiatives through appropriate professional development for staff;
- The ability to work effectively within a team environment;
- The ability to communicate effectively with staff, students, parents, community, private partners and outside agencies to better meet the needs of the students in the school;
- The ability to use appropriate communication tools, especially current technologies;
- Exhibit and promote multicultural awareness, gender sensitivity and racial and ethnic appreciation;
- Ability to maintain and promote confidentiality as the norm under which the school operates;
- The desire and ability to engage in continuing education and skills upgrading.

C. Classified Personnel

* Office Manager

DESCRIPTION OF BASIC RESPONSIBILITIES:

To assist the Principal in the daily operation of assigned school site by performing a variety of complex and responsible secretarial support functions and to direct and coordinate the clerical work flow and activities processed through a school's site office.

SUPERVISOR: Principal

TYPICAL DUTIES:

1. Act as assistant to Director performing a wide variety of complex and responsible clerical and secretarial support duties as well as relieving the Director of routine administrative functions not requiring his/her immediate attention.

2. Act as receptionist for assigned school screening visitors and phone calls.
3. Maintain routine and confidential files.
4. Assist with Director appointment schedule; set up and arrange meetings and conferences.
5. Act as resource person to teachers, students, parents, and general public regarding general and specific information on policies, procedures, and activities of school.
6. Assist in arranging and assigning substitutes to fill Instructional Assistant and Playground Supervisor absences to ensure adequate coverage.
7. Collect necessary information and maintain a variety of logs and records related to employee personnel transactions, timesheets, absences, substitute logs and records.
8. Receive, date stamps and distribute incoming mail; processes outgoing mail.
9. Collect money from students/staff for school activities and functions; receive and deposit in appropriate account or forwards to District office.
10. Confer with and assist various community agencies; obtain, verifie, and provide information, deliver messages, perform clerical functions as required.
11. Register/withdraw students as required; processe related forms, sets up files,secure/forward cumulative folders.
12. Order materials, supplies, and equipment; maintain records of purchase orders,invoices, expenses; inventories and logs upon arrival.
13. Attend various meetings; taking notes and preparing minutes.
14. Coordinate and instruct other office employees in their work; oversee the work of student assistants.
15. Process, review, and verify various forms, reports, records, and other material for accuracy, completeness, and conformity with established standards; may design some forms.
16. Compose and type correspondence, memos, and/or reports from marginal notes, independently or from oral and written directions.
17. Distribute materials and information to teachers, classified employees, and students and ensure timely responses.
18. Perform basic First Aid in accordance with established District policies and guidelines.
19. In absence of Director and unavailability of teacher-in-charge, make decisions within strict limitations of LAS policies and procedures.
20. Perform other duties similar to the above in scope and function as required.

EMPLOYMENT STANDARDS:

Required:

- Possession of a valid First Aid Certificate

Knowledge of:

- public school clerical operations and functions;
- proper office methods and practices including filing systems, receptionist and telephone techniques, and letter and report writing;
- use of proper English, spelling, grammar, and punctuation.

Ability to:

- demonstrate proficiency in reading, writing, and mathematical skills sufficient to obtain a passing score on a standardized proficiency test;
- analyze situations and take appropriate action in a variety of procedural matters without immediate or direct supervision;
- perform arithmetical calculations with speed and accuracy;
- learn and effectively use computer software programs and related word processing;
- understand and apply successfully a variety of complex directions to specific situations;
- proofread accurately;
- type accurately at a rate required for successful job performance;
- communicate effectively and tactfully in both oral and written forms;
- establish and maintain a variety of record keeping, reference, and data collection systems;
- operate a variety of office equipment such as calculator, transcriber, copy machine, and computer with speed and accuracy;
- prioritize, coordinate, and monitor the work of others in a positive, productive, and timely manner;
- establish and maintain effective work relationships with those contacted in the performance of required duties.

Light Physical Effort

1. Normally located in a work environment with light physical qualifications and requirements.
2. Ability to lift 25 lbs. maximum or carry any object weighing up to 15 lbs.

* Clerk

OVERALL RESPONSIBILITIES include the following.

Performs a variety of basic clerical duties; may act as a receptionist.

SPECIFIC RESPONSIBILITIES

1. Perform routine clerical duties such as posting data, filing, maintaining filing systems, proofreading, copying data, and operating office machines and equipment.
2. Type a wide variety of correspondence using Word or Excel and data from rough draft.
3. Prepare and/or maintain a variety of records and reports.
4. Prepare and maintain employee and/or student attendance records as required.
5. Act as receptionist on the telephone and in person. Maintain good public relations with students, parents, staff, and community.
6. Attend to student health and welfare needs as required.

