

## ❑ CHARTER GOALS

### UNIQUE EDUCATIONAL PROGRAM CONTEXT IN UNDERSTANDING ACHIEVEMENT

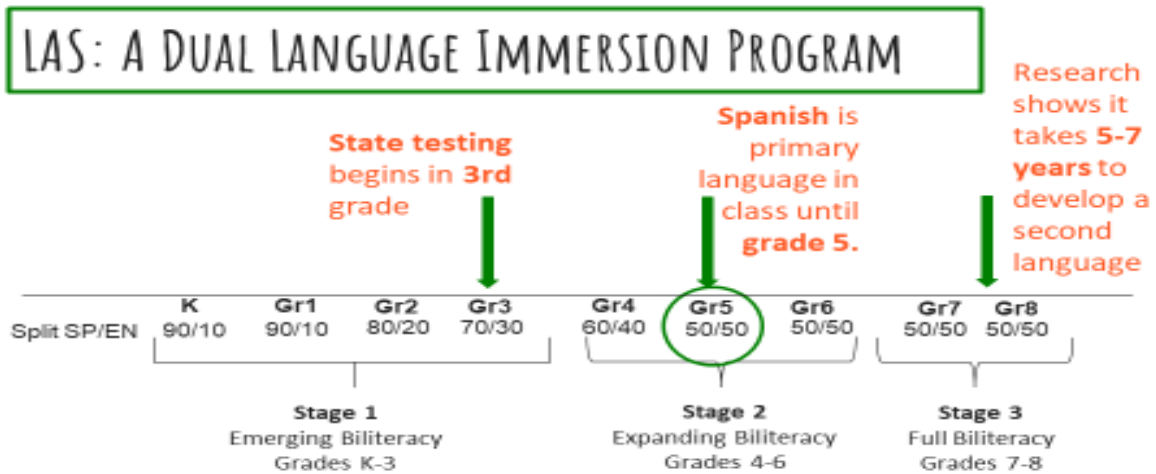
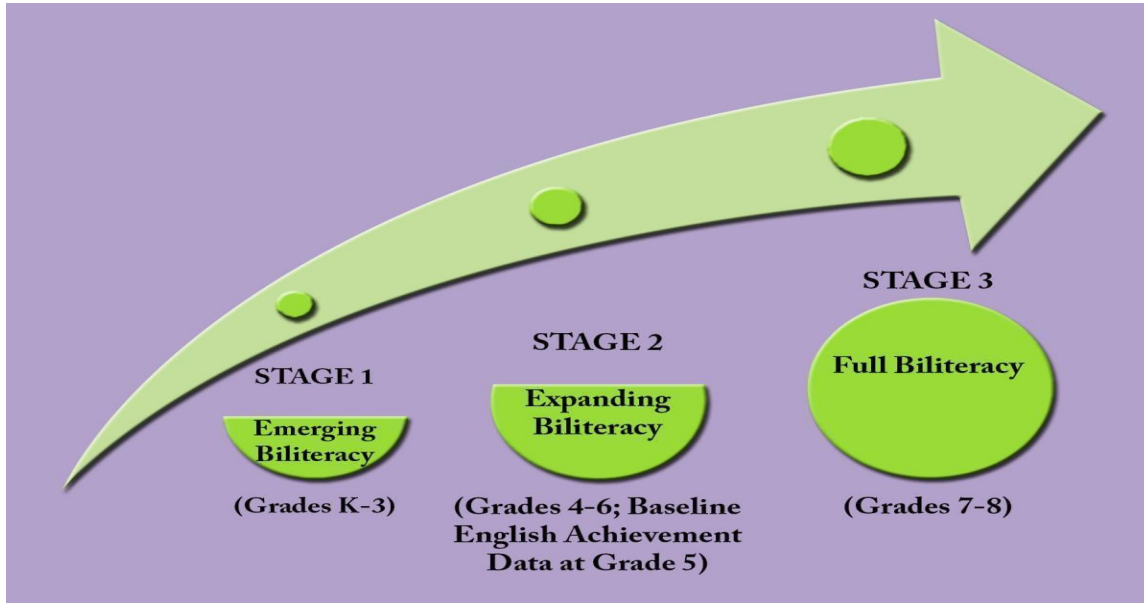
Based on dual immersion and second language acquisition research, it takes approximately five to seven years to develop cognitive academic language proficiency (CALP) (Cummins, 2017; Howard, Lindholm-Leary, Rogers, Olague, Medina, Kennedy, Sugarman, & Christian, 2018). With biliteracy in about seven years as an end goal, LAS strategically monitors student achievement at critical grade spans. LAS's biliteracy grade span progression is divided into three stages: Stage 1: Emerging Biliteracy, Stage 2: Expanding Biliteracy, and Stage 3: Full Biliteracy. Because of its 90- 10 dual language immersion model, LAS students in Stage 1 and early Stage 2 receive instruction primarily in Spanish. Concurrently, academic assessments at these levels are predominantly conducted in Spanish.