7. Receive and distribute mail and other District materials; prepare outgoing mail.
8. Order, maintain inventory, and distribute supplies and equipment as required.
9. Maintain confidentiality of all sensitive communications and of student and staff personnel matters.
10. Does related work as required.

QUALIFICATIONS

Knowledge of:

Communication skills; general office procedures and correct use of English and Spanish punctuation, spelling, and grammar.

Ability to:

Perform clerical duties of basic entry level difficulty; type and make mathematical calculations with accuracy; communicate effectively and maintain cooperative relationships with those contacted in the course of work; understand, and carry out written and oral instructions in English and Spanish; performs basic first aid.

Experience:

Successful work experience.

Education:

High School Diploma or equivalent.

Supervision:

Under direct supervision of the assigned administrator/supervisor.

* Instructional Assistant/Teachers Assistant/Aide/Paraprofessional:

Must have High School Diploma or equivalent

Must have AA degree or 48 units

Ability to read, write and speak English and/or Spanish

Assist students in reading, spelling, mathematics, and other content areas

Perform a variety of routine clerical and recordkeeping activities

Observe activities of children on the playground or in the cafeteria
Prepare materials used in the classroom
Explain lessons and activities in Spanish and/or English
Other related duties as requested by the teacher or administrator

VI. HEALTH AND SAFETY PROCEDURES

Prior to commencing operation, Language Academy of Sacramento will adopt and implement a comprehensive set of health, safety and risk management policies. These policies will be developed in consultation with the school's insurance carriers. A draft of the LAS health and safety policies, which are subject to final approval by the LAS governing board, is attached hereto as an Appendix. ___. At a minimum, the LAS health and safety policies will include the following procedures:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public school.
- Policies and procedures providing for school-wide training in response to natural disasters and other emergencies, including civil unrest, fires and earthquakes.
- Training for staff and students relating to preventing contact with blood-borne pathogens.
- Requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
- Identification of specific staff who will be trained in the administration of prescription drugs and other medicines.
- A policy that the school will be housed in facilities that have received state Fire Marshall approval and that have been evaluated by a qualified structural engineer who had determined that the facilities present no substantial seismic safety hazard.
- A policy establishing that the school functions as a drug, alcohol and tobacco free workplace.
- A 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.
- Examination of faculty and staff for tuberculosis.
- Screening of pupils vision and hearing and pupil scoliosis screening.

VII. RACIAL AND ETHNIC BALANCE

The Language Academy of Sacramento will implement a student recruitment strategy that includes, but is not necessarily limited to, the following strategies to ensure a racial and ethnic balance among students that is reflective of SCUSD's demographics:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in SCUSD.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- The 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 we are underrepresented, using brochures, public meetings, and other venues.
- Outreach meetings in several areas of SCUSD to reach prospective students and parents.

VIII. ADMISSION REQUIREMENTS

Admission to the Language Academy of Sacramento is based upon parental commitment and space in the Language Academy. Subject to those requirements, Language Academy will admit all pupils who wish to attend. Students new to two-way immersion programs generally enter during Kindergarten and, occasionally, first grade, however, LAS will admit students in higher grade levels as space within those grade levels becomes available.

A. 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. LAS will strive to be in accordance with the neighborhood needs and the linguistic balance for optimum implementation of the 90-10 model. However, students who are not fluent in either Spanish or English will have an equal opportunity to enroll in the Language Academy.

In March of each year, the Director will accept admissions applications. The Director, Coordinator and selected staff will review each new student's profile and will meet with the student's parent/guardian to determine if placement in the program is appropriate, based on the child's academic needs. If there are more applicants than total spaces available, a lottery will be held. Applicants who are not enrolled in the program will be placed on a waiting list. The lottery will be completed by pulling slips of paper with applicants' names on them out of a container, and the drawing will be held in a public forum to which all applicants will be invited. A Notary Public will be present to certify both the list of enrollees and the waiting list.

For each grade level, admission preference will be given to students currently enrolled at LAS and students who reside within SCUSD. For Kindergarten applicants, additional

admissions preferences will be given to: children who live in the Fruit Ridge attendance area, siblings of students currently in the program, and children of staff and of Charter Development Team members. For applicants to first grade and above, admissions preferences will be given to children who live in the Fruit Ridge attendance area and transfers from other two-way programs and children of LAS staff members.

A waiting list will be created as the need arises. Students will be invited to join the Language Academy of Sacramento as spaces become available.

Notwithstanding the admissions preferences described above, the Language Academy will actively recruit a diverse student population from families who understand and value the school's mission and will commit to the school's instructional and operational philosophy.

B. Parent Commitment

Interested parents of prospective students must visit the school and meet with a staff member to learn more about LAS. A designated staff member will explain the program model to prospective parents, provide a tour of selected classrooms and deliver an overall orientation of expectations. Once a student has been enrolled in LAS, a parent and/or guardian will be requested to sign a Parent Compact which is a voluntary agreement between families, school, and student. The provisions of the Parent Compact are described further below.