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

By Grades 7 and 8 in Stage 3, LAS students' English proficiency in various subject matters is at least comparable, if not higher than, students in non-dual language immersion schools.

Simultaneously, these same LAS middle school students will have acquired Spanish language proficiency comparable to that of a college student enrolled in an advanced level language class. After reaching full biliteracy, the LAS Graduate enters the high school pipeline better prepared to travel the bridge to college and career milestones.

## LAS BILITERACY GRADE SPAN PROGRESSION



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

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

❑ **UPDATED LAS KEY CHARTER GOALS** (Charter Petition Review v022219)

<p style="text-align: center;"><b>LAS Goals and Metrics</b></p> <p style="text-align: center;"><i>Note: LAS Numerically Significant Pupil Subgroups- 1) Latino, 2) Socio-economic disadvantaged (SED), 3) English Learners (EL), and 4) Students with disabilities (SWD). (Foster youth number at LAS does not qualify as numerically significant).</i></p>	<p style="text-align: center;"><b>LAS Mission (M) Alignment:</b></p> <p style="text-align: center;"><b>M1: Biliteracy M2: Confidence/Life Skills M3: Leadership/ Critical Thinking</b></p>	<p style="text-align: center;"><b>CA State Priority (SP1-SP8) and SCUSD Annual Performance Report (APR) Key Indicator Alignment (KP: 4,5,6,7,8)</b></p>
<b>LAS Goal #1</b>		
<b>Description: Low Chronic Absenteeism</b>		
<p>G1.0 Attendance rate of 95% or above G1.1 LAS subgroups attendance rate will be within a 2% margin from the schoolwide attendance goal.</p>	M2	SP5, KP4
<b>LAS Goal #2</b>		
<b>Description: Low Suspension Rate</b>		
<p>G2.0 Suspension rate lower than 2% G2.1 LAS subgroups suspension rate will be within a 2% margin from the schoolwide low suspension goal.</p>	M2	SP6, KP5
<b>LAS Goal #3</b>		
<b>Description: High Achievement in Language Arts: English (ELA) and Spanish (SLA)</b>		
<p><b>External Accountability:</b> <b>By the End of Stage 3 Gr8 achievement goals:</b> <u>G3.0 SBAC % of students who met/exceeded ELA standards-</u> <u>G3.0A</u> All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC ELA baseline</p>	M1	SP4, KP7

<p><u>G3.0B Subgroups</u>: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC ELA baseline</p> <p><u>G3.0C All Students and Subgroups</u>: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools</p> <p><u>G3.1 SBAC Difference from Met (DFM) points in ELA</u>:</p> <p><u>G3.1A All Students</u>: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data</p> <p><u>G3.1B Subgroups</u>: By the End of Stage 3 Gr8, the Gr8 cohort subgroups will show positive growth in DFM points from their Gr6 cohort baseline data</p>		
<p><b>Internal Accountability:</b></p> <p><u>G3.2 LAS Benchmark DRA/EDL-</u></p> <p><u>G3.2A All Students</u>: By End of Stage 2 Gr6, 70% or more of Gr6 students will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish</p> <p><u>G3.2B Subgroups</u>: By End of Stage 2 Gr6, 70% or more of Gr6 student subgroups will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish</p> <p><u>G3.3 SWD Subgroup LAS IEP Student Goals-</u> Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.</p>		
<p><b>Goal #4</b></p>		
<p><b>Description: High Achievement in Mathematics</b></p>		
<p><b>External Accountability:</b></p> <p><b>By the End of Stage 3 Gr8 achievement goals:</b></p> <p><u>G4.0 SBAC % of students who met/exceeded Math standards-</u></p> <p><u>G4.0A All Students</u>: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC Math baseline</p> <p><u>G4.0B Subgroups</u>: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC Math baseline</p>	<p>M1</p>	<p>SP4, KP6</p>

<p><u>G4.0C</u> All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools</p> <p><u>G4.1 SBAC Difference from Met (DFM) points in Math:</u></p> <p><u>G4.1A</u> All Students: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data</p> <p><u>G4.1B</u> Subgroups: By the End of Stage 3 Gr8, the Gr8 cohort subgroups will show positive growth in DFM points from their Gr6 cohort baseline data</p>		
<p><b>Internal Accountability:</b></p> <p><u>G4.2 LAS MAP Math-</u> New; First year implementation. LAS will establish baseline goals in 2019</p> <p><u>G4.2A</u> All Students: To be determined</p> <p><u>G4.2B</u> Subgroups: To be determined</p> <p><u>G4.3 SWD Subgroup LAS IEP Student Goals-</u> Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.</p>		
<p><b>Goal #5</b></p>		
<p><b>Description: Upward Trajectory of EL Progress Towards Reclassification (RFEP) Status</b>  <i>(Note: These two subgroups (EL and RFEP) must be analyzed in tandem for accurate depiction of progress)</i></p>		
<p><b>External Accountability:</b></p> <p>G5.0 <u>Cohort reclassification rate</u> of 70% or higher by the End of Stage 3 Gr8.  (See EL and RFEP applicable goals above: 3.0B, 3.0C, 3.1B, 3.2B and 4.0B, 4.0C, 4.1B, 4.2B)</p>	<p>M1</p>	<p>SP2</p>
<p><b>Internal Accountability:</b></p> <p>G5.1 <u>LAS Reading Benchmark-</u> By End of Stage 2, 70% or more of Gr6 EL students will show growth from the beginning of the year to the end of the year reading assessment data</p> <p>G5.2 LAS MAP Math- New; First year implementation. LAS will establish baseline goals in 2019 for EL subgroup and RFEP subgroup</p>		

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

□ LCAP EXECUTIVE SUMMARY (Excerpt from LAS LCAP)

On February 19, 2004, the SCUSD School Board unanimously voted to approve the charter petition for the Language Academy of Sacramento (LAS). Today the school operates as an independent directly funded charter that is also a California non-profit 501(c)(3) public benefit corporation. Since the charter school's opening in 2004, LAS enrollment has grown from 228 students to 585 for the 2017-18 school year. As of June 2018, there are 732 children on the LAS waiting list.

LAS Demographics

During the 2017-18 year, LAS demographic data constituted 75% Socioeconomically Disadvantaged, 41% English Learners and 11% qualified for Special Education services. Ethnicity data revealed that 94% of students were Latino, 2% Black/African American, 3% White, and 1% Other. Sixty one (61%) of the families at LAS identified Spanish as their primary language.