- 1) Maintain their child in the program for a minimum of five years;
- 2) Work with staff to provide an optimal learning environment at home and school;
- 3) Attend monthly Parent Association meetings;
- 4) Contribute a minimum of ten hours per school year in a volunteer capacity.

The intent of the Parent Compact is to create a strong relationship between families of LAS students and school personnel. Parents of students enrolled in LAS will be encouraged to consider the benefits of strong parental support to their children's education. Opportunities to meet the commitments of the Parent Compact will be flexible in order to provide for varying parent schedules and needs. 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.

C. Program Commitment

Because a key determinant in a child's success in two-way immersion is the continuity of

their instruction, parents are requested to keep their child in the program for a minimum of five years. A situation may arise in which the parents choose to pull their child out of the program because of an unforeseen family change, such as relocation, job transfer, etc. Parents may choose to opt out of the program and transfer their child to another SCUSD school. Although the student has the right to return to the LAS, it may not be in the best interest of the student to reenter the program at a later date.

D. Optimal Learning Environment

Teachers and parents are expected to work together to provide an optimal learning environment for the students at school and at home. An optimal learning environment will be enhanced by: regular communication and interaction between parents and teachers; parent knowledge of statewide standards and their child's progress toward achievement of these standards; parent knowledge of upcoming class work, and the work required by their children to successfully accomplish such class work; and parent participation in school meetings and activities.

Minimum Participation Hours

Parents will be asked to contribute a minimum of ten hours per academic year to the Language Academy of Sacramento. These hours may be fulfilled by the following activities: volunteering in the classroom/school (including at-home assistance); tutoring; attending parent-teacher conferences; attendance at meetings of the following school bodies: Parent Association, Parent Council, LAS Governing Board (as member or observer), or ELAC, Parent Association functions; participation in the planning of, or attendance at, Academic/Arts Events; or, other activities upon approval by the Director.

IX. FINANCIAL AND PROGRAMMATIC AUDITS

The LAS Governing Board will instruct the Finance Team each fiscal year to oversee the selection of an independent auditor and the completion of an annual audit of the school's financial affairs. The audit will verify the accuracy of the school's financial statements, attendance and enrollment accounting practices and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. It is anticipated that the annual audit will be completed by December 15 each year and that a copy of the auditor's findings will be forwarded to the chief financial officer of Sacramento City Unified School District, the State Controller, the County Superintendent of schools and the California Department of Education. The LAS Finance Team will review any audit exceptions or deficiencies and report to the LAS Governing Board with recommendations on how to resolve them. The board will report 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 will be referred to the dispute resolution process below.

The Language Academy of Sacramento and Sacramento City Unified School District will jointly develop the content, evaluation criteria, timelines, and process for the annual performance reports. In addition, both entities above will also jointly develop an annual site visitation process and protocol to enable the grantor to gather information needed to confirm the school's performance and compliance with the terms of this charter.

X. SUSPENSION AND EXPULSION PROCEDURES

The Language Academy of Sacramento will adopt and maintain a comprehensive set of student discipline policies. A draft of these policies is attached hereto in the Appendix and shall be reviewed and ratified by the LAS governing board. These policies will be distributed as part of the school's student handbook and will clearly describe the school's expectations 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 up to ten school days. LAS will notify and confer with the student's parent or caregiver as soon as possible regarding the suspension. If the violation of the discipline policies is a serious offense that merits expulsion, and/or if the student presents an ongoing threat to health and safety, LAS may take action to expel the student. In such cases, LAS will send a written notice of the facts, allegations and student/parent rights to the parent or caregiver 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. 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 educational plan team meeting if a suspension lasts beyond ten days or in the event that expulsion is recommended. LAS will notify SCUSD of any expulsions and will include suspension and expulsion data in its annual performance report.

XI. STRS/PERS

Teachers in the Language Academy of Sacramento will participate in the State Teachers Retirement System (STRS). LAS may choose to offer the Public Employees Retirement System or another retirement plan to its non-teaching staff. SCUSD shall cooperate as necessary to forward any required payroll deductions and related data. SCUSD may charge LAS a reasonable fee for the provision of such services, with such fee not to exceed the actual costs of the services provided.

XII. ATTENDANCE ALTERNATIVES

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

XIII. DESCRIPTION OF EMPLOYEE RIGHTS

The Language Academy of Sacramento staff that has left permanent status employment in the district to work at LAS shall not have the any right to return to a comparable position in the district during their tenure at the school and any return shall be at the discretion of the district. Such staff shall also not continue to earn service credit in SCUSD unless the district otherwise provides. Charter school employees will be entitled to receive health, dental and vision policies that are comparable to the district's policies in 2003-04 so long as these policies are commercially available. Nothing in this charter shall be construed as preventing the charter school 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 the district in the 2003-04 academic year.