LAS Academics

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

❑ **UPDATED 8 STATE PRIORITIES AND LAS LCAP GOALS**

(Charter Petition Review v022219)

*Note: LAS Numerically Significant Pupil Subgroups- 1) Latino, 2) Socio-economic disadvantaged (SED), 3) English Learners (EL), and 4) Students with disabilities (SWD). (Foster youth number at LAS does not qualify as numerically significant).*

<b>State Priority Description</b>  <i>Sub-Priorities</i>	<b>Measurable Goals to Achieve Sub-Priorities</b>	<b>Actions to Achieve Measurable Goals</b>	<b>Measurable Outcome to Define Success</b>  <i>(Methods of Measurement)</i>
<b>SP1: Basics: Teachers, Instructional Materials, Facilities</b>			
<i>Provide students access to fully credentialed teachers</i>	FY17 and FY18: 100% of teachers are fully credentialed	Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed	Maintain 100% of teachers fully credentialed  <i>(Percentage of properly credentialed teachers)</i>
<i>Provide students access to standards-aligned instructional materials</i>	Instructional materials are researched based, implemented with fidelity within the context of a dual language program, and aligned with Common Core State Standards  Coordinated effort in analyzing subgroup needs per data analysis and MTSS process	All core subjects instruction are based on Common Core State Standards  Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials	Record of research and purchase: CCSS aligned curricula  Implementation support by school leadership  <i>(Percentage of students with access to standards-aligned instructional material)</i>



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

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

		expand parent engagement	who would “recommend the school to others.”  <i>(LCAP Reported Items: Annual satisfaction data based on annual stakeholder survey)</i>
<b>State Priority Description</b>  <i>Sub-Priorities</i>	<b>Measurable Goals to Achieve Sub-Priorities</b>	<b>Actions to Achieve Measurable Goals</b>	<b>Measurable Outcome to Define Success</b>  <i>(Methods of Measurement)</i>
<b>SP4: Student Achievement</b> based on statewide assessments, percentage of ELs making progress in ELPAC, and EL reclassification rate			
<i>Student achievement and biliteracy for all students</i>	Based on the LAS Biliteracy Grade Span Progression Measurable Outcomes- External Accountability: <i>Establish new baseline based on ELPAC after 2yrs of implementation</i> Stage 1: Emerging Biliteracy (K-3) Stage 2: Expanding Biliteracy (4-6) Stage 3: Full Biliteracy (7-8)	Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators	Maintain End of Stages (1, 2, and 3) English learner dual language program academic growth trajectory, including End of Stage 3 (Gr8) 5% increase reclassification rate annually  <i>(Statewide assessment 100% participation rate goal; RFEP rate and EL annual growth progress percentages)</i>
	<b>External Accountability: By the End of Stage 3 Gr8 achievement goals:</b> <u>G3.0 SBAC % of students who</u>	Analyze ELA achievement data by schoolwide, grade level and subgroups  Continued study on most recent bilingual immersion research	Maintain End of Stage 3 (Gr8) SBAC ELA performance data to be at comparable/ competitive trajectory: Schoolwide and for

	<p><u>met/exceeded ELA standards-</u>  <u>G3.0A</u> All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC ELA baseline  <u>G3.0B</u> Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC ELA baseline  <u>G3.0C</u> All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools</p>	<p>and its efficacy for students, particularly the identified subgroups</p>	<p>numerically significant subgroups</p>
	<p><u>G3.1 SBAC Difference from Met (DFM) points in ELA:</u>  <u>G3.1A</u> All Students: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data  <u>G3.1B</u> Subgroups: By the End of Stage 3 Gr8, the Gr8 cohort subgroups will show positive growth in DFM points from their Gr6 cohort baseline data</p>		

	<p><b>Internal Accountability:</b>  <u>G3.2 LAS Benchmark</u>  <u>DRA/EDL-</u>  <u>G3.2A</u> All Students:  By End of Stage 2 Gr6, 70% or more of Gr6 students will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish  <u>G3.2B</u> Subgroups: By End of Stage 2 Gr6, 70% or more of Gr6 student subgroups will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish</p>		
	<p><u>G3.3 SWD Subgroup LAS IEP Student Goals-</u>  Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.</p>	<p><i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i></p>	<p><i>Annual review of SPED program student IEP profiles will reflect goal data.</i></p>
	<p><b>External Accountability:</b>  <b>By the End of Stage 3 Gr8 achievement goals:</b>  <u>G4.0 SBAC % of students who</u></p>	<p>Analyze Math achievement data by schoolwide, grade level and subgroups  Continued study on most recent bilingual immersion research and its efficacy for</p>	<p>Maintain End of Stage 3 (Gr8) SBAC Math performance data to be at comparable/ competitive trajectory:  Schoolwide and for</p>

	<p><u>met/exceeded Math standards-</u>  <u>G4.0A</u> All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC Math baseline  <u>G4.0B</u> Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC Math baseline  <u>G4.0C</u> All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools</p>	<p>students, particularly the identified subgroups</p>	<p>numerically significant subgroups</p>
	<p><u>G4.1 SBAC Difference from Met (DFM) points in Math:</u>  <u>G4.1A</u> All Students: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data  <u>G4.1B</u> Subgroups: By the End of Stage 3 Gr8, the Gr8 cohort subgroups will show positive growth in DFM points from their Gr6 cohort baseline data</p>		

	<p><b>Internal Accountability:</b>  <u>G4.2 LAS MAP Math</u>- New; First year implementation. LAS will establish baseline goals in 2019  <u>G4.2A All Students:</u>  To be determined  <u>G4.2B Subgroups:</u> To be determined</p>	Analysis of schoolwide and subgroup data from MAP Math Benchmark	Once baseline is established, monitoring all student and subgroup growth during the year
	<p><u>G4.3 SWD Subgroup LAS IEP Student Goals-</u>  Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.</p>	<i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i>	<i>Annual review of SPED program student IEP profiles will reflect goal data.</i>
<p><b>State Priority Description</b>   <i>Sub-Priorities</i></p>	<p><b>Measurable Goals to Achieve Sub-Priorities</b></p>	<p><b>Actions to Achieve Measurable Goals</b></p>	<p><b>Measurable Outcome to Define Success</b>   <i>(Methods of Measurement)</i></p>
<p><b>SP5: Student Engagement</b> based on school attendance rates, chronic absenteeism rate, and middle school dropout rate</p>			
<p><i>Student engagement and building confidence and life skills for all students</i></p>	<p>FY17 and FY18 Historical Data:   All Students:  Attendance rate  Actual: 97% and 97%</p> <p>Subgroups:  1) Latino: 97.4% and 97.3%  2) EL: 97.2% and 97.2%  3) SED: 97.2% and 97.2%</p>	<p>Continue to closely monitor student attendance trends: schoolwide and for identified subgroups</p>	<p>All Students:  Schoolwide attendance rate of 95% or above</p> <p>Identified subgroups rate within 2% margin of schoolwide attendance</p> <p><i>(Annual attendance rate)</i></p>

	4) SWD: 97% and 97.1%		
<i>Low chronic absenteeism rate</i>	<p>Absenteeism (chronic) at 2.9% and 3.2% rate, respectively</p> <p>Subgroups FY2018:</p> <ol style="list-style-type: none"> <li>1) Latino: 3.3%</li> <li>2) EL: 3.4%</li> <li>3) SED: 3.6%</li> <li>4) SWD: 2.7%</li> </ol>	<p>Continue coordinated effort with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate</p> <p>Continue close monitoring of subgroups and areas of need via MTSS process</p> <p>Wrap around health and mental health supports provided to subgroups with identified need</p> <p>Continued support and training for Bully Prevention and Conflict Resolution and nuances of underlying effect of privilege, oppression, and micro-aggression</p>	<p>All Students: Chronic Absenteeism rate of less than 3%</p> <p>Identified subgroups rate within 2% margin of schoolwide low chronic absenteeism rate</p> <p><i>(Annual chronic absenteeism rate)</i></p>
<i>Low middle school dropout rate</i>	Dropout for middle school at zero rate	Continue review of annual student survey data for improvement areas	<p>Middle school dropout rate at less than 1%</p> <p><i>(Annual middle school dropout rate Annual student survey data)</i></p>