Teachers at the charter school shall have tenure granted to them by the charter school upon hiring by the charter school if the teacher had tenure while an employee of the SCUSD. Teachers hired by the charter school who did not possess tenure with the SCUSD when hired shall be granted tenure after two years of employment with the charter school unless the charter school board terminates the employment of the teacher on or before the two year anniversary of employment with the charter school.

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.

XIV. DISPUTE RESOLUTIONS

A. Intent

The dispute resolution process will address 1) internal school disputes pursuant to the school's policies with the goal of minimizing the oversight burden on the charter granting agency 2) ensure a fair and responsive resolution to disputes and 3) outline a charter oversight and renewal process and timeline.

B. 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.

C. 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 governing board members of the school, 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. The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause as defined by Language Academy of Sacramento governing board to believe that a violation of this charter or related laws or agreements has occurred, or unless the governing board of the school has requested the district to intervene in the dispute.

D. Disputes between LAS Charter School and SCUSD

In the event that the school or granting agency have disputes regarding the terms of this charter or any other issue regarding the school and grantor's relationship, both parties agree to follow the process outlined below.

In the event of a dispute between LAS and SCUSD, the staff and governing board members of the school and district agree to first frame the issue in written format and refer the issue to the Superintendent of SCUSD and the Director of LAS. In the event that the grantor believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The Director and Superintendent or party designee(s) shall informally meet and confer within 30 calendar days to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both party designees, within 60 calendar days counting from the initial informal meeting date, shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent and the Director and attempt to resolve the dispute. If this joint formal meeting fails to resolve the dispute, the Superintendent and director shall meet to jointly identify a neutral, third party mediator. The format of the mediation session shall be developed jointly by the Superintendent and Director, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be non-binding, unless the governing boards of the school and grantor jointly agree to bind themselves.

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

E. Oversight Reporting, Revocation and Renewal

Sacramento City Unified School District may inspect or observe any part of the school at any time, but shall provide the Language Academy of Sacramento reasonable notice to the Director prior to any observation or inspection unless such notice would prevent the performance of reasonable oversight functions. SCUSD shall endeavor to provide such notice at least three working days prior to the inspection or observation, unless the LAS Director agrees otherwise. Inspection, observation, monitoring and oversight activities

may not be assigned or subcontracted to a third party by SCUSD without the mutual consent of the LAS Governing Board.

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

SCUSD agrees to receive and review the annual fiscal and programmatic audit and annual performance reports specified above. Within two months of the receipt of this annual report, SCUSD must notify the LAS Governing Board as to whether it considers the school to be making satisfactory progress. This annual notification will include specific reasons for SCUSD conclusions.

XV. LABOR RELATIONS/COLLECTIVE BARGAINING

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. The charter school recognizes the employees' rights under the EERA provisions to organize for collective bargaining.

XVI. CLOSING PROCEDURES

In the event that the Language Academy of Sacramento closes, the assets and liabilities of the school will be disposed of by the school's governing board to the charter granting agency, another charter school, non-profit, or other appropriate entity in accordance with the assets disposition provisions of the school's bylaws. The governing board members will lead the inventory process and disposition of the assets and liabilities as stated in the bylaws, and the treasurer shall produce a final audit of the school.

In the event of school closure, families will possess an independent copy of their students' academic progress records along with other relevant information. These will be provided at the end of each trimester and/or reporting period. The school's governing board may also provide for the transfer of such records to the charter granting agency, County Office of Education, or other appropriate entities. The student records will be transferred to the families, appropriate agencies or the charter granting agency by the school's governing board.

Term:

The term of this charter shall begin on July 1st, 2004 and expire June 30th, 2009.

Amendments:

Any amendments to this charter shall be made by the mutual agreement of the governing boards of the Language Academy of Sacramento and Sacramento City Unified School District. Material revision and amendments shall be made pursuant to the standards, criteria and timelines in Education Code Section 47605.

Severability:

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

XVII. ADDITIONAL PROVISIONS

A. Administrative Services and Other Non-Instructional Services

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

B. Legal References

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

C. Affirmation of the Conditions- Education Code Section: 47605(d)

The Language Academy of Sacramento shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability.

¹ Sugarman and Howard (2001). *Development and Maintenance of Two-Way Immersion Programs: Advice from Practitioners*. Washington, DC: Center for Applied Linguistics.

² Lindholm, K. 1990. Bilingual immersion education: Criteria for program development. In A. Padilla, H. Fairchild, & C. Valadez (Eds.), *Bilingual education: Issues and strategies*. pp. 91-105. Newbury Park, CA: Sage.