<p><b>State Priority Description</b></p> <p><i>Sub-Priorities</i></p>	<p><b>Measurable Goals to Achieve Sub-Priorities</b></p>	<p><b>Actions to Achieve Measurable Goals</b></p>	<p><b>Measurable Outcome to Define Success</b></p> <p><i>(Methods of Measurement)</i></p>
<p><b>SP6: School Climate-</b> Suspension rate and expulsion rate Other local measures, including survey of pupils, parents and teachers regarding school climate, school safety and connectedness</p>			
<p><i>School climate and building confidence, leadership, and critical thinking skills for all students</i></p> <p><i>Low suspension rate</i></p>	<p>FY17 and FY18: Suspension rate = 1.9% and less than 1%, respectively</p> <p>Subgroups FY2018:</p> <ol style="list-style-type: none"> <li>1) Latino: 0.7%</li> <li>2) EL: 0%</li> <li>3) SED: 0.9%</li> <li>4) SWD: 2.7%</li> </ol>	<p>Continue high level of student engagement academically and socio-emotionally</p> <p>Continue to closely monitor student suspension trends: schoolwide and for identified subgroups</p> <p>Continue close monitoring of subgroups and areas of need via MTSS process</p>	<p>All Students: Suspension rate goal of 2% or less</p> <p>Identified subgroups rate within 2% margin of schoolwide suspension rate</p> <p><i>(Annual suspension rate)</i></p>
<p><i>Low expulsion rate</i></p>	<p>Expulsion rate= 0% for both years</p> <p>Identified subgroups rate within 2% margin of schoolwide suspension rate</p>	<p>Continue to closely monitor student expulsion trends: schoolwide and for identified subgroups</p>	<p>Expulsion rate goal of less than 1%</p> <p>Identified subgroups rate within 2% margin of schoolwide expulsion rate</p> <p><i>(Annual expulsion rate)</i></p>
<p><i>High participation rate</i></p>	<p>FY17 and FY18: Stakeholder survey participation: Student: 95% and 93%, respectively</p>	<p>Continue administering stakeholder survey data annually and monitor for areas of improvement</p>	<p>Stakeholder survey participation goal: maintenance of 90% and above current rate and incremental 5%</p>

	Families: 69% and 67%, respectively Staff: 95% and 98%, respectively		increase for family survey completion  <i>Annual stakeholder survey data:</i> 1) Families 2) Staff 3) Students
<b>State Priority Description</b>  <i>Sub-Priorities</i>	<b>Measurable Goals to Achieve Sub-Priorities</b>	<b>Actions to Achieve Measurable Goals</b>	<b>Measurable Outcome to Define Success</b>  <i>(Methods of Measurement)</i>
<b>SP7: Course Access</b> - Broad course of study that included all the subject areas described in 51210 and 51220(a)(i) as applicable; Programs and services developed and provided to unduplicated pupils and students with exceptional needs			
<i>Course access and its role in supporting the fulfillment of LAS mission</i> 1) <i>LAS students are enrolled in broad course of study. As a DLBE program, students receive instruction equivalent to advanced level of foreign language study</i>	100% of students have access to broad course of core subject study, including: PE, visual and performing arts technology, and global language, in middle school years  Subgroups: Expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session	Continue core subject offerings based on DLE program design (Spanish and English)  Continue elective courses offerings in middle school  Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session	100% of MS students participate in elective courses  Expanded learning opportunity and/or interventions program plan and results  <i>(Course offering archives)</i>
<i>Set events on schooling pipeline</i>	<i>Facilitated transition of graduates to local high schools</i>	Continue Senderos al Exito (SALE) meetings where LAS Gr8 families learn about high school programs	100% Gr8 students and families are provided the SALE venue and have access to staff support in understanding high

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